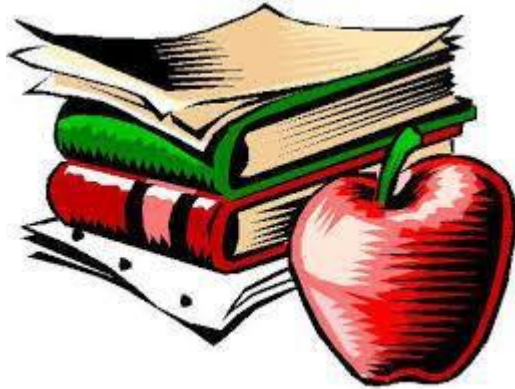


Elmore County
Management of Curriculum
Grades K-4
2023-2024



Mr. Richard E. Dennis
Superintendent

Mrs. Amy Harrison
Director of Elementary Education

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Week of:	Planned Activities:
Aug 1 – 4	Aug 1 – State of the School/Institute Day Aug 2-7 – Inservice/Workdays Aug 3 – Open House
Aug 7 – 11	Aug 8 – Quarter 1 begins Aug 10 – BOY Universal Screeners window opens: STAREL, STAR Reading/Math, CBM Aug 10 – ALAKids Window for Kindergarten opens
Aug 14 – 18	
Aug 21 – 25	
Aug 28 – Sept 1	
Sept 4 – 8	Sept 4 – Labor Day Holiday
Sept 11 – 15	Sept 13 – BOY Universal Screeners window closes: STAREL, STAR Reading/Math, CBM Sept 13 – ALAKids Window for Kindergarten closes Sept 14 – Parent Report Day / Progress Reports
Sept 18 – 22	
Sept 25 – 29	
Oct 2 – 6	Oct 6 – End of Quarter 1 and half day for students
Quarter 1	42 Instructional Days
Oct 9 – 13	Oct 9 – Beginning of Quarter 2 Oct 9 – 10 – Fall Break
Oct 16 – 20	Oct 19 – Quarter 1 Report Cards
Oct 23 – 27	
Oct 30 – Nov 3	Oct 30 – MOY Universal Screeners window opens: STAREL, STAR Reading/Math, CBM
Nov 6 – 10	Nov 9 – Quarter 2 Progress Reports Nov 10 – Veterans Day Holiday
Nov 13 – 17	
Nov 20 – 24	Thanksgiving Holidays
Nov 27 – Dec 1	
Dec 4 – 8	
Dec 11 – 15	
Dec 18 – 22	Dec 20 – End of Quarter 2 and half day for students Dec 20 – Last Day for Students
Quarter 2	45 Instructional Days
Semester 1	87 Total Instructional Days

Week of:	Planned Activities:
Jan 8 – 12	Christmas Holidays for Students / Professional Development Day for Teachers Jan 9 – Students Return Jan 9 – Beginning of Quarter 3
Jan 15 – 19	Jan 15 – Martin Luther King Birthday Holiday Jan 18 – Quarter 2 Report Cards
Jan 22 – 26	
Jan 29 – Feb 2	
Feb 5 – 9	Feb 8 – Quarter 3 Progress Reports – MOY Universal Screeners window closes: STAREL, STAR Reading/Math, CBM
Feb 12 – 16	
Feb 19 – 23	Feb 20 – Professional Development for Teachers / Holiday for Students
Feb 26 – Mar 1	
Mar 4 – 8	March 4 th – ACAP Alternate opens (Grades 2-4; 5-8; 10-11)
Mar 11 – 15	Mar 15 – End of Quarter 3 and half day for students
Quarter 3	47 Instructional Days
Mar 18 – 22	Mar 18 – Beginning of Quarter 4 Mar 21 – Quarter 3 Report Cards March 18 - ACAP Summative Assessment window opens (grades 2-4)
Mar 25 – 29	Spring Break
Apr 1 – 5	– EOY Universal Screeners window opens: STAREL, STAR Reading/Math, CBM -- ACAP Alternate window closes
Apr 8 – 12	
Apr 15 – 19	Apr 15 – Window for Field Day Opens Apr 18 – Quarter 4 Progress Reports
Apr 22 – 26	April 26 - ACAP Summative Assessment window closes (Grades 2-4)
Apr 29 – May 3	
May 6 – 10	
May 13 – 17	May 13 – Window for Honors Day Programs Opens 7 – EOY Universal Screeners window closes: STAREL, STAR Reading/Math, CBM
May 20 – 24	May 23 – Last day for Students May 23 – End of Quarter 4 and last day for students May 23 – Quarter 4 Report Cards May 24 – Teacher Workday
Quarter 4	44 Instructional Days
Semester 2	91 Total Instructional Days
SY 2022-2023	178 Total Instructional Days

GENERAL INFORMATION

Alabama Courses of Study (ALCOS)

- Teachers are mandated by the Alabama State Department of Education to teach the Alabama Courses of Study.
- It is the responsibility of all teachers in all subject areas and grade levels to teach their subject/grade level specific ALCOS to mastery.
- It is understood that these skills are critical and must be taught, assessed, and re-taught if not mastered. Different instructional strategies and materials should be used if re-teaching is necessary.
- Teachers will employ instructional **best practice strategies** to accommodate various learning styles as well as students' needs and interests.

Alabama Literacy Act

In 2019, the Alabama legislature passed the Alabama Literacy Act; it became effective September 1, 2019. The first group of students that falls under this act is 1st graders during the 2019-2020 school year. The Alabama Literacy Act was established to implement steps to improve the reading proficiency of public school kindergarten to 3rd grade students and ensure that those students are able to read at or above grade level by the end of the 3rd grade. The law states that all 3rd grade students (with a few “good cause” exemptions) shall demonstrate sufficient reading skills for promotion to 4th grade, **beginning with the 2023-2024 school year**. So why 3rd grade? Research shows that “90% of children with reading difficulties will achieve grade level in reading if they receive help in the 1st grade. Seventy percent of children whose help is delayed to age 9 or later continue to struggle throughout their school career.”*

Read the full text of the [Alabama Literacy Act \(AL-HB388\)](#). We will follow all guidelines and procedures found in the Alabama Literacy Act Implementation Guide at the following link:

[\(Alabama Literacy Act Implementation Guide - Final Draft\)](#)

Alabama Numeracy Act

In 2022, the Alabama legislature passed the Alabama Numeracy Act; to implement steps to improve mathematics proficiency of public school kindergarten to fifth grade students and ensure that those students are proficient in mathematics at or above grade level by the end of fifth grade by monitoring the progression of each student from one grade to another, in part, by his or her proficiency in mathematics.

Read the full text of the [Alabama Numeracy Act \(AL-SB171\)](#).

Arts

- The Elmore County School System encourages teachers to integrate the arts into their classroom throughout the year.
- The arts may be showcased during the spring art festivals/performances at the local schools.
- K-4 students will be given opportunity to participate in music activities.

Audio Visual Materials

- All audio-visual materials must relate directly to the ALCOS: CCRS, school system curriculum, and serve as a means of enhancing instruction. All videos must be documented in lesson plans and aligned to

the ALCOS: CCRS.

- All audio-visual materials must be previewed in their entirety by the teacher. In addition, audio-visual materials not part of the library collection must receive written approval by the school principal prior to using the material in a classroom setting. The Request for Approval of Audio- Visual Materials Form must be completed, and a copy kept on file by the teacher and principal.
- **Written request for approval must be submitted to the principal ONE WEEK PRIOR to viewing. The attached Approval of Audio-Visual Materials Form should be used to grant permission. The teacher and principal should retain a copy of the written approval documentation.**
- Viewing of entire movies as incentives must be pre-approved by the administration and follow the same guidelines previously described.

Blended Attendance Guidelines

Blended attendance is a combination of both traditional attendance and virtual attendance. Blended attendance is measured through the completion of lessons/assignments consistent with the student's customized learning plan and developed for students in every course that includes the target dates for each assignment.

- Blended attendance is only allowed with prior approval from the principal for trips, special events, non-school related extracurricular activities, etc.
- Attendance clerk will be responsible for properly documenting attendance.
- Teacher will assign lessons through the virtual platform (Edgenuity and/or other software programs/Google Classroom). It is important that elementary teachers and students are familiar with google classroom
- Students are required to complete all assignments for the assigned day with a minimum score of 60% to be considered present and in attendance.
- Simply logging into the virtual platforms (Edgenuity and/or other software programs/Google Classroom) is not considered attending for purposes of Alabama's Compulsory School Attendance Law.
- Progress will be monitored weekly for students out more than 5 school days.
- **All assignments must be completed within 3 days after returning to school.**

Classroom and Hallway Posted Items

- The teacher should post the class schedule inside and outside the classroom.
- The teacher will display and refer to *Essential Questions*, as well as post *I Can Statements* to reflect the College and Career – Ready Standards. The posting should be large enough for all students to view.(K-4)
- Learning targets will be posted and implemented as part of ELA and Mathematics instruction.
- Daily class assignments should be posted in grades 1-4. (SITE-BASED)
- Homework assignments, if applicable, should be posted in grades 1-4. (SITE-BASED)
- Rules/consequences/rewards should be posted. (K-4)
- Anchor charts should be co-constructed with students and be visible in classrooms.

Computer Science

- In 2019, the Alabama legislature passed Alabama Act #2019-389. This will require each public elementary school (K-5) shall offer instruction on the basics of CS and computational thinking. Courses that teach computer science should be integrated into the curriculum.
- All K-4 students must have computer science (computational thinking) instruction during the school year.

- All Elmore County middle schools will use Code.org’s Progression of CS Fundamentals as the CS curriculum & platform for K-4 students.
- All K-4 students will have CS instruction through a "specials" teacher (librarian, tech teacher, etc.) that sees all students adding CS standards to their instruction.

Conferences

- It is the responsibility of each teacher to develop a positive rapport with parents/guardians and to communicate with them on a regular basis.
- If a student is not making satisfactory progress, it is the responsibility of the teacher to contact the parent/guardians of the student to develop a plan for academic and/or behavioral improvement.
- Teachers are to keep documentation of parent/guardian communications, electronic messages, telephone calls, conferences, home/school compacts, etc.

Curriculum Focus

Focus 1: Student-centered Teaching and Learning What is

Student-centered Teaching and Learning?

1. Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting the responsibility for the learning path in the hands of students.
2. *Student-centered teaching methods* shift the focus of activity from the teacher to the learners. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include *inquire-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching*. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Focus 2: Alabama Course of Study

An unwrapping of the ELA and Mathematics standards should be done quarterly by each grade level to assist in lesson planning and instruction. Vertical alignment should be taking place on all campuses to ensure common academic vocabulary between grade levels, and foster a deeper understanding of student expectations.

Focus 3: Webb’s Depth of Knowledge (DOK)

At the heart of College and Career Readiness is the need to increase the level of rigor in our classrooms for all students. The College – and Career – Ready Standards are a step in the right direction. However, standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.

Focus 4: Implementation of Science Course of Study

Site-based implementation of AMSTI or Carolina Biological: Hands on Science Programs. The science standards reflect the correlation of the nature of science as experienced in the real world. Science concepts build coherently in depth and rigor across Grades K-12 as students focus on deeper understanding and application of content.

Focus 5: Science of Reading Approach to English Language Arts (K-4)

Teachers will receive support with components of the Science of Reading. Teachers will be expected to follow the reading progression of the pacing guides, as well as seek out and receive professional development in the science of reading as encouraged by the Literacy Act. Teachers will be encouraged to be creative using strategies that combine explicit instruction, guided reading practice, collaborative learning, and independent reading and writing activities.

Focus 6: Mathematics Practice Standards

The Mathematics Practice Standards are best implemented with Student-Centered Learning. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges.

Mathematics K-4 Non-Negotiables

The 2019 Alabama Mathematics Course of Study: College – and Career – Ready Standards will guide the instruction for the 2021-2022 school year for all grades K-4.

Mathematics Practice Standards

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Dyslexia Information

Dyslexia is a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence. Elmore County utilizes MTSS for students who are struggling academically. Based on the Multi-Tiered System of Supports Manual, students who experience difficulty in the area of reading may be given a Dyslexia screener. Elmore County does NOT diagnose Dyslexia but does look for traditional dyslexic characteristics. Students who are determined to have dyslexic tendencies will be taught using multi-sensory strategies. Visit the Dyslexia Resource Guide at www.alsde.edu for more information on dyslexia.

Students who provide documentation of outside the system testing with a Dyslexia diagnosis will be brought before the school level Multi-Tiered System of Supports. If the student is experiencing academic difficulties, then the MTSS will determine whether the student should undergo further testing for Special Education services or seek to qualify for a 504 Evaluation. Forms needed for any of the above actions are available in the Elmore County Problem Solving Manual.

EL Accommodations (Grades K-4)

Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that English Learners (ELs) can progress. Daily assignments and tests will be administered with accommodations as needed and are documented in the Individualized English Language Plan (I-ELP).

All students are to be taught on grade level. For ELs in grades K-12, the WIDA English Language Development (ELD) Standards should be referenced when determining appropriate accommodations according to the English Language Proficiency (ELP) level attained on the *ACCESS for ELLs* assessment or WIDA Screener along with classroom performance. EL supplemental resources are available for grades K-12 and should be used by both the classroom teacher and intervention teacher as appropriate.

Grading is based on accommodated work.

Grading Procedures For EL Students (Grades K-4)

Traditional procedures for assigning grades to students may not be appropriate for ELs. Teachers MUST follow these guidelines:

- **Grading Methods** – The method of grading is determined by the EL Committee and is a part of the student’s I-ELP. The grading method cannot be changed during the school year. Following are the two grading methods used for ELs in Elmore County Public Schools:
 - **S, U, & P (Satisfactory, Unsatisfactory, Improving)** *Letter I cannot be used to represent Improving, because I already represents Incomplete in PowerSchool; therefore, letter P will be used to represent Improving.*

At the 1-8 grade levels, ELs scoring 1.9 or below on the overall composite score on *ACCESS for ELLs* or WIDA Screener may receive S, U, & P until the student has acquired a level of English proficiency necessary for a basic understanding of the subjects being taught. S, U, & P are not to be used at the high school level.
 - **Regular grading method** - The regular grading method should be used if only accommodations in the regular classroom are made. Grades are placed in a student’s cumulative folder MUST reflect the student’s academic achievement on grade level academic content.

Guidelines for Grading ELs/LEP Students (Grades K-4)

Teachers must follow these guidelines:

- ELs must receive accommodations of content work when needed.
- Grading is based on work accommodated.
- ELs must not be failed on the basis of lack of English language proficiency.
- Grades placed in a student’s cumulative folder must reflect the student’s academic achievement on grade level academic content and student academic achievement standards.
- **WIDA ELD Standards** – The WIDA ELD Standards for ELs in Kindergarten through grade 12 are to be used as a guide for providing accommodations for academic standards and skills that must be developed for ELs to integrate successfully into mainstream classrooms. (Resources available at www.wida.us .)
- **Accelerated Reader Goals** – Teachers of ELs must use their professional judgement to determine Accelerated Reader goals. It is recommended that the Minimum Average Percent Correct be held at 85% and accommodations be made for Points and Minimum Average Book Level. These accommodations should be stated in the I-ELP.
- **Failure/Retention** – Language minority students may not receive failing grades when English language deficiencies may have contributed to the failure. Retaining or placing LEP/EL students in a lower grade is ill advised in that it does not help the student to learn English quicker, according to the ALSDE. **Consultation with the Director of Federal Programs and District ESL Liaison is required before retaining an EL student.** Retention of ELs shall not be based solely upon level of English language proficiency. (Section1, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an EL student, the following points should be addressed by the EL Committee:
 - What is the student’s level of English language proficiency?
 - Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?
 - To ensure meaningful participation, are classroom accommodations being made in the areas of:
 - teacher lesson delivery
 - activities and assignments
 - homework
 - formal and informal assessments (e.g. quizzes and tests)
 - How much individual English language development instruction is the student receiving during the school day?
 - Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
 - Has the student’s classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
 - Does the report card indicate that the student was graded according to the I-ELP?

Elementary Enrollment Guidelines

Placement Guidelines for Homeschool Students and Students Arriving from a Non-Accredited Institution

1. Attempt to acquire any academic records from the student’s previous school.
2. Inform parents that student(s) will be given the following assessments to ensure proper placement.

Kindergarten

Renaissance Learning STAR EL will be used as diagnostic tools to determine student placement.

1st Grade

Renaissance Learning STAR EL, STAR Math will be used as diagnostic tools to determine student placement. The audio should be turned on for 1st Grade STAR Math. *Directions are in the Appendix. If a student’s Scaled Score on STAR EL is 800 or better, the student will also take the*

STAR Reading assessment.

2nd-4th Grade

Renaissance Learning STAR Reading, STAR Math, will be used as diagnostic tools to determine student placement.

STAR EL Minimum Unified Scaled Scores – READING/Mathematics

Grade	Fall	Winter	Spring
K	703	743	783
1	767	807	846

STAR Minimum Unified Scaled Scores – READING

Grade	Fall	Winter	Spring
1	767	807	846
2	887	911	937
3	956	971	986
4	999	1010	1021

STAR Minimum Unified Scaled Scores – MATHEMATICS

Grade	Fall	Winter	Spring
1	770	806	841
2	863	888	912
3	916	942	968
4	970	989	1008

3. Print and keep testing results and any other documentation in the student’s cumulative folder.
4. Report previous truanancies from other academic institutions to Andre’ Jackson to determine next steps.

For situations that cannot be accommodated using these elementary school guidelines, contact Mrs. Amy Harrison, Elementary Curriculum Director (26007).

Field Trips

Teachers will complete the Field Trip Activity Sheet provided on the Elmore County Website. Only the current field trip form for the 2021-2022 school year will be accepted. Teachers will email this form to Mrs. Denise Wade, Curriculum Secretary at denise.wade@elmoreco.com. This form must be submitted via the online portal at least **TWO WEEKS** prior to the planned activity. Once the form is received and approved, the appropriate person at the school site will receive the approved form by email or fax. It will be the responsibility of the designated person at each school to notify and provide the approved documentation to the teacher that submitted the field trip request. The 2021-2022 Field Trip Activity Form and the Release of Liability Form can be found in the appendix of this document or Documents Downloads section under Curriculum and Instruction on the Elmore County Schools website.

Elementary Field Trip List

- Teachers must be in close proximity of all students monitoring student behavior and directing planned field trip activities.
- Teachers will complete a Field Trip Activity Form listing activities that will occur **before, during, and after ALL** field trips and explain how the planned trip is *aligned to the Alabama Course of Study standards*.
- Release of Liability for Field Trip Participation form must be completed for field trips involving physical activity.
- On-campus activities are allowed; however, students may **NOT** be charged a fee to attend on-campus activities during school hours. ***Any on-campus inflatable or other similar activities must have an insurance quote and the insurance must be in effect on the event date.***
- All out-of-state field trips must be approved by the principal and superintendent.
- ***Biscuits Ballgame incentive field trip is reserved for grades 5-8.***

Kindergarten – 6th Grade Field Trip Criteria

Principal-approved Field Trips OR choices from suggestions below

Total of 2 field trips *excluding* Wetumpka Depot

Kindergarten

- American Village at Montevallo – kindergarten program at Thanksgiving
- Davis Theater
- Girl Scouts Spring Sprouts (Camp Chandler)
- Montgomery Museum of Fine Arts
- Montgomery Zoo
- Pumpkin Patch
- Shakespeare Festival
- Wadsworth or another local Christmas tree farm
- Community helpers such as police department, etc.

First Grade

- Alabama Nature Center/Lanark
- Camp Kiwanis
- Davis Theater
- Let's Pretend Hospital
- Montgomery Museum of Fine Arts
- Montgomery Zoo
- Shakespeare Festival
- Wadsworth or another local Christmas tree farm
- Community helpers such as police department, etc.

Second Grade

- Alabama Nature Center/Lanark
- Barber Berry or another local farm
- Davis Theater
- Montgomery Museum of Fine Arts
- Montgomery Zoo
- Shakespeare Festival
- Super Scientific Circus

- W.A. Gayle Planetarium
- Wetumpka Depot plays
- YMCA Camp Chandler
- Service projects

Watch for dates on Montgomery Performing Arts website (<http://www.mpaonline.org>)

Third Grade

- Alabama Department of Archives and History
- Alabama Nature Center/Lanark
- Davis Theater
- Desoto Caverns
- Montgomery Museum of Fine Arts
- Shakespeare Festival
- W. A. Gayle Planetarium
- Barber Berry or another local farm
- Super Scientific Circus

Watch for dates on Montgomery Performing Arts website (<http://www.mpaonline.org>)

Fourth Grade

- Alabama Nature Center/Lanark
- Camp Chandler
- Camp Grandview
- Clanton Waterworks
- Davis Theater
- Freedom Riders Museum
- Moundville Archaeological Park
- Montgomery Museum of Fine Arts
- Old Alabama Town
- Rosa Parks Museum
- Shakespeare Festival
- Super Scientific Circus
- Tukabatchee in Tallassee
- **4th grade ONLY field trips:**
 - Alabama Department of Archives and History
 - State Capitol
 - Civil Rights Memorial
 - Fort Toulouse

Honor Roll

In grades 1 and 2, *Honor Roll* will be calculated using grades from core curriculum: ELA and mathematics. P.E. grades do not affect honor roll.

In grades 3 and 4, *Honor Roll* will be calculated using grades from core curriculum: ELA, mathematics, social studies, and science. P.E. grades to not affect honor roll.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student- managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development. *(See ALCOS Guides)*

Under no circumstances will homework be used to punish students. Grades 1-4

- Homework must be related to in-class instructional activities.
- Homework completed by students must be checked with the students in a timely manner.
- Homework cannot be recorded as a grade and cannot be used as a form of punishment.
- **Guideline for homework is 10 minutes per grade level. For example, third grade students should have no more than 30 minutes TOTAL homework each day.**

Lesson Plans

- Teachers are required to write weekly lesson plans. Weekly lesson plans must be submitted to the office no later than 8:00 a.m. each Monday. The K-4 lesson plan format must be approved by each principal. The format may be unique to each school.
- Lesson planning with grade-level colleagues is encouraged; however, each teacher should customize lesson plans to meet the needs of the diverse population of each individual classroom.
- Format may vary; however, information on lesson plans must include, at a minimum: performance-objectives, AL-COS Standards (*# will suffice*), learning target and "I can statements", activities, strategies, resources (*including technology*), differentiation, and method of assessment/evaluation.

Substitute/Emergency Lesson Plans

An emergency lesson plan must be on file and should include all relevant information, such as:

- class schedules
- bus lineup
- fire and tornado drill directions
- library and computer schedule
- lunch schedule
- list of students
- activity schedule
- hall passes
- duty schedule
- materials to be used

Teachers must ensure that student information left for substitute teachers is general in nature and does not violate student privacy. It should be noted that student medical information as well as special education information is highly confidential.

Lexile Levels

These grades and Lexile bands are the basis for determining at what text complexity level students should be reading, and at which grades, to make sure they are ultimately prepared for the reading demands of college and careers:

Grade	College & Career Ready “Stretch” Lexile Bands
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L TO 1335L
11 and 12	1185L TO 1385L

Minimum Lexile scores uses the mid-point of the stretch bands listed above as the minimum score to be considered. Minimum Lexile scores to meet the Literacy Readiness Indicator on the ACAP and STAR 360 are in the chart below:

Grade	Minimum Lexile
2	535L
3	670L
4	840L
5	920L
6	997L
7	1045L
Grade	Minimum Lexile
8	1097L
9	1155L
10-12	1285L

Library Program

Books and reference materials are located in the library/media center. Students are encouraged to check out and read books. Students visit the library/media center either as a group or as an individual on an as-needed basis during times specified by the classroom teacher/media specialist. In an effort to remind students of the importance of returning books in a timely manner, a library fine may be charged to students. Each library/media center follows the board approved criteria: Grades K-4: no fines charged; Middle/Junior High Schools: \$.10 per day; High School: \$.25 per day with a cap of \$5. You may contact the school principal or librarian for more information.

Points to Remember:

- The librarian, with the assistance of the administration, sets the schedule for the library media center. The schedule is always posted and available.
- The library should not be closed for non-library purposes.
- Forty percent (40%) of the librarian's time is spent in the administration of the library media program. During this time, no classes are scheduled for instruction by the librarian, although students and teachers may still use the library.
- Sixty percent (60%) of the librarian's time spent with students may include, but not limited to:
 - assisting students to locate books within the library media center
 - providing a lesson *with the classroom teacher* (collaborative approach) to support classroom lessons
 - provide instruction using code.org which complies with the Computer Science legislation
 - conducting lessons *with the aid of classroom teachers* or volunteers
 - selecting books and other educational resources for teachers to use with students in the classroom
 - promoting the love of literature through creating library displays and delivering morning announcements to highlight books across a variety of genres
- The librarian should have a required lunch and planning time. These times should be scheduled during a time in the day when the library is not heavily attended by students to access information.
- Teachers and the librarian should collaborate to develop enhanced curriculum units.
- Librarians will open libraries as soon as possible, but no later than the second week of school for orientation to the library. Librarians will begin book circulation as soon as possible, but no later than the third week of school.
- Librarians will close the library to take inventory of their collection the last two weeks of school.
- Library lessons (fixed scheduling) will not be made up for the following reasons: field trips, holidays, or failure of the teacher to bring students at the scheduled time.

School Earning Units for Library Media Paraprofessionals

Library paraprofessionals will only work in the library during their designated library assignment and may not be pulled for additional school duties during this time.

Parent Portal

PowerSchool Parent Portal is a program that allows parents to review information related to grades, attendance, homework assignments, discipline records and other student data from the current year. To access records, a student must be enrolled in Elmore County Schools. The information viewed is live data.

Each parent/guardian will have one login to view each child's information and data. Information for logging in is prepared annually through the school office and this information is sent home with the students.

Physical Education

The State Department of Education requires students to receive P.E. instruction daily for thirty minutes.

Kindergarten ONLY: Physical Education teachers will inform kindergarten teachers of any student that has an N or U in conduct for P.E. The kindergarten teacher will note this on the Kindergarten Standards- Based Report Card.

Second Grade ONLY: All 2nd grade students will participate in the Alabama Physical Fitness Assessment (APFA); however, they must be 8 years old to have this data recorded in PowerSchool.

Second – Fourth Grades

- As part of a comprehensive, quality Physical Education Program, every student enrolled in Physical Education in Grades 2–4 will participate in the APFA. The data for students in grades 2–4 will be recorded in *PowerSchool*. **The exception to this statement is the age of the 2nd grade students.**
- **Students who have an approved PE waiver are responsible for completing the APFA.**

Physical Education Grading

- Students in K-4 will receive an S, N, U as a grade in Physical Education. This grade should be based on standards outlined in the 2009 ALCOS for Physical Education. For easy access to the Instructional Guide, use the following link.
<http://web.alsde.edu/home/general/hpeinformation.aspx>
- Conduct should not affect the P.E. grade; however, a conduct grade for P.E. can be noted in the comment section of the PowerSchool report card.

Progress Reports (Mid-Quarter)

ALL students in grades 1-4 will receive a progress report at the midpoint of each quarter showing their average to date for each class in which they are enrolled. Kindergarten students will receive a progress report that has been provided by the County. In addition, parents/guardians may request in writing or by telephone a weekly progress report. The school office will notify the teacher that such a report has been requested; then the student will receive a weekly printout of his or her current grades. They requested progress report should be signed by the parent/guardian and returned to the teacher. (*Student Handbook*) Parents/guardians should be notified that they can access up-to-date grades on PowerSchool Parent Portal. The school will provide access information to the parents/guardians.

Promotion/Retention/Placement Procedures

Due to the implementation of the Alabama Literacy Act, students in third grade may be promoted, retained, or placed.

Promotion/Retention/Placement Committee

This committee may be comprised of the principal or designee, teacher(s), intervention teacher, instructional coach, special education teacher, and/or school counselor. The parent and/or legal guardian will be notified in writing of all decisions made by this team.

Promotion

Promotion is the assignment of a student to a higher-grade level based on the student's achievement of established criteria in the current grade. These criteria may include, but are not limited to, proficiency on the state standardized assessments, mastery of grade level standards, and criteria established by the local board of education. Teachers will send home Promotion Criteria for parents/guardians to review and sign each quarter.

Promotion Criteria Grades K-4

- Kindergarten: In Kindergarten, the decision of promotion/placement/retention will be based on passing the promotion criteria. Minimum acceptable average for promotion is 80%.
- First and Second Grade: In grades 1 and 2, the decision of promotion/placement/retention will be based on passing English Language Arts and Math. Minimum acceptable average for promotion is 70%.
- Third and Fourth Grade: In grades 3 and 4, the decision of promotion/placement/retention will be based on passing English Language Arts, Math, and one of the Social Sciences (Science or Social Studies). Minimum acceptable average for promotion is 60%.

Retention

Retention is the re-assignment of a student to the current grade level during the next school year. Any student who is retained must be monitored by the MTSS/PST committee and provided individualized, intensive intervention. The student will be progress monitored on a continual basis during the next school year. The progress of the student will be communicated to the legal parent/guardian.

- Notification of possible retention must be identified on the 3rd quarter progress report.
- If parents fail to sign and return the notification, a follow-up letter will be sent home by the teacher. If parents do not respond to the follow-up letter, the teacher should contact parents by phone.
- Those students who have not mastered the necessary skills may not be retained more than twice during grades K-8.
- Recommendation for possible retention from the teachers will be presented to the Promotion/Placement/Retention Committee.
- The committee makes the final decision to promote, to place, or retain a student.

Placement

Placement is the assignment of a student in the next grade level for the following school year. The student failed to meet promotion criteria, however, the placement committee agrees that retention would not benefit or be in the student's best interest. Any student who is placed must be monitored by the MTSS/PST committee and provided individualized, intensive intervention. The student will be progress monitored on a continual basis during the next school year. The progress of the student will be communicated to the legal parent/guardian.

Alabama Literacy Act (3rd Grade)

Third grade students will demonstrate sufficient reading skills for promotion to fourth grade. Students will be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade:

- Scoring above the lowest achievement level in reading, as determined by rule of the State Board of Education, on the ACAP (Alabama Comprehensive Achievement Program)
- Earning an acceptable score on the supplemental ACAP reading assessment
- Demonstrating mastery of third grade minimum essential reading standards as evidenced by the reading portfolio. The State Superintendent of Education and the task force established criteria for minimum essential standards and the student reading portfolios and a definition of what constitutes mastery of all third-grade state reading standards. (Alabama Act 2019-523)
- Being exempt from mandatory retention by qualifying for one of the good cause exemptions

If a student does not demonstrate sufficient reading skills on one of the three options listed and does not qualify for a good cause exemption, the student may not be promoted to fourth grade. **The law officially goes into full effect this calendar year 2023-2024.**

Parent Request for Reassessment for Promotion Procedures (K-4)

Promotion/Placement/Retention Committee

During the decision-making process, parents may request, at their own expense, to seek out-of-system summer remediation sessions. The representative from the promotion committee will let the parents know that the child/children will have a reassessment prior to the beginning of the next school year to ensure the readiness of the student to be promoted.

Procedures for reassessment: *(Before the last day of school)*

1. Parent requests a reassessment of their child to determine student readiness for promotion.
2. A representative from the promotion committee will provide the parent with the *Reassessment Form*.
3. A representative from the promotion committee will go over the form with the parent to ensure that the parents understand the contents of the form.
4. The parent will contact the school after the successful completion of the summer remediation program (two weeks prior to opening of school), provide the school with the remediation documentation, and schedule a time for the reassessment.
5. STAR will be administered in reading and math to determine promotion/retention.
6. The student must have a scaled score as indicated in the chart below to be promoted to the next grade level.
7. **The school representative will make a copy for the parent and retain the original document on file in the office.**

Promotion to 1st Grade

Renaissance Learning STAREL and STAR Mathematics will be used to determine if a student is ready to be promoted to the next grade.

- The audio should be turned on for first grade STAR Math.

Promotion Chart for Grades 2-5

Renaissance Learning STAR Reading and STAR Mathematics will be used to determine if a student is ready to be promoted to the next grade.

STAR Minimum Scaled Scores for Promotion	Using STAR Reading Unified Scaled Score	Using STAR Math Scaled Score
Promotion to 1 st Grade	783	770
Promotion to 2 nd Grade	846	841
Promotion to 3 rd Grade	937	912
Promotion to 4 th Grade	986	968
Promotion to 5 th Grade	1021	1008

The form needed for the above action is available in the appendix of this manual.

Renaissance Learning

STAR Grades K-4

STAR EL and STAR Reading and Mathematics will be given as a Universal Screener during the screening windows. STAR EL and STAR Reading and Mathematics should be used outside the Universal Screener windows for progress monitoring. STAR reports should be used as a part of Data Meetings. Teachers will be required to review, monitor, and use STAR data to help drive instruction.

Universal Screening Windows

The steps below will be followed for **all students** during the screening windows.

Step 1: **All students** will be administered their STAR Universal Screeners.

- Kindergarten: STAR Early Literacy: BOY, MOY, EOY
- First Grade: STAR Early Literacy: BOY / STAR Reading & STAR Math: MOY, EOY
- Students should start taking STAR reading as soon as they attain the 800 SS.
- Students taking STAR EL in first grade will not be considered to have a deficiency, unless scoring below the 40 PR (Fall, Winter, Spring).
- Second – Fourth Grades: STAR Reading & STAR Math: BOY, MOY, EOY

Step 2: Students scoring **40 PR-59 PR**

- Receive Tier II multi-sensory instruction bi-weekly (teacher led)

Step 3: Students scoring **0 PR-39 PR** (below the **40 PR**)

- Send home county letter to notify parents of a deficiency.
- Must be sent within 15 days of completing the STAR assessment
- Administer the Reading and/or Math CBM
- **Kindergarten**
 - Reading CBM (MOY, EOY) – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, sight words
- **First Grade**
 - Reading CBM (BOY, MOY, EOY) – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, oral reading passage, sight words
 - Math CBM (MOY, EOY) – numeral recognition, quantity comparison, addition to 10
- **Second Grade**
 - Reading CBM (BOY, MOY, EOY) – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, oral reading passage, sight words
- **Math CBM** (BOY, MOY, EOY) – addition to 10, addition to 20, subtraction from 10 **Third Grade**
 - Reading CBM (BOY, MOY, EOY) – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, oral reading passage, sight words
 - Math CBM (BOY, MOY, EOY) – subtraction from 10, mixed addition and subtraction, multiplication to 100
- **Complete a Student Improvement Plan/MTSS Form B**
- **Teachers will progress monitor students bi-weekly on one area of deficiency. Once mastered, move to the next area of deficiency.**
 - **Kindergarten:** begin at the MOY Universal Screener unless the student is a repeater
 - **First - Third Grades:** begin at the BOY Universal Screener

Step 4: Students scoring below the **25 PR**

- **Kindergarten and First Grade:** complete the Phoneme Segmentation Skill, Alphabet
 - Skills Fluency ([Dyslexia Resource Guide \(p. 24\)](#)), Rapid Picture Naming CBM, and Rapid Color Naming CBM.
- **Second - Third Grades:** complete Spelling Skills (Classroom Phonics Grade), Alphabet Skills Fluency ([Dyslexia Resource Guide \(p. 24\)](#)), Rapid Color Naming CBM, and Rapid Picture Naming CBM.
 - Send home county parent letter to notify of possible characteristics of dyslexia. Once a parent has been notified during the year another letter does not have to be sent.

Accelerated Reader (AR)

- Teachers will be required to set goals in the computer for each student every quarter. Students taking AR quizzes will maintain a reading log.

- **Point goals** will be set for students according to the results of STAR and at the discretion of the teacher based upon the reading needs of the students.
- **Kindergarten** teachers instruct and model how to take Accelerated Reader (AR) quizzes as a whole group the first quarter, as small groups the second quarter, and as small groups and individually, based on the readiness of the students, the third and fourth quarters. Students will begin taking AR tests once STAR Reading has been administered.
- **First Grade** teachers will give explicit instruction on how to take AR quizzes, how to log in to the program, and how to select a quiz using the quiz number.

AR Practice Procedures K-4

- AR Goals – Not a “One Size Fits All”, rather, individual goals should be set each quarter.
- Percent goals will be set between 85% - 90%. Averages will be rounded; i.e. 85.5% = 86%.
- Individual quarterly goals should be set at 30 minutes daily practice for 7 weeks each quarter.
- Students will not receive AR grades.
- Awards for AR Participation should be established at the beginning of the school year and communicated to students and parents/guardians. (SITE-BASED DECISION)
- **Students’ Record Reports** may be sent home with the report card each quarter. Parents may access this information through Home Connect. Teachers will provide parents with access to this information. See librarian for forms and if you have any questions.
- Teachers may be required to submit a **Diagnostic Report** to the principal as needed.

Incorporating AR in the Classroom

- **AR will not be a separate part of the reading program.**
- AR will be used by the classroom teacher to set and monitor individual student goals.
- AR may be incorporated in small group instruction as a center. Status of the class may be completed at the small group table in reading prior to small group instruction.
- AR can also be utilized as students finish assignments.
- Minimize restrictions on students reading based on ZPD levels only.
- ZPD levels should include a wide range without limiting students. ZPD ranges can be increased prior to STAR testing if students have shown success.
- Allow students to read any level book based on ability and interest after the student attains a 5.0 grade equivalent score.
- Do not allow students to read lower level books for points only or to increase averages for incentives.
- Encourage students to read for interest thus developing a true love for reading.

Report Cards

Kindergarten Standards-Based PowerSchool Report Card in *PowerSchool*

- The Kindergarten Standards-Based PowerSchool Report Card WILL BE entered into PowerSchool at the end of the **fourth quarter**. The fourth quarter PowerSchool report card will be placed in CUM folders and not sent home to parents.
- Parents should sign and return the quarterly report cards and promotion criteria. The report cards and promotion criteria will be kept on file.

Grades 1-4 PowerSchool Report Card

- Student report cards will be generated every quarter by each school using PowerSchool software.
- Each students’ report card indicates the average of each subject in which grades are given.
- Report card grades, along with STAREL, STAR Reading, and STAR Mathematics Scaled Scores will be a

way to share students' progress with parents.

- POWERSCHOOL Report Cards should reflect yearly averages beginning with Quarter 2.

Response to Instruction: Multi-Tiered System of Supports (MTSS)

See the 2023-2024 Elmore County Elementary Multi-Tiered System of Supports Team Manual for step-by-step directions, resources, and forms for MTSS.

Science Fair

- Science experiments and projects are used to extend and enrich concepts taught.
- Students in grades 4-12 will be given the opportunity to compete in school Science Fairs.
- Each school will have a Science Fair Coordinator to ensure that students receive information to participate in this event.
- Science Fair projects will first be judged at the school level.
- School winners in each category will compete in the Elmore County Science Fair during the third quarter.

Special Education Grading Procedures

- Elmore County tests are written on grade level and all teacher-designed assessments are to be on grade level.
- Common assessments in reading and mathematics will be administered to Special Education students. These exams can be accommodated/modified as specified in the student's Individualized Educational Program (IEP). Please follow the IEP as it is written.
- No test can be read to a student unless a reading accommodation has been explicitly defined in a student's IEP Section 504 Plan. Please pay attention to the modifications/accommodations in the IEP/504 plan before deciding whether a test can be read aloud. An accommodation/modification cannot supplant the skill the test is designed to measure.
- Ongoing assessment is vital to the improvement of instruction and learning. Immediate and corrective feedback is important to learning and will be shared with students, parents, and/or guardians in a timely manner. General education teachers should receive graded accommodated/modified assignments within a week for them to post as required.

Special Education Services and Section 504 Requirements

- All teachers have the responsibility to recognize the needs of individual students, particularly those who meet Special Education and Section 504 criteria.
- Teachers will participate in the development of IEPs (Individualized Education Programs) or Section 504 Plans to ensure that the guidelines are implemented for IDEA.
- Students must be given the opportunity to be actively engaged in learning the content and standards that define the general education curriculum.
- Accommodations will be provided for students eligible for Section 504 Services. Accommodations and/or modifications will be provided for students eligible for Special Education Services.

Recording of IEP and Section 504 Meetings

- The recording of an Individualized Education Program (IEP) or Section 504 meeting is prohibited unless a parent/guardian, authorized representative or a parent/guardian is unable to understand or

meaningfully participate in the IEP or Section 504 process, or the planning of the relevant student's educational program, due to a disability, language barrier, or some other impairment.

- If a parent/guardian believes that recording an IEP or Section 504 meeting is necessary, the parent/guardian should notify the principal or designee in writing at least five (5) school days before the IEP or Section 504 Team meeting, of the request to record the meeting and the reason the recording is required. The principal or designee will notify the parent/guardian at least two (2) school days before the meeting of the grant or denial of the parent's/guardian's request to record the meeting.
- If the principal or designee denies the request to record the IEP or Section 504 meeting, the reasons will be stated in writing for the denial. Authorized exceptions to the general prohibition against the recording of IEP or Section 504 process or the planning of the relevant student's educational program due to a disability, language barrier, or some other impairment.
- If a parent/guardian is permitted to record the meeting, the parent/guardian must use his or her own audio recording device. If the school district records an IEP or Section 504 meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with state and federal law. For purposes of this policy, a recording is defined as the capture of moving visual images, voices, and other ambient sound electronically, digitally, or by any other means for the purpose of retrieval and review.
- Video recording, including recording of visual images, at an IEP or Section 504 meeting is strictly prohibited.
- The use of court reporter services at an IEP or Section 504 meeting is strictly prohibited.

Spelling Bee

The Spelling Bee tradition improves students' spelling skills and increases their vocabulary. Spelling Bee participation also provides valuable experience in developing poise – a necessary skill for public speaking, performing arts, and athletics.

Elementary School Spelling Bee

- Each elementary school will have a coordinator to plan and implement a school spelling bee for students in grades 3 and 4.
- School coordinators will receive information when it is released from Adventure Travel regarding the Spelling Bee fees and schedule of events. Scripts, rules, and guidelines will be utilized at the County level and are designed to assist Spelling Bee officials and spellers.

State Assessments (Grades 2-4)

The Alabama Comprehensive Assessment Program (ACAP) will be administered in the spring.

- **Second and Third Grade:** ELA & Math
- **Fourth Grade:** ELA, Math, & Science

ACAP Alternative: March 4th, 2024 – April 5th, 2024 (Grades 2-8, 10 and 11)

ACAP Summative: March 18th, 2024 – April 26th, 2024 (Grades 2-8)

ACAP Supplemental Reading Test: June 24th – 28th, 2024 (applicable 3rd graders)

**Districts are required to test all 2nd & 3rd grade students in ELA within the first four weeks of the testing window:
March 18th-April 12th, 2024

Student Attendance Policy

All students, regardless of age, enrolled in the Elmore County School System are required to be in attendance at their designated school. Prompt and regular attendance at school provides students with the skills needed for future success and aids in the development of good character.

- Students in K-4 who accumulate seven (7) excuses that have not been verified by a physician's statement may be required, at the discretion of the principal, to secure a physician's statement for all future absences.
- Any student in grades K-4 who has accumulated **more than twenty (20) excused or unexcused absences may be considered for retention.**
- Written documentation regarding the reason for absence must be submitted no later than three (3) days after the student's return to school. After three (3) days, an excuse will not be accepted and the absence will be regarded as truancy. **Any graded work during the absent period will be given a score of zero (0).**
- When the student has brought in an excuse, arrangements must be made to have make-up work completed. **Make-up work for excused absences not completed within a timely fashion will also be given a score of zero (0).**

Weekly Papers

- Weekly papers will be sent home.
- Progress reports will be sent home each quarter.
- Parents may view grades in the PowerSchool Parent Portal.

CURRICULUM OVERVIEW AND GRADE LEVEL SPECIFICS

Grading Scale: Grades 1-4

A	Above Grade Level	100-90
B	Above Average	89-80
C	Average	79-70
D	Poor	69-60
F	Failing	59 & below

Curriculum Checklist

- The total instructional time of each school day in all schools and at all grade levels shall be no less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (Code of Alabama, 1975, 16-1-1).

State/Elmore County Minimal Required Instructional Minutes

The following chart indicates the minimum minutes required for each instructional area. Each school's leadership should determine actual minutes in order to meet the required total 365 daily minutes of instruction each day.

Subject	Kindergarten	1 st – 3 rd	4 th
Language Arts: Benchmark Advance Core Reading program which includes whole group reading, interactive read-alouds, phonics, and grammar/writing; small group to support grade level reading, phonics, and grammar; independent reading & conferring. *See grade level section for detailed breakdown* *Heggerty will be used as part of the Tier 1 instructional support with Benchmark.	120 minutes	120 minutes	90 minutes
Writing/Grammar – independent writing, conferring, and targeted support for grammar	30 minutes	30 minutes	30 minutes
ELA MTSS/Tier II: teachers will utilize Reading Horizons or Benchmark Intervention depending on the individual needs of each student.	20 minutes	20 minutes	20 minutes
Math (whole group/small group)	60 minutes	60 minutes	60 minutes
Math MTSS/Tier II	20 minutes	20 minutes	20 minutes
Social Science	30 minutes		
Science		30 minutes	45 minutes
Social Studies/AL History		30 minutes	45 minutes
Physical Education (site-based)	30 minutes	30 minutes	30 minutes
Extra Minutes to be inserted within your schedule	55 minutes	25 minutes	25 minutes
Total Daily Minutes	365 minutes	365 minutes	365 minutes

Depending on individual school need and scheduling, the extra minutes may go to the PE block, placed into MTSS, and/or may be used for the integration of subjects.

Grading Requirements

NOTE: Grade audits may be performed periodically at the discretion of the principal or County Office

- Teachers are **required** to maintain a computer grade book using the County-adopted software.
- Teachers will attach standards to all assignments in PowerSchool.
- **Teachers will enter grades within five (5) working days of graded assignments/tests.**
- A minimum of twelve (12) items are required on all tests and daily assignments. Grades cannot exceed one hundred percent (100%).
- Scores may not be scaled, dropped, combined with any other grades, or artificially inflated with classwork, homework, or extra credit activities.
- Grades cannot be given for non-instructional purposes (i.e. school supplies, signed papers, parent/teacher contracts, or signed progress reports). *NOTE: This list is NOT exhaustive.*
- No extra credit may be given.
- Study guides must be in outline form. **No fill-in-the-blank questions may be used that replicate the test.**

Documentation Requirements

- You must ensure that copies of all IEP, 504, I-ELP documentation for each of your students with special needs are obtained, read, and secured.
- Teachers should maintain individual student folders to securely store all documents.
- Document any grades obtained from computer programs, rubrics, or other means and keep on file.
- For documentation purposes in order to validate grades, all student papers should be retained for one academic year, as directed by the State Records Commission/Local Government Records commission. (Local Boards of Education Functional Analysis & Records Disposition Authority, April 23, 2014, p. 36) (*For example, the 2022-2023 school year documentation must be retained until the end for the 2023-2024 school year.*)

Kindergarten

Universal Screening

- Students may only take the Universal Screener **twice** during the testing window.
- STAR EL: given three times during the STAR Universal Screening dates. Students must be monitored during test administration.
- STAR Reading: once student has reached Probable Reader, STAR Reading will be administered.
- STAR CBM: must be completed during the Winter and Spring Screening dates.
- ALA Kids Assessment must be completed at the beginning of the year. Documentation must be uploaded according to the state's deadline.

Steps for Administering CBM

The steps below will be followed for **all students** during the screening windows.

Step 1: **All students** will be administered their STAR Universal Screeners.

- STAR Early Literacy: BOY, MOY, EOY

Step 2: Students scoring **40 PR-59 PR** (BOY, MOY, EOY)

- Receive Tier II multi-sensory instruction bi-weekly (teacher led)

Step 3: Students scoring **0 PR-39 PR** (below the **40 PR**) (MOY, EOY)

- Send home county letter to notify parents of a deficiency; must be sent within 15 days of completing the STAR assessment.
- Administer the Reading CBM – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, sight words
- Complete a Student Improvement Plan/MTSS Form B (Begins MOY: unless the student is a repeater)
- Teachers will progress monitor students bi-weekly on one area of deficiency. Once mastered, move to the next area of deficiency.

Step 4: Students scoring below the **25 PR** (MOY)

- Complete the Phoneme Segmentation Skill, Alphabet Skills Fluency ([Dyslexia Resource Guide \(p. 24\)](#)), Rapid Picture Naming CBM, and Rapid Color Naming CBM.
- Send home county parent letter to notify of possible characteristics of dyslexia. Once a parent has been notified during the year another letter does not have to be sent.

Accelerated Reader

- First semester: model AR testing procedures in a whole group setting under the teacher's login credentials.
- Second semester: students that reach Probable Reader in STAR EL and have taken STAR Reading may participate in Accelerated Reader.

Progress Monitoring

- Teachers will utilize STAREL as needed to check for student growth.
- Kindergarten data results will be discussed at data meetings.
- STAR Early Literacy CBM: Bi-weekly CBM's will be completed on all students scoring below 40 Percentile Rank and all MTSS students. Data will be recorded on Improvement Plans.

Daily Routines/Whole Group

- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
 - ELA: letter naming and sounds, first sounds, phoneme segmentation, blending sounds practice, rhyming words, and high-frequency words.
 - Math: one-to-one correspondence, rote counting/skip counting/counting on, number recognition, shape recognition (2D and 3D), calendar skills, patterns, daily data, coin recognition, colors, and comparing numbers.

English Language Arts Overview

- Benchmark Advance will be used as the core reading program.
 - Teachers will follow the Elmore County pacing guide.
 - Teachers will follow the Benchmark Advance Phonics and Letters progression. Reading Horizon lessons and strategies may be used as a supplemental resource.
 - Teachers will follow the Benchmark Advance Writing, Grammar, and Language progression.
 - Teachers will follow the Heggerty Guide for Phonemic Awareness within Tier 1 instruction.
 - Science of Reading and Structured Literacy will be utilized.
 - Teachers will follow the Writer’s Workshop model provided by Benchmark Advance. The Jennifer Serravallo resource book may be utilized as a supplemental resource.

Mathematics Overview

- Teachers will follow the Elmore County pacing guide for Mathematics progression utilizing the EnVision program.
- Teachers have the flexibility to move at a pace that meets the needs of all students.
- AMSTI Pacing Document
- Learning Targets should be effectively communicated by teachers, and clearly posted in classrooms. Students should be able to see them, and be able to refer to them during lessons.

Social Science Overview

- Teachers will follow the Elmore County pacing guide for Social Science progression.

Kindergarten Assessments

- Standards Based Assessment:
 - Assessment will be given at the end of each quarter for report card data. This assessment will NOT be sent home to parents.
 - If a student does not master a standard, the teacher is responsible to re-teach the standard in a different manner, and retest using a different assessment method (flash cards, computer, paper/pencil).
 - **If a student appears to have mastered a skill, it is imperative that continued review and assessment continue throughout the year to ensure mastery is concrete.**
- Benchmark Comprehension Assessment:
 - Teachers will give the Benchmark Advance assessment after each week (weeks 1 and 2) of instruction. Data will be recorded weekly on a Google sheet and shared with the instructional coach and administration.
 - Teachers will also give the Benchmark Advance Listening Comprehension Assessment at the end of each unit (week 3). This assessment allows teachers to assess many skills – following directions, listening for recall of information, ability to retain information, etc. Data will be recorded weekly on a Google sheet and shared with the instructional coach and administration.

Writing, Speaking, and Listening

- The 2021 ALCOS Writing, Speaking, and Listening standards will be embedded across the content areas. These standards must be taught to mastery at each grade level. Grammar will be taught and applied through the writing process in the following areas: individual student writings,

projects in social studies, and experiments/projects in science.

Handwriting (ALCOS 34a)

- Kindergarten handwriting grade will be recorded (Quarter 4) on the *Kindergarten PowerSchool report card*.
- Kindergarten students will print upper-lower-case manuscript letters using proper formation, spacing (within words and between words), and letter-line placement. Students will write on lined paper as soon as possible.
- Credit will be given for reversal of letters with exception of the letters b, d, p, q.
- Credit will be given for the reversal of numbers 0-9.

Report Cards/ Progress Reports

- Report cards and progress reports will be provided by the County and sent home each quarter.
- Data taken from the Standards Based Assessment will be transferred to quarterly report cards to be sent home, signed, and returned.

Nap/Recess

- Nap time will not exceed 30 minutes daily during first semester.
 - This time will be utilized for one-on-one intervention/enrichment.
- Naps will discontinue at the beginning of second semester.
- Recess should not exceed 15 minutes daily. Schedules will be site based.

Kindergarten Standards-Based Report Card in PowerSchool

- The Kindergarten Standards-Based PowerSchool Report Card WILL BE entered into PowerSchool at the end of the **fourth quarter**. The report card will be kept on file.
- All areas above will be marked with a symbol of S or U.

MATHEMATICS					
Code	Skills		Criteria for S		Criteria for U
MA19.K.7	Compares Numbers to 10	S	Yes	U	No
MA19.K.3	Writes Numerals to 20	S	Writes 17 out of 21	U	Writes Less than 17
MA19.K.1	Counts to 100 by Ones	S	Yes	U	No
MA19.K.1	Counts to 100 by Tens	S	Yes	U	No
MA19.K.2	Counts Forward Beginning w/ Any Given Number	S	Yes	U	No
MA19.K.5	One to One Correspondence	S	Able to Count Out Objects	U	Unable to Count Out Objects
MA19.K.12	Fluently Adds Within 5	S	Adds 4 out of 5 Times out of 5	U	Adds Less Than 4 Times out of 5 Times
MA19.K.12	Fluently Subtracts Within 5	S	Subtracts 4 out of 5 Times out of 5	U	Subtracts Less Than 4 Times out of 5 Times
MA19.K.9	Solve +/- Word Problems Within 10 By Using Objects or Drawings	S	Able to solve 7 out of 10	U	Solves less than 7
MA19.K.19	Correctly Names 2 & 3 Dimensional Shapes	S	Identifies 7 of 9 shapes	U	Identifies less than 7 shapes
ENGLISH LANGUAGE ARTS					
Code	Skills		Criteria for S		Criteria for U
ELA 15. K.3	Identifies character, setting, and major events within text.	S	Identifies story elements in a fictional text.	U	Does not identify story elements in a fictional text
ELA 15.K.5	Recognizes common types of text	S	As observed	U	As observed
ELA 15.K.6	Names the author and illustrator of a text	S	Yes	U	No
ELA 15.K.11	Identify main topic & retell key details	S	Identifies main topic & retell key detail in Q4 Listening Comprehension.	U	Does not identify main topic & retell key detail in Q4 Listening Comprehension.
ELA 15.K.20a	Print Awareness- Left to right	S	<i>As Observed</i>	U	<i>As Observed</i>
ELA 15.K.20d	Identifies Letters	S	All 57 Letters	U	Less than 57 Letters
ELA 15.K.21a	Rhyming Words	S	8 of 10 Rhyming Words	U	Less than 8 Rhyming Words
ELA 15.K.21b	Segments phonemes in words	S	Segment 4 out of 5 Phonemes in Words	U	Segments Less than 4 Phonemes in Words
ELA 15.K.22	Decodes words	S	Decode 8 of 10 words	U	Decode less than 8 words
ELA 15.K.22a	Produces Sounds	S	21 of 26 Sounds	U	Less than 21 Sounds
ELA 15.K.22B	States Long & Short Vowel Sounds	S	4 out of 5 Vowels	U	Less than 4 Vowels
ELA 15.K.22c	High Frequency Words (includes color, number, and HFW)	S	42 of 52 Words	U	Less than 41 Words
ELA 15.K.22d	Spells Words	S	Spells 4 Out of 5	U	Spells Less than 4 Words
ELA 15.K.23	Reads Emergent Text	S	Reads 8 out of 10 sentences on Q4 report card.	U	Reads less than 8 out of 10 sentences on Q4 report card.
ELA 15.K.31	Participates in Collaborative Conversation	S	Yes	U	No
ELA 15K.37a	Prints Upper- and Lower-Case Letters	S	Prints 42 out of 52 Letters	U	Prints Less Than 42 Letters
ELA 15.K.38a	Capitalization	S	Yes	U	No
ELA 15.K.38b	Punctuation	S	Yes	U	No
	Handwriting	S	Scores 15 or above on Rubric	U	Scores Less than 15 on Rubric

FIRST GRADE

Universal Screener

- Students may take each Universal Screener **twice** during the testing window to show a consistent deficiency.
- STAR EL: site-based
- STAR Reading: given to students at the beginning of the second semester during STAR testing windows (winter & spring).
- STAR Math: given to students at the beginning of the second semester during STAR testing windows (winter & spring). Audio should be turned on for students.

Steps for Administering CBM

The steps below will be followed for **all students** during the screening windows.

Step 1: **All students** will be administered their STAR Universal Screeners.

- STAR Early Literacy: BOY / STAR Reading & STAR Math: MOY, EOY
- Students should start taking STAR reading as soon as they attain the 775 ss.
- Students taking STAR EL in first grade will not be considered to have a deficiency, unless scoring below the 40 PR (Fall, Winter, Spring).

Step 2: Students scoring **40 PR-59 PR**

- Receive Tier II multi-sensory instruction bi-weekly (teacher led)

Step 3: Students scoring 0 PR-39 PR (below the 40 PR)

- Administer Reading CBM (BOY, MOY, EOY) – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, oral reading passage, sight words
- Administer Math CBM (MOY, EOY) – numeral recognition, quantity comparison, addition to 10
- Complete a Student Improvement Plan/MTSS Form B (BOY, MOY, EOY)
- Teachers will progress monitor students bi-weekly on one area of deficiency. Once mastered, move to the next area of deficiency.

Step 4: Students scoring below the 25 PR (only 1st time the student scores below 25th percentile)

- Complete the Phoneme Segmentation Skill, Alphabet Skills Fluency ([Dyslexia Resource Guide \(p. 24\)](#)), Rapid Picture Naming CBM, and Rapid Color Naming CBM.
- Send home county parent letter to notify of possible characteristics of dyslexia. Once a parent has been notified during the year another letter does not have to be sent.

Accelerated Reader

- First grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR should not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring

- Students may use STAREL/STAR Reading and STAR Math as a progress monitoring tool as needed.
- STAR Reading/Math CBM: Bi-weekly CBM's will be completed on all students scoring below 40 Percentile Rank and all MTSS students. Data will be recorded on Improvement Plan.
- First grade data will be discussed at data meetings.

Daily Routines/Whole Group

- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
 - ELA: phonics review, phoneme segmentation, blending sounds practice, rhyming words, and high-frequency words.
 - Math: rote counting/skip counting/counting on, number recognition, place value, shape recognition (2D and 3D), time, calendar skills, number talks, daily data, comparing numbers, coin recognition and value (counting sets of like coins and mixed coins with dimes and pennies).

Grading Letter and Numeral Reversals

- Numeral and letter reversals will not be counted incorrect as these are common, developmental milestones as children learn to write. Backwards writing and letter reversals are very common in the early stages of writing. Children may begin letter reversals as young as age 3, but by age 7 or 8, letter reversals should disappear. By the end of second grade, children should be forming their letters and numerals correctly.
- To prevent reversals becoming habitual in the early grades, teachers should strategically employ a number of classroom strategies to help children form correct symbols. So that repeated errors are not reinforcing reversals, children should be explicitly taught how to form letters in proper sequence and stroke directionality. It is equally important that teachers clearly communicate reversal concerns with parents, and give them specific strategies to work with their children at home.
- Some letters or numbers are likely to be reversed more than others such as '3' or 'j' in which the correct form faces to the left (Fisher, 2011). Other examples of letters and numbers that face to the left are d, g, j, q, p, 4, 5, 7, and 9. Students who continue to reverse letters past second grade (or the age of 8) should receive targeted intervention.
 - **Possible Causes of Letter or Numeral reversals**
 - Visual processing disorders
 - Auditory processing delays
 - Visual discrimination difficulties
 - Working memory deficits
 - Other issues
 - **Reversing Reversals in the classroom**
 - Multi-sensory strategies on a systematic basis. Examples may include:
 - Air-writing the letters with hands
 - Practicing correct formation in shaving cream, trays filled with sand, gel mats, or other tactile substances. *Be sure the child says the letter name and sound while tracing the letter ("b" says /b/ while tracing the letter—repeat several times).*
 - Use visual cues to cue correct letter formation. A common visual cue is to teach the "b" as a "bat with a ball" to cue that the stick is formed first while writing the letter. The "d" is cued as a "drum and a drum stick". Placing a visual cue on the student's desk or in front of the classroom also helps.
 - For students who reverse multiple letters (b/d, m/w, p/q), address one discrimination at a time. Over-teach one of the letters before introducing the other. For example, if you are addressing the b/d reversal, over-teach writing of the "b" before introducing the "d".
 - Use mouth formation as a cue. It doesn't take the student out of the reading process. Students are taught that when they make the /b/ sound, the crease between the upper and lower lip is straight just like the line in the "b". When making a /d/ sound, the tongue is curled just like the curl is first when writing the "d".
 - Slate chalkboards.
 - Repetition is key. Use consistent verbal cues when teaching letter formation. For example, for the letter b, "straight down, circle around."

- **Teacher Resources to Correct Reversals (there are many free resources available)**
 - Orton-Gillingham Online Tutor: <https://ortongillinghamonlinetutor.com/reversing-reversals/>
 - B/D Reversal Cue Cards: <http://blog.maketaketeach.com/wp-content/uploads/2012/03/Reversal-Cue-Cards-for-Student-Desks.pdf>
 - The OT Toolbox: <https://www.theottoolbox.com/multi-sensory-strategies-for-b-and-d-reversals/>

English Language Arts Overview

- Benchmark Advance will be used as the core reading program.
 - Teachers will follow the Elmore County pacing guide.
 - Teachers will follow the Benchmark Advance Phonics and Letters progression. Reading Horizon lessons and strategies can be used as a supplemental resource.
 - Teachers will follow the Benchmark Advance Writing, Grammar, and Language progression.
 - Teachers will follow the Heggerty Guide for Phonemic Awareness in Tier 1 instruction.
 - Science of Reading and Structured Literacy will be utilized.
 - Teachers will follow the Writer’s Workshop model provided by Benchmark Advance. The Jennifer Serravallo resource book may be utilized as a supplemental resource.

ELA Assessments

Foundations and Routines

- Refer to the assessment chart below.

Comprehension

- Elmore County will be using the unit comprehension assessments from week 3 of each unit. These assessments can be sent home with weekly papers.
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.
- Directions for assessments will be followed according to the Benchmark Advance Program.

Reading Comprehension

- A reading comprehension test will be provided by the county and will be completed at the end of each unit.

Phonics

- Phonics assessments will be provided by the county.
 - **Quarter 1:** The dictation sentence **will not** count towards the students’ overall test grade in Quarter 1.
 - **Quarters 2-4-** Students will listen to the teacher and write 1 dictated sentence using correct capitalization and punctuation. Each error will count 1 point with a maximum of 7 points. These sentences **will** count towards the students’ overall test grade in Quarters 2-4.

Grammar

- Grammar will be taught and applied through the shared writing process.

Writing

- Students will write in a different writing mode within each Benchmark Advance unit.
- This writing will be taught through shared writing and independently with prompting and support.
- Teachers will utilize Writer’s Workshop based off Benchmark Advance writing pacing.
- Teachers will utilize the Benchmark Advance writing rubrics as well as the accompanying student checklists appropriate for each mode of writing.

Handwriting

- Handwriting grades will not be given in Quarter 1. Students will print upper/lower-case manuscript letters using proper formation, spacing, and letter-line placement in words and sentences based on Benchmark Advanced progression and lessons.
- Teachers should utilize one of the handwriting rubrics to evaluate students' manuscript handwriting.
- Students' desks should have a desktop helper with the alphabet and numbers to view.

Mathematics Overview

- Teachers will follow the Elmore County pacing guide for Mathematics progression using EnVision.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments

- Common quarterly assessments will be provided by the County. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Common assessments have been created by lead math teachers. These assessments must be administered during each quarter and recorded as a grade.
- Fact practice should begin in Quarter 3 and will be assessed in Quarter 4 (addition).
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.
- Mathematics assessments will be administered in the following manner.
 - The teacher reads the directions.
 - The teacher reads any part of the assessment requiring students to listen to the teacher.
 - Students will be provided manipulatives to solve problems.
 - Students may use a variety of ways to solve the problems.

Social Studies and Science Overview

- Site-based pacing will be created by teachers. These must be completed and turned in by August 31st to instructional coaches.
- 1st Semester: Grades will be recorded under Social Studies in PowerSchool.
- 2nd Semester: Grades will be recorded under Science in PowerSchool.

FIRST GRADE

ELA	Math	Social Sciences
<p><i>ELA grades will NOT be weighted.</i></p> <p><u>Quarter 1:</u></p> <p>Foundations & Routines Assessment 1 Foundations & Routines Assessment 2 Unit 1 Phonics Assessment Interim 3 Assessment Unit 1 Assessment Unit 1 Reading Comprehension</p>	<p><u>Each Quarter:</u></p> <p>5 Common Assessments 1 Common County Assessment</p> <p>1 Fact Fluency Assessment <i>(Quarter 4)</i></p>	<p style="text-align: center;">Grading Scale:</p> <p>S = Satisfactory (70% - 100%) N = Needs Improvement (60% - 70%) U = Unsatisfactory (59% and Below)</p>
<p><u>Quarter 2:</u></p> <p>Unit 2 Phonics Assessment Unit 3 Phonics Assessment Unit 4 Phonics Assessment Unit 2 Assessment Unit 3 Assessment Unit 4 Assessment Unit 2 Reading Comprehension Unit 3 Reading Comprehension Unit 4 Reading Comprehension</p>		
<p><u>Quarter 3:</u></p> <p>Unit 5 Phonics Assessment Unit 6 Phonics Assessment Unit 7 Phonics Assessment Unit 5 Assessment Unit 6 Assessment Unit 7 Assessment Unit 5 Reading Comprehension Unit 6 Reading Comprehension Unit 7 Reading Comprehension</p>		
<p><u>Quarter 4:</u></p> <p>Unit 8 Phonics Assessment Unit 9 Phonics Assessment Unit 8 Assessment Unit 9 Assessment Unit 8 Reading Comprehension Unit 9 Reading Comprehension</p>		

If a student retakes a test, the first test grade will be recorded in PowerSchool.

SECOND GRADE

Universal Screener

- Students may take each Universal Screener **twice** during the testing window to show a consistent deficiency.
- STAR Reading: given three times a year during STAR testing windows.
- STAR Math: given three times a year during STAR testing windows.
- STAR EL may be administered all year to at risk students throughout the year as needed.

Steps for Administering CMB

The steps below will be followed for **all students** during the screening windows.

Step 1: **All students** will be administered their STAR Universal Screeners.

- STAR Reading & STAR Math: BOY, MOY, EOY

Step 2: Students scoring 40 PR-59 PR

- Receive Tier II multi-sensory instruction bi-weekly (teacher led)

Step 3: Students scoring 0 PR-39 PR (below the 40 PR)

- Send home county letter to notify parents of a deficiency; must be sent within 15 days of completing the STAR assessment.
- Administer Reading CBM (BOY, MOY, EOY) – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, oral reading passage, sight words
- Administer Math CBM (BOY, MOY, EOY) – addition to 10, addition to 20, subtraction from 10
- Complete a Student Improvement Plan/MTSS Form B (BOY, MOY, EOY)
- Teachers will progress monitor students bi-weekly on **one area** of deficiency. Once mastered, move to the next area of deficiency.

Step 4: Students scoring below the 25 PR (only 1st time the student scores below 25th percentile)

- Complete Spelling Skills (Classroom Phonics Grade), Alphabet Skills Fluency ([Dyslexia Resource Guide \(p. 24\)](#)), Rapid Color Naming CBM, and Rapid Picture Naming CBM.
- Send home county parent letter to notify of possible characteristics of dyslexia. Once a parent has been notified during the year another letter does not have to be sent.

Accelerated Reader

- Second grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR will not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring

- Students may use STAREL/STAR Reading, and/or STAR Math as a progress monitoring tool as needed.
- STAR Reading/Math CBM: Bi-weekly CBM's will be completed on all students scoring below 40 Percentile Rank and all MTSS students. Data will be recorded on Improvement Plans.
- Second grade data will be discussed at data meetings.

Daily Routines/Whole Group

- Teachers should spend a few minutes daily reviewing and preparing students for grade level skills.
 - ELA: Heggerty review, phonics review, blending fluency practice, syllabication, high-frequency words/phrases, parts of speech, and affixes/root words.
 - Math: skip counting/counting on, odd/even, place value, time, calendar skills, number talks, daily data, comparing numbers, fractions, measurement, and money.

English Language Arts Overview

- Benchmark Advance will be used as the core reading program.
 - Teachers will follow the Elmore County pacing guide.
 - Teachers will follow the Benchmark Advance Phonics. Reading Horizon lessons and strategies can be used as a supplemental resource.
 - Teachers will follow the Benchmark Advance Writing, Grammar, and Language progression.
 - Teachers will follow the Heggerty Guide for Phonemic Awareness.
 - Science of Reading and Structured Literacy will be utilized.
 - Teachers will follow the Writer’s Workshop model provided by Benchmark Advance. The Jennifer Serravallo resource book may be utilized as a supplemental resource.

ELA Assessments

Foundations and Routines

- Refer to the assessment chart below.

Comprehension

- Elmore County will be using the unit comprehension assessments from week 3 of each unit. These assessments can be sent home with weekly papers.
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.
- Directions for assessments will be followed according to the Benchmark Advance Program.

Phonics

- Phonics assessments will be provided by the county.

Grammar

- Grammar will be taught and applied through the writing process.
- This will be assessed within the finished writing product for each unit.

Writing

- Students will write in a different writing mode during each Benchmark Advance unit.
- Each unit writing product will be recorded as a grade.
- Teachers will utilize Writer’s Workshop based off Benchmark Advance writing pacing.

Handwriting

- First Semester – Students will write words and sentences legibly with proper spacing in manuscript. Manuscript handwriting will be graded.
- Second Semester – Students will be introduced to the cursive formation of upper- and lower-case letters of the alphabet. Cursive will not be graded in second grade.
- Teachers should utilize one of the handwriting rubrics to evaluate students’ manuscript handwriting following the Benchmark Advanced progression and lessons.
- Students’ desks should have a desktop helper with the alphabet and numbers to view.

Mathematics Overview

- Teachers will follow the Elmore County pacing guide for Mathematics progression using EnVision.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments

- Common quarterly assessments will be provided by the County. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression.
- All math assessments should be read by students independently. Teachers can assist with unknown words.
- Facts should be practiced frequently and will be assessed at the end of each quarter using County provided tests.
 - First Semester: addition
 - Second Semester: subtraction

- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.

Social Studies and Science Overview

- Site-based pacing will be created by teachers. These must be completed and turned in by August 31st to instructional coaches.
- One project per quarter in either Science or Social Studies should be included as a grade.
- Rubrics will be used to score projects and experiments. Students should be given the rubrics to understand the requirements of the assignment.
- Vocabulary should not be taught in isolation, but it should be taught in context, and demonstrated through student writing and drawings. Students should not look up academic vocabulary words in the glossary or dictionary as a seatwork activity.
- Students will keep notes in a notebook for Social Studies and Science which may be used as a tool for study guides. This notebook could include graphic organizers, diagrams, outlines, etc.
- Study sheets or guides should be relevant to the standards that are being taught in each quarter; however, study guides should not be organized to mimic the social studies or science assessments.
- 1st Semester: Grades will be recorded under Social Studies in PowerSchool.
- 2nd Semester: Grades will be recorded under Science in PowerSchool.

SECOND GRADE

ELA	Math	Social Sciences
<p><i>ELA grades will NOT be weighted.</i></p> <p><u>Quarter 1:</u></p> <p>Interim 2 Assessment Interim 3 Assessment Phonics Test: Foundations & Routines Unit 1 Phonics Assessment Unit 1 Assessment Unit 1 Writing</p>	<p><u>Each Quarter:</u></p> <p>5-7 Site-Based Assessments 1 Common County Assessment</p> <p>1 Fact Fluency Assessment</p>	<p style="text-align: center;">Grading Scale:</p> <p><u>Each Quarter:</u></p> <p>4-6 Site-based grades taken from a combination of Social Studies and Science</p>
<p><u>Quarter 2:</u></p> <p>Unit 2 Assessment Unit 3 Assessment Unit 4 Assessment Unit 2 Phonics Assessment Unit 3 Phonics Assessment Unit 4 Phonics Assessment Unit 2 Writing Unit 3 Writing Unit 4 Writing</p>		
<p><u>Quarter 3:</u></p> <p>Unit 5 Assessment Unit 6 Assessment Unit 7 Assessment Unit 5 Phonics Assessment Unit 6 Phonics Assessment Unit 7 Phonics Assessment Unit 5 Writing Unit 6 Writing Unit 7 Writing</p>		
<p><u>Quarter 4:</u></p> <p>Unit 8 Assessment Unit 9 Assessment Unit 8 Phonics Assessment Unit 9 Phonics Assessment Unit 8 Writing Unit 9 Writing</p>		

If a student retakes a test, the first test grade will be recorded in PowerSchool.

THIRD GRADE

Universal Screener

- Students may take each Universal Screener twice during the testing window to show a consistent deficiency.
- STAR Reading: given three times a year during STAR testing windows.
- STAR Math: given three times a year during STAR testing windows.
- STAR EL may be administered all year to at risk students throughout the year as needed.

Steps for Administering CBM

The steps below will be followed for **all students** during the screening windows.

Step 1: **All students** will be administered their STAR Universal Screeners.

- STAR Reading & STAR Math: BOY, MOY, EOY
- Step 2: Students scoring 40 PR-59 PR
- Receive Tier II multi-sensory instruction bi-weekly (teacher led)

Step 3: Students scoring 0 PR-39 PR (below the 40 PR)

- Send home county letter to notify parents of a deficiency; must be sent within 15 days of completing the STAR assessment.
- Administer Reading CBM (BOY, MOY, EOY) – letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, oral reading passage, sight words
- Administer Math CBM (BOY, MOY, EOY) – subtraction from 10, mixed addition and subtraction, multiplication to 100
- Complete a Student Improvement Plan/MTSS Form B (BOY, MOY, EOY)
- Teachers will progress monitor students bi-weekly on one area of deficiency. Once mastered, move to the next area of deficiency.

Step 4: Students scoring below the **25 PR** (only 1st time the student scores below 25th percentile)

- Complete Spelling Skills (Classroom Phonics Grade), Alphabet Skills Fluency (Dyslexia Resource Guide (p. 24)), Rapid Color Naming CBM, and Rapid Picture Naming CBM.
- Send home county parent letter to notify of possible characteristics of dyslexia. Once a parent has been notified during the year another letter does not have to be sent.

Step 5: Third grade students will demonstrate sufficient reading skills for promotion to fourth grade. A portfolio will be compiled for students scoring below the 40PR to demonstrate mastery of third grade minimum essential reading standards. The State Superintendent of Education and the task force established criteria for minimum essential standards and the student reading portfolios and a definition of what constitutes mastery of all third-grade state reading standards. (Alabama Act 2019-523)

Accelerated Reader

- Third grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR will not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring

Students may use STAREL/STAR Reading, and STAR Math as a progress monitoring tool as needed.

- STAR Reading/Math CBM: Bi-weekly CBM's will be completed on all students scoring below 40
- Percentile Rank and all MTSS students. Data will be recorded on Improvement Plan.
- Third grade data will be discussed at data meetings.

Daily Routines

- Teachers should spend a few minutes daily reviewing.
 - ELA examples: daily oral language, mountain language, sentence study, bell ringers, etc.
 - Math examples: fact drill practice, number talks, daily data, etc.

English Language Arts Overview

- Benchmark Advance will be used as the core reading program.
 - Teachers will follow the Elmore County pacing guide.
 - Teachers will follow the Benchmark Advance Phonics. Reading Horizon lessons and strategies can be used as a supplemental resource.
 - Teachers will follow the Benchmark Advance Writing, Grammar, and Language progression.
 - Teachers will follow the Heggerty Guide for Phonemic Awareness.
 - Science of Reading and Structured Literacy will be utilized.
 - Teachers will follow the Writer’s Workshop model provided by Benchmark Advance. The Jennifer Serravallo resource book may be utilized as a supplemental resource.

ELA Assessments

Foundations and Routines

- Refer to the assessment chart below.

Comprehension

- Elmore County will be using the unit comprehension assessments from week 3 of each unit. These assessments can be sent home with weekly papers.
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.
- Directions for assessments will be followed according to the Benchmark Advance Program.

Phonics

- Phonics assessments will be provided by the county.

Grammar

- Grammar will be taught and applied through the writing process.
- This will be assessed within the finished writing product for each unit.

Writing

- Students will write in a different writing mode during each Benchmark Advance unit.
- Each unit writing product will be recorded as a grade.
- Teachers will utilize Writer’s Workshop based off Benchmark Advance writing pacing.

Handwriting

- Students will master letter formation and connection of all cursive letters.
- Teachers should utilize one of the handwriting rubrics to evaluate students’ cursive handwriting
- each quarter.

Mathematics Overview

- Teachers will follow the Elmore County pacing guide for Mathematics progression using EnVision.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments

- Common quarterly assessments will be provided by the County. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers or shared electronically.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression.

- All math assessments should be read by students independently.
- Facts should be practiced frequently and will be assessed quarterly using County provided tests.
 - Quarter 1-2: addition and subtraction
 - Quarters 3 & 4: multiplication
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed. Assessments should not be broken apart and given over several days.

Social Studies and Science Overview

- Site-based pacing will be created by teachers. These must be completed and turned in by August 31st to instructional coaches.
- One project per quarter in either Science or Social Studies should be included as a grade.
- Rubrics will be used to score projects and experiments. Students should be given the rubrics prior to the assignment in order to understand the requirements.
- Vocabulary should not be taught in isolation, but it should be taught in context, and demonstrated through student writing and drawings. **Students should not look up academic vocabulary words in the glossary or dictionary as a seatwork activity.**
- Students will keep notes in a notebook for Social Studies and Science which may be used as a tool for study guides. This notebook could include graphic organizers, diagrams, outlines, etc.
- Study sheets or guides should be relevant to the standards that are being taught in each quarter; however, study guides should not be organized to mimic the social studies or science assessments.
- 1st Semester: Grades will be recorded under Social Studies in PowerSchool.
- 2nd Semester: Grades will be recorded under Science in PowerSchool.

THIRD GRADE

ELA	Math	Social Sciences
<p><i>ELA grades will NOT be weighted.</i></p> <p><u>Quarter 1:</u></p> <p>Interim 2 Assessment Interim 3 Assessment Phonics Test: Foundations & Routines Unit 1 Phonics Assessment Unit 1 Assessment Unit 1 Writing</p>	<p><u>Each Quarter:</u></p> <p>5-7 Site-Based Assessments 1 Common County Assessment</p> <p>1 Fact Fluency Assessment</p>	<p style="text-align: center;">Grading Scale:</p> <p><u>Each Quarter:</u></p> <p>6-8 Site-based grades taken from a combination of Social Studies and Science</p>
<p><u>Quarter 2:</u></p> <p>Unit 2 Assessment Unit 3 Assessment Unit 4 Assessment Unit 2 Phonics Assessment Unit 3 Phonics Assessment Unit 4 Phonics Assessment Unit 2 Writing Unit 3 Writing Unit 4 Writing</p>		
<p><u>Quarter 3:</u></p> <p>Unit 5 Assessment Unit 6 Assessment Unit 7 Assessment Unit 5 Phonics Assessment Unit 6 Phonics Assessment Unit 7 Phonics Assessment Unit 5 Writing Unit 6 Writing Unit 7 Writing</p>		
<p><u>Quarter 4:</u></p> <p>Unit 8 Assessment Unit 9 Assessment Unit 8 Phonics Assessment Unit 9 Phonics Assessment Unit 8 Writing Unit 9 Writing</p>		

If a student retakes a test, the first test grade will be recorded in PowerSchool.

FOURTH GRADE

Universal Screener

- Students may only take each Universal Screener once during the testing window.
- STAR Reading: given three times a year during STAR testing windows.
- STAR Math: given three times a year during STAR testing windows.
- STAR EL may be administered all year to at risk students throughout the year as needed.

Accelerated Reader

- Fourth grade students should be given the opportunity to participate in Accelerated Reader. See AR section for more information.
- AR will not be a separate block of time on schedules. It should be incorporated in centers, RTI time, and used by students who complete work in a timely manner.

Progress Monitoring

- Students may use STAREL/STAR Reading, and STAR Math as a progress monitoring tool as needed.
- Weekly documentation will be completed on all MTSS students. Data will be recorded on the Improvement Plan.
- Fourth grade data will be discussed at data meetings.

Daily Routines

- Teachers should spend a few minutes daily reviewing.
 - ELA examples: daily oral language, mountain language, sentence study, bell ringers, etc.
 - Math examples: fact drill practice, number talks, daily data, etc.

English Language Arts Overview

- Benchmark Advance will be used as the core reading program.
 - Teachers will follow the Elmore County pacing guide.
 - Teachers will follow the Benchmark Advance Phonics.
 - Teachers will follow the Benchmark Advance Writing, Grammar, and Language progression.
 - Science of Reading and Structured Literacy will be utilized.
 - Teachers will follow the Writer’s Workshop model provided by Benchmark Advance. The Jennifer Serravallo resource book may be utilized as a supplemental resource.

ELA Assessments

Foundations and Routines

- Refer to the assessment chart below.

Comprehension

- Elmore County will be using the unit comprehension assessments from week 3 of each unit. These assessments can be sent home with weekly papers.
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed.
- Directions for assessments will be followed according to the Benchmark Advance Program.

Phonics

- Phonics assessments will be provided by the county.

Grammar

- Grammar will be taught and applied through the writing process.
- This will be assessed within the finished writing product for each unit.

Writing

- Students will write in a different writing mode during each Benchmark Advance unit.
- Each unit writing product will be recorded as a grade.
- Teachers will utilize Writer's Workshop based off Benchmark Advance writing pacing.

Handwriting

- Teachers will teach and review cursive letter formation in Quarter 1.
- Teachers should utilize one of the handwriting rubrics to evaluate students' cursive handwriting.
- Students should be encouraged to utilize cursive handwriting throughout the day.

Mathematics Overview

- Teachers will follow the Elmore County pacing guide for Mathematics progression using EnVision.
- Teachers have the flexibility to move at a pace that meets the needs of all students.

Mathematics Assessments

- Common quarterly assessments will be provided by the County. They will be administered during the quarterly assessment window and recorded as a grade. These assessments will be sent home with weekly papers or shared electronically.
- Site-based common assessments will be selected by teachers, administrators, and instructional coaches at each school site. These assessments will align to the designated progression.
- All math assessments should be read by students independently.
- All assessments should be completed in a timely fashion with no more than 60 minutes allowed. Assessments should not be broken apart and given over several days.
- Facts should be practiced frequently and will be assessed quarterly using County provided tests.
 - Quarter 1-2: multiplication
 - Quarter 3-4: multiplication and division

Alabama History and Science Overview

- Site-based pacing will be created by teachers. These must be completed and turned in by August 31st to instructional coaches.
- One in class project per quarter in either Science or Alabama History should be included as a grade.
- Rubrics will be used to score projects and experiments. Students should be given the rubrics to understand the requirements of the assignment.
- Vocabulary should not be taught in isolation, but it should be taught in context, and demonstrated through student writing and drawings. Students should not look up academic vocabulary words in the glossary or dictionary as a seatwork activity.
- Students will keep notes in a notebook for Alabama History and Science which may be used as a tool for study guides. This notebook could include graphic organizers, diagrams, outlines, etc.
- Study sheets or guides should be relevant to the standards that are being taught in each quarter; however, study guides should not be organized to mimic the social studies or science assessments

FOURTH GRADE

ELA	Math	AL History	Science
<p><i>ELA grades will NOT be weighted.</i></p> <p><u>Quarter 1:</u></p> <p>Interim 2 Assessment Interim 3 Assessment Phonics Test: Foundations & Routines Unit 1 Phonics Assessment Unit 1 Assessment Unit 1 Writing</p>	<p><u>Each Quarter:</u></p> <p>5-7 Site-Based Assessments 1 Common County Assessment</p> <p>1 Fact Fluency Assessment</p>	6-8 Common Grades	6-8 Common Grades
<p><u>Quarter 2:</u></p> <p>Unit 2 Assessment Unit 3 Assessment Unit 4 Assessment Unit 2 Phonics Assessment Unit 3 Phonics Assessment Unit 4 Phonics Assessment Unit 2 Writing Unit 3 Writing Unit 4 Writing</p>			
<p><u>Quarter 3:</u></p> <p>Unit 5 Assessment Unit 6 Assessment Unit 7 Assessment Unit 5 Phonics Assessment Unit 6 Phonics Assessment Unit 7 Phonics Assessment Unit 5 Writing Unit 6 Writing Unit 7 Writing</p>			
<p><u>Quarter 4:</u></p> <p>Unit 8 Assessment Unit 9 Assessment Unit 8 Phonics Assessment Unit 9 Phonics Assessment Unit 8 Writing Unit 9 Writing</p>			

If a student retakes a test, the first test grade will be recorded in PowerSchool.

APPENDICES

3rd Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Aldrin, Buzz	<i>Reaching for the Moon</i>
Brown, Don	<i>Odd Boy Out: Young Albert Einstein</i>
Bryant, Jen	<i>The Right Word: Roget and His Thesaurus</i>
dePaola, Tomie	<i>26 Fairmount Avenue</i>
Nelson, Vaunda Micheaux	<i>Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshal</i>
Nobleman, Marc Tyler	<i>Boys of Steel: The Creators of Superman</i>
Say, Allen	<i>Drawing from Memory</i>
Nonfiction	
Cate, Annette LeBlanc	<i>Look Up! Bird-Watching in Your Own Backyard</i>
Graphic Novel	
Bell, Cece	<i>El Deafo</i>
DiCamillo, Kate	<i>Flora & Ulysses: The Illuminated Adventures</i>
Historical Fiction	
Scieszka, Jon	<i>Me Oh Maya</i>
Williams-Garcia, Rita	<i>One Crazy Summer</i>
Fiction	
Applegate, Katherine	<i>The One and Only Ivan</i>
Brittain, Bill	<i>The Wish Giver</i>
Dahl, Roald	<i>The BFG</i>
Draper, Sharon	<i>Clubhouse Mysteries: The Buried Bones Mystery</i>
Martin, Ann M.	<i>Rain Reign</i>
McKay, Hilary	<i>Lulu and the Duck in the Park</i>
Parish, Herman	<i>Amelia Bedelia Means Business</i>
Peterson, John	<i>The Littles</i>
Sachar, Louis	<i>Sideways Stories from Wayside Schools</i>

4th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Barretta, Gene	<i>Neo Leo: The Ageless Ideas of Leonardo daVinci</i>
Brown, Don	<i>A Wizard from the Start: The Incredible Boyhood and Amazing Inventions of Thomas Edison</i>
Dahl, Roald	<i>Boy: Tales of Childhood</i>
Grogan, John	<i>Marley: A Dog Like No Other</i>
Kehret, Peg	<i>Small Steps: The Year I Got Polio</i>
Scieszka, Jon	<i>Knucklehead: Tall Tales and Almost True Stories of Growing Up Scieszka</i>
Sis, Peter	<i>Starry Messenger</i>
Nonfiction	
Freedman, Russell	<i>The Boston Tea Party</i>
Losure, Mary	<i>The Fairy Ring; or, Elsie and Frances Fool the World</i>
Graphic Novel	
Jamieson, Victoria	<i>Roller Girl</i>
Telgemeier, Raina	<i>Smile</i>
Historical Fiction	
Bradley, Kimberly Brubaker	<i>The War that Saved My Life</i>
Draper, Sharon	<i>Stella by Starlight</i>
Timberlake, Amy	<i>One Came Home</i>
Wilder, Laura Ingalls	<i>Little House in the Big Woods</i>
Fiction	
Curtis, Christopher Paul	<i>Bud, Not Buddy</i>
Dahl, Roald	<i>Matilda</i>
Flake, Sharon G.	<i>The Skin I'm In</i>
Fleischman, Sid	<i>The Whipping Boy</i>
Henkes, Kevin	<i>Olive's Ocean</i>
Norton, Mary	<i>The Borrowers</i>
Sachar, Louis	<i>Holes</i>
Turnage, Sheila	<i>Three Times Lucky</i>
White, E. B.	<i>Charlotte's Web</i>

5th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Bridges, Ruby	<i>Through My Eyes</i>
Byrd, Robert	<i>Electric Ben: The Amazing Life and Times of Benjamin Franklin</i>
Fleischman, Sid	<i>The Abracadabra Kid: A Writer's Life</i>
Pinkney, Andrea Davis	<i>Let It Shine: Stories of Black Women Freedom Fighters</i>
Spinelli, Jerry	<i>Knots in my Yo-Yo String</i>
Nonfiction	
Hoose, Phillip	<i>Moonbird: A Year on the Wind with the Great Survivor B95</i>
Murphy, Jim	<i>The Great Fire</i>
Nelson, Kadir	<i>We are the Ship: The Story of Negro League Baseball</i>
Graphic Novel	
Marcionette, Jake	<i>Just Jake</i>
Historical Fiction	
Curtis, Christopher Paul	<i>The Watsons Go to Birmingham – 1963</i>
Erdrich, Louise	<i>The Birchbark House</i>
Lowry, Lois	<i>Number the Stars</i>
Ryan, Pam Munoz	<i>Esperanza Rising</i>
Fiction	
Balliett, Blue	<i>Chasing Vermeer</i>
Banks, Lynne Reid	<i>The Indian in the Cupboard</i>
Beatty, Robert	<i>Serafina and the Black Cloak</i>
Black, Holly	<i>Doll Bones</i>
Hawking, Lucy and Stephen	<i>George's Secret Key to the Universe</i>
Jacobson, Jennifer Richard	<i>Paper Things</i>
Lai, Thanhha	<i>Inside Out & Back Again</i>
Lindgren, Astrid	<i>Pippi Longstocking</i>
Montgomery, L. M.	<i>Anne of Green Gables</i>
Palacio, R. J.	<i>Wonder</i>
Ryan, Pam Munoz	<i>Echo</i>
Spinelli, Jerry	<i>Wringer</i>
Tolan, Stephanie S.	<i>Surviving the Applewhites</i>

6th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Bartoletti, Susan Campbell	<i>Terrible Typhoid Mary: A True Story of the Deadliest Cook in America</i>
Fleming, Candace	<i>The Great and Only Barnum: The Tremendous, Stupendous Life of Showman P. T. Barnum</i>
Holzer, Harold	<i>Father Abraham: Lincoln and His Sons</i>
Hoose, Phillip	<i>Claudette Colvin: Twice Toward Justice</i>
Jiang, Ji-Li	<i>Red Scarf Girl: A Memoir of the Cultural Revolution</i>
Myers, Walter Dean	<i>Bad Boy: A Memoir</i>
Stone, Tanya Lee	<i>Almost Astronauts: 13 Women Who Dared to Dream</i>
Woodson, Jacqueline	<i>Brown Girl Dreaming</i>
Nonfiction	
Levinson, Cynthia	<i>We've Got a Job: The 1963 Birmingham Children's March</i>
Tomecek, Stephen M.	<i>What a Great Idea! Inventions that Changed the World</i>
Graphic Novel	
Brown, Don	<i>Drowned City: Hurricane Katrina & New Orleans</i>
Historical Fiction	
Holt, Kimberly Willis	<i>When Zachary Beaver Came to Town</i>
Schmidt, Gary D.	<i>The Wednesday Wars</i>
Taylor, Mildred	<i>Roll of Thunder, Hear My Cry</i>
Yep, Laurence	<i>Dragonwings</i>
Fiction	
Avi	<i>The True Confessions of Charlotte Doyle</i>
Bradbury, Ray	<i>Dandelion Wine</i>
Cooper, Susan	<i>The Dark is Rising</i>
Dickens, Charles	<i>A Christmas Carol</i>
Juster, Norton	<i>The Phantom Tollbooth</i>
L'Engle, Madeleine	<i>A Wrinkle in Time</i>
Paulsen, Gary	<i>Hatchet</i>
Phibrick, Rodman	<i>Freak the Mighty</i>
Raskin, Ellen	<i>The Westing Game</i>
Rawls, Wilson	<i>Where the Red Fern Grows</i>
Schlitz, Laura Amy	<i>Splendors and Glooms</i>
Soto, Gary	<i>A Summer Life</i>
Spinelli, Jerry	<i>Maniac Magee</i>

7th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial. Copyright © 2016

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Autobiography and Biography	
Freedman, Russell	<i>Eleanor Roosevelt: A Life of Discovery</i>
Hickman, Homer	<i>Rocket Boys</i>
Murphy, Jim	<i>The Real Benedict Arnold</i>
Yousafzai, Malala	<i>I am Malala: How One Girl Stood Up for Education and Changed the World</i>
Nonfiction	
Fleischman, John	<i>Phineas Gage: A Gruesome but True Story About Brain Science</i>
Fleming, Candace	<i>The Family Romanov: Murder, Rebellion & the Fall of Imperial Russia</i>
Fletcher, Ralph	<i>A Writer's Notebook: Unlocking the Writer Within You</i>
Hopkinson, Deborah	<i>Titanic: Voices from the Disaster</i>
Kidd, Chip	<i>Go: A Kidd's Guide to Graphic Design</i>
Rappaport, Doreen	<i>Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust</i>
Rubalcaba, Jill	<i>Every Bone Tells a Story: Hominin Discoveries, Deductions, and Debates</i>
Stone, Tanya Lee	<i>Courage Has No Color: The True Story of the Triple Nickles, America's First Black Paratroopers</i>
Graphic Novel	
Tolsikova, Dasha	<i>A Year Without Mom</i>
Historical Fiction	
Cormier, Robert	<i>Tunes for Bears to Dance To</i>
Hesse, Karen	<i>Out of the Dust</i>
Park, Linda Sue	<i>A Single Shard</i>
Fiction	
Alcott, Louisa May	<i>Little Women</i>
Alexander, Kwame	<i>The Crossover</i>
Bloor, Edward	<i>Tangerine</i>
Gantos, Jack	<i>Dead End in Norvelt</i>
Hamilton, Virginia	<i>The People Could Fly: American Black Folktales</i>
O'Dell, Scott	<i>The Black Pearl</i>
Peck, Robert	<i>A Day No Pigs Would Die</i>
Riordan, Rick	<i>The Lightning Thief</i>
Serling, Rod	<i>The Monsters are Due on Maple Street</i>
Sidman, Joyce	<i>Dark Emperor and Other Poems of the Night</i>
Soto, Gary	<i>Baseball in April and Other Stories</i>
Spinelli, Jerri	<i>Stargirl</i>
Stead, Rebecca	<i>When you Reach Me</i>
Vawter, Vince	<i>Paperboy</i>

8th Grade Suggested Reading List

The following list represents the level of text complexity with which students in a given grade should engage. The titles and authors represented on the list are our suggestions and serve as models in helping teachers select texts of similar complexity, quality, and range for their own classrooms. They do not represent a complete, final reading list. In addition, teachers are encouraged to preview book selections in order to make appropriate choices in pairing texts with students as some titles may be deemed controversial.

Autobiography and Biography	
Alvarez, Julia	<i>Something to Declare</i>
Frank, Anne	<i>The Diary of a Young Girl</i>
Freedman, Russell	<i>Lafayette and the American Revolution</i>
Wiesel, Elie	<i>Night</i>
Nonfiction	
Deem, James M.	<i>Bodies from the Ice: Melting Glaciers and the Recovery of the Past</i>
Janezcko, Paul B.	<i>The Dark Game: True Spy Stories</i>
McPherson, James M.	<i>Into the West: From Reconstruction to the Final Days of the American Frontier</i>
Murphy, Jim	<i>Truce: The Day the Soldiers Stopped Fighting</i>
Sheinkin, Steve	<i>Bomb: The Race to Build—and Steal—the World’s Most Dangerous Weapon</i>
Swanson, James L.	<i>Chasing Lincoln’s Killer</i>
Thimmesh, Catherine	<i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i>
Thompson, Laurie Ann	<i>Be a Changemaker: How to Start Something that Matters</i>
Graphic Novel	
Ottaviani, Jim	<i>Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Birute Galdikas</i>
Historical Fiction	
Bartoletti, Susan Campbell	<i>The Boy Who Dared</i>
Hesse, Karen	<i>Witness</i>
London, Jack	<i>The Call of the Wild</i>
Radin, Ruth Yaffe	<i>Escape to the Forest: Based on a True Story of the Holocaust</i>
Spinelli, Jerry	<i>Milkweed</i>
Fiction	
Avi	<i>Nothing But the Truth</i>
Balcigalupi, Paolo	<i>Ship Breaker</i>
Draper, Sharon	<i>Tears of a Tiger</i>
Fleischman, Paul	<i>Seedfolks</i>
Hamilton, Edith	<i>Mythology</i>
Hinton, S. E.	<i>The Outsiders</i>
Lowry, Lois	<i>The Giver</i>
Orwell, George	<i>Animal Farm</i>
Steinbeck, John	<i>The Red Pony</i>
Sutcliff, Rosemary	<i>Black Ships Before Troy: The Story of The Iliad</i>

Elmore County Approval for Promotion Reassessment

Student's Name

Date

School

It is my desire to seek, at my own expense, out-of-system summer remediation program and to have my child,
 _____ (first, middle, last name) reassessed for promotion prior to the opening of the next
 school year _____ (school year).

I understand I must complete the following steps for my child to be reconsidered for promotion.	Parent's Initials/Date at the Time of Request	School Representative's Initials/Date at Time of Reassessment
Request made by parent and approved by the promotion/retention committee prior to the last day of the current school year		
Complete a summer remediation program provided by a reputable educational tutoring service.		
Provide school with remediation documentation		
Schedule a time for reassessment two weeks prior to the opening day of the next school year.		
STAR EL and STAR Math will be given to students being reassessed for first grade.		
STAR Reading and STAR Math will be given to students being reassessed for promotion to grades 2-4.		

The above assessments will be administered to the student by a certified staff member designated by the promotion/retention committee at each school. After reviewing the results, the principal and or designated certified personnel representing the promotion/retention committee at each school will make the final decision on promotion/retention.

Parent Signature

Date

Promotion/Retention Committee Representative Signature

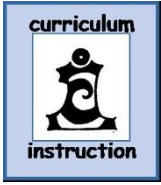
Date

The school representative will make a copy for the parent and retain the original document on file in the office.

Current STAR Reading Scaled Score		Reassessment Score	
Current STAR Math Scaled Score		Reassessment Score	

Student does/does not meet promotion assessment criteria

Grade _____



Field Trip Activity Form

Planning for a field trip is essential to enhance and connect learning that is being conducted in the classroom to real events. Prior to any reservations made for a field trip, this form must be completed, submitted and approved by the principal and appropriate central office personnel.

Teacher's Name _____ School _____

Field Trip Destination _____

Date of Proposed Field Trip _____ Number of field trips your students have taken this year _____

Please check one of the following:

- This field trip is on the approved field trip list at the appropriate grade level.
- This is an out-of-state field trip.
- Bookkeeper's approval of funds available: _____

Mode of transportation: School bus Charter bus

Explain how this field trip is aligned to the Alabama Course of Study Standards:
List planned activities prior to the proposed field trip:
List planned activities during the proposed field trip:
List closure activities planned once students have returned to school:

Nurse required? Yes No Undecided (*determined by final roster*) Nurse's Signature _____

***Teacher will provide an accurate student roster of attendees to nurse two weeks prior to field trip.** _____
Teacher Signature

Approved Not Approved Principal's Signature _____

Field trips MUST have the approval of the principal and Elementary or Secondary Education Director.
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved Director's Signature: _____
All <u>out-of-state</u> field trips must be approved by the principal and Superintendent.
<input type="checkbox"/> N/A <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved Superintendent's Signature: _____

Elmore County Board of Education
RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION

School: _____ Child's Name: _____

Teacher in Charge: _____ Cost to Your Child: _____

Trip Date: _____ Destination: _____

Departure Time: _____ Expected Return Time: _____ Method of Transportation: School Bus

I understand that my child's participation in the activity is a privilege, and not a right. I acknowledge that I have spoken with my child about my child's need to comply with the specific rules and requirements established for this activity, all Elmore County Board of Education policies and procedures, rules of conduct set forth in the Student Code of Conduct, and state and federal regulations and laws. I understand that all Elmore County Board of Education rules and policies apply to my child and the other students during the course of the field trip.

I also understand that this field trip may expose my child to some risks. On behalf of my child, I assume any such risk that may arise therefrom. I accept full responsibility for all medical expenses for any injuries that might occur to my child by reason of his/her participation.

By signing this form, I hereby release the Elmore County Board of Education, its members, employees, assigns, agents and volunteers ("released parties") from and against any and all claims, demands, actions, complaints, suits or other forms of liability that any of them may sustain: (a) arising out of my child's failure to comply with local, state and federal laws and Elmore County Board of Education policies, procedures, and the Student Code of Conduct; or, (b) arising out of any damage or injury caused by or to my child arising out of my child's participation in the field trip. This release of liability includes accident, injury, loss or damages to my child, as well as to the other individuals or property which may result from my child's travel to and from, and participation in the field trip. I also agree to indemnify and hold harmless the released parties from the released claims, including any and all related costs, attorney fees, liabilities, settlements and/or judgments.

I confirm that I have carefully read this RELEASE OF LIABILITY FOR FIELD TRIP PARTICIPATION and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am a student 19 years or older.

Emergency Contact Name & Phone: _____

Hospital Insurance Company: _____ Policy No. _____

Students will not be permitted to go on field trips without a signed Field Trip Parental Permission Form on file.

Student's Signature (as appropriate)

Date

Parent's/Guardian's Signature

Date