

STUDENT LEARNING PROGRAMS

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STEVENSON HIGH SCHOOL PROVIDES A CONTINUUM OF COURSES AND SUPPORT PROGRAMS TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO A RIGOROUS COURSE OF STUDY WHILE SUPPORTING THEIR INDIVIDUAL NEEDS TO ENSURE SUCCESS. NONE OF THE FOLLOWING COURSES MEET THE CORE COURSE GRADUATION REQUIREMENTS; HOWEVER, SOME COURSES DO PROVIDE ELECTIVE CREDIT. THE FOLLOWING DESCRIBES THIS CONTINUUM:

ACADEMIC LITERACY 1

The focus of this course provides instruction in the skills needed for success in high school and beyond. This course emphasizes fundamental literacy within all academic disciplines with a focus on those subjects and skills most appropriate to freshman year. Students will learn strategies to support reading, writing, and listening and speaking skills in science, English, social studies, and mathematics. Depending on their benchmark and/or ongoing assessment results, this course may be required of some entering freshmen. This course counts for one elective communication arts credit but is not an English graduation credit.

ACADEMIC LITERACY 2

This course provides in-depth instruction in the skills needed for success in high school and beyond, tailored to the curriculum needs of sophomores and juniors. This course emphasizes fundamental literacy within a variety of academic disciplines. Students will learn strategies to support reading, writing, listening and speaking skills in science, English, and social studies. Depending on their benchmark, post-performance and/or ongoing assessment results, this course may be required of some students. This course counts for one elective communication arts credit but is not an English graduation credit.

MENTOR MATH

A student is placed into Mentor Math upon the recommendation of the content teacher when in-class instruction is not fully sufficient to support the student in either Algebra 1, Geometry, or Algebra 2. The class is designed to offer intensive, small group math instruction with a mathematics teacher to reinforce current content and develop prerequisite skills. This course is pass/fail and counts for one elective mathematics credit per semester, but does not count toward the six math credits needed for graduation. Students must enter the course by the nine-week mark to receive credit.



SCAN QR CODE TO READ MORE ABOUT STUDENT LEARNING PROGRAMS:
WWW.D125.ORG/ACADEMICS/TUTORING

GUIDED STUDY MATH

Guided Study Math is a non-credit bearing course that often takes the place of a traditional study hall. An incoming freshman student is placed into one period of Guided Study Math, based on feeder school or director recommendation, as determined by the freshman benchmark exam. Students can also be placed into Guided Study Math upon the recommendation of their content (Algebra 1, Geometry, Algebra 2) teacher. The support is designed to offer small group math help with a math-trained support staff member. In Guided Study Math, mathematics skills and homework completion are the priorities; however, other academics are addressed. Class size is small to ensure individualized, personal attention in a nurturing atmosphere.

GUIDED STUDY

Guided Study is a non-credit bearing course that often takes the place of a traditional study hall. Entrance into Guided Study is made by the sending feeder school or the student's Student Support Team (SST). This support program focuses on the development of study and organizational skills, project and exam preparation, and homework completion. Weekly course progress monitoring with the student develops executive functioning and self-advocacy skills. Class size is small to ensure individualized, personal attention in a nurturing atmosphere.

MENTOR SKILLS 1

Mentor Skills 1 is a one-period class that meets daily in which students earn one elective credit per semester for no more than two semesters. The purpose of Mentor Skills is to help students achieve academic and social-emotional independence, through a supportive environment, focusing on the five Social-Emotional Learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Mentor Skills program also focuses on executive functioning and study skills. Students are identified for the Mentor Skills program by their Student Support Team (SST) based on entrance criteria.

MENTOR SKILLS 2

Mentor Skills 2 is a one-period class that meets daily in which students can earn one elective credit per semester for no more than two semesters. The purpose of Mentor Skills 2 is to extend and support the learning in the SEL competencies for those students who have shown growth in Mentor Skills 1 while providing opportunities for students to continue their personal growth and development. In order to qualify for Mentor Skills 2, students will need to fulfill the prerequisite of passing both semesters of Mentor Skills 1 (2 credits) as well as meet the criteria of the Mentor Skills 2 entry rubric along with a recommendation from their Student Support Team (SST). This course will be open to any sophomore, junior, or senior student who qualifies. A personalized action-research project or community service project around one of the CASEL competencies will be the culminating assessment for this course.

SUPPORT PROGRAMS

STUDENT TUTORIAL PROGRAMS

Content area tutors are available in the ILC and ELC to assist students from 7 a.m. - 4 p.m. on regular school days. Mathematics tutors are available in the ILC from 7 a.m. - 5:30 p.m. on regular school days. Students are encouraged to work with a tutor to meet their academic goals. No appointment is necessary. Freshman, sophomore, and junior students earning unsatisfactory grades are required to attend tutorial programs in specific content areas in the learning centers until satisfactory progress occurs. Senior students earning unsatisfactory grades are strongly encouraged to work with learning center tutors for additional support in their classes.

MANDATORY TARGETED TUTORING

Mandatory Targeted Tutoring is an intervention for students who need additional assistance with learning targets and work completion. A student is enrolled in Mandatory Targeted Tutoring when classroom performance demonstrates a need for additional support for specific learning targets. Freshman, sophomore, and junior students receiving a grade of MG (Minimal Growth) or FG (Failure to Grow) are enrolled. A student is dismissed from Mandatory Targeted Tutoring once the classroom teacher has evidence that the student has mastered the learning target, or has achieved an AG. An email is sent to both the student and parents indicating the student's requirement into and exit out of Mandatory Targeted Tutoring. Senior students earning unsatisfactory grades are strongly encouraged to work with learning center tutors for additional support in their classes.

Content area tutors are available in the ILC and ELC from 7 a.m. - 4 p.m. on regular school days to provide Mandatory Targeted Tutoring and upperclassman tutoring support. Mathematics tutors are available in the ILC from 7 a.m. - 5:30 p.m. on regular school days.

GUIDED STUDY LUNCH

Guided Study Lunch is an intervention for students who need additional assistance with learning targets, classroom work completion, and organization of school work in a daily, structured environment. A student is enrolled in Guided Study Lunch by their Student Support Team (SST) when classroom performance demonstrates a need for daily, structured, additional support for learning targets and/or classroom work completion and the student has chosen not to attend Mandatory Targeted Tutoring or other support interventions that are offered. A student is dismissed from Guided Study Lunch at the end of each semester, or once the student has achieved an AG in all classes. Guided Study Lunch is for sophomores, juniors, and seniors during half their lunch period (20 minutes).

GUIDED STUDY AFTER SCHOOL

Guided Study After School is an intervention for students who need additional assistance with learning targets, classroom work completion, and organization of school work in a structured environment. A student is enrolled in Guided Study After School by their Student Support Team (SST) when classroom performance demonstrates a need for daily, structured additional support for learning targets and/or classroom work completion and the student has chosen not to attend Mandatory Targeted Tutoring or other support interventions that are offered. A student is dismissed from Guided Study After School at the end of each semester, or once the student has achieved an AG in all classes. Guided Study After School is for freshmen, sophomores, juniors, and seniors from 3:30-4 p.m. on Tuesdays, Wednesdays, and Thursdays in the QLC.