

GASCONADE COUNTY R-II

CURRICULUM HANDBOOK

2023-2024

Board of Education Approval
May, 2023



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Introduction

Curriculum development in the Gasconade County R-II School District is a comprehensive process involving teachers, parents, community members, administrators, board members and students. Our K-12 curriculum is founded in the district’s mission statement and aligned to our Comprehensive School Improvement Plan (CSIP).

As society changes, the needs of students will change. A long-range curriculum development and evaluation plan is in place to assure that our students’ needs will continue to be met. Curriculum development in the Gasconade County R-II School District is a never-ending process that recognizes the need for curriculum to evolve as our students, families, and community continue to change and grow.

Curriculum guides are most useful when teachers have ownership through participation in the development process. This guide is designed as a starting point for our school district to assure that staff has involvement through grade level representation on curriculum leadership teams, grade level meetings, departmental meetings, and staff development activities throughout the school year. The following pages provide resources to help teachers write their curriculum.

District Mission, Vision, and Values

The Gasconade County R-2 School District and each of its employees will inspire lifelong learners who are self-sufficient and ethical citizens.

At Gasconade County R-2 School district we believe:

- ❖ Each student is important and can learn
- ❖ Every person is responsible for himself/herself
- ❖ Parents and teachers are responsible for guiding and motivating students
- ❖ All students should have access to current instructional methodologies and technology
- ❖ All students should graduate from high school
- ❖ Teachers, students and parents are responsible for student achievement
- ❖ All students should be prepared for life-long learning and employment
- ❖ All students should be in class daily
- ❖ We should provide and maintain exemplary physical facilities
- ❖ The school should promote and encourage good character, responsible citizenship and community involvement
- ❖ The district should provide support services to accommodate all student needs
- ❖ The district must employ the best staff available

TRADITION - PRIDE - EXCELLENCE
“The Dutchmen Way”

Curriculum Development Information

The purpose of this document is to provide guidelines and written procedures for reviewing and revising curriculum for the improvement of instruction.

Committee: Each year four committees (Curriculum Leadership Teams) are established, one for each core content area (Communication Arts, Math, Science, Social Studies.) These committee members include one teacher from each grade level, K-8, in each content area and one teacher from HS and Satellite in each content area. District instructional coaches are members of their respective content areas. It is recommended that these committees include a principal and a community member. These committees review their curriculum and evaluate their data yearly in order to make needed adjustments for student achievement. All curriculum is reviewed and revised every six years on a systematic basis. Extensive revisions are made if necessary and textbooks are ordered every six years.

In addition, all other content areas are reviewed and revised on a regular rotation. During the Revise and Review year, a committee is formed from all teachers in the content area. Committee members for these content areas usually include all teachers in the content area. Generally, one to two content areas are reviewed and revised in addition to the core areas. Each area is reviewed and revised every six years and textbooks may be purchased during its rotation year.

Meetings: The Curriculum Committees shall meet at least once each school year but ideally two full days during the school year. Each content area that is due for extensive revisions and textbook adoption (six year rotation) will meet a minimum of two full days each year. Additional time is allowed if needed. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

Information: The following types of information will be used to review and revise curriculum:

1. [Missouri Learning Standards](#), [MSIP5](#), and [MSIP6](#) Guidelines
2. Grade Level Expectations (GLE), Course Level Expectations (CLE) & Depth of Knowledge (DOK)
3. Missouri Assessment Program Results
4. Formative & Summative Assessment Data
5. Informal Assessment of Curriculum
6. Community Input

Utilization of Information:

1. Missouri Learning Standards: The GCR2 School District has used the Missouri Learning Standards as the foundation of our instructional program. Teachers are required to refer to State Show-Me Standards, State Grade Level Expectations or Course Level Expectations, Curriculum Frameworks, and Assessment Annotations. Teachers also review their Content Rationale, Goals for Graduates, Depth on Knowledge levels, Implementation levels, and Equity Standards.

Finally, all curriculum must meet the requirements set forth by the Missouri Comprehensive Improvement Program (MSIP5, MSIP 6).

2. Grade Level Expectations (GLE), Course Level Expectations (CLE) & Depth of Knowledge (DOK): All curriculum will be tied directly to the GLEs or CLEs (if available) and coding for each of these will be placed beside each objective taught. Depth of Knowledge levels will also be assigned to each objective and coding applied to the written objective.
3. Missouri Assessment Program (MAP & EOC) Results:
 - a. MAP tests are given each spring while EOC assessments can be given during the fall, spring and/or summer. When the results are received, all district staff members meet in the four core content-area groups and receive copies of reports for that content area.
 - b. Longitudinal comparisons are also made which note areas of improvement.
 - c. At the beginning of each school year, teachers receive copies of the MAP reports from the previous spring for their current groups of students. At this time, individual teachers, groups of teachers, and the total staff establish improvement objectives for the new year and write an Action Plan.
 - d. The MAP is used to identify our Title I Math and Reading students. It is also used during the screening process to identify educationally disadvantaged students and gifted students.
 - e. Additional assessments, such as DRA2 and SuccessMaker, are also used to inform and initiate curricular change.
4. Formative and Summative Data: Teachers evaluate their students' performance on classroom formative assessments and common assessments. The results of these evaluations are used to guide curriculum development.
5. Informal Assessment of Curriculum: The faculty is informally assessing the curriculum on a regular basis. Current events such as presidential elections, natural disasters, the space program, etc. will be included in the curriculum when appropriate and timely.
6. Community Input:
 - a. Yearly MAP/EOC scores are shared with the parents.

- b. Annually, students in grades 5-12 are given the opportunity to complete an evaluation form which asks questions about the instructor, the textbook, and the curriculum.
- c. The district responds to various requests from community special interest groups to disseminate information (Scouts, Hospital with Latch Key Program, Developmental Disabilities for mainstreaming, Firefighters during Fire Prevention Week, Dentists for Dental Hygiene, Red Ribbon Drug Awareness Week, Truck Industry, etc.).
- d. Elementary Parent/Teacher Organization (PTO) frequently offers suggestions and concerns.
- e. Parents who have children in IDEA programs or Title I classes are invited to attend a yearly meeting to discuss these services.
- f. Parents are invited to various meetings and to serve on advisory boards.
- g. Parents are on the Comprehensive School Improvement Plan committee for Assessment, Instruction, and Professional Development.

A completed Curriculum Document includes:

1. Scope & Sequence Chart: A Scope & Sequence chart is created and updated yearly for all content areas taught. This document will be placed on the district's web site, "Forms" Directory, and in the teacher's Curriculum Notebook if the respective curriculum is taught by the teacher.
2. Pacing Guide: A Curriculum MAP for every content area in each grade level will be created or updated yearly. This document will be placed on the district's web site, "Forms" Directory, and in the teacher's Curriculum Notebook if the respective curriculum is taught by the teacher.
3. Course Objectives: Each objective must be specific and measurable. Course objectives will be input into an electronic curriculum program. These documents can be accessed and printed through the electronic curriculum program. These documents will be placed on the district's web site and in the teacher's Curriculum Notebook if the respective curriculum is taught by the teacher. All course curriculum will include the following:
 - a. Goals for Graduates in each subject area: Goals for graduates should list those most important things that students should know and be able to do as a result of their studies in a subject area. The goals follow logically from the district's philosophy and should incorporate or reference the Missouri Show-Me Standards.
 - b. Rationale for each subject area and course: Rationales are defined as justifications for subject areas and courses. They should state why the subject area or course is of vital

importance for students given the philosophy of the school district, projected conditions in the 21st century, and the future responsibilities of students as workers, family members, and citizens.

- c. A Description of each content in each subject area and course: The Missouri School Improvement Program requires that district curriculum guides provide general descriptions of the content to be taught in each subject area and also in each course. Course descriptions should identify major topics to be studied and should communicate the importance of the course.
 - d. A minimum of five objectives for each course. Each objective should identify what students are to know and be able to do, be specific and measurable and relate directly to the Grade Level Expectations (GLE) and or Course Level Expectations (CLE) if available in the content.
 - e. All objectives should be related directly to the Goals for Graduates, Show-Me Content and Process Standards, GLEs and CLEs (if available,) Implementation Codes, & equity, technology, research and workplace-readiness skills.
 - f. Depth of Knowledge levels should be applied to each objective
7. Activities and Assessments: In order to ensure that the written curriculum is the implemented curriculum, written activities and assessments are required for each objective in all content areas. Activities and Assessments will be input into the electronic curriculum folder and utilized and updated on a regular basis.
 8. Student Work & Assessment Samples: Samples (2 or 3) of student work and assessments will be kept by each teacher in the content areas taught.
 9. Curriculum Notebooks: Curriculum Notebooks will be maintained for each teacher in all content areas. All documents listed above will be in the Curriculum Notebook in the content areas taught by each teacher. Curriculum Notebooks may be electronic or paper/pencil.
 10. Common Assessments: Common Assessments are written by grade level teachers for the content areas taught. Common Assessments will be based upon grade level curriculum and be MAP/EOC-like. The assessments will contain a variety of question types, including selected-response, constructed response and performance events. Common assessments will be consistently utilized, evaluated, updated and used to improve instruction by teachers. Common Assessments utilized by teachers at a specific grade level and content area should be kept in curriculum notebooks.

Textbook Selection Process: It is the responsibility of the Board of Education to make provisions for the selection of up-to-date and appropriate textbooks for all pupils enrolled in the public school. Free

textbooks are provided in grades kindergarten through twelve. The responsibility for the selection of textbooks and materials lies with the teachers and administrators. New textbook adoptions shall be done periodically (every five years) as a part of the regular evaluation of curriculum areas on a systematic school-wide basis. Consideration shall be given to all available textbooks in the content area to provide opportunities for each child to realize the greatest potential through education.

Textbooks are purchased as a supplement to the curriculum. Textbooks do not drive the curriculum, therefore, textbook vendors and versions are not required to vertically align.

Textbook Selection: Basic textbooks should be selected that provide material current in the field so the books may be used for at least five years. Selection will be made with the cooperation of the faculty and administration under the direction of the elementary and secondary administration. Textbooks will be selected in the following manner:

1. A selection committee will be established composed of the Curriculum Leadership Team members, teachers directly involved with the materials, the administration of the schools, and the Assistant Superintendent in charge of curriculum. Teachers serving on the Curriculum Leadership Team are responsible for submitting the final textbook request.
2. Specific needs for a course of study will be established in writing and the book selected will be the one that best meets the needs in the opinion of the selection committee.
3. A variety of companies will be invited to submit examination copies of appropriate materials to the selection committee.
4. Sufficient time will be allowed to evaluate materials submitted by the vendors.

Textbook Selection Procedures: Suggested procedures for the adoption of new textbooks or materials in a specific subject area:

1. Every five years, selected content areas may purchase new textbooks as presented on the “Curriculum Development Cycle and Textbook Adoption Plan.”
2. Curriculum Leadership Team members in the core content areas will commence the textbook selection committee.
3. Curriculum Leadership Team members are responsible for acquiring various textbook materials to review.

- a. Reviewers will procure the most current materials that best help teach grade level curriculum and have appropriate reading levels.
 - b. Each textbook vendor will be requested to submit the correlation of the textbook to the Missouri Show-Me Standards, GLEs and CLEs.
4. Content area teachers will review the materials (a minimum of three different textbooks are required) and make a preliminary decision.
 - a. The CJ Textbook Review Form will be completed for each textbook reviewed.
 5. Building administration and the Assistant Superintendent in charge of curriculum will then review the materials and approve.
 6. The requested order is sent to district administration for final approval.
 - a. A Purchase Requisition form will be completed for the chosen textbook and sent to the Assistant Superintendent in charge of curriculum.
 7. The principals and Curriculum Leadership Team members will determine the need for in-service workshops and information sessions with company consultants representing the textbook or materials selected.

Instructional Methods & Professional Development: Teachers are given ongoing training on the curricular instructional methods designated by the district. Teachers are required to use the designated instructional methods in the classroom. Teachers are also encouraged to attend workshops and conferences. New ideas from these professional growth activities are tried and implemented when proven to be successful

Curriculum Terms and Definitions

Curriculum

Scope and Sequence

Pacing Guide

Unit of Instruction

Standard

Priority Standard

Essential Question

Big Idea

Objective

Learning target

Learning Activities

Assessment (formative and summative)

Resource

Tier III Content Vocabulary

Standards-Based Grading

Curriculum Development Cycle

Content	Curriculum	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ELA	K-12	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	CURRICULUM REVIEW	PLAN AND RESOURCE
Mathematics	K-12	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	CURRICULUM REVIEW
Humanities	K-12	CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION
Science	K-12	IMPLEMENTATION	CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION
World Language	9-12	CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION
Fine Arts	K-12	IMPLEMENTATION	IMPLEMENTATION*	CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION
Career and Technical	7-12	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	CURRICULUM REVIEW
Physical Education	K-12	IMPLEMENTATION	CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION
LMIT	K-12	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION
Counseling	K-12	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION
Early Learning	PK	PLAN AND RESOURCE	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	IMPLEMENTATION	CURRICULUM REVIEW

CURRICULUM REVIEW	PLAN AND RESOURCE	IMPLEMENTATION
<ul style="list-style-type: none"> ● Review state and national standards ● Ensure vertical alignment ● Update published documents ● Update curriculum as needed and BOE approval** 	<ul style="list-style-type: none"> ● Develop pacing guide with learning targets and units of instruction ● Review district data ● Research materials/adoption*** ● Create common assessments 	<ul style="list-style-type: none"> ● Continue to develop pacing guide, course activities and assessments ● Revise curriculum based on student data ● Integrate tier 3 vocabulary into curriculum documents

*It is possible FA resourcing will happen on 22-23 to match older cycle as needed, and then transition to this new cycle.

**Curriculum is reviewed annually when reviewing MAP results

***Consumable textbooks and materials are purchased annually as needed

Curriculum Leadership Teams

*STILL BEING FINALIZED 8/16

Communication Arts

Amber Hendrix
Amy Quertermous
Jackie Gray
Barb Loyd
Angie Binkhoelter
Judy Glaser
Christa Savior
Sarah Gehlert
Kristyna Higgins

Science

Kerry Eidson
Emily King
Amy Aubuchon
Karen Weber
Stephanie Royle
Randee Schatz

Mathematics

Alex Voss
Nicole Jenkins
Crystal Ely
Derrick Tyree
Donna Hinson
Tammy Daniel
Susan Stanton
Dawn Rice
Autumn Earney

Social Studies

Chanda Kreilick
Jeremy Rulo
Lucas Gehlert
Terra Heidle
Dina Schoenfeld
Jess Toelke
Randee Schatz

The Show Me-Standards: Performance

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. Students will demonstrate within and integrate across all content areas the ability to...

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to...

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to...

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to...

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

The Show-Me Standards: Content

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outline, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

Missouri Learning Standards: Priority Standards

[English Language Arts Priority Standards \(approved 2021\)](#)

[Mathematics Priority Standards \(approved 2021\)](#)

[Science Priority Standards \(approved 2021\)](#)

[Social Studies Priority Standards \(approved 2021\)](#)

All Missouri Learning Standards documents are available on the DESE website, www.dese.mo.gov.

Comprehensive District Literacy Plan

District Literacy Framework

The GCR2 Literacy Framework has been organized to align with the newly released [Missouri State Literacy Plan](#). The district literacy framework highlights current knowledge about the science of reading and literacy development and provides information on integrating literacy instruction with Missouri Learning Standards. The components of a comprehensive literacy system are outlined, as well as evidence-based practices and resources to achieve the mission of inspiring life-long learners.

Science of Reading

The science of reading is a body of scientifically based research from the last five decades about reading and challenges related to reading and writing. The science of reading informs educators how proficient reading and writing develops, why some students have difficulties, and how we can effectively teach, assess, and prevent these difficulties or provide intervention. High-quality professional development has been made available to K-5 teachers through DESE’s READ, LEAD, and EXCEED LETRS training. This course of study gives teachers the skills needed to teach language and literacy to every student by providing in-depth training in the Science of Reading. This training is important because the year-long course aligns instruction with the science of reading while providing students with the best chance of becoming successful readers. In addition, teachers gain a thorough understanding of the creation and development of connections in our brains, created primarily through instruction.

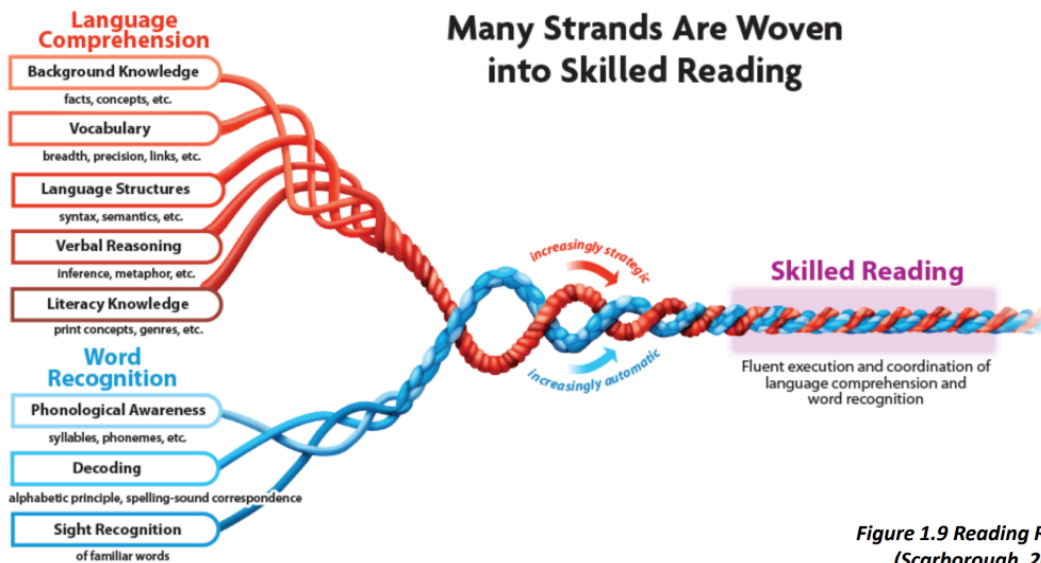
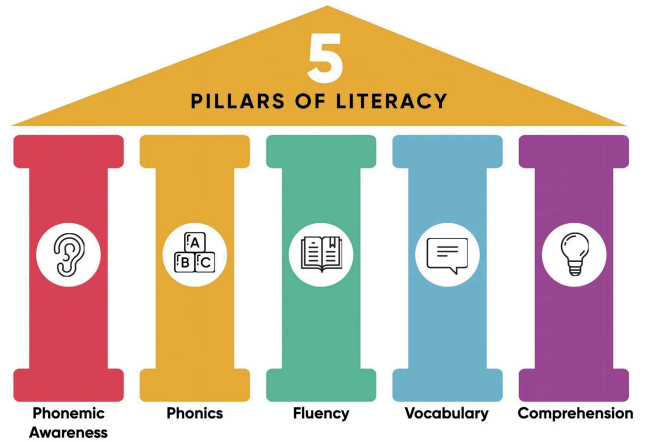


Figure 1.9 Reading Rope
(Scarborough, 2001)

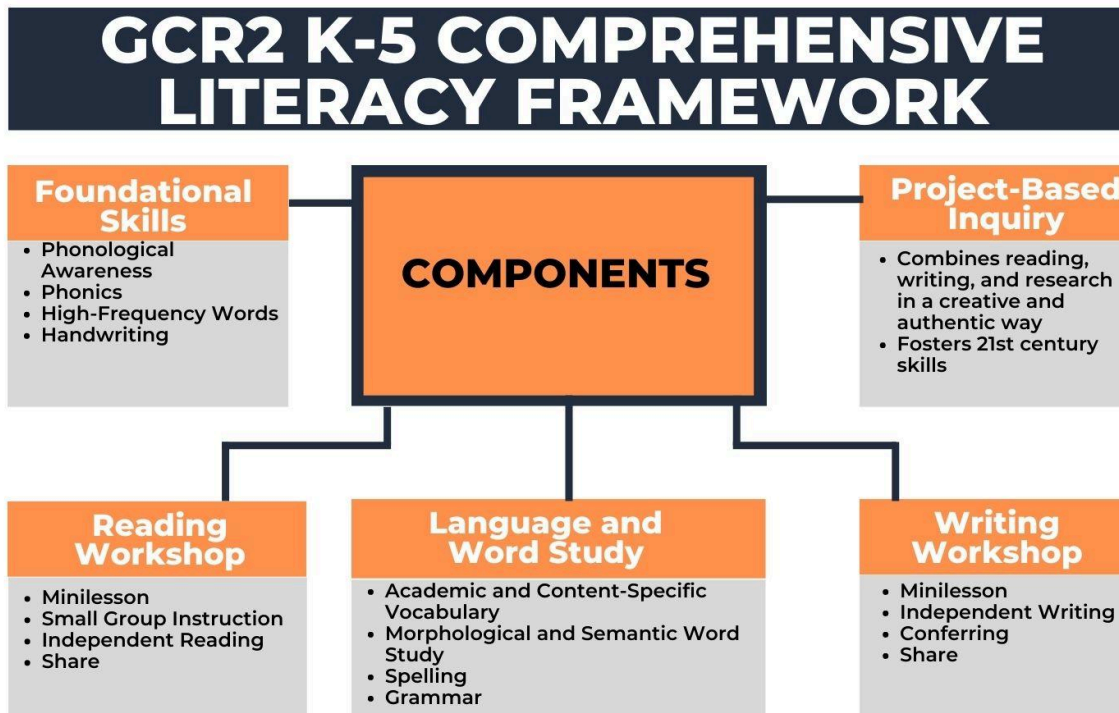
Grades K-5 Comprehensive Literacy

Structured Literacy

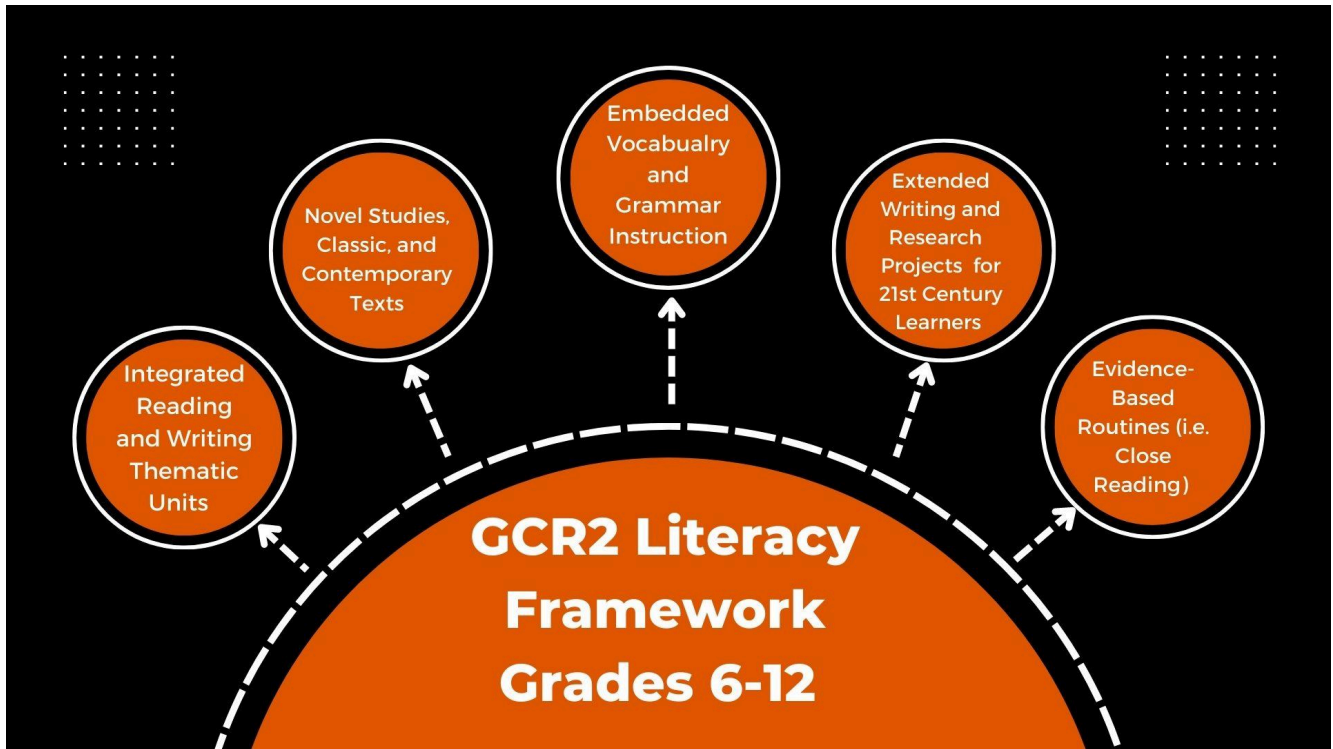
The Structured Literacy approach emphasizes explicit and systematic teaching of all important components of literacy. These components include both foundational skills and higher-level literacy skills. Structured literacy approaches use books and other instructional materials that lend themselves to this kind of teaching. Elementary teachers follow a sequence of phonics materials proceeding from use of simpler to more complex patterns. Children read books (i.e. decodables) containing the phonics word patterns they have been taught.



Framework



Grades 6-12 Comprehensive Literacy



Literacy Screenings and Assessments

Name of Test	Purpose	How Results are Used	Analysis/Dissemination
DIAL 4 (PK)	The DIAL is used to assess students' proficiency in critical areas determined to be essential for kindergarten readiness. The DIAL takes approximately 20 minutes to administer.	Results are used to identify students' strengths and weaknesses, plan for instruction, monitor growth, and inform parents of students' status and growth.	Student results are communicated to parents the day of the assessment (during kindergarten screening). Results are placed in each student's file for teacher review.
Fastbridge Early-Reading A-Reading Auto-Reading (K-12)	Fastbridge assessments are used to screen students in foundational math and reading skills. Assessments take between 1-3 minutes to administer individually to students and are given	Results are used to identify students' reading/math foundation skill level so that students can be appropriately assigned to intervention or enrichment groups. Fastbridge also includes progress monitoring assessments in	Results are analyzed by teachers and administrators; reports are sent home to parents and shared during parent-teacher conferences.

	three times per year.	reading and math that are used to measure growth.	
Standards-Based Observation Checklist (K-1)	The checklist is used as a means to determine mastery of priority standards. The assessment is ongoing throughout the year.	Results are used to determine the need for enrichment, intervention, remediation, or retention.	Results are analyzed by teachers and administrators and disseminated to parents through a standards-based report card emailed quarterly.
Successmaker (K-5)	Successmaker assesses students' level of performance in Comprehension, Concepts of Print, Fluency, Grammar, Phonics, Phonological Awareness, Spelling and Vocabulary. Students are assigned an initial grade-level performance that will improve throughout the year as students log more time in the program.	Results are used to determine the need for enrichment, intervention, remediation, or retention. Results are also used to place students in guided reading groups and as one criterion in determining the need for individual student reading or dyslexia plans.	Results are analyzed by teachers and administrators and included in student portfolios which are shared with parents at parent-teacher conferences in the fall and spring.
Writing Assessment (K-12)	Common writing prompts and scoring rubrics are used to determine if students have reached appropriate benchmarks in the writing process and habits, author's craft, and language use and conventions. Writing assessments are given throughout the year and take approximately 30 minutes to administer.	Results are used to evaluate students' writing strengths and weaknesses, plan for instruction and monitor writing growth. This enables teachers to determine the types of mini-lessons that are needed for Writer's Workshop.	Results are analyzed by teachers and literacy coaches and included in K-8 student portfolios which are shared with parents at parent-teacher conferences in the fall and spring.
MAP ELA (3-8)	MAP assessments are required by state law and are used as a means to evaluate school districts, programs, and overall student achievement. MAP-A is a required	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement to determine the need for remediation and/or	Teachers, administrators, and the school board annually review performance data in both aggregated and disaggregated forms in order to effectively

	assessment for a small percentage of special education students as required by their IEP.	retention, and to monitor the achievement of subpopulations.	monitor student achievement, programs, and curriculum. Students and parents are provided with student reports and the data is included in the district's Annual Report Card.
StudySync (6-12)	StudySync is both the diagnostic and instructional tool for ELA. Students are given a readiness screener, benchmarks, and unit exams which measure their growth on state priority standards.	Results are used to determine the need for enrichment, intervention, remediation, or retention. Results are also used as one criterion in determining the need for individual student reading or dyslexia plans for 6th graders.	Results are analyzed by teachers and administrators and included in student portfolios which are shared with parents at parent-teacher conferences in the fall and spring.
MAP End of Course Exams English 2	MAP assessments are required by state law and are used as a means to evaluate school districts, programs, and overall student achievement. MAP-A is a required assessment for a small percentage of special education students as required by their IEP.	Results are used to evaluate curriculum, programs, and instructional strategies and to evaluate student achievement. Results are used for program placement to determine the need for remediation and/or retention, and to monitor the achievement of subpopulations.	Teachers, administrators, and the school board annually review performance data in both aggregated and disaggregated forms in order to effectively monitor student achievement, programs, and curriculum. Students and parents are provided with student reports and the data is included in the district's Annual Report Card.

Dyslexia Screening, Reading Success Plans, and Intervention Guide

What is Dyslexia?

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom

instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” (IDA/NICHHD, 2002) [International Dyslexia Association](#)

Why is screening required and recommended?

1. House Bill No. 2379: [DESE website](#) and Senate Bill 681 [DESE Reference Guide](#)
2. Universal screening results should identify those students who are potentially at risk for reading failure, including those who may have developmental reading disabilities. Dyslexia is a neurobiological disorder. Research has shown that brain plasticity decreases through childhood. It takes four times as long to intervene in fourth grade as it does in late kindergarten (NICHHD) because of brain development and because of the increase in content for students to learn as they grow older. Children at risk for reading failure can be reliably identified even before kindergarten. “Deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge have been shown to be robust precursors of dyslexia in children as young as age three” (Gaab, 2017). Extensive evidence exists that supports the fact that early intervention is critical. Struggling readers who do not receive early intervention tend to fall further behind their peers (Stanovich, 1986). Psychological and clinical implications of poor reading development can be prevented/minimized if we identify and intervene as early as possible.
3. Since research has shown that the rapid growth of the brain and its response to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009), it is essential to identify the instructional needs of struggling students as soon as possible. It is imperative to “catch them before they fall” (Torgesen, 1998).

What is the GCR2 District’s dyslexia screening process?

All students in grades kindergarten through sixth grade will be screened using the district’s universal screener, Successmaker (K-5) or StudySync benchmark assessments (6) in August. Students identified as below grade level will be placed on a Reading Success Plan. This is considered a tier-two intervention in the RTI model. Students two or more grade levels below will be placed on an at-risk dyslexia plan. In addition, these students will also receive a phonological awareness screening using the Heggerty Bridge the Gap Phonemic Awareness Assessment administered by the building reading interventionist(s).

Several data measures, in addition to good observations of the student during classroom reading instruction and supplementary measures of word recognition and oral language comprehension, are the best ways to assess a student’s level of reading comprehension. Additional district assessments

and screening benchmarks are taken into consideration when determining students needing tier two intervention:

- Using all available assessment data, teachers will write individual, personalized reading intervention plans based on the reading strands flagged and skills not mastered. Interventions should address the student's needs, as identified by the screening process.
- Teachers will contact parents in writing before the intervention begins and notify parents of progress at regular intervals (at regular progress reporting, report cards, conferences, etc.).
- For the following six weeks teachers will provide and document the appropriate interventions using evidence-based resources and strategies and monitor growth. In addition, teachers may choose to administer pre and post-tests to gather further information for instruction and to show growth.
- At the end of the six-week intervention, teams will meet to determine if progress is adequate or if more (or different) intervention is required. The team will use the following guidelines to evaluate the student's response to the individualized intervention.
 - a. If a student fails to make adequate progress, but the difficulties appear to be due to other factors (behavior, attendance, or Limited English Proficiency), then interventions to support the student with these difficulties will be initiated.
 - b. If a student has improved substantially and no longer needs to have an individualized intervention plan, then continue to monitor student progress and begin to fade resources.
 - c. If student improvement is dependent upon continuous individualized intervention to maintain progress, and a disability is suspected, then refer to the Evaluation Planning Team.
 - d. If student performance does not improve, then refer to the Evaluation Planning Team.

A second round of six-week intervention must be conducted and documented before the next steps can be taken for a SPED referral.

Scope and Sequence Template

[Scope and Sequence Editable Template](#)



GASCONADE COUNTY R-II SCHOOL DISTRICT
Tradition - Pride - Excellence

GRADE LEVEL AND SUBJECT/COURSE

Course Description

In this section, you will give a brief description of the course or subject area and the overarching objectives that will be taught and assessed. The audience for this document is parents, students, and community members. If this is a high school course, you'll need to add the prerequisite and credit information (otherwise delete).

Grade: (insert grade levels that can take this course)

.5 or 1.0 credit (and type. Ex: 1.0 Communication Arts)

Prerequisite: List any prerequisites (or delete)

Scope and Sequence

# OF DAYS	TOPICS

Curriculum Map Template

[Curriculum Map Editable Template](#)



GASCONADE COUNTY R-II SCHOOL DISTRICT
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GRADE LEVEL AND SUBJECT/COURSE

Curriculum Map

Month	MLS	Key Vocabulary	MLS Resources	Essential Questions	Resources	Assessment	Technology
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Unit of Instruction Template

[Unit of Instruction Editable Document](#)

[Unit of Instruction Organizer-NEE](#)



GASCONADE COUNTY R-II SCHOOL DISTRICT
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GRADE LEVEL AND SUBJECT/COURSE

UNIT TITLE	INSERT UNIT TITLE HERE
Unit Length	# of days (including buffer days)
Unit Purpose	Describe how this unit fits in the scope and sequence of the year to achieve the broader purpose of the course; note any units from previous grades that were foundational for this unit.
Missouri Learning Standards	List MLS Code and short description of each

Big Ideas	Essential Questions
<ul style="list-style-type: none"> driven by the standards of the unit represents what we want students to understand and remember throughout their life would be found in multiple units or multiple grades across the discipline provide a gateway to inquiry, debate, problem solving, exploration can and will be measured through both formative and summative assessment limited to 2-3 statements 	<ul style="list-style-type: none"> linked to the big ideas of the unit expressed in student friendly language and are meant to be hooks or sparks to conversations/tasks encourage transfer to a range of interdisciplinary learning experiences and real life application limited to 2-3 questions with no obvious answers
Key Vocabulary:	

Students will be able to...	DOK
1 <ul style="list-style-type: none"> derived from the standards represents the learning objectives within the unit leads to the attainment of the big ideas is expressed as what students will need to know in order to demonstrate understanding 	Math/Sci Resource ELA Resource

Content Curriculum Rubric

Curriculum Elements	Exceeds Standard	Meets Standard	Below Standard
Standards	In addition to Meets Standard: Prioritized standards represent knowledge and skills necessary to enter the next level of learning; Standards can be leveraged for use in other contents	Standards have been reviewed and prioritized DESE priority standards included	Standards are not prioritized or not in logical order, Not aligned to DESE priority standards
Learning Targets	In addition to Meets the Standard: Targets/goals are articulated to ensure all knowledge and skills are taught before progressing to the next grade or course.	Learning targets assigned within units in meaningful and sequential order Targets directly connected back to the priority standards.	Targets/objectives do not directly connect to a chosen standard or not in meaningful or sequential order.
Units of Instruction	In addition to Meets Standard: Units are fully developed with linked activities, assessments, resources	Units of instruction are present and directly connected to the prioritized standards. Material presented in the Unit is in logical and sequential teaching order. Units provide enough information to plan appropriate instruction.	Units are few or not present or are not directly related to the priority standards. Units are not in logical teaching order.
Assessments	In addition to Meets the Standard: A process is in place for teachers to review CFA results as a grade level/span group for the purpose of instructional change and improvement; Formative assessments are placed within the unit.	MAP/EOC alike assessment(s) are provided at least twice for each unit CFAs are aligned to priority standards and provide data to inform instruction	Few or no assessments are present within the units. No CFA Not linked to priority standards Not MAP/EOC alike
Vertical Alignment	In addition to Meets Standard, learning progression is evident through K12 curriculum map	Standards and learning outcomes are vertically aligned from grade to grade	Little-no evidence of vertical alignment
Vocabulary	In addition to Meets the Standard: Vocabulary is embedded in units of instruction	A researched, thorough, grade level specific Tier Three list of vocabulary is provided for each grade level and core content area	Insufficient or no vocabulary is available.
Pacing Guide	In addition to Meets the Standard: Guide denotes assessment window at mid-point and end of each unit. Guide includes “buffer days” to allow for differentiation and additional instructional supports	Guide provides unit titles in teachable order and number of instructional days needed to teach a complete unit. Pacing denotes “viability” (could be reasonably expected to be taught in the instructional time/days available)	No pacing guide available.
Materials and Resources	Meets the standard and includes a process for regular review and possible changes to standardized resources (adoption schedule, review committee).	Resources are standardized by content and grade level to provide equal access for students and teachers. Resources support the direct instruction of the priority standards.	Resources are not standardized or not available for teachers or students to have equity of access.

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New Course Form

Gasconade County R-II School District

Subject Area _____

Grade Level/Department _____

Checklist for Quality Course Descriptions

- Does the course description describe the content that is emphasized in the course?
- Does the course description convey the importance of the course?
- Does the course description communicate the kinds of activities used in the course?
- Do the course objectives correlate with the Missouri Learning Standards?
- Do you have at least 5 objectives for the course?

Please attach the following to this document :

- Course Name
- Course Description
- Rationale
- Objectives/Outcomes
- HS only: how will the course be credited?
- HS only: prerequisite

Submit New Course Form to the building administrator to begin the process of course/curriculum approval.

Required Curriculum Elements

Gasconade County R-II School District

Curriculum documents are stored on the Curriculum Google Drive. Additionally, General Information and Scope & Sequence documents are available on the district website.

- Scope & Sequence (including course description and objectives)
- Curriculum Map
- Units of Instruction
- Links/access to all resources including lessons, activities, and assessments

Gasconade R-2 TEXTBOOK REVIEW

(Please review a minimum of three different textbooks. Circle the textbook you would like to purchase.)

Date Of Review	Subject	Grade Level	Reading Level	Name of Text	Publisher, Copyright	Cost per book	Comments

Guidelines for Choosing Curriculum Materials

Before buying instructional materials for next year, *Philadelphia Teacher* suggests asking the following questions-and answering yes to each one before placing an order:

1. Are materials aligned with district and state standards and GLEs and CLEs?
2. Are instructional goals stated clearly in terms of what students should know and be able to do?
3. Do materials make connections within and across content areas?
4. Are formal and informal assessment practices integrated into instruction?
5. Are students engaged in problems and questions before being introduced to solutions and answers?
6. Do materials provide opportunities for students to practice using knowledge in different ways?
7. Do materials allow for a variety of activities that address different learning styles?
8. Do materials provide ways of building students' cross-cutting competencies, such as multicultural, problem-solving, communication, citizenship, technology, and school-to-career skills?
9. Are parents and community members involved in learning activities?
10. Do materials use or refer to up-to-date research?

BOE Policy IIA

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular material.

Board Policy IIA-AP (1)

Basic textbooks should be selected which provide material current in the field. Selection will be made with the cooperation of the faculty and administration, under the assistant superintendent for educational services. Textbooks will be selected in the following manner:

1. A selection committee will be established, composed of the teachers directly involved with and representing all grade levels affected by the selection of the materials, the administration of the school or schools, and the assistant superintendent for educational services. The superintendent or designee shall direct the purchase of the selected textbooks within the limits of the district's adopted budget.
2. Specific needs for a course of study will be established in writing, and the book selected will be the one that best meets the needs in the opinion of the selection committee. During the evaluation of materials, the value and impact of textbooks will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will also be criteria for selection of materials.
3. All companies will be invited to submit examination copies of appropriate materials to the selection committee, but only textbooks filed with the State Board of Education, pursuant to law, will be considered.
4. Sufficient time will be allowed to evaluate thoroughly all materials submitted by the vendors. The district will preferentially procure educational materials from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.
5. A written evaluation of the recommended material will be submitted to the superintendent. Following an audit of all claims, the superintendent or designee will submit the recommendations to the Board for formal approval and authorization of payment.