

Proficiency-Based Diploma Extension Option 6

1. **Submittal Date: February 27, 2015**
2. **Superintendent Region: Penquis**
3. **School Administrative Unit: Mountain View Youth Development Center**
4. **High School: Mountain View Youth Development Center**
5. **Name of Person Completing Document: Cheryl A. Quinn, Principal**
6. **Superintendent's Contact information: Jeff A. Morin, 1182 Dover Road, Charleston, ME 04422, (207) 285-0816, email – Jeff.A.Morin@maine.gov**

7. Evidence of Preparedness:

Description of School-

MVYDC's school in this maximum security juvenile prison provides a year round alternative education program for juveniles, detained and adjudicated, between the ages of 12 to 21. For those adjudicated or committed, the average age is 17. They are all male. The majority of them have few credits. Approximately 50% of them qualify for Special Education and 504 services. Our number of juvenile students averages around 35 including those detained . The average stay for a committed juvenile student is approximately from 8 to 9 months. Our students do not form a cohort. They enter the facility based on court decisions and leave as they complete their programming or age out. They often have been out of school for months even years. We take them where they are at and move them forward regarding targeted Standards as far as we can in the time we have them. There is a readiness to learn issue for most of them. Many have multiple diagnoses.

The Committed residents receive general instruction in math, ELA, Science, American History, Health, Art and PE based on curriculum designed in compliance with the Maine Learning Results and in the process of alignment with the CORE Standards in Mathematics and English/Language Arts. We are utilizing Common Core aligned computer based instruction with Read 180 and Write to Learn in our remedial ELA classes and ALEKs in all of our mathematics classes. We provide students with pre- vocational courses and computer literacy. We also offer high school online courses and college on-line courses and HiSET Preparation. We are an approved HiSET test site. Our Project Impact Transition Coordinator monitors the transition of some of these students back into their community schools. 17-20% of our students earn HiSET diplomas. We had two students earn a high school diploma last school year. Those students in Detention are here for Hold for Court and Shock sentences. They continue to be the responsibility of their SAUs. Our Project Impact Transition Coordinator contacts the schools and work is either provided by a school system or they go to our general instruction classes in ELA/SS, Math, Science, Art and PE. These classes are also based on MLR and Common CORE aligned curriculum. Teachers report out to schools what Standards their students have been working on when they transition back to school. Students stay from 48 hrs. to 30 days on average.

Our DOE approved school currently awards credits and diplomas using the same criteria as other Maine public schools and comports with standards created through the NCLB Act. Residents are given academic reports every eight-nine weeks. MVYDC's school is utilizing NWEA's

Measures of Academic Progress which is aligned with the CORE Standards to assess student progress.

We also provide a separate Adult Education program including both academic and vocational classes for our Young Adult Offenders between the ages of 18-26. We are in the process of aligning the curriculum with the CCR Standards. Our YAO program is still growing and currently is around 50. The Young Adult students will stay from 6 months to a year.

Greatest Strength of MUYDC-

The greatest strength of our school is that it is small in size and year round with the focus on multiage, multi-ability general content area classes that allow for individualization and progress monitoring. Our students have access to prevocational programming and distance learning which fosters multiple pathways.

Greatest Challenges of MUYDC -

Our students are generally with us for less than a school year. Students transition in and out based on court proceedings and indeterminate sentencing.

Infinite Campus is our data management system used for scheduling, for grading and for report cards and transcripts. This system is based on credits and needs to be revised to provide documentation of students meeting proficiency Standards.

Document 1, report card, Document 2, transcript

8. Multi-Year Implementation Plan:

Based on year round school calendar (Document 3, School Calendar)

Benchmarks 2013-2014

- * Teachers teaching math, ELA and science curriculum will align existing curriculum to the CORE Standards.
- * Computer based instruction in ELA and math will be expanded.

Benchmarks 2014-2015

Quarter 1:

- * The Principal conducted a Self-Assessment for Proficiency –Based Education.
- * Set up Proficiency –Based Diploma Action Team
- * Identify committed Freshmen

Quarter 2:

- * Principal will complete Proficiency-Based Diploma Confirmation of Readiness Application.
- * The PBD Action Team will contact DOE for assistance determining next steps.
- * The PBD Action Team will review draft of resubmission of application.
- * Principal will resubmit application for Extension Option 6.

Quarter 3:

- * Begin development of Action Plan based on DOE Guiding Questions, Maine DOE Site Visit and previously identified Benchmarks.
- * Provide teachers with information on the entire process.
- * Set up plan for existing Freshman to report progress on reaching proficiency when reintegrated back into school
- * Plan Professional Development for teachers in the summer on Proficiency-based learning and to review the use of NWEA's Descartes system for progress monitoring and to find common areas where students can meet the Common Core Standards in other subjects

- * Members of Action Team will review Standards Based report cards through Infinite Campus

Quarter 4:

- *Provide Professional Development for teachers on PB Learning and Assessment
- *Decide if we will use both credits and standards on documents
- *Revise Action Plan and Benchmarks for following year
- *Explore funding for computer based programs such as Expert 21
- *Provide time for teachers to revise curricula based on Proficiency Learning

Benchmarks 2015-16

- * Identify incoming sophomores
- * Develop a comprehensive bank of assessments including those that cover the Guiding Principles
- * Contract for Infinite Campus Tech Support to change our programming over to Standards based reporting if money is available
- * Provide teacher professional development in utilizing assessments in other areas to meet the Standards as well as writing summative assessment in areas not covered by NWEA.
- * Order and train teachers on high school level online reading program

Benchmarks 2016-17

- * Begin using Standards based Report cards
- * Provide Professional Development to use Infinite Campus in new format
- * Identify incoming juniors
- * Provide training to teachers as needed with assessments

Benchmarks 2017-18

- *Revise Plan if needed
- *Monitor records and Standards mastery for incoming seniors
- * Provide time for teachers to assist students who need more time.

Benchmarks 2018-19

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Benchmarks 2019-20

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9. System of Supports for Student Learning:

- *Highly Trained Staff: We have a large staff of certified teachers, four of whom are certified in Special Education. We also have a HQ ELA teacher providing Title One reading instruction, writing instruction and tutoring. Two of these teachers also provide remedial math instruction. This includes science, computer science, art, music and pre-vocational classes.
- * Special Education teacher Training: They attended training and are updating IEPs to include Standards based IEP annual goals. *Document 4, Freshman student's IEP goals.*
- *Scheduling and Small Class size: We also have small class sizes of averaging 6-8 with

with the largest classes of up to 16 in PE. Teachers can provide specific course instruction in any of the academic courses such as Chemistry or American History if needed. *Document 5, Course descriptions*

* NWEA MAP Testing: We can accurately assess student proficiency and progress. We utilize NWEA's Measures of Academic Progress for placement and determining progress. The Descartes system is used in conjunction with the RIT scores to determine instructional needs. *Document 6, NWEA Comparative Data to Inform Instructional Decisions sheet*. We have one Freshman that is committed. *Document 7, Education Assessment* and *Document 8, specific students' NWEA Descartes math Continuum* is for a specific freshman student.

*Computer based Instruction: Teachers are able to provide progress monitoring in math classes and remedial reading classes. Please see *Document 9, ALEKS student report* and *Document 10, Read 180 student report*. We purchased the Write to Learn program to use but it is not yet in use. All of these are aligned with the Common Core standards. Teachers working with online programs can readily assess student progress in math and ELA which provides continual progress monitoring.

*Curriculum committees: Teachers have worked on targeting critical Standards that we focus on in the short amount of time we have them for instruction. Our content area curriculum has been aligned with targeted MLR Standards and Common CORE Standards. *Document 11, Education Committee list*

*Teachers also are working on updating course syllabi to identify targeted Common CORE and MLR Standards that are addressed in instruction and assessment. *Document 12, ELA syllabus* and , *Mathematics, Algebra I syllabus* are examples.

*Distance Learning: We can provide instruction to meet MLR standards for foreign language or higher level ELA or Social Science courses.

*Ed Tech IIIs: We are in the process of hiring for two positions to provide support for students working on mastery of ELA and math Standards.

*Regularly scheduled student meetings: We hold these at least monthly and more often as needed with all staff involved with the student. These are called UTT meetings or Unit Treatment Team meetings.

*Common planning and daily staff meeting time each day: This is due to scheduling required for security reasons in the middle of the school day.

*General Education Intervention Team: We have a team that is in place when needed. Ongoing training is recommended.

*Project Impact staff: We currently do provide information on Detention students to SAUs that describes what content area Standards have been worked on while working in our education program. *Document 13, Detention Academic progress report*.

10and 11. Proficiency-Based Diploma Transition Funds:

MVYDC does not have these funds. The Department of Corrections funds the schools in its' juvenile correctional facilities from general funds for DOC. We do receive NCLB grant funding.

There is no budget. This does not apply.

12. School Board Vote and Approval of the Extention Request: There is no School Board for our SAU as we are a Department of Corrections facility.

Option 6 Authorization Page

Annually, the SAU will host two site visits from the Maine DOE. During the second site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.
- one of the site visits must include a meeting with the members of the SAU School Board to discuss the development and adoption of policies supporting the awarding of proficiency-based diplomas

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

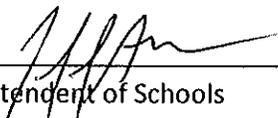
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



Superintendent of Schools

2-25-15
Date

DNA

Chair of School Board

Date

Mountain View Youth Dev Ctr
 1182 Dover Road
 Charleston, ME 04422
 (207)285-0780

2014 - 2015 Report Card
 Grade: 09

Attendance Summary:

Terms: S1

Period	Absent	Tardy
1	3	0
2	4	0
3	7	0
4	6	0
5	0	0
Total	20	0

Grade Report:

Course	Task	S1
4) CLJ-1-141 Computer Literacy [Cushman, M.]	Session Grade <i>Term 1 Comments:Grade based on work completed. Frequent absence affected work completed. Good work when in class. Highest typing speed was 38wpm.</i>	91
1) MATJ-3-1 General Mathematics [Palmer, B.]	Session Grade <i>Term 1 Comments:Gavin stays on task and is making consistent improvement. He is working making an extra effort to work on his math fluency with QuickTables.</i>	93
1) PEJ-1-13 Physical Education [Seccareccia, R.]	Session Grade <i>Term 1 Comments:Very good effort and behavior</i>	P
2) PEJ-1-14 Physical Education [Seccareccia, R.]	Session Grade <i>Term 1 Comments:good</i>	P
2) RDJ-2-2 Reading-Title I [Thompson, C.]	Session Grade <i>Term 1 Comments:Mr. Francis has made a strong come back in reading. He is making every effort to come to class and do well. I enjoy having him back in class.</i>	85
3) SCIJ-1-13 Science [Casey, L.]	Session Grade <i>Term 1 Comments:CHEMISTRY - A pleasure to have in class.</i>	91
4) TFCJ-1-14 Thinking for Change [French, M.]	Session Grade <i>Term 1 Comments:Excellent participation.</i>	P

Academic Performance Level for A-F														
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	N/A
98-100	94-97	93	90-92	87-89	85-86	83-84	79-82	77-78	75-76	72-74	70-71	0-69	Incomplete	N/A

Department of Education Approved School with an Alternative Education Program

_____, Principal
 Cheryl A. Quinn
 2014-2015, Session 1
 September 3, 2014-October 31, 2014



To Parent/Guardian of Gavin N Francis



State of Maine
Mountain View Youth Development Center
A Department of Education Approved Alternative Education Program
High School Transcript

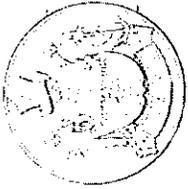
Student: [REDACTED]
 Date of Birth: 1/11/2000

Subjects	Term		Total Subject Credits												
	Grade	Credit													
English	Dates														
Language Arts															
Title 1 Reading	C		B-		C		C-		B+		A		B-	0.20	0.20
Writing Across the Slvr. Scrn															
ELA- GED Prep.															
Social Studies															
American and Native Amer. Hist									B						
Title 1															
Geography															
U.S. History											B-				
Social Studies- GED Prep.															
Math															
General Math (Title 1)	A		B		B		B		D-						
General Math											B+		A-	0.20	0.20
Algebra 1 part 1															
Pre-Algebra															
Algebra 1															
Math- GED Prep.															
Science															
Science															
Physical Science															
Biology															
Earth Science															
Chemistry			B		B		B+					B+	0.20		0.20
Science Advent.(Physical Sci.)															
Human Biology															
Science- GED prep.															
Fine Arts															
Art	C+		C+		B-										
Creative Arts															
Music	D														
Video Productions															
Vocal Ensemble															
Health															
Independent Living							C-		A						
Human Biology(Health)															
Physical Education															
Physical Education- Pass/Fail	P		P		P		P		P		P		P	0.20	0.20
Lifetime Sports- Pass/Fail															
Electives															
Carpentry															
Culinary															
Computer Literacy											B		B+	0.20	0.20
Thinking for Change													P	0.20	0.20
Interpersonal Skills															
Distance Learning															
Brigham Young Univ.															
Total Term Credits														1.20	1.20

A+ = 98-100 A = 94-95 A- = 93 B+ = 90-92 B = 87-89 B- = 85-86 C+ = 83-84 C = 79-82 C- = 77-78 D+ = 75-76 D = 72-74 D- = 70-71 F = 0-69 I = Incomplete P = Pass

Principal

Date



Maine Unified Special Education Regulations (MUSER) IX.3.G.

SAU Mountain View Youth Development Center

Date IEP Sent to Parent: 09/14/14

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

1. CHILD INFORMATION

Child's Name: [REDACTED] Date of Meeting: 08/14/14

Date of Birth: 01/11/00 Age: 14 Effective Date of IEP: 08/15/14

School: Mountain View Youth Development Center Grade: 08 Date of Annual IEP Review: 08/13/15

Parent Information: [REDACTED] Date of Re-evaluation: 08/01/16

Date(s) of Amended IEP: [REDACTED]

State Agency Client: Yes No Case Manager: Bruce Palmer

2. DISABILITY: (MUSER) VII.2

- Autism
- Developmental Delay (ages 3-5)
- Hearing Impairment

- Deaf-Blindness
- Developmental Delay (Kindergarten)
- Intellectual Disability

- Orthopedic Impairment
- Traumatic Brain Injury

- Deafness
- Emotional Disturbance
- Multiple Disabilities (list concomitant disabilities)

- Speech or Language Impairment
- Visual Impairment (Including Blindness)

Child's Name: [REDACTED]

5. ANNUAL GOAL(S)

A statement of measurable annual goals, including academic and functional goals, designed to: meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum which must be for children 3-5 aligned with the Early Learning Guidelines and for children 5-20 aligned with the system of Maine's Learning Results; and meet each of the child's other educational needs that result from the child's disability. The IEP shall reflect the individual goals to successfully meet the content standards of the system of Maine's Learning Results in addition to any other diploma requirements applicable to all secondary children pursuant to 20-A MRSA §4722. Include below a statement of how the child's progress toward meeting the annual goals will be measured. **MUSER IX.3.A.(1)(b)&(c).**

Measurable Annual Goal	*1,2,3,4	How Goal will be Measured	**Progress
By 8/13/15, in preparation for career readiness when given appropriate accommodations (IEP sec. 8) and the M/YDC 4 Phase Behavior Modification program, [REDACTED] will attend school, complete his work with passing grades, remain in class and receive "Acceptable" behaviors on daily behavior cards 90% of the time.		daily behavior cards, grades, Aleks data, Read 180 data, teacher feedback, reports from monthly Education Unit and Treatment Team meetings.	08/14 - 3 11/14 - 01/15 - 03/15 - 06/15 -
By 8/13/15, in preparation for career readiness, given a text at his instructional level, [REDACTED] will respond to 3-4 short answer analytical questions by writing 3-6 sentences with 1-2 textual citations to support his answer with 80% accuracy for each question for 3 out of 4 texts. (CCSS 9-110.R.1.1)		daily behavior cards, grades, Aleks data, Read 180 data, teacher feedback, reports from monthly Education Unit and Treatment Team meetings.	08/14 - 3 11/14 - 01/15 - 03/15 - 06/15 -
By 8/13/15, in preparation for career readiness, given a writing prompt at his instructional level that requires him to take a position, [REDACTED] will write a 250 word essay supporting his opinion on the prompt with 80% accuracy for 2 out of 3 topics (CCSS 9-10.W.1)		daily behavior cards, grades, Aleks data, Read 180 data, teacher feedback, reports from monthly Education Unit and Treatment Team meetings.	08/14 - 3 11/14 - 01/15 - 03/15 - 06/15 -
By 8/13/15, in preparation for career readiness given 5 problems involving one variable linear equations (e.g. $2x + 3x = 10$), including equations with coefficients represented by letters (e.g. $ax + 2 = 3$), and one variable inequalities (e.g. $-2x + 6 > 10$), [REDACTED] will use inverse operations to isolate the variable correctly for (4		daily behavior cards, grades, Aleks data, Read 180 data, teacher feedback, reports from monthly Education Unit and Treatment Team meetings.	08/14 - 3 11/14 - 01/15 - 03/15 - 06/15 -

*(Indicate in this column if this is a goal related to kindergarten transition and use number codes below to identify the area(s) to which it relates:

- 1. Extension of FAPE in CDS
- 2. Program Visitation
- 3. Transition Preparation/Adjustments
- 4. Skill Assessment

**Progress and codes for showing progress toward meeting the above goal(s).

- 4. Met Goal
- 3. Satisfactory Progress - Moving along at expected rate
- 2. Limited Progress - Some progress made but less than expected
- 1. N/A - Work not begun

Parent will be notified _____ of child's progress toward meeting annual goal(s) with a coded IEP sent home.



PAUL R. LEPAGE
GOVERNOR

STATE OF MAINE
DEPARTMENT OF CORRECTIONS
MOUNTAIN VIEW YOUTH DEVELOPMENT CENTER
1182 DOVER ROAD
CHARLESTON, MAINE 04422

"To promote public safety by ensuring that juvenile offenders are provided with education, treatment, and other services that teach skills and competencies; strengthen pro-social behaviors and require accountability to victims and communities."

Dr. JOE FITZPATRICK
COMMISSIONER
ASSOCIATE COMMISSIONER
FOR JUVENILE SERVICES

JEFFREY A. MORIN
SUPERINTENDENT

COURSE DESCRIPTIONS FOR 2014-2015

Courses offered in an alternative education school at Mountain View Youth Development Center to our Juveniles and Young Adult Offenders are accredited by the Department of Education and are aligned with the Common Core Standards, the Maine Learning Results Standards and the State Technology Standards for Diversified Trades. ABE and ASE courses for the young adult inmates are also aligned with the Common Core Standards and we are in the process of alignment with the College and Career Readiness Standards. Credits are earned and determined by targeted Standards aligned assessments, portfolio work, and teacher observation. All courses including general content area academic courses allow students to move through them at their own pace. Class credits are calculated based on Department of Education guidelines. Students can work towards accruing credits towards a traditional high school diploma or may enter the HiSET preparation program and earn an equivalency diploma by taking the HiSET tests. The HiSET or High School diploma graduate is offered courses in job skills such as Work Ready and include work teams in culinary and carpentry. Juvenile students can all take prevocational courses in culinary and carpentry as well as NCCER Construction certificate training. Adults are offered one additional vocational course in Small Engines. Juvenile students are also required to complete an Independent Living(health) course before they leave. Our students can take on-line courses both high school and college to further enhance their academic opportunities.

Juvenile Courses

English or Language Arts – This course incorporates the process of reading and writing (plan, draft, and revise written work), standard English conventions (evidence of the ability to write correctly using conventions of standard written English), stylistic and rhetorical aspects of writing (ability to use stylistic aspects of writing to explore ideas of human experience and communicate feelings, knowledge, and opinions). Students complete projects that are integrated with Social Studies such as timelines and maps. Students are assessed on targeted CORE Standards defined by Curriculum Unit designs and their corresponding scoring rubrics through several products that are kept in a portfolio.

Title One ELA – This course is assigned to students who are significantly below grade level in Reading/ELA. This course is taught by a 7-12 ELA teacher working cooperatively with a SpED teacher. Students receive direct instruction on specific skills using age appropriate materials. Web based programming such as Read 180 and Write to Learn are used for instruction, assessment and progress monitoring. The goal is to provide these students with the skills they need to be placed in content area classes or a HiSET Preparation class. The five major reading skills that are the focus are skills necessary for reading acquisition and remediation: Phonemic awareness, Phonics, Fluency, Comprehension and Vocabulary (according to the National Reading Panel Report-2000). The web based Read 180 and Write to Learn programs are utilized in this class for specific skills work. Tutoring is provided for these students in the afternoon beyond classtime.

Social Studies –This course asks students to learn about the world we live in through reading newspapers, internet research projects, the study of historical documents and maps as well as some textbook work. Present history in-the making and historical events are discussed to analyze and project possible solutions to problems. Students read, discuss and write about current events, incorporating skills learned through program design. Language arts and other areas of study are often integrated into these units to enable students to comprehend characteristics of various societal problems and structure. Students are assessed on targeted Standards defined by Curriculum Unit designs and their corresponding scoring rubrics through several products. The ELA/Social studies courses are integrated for juvenile students..

American History/Maine History – This course is specifically focused on Maine and US History. Students utilize textbooks and information presented from the Internet to learn about Maine's role in US historical events through the study textbook information, historical documents and maps, and historical footage to analyze historical information. Present history in-the making are discussed to analyze and project possible solutions to problems. Students may work on internet research and hands on projects. This course uses MLR based assessments.

Mathematics – These courses focus on targeted CORE standards for mastery in mathematics beginning with review of the basics. Students are given individualized math instruction even beyond the basics as a student becomes capable, working on targeted Standards in pre-algebra, algebra, geometry, and algebra II. The use of manipulatives, educational software and games are part of this very hands-on program. Some students may choose to work on on-line courses in math such as Calculus. Students are assessed on targeted Standards defined by Curriculum Unit designs and their corresponding scoring rubrics through several products. Web based ALEKS mathematics is integrated into all math courses.

General Math – This course is remedial in nature and is taught by a Special Education instructor HQ in math. The purpose of the course is to teach math to our most “at-risk” students in this area. Each student must qualify for Special education services and meet the criteria for direct instruction. The web based ALEKS program forms the basis for individualized instruction, assessment and progress monitoring.

Science – General Science instruction is hands on and the unit designs of the curriculum focus on targeted Standards from several areas of science: Life sciences including genetics, Physical

science including chemistry and physics and Earth sciences including astronomy, geology, paleontology and meteorology. Ecological sciences which cross these discipline lines form the basis for interdisciplinary unit design. Labwork, and projects as well as internet research are activities that lend themselves well to assessment based on those Standards identified in the scoring rubrics. Photos, demonstration of skills and written products aid the teacher in documenting evidence of meeting the Standards. This course counts as a lab course.

Physical Education – This required course is taught by a certified instructor includes team sports and individual life time activities. The focus is on the skills and knowledge involved with team sports like soccer and basketball or lifetime activities such as weight training and physical fitness. During the course, students will be involved in the Presidential Physical Fitness testing to determine fitness levels. Targeted standards are assessed defined by Curriculum Unit designs and their corresponding scoring rubrics through performance tasks and other appropriate activities. Good sportsmanship is modeled and stressed during the physical challenges created to build endurance and a healthy body. Post graduate students have their own PE class entitled “Lifetime Sports” to model appropriate use of leisure time.

Independent Living – The goal of this mandatory course for residents soon to leave the facility is to provide them with the experience of living on their own in the outside world. The class uses simulation and lecture/discussion to develop essential life-management skills. Students explore concepts consecutively and integrate what they learn into a variety of simulation experiences. This is a multi-disciplinary unit that integrates targeted Standards from several content areas that are assessed and defined by Curriculum Unit designs and their corresponding scoring rubrics through several activities and products. This curriculum covers two sessions but does not need to be taken concurrently.

Art – The Art program is specifically designed to accommodate individual students and their interests. During the first two weeks, students are introduced to basic drawing techniques, color application, and keeping a portfolio. Students establish their own personal goals for this class. They learn how to use math and science skills by mixing colors, drawing landscapes, sculpting, sign making, macramé, and facial structure. Various crafts are taught with job skills and enjoyment emphasized. Students integrate language arts and social studies skills as well. They use the computer as an art tool to manipulate images to create new pieces of art work. Targeted standards in the fine arts are integrated with standards from other subjects and assessed via the use of rubrics that correspond with the required outcomes identified in the Unit designs.

Distance Learning Courses – The on-line course part of this offering provides a structured environment with teacher assistance for students taking distance learning courses. It also provides time for on-line tests and activities to be completed with supervision. Successfully completion of the course depends upon the objectives of each course. Students take high school courses in subjects not available like AP Calculus. The majority of students taking basic courses do much of the work in their regularly schedules ELA, Science, Advanced Math or American History courses and work on tests in this class. Students can also take college courses such as College Prep English, Music, and Marketing. Students taking high school level courses take them during their regularly scheduled ELA/SS, science, or math classes with the teachers

certified in those subjects. The primary provider is BYU. We also offer the use of PLATO coursework. Matriculated students at the highest phase can also leave campus to attend EMCC.

Computer Literacy – This course will focus on basic computer skills. In this class, students complete online entry as well as exit Computer Literacy assessments on the topics of Computing Basics, Internet, E-Mail, Windows/Macintosh operating systems, and Office applications. After completion of the entry assessments, instruction is differentiated to meet the needs of the students based on the entry assessment results. In addition to basic instruction, topics also covered in class include: Keyboarding, Computing History, and New Media exploration (i.e. Digital Music, PhotoShop, Scripting, CAD, Gaming, etc.). Accommodation and modification of the curriculum is made to meet individual students' needs.

Writing for Success - This course is provided for students to become better writers. This course is individualized for each student. Focus is on improving writing skills as well as writing as an interest.

Library - Students can be taken to the library by any of their teachers but Language Arts teachers bring their students to learn basic library skills that range from customer service to research problem solving, research organization, and literacy for life skills. Book talks and other reading/sharing activities are held after school hours.

HiSET Preparation – Students with very few credits who are seventeen or older and meet the score requirements on the pre-HiSET tests take this class to practice in areas of content area weakness for the HiSET tests.

Tutoring – This is scheduled time for providing students with focused time on Math or ELA skills.

ART – Mental Health staff provide a required program for many residents called Aggression Replacement Therapy. This is considered a health course and is a formal program facilitated by one of our psychologists, a Special Education teacher, and psych-social workers working in teams. **Thinking for a Change** may be offered on alternating sessions with this course taught by the same staff.

Culinary Arts – Students taking this technical pre-vocational course as an elective learn skills that can be applied either in a professional capacity or at home. The AM classes focus on the vocational aspects of this course. In the production of diverse menus each day, students are required to work as a team to achieve a common goal of collaborative and quality work. Specific Standards of academic subjects are frequently integrated into the course. Students are required to maintain a professional appearance, wearing a proper uniform each day and following culinary safety and sanitation rules. They learn basic knife and cooking skills that are used by professional chefs.. They learn basic cooking techniques such as baking and braising. The Statewide Technology Standards for Culinary Arts are assessed and defined by scoring rubrics through several products or demonstrations. These students often host sit down luncheons(to the Board of Education) and provide refreshments to most major gatherings at the

facilities. The café section of our Culinary space is also used for teacher training, student group activities, and technology training.

Carpentry– This elective course is an introductory program to look at and provide hands-on experience in the various skills within the building trades industry. Primary focus is to learn the proper safety on a job site. In addition, each student learns the use of common hand and power tools and how to apply these tools to completing various projects for customers. Emphasis is on building projects within a specified budget and time schedule. The class gives the student the job skills necessary to enter into the building trades fields as an apprentice. The Carpentry lab is a multi-staged vocational program ranging from entry level to intermediate. The same emphasis on safety with tools applies here. In addition, students learn materials needs, basic cabinet and furniture construction along with assembly and finishing techniques. This part of the course gives students the job skills necessary to enter a carpentry field at the apprentice level.

The Statewide Technology Standards for these areas are assessed and defined by Curriculum Unit designs and their corresponding scoring rubrics through several products or demonstrations.

ESP– ESP participants have earned the GED, HiSET or High School diploma and the program provides students with school-to-work transition, work and life skills as they attain competencies in the areas of career development, job attainment, job survival, basic communication, calculation, and leadership and self-development skills. Students take classes that focus on skills and knowledge needed to gain skills in different fields of diversified technology which are based on targeted state CTE Standards. Students are assessed based on the assessments and their rubrics that are part of the unit designs. School courses that are utilized by ESP are Culinary, Carpentry, Small Engines, PE Assistant, and Cleaning Crews. Work Ready training may be offered as part of this program. This program is provided by our Employment Skills instructor.

WorkReady is a collaboration between Maine’s four Local Workforce Investment Boards, the Maine Department of Education’s Office of Adult Education, and the Maine Department of Labor. This 60-hour soft skills training program was created with the needs of employers in mind. The goal is to provide participants who complete the program with the skills employers are looking for. See Adult education section for more information.

NCCER Construction Certification– The Center for Construction Education and Research certification training course provides a national certification in basic construction skills that are required by employers in the construction industry. Those skills are in the following areas: blueprint reading, OSHA 10-hr safety, hand & power tools, rigging, construction math, and employment & communication skills. This certification is recognized throughout the United States – and hundreds of companies in Maine like Cianbro, Lane Construction, Reed & Reed, Bowman Bros., R. J. Grondin, Pike Industries, Sargent, etc. Women Unlimited is contracted to deliver this course paid for with Carl Perkins grant funds.

Technology is integrated throughout the curriculum at MVYDC. Forms of technology include:

Testing— PreHiSET, MIDAS (Multiple Intelligences inventory), Choices (Interest Inventory and Career Planning), Ansel Casey Life Skills Assessment, NWEA-MAP (Content Level

assessment), and others. Online assessment is provided in ALEKS for math, READ 180 and Write to Learn for Title One Reading.

Productivity—Music notation, sequencing and digital audio software (i.e. GarageBand, Audacity, Sibelius), Concept Mapping (Inspiration, OmniGraffle), HiSET Preparation, PhotoShop, and various standard programs like Microsoft Office.

Collaboration

- NoteShare is used to collect information in each student's portfolio, which accompanies him when he leaves.
- ALEKS is implemented in the Math program to allow students to progress at their own pace. READ 180 does the same thing for Title One reading students. Write to Learn is used as part of a web based writing program.
- Various browser-based technologies are utilized when necessary to facilitate student learning.

In addition, each appropriate classroom is equipped with a projector, sound system, and DVD/VCR to enhance multimodal instruction in the classroom. The use of technology permeates the curriculum at MVYDC and is continually being reviewed and developed as the education needs arise.

Adult Education Courses

Young Adult Offender Academic Courses Pathway

ABE–ELA 1- This basic adult education course is assigned to adult students who are below secondary level in Reading/ELA. This course is taught by a SpED teacher who is HQ in ELA. Students receive direct instruction on specific skills using age appropriate materials. Web based programming such as Read 180 and Write to Learn are used for instruction, assessment and progress monitoring. McGraw-Hill Common Core Basic materials are used as well. The goal is to provide these students with the skills they need to be placed in ASE content area classes. The five major reading skills that are the focus are skills necessary for reading acquisition and remediation: Phonemic awareness, Phonics, Fluency, Comprehension and Vocabulary (according to the National Reading Panel Report-2000).

ABE–ELA 2- This remedial basic adult education course is assigned to adult students who are significantly below grade level in Reading/ELA. This course is taught by a 7-12 ELA teacher who is trained in remedial reading programming. Students receive direct instruction on specific skills using age appropriate materials. Web based programming such as Read 180 and Write to Learn are used for instruction, assessment and progress monitoring. The goal is to provide these students with the skills they need to be placed in ABE ELA and Employment Skills classes. The five major reading skills that are the focus are skills necessary for reading acquisition and remediation: Phonemic awareness, Phonics, Fluency, Comprehension and Vocabulary (according to the National Reading Panel Report-2000).

ASE – ELA - This secondary course incorporates the process of reading and writing (plan, draft, and revise written work), standard English conventions (evidence of the ability to write correctly

using conventions of standard written English), stylistic and rhetorical aspects of writing (ability to use stylistic aspects of writing to explore ideas of human experience and communicate feelings, knowledge, and opinions). Students are also instructed and assessed using McGraw-Hill Common Core Achieve materials in reading and writing. The goal is to provide these students with the skills they need to be placed in the HiSET Preparation and Work Ready classes and also earn high school credit.

ABE – Math - This course is remedial in nature and is taught by an HQ Special Education instructor. The purpose of the course is to teach math to adult students significantly below high school level in this area. The web based ALEKS program forms the basis for instruction, assessment and progress monitoring. Students are also instructed and assessed using McGraw-Hill Common Core Basic materials in mathematics. The goal is to provide these students with the skills they need to be placed in ASE Math and Employment Skills classes.

ASE – Math - This secondary course is focused on targeted standards in math topics at the secondary level. Students are given math instruction beyond the basics as a student becomes capable, working on targeted Standards in pre-algebra, algebra, geometry, and algebra II. The use of manipulatives, educational software and games are part of this very hands-on program. Some students may choose to work on on-line courses in math such as Calculus. Students are assessed on targeted Standards defined by Curriculum Unit designs and their corresponding scoring rubrics through several products. Web based ALEKS mathematics may be integrated into all topics. The goal is to provide these students with the skills they need to be placed in the HiSET Preparation and Work Ready classes and also earn high school credit.

ASE – Social Studies - This secondary course asks students to learn about the world we live in through reading newspapers, internet research projects, the study of maps as well as McGraw-Hill Achieve textbook work. Present history in-the-making and historical events are discussed to analyze and project possible solutions to problems. Students read, discuss and write about current events, incorporating skills learned through program design. Language arts and other areas of study are often integrated into these units to enable students to comprehend characteristics of various societal problems and structure. The goal is to provide these students with the skills they need to be placed in the HiSET Preparation class as well as earn high school credit.

ASE – Science - Science instruction is hands on and the unit designs of the curriculum focus on targeted Standards from several areas of science: Life sciences including genetics, Physical science including chemistry and physics and Earth sciences including astronomy, geology, paleontology and meteorology. Ecological sciences which cross these discipline lines form the basis for interdisciplinary unit design. Labwork, and projects as well as internet research are activities that lend themselves well to Standards based assessment. The goal is to provide these students with the skills they need to be placed in the HiSET Preparation class as well as earn high school credit.

ABE/ASE – Independent Living – This is a health course for adult students to provide them with instruction on basic life management skills such as first aid, sex education, healthy eating

and parenting. The class uses simulation and lecture/discussion to develop essential life-management skills. This curriculum covers two sessions.

HiSET Preparation – Adult students who have already completed some GED or HiSET testing or who meet CASAS score requirements or the pre-HiSET tests take this class to practice in areas of content area weakness for the HiSET tests. This is a block scheduled course and students may combine part of this block with an ASE ELA or Math course.

Young Adult Offender Vocational Courses Pathway

Culinary Arts – Students taking this introductory vocational program learn skills that can be applied either in a professional capacity or at home. In the production of diverse menus each day, students are required to work as a team to achieve a common goal of collaborative and quality work. Students are required to maintain a professional appearance, wearing a proper uniform each day and following culinary safety and sanitation rules. They learn basic knife and cooking skills that are used by professional chefs. They learn basic cooking techniques such as baking and braising. These students will have the opportunity to prepare refreshments or host to most major gatherings at the facility. Currently the Culinary Café prepares and serves weekly a Lunch or Brunch for staff members including take out. Mastery of skills is determined through several products or demonstrations. The Young Adults also have the opportunity to participate in certificate focused ServSafe Training.

Carpentry– This course is a multi-staged vocational program ranging from entry level to intermediate. This is a program to provide hands-on experience in the various skills within the building trades industry. One of the primary goals is to learn proper safety procedures using basic carpentry tools including saws on a job site. In addition, students learn materials needs, basic construction of wooden products along with assembly and finishing techniques. Students also have the opportunity to plan a project using CAD programming. Emphasis is on building projects within a specified budget and time schedule. This course provides students the job skills necessary to enter a carpentry field at the apprentice level. Mastery of skills is determined through several products or demonstrations completed by students.

Small Engines – This vocational program is designed to teach students shop safety of basic hand tools and also specialty tools required for the job. The program teaches students basic operation of two and four stroke engines. Students then learn the design differences in each type of engine. Basic maintenance and repair is a large part of this class, with students doing hands-on work on all different types of engines. Lawnmowers, snow blowers, motorcycles, and weed whackers are some of the equipment that is repaired for local customers including the town of Charleston. Mastery of skills in small engine repair are assessed through the repair of equipment and/or demonstrations.

Agriculture - This seasonal science course is designed to introduce students to agriculture/horticulture sciences with emphasis on technical skills, entrepreneurship, and occupational opportunities. Students learn to design, construct, and maintain raised beds and planted areas for the cultivation of vegetables and for the beautification of grounds. This includes soil preparation, planting, caring for and harvesting crops, and winterizing gardens. The program offers comprehensive, applied study of soils, plants, related garden animals, agricultural construction, and food science. The students participate in supervised occupational experiences which emphasize leadership and self directed activities. Study includes components of the environment, renewable and non-renewable natural resources, stewardship of the environment, use of natural resources and knowledge of environmental laws, state and national. Mastery of skills is assessed through the demonstration of skills, products produced, and teacher observation.

WorkReady –This is a collaboration between Maine’s four Local Workforce Investment Boards, the Maine Department of Education’s Office of Adult Education, and the Maine Department of Labor. This 60-hour soft skills training program was created with the needs of employers in mind. The goal is to provide participants who complete the program with the skills employers are looking for.

In an effort to provide the best employment skills training to Young Adult Offenders and youth in Maine’s criminal justice system, Mountain View Youth Development Center has adopted the 60-hour *WorkReady* curriculum as the cornerstone of its new Employment Skills Preparation Program (ESP). Inmates who successfully complete the program will reenter their communities and the Maine workforce with a credential recognized by employers across the state.

The seven standards addressed by the *WorkReady* program are:

- Identifying personal motivations and challenges to employment
- Developing a plan for employment
- Understanding how to communicate effectively
- Demonstrating effectiveness working with other people
- Understanding the basic principles of getting a job
- Understanding wages, taxes, benefits, etc.
- Interpreting and understanding work related safety issues.

Revised Jan.5, 2015



Document 6
page 4

NWEA RESEARCH | COMPARATIVE DATA

Comparative Data to Inform Instructional Decisions

The information in this document is provided to help educators make informed decisions about what instructional programs or optional strategies might be used to help kids learn. These data should be used as one of many data points for instructional decisions rather than as the only single placement guide. They are applicable to a variety of instructional programs and instructional decisions. These might include but are not limited to:

- Identifying and qualifying students for various instructional strategies
- Guiding teachers who do not regularly make decisions on instructional program choices for students
- Scheduling and grouping to meet students' learning needs
- Screening for special or alternative instruction
- Staffing and resourcing

For each chart:

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation except for the highest level which is set at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, and special programs.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

		MATHEMATICS											
		K	1	2	3	4	5	6	7	8	9	10	11
Higher Achievement ↑		164	185	200	213	225	237	246	253	259	263	266	271
		156	176	192	205	217	227	235	242	247	251	254	256
		150	169	185	199	210	220	228	234	239	242	245	246
NWEA Median		144	163	179	192	204	213	220	226	230	233	235	236
Lower Achievement ↓		138	156	172	186	197	205	212	218	221	224	226	226
		132	149	166	180	190	198	205	209	213	215	217	217
		126	142	159	174	184	191	197	201	204	206	208	208
		K	1	2	3	4	5	6	7	8	9	10	11

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:

- 230 Introduction to Algebra
- 235 Algebra
- 245 Geometry

		READING											
		K	1	2	3	4	5	6	7	8	9	10	11
Higher Achievement ↑		161	181	201	215	224	230	236	240	244	246	248	254
		153	173	191	205	214	221	227	231	234	237	238	240
		148	166	184	198	207	214	220	224	227	229	230	232
NWEA Median		143	160	176	190	200	207	213	217	220	222	223	223
Lower Achievement ↓		137	154	168	183	192	200	206	209	212	214	215	215
		132	147	161	175	185	193	199	202	205	207	208	208
		126	141	153	168	178	186	192	195	197	200	200	200
		K	1	2	3	4	5	6	7	8	9	10	11

		LANGUAGE USAGE									
		2	3	4	5	6	7	8	9	10	11
Higher Achievement		215	215	224	230	234	237	241	243	244	248
		191	205	215	221	225	229	232	234	235	237
		183	198	208	214	219	222	225	228	228	230
NWEA Median		175	191	201	207	212	216	219	221	222	222
Lower Achievement		168	184	194	201	206	209	212	214	215	215
		160	176	187	194	199	203	205	208	208	208
		152	169	180	187	193	196	198	201	201	201
		2	3	4	5	6	7	8	9	10	11

		GENERAL SCIENCE							
		3	4	5	6	7	8	9	10
Higher Achievement		207	213	219	223	227	230	233	236
		200	207	212	216	220	222	225	228
		195	201	206	211	214	217	219	221
NWEA Median		189	196	201	205	208	211	213	215
Lower Achievement		184	191	196	200	202	205	207	209
		179	186	190	194	197	199	201	202
		173	181	185	189	191	193	195	196
		3	4	5	6	7	8	9	10

		SCIENCE CONCEPTS & PROCESSES							
		3	4	5	6	7	8	9	10
Higher Achievement		205	211	217	222	225	228	233	232
		198	205	210	215	218	221	225	225
		193	200	206	210	213	216	219	219
NWEA Median		188	195	201	205	208	210	213	213
Lower Achievement		183	191	196	200	202	205	207	208
		178	186	191	194	197	200	201	202
		173	181	186	189	192	194	195	196
		3	4	5	6	7	8	9	10

For more information on applications of the data in this document, please contact your Partner Accounts Representative at 503-624-1951.

Northwest Evaluation Association™ (NWEA™) has nearly 40 years of experience helping educators move student learning forward through computer-based assessment suites, professional development offerings, and research services.

**Mountain View Youth Development Center
Education Assessment**

Student: ██████████
Last School Attended: Central Learning Center

DOB: 1/11/2000

Age: 13
Grade: 7

Report Date: 8/1/13
Credits: 0

School Records	Special Education		Exceptionalities: Emotional Disturbance	FS IQ: 91 (low average) WISC-IV, 8/08
	Yes	No	Accommodations: extended time to complete assignments & tests, breaks as needed	
	X	Receives Services		
		X Needs Annual IEP		
	X	Needs Triennial		
		X Referral		
	X	504		
Achievement Tests				
Fountas & Pinnell Benchmark System (9/11) Reading- grade 3, Math- grade 4				

Ansell Casey Life Skills Assessment (to be completed at a later date, see report in education record once received)			
%	Communication	%	Daily Living
%	Self Care	%	Social Relationships
%	Housing and Money Management	%	Work & Study Skills

KTEA – II Brief (7/8/13)		
Reading Grade	Writing Grade	Math Grade
3.3	3.3	3.8

NWEA-MAP Testing Date: December, 2014				
NWEA-MAP	Reading <input checked="" type="checkbox"/>		Mathematic <input checked="" type="checkbox"/>	
	Grade: 8.5	RIT: 221	Grade: 6.2	RIT: 221
	* Literature		* Algebra & Functions	
	* Informational Text		* Real & Complex Number System	
	* Foundations/Vocabulary		* Geometry	
	* Summary statistics not available		* Statistics & Probability	
<input checked="" type="checkbox"/> = Score indicates student showed effort during the test.				
NWEA-MAP	Language Usage <input type="checkbox"/>		Science <input checked="" type="checkbox"/>	
	Grade:	RIT:	Grade: 10+	RIT: 219
	* Plan/Organize/Research		* Physical Setting: Universe/Solar	
	* Understand Grammar/Usage		* Physical Setting: Matter/Energy	
	* Punctuate/Spell Correctly		* The Living Environment	
		* Unifying Themes		
	Scheduled for 12/16/14	* Scientific Inquiry & Technol		

Vision		Hearing	
Pass	Fall	Pass	Fall
	20/25	X	
7/16/13 (glasses were broken and not replaced 4 months ago)			

Home Language Survey	
Primary Language:	
Document:	none in record
Date:	

Choices	Interest profiler identifying work related interests
	████████ rated his interests highest on the Social and Realistic Interest Areas. A person who is "Social" is a helper. They enjoy assisting people in various ways and are concerned about the well-being of others. They enjoy working in groups and communication skills come naturally to them. They may describe themselves as friendly or empathetic. A person who is "Realistic" is a do-er. Using tools and machines comes naturally and they enjoy "hands-on" activities such as building, tinkering, and fixing things. They prefer concrete problems to abstract. They often enjoy working outdoors and may describe themselves as athletic.

MIDAS	Multiple Intelligences Developmental Assessment Scales
	████████ rated himself highest on Intrapersonal Intelligence. These learners are independent thinkers, knowing their own mind and having a realistic idea of their own strengths and weaknesses. They set their own goals and know where they're going. They often spend 'quiet time' reflecting on the important issues in their life and keep a personal diary or log to record their innermost thoughts. They're happy with their own company, going fishing alone, taking a solitary hike, or vacationing in an isolated hilltop cabin rather than a five-star resort and lots of people.

Pre-GED		
Pre-GED Scores	Science	Social Studies
<i>Science</i>	Life	U. S. History
<i>Social Studies</i>	2, 4, 6, 7, 8, 9, 10, 12, 13, 20, 21, 23	10, 11, 12, 13, 16
<i>Reading</i>		
<i>Math</i>	Physical	World History
<i>Writing</i>	11, 14, 15, 16, 17, 18, 19, 22, 24	5, 15, 20, 21, 22, 23
/25 <i>Essay =</i>		
Errors are shown in gray.	Earth & Space	Civics/Govern.
	1, 3, 5, 25	6, 7, 17, 18, 19
Reading	Writing	Geography
Poetry	Usage	1, 2, 3, 14, 25
Point of View 1, 4	Verb Tenses 20, 21	
Tone 2	Verb Forms 14, 19, 21	Economics
Symbolism 2	Pronouns 23	4, 8, 9, 24
Drawing Conclusions 5, 6	Subject/Verb Agreement 2, 3, 10	
Making Inferences 1, 7, 8		Math
Cause & Effect 3	Organization	Numbers & Operations
	Effective Paragraphs 2, 8, 13	Ratio & Proportion 14, 16
Drama	Topic Sentences 8, 25	Percent, Interest & Rate 10, 12, 23, 25
Summarizing 7, 11, 19	Paragraphing 8, 13, 25	Operations with Whole Numbers 1, 7, 10, 12
Making Inferences 7, 19	Transitions 24	Decimals 12
Author Purpose/View 1, 6, 20		Fractions 12
Drawing Conclusions 5, 17, 18	Sentence Structure	
	Sentences/Fragments 12, 16, 18, 20, 24	Measure & Data Analysis
Nonfiction & Literary Texts	Compound Sentences 4, 6, 18, 19, 24	Tables, Charts & Graphs 1, 4, 5, 6, 15, 20, 21
Comprehension 9	Subordinating Ideas 1, 4, 16, 23	Median 2
Finding Main Idea 10, 13, 14	Run-ons/Comma Splices 17	Mean 13
Applying Ideas 7, 11	Misplaced/Dangling Modifiers 3	
Making Assumptions 6, 12, 15, 16	Parallel Structure 7, 20, 22	Algebra
Summarizing 7, 11		Integers/Algebraic Expressions 3, 11, 19, 24
	Mechanics	Equations 8, 9, 19, 25
Prose Fiction	Capitalization 6	Coordinate Plane 22
Making Assumptions 7	Commas 9, 11, 15, 16, 18, 24	
Drawing Conclusions 5, 6, 7, 8	Spelling 5, 23	Geometry
Combining Details 5, 7		Lines & Angles 17, 18
Applying Ideas 11		Right Triangles 8, 18, 25
Predicting Outcomes 8		Applying Formulas 6, 11

Vocational Rehabilitation		
Referral Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: Consider at Phase 3	
Qualified Yes <input type="checkbox"/> No <input type="checkbox"/>	Date:	

Recommendations				
Common Core/MLR	Distance Learning	Title I	GED	Work Crew
X		X		

Previous MAP Scores

Reading		Language Usage		Mathematics		Science		Testing Date
Grade	RIT	Grade	RIT	Grade	RIT	Grade	RIT	
2.7	186	2.7	184	2.7	188	3.0	189	July 2013
3.9	203	2.6	185	3.9	203	3.7	194	Dec. 2013
5.3	209	3.6	197	5.7	218	6.0	205	Aug. 2014



Class Breakdown by Goal for Mathematics - Winter 2015

Goal: Algebraic Thinking (Range 211 - 220)

School: Mountain View Youth Development Center
Teacher: French, Martin
Class: 1001 French Alternative 1
Test Name: Math Survey w/ Goals 6 Common Core V5

Student:
Student ID:

Overall RIT:	221
Goal RIT Range:	213-225

DesCartes: A Continuum of Learning®

Mathematics

Goal: Operations and Algebraic Thinking

RIT Score Range: 211 - 220



Skills and concepts to Enhance (73% Probability) 201 - 210	Skills and Concepts to Develop (50% Probability) 211 - 220	Skills and Concepts to Introduce (27% Probability) 221 - 230
<p>Expressions and Equations</p> <ul style="list-style-type: none"> • Uses rounding to estimate answers to 2-step problems involving money (using decimals) • Solves whole number subtraction word problems with numbers over 1000 • Evaluates numerical expressions using grouping symbols (whole numbers only) • Demonstrates an understanding of the commutative property of addition • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = \square + 2$) • Uses algebraic reasoning to solve problems involving equality relationships • Uses simple linear equations to represent problem situations • Describes a realistic situation using information given in a linear equation • Solves 1-step open sentences with missing addends (numbers over 100) • Solves simple open sentences with missing factors (numbers 100 and under) • Solves 2-step open sentences with missing addends • Solves open sentences with basic-facts calculations on both sides of the sentence • Translates a 2-step problem to a symbolic expression or equation • Solves real-world problems using reasoning strategies 	<p>Expressions and Equations</p> <ul style="list-style-type: none"> • Uses rounding to estimate answers to 2-step problems involving money (using decimals) • Demonstrates an understanding of the associative property of multiplication • Demonstrates an understanding of the distributive property of multiplication by decomposing a term • Calculates the value of a power (e.g., $2^3 = 8$) • Uses a table of input/output values to represent patterns • Understands equivalence and extends the concept to number sentences involving variables (e.g., $8 + 2 = \square + 2$) • Uses algebraic reasoning to solve problems involving equality relationships • Uses simple linear equations to represent problem situations • Solves simple open sentences with missing factors (numbers over 100) • Solves open sentences using the distributive property • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors • Solves 1-step linear equations • Applies algebraic methods to solve theoretical problems • Translates a 2-step problem to a symbolic expression or equation • Solves real-world problems using reasoning strategies • Uses powers to represent 10, 100, 1000, 10,000, and 100,000 	<p>Expressions and Equations</p> <ul style="list-style-type: none"> • Solves real-world problems involving rate of pay • Solves difficult real-world problems involving decimals (e.g., multiple multiplications, conversions) • Uses the distributive property • Calculates the value of a power (e.g., $2^3 = 8$) • Solves problems involving simple interest rates with the formula • Uses a table of input/output values to represent patterns • Uses basic operations on algebraic expressions (substituting for unknowns) • Recognizes commutative, associative, distributive, symmetric, transitive, and reflexive properties • Uses basic operations on algebraic expressions (expanding - monomial by a binomial) • Demonstrates an understanding of properties (e.g., commutative, associative, distributive, properties of 0) • Writes equivalent forms of algebraic expressions (e.g., $(x + 3)/2 = x/2 + 3/2$) • Represents relationships of quantities in the form of an expression • Uses basic operations on algebraic expressions (uses correct order of operations) • Expresses a simple linear equation from a contextual situation • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors • Solves 1-step linear equations • Solves 2-step linear equations • Solves linear equations with decimals • Solves linear equations with integers • Writes equivalent forms of algebraic equations using addition and subtraction • Solves open sentences with decimals • Solves linear equations in a real-world context using a given formula • Applies algebraic methods to solve theoretical problems • Applies algebraic methods to solve real-world problems • Uses graphs to solve simple systems of linear equations • Applies systems-of-linear-equations methods to solve theoretical problems • Describes the relationship or a real-world situation represented by a simple linear inequality (e.g., 1- or 2-step) • Solves real-world problems using reasoning strategies • Uses powers to represent 10, 100, 1000, 10,000, and 100,000

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

DesCartes: A Continuum of Learning®

Mathematics

Goal: Operations and Algebraic Thinking

RIT Score Range: 211 - 220

Skills and Concepts to Enhance (73% Probability*) 201 - 210	Skills and Concepts to Develop (50% Probability*) 211 - 220	Skills and Concepts to Introduce (27% Probability*) 221 - 230
<p>Expressions and Equations</p> <p>Use Functions to Model Relationships</p> <ul style="list-style-type: none"> • Completes a function table given a simple rule (e.g., $x + 2$) • Extends a growing arithmetic pattern, defined by objects or diagrams • Completes a simple function table based on real-life situations (e.g., the number of tricycles related to the number of wheels) • Predicts from simple charts and tables <p><i>New Vocabulary:</i> minimum, plus</p> <p><i>New Signs and Symbols:</i> °C degrees Celsius, = is equal to, min minute, - negative number, p.m., + positive number</p>	<p>Expressions and Equations</p> <p>Use Functions to Model Relationships</p> <ul style="list-style-type: none"> • Completes a function table given a simple rule (e.g., $x + 2$) • Solves problems involving simple functions • Looks for a growing pattern to solve a problem • Interprets data in line graphs (e.g., change over time) <p><i>New Vocabulary:</i> None</p> <p><i>New Signs and Symbols:</i> () parenthesis around an integer, a.m., ¢ cent sign, °F degrees Fahrenheit, \$ dollar sign, lb pound, mph miles per hour</p>	<p>Expressions and Equations</p> <ul style="list-style-type: none"> • Writes a number expressed in scientific notation in standard form <p>Use Functions to Model Relationships</p> <ul style="list-style-type: none"> • Extends a growing pattern of triangular numbers, defined by objects or diagrams • Represents geometric sequences using written descriptions in recursive terms (present term, next term) • Solves problems involving simple functions • Looks for a growing pattern to solve a problem <p><i>New Vocabulary:</i> algebra, net, reflexive, short, transitive</p> <p><i>New Signs and Symbols:</i> < less than, m meter/metre, repeating decimal overbar, Δ triangle</p>

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.



General Math

- Common Core State Standards for Grade 6 Report

11/04/2014 Assessment (Periodic)

Expand the Details to see topics mastered and not mastered. Click on a topic to generate sample problems/explanations. They can be printed for use in student portfolios.

(RL): Ready to Learn topic
TD: Teacher Directed

6.RP: Ratios & Proportions

Understand ratio concepts and use ratio reasoning

- 6.RP.1: Use ratios to describe relationships between quantities 1 out of 1
- 6.RP.2: Understand unit rate and use rate language in a context 0 out of 1
- 6.RP.3: Use ratios and rates in real-world and mathematical problems
- 6.RP.3.a: Make tables of equivalent ratios; find values, and plot points TD
- 6.RP.3.b: Solve unit rate problems including pricing and constant speed 1 out of 3
- 6.RP.3.c: Find a percent of a quantity; solve problems involving percent 1 out of 2
- 6.RP.3.d: Use ratio reasoning to convert measurement units 6 out of 9

6.NS: The Number System

Divide fractions by fractions

- 6.NS.1: Compute and solve word problems involving division of fractions 2 out of 2

Compute fluently and find common factors and multiples

- 6.NS.2: Fluently divide multi-digit numbers using the standard algorithm 8 out of 8
- 6.NS.3: Add, subtract, multiply, and divide multi-digit decimals 8 out of 8
- 6.NS.4: Find the GCF and LCM; use the distributive property 2 out of 2

Extend previous understandings of numbers to rational numbers

- 6.NS.5: Understand the concept of positive and negative numbers 2 out of 2
- 6.NS.6: Represent points on the line and in the plane with negative numbers
- 6.NS.6.a: Understand the meaning numbers with opposite signs 1 out of 1
- 6.NS.6.b: Understand that signs in ordered pairs indicate quadrants TD
- 6.NS.6.c: Find and position rational numbers on a number line and the plane 6 out of 6
- 6.NS.7: Understand ordering and absolute value of rational numbers
- 6.NS.7.a: Interpret inequality statements in terms of a number line 1 out of 1
- 6.NS.7.b: Interpret statements of order for rational numbers in real contexts TD
- 6.NS.7.c: Understand the absolute value of a rational number 1 out of 1
- 6.NS.7.d: Distinguish comparisons of absolute value from order TD
- 6.NS.8: Solve problems by graphing points on the coordinate plane 1 out of 3

6.EE: Expressions & Equations

Apply understandings of arithmetic to algebraic expressions

- 6.EE.1: Evaluate numerical expressions involving whole-number exponents 3 out of 4
- 6.EE.2: Write and evaluate expressions in which letters stand for numbers
- 6.EE.2.a: Write expressions that record operations with letters TD
- 6.EE.2.b: Identify parts of an expression using mathematical terms 2 out of 2
- 6.EE.2.c: Evaluate algebraic expressions. Apply order of operations 3 out of 3
- 6.EE.3: Apply properties of operations to generate equivalent expressions TD
- 6.EE.4: Identify when two expressions are equivalent 2 out of 4

Reason about and solve one-variable equations and inequalities

- 6.EE.5: Understand the meaning of solving an equation or inequality 3 out of 3
- 6.EE.6: Use variables to represent numbers and write expressions 0 out of 1
- 6.EE.7: Solve problems by writing and solving equations 4 out of 6
- 6.EE.8: Write an inequality of the form $x > c$ or $x < c$; graph the solutions TD

Represent and analyze quantitative relationships

- 6.EE.9: Use variables to represent the relationship between two quantities TD

6.G: Geometry

6.G. Geometry

Solve problems involving area, surface area, and volume

- 6.G.1: Find the area of polygons and composite shapes 1 out of 5
- 6.G.2: Find the volume of a right rectangular prisms 1 out of 1
- 6.G.3: Draw polygons and find side lengths in the coordinate plane TD
- 6.G.4: Represent 3-D figures using nets; use the nets to find surface areas 1 out of 3

6.SP: Statistics & Probability

Develop understanding of statistical variability

- 6.SP.1: Recognize a statistical question as one that anticipates variability TD
- 6.SP.2: Understand how the distribution of a set of data can be described 0 out of 1
- 6.SP.3: Recognize how measures of center and variation describe data TD

Summarize and describe distributions

- 6.SP.4: Display numerical data in plots on a number line 1 out of 3
- 6.SP.5: Summarize data sets in relation to their context, such as by:
 - 6.SP.5.a: Reporting the number of observations TD
 - 6.SP.5.b: Describing the nature of the attribute under investigation TD
 - 6.SP.5.c: Giving measures of center and variability; describing patterns 1 out of 6
 - 6.SP.5.d: Relating measures of center and variability to the distribution 0 out of 1

Mathematical Practices

- 1: Persevere in solving problems 22 out of 46
- 2: Reason abstractly and quantitatively 25 out of 35
- 3: Construct viable arguments and critique reasoning 8 out of 11
- 4: Model with mathematics 28 out of 40
- 5: Use appropriate tools strategically 26 out of 30
- 6: Attend to precision 39 out of 42
- 7: Look for and make use of structure 10 out of 13
- 8: Express regularity in repeated reasoning 10 out of 10



College and Career Readiness Report

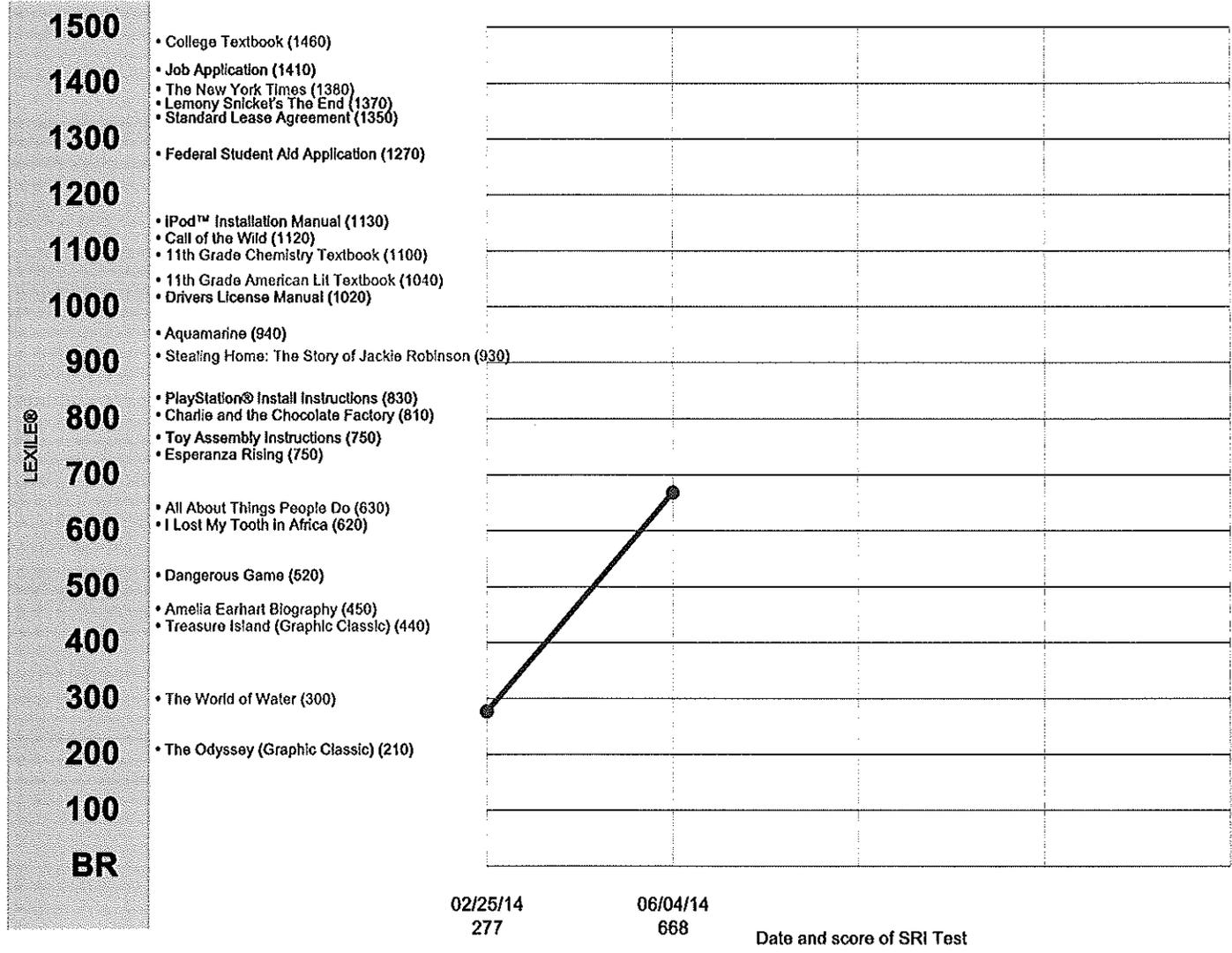
STUDENT ██████████



Teacher: Carlotta Thompson, Bruce Palmer
Grade: 9
Class: Reading Period 2

Time Period: 09/02/13 – 08/31/14

Types of Text



Legend		
Informational Text	Functional Text	Narrative Text
Using This Report		
Purpose: This report shows student Lexile scores from SRI tests in relation to real-world texts of varying types and difficulties.		
Follow-Up: Use this report to demonstrate to students what reading levels are necessary to succeed in real-world situations where comprehension of various texts is required.		



Student Progress Report

STUDENT: [REDACTED]

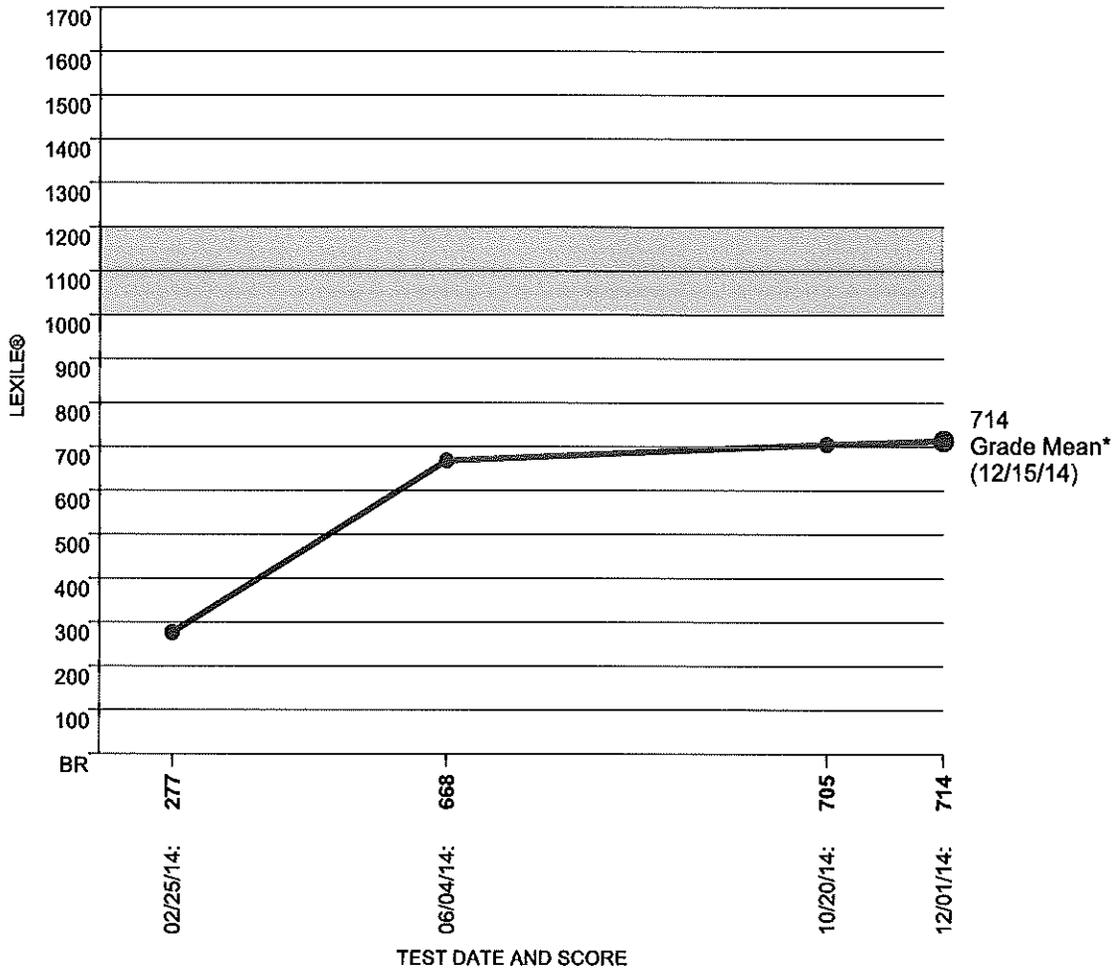
Teacher: Carlotta Thompson, Bruce Palmer

Grade: 9

Class: Reading Period 2



Time Period: 02/24/14 – 12/15/14



Grade 9 Year-End Proficiency Range **BR** = Beginning Reader
 * Grade Mean is the average score of all students in the same grade based on their last test.

Using This Report

Purpose: This report shows a student's results on all SRI tests, including results of SRI print if added to the student's records.

Follow-Up: Share the information with individual students, noting changes in performance from test to test. Investigate any significant decline in progress.



Student Progress Report (Page 2)

STUDENT: [REDACTED]



Time Period: 02/24/14 – 12/15/14

TEST DATE	TEST	LEXILE®	GRADE LEVEL	PERFORMANCE STANDARD	NORMATIVE DATA		
					PERCENTILE RANK	NCE	STANINE
02/25/14	SRI Computer Test	277	Far Below	Below Basic	1	1	1
06/04/14	SRI Computer Test	668	Below	Basic	5	15	2
10/20/14	SRI Computer Test	705	Below	Basic	7	19	2
12/01/14	SRI Computer Test	714	Below	Basic	8	20	2

BR = Beginning Reader

YEAR-END PROFICIENCY LEXILE® RANGES

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

Education Committees for 2014-2015(Updated on 10/27/14)

Professional Learning Community Steering Committee

Robert Seccareccia – Chair
Michael Cushman
Cheryl Quinn – Administration
Elizabeth Beaulieu

Professional Development Committee

Larry Casey
Michael Cushman
Scott Demoranville
Sherry Welts-Murphy
Matt Dever

Technology Committee

Michael Cushman – Tech Coordinator for Education
Mark Spahr – High School Tech Lead
Traci Fowler-Test Administrator
Matt Dever-Librarian/DL Proctor
Joe Combs - Teacher

M.A.P. Administration Team

Cheryl Quinn – Administration
Lori Prestridge – SPED
Martin French – Guidance
Michael Cushman - Technology
Elizabeth Beaulieu – Project Impact
Traci Fowler – Test Administrator

Transition Team

Cheryl Quinn – Administration
Lori Prestridge – Special Education
Matt Dever– Distance Learning
Martin French – Guidance
Elizabeth Beaulieu – Project Impact
Bill MacDonald – GED Prep/HiSET
Pat Gillis – Employment Prep, Juveniles and Adults
Traci Fowler – A/O for Juveniles and Adults

General Education Intervention Team *(required by DOE)*

Martin French – Chair
Elizabeth Beaulieu – Project Impact Coordinator, Juveniles
Michael Cushman– Member of RTI Planning Team
_____ – Special Education Teacher
Carlotta Thompson- ELA Teacher/Title One
Bill MacDonald – HiSET Prep, Juveniles and Adults

Proficiency Based Diploma Action Team

Cheryl Quinn – Principal
Lori Prestridge- SpED Director
Martin French – Guidance
Michael Cushman – Technology Coordinator and Teacher
Others to be added

Curriculum Committees

**ELA/SS – Sherry Welts-Murphy
Joe Capehart
Bruce Palmer
Bill MacDonald
Carlotta Thompson**

**Science/Math – Larry Casey
Jean Barry
Joe Combs
Kimberly Hammond**

**Fine Arts/Other – Gary MacCready
Michael Cushman
Bob Seccareccia
Traci Fowler
Matt Dever**

**Vocational – Mark Spahr CTSS Chad A. Cooper
John Simmons CTSS Michael Mullaney
Scott Demoranville CTSS Jamie Emerson
Pat Gillis**

Course Syllabus
Mountain View Youth Development Center

<p>Course Title <i>English Language Arts</i></p> <p>Instructor: <i>Ms. Welts-Murphy</i></p>	<p>Subject <i>American Literature, English Basics, and United States History</i></p>
<p>Grade Level: <i>9-12</i></p>	
<p>Course Description:</p> <p>READING—Students will derive meaning from complex and diverse American Literature, challenging informational texts, and foundational United States’ documents.</p> <p>WRITING—Students will create meaning by writing informational/explanatory, narrative, descriptive and opinion works.</p> <p>SPEAKING AND LISTENING—Students will evaluate and present complex information, ideas, and evidence through informal and formal classroom discussions.</p> <p>LANGUAGE—Students will expand their vocabulary as a result of reading and writing complex works.</p>	
<p>Units of Study with Targeted MLR Standards, ELA CORE Standards and/or CTE Standards:</p> <p>COMMON CORE—Reading Standards for Literature <i>RL 1-3 Key Ideas and Details</i></p> <p>UNITS <i>The West Becomes Wild</i> <i>A Novel-Study: <u>Toning the Sweep</u></i> <i>The Civil Rights Movement</i> <i><u>Where the Red Fern Grows</u></i> <i><u>My Side of the Mountain</u></i> <i>The Civil War—Turning Points</i> <i>“We Sure Got Hard Times, Now!”</i> <i>Relentless Attacks and Courage Defenses—The World at War Again!</i> <i>Viet Nam and <u>The Things They Carried</u></i></p> <p>COMMON CORE—Reading Standards for Literature <i>RL 4-5 Craft and Structure</i></p> <p>UNITS <i>The West Becomes Wild</i> <i>A Novel-Study: <u>Toning the Sweep</u></i> <i>The Civil Rights Movement</i> <i><u>Where the Red Fern Grows</u></i> <i><u>My Side of the Mountain</u></i> <i>The Civil War—Turning Points</i> <i>“We Sure Got Hard Times, Now!”</i></p>	

Course Syllabus
Mountain View Youth Development Center

Relentless Attacks and Courage Defenses—The World at War Again!
Viet Nam and The Things They Carried

COMMON CORE—Reading Standards for Informational Text
RI-5 Craft and Structure

UNITS

"Territory Ahead"—Westward Expansion

Relentless Attacks and Courageous Defenses—The World At War Again!

COMMON CORE—Reading Standards for Literacy in History/Social Studies
RH 1-3 Key Ideas and Details

UNITS

The West Becomes Wild

A Novel-Study: Toning the Sweep

The Civil Rights Movement

The Civil War—Turning Points

"We Sure Got Hard Times, Now!"

Relentless Attacks and Courage Defenses—World at War Again!

Viet Nam and The Things They Carried

Forced Assimilation: Native American Boarding Schools

COMMON CORE—Reading Standards for Literacy in History/Social Studies
RH 6 Craft and Structure

UNITS

The Civil Rights Movement

The Civil War—Turning Points

Viet Nam and The Things They Carried

COMMON CORE—WRITING STANDARDS W2 Text Types and Purposes 2b,c,d,e. 3a,b,d,e
Production and Distribution of Writing 4-5

UNITS

The West Becomes Wild

A Novel-Study: Toning the Sweep

The Civil Rights Movement

The Civil War—Turning Point

"We Sure Got Hard Times, Now!"

Relentless Attacks and Courage Defenses—World at War Again!

Viet Nam and The Things They Carried

COMMON CORE—LANGUAGE STANDARDS—L1—Conventions of Standard English
1a,b. 2a,b,c. Knowledge of Language 3a.

UNITS

The West Becomes Wild

Course Syllabus

Mountain View Youth Development Center

A Novel-Study: Toning the Sweep
The Civil Rights Movement
Where the Red Fern Grows
My Side of the Mountain
The Civil War—Turning Points
“We Sure Got Hard Times, Now!”
Relentless Attacks and Courage Defenses—World at War Again!
Viet Nam and The Things They Carried

Textbooks/Resources:

AMERICA—PATHWAYS TO THE PRESENT Prentice Hall 2005
THE AMERICAN EXPERIENCE Prentice Hall Literature Prentice Hall 2005
Toning the Sweep
Of Mice and Men
The Misadventures of Maude March
Uncle Tom’s Cabin
The Things They Carried
Killer Angels
Band of Brothers
GED Language Arts Workbook
GED Essay Workbook
GED Social Studies Workbook
Supplemental Materials

Assessments:

Formal essays, extended responses, short-answer, journal entries, tests, quizzes and teacher observations

Course Syllabus
Mountain View Youth Development Center

Course Title MATHEMATICS	Subject ALGEBRA I
Grade Level: 7-12 Joseph Combs	
Course Description: Algebra is one of the most important areas of mathematics. It involves translating every day situations into mathematical symbols and language. We can use algebra to solve problems and to learn to think more logically. Understanding algebra is an important springboard into the advanced areas of mathematics that are required for jobs in science and technology.	
Targeted Common Core Standards ALGEBRA I CONCEPTS Students will understand and apply algebraic concepts. Students will be able to: The Real Number System: <ul style="list-style-type: none"> • Extend the Properties of exponents to rational exponents. • Use properties of rational and irrational numbers. Quantities: <ul style="list-style-type: none"> • Reason quantitatively and use units to solve problems. Seeing Structure in Expressions: <ul style="list-style-type: none"> • Interpret the structure of expressions. • Write expressions in equivalent forms to solve problems. Arithmetic with Polynomials and Rational Expressions: <ul style="list-style-type: none"> • Perform Arithmetic operations on polynomials. Creating Equations: <ul style="list-style-type: none"> • Creating equations that describe numbers or relationships. 	

Course Syllabus

Mountain View Youth Development Center

Reasoning with Equations and Inequalities:

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

Interpreting Functions:

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.

Building Functions:

- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

Linear, Quadratic, and Exponential Models:

- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

Interpreting Categorical and Quantitative Data:

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Resources:

Glencoe ALGEBRA 1 Units:

Expressions and Equations

Linear Functions

Polynomials and Nonlinear Functions

Radicals and Rational Functions

Data Analysis

Course Syllabus
Mountain View Youth Development Center

Textbooks/Resources:

Glencoe, ALGEBRA 1, edition 2005 Common Core Standards, 2010
GED Mathematics, edition 2002
www.aleks.com

Assessments:

Chapter quizzes, tests, NWEA MAP, Practice GED



**Mountain View Youth Development Center
Detained School
Academic Progress Report**

Student:	Admitting Date:	Projected Release Date:
LEA School:	Contact Number:	

Educational Programs	Testing	Directed Study
<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> MAP	<input type="checkbox"/> Completed
<input type="checkbox"/> Sending School	<input type="checkbox"/> Pre-GED	<input type="checkbox"/> Incomplete
<input type="checkbox"/> GED	<input type="checkbox"/> GED	<input type="checkbox"/> N/A

Special Education	<input type="checkbox"/> Yes <u>Receives Services</u>	<input type="checkbox"/> Yes <u>Needs Transfer IEP</u>	<input type="checkbox"/> Yes <u>504 Plan</u>
	<input checked="" type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
	Exceptionality:		<input type="checkbox"/> Referral
	Accommodations:		
Services: <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Direct Instruction General			
<input type="checkbox"/> Consult Times of Consult: Subject:			

Academics	Teacher: Mr McCready	Concepts:
	Subject: Art	
	Topic:	
	Common Core Standards:	
	Class Periods Attended (classes are 75 minutes): 7	
	Total Class Hours Attended: 6.5	
	<input type="checkbox"/> Refusal To works: (requires Comment)	
	Oct. 20, 2014 – Wordfind: MLR VPA B3 Rococo Art Word Code: MLR VPA B1 Pharoah's Tomb Film: MLR VPA 9-Diploma If Rocks Could Talk	
	Oct. 22, 2014 – Wordfind: MLR VPA B3 BOATS Connect Dot: MLR VPA B1 Frog Creative Orientation MLR VPA 9-Diploma	
	Oct. 24, 2014 – sub	
	Oct. 27, 2014 – Wordfind: MLR VPA B3 Painting Connect Dot: MLR VPA B1 Hand and paint brush Film: MLR VPA 9-Diploma Tempera Painting, Gail Price	
	Oct. 29, 2014 – Wordfind: MLR VPA B3 Expressionism Connect Dot: MLR VPA B1 Mummy Film: MLR VPA 9-Diploma The Universe – Total Eclipse	
	Oct. 31, 2014 – Wordfind: MLR VPA B3 Forrest Gump Connect Dot: MLR VPA B1 Love Sign Creative Review MLR VPA 9-Diploma	
	MLR VPA B1 Media Skills 6-8 Students choose suitable media, tools, techniques and processes to create original art works	

<p>B3 Making Meaning 9-Diploma Students create a body of original art work</p>	
<p>Teacher: Mr Capehart</p>	<p>Concepts:</p>
<p>Subject: ELA</p>	
<p>Topic:</p>	
<p>Common Core Standards:</p>	
<p>Class Periods Attended(classes are 75 minutes): 7</p>	
<p>Total Class Hours Attended: 8.5</p>	
<p><input type="checkbox"/> Refusal To works (requires Comment)</p>	
<p>Oct. 20, 2014 – Read newspaper, report out to class and discuss MLR B3 Interconnected Elements, E2 Speaking World Geography Activities pages 3.10-3.12</p> <p>Oct. 21, 2014 - Read newspaper, report out to class and discuss MLR B3 Interconnected Elements, E2 Speaking World Geography Activities pages 3.13-3.15, Alaska and Hawaii</p> <p>Oct. 22, 2014 –</p> <p>Oct. 24, 2014 - Read newspaper, report out to class and discuss MLR B3 Interconnected Elements, E2 Speaking World Geography Activities pages 3.11-3.13 Film on Neanderthal Man – NOVA</p> <p>Oct. 27, 2014 - Read newspaper, report out to class and discuss MLR B3 Interconnected Elements, E2 Speaking World Geography Activities pages 2.12-2.14 North America</p> <p>Oct. 28, 2014 - Read newspaper, report out to class and discuss MLR B3 Interconnected Elements, E2 Speaking World Geography Activities pages 2.14-2.16 – North America</p> <p>Oct. 29, 2014 - Read newspaper, report out to class and discuss MLR B3 Interconnected Elements, E2 Speaking World Geography Activities pages 2.16-2.18</p> <p>Oct. 31, 2014 - Read newspaper, report out to class and discuss MLR B3 Interconnected Elements, E2 Speaking World Geography Activities pages 2.16-2.19 North America and Canada</p>	
<p>Teacher: Mr Combs</p>	<p>Concepts:</p>
<p>Subject: Math</p>	
<p>Topic:</p>	
<p>MLS Standards:</p>	
<p>Class Periods Attended(classes are 75 minutes): 7</p>	
<p><input type="checkbox"/> Refusal To works (requires Comment)</p>	
<p>Comments: Oct. 20, 2014 - Fractions Oct. 21, 2014 - sub Oct. 22, 2014 – sub Oct. 23, 2014 – Addition Oct. 24, 2014 – Addition Oct. 27, 2014 – Addition word problem Oct. 28, 2014 – Basic Math Oct. 29, 2014 – Subtraction Oct. 30, 2014 – Math Puzzles Oct. 31, 2014 – Math Games/Halloween Activities</p>	
<p>Teacher: Mr Casey</p>	<p>Concepts:</p>
<p>Subject: Science</p>	

Topic:	
MLS Standards:	
Class Periods Attended (classes are 75 minutes): 9	
Total Class Hours Attended: 3.5	
<input type="checkbox"/> Refusal To works (requires Comment)	
Comments: Oct. 20, 2014 – MLR D3 Matter and Energy (b) # on arrangement of atoms – studied carbon	
Oct. 21, 2014 – MLR D4 Force and Motion, studied the science of trucks today	
Oct. 22, 2014 – MLR D4 Force and Motion, Mochin’s and Newton’s Law and Doppler, effect, centripetal force, and also chemistry of trucks	
Oct. 23, 2014 – MLR C3 Science and Technology and Society – studied environmental science	
Oct. 24, 2014 – MLR C2 Science and Manmade Technology – studied various science concepts for surviving in the wild	
Oct. 27, 2014 – MLR E1 Biodiversity – studied Beavers	
Oct. 28, 2014 – MLR E1 Biodiversity – studied reptiles and tortoises	
Oct. 29, 2014 – MLR E1 Biodiversity – study owl pellets also did sheep eye dissection (sent out for discipline, did not do worksheet)	
Oct. 30, 2014 – MLR D2 – Earth. Studied Limnology – Lakes	
Oct. 31, 2014 – MLR D3 Matter and Energy	
Teacher: Mr Seccareccia	Concepts:
Subject: PE	
Topic:	
MLS Standards:	
Class Periods Attended (classes are 75 minutes): 2	
Total Class Hours Attended: 2.5	
<input type="checkbox"/> Refusal To works (requires Comment)	
Comments: Oct. 21, 2014 – Weight Training	
Oct. 28, 2014 – Weight Lifting	

* Assessments, work samples, and class syllabi (if applicable) may be requested by calling Carol Cress at 285-0771 or as an e-mail request to carol.cress@maine.gov.