

BOARD OF EDUCATION
School District of Independence
Tuesday, August 12, 2025

THE MEETING WILL BE HELD AT CENTRAL OFFICE, 201 NORTH FOREST AVENUE.

6:00 P.M. – Regular Board of Education Meeting

CALL TO ORDER

I. Approval of Agenda.

II. Request of District Citizens or Employees.

III. Consent Agenda (Action)

The matters listed under Item III. Consent Agenda, are considered to be routine by the Board of Education and will be enacted by one motion. There will be no separate discussions of the items. If discussion is desired, that item will be removed from the Consent Agenda and will be listed as the first item under the appropriate section of the Regular Agenda.

1. Minutes of Board Meeting – July 8 & 21, 2025.

2. Approval of Bills (III. 2.)

Authorize the transfer of monies from the Incidental Fund to the Teachers Fund to meet the Teachers Fund obligations for the month and further approve the August 12, 2025 list of bills totaling \$8,376,563.28 as printed.

IV. Superintendent's Report/Miscellaneous.

V. New Business

1. Approval of the 2025-2026 Professional Development Plan.

2. Approval of the 2025-2026 Curriculum Plan.

3. Approval of the 2025-2026 Assessment Plan.

4. Approval of Membership in the following Cooperatives: AEPA, Buy Board, Education Plus, Kansas City Suburban Join Purchasing Cooperative, NPPGov, Omnia Partners, PEPPM, Sourcewell, and TIPS-USA.

5. Approval to Accept and Sign Proposal for Chiller Replacement at Independence Academy.

6. Approval to Let Bids for Storage Facility at the field at George Caleb Bingham Middle School.

7. Approval to Let Bids for Partial Roof Replacement at Glendale Elementary School.

8. Approval of Breakfast Price for Adults.

9. Approval of District Tuition Rate for 2025-2026 School Year.

10. Approval of Resolution to Readopt the Board of Education Ethics Policies G-265-P, G-270-P, and G-275-P.

11. Approval to Schedule Tax Levy Rate Hearing.

12. Approval of the Board of Education Manual.

13. Approval to Select a Superintendent Search Firm.

VI. Motion to Adjourn to Closed Session (Mo State Statutes 610.021)

The Next Regular Board of Education Meeting is Scheduled for Tuesday, September 9, 2025.

EXECUTIVE SESSION
Immediately Following Regular Meeting
**Closed Session Meetings will be held at Central Office, 201 North Forest Avenue,
Independence, Missouri**

CALL TO ORDER

- I. Approval of Minutes of Executive Session held: (Action)
1. July 8, 2025.

II. Closed Session for:

Legal Matters – § 610.021(1), RSMo. Litigation including privileged communications between the Board, its representatives, and its attorneys.

Real Estate – 610.021(2) RSMo. The Lease, purchase or sale of real estate where public knowledge of the details of the proposed acquisition might adversely affect the District's interests

Personnel – § 610.021(3), RSMo. Actions related to the hiring, firing, disciplining or promotion of a District employee when the performance or individual merit of this employee is considered and **§ 610.021(13), RSMo.** Individually identifiable personnel records.

Students – § 610.021(6), RSMo Scholastic probation, expulsion, discipline, or graduation of identifiable persons, including records of individual test or examination scores subject to the provisions of the Board's student records policy and regulations.

III. Adjournment.

The Board authorizes the transfer of monies from the Incidental Fund to the Teachers Fund to meet the Teachers Fund obligation for the month and further approves the list of bills dated August 12, 2025 totaling \$8,376,563.28 as printed. The complete detailed list of bills is available for review in the Business Office.

JULY 2025 LIST OF BILLS 12-Aug-25

LIST OF BILLS

11 PHIL ROBERTS SCHOLARSHIP	11,000.00
12 GENERAL OPERATING	4,724,897.59
15 NUTRITION SERVICES	50,121.32
16 ACTIVITY FUNDS	29,568.53
17 SELF-INSURANCE FUNDS	1,173,641.83
21 TEACHERS RESTRICTED	0.00
22 TEACHERS OPERATING	63,159.79
31 DEBT SERVICE	318.00
41 CAPITAL BOND FUNDS	0.00
42 CAPITAL OPERATING	2,271,939.22
45 NUTRITION CAPITAL FUND	51,917.00
46 ACTIVITY CAPITAL FUND	0.00
77 FIDUCIARY BENEFITS	0.00
79 PUBLIC BUILDING CORP	0.00

TOTAL DISBURSEMENTS TO BE APPROVED

8,376,563.28

Agenda Item #: V.1

Subject / Title: Approval of the 2025-2026 Professional Development Plan

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

The District's professional development plan meets the requirements of the Missouri School Improvement Plan (MSIP) Standards and Guidelines for professional development as well as the Independence School District's Comprehensive School Improvement Plan (CSIP) and all District Initiatives. Professional development in the ISD is designed to increase student achievement through improved teacher practice. Professional development addresses the implementation of curriculum and instructional practices related to assessed student needs identified in the CSIP. Continuous improvement is an integral part of every certified teacher's job responsibilities and expectations.

Per Standards and Indicators L7-E of the MSIP 6 Guidelines, the Curriculum and Professional Development Department is seeking the Board of Education approval of the Professional Development Plan.

Desired results

Approval by the Board of Education

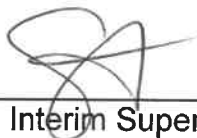
Personnel

N/A

Resources

N/A

Reviewed and Recommended:


Interim Superintendent

8-1-25
Date

Motion for Board Action:

The Board of Education approves the 2025-26 Professional Development Plan, as required by the Missouri School Improvement Plan (MSIP) guidelines for the Independence School District.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)



***District
Professional Development
Handbook
REDLINE***

*Independence School District
201 N Forest Ave
Independence, Mo 64050
816-521-5300*

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District Information

Independence School District

VISION STATEMENT

A community united to improve the quality of life through education.

MISSION STATEMENT

The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

CSIP FOCUS

- Academic Achievement
- Facilities
- High Quality Staff
- Parent-Community Involvement
- Technology

Professional Development GOAL

All teachers in all Independence schools will engage in high quality professional development (PD). High quality PD is collaborative in nature, is focused on continuous improvement of student learning, and is on-going and job-embedded.

VISION

Teachers across grade levels, content areas, and schools will:

- Develop an understanding of academic rigor.
- Collaborate about best practices.
- Develop a model of good instructional practice.
- Engage in a common practice of continuous improvement which includes backward design and common assessments.

Professional Development
ALIGNMENT TO CSIP
2025-2030

MSIP Standard	Goal	Strategy
AS1 AS2 DB2 DB3 CC3 EA1 L3 TL1 TL2	Goal 1.1: Align curriculum to state and national standards.	1.1.1 - Provide curriculum aligned with MO learning standards, including instructional activities and assessments for all curricular areas in support of reading, writing and math. 1.1.2 - Each building and program will implement a SIP that will evaluate the taught curriculum, as measured by AYP and APR.
AS1 AS2 CC3 DB2 EA4 TL1 TL3 TL7	Goal 1.2: Restructure high school programs to increase student performance within all six MSIP Standards and Indicators.	1.2.1 - Expand industry and post-secondary partnership opportunities to all Independence schools through improved access to Career Academies. 1.2.2 - Improve knowledge of and focus on MSIP standards 3, 4 & 5.
AS1 AS2 DB4 EA4 TL1 TL2 TL7	Goal 1.3: Implement effective research-based instructional practices across the district in an effort to eliminate achievement gaps.	1.3.1 - Appropriate professional development on research-based instructional materials and strategies will be implemented with fidelity through collaborative cross-district opportunities. 1.3.2 - Administer and analyze relevant assessments pertaining to classroom instruction in all classrooms PK-12 to acquire and develop data-driven best practices for instruction. 1.3.3 - Early intervention programs will be used to ensure that all children from birth to grade 12 will have access to appropriate research-based programs providing for education and ongoing growth. 1.3.4 - Proven research-based literacy practices to ensure literacy development across grade-levels ensuring students reach grade-level reading proficiency before graduation.
L4	Goal 2.1: Maintain and update a future facilities plan.	2.1.1 - Provide optimal facilities to support programs offered through the ISD. 2.1.2 - ISD will provide facilities that evolve in today's learning environment. 2.1.3 - ISD will make facility decisions based upon sound financial practices.
L10	Goal 2.2: Ensure district facilities provide a safe and clean environment.	2.2.1 - Maintain and clean facilities. 2.2.2 - ISD will conduct ongoing safety inspections and safety reviews.
L10	Goal 2.3: Protect the investment of the district and community.	2.3.1 - Implement an effective preventative maintenance program. 2.3.2 - Ensure efficient use of district facilities.

L7 L8 L9 TL5	<u>Goal 3.1</u> Purposely and aggressively recruit high quality candidates.	3.1.1 - Identify quality employees early. 3.1.2 - Develop specialized questions for each position/job assignment. 3.1.3 - Track reasons for leaving the district and use the information for improvement in order to recruit employees. 3.1.4 - Aggressively market the district.
TL8	<u>Goal 3.2</u> Provide professional development opportunities for all staff members.	3.2.1 - Provide New Teacher Academy and follow up. 3.2.2 - Provide New Employee Academy and follow up. 3.2.3 - Provide ongoing professional development for new and veteran certificated staff members. 3.2.4 - Provide ongoing professional development opportunities for veteran classified staff members.
TL5	<u>Goal 3.3</u> Retain and attract a highly qualified work force through a competitive compensation system.	3.3.1 - Seek to retain high-quality certificated and classified personnel. 3.3.2 - Utilize best practices in supporting current employees.
CC3 CC4 TL9	<u>Goal 4.1</u> Utilize diverse channels to engage all stakeholders and broaden opportunities for Family and Community involvement.	4.1.1 - Enhance and streamline communication from teachers, schools, and the district to parents and the community. 4.1.2 - Enhance family and community engagement in the schools and district.
CC1 CC2 CC4	<u>Goal 4.2</u> Foster and maintain a culture of strong relationships and professionalism.	4.2.1 - Strengthen stakeholder support at all levels. 4.2.2 - Enhance the transition experience for families new to the district, as well as those moving between schools within the ISD. 4.2.3 - Strengthen family and community engagement through public events and forums.
DB2 EA4 CC3 CC4	<u>Goal 4.3</u> Actively engage community members and partners.	4.3.1 - Strengthen community engagement through ISD Academies, AVID, Leader in Me and Early Education.
TL9	<u>Goal 5.1:</u> Plan the access and exposure to technology devices to support student achievement.	5.1.1 - Elementary students will primarily use technology to support discovering, sharing, and analyzing information within the learning process of a digital citizen. 5.1.2 - Middle School students will primarily use technology to support critical thinking, research skills, becoming an effective collaborative learner, and digital citizenship. 5.1.3 - High School students will primarily use technology to support collaborative research, critical analysis of information, effective communication, and digital citizenship.

TL9	<u>Goal 5.2:</u> Increase and enhance the amount of quality products that show student learning using technology tools.	5.2.1 - Students will utilize a variety of technology tools to research, create, collaborate, and demonstrate learning.
TL9 TL6	<u>Goal 5.3:</u> Create flexible/diverse professional development opportunities to assist staff with effective technology integration.	5.3.1 - District-wide professional development will be offered in a relevant, convenient, and collaborative environment emphasizing current technology and educational applications.
TL9	<u>Goal 5.4:</u> Develop a long-range hardware and software technology plan.	5.4.1 - The district will continue to use and update software systems as needed.
TL9 L10	<u>Goal 5.5:</u> Ensure infrastructure will support technology plans.	5.5.1 - The district will maintain infrastructure and services including LAN and WAN connectivity and internet connectivity that is robust, reliable, and secure. 5.5.2 - The district will continue to apply for funding through the Universal Service Fund (eRate) each year to obtain and support technology resources. 5.5.3 - Establish a disaster recovery plan and a comprehensive network security policy.

***District
Professional
Development***

Professional Development

Professional development in the Independence School District is designed to increase student achievement through improved teacher practice. Professional development addresses the implementation of curriculum and instructional practices related to assessed student needs identified in the Comprehensive School Improvement Plan (CSIP). Continuous improvement is an integral part of every certificated teacher's job responsibilities and expectations.

Guidelines

All professional development in the Independence School District is aligned with the District's Comprehensive School Improvement Plan (CSIP).

All professional development in the Independence School District is aligned with District Initiatives.

All professional development in the Independence School District is aligned with the Missouri School Improvement Plan (MSIP) Standards and Guidelines for Professional Development.

All professional development in the Independence School District follows Missouri's criteria for high quality professional development (HQPD):

- HQPD actively engages teachers over time.
- HQPD is directly linked to improve student learning so all children may meet the Missouri Learning Standards at the proficient level.
- HQPD is directly linked to district and building school improvement plans.
- HQPD is developed with extensive participation of teachers, principals, and other administrators.
- HQPD provides time and other resources for learning, practice, and follow-up.
- HQPD is supported by district and building leadership.
- HQPD provides teachers with the opportunity to give the district feedback on the effectiveness of participation in professional development activities.

All professional development in the Independence School District is aligned with the Standards set by the National Staff Development Council.

- Context Standards
- Process Standards
- Content Standards

Learning Forward's Standards for Professional Learning

Professional learning results in equitable and excellent outcomes for all students when educators:

Equity Practices ...understand their students' historical, cultural, and societal contexts, embrace students assets through instruction, and foster relationships with students, families, and communities

Curriculum, Assessment, and Instruction ...prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

Professional Expertise ...apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Equity Drivers ...prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

Evidence ...create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

Learning Design ...set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

Implementation ...understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Equity Foundations ...establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

Culture of Collaborative Inquiry ...engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

Leadership ...establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

Resources ...allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Funding

The Independence School District allocates a minimum of 1% of its revenue from the foundation program, exclusive of categorical add-ons, to the Professional Development Committee (PDC) for professional development for certificated staff. Professional development expenditures are spent for the purpose of meeting the objectives of CSIP. Of the monies allocated to PDC, a minimum of 75% is spent in the same fiscal year for purposes determined by the PDC after consultation with district administrators and approved by the Board of Education as meeting the objectives of the district's Comprehensive School Improvement Plan (CSIP). The remaining monies (25% or less of the allocated funds) are spent for professional development, but are carried forward for use in the succeeding year.

The PDC establishes an annual budget for the expenditure of professional development funds. Funds are allocated in the following areas:

- District Initiatives
- Buildings
- Departments
- Special Projects
- PDC
- Tuition Reimbursement

The PDC utilizes the following resources for professional development expenditures:

- Budget Guidelines
 - Food and Travel Reimbursement
 - Tuition Reimbursement
 - Professional Development Stipends
 - Special Projects
- Guidelines for Spending Building Funds
- Professional Development Activity/Special Request Form
- Travel Request and Reimbursement Form
- Professional Development Time Sheet for Certificated Employee Form
- Professional Development Request for Materials and Supplies Form
- Professional Development Consultant Form
- Professional Development Tuition Reimbursement Request Form
- Request to Purchase Professional Development Resources

District Initiatives

To support high quality professional development and CSIP goals, to focus the district's efforts in the areas of teacher quality and student achievement, and to align district programs, the PDC has organized and outlined District Initiatives in the following six strands:

- Literacy
- Math
- Curriculum/Assessment
- At-Risk
- Instructional Strategies
- Technology

New Teacher Support

The four-year New Teacher Induction Program provides a structure of support for any certificated teacher who does NOT have prior teaching experience. The four-year program includes on-site support and professional learning. Program goals include:

- To ease the new teacher's transition from pre-service education to classroom teacher
- To introduce the new teacher to district norms
- To promote teacher quality and effectiveness
- To increase teacher retention rates of highly qualified teachers
- To improve student achievement

The New Teacher Induction Program also includes support for *experienced* teachers *new* to the district.

On-Site New Teacher Support

The Independence School District employs site-based professional developers to facilitate teacher effectiveness.

- District Instructional Coaches – assisting in curriculum, instruction, and assessment
- 550 Mentor Teachers – specializing in new teacher support
- Elementary Building Coaches – assisting with building PD, curriculum and collaboration
- Building Mentor Teachers – support new staff in their transition to ISD

School Improvement Plans

Each building in the Independence School District creates a School Improvement Plan (SIP) which aligns to the CSIP to improve student achievement. The SIP is based upon identified

needs and includes the professional development necessary to support goals. It guides the expenditure of professional development funds.

Allocation of Time

The school calendar for certificated staff includes the following time allotments for professional development activities:

- Eight contracted days for professional development at either the district or building level
- Buildings have various collaboration and support throughout the week for grade levels or content areas.

During the summer months, a variety of professional development activities are offered for certificated staff members. These professional learning opportunities support CSIP and fulfill state professional certification requirements.

Evaluation

Professional development is evaluated regularly for its impact on teacher effectiveness and improved student learning through:

- Missouri High Quality Professional Development Survey - SAI (annual)
- Cross-District and Building Professional Day Evaluation Results
- Participant Reflection
- MAP Data
- Building Year-End Reflection

***District
Professional
Development
Committee
(PDC)***

District Professional Development Committee

Guidelines

The District Professional Development Committee (PDC) is a standing district-wide committee. It supports the professional growth of both new and experienced teachers in order to improve student learning.

PDC Responsibilities

Responsibilities of the District PDC include:

- Design and implement professional development to improve teacher practice and increase student achievement.
- Annually review and revise the District Professional Development Plan.
- Assess teacher needs and bring teacher/building instructional concerns to the committee.
- Communicate to district educators the qualities of high quality professional development.
- Establish guidelines for spending professional development funds.
- Approve expenditures through the Special Projects Fund.
- Determine guidelines for building level Professional Development Committees.
- Provide training for new PDC members.
- Promote positive school cultures that are conducive to student learning and staff professional growth.
- Serve as a confidential consultant upon a teacher's request.

PDC Boundaries

All actions taken by the PDC are aligned to CSIP and the Board of Education's Policies and Procedures.

All actions taken by the PDC are aligned to the MSIP Standards and Guidelines for Professional Development.

All actions taken by the PDC are aligned to National Staff Development Standards.

All actions taken by the PDC are aligned to SB380.

All expenditures of professional development funds are in compliance with SB380.

PDC Membership

PDC Membership Guidelines include:

- PDC membership consists of:
 - Two teacher representatives from each high school
 - One teacher representative from Independence Academy
 - One teacher representative from each middle school
 - One teacher representative from each elementary school
 - Building administrator(s) from each level (ex-officio)
(high school – 2; middle school – 1; elementary – 1)
 - One central office administrator (ex-officio)
- Teacher representatives are chosen in May by their respective school staff. Their term begins on July 1.
- The role of teacher representatives is to provide two-way communication between their buildings and the PDC.
- If a teacher building representative is unable to fulfill his/her duties, another representative is chosen by the respective school staff.
- Building administrators are appointed annually by the central office administrator as PDC Consultants.
- If a PDC member is unable to attend a meeting, an alternate must be in attendance.
- All District PDC members must be members of their building PD committee.

PDC Meetings

The following are guidelines for PDC Meetings:

- Regular monthly meetings are held throughout the school year at a location agreed upon by the committee. Special meetings are called, as needed, by the Chairperson.
- An annual summer retreat is held.
- Meeting norms:
 - Ask Questions
 - Engage fully in the learning process
 - Integrate new information
 - Open your mind to diverse ideas
 - Utilize what you learn

PDC Officers and Responsibilities

PDC Officer Guidelines include:

- PDC members elect a ***Chairperson*** for a 3-year term. The Chairperson may serve as many terms as elected.
- The following are responsibilities of the PDC Chairperson:
 - Facilitate the regular monthly meetings
 - Call additional meetings as needed
 - Create the agenda for all meetings
 - Appoint sub-committees as needed
- PDC members elect a ***Secretary*** for a 3-year term to record, maintain, and publish the minutes of each meeting. The Secretary may serve as many terms as elected.
- PDC members elect a ***Director of Special Projects*** for a 3-year term. The Director may serve as many terms as elected.
- Officer elections are held at the May meeting. Officer terms begin July 1.

PDC Decision-Making

All decisions made by the PDC are through a consensus process, utilizing a 5-0 show of support. The motion passes if the vote is 3-5. If the vote includes 0-2 more discussion and a revote are required. The majority rules on the 2nd vote, unless there is a 0. If the 0 remains after a revote, the issue is not approved regardless of the majority.

Special Project Funding Guidelines

Special Project Fund Allocation:

The Special Project Funds will be divided between elementary/early ed and middle/high school staff, with each group receiving an allocation of \$7,500 for the year. Funding requests will be reviewed and approved solely by staff members within the respective grade level (elementary or secondary).

Definition of a Special Project

A Special Project is an initiative that meets the following criteria:

- It falls **outside the scope of district-wide requirements** such as Leader in Me, AVID, and the Academies model.
- It is **unique to a specific building or department**, reflecting local priorities or innovations.
- It **positively impacts a significant number of staff and/or students** within the school community.

Expenditures Not Eligible for Special Project Funding

The following expenses are **not covered** under Special Project funds:

- Meals
- All Transportation (Airfare, Uber/taxi, mileage, fuel, parking, etc)

Proposal Presentation Requirements

Individuals submitting a Special Project funding request should prepare talking points for their PDC chair to share on their behalf at the district meeting. Keep in mind that the PDC rep is often asked clarifying questions about the request, so try to anticipate what might be unclear to a new audience, or what questions an uninformed listener might have. Talking points should summarize the details of the and what the funds will be used for, address the bullet points below, and concisely describe why special project funds are being requested:

1. **Grade-Level/Content Area Impact:** What effect will this project or event have on your specific grade level or content area?
2. **Building-Wide Impact:** How will this initiative benefit your school building as a whole?
3. **District-Level Impact:** In what ways does this project influence or support district-wide goals or practices?

PDC Review of Guidelines

A review of PDC Guidelines is conducted annually at the summer retreat. However, revisions to the guidelines may be made through the consensus process at any scheduled PDC meeting.

PDC Review of District Professional Development Plan

A review of the District Professional Development Plan is conducted annually by the PDC at the summer retreat. However, revisions to the plan may be made through the consensus process at any scheduled PDC meeting.

***Building
Professional
Development
Committee***

Building Professional Development Committee

Guidelines

The Building Professional Development Committee is developed according to the following guidelines:

- Membership: Members are chosen by the certificated staff members in the building.
 - One administrator (ex-officio)
 - Equal representation from members of the school community (all disciplines and/or grade levels represented, as well as support areas)
 - District Instructional Coach (if housed in the building), or Elementary Building Coach
 - A member of the building committee will serve as the building representative on the District PDC
- Roles of committee members:
 - Conduct an annual Needs Assessment based on student achievement data, teacher feedback, and data from the High Quality Professional Development Survey (SAI)
 - Meet regularly with the building principal.
 - Plan high quality professional development aligned to the SIP and CSIP using the following process:
 - Identify areas of need, based upon data
 - Create professional development opportunities for certificated staff and provide follow-up
 - Evaluate the effectiveness of professional development opportunities
 - Align the spending of professional development monies with the SIP and CSIP
 - Submit a Building Year-End Reflection to the District PDC, outlining how building activities and expenditures align to high quality professional development
- Officers:
 - A chairperson and recorder are elected annually.
- Meetings:
 - The building committee meets as often as needed, ideally at least once a month.

Committee School Improvement Plan

Professional development is an integral part of the school improvement process. Therefore, professional development plans must be embedded in each building's or department's improvement plan. The Building Professional Development Committee should be involved in developing this plan, based upon information from the needs assessment. The specific directions for completing the improvement plan are communicated to the administrators at the Summer Administrator's Leadership Retreat.

*New
Teacher
Induction*

New Teacher Induction

Induction is a structured training program that outlines the district's commitment to provide ongoing training and support to all newly hired teachers. Induction begins before the first day of school.

Mentoring benefits the individual. Induction benefits the group.

Program Goals

- To ease the new teacher's transition from pre-service education to classroom teaching
- To introduce new teachers to the district mission, vision, and culture
- To promote teacher quality and effectiveness
- To increase teacher retention rates of highly qualified teachers
- To improve student achievement

Continuum of New Employee Hiring Process

- The employee is hired through the Human Resources Office
- The Professional Development Office receives notification of New Teacher hiring.
- Each new employee:
 - Enrolls in summer professional development
 - Receives a calendar and outline of New Teacher Academy
- Each New Teacher is assigned a Building Mentor

Overview of New Teacher Induction

All New Teacher Induction sessions are planned and facilitated by the District Instructional Support Team and building administrators.

Teachers who are beginning their 1st or 2nd year in the teaching profession participate in follow up sessions. Experienced teachers who are new to the district participate in year 1 of the program.

All New Certificated Staff: New Teacher Academy

- June June JumpStart:
 - Tour of building Access to curriculum resources
 - Technology onboarding Collaboration with principal
 - Overview of District mission and vision
- July Grade and/or subject area specific training
- August 3 days prior to the start of school

New Certificated Staff in 1st or 2nd Year of Teaching: New Teacher Academy Follow-Ups

- Sept-May 3 (1 hour) sessions

Years 2-5 in the Independence School District:

Continued professional development is offered by the District Instructional Team and Building Principals.

Continuum of Support for New ISD Teachers

For teachers in their first or second year of teaching:

- Year 1 or 2: 3 days of New Teacher Academy with 3 after-school sessions
 - Building Mentor - daily contact
 - Principal - regular classroom contact
 - District Instructional Coaches - systematic professional development and intensive classroom support as needed
- Year 2 or 3: Building Mentor - maintains collegial working relationship
- Years 2-4: 30 additional hours total of professional development

For experienced teachers new to the district:

- Year 1: 3 days of New Teacher Academy
 - Building Mentor - daily contact
 - Principal - regular classroom contact
 - District Instructional Coaches - systematic professional development and intensive classroom support as needed

Building Mentors

A building mentor is assigned by the building principal. It is recommended that the mentor be someone who has the same teaching assignment as the new teacher (i.e. same grade level or department). Mentors provide support in the following areas:

- Emotional support/encouragement
- Information about the daily workings of the school
- Building procedures and expectations
- Cultural expectations of the school community
- Plans for the first day of school
- Information about special events
- Content area support, if applicable

At the beginning of the year, mentors check-in with the new teacher on a daily basis. As the year progresses, the mentor may adjust visits according to the new teacher's needs. However, once a week should be a minimum.

Program Evaluation

The New Teacher Induction Program is evaluated through:

- Ongoing surveys
- End-of-Year Survey
- Participant Reflections after every professional development session

Professional Development Budget

Professional Development Budget Information

Food and Travel Reimbursement

Professional development funds are not designed to provide significant food purchases. The District PDC generally reimburses for meals at the rate that a reasonable and prudent person might spend when traveling on personal business. Food for in-district meetings should be limited to light snacks. Meal charges cannot exceed **\$46.00 per day**.

No reimbursement will be made for the following:

- Alcoholic beverages at any time
- Entertainment
- Travel within the greater Kansas City area

Itemized receipts for meals are required for all reimbursements.

Submit the *Travel Request and Reimbursement Form* on the district portal prior to the event. Out-of-state travel must be approved by the superintendent prior to the activity.

Tuition Reimbursement

The district will reimburse staff enrolled in graduate classes in the following District Initiative areas based on available funds:

- Literacy
- Math
- Curriculum/Assessment
- At-Risk
- Instructional Strategies
- Technology

The maximum reimbursement rate will be \$61.00 per credit hour for a maximum of 2 credits per person per year. A grade of “A” or “B” must be earned for the completed course. The classes must be at the graduate level. The class must also be taken and reimbursed within the same fiscal year.

Complete and submit the *Tuition Reimbursement Form* (on the district portal).

Professional Development Stipends

- \$20.00 per hour Attending workshops/developing curriculum
- \$26.00 per hour Presenting or facilitating

Special Project Activity

There is a special category for professional development funds – Special Project Activity. This category is designed to fund additional professional development to further support building and/or department improvement plans.

These requests are submitted to the District PDC for consideration. They must be submitted prior to the activity. Each request is considered using the following high quality professional development criteria:

- Actively engages students and teachers over time.
- Is directly linked to improved student learning so that all children may meet the Missouri State Standards
- Is directly linked to building, department, and/or district school improvement plans.
- Considers the extensive level of involvement/participation by students, parents, teachers, and administrators.
- Provides time and other resources for learning, practice, and follow-up. This includes the dissemination of information.
- Is supported by or connected to other building or district initiatives.

Items not covered by special projects:

- Air fare
- Meals
- Individual memberships

Complete and submit the *Special Project Request Form as well as the Professional Development Follow up form*. A *Special Project Check Sheet* (on the district portal) will be returned from the PDC to those making applications explaining why the request was either approved or denied.

Guidelines for Spending Building Funds

All professional development (PD) activities funded with building funds must align with the School Improvement Plan and be allocated for certificated staff.

Acceptable use of funds:

- Consultant/presenter fees and expenses
- Stipends for in-district presenters (\$26 per hour)
- Stipends for teacher participation outside of contracted time (a max. of \$20.00 per hour)
- Substitute teachers when PD activities are held during the contracted school day
- PD teacher resources (i.e. books, journals, videos)
- Light snacks for PD activities (must include itemized receipts for reimbursement)
- Reimbursement for travel, food, lodging, and registration fees to PD events.
- Limit \$46 a day for food
- Itemized receipts are required for all reimbursements

Funds may not be used for:

- Individual membership dues to associations and organizations.
- Expenses related to extracurricular activities or interest groups (i.e. coaches' clinics).
- Equipment and materials for administrative use.
- Equipment and materials for instruction of students.
- PD activities for only non-certificated staff.
- Mileage and meals in the Kansas City area.
- Travel as a form of professional development (Traveling to Spain to become more informed about the country to teach Spanish)
- Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity)
- Professional development for non-certified staff.
- Certified staff CPR training, firearms training or intruder training.

Suggestions for good use of PD funds:

- Books for study groups.
- Workshops with follow-up.
- Collaboration time during school day
- Peer observation and coaching
- Regional Professional Development Center
- Professional Development Network

Free PD Resources available to every building:

Instructional Specialists

Technology Integration Specialists

District PD Library (books and videos)

School Psychologist Team

2025-2026

Vision: A community united to improve the quality of life through education.

Mission: The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

Performance Goal: All Students will perform at or above the state average on MAP/EOC assessments.

2025-26 Building PD Plans

CSIP	Grade level Department	Description of professional development	When/How	Budget
ALL Staff				
3.2.1 3.2.2	Classified and Certified	Bullying, Harassment & Discrimination and Compliance	Safe schools annual training Building and Department PD throughout the year	
3.2.1 3.2.2	Classified and Certified	Annual Policy and State required trainings	Safe Schools and Department and Building PD	
Leadership				
3.2.1 3.2.2	All Admin - Building	Admin institute - training on curriculum updates, new initiatives, assessment updates	June 4 & 5	N/A
3.2.1 3.2.2	All Admin - District and Building Departmen t Directors	Leadership Retreat Law Conference	July 22, 23 & 25	District PD funds
3.2.1 3.2.2	All Admin - District and Building Departmen	Bullying, Harassment & Discrimination and Compliance	July 22, 23 & 25	District PD funds

	t Directors			
3.2.1 3.2.2	All Admin - District and Building Departmen t Directors	Monthly training for all assistant principals on topics related to evaluations, feedback, board policies, leadership, and other timely topics relative the responsibilities of an AP Monthly meetings with Head Principals Monthly meeting with Directors Athletic Directors	Monthly under the direction of district leadership	N/A
New Staff				
3.2.1 3.2.2	Pre-K - 12	June Jump Start	June 13	District PD budget
3.2.1 3.2.2	Pre-K - 12	New Teacher Academy (NTA)	August 5, 6 & 7	District PD budget
3.2.1 3.2.2	Pre-K - 12	ALICE	July 1 and August 8	District PD budget
3.2.1 3.2.2	Pre-K - 12	NTA follow up meetings for all first year teachers to the district	Three times throughout year	District PD budget
5.3.1	Pre-K - 12	Summer Classes Math institute Literacy institute - UFLI, STAR, Technology integration with Canvas, Seesaw, Google, Smart IFP	July and August	District PD budget
3.2.1 3.2.2	Pre-K - 12	Building monthly follow up meetings with new hires	Ongoing throughout the school year	N/A

Early Education

3.2.3 3.2.4 1.3.2	Birth - Age 5 Years	EE Math Model - Spatial Relationships Measurement Classification Patterning Shapes Number Concepts: Quantities & Operations Learning through Play Assessing with Fidelity Literacy - Phonological Awareness	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16 Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level	HS/EHS Training budget, EE District Budget
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Elementary

1.3.1 5.3.1	K-5	Literacy - SOR Comprehension Fluency LETRS Writing Vocabulary UFLI - K-2 STAR Study Trips Think SRSD writing	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16 Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level	PD funds DESE MO, Read, Lead Grant
1.3.1	K-5	Leader In Me	Summer Training dates selected by buildings Building PD - August 12, 14 September 8 for new hires only October 20	Building PD funds District PD Funds Title Funds

			November 10 January 5 April 13	
1.3.1 5.3.1	K-5	Math Model - 8 Mathematical Practices Math Spiral Fluency Happy Numbers Generation Genius	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16 KCRPD summer training dates Weekly collaboration at building level	Building PD funds District PD Funds Title Funds Inspiring Greatness
1.3.1	K-5	Science - Generation Genius Missouri Conservation	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16	District PD funds
5.3.1	K-5	Problem Solving Team (PST, Tier 1, Tier 2 support)	Summer Training dates selected by buildings Building PD - August 12, 14 September 8 for new hires only October 20 November 10 January 5 April 13 Leadership Retreat Weekly collaboration	Building PD funds District PD Funds Title Funds
1.3.3	K-5	Social Emotional Learning Trauma Sensitive Cultural Proficiency PBIS	Summer Training dates selected by buildings Building PD - August 12, 14 September 8 for new hires only October 20 November 10 January 5 April 13 New staff NTA follow	District PD funds Building Funds

			up sessions	
Middle School				
1.3.1	6-8	AVID	Summer Institute - June AVID Jump Start for new Hires September 8 Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level Annual National Conference	Title Funds Building Funds District PD Funds Inspiring Greatness
1.3.1 5.3.1	6-8	Literacy - SOR Comprehension Fluency LETRS Writing STAR ASPIRE REWARDS Intervention block	Cross District - August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16 KCRPDC Aspire training	PD funds
1.3.1 5.3.1	6-8	Math Model - 8 Mathematical Practices Fluency Building Thinking Classrooms Math Spiral STAR	Cross district August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	Building PD funds District PD Funds Title Funds Inspiring Greatness
1.31 5.3.1	6-8	Science Kesler News ELA	August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	District PD funds

1.3.3	6-8	Problem Solving Team (PST, Tier 1, Tier 2 support)	Summer Training dates selected by buildings Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level Leadership Retreat	Building PD funds District PD Funds Title Funds
1.3.3	6-8	Signs of Suicide (SOS)	Summer Training Building PD	<u>N/A</u>
1.3.3	6-8	Social Emotional Learning Trauma Sensitive Cultural Proficiency PBIS	Building PD - August 12, 14 October 20 November 10 January 5 April 13 New staff NTA follow-up sessions	Building PD District PD
High School				
1.3.1	9-12	Academies	Summer Training Building PD - August 12, 14 October 20 November 10 January 5 April 13 Collaboration at building level	Title Funds Building Funds District PD Funds Inspiring Greatness Perkins Grant
1.3.1 5.3.1	9-12	Literacy - SOR Comprehension Fluency LETRS Writing STAR ASPIRE	Cross district August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	PD funds

1.3.1 5.3.1	9-12	Math Model - 8 Mathematical Practices Fluency Math Spiral Building Thinking Classrooms STAR	Cross district August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	Building PD funds District PD Funds Title Funds Inspiring Greatness
1.3.3	9-12	Problem Solving Team (PST, Tier 1, Tier 2 support)	Summer Training dates selected by buildings Building PD - August 12, 14 October 20 November 10 January 5 April 13 Collaboration at building level Leadership Retreat	Building PD funds District PD Funds Title Funds
1.3.3	9-12	Signs of Suicide (SOS)	Summer Training Building PD	District PD funds
1.3.3	9-12	Social Emotional Learning Trauma Sensitive Cultural Proficiency PBIS	Summer Training dates selected by buildings Building PD - August 12, 14 October 20 November 10 January 5 April 13 New staff NTA follow-up sessions	Building PD District PD
1.2.1	9-12	Align CTE courses to national standards	Cross District - August 13 September 22 November 10 January 26 March 16	Perkins funds PD funds



***District
Professional Development
Handbook***

***Independence School District
201 N Forest Ave
Independence, Mo 64050
816-521-5300***

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District Information

Independence School District

VISION STATEMENT

A community united to improve the quality of life through education.

MISSION STATEMENT

The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

CSIP FOCUS

- Academic Achievement
- Facilities
- High Quality Staff
- Parent-Community Involvement
- Technology

Professional Development GOAL

All teachers in all Independence schools will engage in high quality professional development (PD). High quality PD is collaborative in nature, is focused on continuous improvement of student learning, and is on-going and job-embedded.

VISION

Teachers across grade levels, content areas, and schools will:

- Develop an understanding of academic rigor.
- Collaborate about best practices.
- Develop a model of good instructional practice.
- Engage in a common practice of continuous improvement which includes backward design and common assessments.

Professional Development
ALIGNMENT TO CSIP
2025-2030

MSIP Standard	Goal	Strategy
AS1 AS2 DB2 DB3 CC3 EA1 L3 TL1 TL2	Goal 1.1: Align curriculum to state and national standards.	1.1.1 - Provide curriculum aligned with MO learning standards, including instructional activities and assessments for all curricular areas in support of reading, writing and math. 1.1.2 - Each building and program will implement a SIP that will evaluate the taught curriculum, as measured by AYP and APR.
AS1 AS2 CC3 DB2 EA4 TL1 TL3 TL7	Goal 1.2: Restructure high school programs to increase student performance within all six MSIP Standards and Indicators.	1.2.1 - Expand industry and post-secondary partnership opportunities to all Independence schools through improved access to Career Academies. 1.2.2 - Improve knowledge of and focus on MSIP standards 3, 4 & 5.
AS1 AS2 DB4 EA4 TL1 TL2 TL7	Goal 1.3: Implement effective research-based instructional practices across the district in an effort to eliminate achievement gaps.	1.3.1 - Appropriate professional development on research-based instructional materials and strategies will be implemented with fidelity through collaborative cross-district opportunities. 1.3.2 - Administer and analyze relevant assessments pertaining to classroom instruction in all classrooms PK-12 to acquire and develop data-driven best practices for instruction. 1.3.3 - Early intervention programs will be used to ensure that all children from birth to grade 12 will have access to appropriate research-based programs providing for education and ongoing growth. 1.3.4 - Proven research-based literacy practices to ensure literacy development across grade-levels ensuring students reach grade-level reading proficiency before graduation.
L4	Goal 2.1: Maintain and update a future facilities plan.	2.1.1 - Provide optimal facilities to support programs offered through the ISD. 2.1.2 - ISD will provide facilities that evolve in today's learning environment. 2.1.3 - ISD will make facility decisions based upon sound financial practices.
L10	Goal 2.2: Ensure district facilities provide a safe and clean environment.	2.2.1 - Maintain and clean facilities. 2.2.2 - ISD will conduct ongoing safety inspections and safety reviews.
L10	Goal 2.3: Protect the investment of the district and community.	2.3.1 - Implement an effective preventative maintenance program. 2.3.2 - Ensure efficient use of district facilities.

L7 L8 L9 TL5	<u>Goal 3.1</u> Purposely and aggressively recruit high quality candidates.	3.1.1 - Identify quality employees early. 3.1.2 - Develop specialized questions for each position/job assignment. 3.1.3 - Track reasons for leaving the district and use the information for improvement in order to recruit employees. 3.1.4 - Aggressively market the district.
TL8	<u>Goal 3.2</u> Provide professional development opportunities for all staff members.	3.2.1 - Provide New Teacher Academy and follow up. 3.2.2 - Provide New Employee Academy and follow up. 3.2.3 - Provide ongoing professional development for new and veteran certificated staff members. 3.2.4 - Provide ongoing professional development opportunities for veteran classified staff members.
TL5	<u>Goal 3.3</u> Retain and attract a highly qualified work force through a competitive compensation system.	3.3.1 - Seek to retain high-quality certificated and classified personnel. 3.3.2 - Utilize best practices in supporting current employees.
CC3 CC4 TL9	<u>Goal 4.1</u> Utilize diverse channels to engage all stakeholders and broaden opportunities for Family and Community involvement.	4.1.1 - Enhance and streamline communication from teachers, schools, and the district to parents and the community. 4.1.2 - Enhance family and community engagement in the schools and district.
CC1 CC2 CC4	<u>Goal 4.2</u> Foster and maintain a culture of strong relationships and professionalism.	4.2.1 - Strengthen stakeholder support at all levels. 4.2.2 - Enhance the transition experience for families new to the district, as well as those moving between schools within the ISD. 4.2.3 - Strengthen family and community engagement through public events and forums.
DB2 EA4 CC3 CC4	<u>Goal 4.3</u> Actively engage community members and partners.	4.3.1 - Strengthen community engagement through ISD Academies, AVID, Leader in Me and Early Education.
TL9	<u>Goal 5.1:</u> Plan the access and exposure to technology devices to support student achievement.	5.1.1 - Elementary students will primarily use technology to support discovering, sharing, and analyzing information within the learning process of a digital citizen. 5.1.2 - Middle School students will primarily use technology to support critical thinking, research skills, becoming an effective collaborative learner, and digital citizenship. 5.1.3 - High School students will primarily use technology to support collaborative research, critical analysis of information, effective communication, and digital citizenship.

TL9	<u>Goal 5.2:</u> Increase and enhance the amount of quality products that show student learning using technology tools.	5.2.1 - Students will utilize a variety of technology tools to research, create, collaborate, and demonstrate learning.
TL9 TL6	<u>Goal 5.3:</u> Create flexible/diverse professional development opportunities to assist staff with effective technology integration.	5.3.1 - District-wide professional development will be offered in a relevant, convenient, and collaborative environment emphasizing current technology and educational applications.
TL9	<u>Goal 5.4:</u> Develop a long-range hardware and software technology plan.	5.4.1 - The district will continue to use and update software systems as needed.
TL9 L10	<u>Goal 5.5:</u> Ensure infrastructure will support technology plans.	5.5.1 - The district will maintain infrastructure and services including LAN and WAN connectivity and internet connectivity that is robust, reliable, and secure. 5.5.2 - The district will continue to apply for funding through the Universal Service Fund (eRate) each year to obtain and support technology resources. 5.5.3 - Establish a disaster recovery plan and a comprehensive network security policy.

***District
Professional
Development***

Professional Development

Professional development in the Independence School District is designed to increase student achievement through improved teacher practice. Professional development addresses the implementation of curriculum and instructional practices related to assessed student needs identified in the Comprehensive School Improvement Plan (CSIP). Continuous improvement is an integral part of every certificated teacher's job responsibilities and expectations.

Guidelines

All professional development in the Independence School District is aligned with the District's Comprehensive School Improvement Plan (CSIP).

All professional development in the Independence School District is aligned with District Initiatives.

All professional development in the Independence School District is aligned with the Missouri School Improvement Plan (MSIP) Standards and Guidelines for Professional Development.

All professional development in the Independence School District follows Missouri's criteria for high quality professional development (HQPD):

- HQPD actively engages teachers over time.
- HQPD is directly linked to improve student learning so all children may meet the Missouri Learning Standards at the proficient level.
- HQPD is directly linked to district and building school improvement plans.
- HQPD is developed with extensive participation of teachers, principals, and other administrators.
- HQPD provides time and other resources for learning, practice, and follow-up.
- HQPD is supported by district and building leadership.
- HQPD provides teachers with the opportunity to give the district feedback on the effectiveness of participation in professional development activities.

All professional development in the Independence School District is aligned with the Standards set by the National Staff Development Council.

- Context Standards
- Process Standards
- Content Standards

Learning Forward's Standards for Professional Learning

Professional learning results in equitable and excellent outcomes for all students when educators:

Equity Practices ...understand their students' historical, cultural, and societal contexts, embrace students assets through instruction, and foster relationships with students, families, and communities

Curriculum, Assessment, and Instruction ...prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

Professional Expertise ...apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Equity Drivers ...prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

Evidence ...create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

Learning Design ...set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

Implementation ...understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Equity Foundations ...establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

Culture of Collaborative Inquiry ...engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

Leadership ...establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

Resources ...allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Funding

The Independence School District allocates a minimum of 1% of its revenue from the foundation program, exclusive of categorical add-ons, to the Professional Development Committee (PDC) for professional development for certificated staff. Professional development expenditures are spent for the purpose of meeting the objectives of CSIP. Of the monies allocated to PDC, a minimum of 75% is spent in the same fiscal year for purposes determined by the PDC after consultation with district administrators and approved by the Board of Education as meeting the objectives of the district's Comprehensive School Improvement Plan (CSIP). The remaining monies (25% or less of the allocated funds) are spent for professional development, but are carried forward for use in the succeeding year.

The PDC establishes an annual budget for the expenditure of professional development funds. Funds are allocated in the following areas:

- District Initiatives
- Buildings
- Departments
- Special Projects
- PDC
- Tuition Reimbursement

The PDC utilizes the following resources for professional development expenditures:

- Budget Guidelines
 - Food and Travel Reimbursement
 - Tuition Reimbursement
 - Professional Development Stipends
 - Special Projects
- Guidelines for Spending Building Funds
- Professional Development Activity/Special Request Form
- Travel Request and Reimbursement Form
- Professional Development Time Sheet for Certificated Employee Form
- Professional Development Request for Materials and Supplies Form
- Professional Development Consultant Form
- Professional Development Tuition Reimbursement Request Form
- Request to Purchase Professional Development Resources

District Initiatives

To support high quality professional development and CSIP goals, to focus the district's efforts in the areas of teacher quality and student achievement, and to align district programs, the PDC has organized and outlined District Initiatives in the following six strands:

- Literacy
- Math
- Curriculum/Assessment
- At-Risk
- Instructional Strategies
- Technology

New Teacher Support

The four-year New Teacher Induction Program provides a structure of support for any certificated teacher who does NOT have prior teaching experience. The four-year program includes on-site support and professional learning. Program goals include:

- To ease the new teacher's transition from pre-service education to classroom teacher
- To introduce the new teacher to district norms
- To promote teacher quality and effectiveness
- To increase teacher retention rates of highly qualified teachers
- To improve student achievement

The New Teacher Induction Program also includes support for *experienced* teachers *new* to the district.

On-Site New Teacher Support

The Independence School District employs site-based professional developers to facilitate teacher effectiveness.

- District Instructional Coaches – assisting in curriculum, instruction, and assessment
- 550 Mentor Teachers – specializing in new teacher support
- Elementary Building Coaches – assisting with building PD, curriculum and collaboration
- Building Mentor Teachers – support new staff in their transition to ISD

School Improvement Plans

Each building in the Independence School District creates a School Improvement Plan (SIP) which aligns to the CSIP to improve student achievement. The SIP is based upon identified

needs and includes the professional development necessary to support goals. It guides the expenditure of professional development funds.

Allocation of Time

The school calendar for certificated staff includes the following time allotments for professional development activities:

- Eight contracted days for professional development at either the district or building level
- Buildings have various collaboration and support throughout the week for grade levels or content areas.

During the summer months, a variety of professional development activities are offered for certificated staff members. These professional learning opportunities support CSIP and fulfill state professional certification requirements.

Evaluation

Professional development is evaluated regularly for its impact on teacher effectiveness and improved student learning through:

- Missouri High Quality Professional Development Survey - SAI (annual)
- Cross-District and Building Professional Day Evaluation Results
- Participant Reflection
- MAP Data
- Building Year-End Reflection

***District
Professional
Development
Committee
(PDC)***

District Professional Development Committee

Guidelines

The District Professional Development Committee (PDC) is a standing district-wide committee. It supports the professional growth of both new and experienced teachers in order to improve student learning.

PDC Responsibilities

Responsibilities of the District PDC include:

- Design and implement professional development to improve teacher practice and increase student achievement.
- Annually review and revise the District Professional Development Plan.
- Assess teacher needs and bring teacher/building instructional concerns to the committee.
- Communicate to district educators the qualities of high quality professional development.
- Establish guidelines for spending professional development funds.
- Approve expenditures through the Special Projects Fund.
- Determine guidelines for building level Professional Development Committees.
- Provide training for new PDC members.
- Promote positive school cultures that are conducive to student learning and staff professional growth.
- Serve as a confidential consultant upon a teacher's request.

PDC Boundaries

All actions taken by the PDC are aligned to CSIP and the Board of Education's Policies and Procedures.

All actions taken by the PDC are aligned to the MSIP Standards and Guidelines for Professional Development.

All actions taken by the PDC are aligned to National Staff Development Standards.

All actions taken by the PDC are aligned to SB380.

All expenditures of professional development funds are in compliance with SB380.

PDC Membership

PDC Membership Guidelines include:

- PDC membership consists of:
 - Two teacher representatives from each high school
 - One teacher representative from Independence Academy
 - One teacher representative from each middle school
 - One teacher representative from each elementary school
 - Building administrator(s) from each level (ex-officio)
(high school – 2; middle school – 1; elementary – 1)
 - One central office administrator (ex-officio)
- Teacher representatives are chosen in May by their respective school staff. Their term begins on July 1.
- The role of teacher representatives is to provide two-way communication between their buildings and the PDC.
- If a teacher building representative is unable to fulfill his/her duties, another representative is chosen by the respective school staff.
- Building administrators are appointed annually by the central office administrator as PDC Consultants.
- If a PDC member is unable to attend a meeting, an alternate must be in attendance.
- All District PDC members must be members of their building PD committee.

PDC Meetings

The following are guidelines for PDC Meetings:

- Regular monthly meetings are held throughout the school year at a location agreed upon by the committee. Special meetings are called, as needed, by the Chairperson.
- An annual summer retreat is held.
- Meeting norms:
 - Ask Questions
 - Engage fully in the learning process
 - Integrate new information
 - Open your mind to diverse ideas
 - Utilize what you learn

PDC Officers and Responsibilities

PDC Officer Guidelines include:

- PDC members elect a ***Chairperson*** for a 3-year term. The Chairperson may serve as many terms as elected.
- The following are responsibilities of the PDC Chairperson:
 - Facilitate the regular monthly meetings
 - Call additional meetings as needed
 - Create the agenda for all meetings
 - Appoint sub-committees as needed
- PDC members elect a ***Secretary*** for a 3-year term to record, maintain, and publish the minutes of each meeting. The Secretary may serve as many terms as elected.
- PDC members elect a ***Director of Special Projects*** for a 3-year term. The Director may serve as many terms as elected.
- Officer elections are held at the May meeting. Officer terms begin July 1.

PDC Decision-Making

All decisions made by the PDC are through a consensus process, utilizing a 5-0 show of support. The motion passes if the vote is 3-5. If the vote includes 0-2 more discussion and a revote are required. The majority rules on the 2nd vote, unless there is a 0. If the 0 remains after a revote, the issue is not approved regardless of the majority.

Special Project Funding Guidelines

Special Project Fund Allocation:

The Special Project Funds will be divided between elementary/early ed and middle/high school staff, with each group receiving an allocation of \$7,500 for the year. Funding requests will be reviewed and approved solely by staff members within the respective grade level (elementary or secondary).

Definition of a Special Project

A Special Project is an initiative that meets the following criteria:

- It falls **outside the scope of district-wide requirements** such as Leader in Me, AVID, and the Academics model.
- It is **unique to a specific building or department**, reflecting local priorities or innovations.
- It **positively impacts a significant number of staff and/or students** within the school community.

Expenditures Not Eligible for Special Project Funding

The following expenses are **not covered** under Special Project funds:

- Meals
- All Transportation (Airfare, Uber/taxi, mileage, fuel, parking, etc)

Proposal Presentation Requirements

Individuals submitting a Special Project funding request should prepare talking points for their PDC chair to share on their behalf at the district meeting. Keep in mind that the PDC rep is often asked clarifying questions about the request, so try to anticipate what might be unclear to a new audience, or what questions an uninformed listener might have. Talking points should summarize the details of the and what the funds will be used for, address the bullet points below, and concisely describe why special project funds are being requested:

1. **Grade-Level/Content Area Impact:** What effect will this project or event have on your specific grade level or content area?
2. **Building-Wide Impact:** How will this initiative benefit your school building as a whole?
3. **District-Level Impact:** In what ways does this project influence or support district-wide goals or practices?

PDC Review of Guidelines

A review of PDC Guidelines is conducted annually at the summer retreat. However, revisions to the guidelines may be made through the consensus process at any scheduled PDC meeting.

PDC Review of District Professional Development Plan

A review of the District Professional Development Plan is conducted annually by the PDC at the summer retreat. However, revisions to the plan may be made through the consensus process at any scheduled PDC meeting.

***Building
Professional
Development
Committee***

Building Professional Development Committee

Guidelines

The Building Professional Development Committee is developed according to the following guidelines:

- Membership: Members are chosen by the certificated staff members in the building.
 - One administrator (ex-officio)
 - Equal representation from members of the school community (all disciplines and/or grade levels represented, as well as support areas)
 - District Instructional Coach (if housed in the building), or Elementary Building Coach
 - A member of the building committee will serve as the building representative on the District PDC
- Roles of committee members:
 - Conduct an annual Needs Assessment based on student achievement data, teacher feedback, and data from the High Quality Professional Development Survey (SAI)
 - Meet regularly with the building principal.
 - Plan high quality professional development aligned to the SIP and CSIP using the following process:
 - Identify areas of need, based upon data
 - Create professional development opportunities for certificated staff and provide follow-up
 - Evaluate the effectiveness of professional development opportunities
 - Align the spending of professional development monies with the SIP and CSIP
 - Submit a Building Year-End Reflection to the District PDC, outlining how building activities and expenditures align to high quality professional development
- Officers:
 - A chairperson and recorder are elected annually.
- Meetings:
 - The building committee meets as often as needed, ideally at least once a month.

Committee School Improvement Plan

Professional development is an integral part of the school improvement process. Therefore, professional development plans must be embedded in each building's or department's improvement plan. The Building Professional Development Committee should be involved in developing this plan, based upon information from the needs assessment. The specific directions for completing the improvement plan are communicated to the administrators at the Summer Administrator's Leadership Retreat.

*New
Teacher
Induction*

New Teacher Induction

Induction is a structured training program that outlines the district's commitment to provide ongoing training and support to all newly hired teachers. Induction begins before the first day of school.

Mentoring benefits the individual. Induction benefits the group.

Program Goals

- To ease the new teacher's transition from pre-service education to classroom teaching
- To introduce new teachers to the district mission, vision, and culture
- To promote teacher quality and effectiveness
- To increase teacher retention rates of highly qualified teachers
- To improve student achievement

Continuum of New Employee Hiring Process

- The employee is hired through the Human Resources Office
- The Professional Development Office receives notification of New Teacher hiring.
- Each new employee:
 - Enrolls in summer professional development
 - Receives a calendar and outline of New Teacher Academy
- Each New Teacher is assigned a Building Mentor

Overview of New Teacher Induction

All New Teacher Induction sessions are planned and facilitated by the District Instructional Support Team and building administrators.

Teachers who are beginning their 1st or 2nd year in the teaching profession participate in follow up sessions. Experienced teachers who are new to the district participate in year 1 of the program.

All New Certificated Staff: New Teacher Academy

- June June JumpStart:
 - Tour of building Access to curriculum resources
 - Technology onboarding Collaboration with principal
 - Overview of District mission and vision
- July Grade and/or subject area specific training
- August 3 days prior to the start of school

New Certificated Staff in 1st or 2nd Year of Teaching: New Teacher Academy Follow-Ups

- Sept-May 3 (1 hour) sessions

Years 2-5 in the Independence School District:

Continued professional development is offered by the District Instructional Team and Building Principals.

Continuum of Support for New ISD Teachers

For teachers in their first or second year of teaching:

- Year 1 or 2: 3 days of New Teacher Academy with 3 after-school sessions
 - Building Mentor - daily contact
 - Principal - regular classroom contact
 - District Instructional Coaches - systematic professional development and intensive classroom support as needed
- Year 2 or 3: Building Mentor - maintains collegial working relationship
- Years 2-4: 30 additional hours total of professional development

For experienced teachers new to the district:

- Year 1: 3 days of New Teacher Academy
 - Building Mentor - daily contact
 - Principal - regular classroom contact
 - District Instructional Coaches - systematic professional development and intensive classroom support as needed

Building Mentors

A building mentor is assigned by the building principal. It is recommended that the mentor be someone who has the same teaching assignment as the new teacher (i.e. same grade level or department). Mentors provide support in the following areas:

- Emotional support/encouragement
- Information about the daily workings of the school
- Building procedures and expectations
- Cultural expectations of the school community
- Plans for the first day of school
- Information about special events
- Content area support, if applicable

At the beginning of the year, mentors check-in with the new teacher on a daily basis. As the year progresses, the mentor may adjust visits according to the new teacher's needs. However, once a week should be a minimum.

Program Evaluation

The New Teacher Induction Program is evaluated through:

- Ongoing surveys
- End-of-Year Survey
- Participant Reflections after every professional development session

***Professional
Development
Budget***

Professional Development Budget Information

Food and Travel Reimbursement

Professional development funds are not designed to provide significant food purchases. The District PDC generally reimburses for meals at the rate that a reasonable and prudent person might spend when traveling on personal business. Food for in-district meetings should be limited to light snacks. Meal charges cannot exceed **\$46.00 per day**.

No reimbursement will be made for the following:

- Alcoholic beverages at any time
- Entertainment
- Travel within the greater Kansas City area

Itemized receipts for meals are required for all reimbursements.

Submit the *Travel Request and Reimbursement Form* on the district portal prior to the event. Out-of-state travel must be approved by the superintendent prior to the activity.

Tuition Reimbursement

The district will reimburse staff enrolled in graduate classes in the following District Initiative areas based on available funds:

- Literacy
- Math
- Curriculum/Assessment
- At-Risk
- Instructional Strategies
- Technology

The maximum reimbursement rate will be \$61.00 per credit hour for a maximum of 2 credits per person per year. A grade of “A” or “B” must be earned for the completed course. The classes must be at the graduate level. The class must also be taken and reimbursed within the same fiscal year.

Complete and submit the *Tuition Reimbursement Form* (on the district portal).

Professional Development Stipends

- \$20.00 per hour Attending workshops/developing curriculum
- \$26.00 per hour Presenting or facilitating

Special Project Activity

There is a special category for professional development funds – Special Project Activity. This category is designed to fund additional professional development to further support building and/or department improvement plans.

These requests are submitted to the District PDC for consideration. They must be submitted prior to the activity. Each request is considered using the following high quality professional development criteria:

- Actively engages students and teachers over time.
- Is directly linked to improved student learning so that all children may meet the Missouri State Standards
- Is directly linked to building, department, and/or district school improvement plans.
- Considers the extensive level of involvement/participation by students, parents, teachers, and administrators.
- Provides time and other resources for learning, practice, and follow-up. This includes the dissemination of information.
- Is supported by or connected to other building or district initiatives.

Items not covered by special projects:

- Air fare
- Meals
- Individual memberships

Complete and submit the *Special Project Request Form as well as the Professional Development Follow up form*. A *Special Project Check Sheet* (on the district portal) will be returned from the PDC to those making applications explaining why the request was either approved or denied.

Guidelines for Spending Building Funds

All professional development (PD) activities funded with building funds must align with the School Improvement Plan and be allocated for certificated staff.

Acceptable use of funds:

- Consultant/presenter fees and expenses
- Stipends for in-district presenters (\$26 per hour)
- Stipends for teacher participation outside of contracted time (a max. of \$20.00 per hour)
- Substitute teachers when PD activities are held during the contracted school day
- PD teacher resources (i.e. books, journals, videos)
- Light snacks for PD activities (must include itemized receipts for reimbursement)
- Reimbursement for travel, food, lodging, and registration fees to PD events.
- Limit \$46 a day for food
- Itemized receipts are required for all reimbursements

Funds may not be used for:

- Individual membership dues to associations and organizations.
- Expenses related to extracurricular activities or interest groups (i.e. coaches' clinics).
- Equipment and materials for administrative use.
- Equipment and materials for instruction of students.
- PD activities for only non-certificated staff.
- Mileage and meals in the Kansas City area.
- Travel as a form of professional development (Traveling to Spain to become more informed about the country to teach Spanish)
- Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity)
- Professional development for non-certified staff.
- Certified staff CPR training, firearms training or intruder training.

Suggestions for good use of PD funds:

- Books for study groups.
- Workshops with follow-up.
- Collaboration time during school day
- Peer observation and coaching
- Regional Professional Development Center
- Professional Development Network

Free PD Resources available to every building:

Instructional Specialists
Technology Integration Specialists

District PD Library (books and videos)
School Psychologist Team

2025-2026

Vision: A community united to improve the quality of life through education.

Mission: The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

Performance Goal: All Students will perform at or above the state average on MAP/EOC assessments.

2025-26 Building PD Plans

CSIP	Grade level Department	Description of professional development	When/How	Budget
ALL Staff				
3.2.1 3.2.2	Classified and Certified	Bullying, Harassment & Discrimination and Compliance	Safe schools annual training Building and Department PD throughout the year	
3.2.1 3.2.2	Classified and Certified	Annual Policy and State required trainings	Safe Schools and Department and Building PD	
Leadership				
3.2.1 3.2.2	All Admin - Building	Admin institute - training on curriculum updates, new initiatives, assessment updates	June 4 & 5	N/A
3.2.1 3.2.2	All Admin - District and Building Departmen t Directors	Leadership Retreat Law Conference	July 22, 23 & 25	District PD funds
3.2.1 3.2.2	All Admin - District and Building Departmen	Bullying, Harassment & Discrimination and Compliance	July 22, 23 & 25	District PD funds

	t Directors			
3.2.1 3.2.2	All Admin - District and Building Departmen t Directors	Monthly training for all assistant principals on topics related to evaluations, feedback, board policies, leadership, and other timely topics relative the responsibilities of an AP Monthly meetings with Head Principals Monthly meeting with Directors Athletic Directors	Monthly under the direction of district leadership	N/A
New Staff				
3.2.1 3.2.2	Pre-K - 12	June Jump Start	June 13	District PD budget
3.2.1 3.2.2	Pre-K - 12	New Teacher Academy (NTA)	August 5, 6 & 7	District PD budget
3.2.1 3.2.2	Pre-K - 12	ALICE	July 1 and August 8	District PD budget
3.2.1 3.2.2	Pre-K - 12	NTA follow up meetings for all first year teachers to the district	Three times throughout year	District PD budget
5.3.1	Pre-K - 12	Summer Classes Math institute Literacy institute - UFLI, STAR, Technology integration with Canvas, Seesaw, Google, Smart IFP	July and August	District PD budget
3.2.1 3.2.2	Pre-K - 12	Building monthly follow up meetings with new hires	Ongoing throughout the school year	N/A

Early Education

3.2.3 3.2.4 1.3.2	Birth - Age 5 Years	EE Math Model - Spatial Relationships Measurement Classification Patterning Shapes Number Concepts: Quantities & Operations Learning through Play Assessing with Fidelity Literacy - Phonological Awareness	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16 Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level	HS/EHS Training budget, EE District Budget
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Elementary

1.3.1 5.3.1	K-5	Literacy - SOR Comprehension Fluency LETRS Writing Vocabulary UFLI - K-2 STAR Study Trips Think SRSD writing	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16 Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level	PD funds DESE MO, Read, Lead Grant
1.3.1	K-5	Leader In Me	Summer Training dates selected by buildings Building PD - August 12, 14 September 8 for new hires only October 20	Building PD funds District PD Funds Title Funds

			November 10 January 5 April 13	
1.3.1 5.3.1	K-5	Math Model - 8 Mathematical Practices Math Spiral Fluency Happy Numbers Generation Genius	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16 KCRPD summer training dates Weekly collaboration at building level	Building PD funds District PD Funds Title Funds Inspiring Greatness
1.3.1	K-5	Science - Generation Genius Missouri Conservation	Cross District - August 13 September 22 November 10 January 26 Elementary Summit - February 23 March 16	District PD funds
5.3.1	K-5	Problem Solving Team (PST, Tier 1, Tier 2 support)	Summer Training dates selected by buildings Building PD - August 12, 14 September 8 for new hires only October 20 November 10 January 5 April 13 Leadership Retreat Weekly collaboration	Building PD funds District PD Funds Title Funds
1.3.3	K-5	Social Emotional Learning Trauma Sensitive Cultural Proficiency PBIS	Summer Training dates selected by buildings Building PD - August 12, 14 September 8 for new hires only October 20 November 10 January 5 April 13 New staff NTA follow	District PD funds Building Funds

			up sessions	
Middle School				
1.3.1	6-8	AVID	Summer Institute - June AVID Jump Start for new Hires September 8 Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level Annual National Conference	Title Funds Building Funds District PD Funds Inspiring Greatness
1.3.1 5.3.1	6-8	Literacy - SOR Comprehension Fluency LETRS Writing STAR ASPIRE REWARDS Intervention block	Cross District - August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16 KCRPDC Aspire training	PD funds
1.3.1 5.3.1	6-8	Math Model - 8 Mathematical Practices Fluency Building Thinking Classrooms Math Spiral STAR	Cross district August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	Building PD funds District PD Funds Title Funds Inspiring Greatness
1.31 5.3.1	6-8	Science Kesler News ELA	August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	District PD funds

1.3.3	6-8	Problem Solving Team (PST, Tier 1, Tier 2 support)	Summer Training dates selected by buildings Building PD - August 12, 14 October 20 November 10 January 5 April 13 Weekly Collaboration at building level Leadership Retreat	Building PD funds District PD Funds Title Funds
1.3.3	6-8	Signs of Suicide (SOS)	Summer Training Building PD	<u>N/A</u>
1.3.3	6-8	Social Emotional Learning Trauma Sensitive Cultural Proficiency PBIS	Building PD - August 12, 14 October 20 November 10 January 5 April 13 New staff NTA follow-up sessions	Building PD District PD
High School				
1.3.1	9-12	Academies	Summer Training Building PD - August 12, 14 October 20 November 10 January 5 April 13 Collaboration at building level	Title Funds Building Funds District PD Funds Inspiring Greatness Perkins Grant
1.3.1 5.3.1	9-12	Literacy - SOR Comprehension Fluency LETRS Writing STAR ASPIRE	Cross district August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	PD funds

1.3.1 5.3.1	9-12	Math Model - 8 Mathematical Practices Fluency Math Spiral Building Thinking Classrooms STAR	Cross district August 13 September 22 November 10 January 26 Secondary Summit - February 23 March 16	Building PD funds District PD Funds Title Funds Inspiring Greatness
1.3.3	9-12	Problem Solving Team (PST, Tier 1, Tier 2 support)	Summer Training dates selected by buildings Building PD - August 12, 14 October 20 November 10 January 5 April 13 Collaboration at building level Leadership Retreat	Building PD funds District PD Funds Title Funds
1.3.3	9-12	Signs of Suicide (SOS)	Summer Training Building PD	District PD funds
1.3.3	9-12	Social Emotional Learning Trauma Sensitive Cultural Proficiency PBIS	Summer Training dates selected by buildings Building PD - August 12, 14 October 20 November 10 January 5 April 13 New staff NTA follow-up sessions	Building PD District PD
1.2.1	9-12	Align CTE courses to national standards	Cross District - August 13 September 22 November 10 January 26 March 16	Perkins funds PD funds

Agenda Item #: V.2

Subject / Title: Approval of the 2025-2026 Curriculum Plan

☒ Action Required ☐ Information Only (check one)

Description of Issue:

Background and rationale for this program / item

The District's curriculum plan meets the requirements of the Missouri School Improvement Plan (MSIP) guidelines as well as Missouri and National Standards. Curriculum includes state standards, district scope and sequence, teacher planning documents and curricular units of instruction. It is the day to day outlines of strategies teachers use to support student learning. The curriculum links standards, expectations for student learning, and research based instructional practices. With the support of instructional coaches, teachers, and administrators, the curriculum is reviewed annually and adjustments are made based on assessment results, student outcomes, and teacher feedback. Through our professional development plan, teachers are provided the training to implement the written curriculum.

Desired results

Approval by the Board of Education

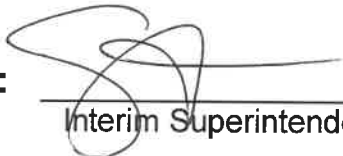
Personnel

N/A

Resources

N/A

Reviewed and Recommended:


Interim Superintendent

8.1.25
Date

Motion for Board Action:

The Board of Education approves the 2025-26 Curriculum Plan, as required by the Missouri School Improvement Plan (MSIP) guidelines for the Independence School District.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Title - Kinder		Title - 1st grade	Library Added Text
Too Many Tamales by Gary Soto		School Then and Now by Robin Nelson	List of Book Titles Added to LMS Curriculum
Helpers in my Community by Bobbie Kalman		Communication Then and Now by Robin Nelson	Quarter 1 (Pre-K through 5th)
What a Map Can Do by Gabrielle Balkan		Toys and Games Then and Now by Robin Nelson	A Perfectly Messed Up by Patrick McDonnell
		Transportation Then and Now by Robin Nelson	Overdue by Gloria Koster
		Going to Town (Little House Picture Book) by Laura Ingalls Wilder	Do NOT Bring Your Dragon to the Library by Julie Gassman
		Do Lizards Eat Ice Cream? How Animals Beat the Heat by Elia Kaner	My Pet Book by Bob Staake
		Oscar and the Moth by G. Waring	Author vs Illustrator by Donald Lemke
		Loud, Soft, High, and Low Sound by Natalie Rosinsky	Troll Stinks by Jeanne Willis
		Family Dynamics: Embrace Your Sound by Courtney Vowell Woodward	Anne Was Warned by Jarrett Krososcka
		A Wonderful World of Weather by Kay Barnham	Webster's Friend by Hannah Whaley
		Willow Takes on the Weather by Rachel Noble	Once Upon a Time Online by David Bedford
			Tomas and the Library Lady by Pat Mora
		Day and Night by Robin Nelson	The Internet is Like a Puddle by Shona Innes
		Moonbear's Sunrise by Frank Asch	#Goldilocks: A Hashtag Cautionary Tale by Jeanne Willis
		Follow That Map! A First Book of Mapping Skills by Scot Ritchie	The Shelf Elf by Jackie Mims Hopkins
		Camila Cartographer by Julie Dillemluth	The Computer Teacher from the Black Lagoon by Mike Thayer
		What Does a Mayor Do All Day? by Emily Mahoney	
		Be an Active Citizen in Your Community by Helen Mason	Quarter 3 (Pre-K through 5th)
		Let's Celebrate: Special Days Around the World (World of Celebrations) by Kale DePalma	Book Title changes only in 4th grade & 5th grade Biographies
		Why Do We Need Rules and Laws? by Jessica Pegis	I am Sonia Sotomayor by Brad Meltzer
		My Little Gold Book About Martin Luther King Jr. by Bonnie Bader	Finding My Dance by Rita Thundercloud
		American Symbols: What You Need To Know by Melissa Ferguson	The Boy Who Invented the Popsicle by Anne Renaud
		My Little Golden Book About George Washington	The Girl Who Thought in Pictures by Julia Finley Mosca
		What Lincoln Said by Sarah Thompson	Call Me Robert! by Nathalie Alonso
		Sending Messages With Light and Sound by Jennifer Boothroyd	Go Forth and Tell by Breanna J McDaniel
		Oscar and the Bat by G. Waring	How Do You Spell Unfair? Carole Boston
		Lights Day and Night: The Science of How Light Works	
		Lucy's Light by Margarita Del Mazo	Show-Me Reader Awards 25-26 Book Titles add to curriculum
		The Little Red Hen Makes a Pizza by Philemon Sturges	Basketball Dreams by Chris Paul
		Cookie Queen: How One Girl Started Tale's Bake Shop by Kathleen King	Building a Dream: How the Boys of Koh Payynee Became Champions by Darshana Khialni
		Fresh Juice by Robert Liu-Trujillo	Cooler than Lemonade by Harshita Jerath
		The Dandelion Seed by Joseph P. Anthony	How this Book Got Red by Margaret Chiu Greanias
		The Amazing Plant Life Cycle Story (Look and Wonder) by Kay Barnham	The Kitten Story: A Mostly True Tale by Emily Jenkins
		Follow Me! Animal Parents and Babies	The Mighty McKraken by Izzy B
		*What Do You Do With a Tail Like This? by Steve Jenkins	Seals Are Jerks by Jared Chapman
		What if You Had Animal Feet? by Sandra Markle	The Three Little Guinea Pigs by Erica Perl
		National Geographic Book of Animal Poetry edited by J. Patrick Lewis	The Worlds Best Class Plant by Audrey Vernick & Liz Carlton Scanlon
			We Dont Lose our Class Goldfish by Ryan T. Higgins



Foreign Cultures Curriculum Updates

These are the essential questions that students will be able to answer as they meet the learning targets.

Unit	Topics
Unit 1: What is culture?	What is culture? Where do languages come from? How does geography impact cultures and languages over time?
Unit 2: French Culture and Vocabulary	France, French language and its presence around the world. Basic conversation in French. Counting to 20 in French. Identifying foods and drinks in French. Comparing and contrasting French eating customs to American customs.
Unit 3: Spanish Culture and Vocabulary	Spain, Latin America, and the definitions of Hispanic, Latino, and Spanish. Basic conversation in Spanish. Counting to 20 in Spanish. Identifying foods and drinks in Spanish. Comparing and contrasting Spanish/Mexican eating customs to American customs.
Unit 4: German Culture and Vocabulary	Germany and the history of Germanic languages, war, and peace in Europe. Basic conversation in German. Counting to 20 in German. Identifying foods and drinks in German. Comparing and contrasting German eating customs to American customs.
Unit 5: Comparisons and Reflections	Comparing all of the languages and cultures. Identifying learning strategies developed in this class to help further language learning.



Physical Science

2025-26

Unit Name	Learning Standards	Learning Targets
Unit 1: Atomic Structure	→ 9-12.PS1.A.1 - Use the organization of the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.]	● I can describe and model the structure of an atom. ● I can calculate the number of protons, neutrons, and electrons based on the atomic number and mass. ● I can explain the structure of the periodic table. ● I can predict the reactivity of an element based on its position in the periodic table. ● I can identify ions based on the location on the periodic table and location on the periodic table.
Unit 2: Chemical Reactions	→ 9-12.PS1.A.2 - Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] → 9-12.PS1.A.3 - Plan and conduct an investigation to gather evidence to compare physical and chemical properties of substances such as melting point, boiling point, vapor pressure, surface tension, and chemical reactivity to infer the relative strength of attractive forces between particles. [Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.] → 9-12.PS1.B.1 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate	● I can calculate the density of regular and irregular objects. ● I can identify substances based on their physical and chemical properties. ● I can distinguish between physical and chemical changes. ● I can explain how valence electron configurations determine how atoms interact and bond. ● I can determine if a reaction is endothermic or exothermic. ● I can predict the reaction rates of substances based on their properties. ● I can identify the types of chemical reactions. ● I can compare the masses of reactants and products to support the conservation of mass. ● I can explain why the number of atoms in the reactants and products must be equally balanced.

	at which a reaction occurs. [Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.] → 9-12.PS1.B.2 - Refine the design of a chemical system by specifying a change in conditions that would alter the amount of products at equilibrium. [Clarification Statement: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.] → 9-12.PS1.B.3 - Use symbolic representations and mathematical calculations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.]	
Unit 3: Motion	→ 9-12.PS2.A.1 - Analyze data to support and verify the concepts expressed by Newton's 2nd law of motion, as it describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.]	● I can analyze data, such as graphs and tables, to explain the relationships between variables. ● I can use evidence from experiments to verify how unbalanced forces affect an object's motion. ● I can describe how changes in net force or mass influence an object's acceleration. ● I can use Newton's Laws to describe the forces between objects.
Unit 4: Energy	→ 9-12.PS3.A.1 - Create a computational model to calculate the change in the energy of one component in a system when the changes in energy are known. [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] → 9-12.PS3.A.2 - Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy	● I can create computational models to calculate changes in energy within a system based on known changes in energy. ● I can analyze and interpret data from models to determine how energy changes in different components of a system.

	associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to the position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.] → 9-12.PS3.A.3 - Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include the use of renewable energy forms and efficiency.] → 9-12.PS3.B.1 - Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). [Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.]	● I can apply models to describe and explain phenomena like the conversion of kinetic energy to thermal energy or energy stored in an object's position. ● I can design, build, and refine devices that convert one form of energy into another while considering constraints such as efficiency. ● I can evaluate the success of an energy conversion device using both qualitative and quantitative methods.
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Summer 2025 Library Curriculum Updates

Updates have been made directly on the [PreK-5 Library Curriculum](#) document. Listed below are the changes that have been made.

Quarter 1 Changes & Updates:

- [2025-2026 Show Me Nominees Tab](#) - Includes read-aloud slides for each 25-26 Show Me Nominee and a lesson to go with each book (10 books, 10 lessons, and 10 activities). This will allow Librarians to choose when they incorporate it into their lesson plans to ensure their students will be able to vote on the statewide winner (directions on how to vote are linked below and in the lesson plans).

You can incorporate these read-alouds in Q1, Q2, or Q3. Voting Closes Mid-March Click here for voting instructions.			
	<i>Basketball Dreams</i>	<i>Building a Dream: How the Boys of Koh Panyee Became Champions</i>	<i>Cooler than Lemonade</i>
Read Aloud	Basketball Dreams	Building a Dream: How the Boys of Koh Panyee Became Champions	Cooler than Lemonade
Activity Page	Activity Pages	Activity Pages	Activity Page
Lesson	Before reading ask the questions: What challenges do you think the character might face? What do you think helps someone reach their dreams? Read the story. After, explain that today they will be writing about their dreams. Can you think of something you've worked hard to get better at? What helped you improve?	Ask the questions: What do you think it means to "build a dream"? How might someone build a dream in real life? Read story then have students write their own "Field of Dreams" activity at the end of class. Students can present their dream fields to a partner, small group, or the whole class. Optional STEM activity Use building blocks, cardboard, or recycled materials to build a 3D model. Team version: In small groups, students collaborate to design a shared dream field.	Lesson and Activities K-3 Activity for 1st & 2nd After reading Cooler Than Lemonade by Harshita Jerath, students will get creative and design their own lemonade stand! They'll decide what to sell, come up with a fun name, and can either create a logo or try a STEM experiment depending on their ability level.
			How This Book Got Read Activity Page
Lesson	Marvelous Mabel	Seals Are Jerks!	The Three Little Guinea Pigs
	The Mighty McKraken	Activity Page	Activity Page
Read Aloud	Students will listen to a read aloud of the book <i>The Mighty McKraken</i> by Izzy B. participate in pre and post reading activities about the book and then create a poster highlighting one of the manners rules that Mrs. McKraken taught Gregory in the story. This lesson will also help students to connect with the 2025-2026 Missouri Show Me Readers Award Nominees. Activity from MASL	After reading <i>Seals Are Jerks</i> by Jared Chapman, students will explore nonfiction information about seals using resources in Wakelet and discuss the differences between facts/opinions and fiction/nonfiction. They will then write and illustrate their favorite seal fact(s). Early finishers can complete additional seal-related activities to extend their learning.	Students will compare and contrast <i>The Three Little Guinea Pigs</i> by Erica Pert with a traditional version of <i>The Three Little Pigs</i> . Students will engage in whole-group read-alouds of both versions, followed by a guided comparison using a large Venn diagram. The objective aligns with Missouri Reading standards, focusing on making text-to-text connections. Activity from MASL
Activity Page	Activity Page	Activity Page	Activity Page
Lesson	The Kitten Story: A Mostly True Tale	The World's Best Class Plant	The World's Best Class Plant
	Activity Page	Activity Page	Activity Page
Read Aloud	If you got to name that kitten, what would you name it? Do you have any pets? The author says the story is "mostly true." Do you think that makes it fiction or non-fiction? Which parts do you think might be invented? Which parts do you think are true? The family in the story has a number of small conflicts. How do they work them out? Are there other ways you think they could work out their disagreements? What do you do when people in your family disagree? Activity/Lesson from MASL	Before reading, show the front and back covers. Ask: What do you notice? Who do you think the character is? What might this story be about? Predict and Connect Ask: Have you ever read a book where no one looked or sounded like you? How did that feel? Why do you think it's important for stories to include different kinds of people and characters?	In this lesson, students listen to <i>We Don't Lose Our Class Goldfish</i> . We Don't Lose Our Class Goldfish and practice making predictions using prior knowledge and textual clues. They engage in discussions, ask and answer questions to enhance comprehension, and compare their predictions to actual events in the story. The lesson concludes with a reflection on how making predictions aids in understanding narratives. Activity from MASL
Activity Page	Activity Page	Activity Page	Activity Page

Quarter 1

- [Updated Library Lessons Pre-K - 1st \(rotations 2-6\)](#) - Added 5 additional rotations to the following items to Quarter 1 (Pre-K, K, 1st)
 - o Book Care read aloud and lessons to rotations 2 & 3
 - o Parts of a Book read aloud and lesson rotations 4 & 5
 - o Author and Illustrator read aloud, and lesson rotations 6

Rotation #2 Book Care	Rotation #3 Book Care	Rotation #4 Parts of a Book	Rotation #5 Parts of a Book	Rotation #6 Author and Illustrator
Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
K.R.1.A asking and responding to questions about texts read aloud	K.R.1.A.c retelling main ideas or important facts from a read aloud or familiar story	K.R.1.A.b asking and responding to questions about texts read aloud	K.R.1.A.b asking and responding to questions about texts read aloud	K.R.1.A.c retelling main ideas or important facts from a read aloud or familiar story
I can learn to take care and show responsibility for my library books	I can learn to take care and show responsibility for my library books	I can identify parts of a book	I can identify parts of a book	I can know the difference between the jobs of an author and an illustrator
Do NOT Bring Your Dragon to the Library by Julia Gorman	My Pet Book by Bob Staake	The Library Fish Learns to Read Bats in the Library by Brian Lies	Bats at the Library by Brian Lies	Author as Illustrator by Donald Lemke
Activities	Book Care Bookends	Parts of a Book	Part of a Book-Lite	Template: Favorite part of the story
Students will learn to properly care for a library book and take ownership in their learning Before the lesson ask students to think about how they would carry a book to the library Ask students what they think are some good expectations as to how to treat a book	Students will learn to properly care for a library book and take ownership in their learning Before the lesson ask students to think about how they would carry a book to the library Ask students what they think are some good expectations as to how to treat a book	Student will learn the parts of a book and be able to identify those parts independently Pick a book about library activities such as The Library Fish Learns to Read Bats in the Library or Pete the Cat Checks out the Library Ask students if they know the parts of the book then go over parts of a book	Student will learn the parts of a book and be able to identify those parts independently Pick a book about library activities such as The Library Fish Learns to Read Bats in the Library or Pete the Cat Checks out the Library Ask students if they know the parts of the book then go over parts of a book	Students will learn the jobs of the author and illustrator and how the work together to create a story Pick a book about library activities such as The Library Fish Learns to Read Bats in the Library or Pete the Cat Checks out the Library Ask students if they know the jobs of an author and an illustrator
Students will complete one of the selected activities with the guidance of the teacher	Students will complete one of the selected activities with the guidance of the teacher	Students will complete one of the selected activities with the guidance of the teacher	Students will complete one of the selected activities with the guidance of the teacher	Use the template for students to draw their favorite part of the story This allows them to be the illustrator While their name of the top of the paper if they can may need help this is being the author
Ask questions about the read aloud and have students give you a thumbs up for yes or a thumbs down for no	Ask questions about the read aloud and have students give you a thumbs up for yes or a thumbs down for no	Ask questions about the read aloud and have students give you a thumbs up for yes or a thumbs down for no	Ask questions about the read aloud and have students give you a thumbs up for yes or a thumbs down for no	Ask questions about the read aloud and have students give you a thumbs up for yes or a thumbs down for no

- **Q1 - K-1 Digital Citizenship**
 - Updates to slides associated with repairs and care of Chromebooks - Lesson (Chromebook Camp).
- **Chromebook Camp Slide** updates - Updated the hyperlink in the Q1, Rotation 7 for K& 1st.and Rotation#2 for 2nd, 3rd, 4th, and 5th grades Lesson Plans.
 - Updated Slide 3: to include carrying Chromebooks.
 - Updated Slide 10: to include directions on best practices for caring for Chromebook Keyboards.
 - Updated Slide 12: to include best practices for cleaning Chromebooks.
 - Undated Slide 13: Costs for repairs/replacements of Chromebooks.

Rotation #7 Chromebook Basics
<u>Lesson Slides</u>
1.R.1.A.d retelling main ideas in sequence including key details (Retells stories in sequence including key details)
1.R.2.A.a describe characters, setting, problem, solution and events in logical sequences (Describe story elements)
-I can demonstrate the correct way to hold a chromebook. -I can name the parts of a chromebook.

No read aloud for this lesson	Chromebooks Seesaw is an optional extension for slides 14 and 15.	Students will need their Chromebook to follow along with the slides as you move through the Chromebook Basics. An extension to this lesson would be to create a lesson in Seesaw to utilize slides 14-15 to teach students to drag and drop plus learn other tools in Seesaw.
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Have students demonstrate
how to properly carry a
Chromebook

-Students will demonstrate
comprehension by carrying the
chromebook properly.

Quarter 1 rotation #2 (Library and Book Care) 2nd- 5th grade add additional rotations for book and library care

Rotation # 2 Library and Book Care
Lesson Slides
2.A.a.- demonstrating active listening, according to classroom expectations.
- I can follow classroom directions - I can find and locate appropriate reading materials
<u>Do NOT Bring Your Dragon to the Library</u> by Julie Gassman
Students will learn to properly care for a library book and take ownership in their learning and

care for their school library and books.
Before the lesson, ask students to think about how they would carry a book to the library. Ask students what they think are some good expectations as find books in the library.
Have students write on a sticky note, or have students share one thing they did to care for books or the library.

Digital Citizenship Updates

[Quarter 1 - rotation #8 5th grade](#) - FBI online safe surfing and Google Internet Lessons
[Quarter 1 - rotation #9 4th grade](#) - FBI online safe surfing and Google Internet Lessons
[Quarter 1 - rotation #7 3rd grade](#) - FBI online safe surfing and Google Internet Lessons

Rotation Additional Digital Citizenship Resources.
Resources
FBI Safe Online Surfing Google Internet Lessons Play Interland -Be Internet Aware

Quarter 2 Changes & Updates:

Quarter #2 Optional STEM activities (Line 10) : Grades 1

- o Grades 1 - rotations 3,4,5, 7, 8, & 9.

LIBRARY	Rotation #1 Comparing Fiction and Nonfiction	Rotation #2 Resources in the Library	Rotation #3 Purposes of Media	Rotation #4 Digital and Print Media	Rotation #5 Techniques in Media	Rotation #6 Purpose of Media	Rotation #7 Purpose of Media	Rotation #8 Story Elements in Media	Rotation #9 Comparing Media
Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Standard	1.R.2.A.a describe characters, setting, problem, solution and events in logical sequences	1.R.4.A.a Distinguishing purposes of media	1.R.4.A.a Distinguishing purposes of media	1.R.4.A.a Distinguishing purposes of media	1.R.4.A.a Distinguishing purposes of media	1.R.4.A.a Distinguishing purposes of media	1.R.4.A.a Distinguishing purposes of media	1.R.4.A.a Distinguishing purposes of media	1.R.4.A.a Distinguishing purposes of media
ICAN	distinguish the difference between fiction and nonfiction texts	identify and locate different resources available to me.	recognize whether an author's purpose is to inform or entertain	distinguish the difference between digital and print media	recognize the different techniques used in media	recognize the different story elements	recognize the different techniques used in media	recognize the different story elements	distinguish the difference between digital and print media

Suggested Read Aloud	The Day the Crayons Quit and The Crayon Man	Diary of a Spider and A Spiderling Grows Up	The Legend of Rock, Paper, Scissors	Balloons over Broadway	The Book with No Pictures	Be Strong	The Bruce Swap	Hugo the Impossible Thing	I Eat Poop: A Dung Beetle Story
Materials Needed	Student chromebook, Seesaw activity	Student Chromebooks	Trading Card Printout Crayons	Activity Set Scissors Crayons	Student Chromebooks	Computers Activity Page	Computers, Activity Page , additional Activity Page	Computers	Post Test , Computers , Activity Page
Lesson	Introduce concepts of fiction and nonfiction. Read both books, stopping to point out different textual elements in each. Have students complete SeeSaw activity. If time remains, students can choose a free choice option from Destiny Discover. Use read a correlating fiction and nonfiction book on Bookflix. Review textual elements that distinguish each type of resource.	Review two broad purposes of media: to inform and to entertain. Read the book and have students share with partners what they think the purpose is. Pull up interactive slides and let students identify the purpose of each. Students can	Give examples of print and digital media (students should be familiar with both). Read Balloons Over Broadway. Point out nonfiction elements and connect to watching the parade on TV - is that media? Digital or print? Have students share with a partner an	Ask students if they have ever read a book with no pictures. Begin the book, pausing to take notice of the different colors/fonts/sizes of text in the book. How does that affect our tone and volume? Ask pre-reading questions read story and have students write thank you notes to someone in their life that is strong.	Students will create list of things they love to do and things they think are fun using the activity pages provided.	Students will practice computer skills and using the tools in Seesaw. Winter-Snowman Fall-Pumpkin	Have students compare and contrast Dung Beetles and Bees using the venn diagram from activity page provided. Final assessment finished.		

			create trading cards of their favorite character during check out.	example of digital and print media they use at home or school.						
Student Work Time	SeeSaw Activity	Fact or Fiction on BookFlix	Who is the most fierce warrior of them all? Create a trading card for either Rock, Paper, or Scissors. Include the following: Name of warrior in top rectangle, Image of warrior in middle rectangle. List of strengths in bottom rectangle. Image of symbol of strength in circle (for example for the character trait of	Allow students to choose activity from set.	LMS will model how to create a slides presentation, and students will follow along on their own devices. They will practice writing their name and sight words using different sizes, fonts, and colors.	Students will have individual work time to complete the activity page.	Students will have individual work time to complete the activity page.	Students will have individual work time to complete the activity in Seesaw.	Students will have individual work time to complete the activity page.	

Quarter #2 Optional STEM activities (line 10) : Grades 2

- o Grade 2 - rotations 1, 7, 8, & 9.

LIB RAR Y	Rotation #1 Genre Overview	Rotation #2 Biography	Rotation #3 Graphic Novel	Rotation #4 Purposes of Media	Rotation #5 Techniques in Media	Rotation #6	Rotation #7	Rotation #8	Rotation #9
Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Standard	2.R.2.A.a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson (Describes story elements)	2.R.2.A.a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson (Describes story elements)	2.R.2.A.a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson (Describes story elements)	2.R.4.A.b. Identify various written conventions (formal vs informal) for using digital media	2.R.4.A.b. Identify various written conventions (formal vs informal) for using digital media	2.R.2.A.a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson (Describes story elements)	2.R.2.A.a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson (Describes story elements)	2.R.2.A.a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson (Describes story elements)	2.R.2.A.a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson (Describes story elements)
ICAN	Identify and describe different genres	Identify the main elements of a biography	Identify the main elements of a graphic novel	distinguish the difference between digital and print media	recognize the different techniques used in media	recognize the different story elements	recognize the different techniques used in media	recognize the different story elements	distinguish the difference between digital and print media

Suggested Read Aloud	Dogosaurus Rex and Who Would Win? Tyrannosaurus Rex vs. Velociraptor Slideshow Who Would Win? Slideshow Dogosaurus Rex	Flying High: The Story of Gymnastics Champion Simone Biles	The Bad Guys	Unicorns are the Worst	The Book with No Pictures	Be Strong	The Bruce Swap	Hugo the Impossible Thing	I Eat Poop: A Dung Beetle Story
	Activity Page , supply box, chromebooks	Activity Page , supply box, chromebooks	Activity Page , supply box, chromebooks, teacher guide	Activity Page (upload to Seesaw), chromebooks	Cereal Boxes, Computers	Computers, Activity Page	Computers, Activity Page , additional Activity Page	Computers	Post Test , Computers, Activity Page
	Introduce genres as they classify underneath fiction and nonfiction (fantasy, mystery, graphic novel, biography). Read fiction and nonfiction text and have students work with a partner	Introduce biographies and discuss where they fall in terms of nonfiction and fiction. Ask students to pair and share any books they have read that were biographies and what	Introduce graphic novels and read some of The Bad Guys. Use teacher guide to facilitate discussion after read aloud. Have students create Wanted	Introduce 3 purposes of media: inform, entertain, persuade. Read story and discuss the author's purpose. Go through slides and have students complete SeeSaw activity.	Read aloud, work through slides (techniques used in media). Next, use several cereal boxes to represent different type of graphics used to persuade. For example, cereal boxes	Ask pre-reading questions read story and have students write thank you notes to someone in their life that is strong.	Students will create list of things the love to do and things they think are fun using the activity pages provided.	Students will write about a time they thought something was impossible and how with the help of others they were able to achieve something that was thought	Have students compare and contrast Dung Beetles and Bees using the venn diagram from activity page provided. Final assessment finished.
	Introduce genres as they classify underneath fiction and nonfiction (fantasy, mystery, graphic novel, biography). Read fiction and nonfiction text and have students work with a partner	Introduce biographies and discuss where they fall in terms of nonfiction and fiction. Ask students to pair and share any books they have read that were biographies and what	Introduce graphic novels and read some of The Bad Guys. Use teacher guide to facilitate discussion after read aloud. Have students create Wanted	Introduce 3 purposes of media: inform, entertain, persuade. Read story and discuss the author's purpose. Go through slides and have students complete SeeSaw activity.	Read aloud, work through slides (techniques used in media). Next, use several cereal boxes to represent different type of graphics used to persuade. For example, cereal boxes	Ask pre-reading questions read story and have students write thank you notes to someone in their life that is strong.	Students will create list of things the love to do and things they think are fun using the activity pages provided.	Students will write about a time they thought something was impossible and how with the help of others they were able to achieve something that was thought	Have students compare and contrast Dung Beetles and Bees using the venn diagram from activity page provided. Final assessment finished.
	Introduce genres as they classify underneath fiction and nonfiction (fantasy, mystery, graphic novel, biography). Read fiction and nonfiction text and have students work with a partner	Introduce biographies and discuss where they fall in terms of nonfiction and fiction. Ask students to pair and share any books they have read that were biographies and what	Introduce graphic novels and read some of The Bad Guys. Use teacher guide to facilitate discussion after read aloud. Have students create Wanted	Introduce 3 purposes of media: inform, entertain, persuade. Read story and discuss the author's purpose. Go through slides and have students complete SeeSaw activity.	Read aloud, work through slides (techniques used in media). Next, use several cereal boxes to represent different type of graphics used to persuade. For example, cereal boxes	Ask pre-reading questions read story and have students write thank you notes to someone in their life that is strong.	Students will create list of things the love to do and things they think are fun using the activity pages provided.	Students will write about a time they thought something was impossible and how with the help of others they were able to achieve something that was thought	Have students compare and contrast Dung Beetles and Bees using the venn diagram from activity page provided. Final assessment finished.

	to classify them in genres. Students will take the pre-test on genres and digital media. They will then be able to choose two animals of their choosing and design a cover for a <i>Who Would Win</i> nonfiction book.	they learned. After reading the story read the additional information page and discuss the text features on the page (headers, sub headings, pictures, etc.). After the story students will move to the PebbleGo research activity.	posters for a character of their choosing.		that are designed for kids(lots of color-Lucky Charms, Cinnamon Toast Crunch) and those for adults or seem "healthy" (browns or no colors-Bran Cereal, etc.) Talk about who they are trying to appeal to kids or adults.			impossible. (Use a digital tool of your choice - (examples Google Docs, Slides, Book Creator, Seesaw, etc)	
Student Work Time	Students will create their own cover for a <i>Who Would Win</i> book. They can select the animals they want to compare.	Students will login to PebbleGo and choose one person to research using the Activity Page. they will draw a picture and write 3 interesting facts.	Students will create their own "wanted" poster for a character of their choosing. This activity can be completed on Seesaw or printed.	Students will have individual work time to complete the "What's the Purpose" page on Seesaw. They will identify different examples of media and mark whether	Students will discuss the techniques used in media with their table group. Students will then complete the quarter post-test.	Students will have individual work time to complete the activity page.	Students will have individual work time to complete the activity page.	Students will have individual work time to complete the activity page.	Students will have individual work time to complete the activity page.

Exit Ticket Evidence of Learning					it is meant to inform or entertain.					
	Completion of Pre-test.	Completion of PebbleGo research.	Discussion of features and completion of the "wanted" poster.	Completion of SeeSaw activity.	Completion of Post-test.	Completion of Activity.	Completion of Activity.	Completion of Activity.	Completion of Activity and Post-Test.	
Optional STEM Ideas	Using building blocks create the animals your would include on a "Who Would Win" book cover.						Using building materials students will build or create their favorite thing to do.	With building materials, challenge groups of students to build a tower as tall as they can.	With building supplies have students building a beehive or habitat for a Dung Beetle.	

Quarter #2 Optional STEM activities (line 10) : Grades 3

- o Grade 3 - rotations 1, 2, 7, 8, &9

Exit Ticket Evidence of Learning	Rotation 1 Genres & Print Resources	Rotation 2 Digital Resources	Rotation 3 Purposes of Media	Rotation 4 Design Techniques in Media	Rotation 5 Digital Media Written Conventions	Rotation 6	Rotation 7	Rotation 8	Rotation 9
Student	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
	3.R.2.A.e compare and contrast the key elements in various types of texts	3.R.3.C.a describe relationships among events, ideas, concepts, and cause and effect in texts	3.R.4.A.d - Identify text structures and graphic features of a web page.	3.R.4.A.d - Identify text structures and graphic features of a web page.	3.R.4.A.d - Identify text structures and graphic features of a web page.	3.R.2.A.e compare and contrast the key elements in various types of texts	3.R.4.A.d - Identify text structures and graphic features of a web page.	3.R.3.C.a describe relationships among events, ideas, concepts, and cause and effect in texts	3.R.3.C.a describe relationships among events, ideas, concepts, and cause and effect in texts
	compare and contrast key elements in various types of texts	locate information using different digital resources	describe how media influences the message	identify various design techniques used in media	compare various written conventions used for digital media	compare and contrast key elements in various types of texts	describe how media influences the message	locate information using different digital resources	locate information using different digital resources
	CA	N							

Suggested Read Aloud	I Survived the Sinking of the Titanic Graphic Novel and excerpt from chapter book (1 & 2) Slideshow both formats	Shawn Loves Sharks	Extra Yarn	Eyes that Kiss in the Corners	Escargot	Be Strong	The Bruce Swap	Hugo the Impossible Thing	I Eat Poop: A Dung Beetle Story
Materials Needed	Activity Page (pg 5) chromebooks Pre-Test Alternate Newspaper Template	Activity Page , National Geographic Kids, chromebooks	Cereal Boxes	Seesaw Activity Page , Computers	Book Creator, computers	Book Creator, computers, Activity Page	Book Creator, computers	Book Creator, computers	Book Creator , Activity Page , computers , Post-Test
Lesson	Remind students of the different types of genres within Nonfiction and Fiction texts. Have them pair and share what they know about graphic novels and historical fiction. Read the first two	Review vocab words and begin read-aloud. Connect research with student interest. Have them pair and share what animals they think would be interesting to research. Students can use National	Read aloud, work through slides (techniques used in media). Next, use several cereal boxes to represent different type of graphics used to persuade. For example, cereal boxes that are	The layout of each page of <i>Eyes that Kiss in the Corners</i> has been thoughtfully created to move readers' eyes across the page in dynamic ways. Support students to notice and name the design of the	Review author's purpose (entertain, inform, persuade). Read text and have students discuss the author's purpose with a partner. Then have students pair and share what elements the illustrator used in the story. (color, shape, sound,	Read the text and have students discuss the authors purpose with a partner. Then have students pair and share what elements the illustrator used in the story. (color, shape, sound,	Students will continue their research and work on creating their mini books using Book Creator/Google Slides.	Students will continue their research and work on creating their mini books using Book Creator/Google Slides.	Have students compare and contrast Dung Beetles and Bees using the venn diagram from activity page provided. Students will also finish up their mini books using Book Creator or Google Slides. Final assessment

chapters of the chapter book then read the first part of the graphic novel. Compare the two, discuss text features and the use of graphics to help tell the story. Read through the different newspaper clippings, discuss text features and how information is discussed through this type of medium.	Geographic to research any animal of interest and complete the activity sheet.	designed for kids(lots of color-Lucky Charms, Cinnamon Toast Crunch) and those for adults or seem "healthy" (browns or no colors-Bran Cereal, etc.) Talk about who they are trying to appeal to kids or adults.	book such as the two-page spreads, how print is staggered, and when sentences stand alone on a page. Also support students to notice visual elements such as the use and absence of color and the use of swirling lines to create motion. .	Creator or a slides presentation and create their own persuasive digital media using various methods (text, sound, images).	etc). Student will begin research creating their mini-book using Book Creator (of Google Slides) using various methods (text, sound, images).			finished.
Students will have time to create their own newspaper article. They can choose an event from their life or a	Students will practice their research skills by visiting National Geographic Kids, choosing 1	Students will discuss the techniques used in media with their table group.	Students will pick one page and describe how the illustrator helps them understand the author's message.	Students will complete the Post-Test then go to Book Creator. In Book Creator (or Google Slides)	Students will complete begin research for their book.	Students will continue their research and using Book Creator (or Google Slides)	Students will continue their research and using Book Creator (or Google Slides)	Students will present their final Book Creator book.

world/community event. Discuss author's purpose, what are they trying to do (inform).	animal, and locating basic information along with 5 interesting facts. Students will paraphrase text and practice condensing academic text into their own words.		Students will type their response and post it to Seesaw.	students will begin using Book Creator(or Google Slides) to create a mini-book about why their favorite animal and why it is the best.					
Exit Ticket Evidence of Learning	Completion of newspaper article and Pre-test.	Completion of National Geographic Research.	Thoughtful discussions with peers about the techniques used in media.	Students will complete the Seesaw writing activity and participate in the discussion on design techniques in the book.	Begin the research process for mini-book creation using Book Creator (or Google slides).	Continue research and using Book Creator (or Google Slides)	Continue research and using Book Creator (or Google Slides)	Continue research and using Book Creator (or Google Slides)	Completion of Post-test, venn diagram, and final project.
Optional STEAM Activity	With Building materials in a group or pairs have students build /create their animal of choice.	with building materials have students build /create their animal of choice.					Pizza Math	Using building materials have students work as teams to building the tallest tower.	With building supplies have students building a beehive or habitat for a Dung Beetle.

Quarter #2 Optional STEM activities (line 10) : Grades 4

- o Grade 4 - rotations 1, 2, 3.

LIBRARY	Rotation #1 Fantasy, Science Fiction, & Adventure	Rotation #2 Mystery & Scary Stories	Rotation #3 Historical Fiction & Realistic Fiction	Rotation #4 Advertisements and Media	Rotation #5 Online Resources	Rotation #6 Print vs. Digital Resources
Lesson n Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Stand ard	4.R.2.A.a describe the personality traits of characters from their thoughts, words, and actions	4.R.2.A.a describe the personality traits of characters from their thoughts, words, and actions	4.R.2.A.a describe the personality traits of characters from their thoughts, words, and actions	4.R.4.A.d Explain text structures and graphic features of a webpage and how they help readers to comprehend text.	4.R.4.A.d Explain text structures and graphic features of a webpage and how they help readers to comprehend text.	4.R.4.A.d Explain text structures and graphic features of a webpage and how they help readers to comprehend text.
I CAN	identify fantasy, science fiction, and adventure stories and understand potential overlaps	identify mysteries and scary stories and understand potential overlaps	identify historical fiction, realistic fiction and understand potential overlaps	recognize graphic features and how shape, color, and movement are used in different forms of media	find and locate databases independently	locate MCPL databases independently
Sugge sted Read Aloud	The Wild Robot	Fright Club	Ruth and the Green Books	Max Explains Everything: Grocery Store Expert	eBook Thank You, Omu	eBook, Our Table
Materi als Neede d	Pre-Test , computers	computers	Activity page , computer	Activity page , computers	Database Scavenger Hunt, computers	Post-test , computers

Lesson	Review the three types of genres and read Chapter 1 of <i>Wild Robot</i>, pointing out elements of each genre. Students will pair and share with a partner books that they have read/enjoyed in each genre. Explain how the line between genres is fluid, sometimes blurry! Students will create a slides presentation. Each slide should show 3 examples of each genre and be shared with librarian at the end of class.	Introduce Mystery and Scary Stories - read <i>Fright Club</i>, pointing out differences in text and illustrations that make characters spooky or not. Students will select a non-spooky picture book and use Google Draw to create a spooky version (of cover or of plot).	Students consider cultural representation in the text with venn diagrams and guided reflection prompts that encourage them to consider the familiar and unfamiliar from their reading.	Read the story, pause to point out any advertisements or displays that are being targeted to kids. Show the advertisements and ads for foods. Discuss the ways that they are being sold to the public. Have students share with their group and then call on a few students to share in front of the class.	Read <i>Thank You, Omu</i> and analyze genre together. Discuss digital resources (like the ebook) and have students pair share to discuss online resources they have used at home or school. Review MCPL online resources and their different purposes. Use slides and work together to identify which database would best be used for different needs.	Read story with novel effect soundscape - differing between print and digital resources. Move to tables and pull up MCPL databases. Allow students time to complete scavenger hunt from previous lesson. Students can explore databases afterwards
Student Work Time	Students will create a slides presentation giving examples of each genre. Slides presentation will be shared with LMS to review.	Students will create a "spooky" bookcover from a nonscary childrens book cover	Students will go to the Seesaw activity and respond to the questions posted. Students will reflect on the differences and similarities between themselves and the characters in the book along with a comparison of the setting and their world.	After introducing students to advertisements and the use of colors and shapes, have them create their own cereal box. Ask them to consider who they are advertising to and what colors/images they will use to help convey that	After the lesson students will complete Database Scavenger Hunt.	After they have completed the scavenger hunt and post-test students will share with a partner what databases they used and what topics they would be useful for.

Stand ard	5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel (Explain theme, conflict, and resolution of text)	5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text (Explain the meaning of figurative language)	5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel (Explain theme, conflict, and resolution of text)	5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information	5.R.3.A.a use multiple text features and graphics to locate information and gain an overview of the contents of text information	4.R.4.A.d Explain text structures and graphic features of a webpage and how they help readers to comprehend text.
I CAN	identify fantasy, science fiction, adventure, and mystery stories and understand potential overlaps	identify scary stories, animals, humor and sports and understand potential overlaps	identify historical fiction, realistic fiction and understand potential overlaps	recognize graphic features and how shape, color, and movement are used in different forms of media	find and locate databases independently	locate MCPL databases independently
Sugge sted Read Aloud	<u>The Wild Robot</u>	<u>Fright Club</u>	<u>Ruth and the Green Books</u>	<u>Max Explains Everything: Grocery Store Expert</u>	<u>eBook Thank You. Omu</u>	<u>eBook, Our Table</u>
Materi als Neede d	<u>Pre-test, Chromebook</u>	Chromebook	<u>Activity page, Chromebook</u>	Chromebooks Google Draw	Chromebook Database Scavenger Hunt-Slides 4-9 in lesson slides.	<u>Post-test, Chromebook</u>

Lesson	Review the three types of genres and read Chapter 1 of <i>Wild Robot</i>, pointing out elements of each genre. Explain how the line between genres is fluid, sometimes blurry! Students will create a slides presentation. Each slide should show 1 example of each genre and be shared with librarian at the end of class.	Introduce Mystery and Scary Stories - read <i>Fright Club</i>, pointing out differences in text and illustrations that make characters spooky or not. Students will select a non-spooky picture book and use Google Draw to create a spooky version (of cover or of plot).	Students consider cultural representation in the text with venn diagrams and guided reflection prompts that encourage them to consider the familiar and unfamiliar from their reading.	Read the story, pause to point out any advertisements or displays that are being targeted to kids. Show the advertisements and ads for foods. Discuss the ways that they are being sold to the public. Discuss logos and how they help market their product.	Read <i>Thank You, Omu</i> and analyze genre together. Discuss digital resources (like the ebook) and have students pair share to discuss online resources they have used at home or school. Review MCPL online resources and their different purposes. Use slides and work together to identify which database would best be used for different needs.	Read story with novel effect soundscape - differing between print and digital resources. Move to tables and pull up MCPL databases. Allow students time to complete scavenger hunt from previous lesson. Students can explore databases afterwards
Student Work Time	Students will create a slides presentation giving examples of each genre. Slides presentation will be shared with LMS to review.	Students will create a "spooky" bookcover from a nonscary childrens book cover	Students will go to the Seesaw activity and respond to the questions posted. Students will reflect on the differences and similarities between themselves and the characters in the book along with a comparison of the setting and their world.	After introducing students to advertisements and the use of colors and shapes, have them create their own logo. Ask them to consider who they are advertising to, what product they are selling, and what colors/images they will use to help convey that message.	After the lesson students will complete Database Scavenger Hunt.	After they have completed the scavenger hunt and post-test students will share with a partner what databases they used and what topics they would be useful for.

Exit Ticket Evidence of Learning	Completion of Pre-test.	Spooky book cover.	Completion of Seesaw activity.	Logo creation.	Completion of Database Scavenger Hunt.	Completion of Database Scavenger Hunt and Post-Test.
Optional STEM Activity	Using building materials, students create a fantasy creature or robot that could help solve a problem in the story. They must consider: What does it look like? What is it made of (materials or fantasy parts)? What tools or powers does it have? How does it move?	"You are helping the main character solve the mystery. Design a trap to catch the villain or a secret hideout where the character can hide clues. It must be strong, have at least one moving part, and include a secret feature."	"You are living in the time or setting of the book. Using materials available at that time, build a tool, shelter, or device to help solve a challenge the character faced."			

Quarter 3 Changes & Updates:

Quarter #3 Optional STEM activities (line 10): Kindergarten & 1st grade

- Kindergarten & 1st grade - rotations 1, 2, 3, & 8.

LIBRARY	Rotation #1 Stories & Their Messages	Rotation #2 Just Right Stories	Rotation #3 What is Research?	Rotation #4 How to Research	Rotation #5 Connections	Rotation #6 Research	Rotation #7 Research	Rotation #9 Sequencing
Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Standard	K.R.1.A.b asking and responding to questions about texts read aloud	K.R.1.A.b asking and responding to questions about texts read aloud	K.R.1.A.b asking and responding to questions about texts read aloud	K.R.1.A.c retelling main ideas or important facts from a read aloud or familiar story	K.R.1.A.c retelling main ideas or important facts from a read aloud or familiar story	K.R.1.A.c retelling main ideas or important facts from a read aloud or familiar story	K.R.1.A.b asking and responding to questions about texts read aloud	K.R.1.A.c retelling main ideas or important facts from a read aloud or familiar story
I CAN	identify elements of story (author and illustrator).	identify "just right" books.	define what research is.	make a text-to-self connection.	retell a story.	research.	complete research on a specific topic.	Retell the main ideas and events from the story.
Suggested Read Aloud	Invasion of the Unicorns	Negative Cat	Norman Didn't Do It!. (Yes, He Did!)	Thankful	A Walk in the Words	What Can You Do with a Rock?	How To Catch a Class Pet	The Sour Grape
Materials Needed	Supply Boxes, Pre-Test, Unicorn coloring sheet	Activity Page	Chromebooks PebbleGo	1/2 sheet of paper.	Activity Page	Chromebooks PebbleGo	Chromebooks, PebbleGo, Activity Page	Activity Page

Ask the pre-reading questions, model where to find the author and illustrator names. Ask students to share what those words mean, what is the difference between the two?	Ask the pre-reading question. explain that today we will be reviewing "just right" books. Read the story and then tell students that we are going to draw their "Just Right" pet.	Ask the pre-reading questions, after the story tell students you are wanting to learn more about porcupines. Model how to go to find nonfiction porcupine books to learn more information. Pull up PebbleGo and model for students, allow them to explore porcupines.	Ask the pre-reading questions, read the story. Discuss who students might be thankful for. Give them a half sheet of white or colored paper to make a thank you note to a person of their choice.	Ask the pre-reading questions and read story, making special note of the different steps listed in the story. After the story is finished, recap the different steps in own words. and use the worksheet to retell the story.	Ask the pre-reading questions, after the story tell students you are wanting to learn more about rocks. Model how to go to find nonfiction books on rocks to learn more information. Pull up PebbleGo and model for students, allow them to explore rocks.	Ask the pre-reading questions, after the story inform students they will have another opportunity to complete research on PebbleGo. They will be researching an animal they think would make a great class pet. Students need to identify what type of animal they would choose, draw a picture of the animal, and come up with a name. Look up the animal on PebbleGo. When they've finished their research they must then draw where the animal would hide.	Ask the pre-reading question. Ask students to make a prediction of what they think the book could be about. What clues from the cover help us make our predictions? After reading the story ask students to summarize what happened in the beginning, middle, and end to a partner. Explain that today they will be practicing sequencing.
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Student Work Time	Students will color the unicorn.	Students will receive an illustration worksheet. On it, they will make text-to-self connections by drawing their "Just Right" pet.	Students will use PebbleGo to learn more about porcupines.	Students will draw what they are thankful for.	Students will retell the story by drawing the beginning, middle and end using a worksheet.	Students will use PebbleGo to learn more about rocks and rock formations.	Students will use PebbleGo to learn more about animals of their, and their partners', choosing.	Students will draw or write the events that took place in the beginning, middle, and end of the story.
Exit Ticket Evidence of Learning	Completion of Unicorn activity page and Pre-Test.	Completion of illustration worksheet.	Using PebbleGo to find more information on porcupines.	Completion of a thank you note.	Completion of worksheet to retell the story.	Using PebbleGo to find more information on rocks and rock formations. Complete post-test.	Completion of Pet Animal activity	Participation in pair-and-share and completion of activity page.
Optional STEMS Ideas	"The unicorns are dropping from their spaceship! Can you build something soft and safe for them to land on so they don't get hurt?"	With building materials, students can create their own "just right" pet.	Using building materials, students will create a porcupine habitat.				Have students build a trap to catch a class pet.	

Quarter #3 Optional STEM activities (line 10): 2nd Grade

- o 2nd grade - rotations 4 & 5.

LIBRARY	Rotation #1 Using a Database to Locate Information	Rotation #2 Recording Information	Rotation #3 Organizing Information	Rotation #4 Elements of a Story	Rotation #5 Making Text-To-World Connections	Rotation #6 Compare & Contrast
Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Standard	2.W.3.A.d gather evidence from available sources, literary and informational (Gathers evidence to research a topic).	2.W.3.A.d gather evidence from available sources, literary and informational (Gathers evidence to research a topic).	2.W.3.A.d gather evidence from available sources, literary and informational (Gathers evidence to research a topic).	2.W.3.A.d gather evidence from available sources, literary and informational (Gathers evidence to research a topic).	2.W.3.A.d gather evidence from available sources, literary and informational (Gathers evidence to research a topic).	2.W.3.A.d gather evidence from available sources, literary and informational (Gathers evidence to research a topic).
I CAN	use a database to find information	create research questions and find answers using a database	organize information found using graphic organizers or other aids	identify the main character, setting, problem, and solution.	sequence the main events of a story.	compare and contrast two stories.
Suggested Read Aloud	A Walk in the Words	Thankful	What Can You Do With a Rock?	Invasion of the Unicorns	Norman Didn't Do It!	Negative Cat
Materials Needed	Activity Page , supply box, Pre-Test	Computers, google docs	Computers, graphic organizer	Elements of a Story Activity Page , computer	Sequencing Activity	Venn Diagram Activity Page , Post-Test , computers

Lesson	Ask pre-reading questions and read the text. Draw parallels between using every letter to form words and messages as well as how we find information on databases. Pass out alphabet sheet to guide student research. Model how to pull up PebbleGo and show how topics are arranged alphabetically. Give students some time to explore and work on locating 3 subjects that match the letters they recieved.	Ask pre-reading questions and read text. As a class, generate questions you would like to learn about dogs (or France or food). Students will use PebbleGo to research a topic of interest. They will create a Google Doc and record the questions and answers they find. They will also practice importing a photo of the subject they are researching. Guide them on the steps of how to accomplish this.	Ask pre-reading questions and go through text, asking questions to promote understanding of main ideas and supporting details (students can pair and share). Use PebbleGo to bring up reptiles and have students choose which two they want to research. Then show them other animals they could choose. They will record and organize their information on the graphic organizers. The first will compare two reptiles, then they can choose two animals from any category.	Ask the pre-reading questions and read the story. Explain that today they will be identifying the main elements of a story: characters, setting, problem, and solution. As you read be sure to stop and point out different elements they may want to discuss later. Read the story, then give students time to work. The activity page can be printed or uploaded to Seesaw.	Ask pre-reading questions and read the story. As you read point out the different shelters. Explain that today they will be creating their own shelter for an animal of their choosing. Have them return to Seesaw to view the research they completed in previous lessons. Have them consider the facts they pulled and how that may impact the shelter they are creating.	Ask the pre-reading questions and read the story. Remind them of <i>Max Explain's Everything: Puppy Expert</i>. If you need to reread do so. Explain that today they will be comparing and contrasting the two stories. Model how to complete a venn diagram.
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Student Work Time	Students will receive an activity page with 3 letters on it. On PebbleGo they will locate 3 subjects that start with the letter they have been assigned. They will write the subject and one interesting fact. When they are finished they will complete the pre-test.	Students will open a google doc and write their research questions on it. Then they will go to PebbleGo to find their answers. They will type what they find on the Google Doc. They will also practice importing photos of their subject into their document.	Students can research two different reptiles and two animals of their choosing, and record their findings on a graphic organizer. Students will also share their findings with the other students at their table.	Students will complete the activity page individually.	Students will go to Google Draw to draw their pet shelter. After completing their drawn shelter, students will complete the post-test.	Students will have individual work time to complete the venn diagram.
	Exit Ticket Evidence of Learning	Completion of alphabetical research worksheet, and completion of the Pre-Test.	Completion of Google Doc writing assignment.	Completion of two graphic organizers.	Completion of activity page.	Creating pet shelter and completion of Post-Test.
Optional STEM Ideas				"The unicorns are dropping from their spaceship! Can you build something soft and safe for them to land on so they don't get hurt?"	Using building materials, build a pet shelter.	

Quarter #3 Optional STEM activities (line 10): 3rd Grade

- o 3rd grade - rotations 1 & 5.

LIBRARY	Rotation #1 Using a Database to Locate Information	Rotation #2 Recording Information	Rotation #3 Research Questions	Rotation #4 Words & Their Meanings	Rotation #5 Character Traits	Rotation #6 Compare & Contrast
Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Stand ard	3.W.3.A.e determine the accuracy and relevance of the information related to a selected question.	3.W.3.A.e determine the accuracy and relevance of the information related to a selected question.	3.R.1.A.b draw conclusions and support with textual evidence.	3.W.3.A.e determine the accuracy and relevance of the information related to a selected question.	3.W.3.A.e determine the accuracy and relevance of the information related to a selected question.	3.W.3.A.e determine the accuracy and relevance of the information related to a selected question.
I CAN	navigate and find information on a database.	record and sort information.	formulate research questions and find their answers.	use a dictionary to locate the meaning of words.	identify the main character, setting, problem, and solution.	compare and contrast two stories.
Sugge sted Read Aloud	Norman Didn't Do It!	Thankful	What Can You Do With a Rock?	A Walk in the Words	Invasion of the Unicorns	Negative Cat
Materi als Neede d	Pre-Test, computers, database scavenger hunt activity, Explora	Seesaw writing activity, computers, World Book Kids	Computers, Google Doc, World Book Kids, Explora	Dictionary dive activity, computers, online dictionary (google)	Elements of a Story Activity Page, computer	Venn Diagram Activity Page, Post-Test, computers

Ask the pre-reading questions. Have students pair and share then call on a few students to share what they discussed. Read the story, then explain that today they will be exploring a database called Explora. Model how to access the database (go through MCPPL, login using lunch number), then walk them through how to use the search bar, open articles, see works cited, etc.	Ask the pre-reading questions and read the story. After reading, explain that today they will be introduced to another database (World Books Kids). Model how to use the database by using the search bar, and the comparison models under the animal section.	Ask the pre-reading question and have students pair-and-share. Call on a few students to share and then begin the story. After reading briefly review both Explora and World Book Kids. Model what a research question looks like and how to locate information using the databases.	Reference the pre-reading questions and discussion topics on this discussion guide. Explain that today they will be using their dictionary diving skills to research key vocabulary from the text. Students will write the definition, draw an illustration, give an example and a non-example for each word. Briefly remind students how to use the online dictionaries.	Ask the pre-reading questions and read the story. Explain that today they will be identifying the main elements of a story: characters, setting, problem, and solution. As you read be sure to stop and point out different elements they may want to discuss later. Read the story, then give students time to work. The activity page can be printed or uploaded to Seesaw.	Ask the pre-reading questions and read the story. Remind them of <i>Max Explain's Everything: Puppy Expert</i>. If you need to reread do so. Explain that today they will be comparing and contrasting the two stories. Model how to complete a venn diagram.	
After being introduced to the database students will have individual work time to explore using the scavenger hunt activity page as their guide. Once they have completed the scavenger hunt they will complete the pre-test.	Students will practice using the database and taking notes. Using the comparison feature on World Book Kids students will choose two animals they are interested in and complete a graphic organizer showing the similarities and differences between the two animals they	Students will practice forming their own research questions and locating information on one of the two databases taught in the previous rotations. Students will write their research questions in a google doc, conduct research, and paraphrase the	Students will complete individual research in an online dictionary of their (or your) choosing. Using the dictionary they will identify the definition, draw an illustration, and provide examples and non-examples of the keyword.	Students will complete the activity page individually.	Students will have individual work time to complete the venn diagram. When they have finished they need to complete the post-test.	Student Work Time

		chose.	information they find. If they use direct quotations they will have to include quotation marks, guide students on how to do that and why it is important to cite sources.			
Exit Ticket Evidence of Learning	Completion of Explora scavenger hunt and pre-test.	Completion of graphic organizer.	Completion of written research questions and paraphrased research.	Completion of vocabulary dictionary dive.	Completion of activity page.	Completion of venn diagram and post-test.
Optional STEM Ideas	Using building materials, build a pet shelter.				"The unicorns are dropping from their spaceship! Can you build something soft and safe for them to land on so they don't get hurt?"	

Quarter #3 Optional STEM activities (line 10) and updates to biographies: 4th Grade

- o 4th grade - rotations, all rotations.

LIBRARY	Rotation #1 Using a Database to Locate Information	Rotation #2 Recording Information	Rotation #3 Research Questions	Rotation #4 Words & Their Meanings	Rotation #5 Compiling Research	Rotation #6 Using Research to Create
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Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Stand	4.W.3.A.c identify a variety of relevant sources, literary and informational.	4.W.3.A.c identify a variety of relevant sources, literary and informational.	4.W.3.A.c identify a variety of relevant sources, literary and informational.	4.W.3.A.c identify a variety of relevant sources, literary and informational.	4.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
I CAN	navigate and find information on a database.	record and sort information.	gather information from print and digital resources	navigate and find information on a database.	use paraphrasing to complete an acrostic poem
Suggested Read Aloud	The Oldest Student	I am Sonia Sotomayor	Counting on Catherine	Finding My Dance	The Boy Who Invented the Popsicle The Girl Who Thought in Pictures
Materials Needed	Activities Additional options	SeeSaw activity	Lesson and Activities	Student Checklist Rubric for Slides	Activity Optional Activities
Lesson	Ask the pre-reading questions. Have students pair and share then call on a few students to share what they discussed. Read the story, then explain that today they will be exploring a database called	Ask the pre-reading questions and read the story. After reading, explain that today they will be introduced to another database (World Books Kids). Model how to use the database by	After reading ask: Based on what you've read, how did Katherine change the way people perceived women in STEM fields? Lesson and Activities	Ask the pre-reading questions and read the story. Stop and allow students to ask questions as you go, or ask them questions as well. After the story, explain their research activity	Ask the pre-reading questions and read the story. Stop and allow students to ask questions as you go, or ask them questions as well. After the story, describe what an acrostic is and

	Explora. Model how to access the database (go through MCPL, login using lunch number), then walk them through how to use the search bar, open articles, see works cited, etc.	using the search bar, and the comparison models under the animal section.		using the rubric.	Trademark office website. This is where they can read about patents and fill in their patent activity sheet.	instruct students to create an acrostic that honors Dr. Grandin.
Student Work Time	After being introduced to the database students will have individual work time to explore using the scavenger hunt activity page as their guide. Once they have completed the scavenger hunt they will complete the pre-test.	Students will practice using the database and taking notes. Using the comparison feature on World Book Kids students will choose two animals they are interested in and complete a graphic organizer showing the similarities and differences between the two animals they chose.	Lesson and Activities	Using the student checklist, students will begin to research their dance that they have chosen. A list of dances includes: Jingle dress, Fancy Shawl, grass dance, and hoop dance (more can be found).	Complete the Patent Research Activity	Complete acrostic poem
Exit Ticket Evidence of Learning	Completion of Explora scavenger hunt and pre-test.	Completion of graphic organizer.	Completion of Comprehension Check and Character Analysis	Submitted Google Slides and Completed Student Checklist	Completion of the Activity	Completion of Acrostic Poem

Optional STEM Ideas	"Mary Walker spent her whole life working hard. After a long day, she might be tired—but still want to read! Can you build a hands-free book holder to help her read comfortably?"	Students will design and build a model of a fair and organized courtroom using craft materials, while discussing fairness and justice.	Using Building materials, students build a rocketship. Students can explore STEAM activities through the games on NASA Clubhouse NASA Clubhouse Games	Students can use the activity sheet below to design their own nature-inspired dance shawl Dancing With Traditions by Crayola		Using building materials, students can create an animal enclosure that would be humane.

Quarter #3 Optional STEM activities and updates to biographies (line 10): 5th Grade

- o 5th grade - rotations, all rotations.

LIBRARY	Rotation #1 Using a Database to Locate Information	Rotation #2 Recording Information	Rotation #3 Research Questions	Rotation #4 Researching	Rotation #5 Compiling Research	Rotation #6 Words & Their Meanings	Rotation #7 Point of View Letter Writing
Less on Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides
Standard	5.W.3.A.e assess relevance, accuracy, and reliability of information in print and digital sources (Apply a research process	5.W.3.A.e assess relevance, accuracy, and reliability of information in print and digital sources (Apply a research process	5.W.3.A.e assess relevance, accuracy, and reliability of information in print and digital sources (Apply a research process	5.W.3.A.e assess relevance, accuracy, and reliability of information in print and digital sources (Apply a research process	5.R.4.A.a explain how messages conveyed in various forms (documentaries, online information, televised news) of	5.R.4.A.a explain how messages conveyed in various forms (documentaries, online information, televised news) of	5.R.4.A.a explain how messages conveyed in various forms (documentaries, online information, televised news) of

	& identify relevant sources).	& identify relevant sources).	& identify relevant sources).	& identify relevant sources).	media are presented differently.	media are presented differently.
I CAN	navigate and find information on a database.	Finding relevant and reliable information	formulate research questions and find their answers.	formulate research questions and find their answers.	use multiple databases to conduct research about a topic.	decode meanings of words using context clues
Suggested Read Aloud	Dinosaur Lady	Call Me Roberto!	Mae Among the Stars	Go Forth and Tell	I am Marie Curie	How Do You Spell Unfair?
Materials Needed	Pre-Test , computers , database , scavenger hunt activity , Explora	Lesson Activity	computers, Google Doc, World Book Kids , Explora Other Optional Activities	Activity	biography , research activity , computers , Post-Test	Google Doc National Spelling Bee words and sheet to record answers.
Lesson	Ask the pre-reading questions. Have students pair and share then call on a few students to share what they discussed. Read the story, then explain that today they will be exploring a	Ask pre reading questions. Have students Pair and Share the pre reading questions. Have students research other athlete who used their platform to help others?	Ask the pre-reading question and have students pair-and-share. Call on a few students to share and then begin the story. After reading briefly review both Explora and	Ask the pre reading questions and have student share at their table. Call on a few students to share. Read the story. After reading the story have students research their favorite author	Ask the pre-reading questions and read the story. Explain that today they are going to be experts on a person by conducting research using the databases they have been	After reading the story, discuss the meanings of words and where they come from. In the Google Doc, you will find 7 words that won the National Spelling Bee from various years. Give the students
						Ask pre-reading questions: "What does freedom mean to you" or "Have you ever had to give something up to gain something more important?" After reading, students will write a letter in a

Student Work Time	database called Explora. Model how to access the database (go through MCPL, login using lunch number), then walk them through how to use the search bar, open articles, see works cited, etc.		World Book Kids. Model what a research question looks like and how to locate information using the databases. Since we read a book about Mae Jemison, frame your questions around her.	and answer the questions on the graphic organizer.	introduced to thus far. Briefly model how to use the online dictionary, World Book Kids, and Explora in case they need a reminder.	a word and have them write it down and guess what the definition is and put it in a sentence. Once all the words are guessed, have the students look up the definition using Dictionary.com.	Google Doc. Write a letter from Henry's point of view to a friend after gaining his freedom.
	After being introduced to the database students will have individual work time to explore using the scavenger hunt activity page as their guide. Once they have completed the scavenger hunt they will complete the pre-test.	Students will use this time to research other athlete who used their platform to help others? Using Google Paper, poster paper or Canva have students create a poster about an athlete who used their platform to help others off the field.	Students will practice forming their own research questions and locating information on one of the two databases taught in the previous rotations. Students will write their research questions in a google doc, conduct research, and paraphrase the information they find. If they use direct	Students will use databases to research their favorite author and answer the questions in the graphic organizer.	Students will complete individual research about a person of their choosing. Using the databases provided they will find information about the life, childhood, major accomplishments, etc. After compiling research students will complete the post-test.	Students can complete this activity in a written form or the lesson can be placed in Seesaw or Google Classroom.	Students will type a letter in Google Docs using the greeting of Dear... and finishing with Sincerely or From. The letter should include: Purpose of the Letter 3-5 Sentences of supporting information. Conclusion The letter should be 6-7 sentences.

				quotations they will have to include quotation marks, guide students on how to do that and why it is important to cite sources.				
Exit Ticket Evidence of Learning	Completion of Explora scavenger hunt and pre-test.	Completion of the poster	Completion of written research questions and paraphrased research.	Completion of Graphic Organizer.	Completion of initial animal research and post-test.	Completion of activity in Seesaw, Google Classroom, or print.	Completion of the Google Doc	
Optional STEM Ideas		Students use the materials to build their soccer ball. They can wrap newspaper into a ball and cover it with tape, string, or foil to strengthen it.	Students can explore STEAM activities through the games on NASA Clubhouse NASA Clubhouse Games	Easy STEAM Activity Activity: Design a Puppet or Stage with building materials or design/draw on paper.			Students will design and build a small model of a box that could safely carry a fragile item—just like Henry had to do with himself.	

List of Book Titles Added to LMS Curriculum

Quarter 1 (Pre-K through 5th)

A Perfectly Messed Up by Patrick McDonnell
Overdue by Gloria Koster
Do NOT Bring Your Dragon to the Library by Julie Gassman
My Pet Book by Bob Staake
Author vs Illustrator by Donald Lemke
Troll Stinks by Jeanne Willis
Anne Was Warned by Jarrett Krososcka
Webster's Friend by Hannah Whaley
Once Upon a Time Online by David Bedford
Tomas and the Library Lady by Pat Mora
The Internet is Like a Puddle by Shona Innes
#Goldilocks: A Hashtag Cautionary Tale by Jeanne Willis
The Shelf Elf by Jackie Mims Hopkins
The Computer Teacher from the Black Lagoon by Mike Thayer

Quarter 2 (Pre-K through 5th)

No Changes to the Book titles

Quarter 3 (Pre-K through 5th)

Book Title changes only in 4th grade & 5th grade Biographies
I am Sonia Sotomayor by Brad Meltzer
Finding My Dance by Rita Thundercloud
The Boy Who Invented the Popsicle by Anne Renaud
The Girl Who Thought in Pictures by Julia Finley Mosca
Call Me Roberto! by Nathalie Alonso
Go Forth and Tell by Breanna J McDaniel
How Do You Spell Unfair? Carole Boston

Quarter 4 (Pre-K through 5th)

No Changes to the Book titles

Show-Me Reader Awards 25-26 Book Titles add to curriculum

Basketball Dreams by Chris Paul
Building a Dream: How the Boys of Koh Payynee Became Champions by Darshana Khiaini
Cooler than Lemonade by Harshita Jerath

How this Book Got Red by Margaret Chiu Greanias
The Kitten Story: A Mostly True Tale by Emily Jenkins
The Mighty McKraken by Izzy B
Seals Are Jerks by Jared Chapman
The Three Little Guinea Pigs by Erica Perl
The Worlds Best Class Plant by Audrey Vernick & Liz Garton Scanlon
We Dont Lose our Class Goldfish by Ryan T. Higgins

		Enduring Understanding Light helps us see and can come from different sources like the sun or a lamp.			
Before Reading					
Language Comprehension	Background Knowledge: What background or topic context is needed? * Consider what you know about the topic and what further information you need. * Prepare questions to elicit student knowledge of topic.	Basic understanding of day and night, what happens during the day vs. the night Light comes from the sun Common light sources (sun, lamps, stars, flashlights) Understanding that some things give off their own light and some reflect light Basic understanding that some animals are nocturnal What are shadows and how they are formed			
	Vocabulary: What words should be pretaught?	shadow , glow , warmth , shivering , evening			
	Language Structures: What are difficult phrases, sentence structures, and/or academic language?	the Earth is always turning around the sun is our brightest and hottest light ("What are those little lights? he asked,") "They are dancing"			
	Literacy Knowledge (Text Structure): Is this informational or narrative text?	This is an informational text with a descriptive text structure. Refer back to the text structure chart . Add to your anchor chart if needed.			
Establish Purpose What is the purpose for reading today? What are the takeaways or enduring understandings?	Day 1: First Read I can seek clarification and locate facts and details.	Day 2: Second Read I can find the main idea and details of a text.	Day 3: Third Read I can sort words into categories.	Day 4	
	"When we read nonfiction, or true stories, we can read to get a clear understanding of a topic and locate facts and details. Look at the title of our story. What is a question we could ask about the story? (e.g. What is the difference between light and dark? What will Oscar and the moon learn?) As we read our story today, we will listen for facts that answer our questions and stop to think about: I see _____. I think _____. I wonder _____."	"When we read nonfiction, or true stories, we can read to find the big idea and all the important parts that help explain it. This is called finding the main idea and key details. As we read our story today, listen for the main idea or big idea and all the details that help explain it. We'll use this main idea and details graphic organizer to keep track of our thoughts."	"Today as we read, we are going to listen for words typically associated with day and night, and stop to sort the words into those categories. We'll use this concept sorting organizer to help us keep track of our word sort as we read."	Opportunity to reteach or assess. This could include, but not limited to: whole group lessons on a skill students still need to practice - small group interventions - fluency practice - constructed response practice - formative assessments - Seesaw vocab word match - other needs based on teacher observations - because but so writing prompt	
During Reading					
Plan Questions Anticipate Student Questions Mark the text for where to ask questions and queries.	Day 1: First Read Stop at pg. 11: "Did you hear any facts or details that answer any of our questions? (e.g. warm in the day/light, colder at night) Let's think about: I see _____. I think _____. I wonder _____. (e.g. I see it is dark and Oscar is cold. I think it is cold because the sun is gone. I wonder what Oscar will do to get warm.)" Stop at pg. 15: "Let's think about what Oscar sees, thinks and wonders. Oscar sees _____. Oscar thinks _____. Oscar wonders _____. (e.g. Oscar sees the lamp come on. Oscar thinks the lamp is making his face warm. Oscar wonders if the lamp is as hot as the sun.)" Stop at pg. 21: "Let's pick something from this page to think about: I see _____. I think _____. I wonder _____."	Day 2: Second Read Stop at pg. 9: "The main idea is the big thing we are learning about. What do you think is the main idea the author is trying to teach us about in this book? (e.g. Oscar learns what makes things light and dark.) Let's add that to our graphic organizer." Stop at pg. 17: "We're learning with Oscar about light and dark. What is one detail we've learned so far in this book about the sun? (e.g. The sun gives us light and warmth.) Let's add that to our graphic organizer." Stop at pg. 21: "What is another detail we've learned about light? (e.g. Many animals can make their own light.) Let's add that to our graphic organizer." Stop at pg. 25: "Let's add another detail. What did we just read about light and dark? (e.g. When we block the light, a shadow forms.) Let's add that to our graphic organizer."	Day 3: Third Read Stop on these pages to sort words: 1 - evening 7 - sun 8 - light, dark 11 - cold, warmth 16 - stars 26 - morning 27 - bright		
	After Reading				

	Day 1: First Read	Day 2: Second Read	Day 3: Third Read
Was purpose met? Did students' thinking change? Evaluate student thinking. Is rereading planned?	Fill out the retelling graphic organizer for the story. Focus on what happened at the beginning, middle, and end of the story. "We practiced asking questions when we're not sure about something, and we learned how to find facts in a text to help us understand better. Asking questions and looking for answers makes us super readers and helps us learn new things every day!"	"We learned new things along with Oscar about light and dark. Who helped Oscar learn about light and dark in this book?" (moth) Have students complete the Oscar and the Moth worksheet. You can also use flashlights to explore shadows in the classroom. "Today we learned how to find the main idea and the details in a story. The main idea is what the story is mostly about, and the details are the little pieces that help us understand it better. Great job being reading detectives again today!"	"Let's go back to page 11 and find another interesting word from our story." Reread the first sentence on page 11. "Oscar sat up. 'I'm cold,' he said, shivering." (<i>Do shivering vocabulary routine.</i>) We learned how sorting words into groups helps us understand what we read. When we group words that typically belong together into categories—like animals, colors, or food—we can remember them better and see how they are connected. Keep practicing sorting words, and you'll become even stronger readers!"

Agenda Item #: V.3

Subject / Title: Approval of the 2025-2026 Assessment Plan

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

The District's assessment plan meets the requirements of the Missouri School Improvement Plan (MSIP) guidelines. These guidelines require the plan to include a listing of tests and the purpose of each test, guidelines for students with disabilities, a description of how the district assesses Show-Me-Standards not addressed by MAP and EOC, how testing results are used and provisions for staff development activities relating to assessment. Provisions for teaching test taking skills to students and a test security policy are also included.

Standard 6.2.5 of the Process Standards outlined in the Missouri School Improvement Program (MSIP) asks for Board of Education approval of the assessment plan.

Desired results

Approval by the Board of Education

Personnel

N/A

Resources

N/A

Reviewed and Recommended:



Interim Superintendent

8-1-25

Date

Motion for Board Action:

The Board of Education approves the 2025-2026 Assessment Plan, as required by the Missouri School Improvement Plan (MSIP) guidelines, for the Independence School District.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)



Independence School District Comprehensive Assessment Plan **REDLINE**

2025-2026



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Purpose of the Assessment Program

The purpose of the district assessment program is to provide teachers with data to gauge student learning and improve instructional practices and prepare students to be college and career ready. Through the data collection process, the Independence School District will continue to commit to student improvement and focus on learning by utilizing assessment data to drive decisions off the students' achievement. The results-based commitment requires a strong and comprehensive assessment program. Assessments are a tool for student learning when the results are used systematically and regularly to improve instruction and the assessment is distributed over time to help students apply concepts and details.

The school sites use the collaborative planning times to study both aggregate and disaggregate data, collaborate to make instructional decisions based on the data and plan needed lessons for large and small groups of students. Multiple sources of student assessment data are available for quick access through the online assessment management tool. Along with ongoing formative assessments administered in all subject area classrooms, the following assessments are administered throughout the district in various grade levels and courses.

Types of Assessments

	Grade Level/Age Range	Content	Assessment	Purpose
Standardized Assessments	K-10	Reading Math	STAR (Early Literacy, Reading and Math) Fall Winter Spring	*Formative Assessment *Screener: STAR reading STAR math *Both assessments are adaptive *Gives teachers and administrators data to monitor progress
	Kindergarten	Academic Language Social Emotional Motor Skills	Kindergarten Observation Form	*Provides an understanding of the factors contributing to kindergarten readiness
	1st grade	Verbal Quantitative Nonverbal	CogAT Screening	*Cognitive screening to assist in identification for the gifted program
	3rd grade	Verbal Quantitative Nonverbal	CogAT Screening	*Cognitive screening to assist in identification for the gifted program
District Required Assessments	K-12	English Language Arts Mathematics **Science **Social Studies	Grade-Level/Course Common Assessments Window varies KoF (Kindergarten) Happy Numbers	*Summative assessment to provide data at the end of each unit of instruction **Refer to assessment charts for grades 2-5.
Early Childhood	Infant - Toddler	Developmental Screen - Academic/Phys	Ages & Stages Questionnaire	*Provides overview of developmental abilities of children ages birth up to 2.

Early Childhood				*Allows teachers a snapshot of child's baseline knowledge
	Infant Toddler	English Language Arts Mathematics Science Social Studies Social Emotional	Desired Results Developmental Profile (DRDP-2015) Fall Winter Spring	*Portfolio style assessment
	3-5 yrs.	Developmental Screen - Academic/Phys	Brigance III	*Provides overview of developmental abilities of children. *Provides teachers a snapshot of child's baseline knowledge
	3-5 yrs.	English Language Arts Mathematics Science Social Studies Social Emotional	Desired Results Developmental Profile (DRDP-2015) Preschool Ongoing • Winter • Fall • Spring	*Ongoing, portfolio style assessment
	Infant-5 yrs.	Social Emotional	eDECA	*Social Emotional screening for potential risk factors *Parent and teacher individually complete at beginning of school year *Children of concern have 2nd eDECA completed in Winter
State Assessment	3-8	English Language Arts Mathematics	MAP (Grade Level) • Spring	*Provides data related to proficiency of Missouri Learning Standards *Provide data for MSIP calculations *Provide data for instructional program evaluation
	5 & 8	Science	MAP (Grade Level) • Spring	* Provide data related to proficiency of Missouri Learning Standards

State Assessments				*Provide data for MSIP calculations *Provide data for instructional program evaluation
	9-12	Algebra I Algebra II Biology English II Government	MAP (End of Course) Varies based on course completion - Fall - Spring	*Provides data related to proficiency of Missouri Learning Standards *Provides data for MSIP Calculations *Provides data for instructional program evaluation
College and Career Readiness	10-11 Top 10% Juniors Top 5% Sophomores	Reading Writing Math	Preliminary Scholastic Aptitude Test (PSAT) Fall	*Prepares students for SAT *Predict future academic and career success based on SAT standards
	11	Reading, Math, Science, ELA	ACT	*Standardized test used for college admissions which measures knowledge in math, English, reading and science
	10-12	Reading Writing Math	Workkeys Ongoing	* Measures foundational and essential soft skills necessary for success in the workplace
	10-12	Career Aptitude	Armed Services Vocational Aptitude Battery (ASVAB) Ongoing	*Provides aptitude measures to assist students in becoming more aware of potential related to higher education or career *Provides data for students entering technical courses at area vocational schools



STAR Implementation Guide

ISD STAR Test Schedule

Grade Levels	Test Type	Test Windows	Test Guidance
Grade K	Star Early Lit/ ~~Star Reading~~	Fall: Oct 21-Nov 14 Spring	Administer Star Early Literacy ~~to kindergartners in the Fall during the Fall and Spring windows~~ ~~Once a student reaches an 852 SS (on the Unified Scale) on Star Early Literacy, Star Reading should be administered in the same window. Future Star Early Literacy tests should be discontinued unless the student would benefit from transitioning back.~~
	Star CBM Reading: Letter Naming	Fall: Oct 21-Nov 14 Spring	Administer Star Reading CBM: Letter Naming
	Star CBM Reading: Phoneme Segmentation	Fall: Oct 21-Nov 14 Spring	Administer Star Reading CBM: Phoneme Segmentation ~~to kindergartners in the 1st Kindergarten Star Fall Winter and Spring.~~
	Star CBM Math: Numeral Recognition	Fall: Oct 21-Nov 14 Spring	Administer Star CBM Math: Number Identification ~~to kindergartners in the Fall, Winter, and Spring.~~
	Star CBM Reading: Letter Sounds	Fall: Nov. 3-Nov. 14 Spring	Administer Star Reading CBM: Letter Sounds ~~to kindergartners in the Fall, Winter, and Spring.~~ * Start assessment no sooner than Nov. 3
	Star CBM RAN: Pictures	Fall: Nov. 3-Nov. 14 Spring	Administer Star Reading CBM Rapid Automatic Naming (RAN): Pictures * Start assessment no sooner than Nov. 3
Grade 1	Star Early Lit/ ~~Star Reading~~	Fall Winter Spring	Administer Star Early Literacy ~~in Fall, Winter, and Spring.~~ ~~***Important*** Review previous scores to determine which test (Star Early Literacy/Star Reading) needs to be administered to each student.~~ ~~Once a student reaches an 852 SS (on the Unified Scale) on Star Early Literacy, Star Reading should be administered within the same window. Future Star Early Literacy tests should be discontinued unless the student would benefit from transitioning back.~~
	Star CBM Reading: ~~Phoneme Segmentation~~ Letter Naming	Fall ~~Winter~~ Spring	Administer Star Reading CBM: ~~Phoneme Segmentation~~ ~~Winter, and Spring. Letter Naming fall only.~~

Revised: July 2025

	Star CBM RAN: Pictures	Fall Winter Spring	Administer Star CBM Rapid Automatic Naming (RAN): Pictures ~~during the Fall, Winter and Spring.~~
	Star CBM Reading: Passage Oral Reading	Fall Winter Spring	Administer Star Reading CBM: Passage Oral Reading ~~to first graders in Fall, Winter and Spring.~~
	Star CBM Math: ~~Quantity Comparison~~ Addition to 10	Fall Winter Q3 Spring	Administer Star Math CBM: Administer ~~addition to 10 Quantity Comparison to first graders in the Fall, Winter, 3rd quarter and Spring.~~
Grades 2-3	Star Reading	Fall Winter Spring	Administer Star Reading to students. If a student cannot successfully pass the practice questions on Star Reading, Star Early Literacy should be administered. Be sure to follow the failed practice guidance in this guide. ~~If the student takes Star Early Lit in the fall, they will take Star Early Lit in the winter window. Once a student successfully scores an 852 the student will take Star Reading within the same window. See Flow Chart for guidance.~~
	Star CBM Reading: Passage Oral Reading		Administer Star Reading CBM Passage Oral Reading to students during fall, winter, and spring windows.
	Star CBM RAN: Pictures		Administer Star CBM Rapid Automatic Naming (RAN): Pictures ~~during the Fall, Winter and Spring.~~
	Star Math		Administer Star Math to students.
Grades 4-5	Star Reading	Fall Winter Spring	Administer Star Reading to students. If a student cannot successfully pass the practice questions on Star Reading, Star Early Literacy should be administered. Be sure to follow the failed practice guidance in this guide. ~~If the student takes Star Early Lit in the fall, they will take Star Early Lit in the winter window. Once a student successfully scores an 852 the student will take Star Reading within the same window. See Flow Chart for guidance.~~
	Star CBM Reading: Passage Oral Reading		Administer Star Reading CBM Passage Oral Reading
	Star Math		Administer Star Math to students.
Grades 6-8	Star Reading	Fall	Administer Star Reading to students in Grades 6-8.

		Winter Spring	All ELD I and ELD II.1 will complete the Spanish Star Reading in their ELD class.
	Star Math		Administer Star Math to students in Grades 6-8. ELD students will complete the Star Math assessment in their math class. If the student is in ELD I or ELD II.1, they will complete the Star Math in Spanish.
Grade 9-10	Star Reading	Fall	Administer Star Reading to students in English 1 & 2. Winter and spring window optional. ELD and SPED stay the same as the district window. All ELD I and ELD II.1 students will complete the Spanish Star Reading in their ELD class.
	Star Math		Administer Star Math to students in Algebra 1, 1A & 1B. Winter and spring window optional. ELD students will complete the Star Math assessment in their math class. If the student is in ELD I or ELD II.1, they will complete the Star Math in Spanish.
SPED	K-5	Fall Winter Spring	Administer the appropriate assessment indicated in the grade level listed within the assessment plan during the same testing window. If a student is in a program and cannot pass the practice questions and/or cannot pass Star Early Literacy, the student should be assessed with the Brigance. It may be administered Fall and Spring only.

Testing Guidance

- ISD students are **required** to be Star assessed *face-to-face*.
- STAR Individual Student Test Preferences:
 - Star Math Audio** for Grade 2: During the District ~~Fall~~ screening windows, Star Math audio will be turned on for students who complete Star Early Literacy. If a student has this test accommodation listed on their IEP or 504 plan or if the PST determines it is necessary for their success, work with the testing coordinator to turn on the accommodation.
- Star Math Audio** for Grades 3 and above: The teachers should work with the testing coordinator/admin to turn on Star Math Audio for students. If a student has this test accommodation listed on their IEP district assessment form E or 504 plan or if the PST determines it is necessary for their success, work with the testing coordinator to turn on the accommodation.
- Extended Question Time Limits:** The teacher **SHOULD NOT** turn on Extended Question Time Limits on STAR tests for students. If a student has this test accommodation listed in the student's IEP district assessment form E, work with the Star testing coordinator to turn on the accommodation.



- **NEW: Math Test Type:** Students receive the Star Math test during district screening windows unless the Math Type is changed to Algebra or Geometry. Teachers should not turn on Algebra or Geometry items to replace the Star Math test requirement during district screening windows.

Renaissance Star Accommodations FAQ

- Students should never use calculators, manipulatives, or reference sheets on STAR assessments. For Star Math testing, always provide students with blank work papers.

Star Practice Questions/Failed Practice

IMPORTANT: Test administrators should never read or answer the practice assessment questions for students. These practice questions help to identify a student's starting point. If students cannot complete or read the practice questions, they may need to be administered Star Early Literacy.

If a student fails the Star practice questions....

- Review testing procedures with the students to verify they understand how to answer the questions.
- Have the student try another practice and observe the student as s/he tests. If the student continues to answer incorrectly, this may indicate that the student is not ready to test on Star Reading or Star Math.
 - **Elementary:** If the student understands how to answer questions but keeps giving incorrect answers, administer Star Early Literacy to receive reading and/or numeracy diagnostic information
 - **Secondary:** See your testing coordinator or admin.

Star Testing In-Between District Screening Window

Renaissance Learning allows Star testing year-round; however, ISD students in grades K-10 must be tested within the district screening windows listed in the District Assessment plan.

New student enrollees in grades K-5 must also be Star tested during the **first two weeks** of enrollment if they do not have recent Star scores. If the student is in grades 6 -12, students should be screened within the **first week of enrollment**, and this information should assist with course placement. This will allow teachers and school leadership teams to have current reading and math diagnostic scores on all enrollees. In addition, with Star, data-based goals for students can be set, and progress monitored and used for course placement at the



secondary level.

ISD Retest Policy

Teachers should submit a request to their building testing coordinator and/or admin for approval to retest. If a retest is approved, the testing coordinator must deactivate the current score **before** a new assessment can be taken.

Deactivations cannot exceed 5% per building per year. *

- Valid reasons to authorize a Star retest:
 - Technology issues during the testing session
 - Unforeseen interruption or distraction during the testing session.
 - The student completes the assessment on the wrong student account.
 - ~~○ A student rushed through a test, and his or her test was completed in less than 5 minutes.~~
- A student is permitted to retest only **once** during a screening window.
- Students approved to retest should not retake the assessment within the same day.

IMPORTANT: Prior to retesting, the Star score must be deactivated by the admin or testing coordinator. *

Test Reliability

- For students to be successful, STAR assessments should be administered consistently and with the same mindset as state assessments.
- The Star administration manual should always be referenced during district screening windows. Instructions are located in the Star Test Administration Manual (TAM). <https://doc.renlearn.com/KMNet/R61649.pdf>
 - Preparing for testing (pages 3-6)
 - Familiarizing Students with Star images (pages 11-50)
 - **Test Directions/Script for Students (pages 6-8)**

PRIOR to Testing Window

Principal/ testing coordinator:

- Develop a testing schedule within the district screening window with the Star testing coordinator and review it with grade level/content teachers



- Communicate testing expectations for students and staff.
- Create a make-up plan for students absent during the assessment period and new enrollees.
- Work with classroom teachers to enter accommodations for students with IEPs, 504s or PST accommodations.
- Work with the Star testing coordinator to provide K-2 student lists to teachers showing which test students should be given. (Star Early Literacy or Star Reading)

Teachers:

- Reference the TAM
- Create a positive testing environment.
- Participate in training on how to administer the assessment
- Prepare students to take the assessment
 - [Star Early Literacy](#)
 - [Star Reading](#)
 - [Star Math](#)
- Be sure materials are ready before testing.
 - Headphones if applicable
 - Paper to show work on the Math assessment
 - Technology is working for all students
- Work with the Star testing coordinator to ensure accommodations are entered into Star for students with IEPs, 504s or PST accommodations.
- Communicate the plan for students when they complete the assessment. (Electronic devices should be discouraged for use after testing.)
- Review previous scores and set goals for upcoming assessment with students.

Students:

- Understand the testing process
- Prepare for the assessment with the teacher
- Review previous scores and set goals for upcoming assessments.

During Testing Window

Principals/Star Testing Coordinator:

- Ensure the testing environment is maintained.
- Assist classroom teachers with students who may need an alternate testing environment.
- Develop a plan for make-up tests and work to actively monitor the



completion of Star testing for their school throughout the testing window.

- Work with teachers to determine appropriate assessments for students. (Star Early Literacy or Star Reading)

Teachers:

- Communicate with Star testing coordinator students who are absent and need to complete the Star assessments. **(Star Test Activity Report)**
- Communicate with families the importance of being present on the days the assessment is given.
- Actively monitor/proctor throughout the classroom as students are testing and check that each student receives the successful completion screen once finished.
- Encourage students throughout the assessment and reinforce positive behaviors.

Students:

- Fully engage with assessment
- Once the assessment is complete, show the teacher confirmation of completion.

After Testing Window

Principals/Star Testing Coordinator:

- Pull data and develop a plan for reviewing data with teachers.
- Review process and implementation and make necessary adjustments before the next assessment window.
- Plan for communicating results to parents.
 - Share reports with families within one week of the close of the testing window.

Teachers:

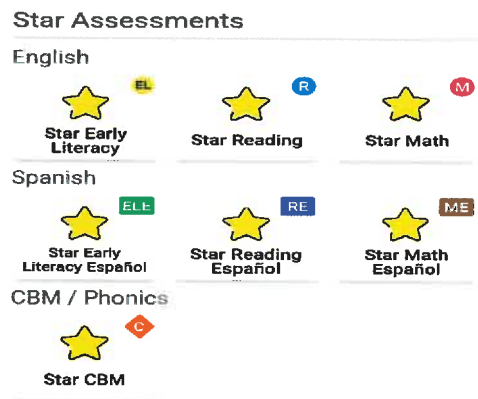
- Pull data and review for instructional adjustments and interventions
- Share data with students and set goals for growth.
- Share with your principal/Star testing coordinator any change in planned assessment that could lead to a PST referral.

Student

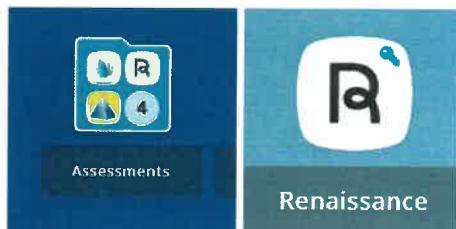
- Review data and set progress goals

About Star

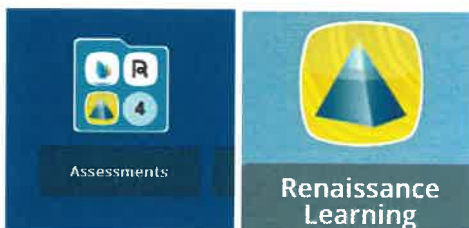
Student view of assessment platform.



Teachers can access Star through the portal under Assessments using the Renaissance icon.



Administrators, Building Coaches, Counselors, EL at Elementary and SPED teachers can access Star through the portal under Assessments, using the Renaissance Learning icon.



Average Test Time

Star tests are computer adaptive. Some students may take longer than others, especially during the first administration.

- Star Early Literacy takes an average of 10 minutes for students to complete.
- Star Reading takes an average of 15 minutes for students to complete.
- Star Math takes an average of 25 minutes for students to complete.

IMPORTANT ***PASSWORD Monitored***

- The PASSWORD may be disabled during the testing window but **must** be

Revised: July 2025



~~enabled once the window closes.~~ Passwords will remain on during each window and will change at the close of each district benchmark window. A new password will be assigned to each testing window.

- Passwords should **NEVER** be shared with students.

Portions of this guide are taken from Renaissance Help Center @2023 Renaissance Learning.

Special Needs Assessment Guidelines

All students with disabilities participate in the MAP assessment. The students with an Individual Education Plan (IEP) that reflects mastery of skills required in the general education setting take the standard MAP. If the student requires accommodations in administration, this is reflected in the IEP and the accommodations are consistent with those utilized in daily instruction.

Students who are immersed in a functional curriculum may be eligible to take the MAP-A assessment. The students are identified prior to the year of test administration and this is reflected in the IEP.

The Missouri Assessment Program-Alternate Assessment (MAP-A) is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria.

Gifted Education Assessment

The CogAT Screening is used to identify potential students for the gifted program. This screening is given to all 1st and 3rd graders and is offered to students in 2nd, 4th, 5th, 6th, 7th, and 8th through teacher and/or parent recommendation. The CogAT Screening measures a student's abilities in Verbal, Quantitative, and Nonverbal domains. Students take one subtest per area for the screening. One overall score is obtained for the CogAT Screening. If a student scores at a certain level on the CogAT Screening, they may continue to take the CogAT Full Assessment which is composed of 2 additional subtests under each of the 3 domains. Students that complete the CogAT Full Assessment will have taken 9 subtests at the completion of testing. The CogAT Full Assessment provides scores in the Verbal, Quantitative, and Nonverbal domains as well as an Overall CogAT Score.



English Learners Assessment

ACCESS for ELs

WIDA's **ACCESS for ELs** is the English language proficiency assessment that Missouri has selected to meet the requirements of the Every Student Succeeds Act (ESSA) to annually assess Missouri's students who are eligible for EL (English Learner) services, including students with disabilities. ACCESS allows educators, students, and families to monitor students' progress in acquiring academic English in the *domains of speaking, listening, reading, and writing* and will be aligned with the WIDA English Language Development (ELD) Standards.

WIDA offers three assessments:

- **ACCESS for ELLs** - The online assessment for students in grades 1-12 (a paper version is available for those with an IEP and for students with very limited exposure to technology)
- **Kindergarten ACCESS** - A Paper-Based Kindergarten assessment that comes in a kit with manipulatives
- **Alternate ACCESS** - An assessment of English language proficiency for students in grades 1 – 12 who are classified as ELs and have significant cognitive disabilities (those who do or would qualify for MAP-A) that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The assessment is based on Alternate Model Performance Indicators (AMPIS), which provide expectations of what students should be able to process and produce at a given Alternate ELP level.

The ACCESS test is administered during the state testing window, typically mid-January to mid-March, each year. Students identified as an EL are required to participate in the ACCESS assessment.

Virtual Assessment Plan

The purpose of this virtual assessment plan is to provide the virtual teachers with data to gauge student learning and improve instructional practices and prepare students to be college and career ready. Students enrolled in virtual classes will be administered the district and state required assessments in accordance with the District approved assessment calendar.



Middle School 6-8

- District Required Assessments
 - Core Content Classes (English Language Arts, Math, Science and Social Studies) Common Assessments
 - Home building Site Testing Coordinator will develop a schedule for each course end of unit assessment and notify the parent/guardian of the testing date(s).
 - Students will take the assessments on a secure locked browser online from home. Students who are not utilizing a district chromebook will need to report to the building to be assessed or students may be issued a district chromebook to take these assessments.
 - The virtual teacher will share the results of the assessment with the parents/guardians and student.
 - Students will be administered an online screening assessment.
 - Home building Site Testing Coordinator will develop a schedule for each grade level and notify the parents/guardian of the testing date(s).
 - Students will be administered the STAR literacy and math assessments.
 - Students will be given the assessments in three different testing windows (Fall, Winter & Spring).
 - Students will report to their home building to be administered the assessment(s). Personal devices are unable to support this assessment platform. A district device may be checked out at any time.
 - Student results will be shared with the parents/guardians.
- State Required Assessments
 - The district will develop a schedule for each state required assessment and End of Course assessment.
 - Site Testing Coordinators will notify the parent/guardian of the testing date(s) and the student will report to their home building to take the assessment(s).
 - Students will be administered the **MAP Assessment** (grades 6-8) in English Language Arts and Mathematics. Students in grade 8 will also be given the Science assessments.
 - Eighth grade students enrolled in Algebra I will be administered the End of Course (EOC) Assessment.
 - Students will report to their home building to take the MAP and EOC assessments. Students assigned the MAP-A assessment will report to their home building to complete the assessment.



- The Director of Title Services will develop a schedule for the WIDA-Access assessment and notify the parent/guardian of the testing date(s). Students assigned to the WIDA-ACCESS assessment will receive notification where to report to take the assessment.
- When student results are received from the testing company, they will be shared with parents/guardians.

High School 9-12

- District Required Assessments
 - Core Content Classes (English Language Arts, Math, Science and Social Studies) Common Assessments
 - Students will take the course end of unit formative assessments through the district's assessment platform.
 - The high school Site Testing Coordinator will develop a schedule for each end of unit assessment and notify the parent/guardian of the testing date(s).
 - Building principals will determine the location in the building and the proctor of the assessment.
 - Students will report to their home building to be administered at the end of unit formative assessment.
 - The virtual teacher will share the results of the assessment with the parents/guardians and student.
 - College and Career Readiness Assessments (ASVAB, ACT, WorkKeys, PSAT)
 - The high school Site Testing Coordinator will schedule the date, time and location for students to be administered the appropriate assessment.
 - Students will report to their home building to be administered the assessment.
 - Students enrolled in 9th and 10th grades will be administered an online screening assessment.
 - The high school Site Testing Coordinator will develop a schedule for each grade level and notify the parents/guardian of the testing date(s).
 - Students will be administered the STAR literacy and math assessments.
 - Students will be given the assessments in three different testing windows (Fall, Winter & Spring).
 - Students will report to their home building to be administered the assessment(s). Personal devices are unable to support this assessment platform. A district device may be checked out at any time.



- Student results will be shared with the parents/guardians.
- State Required Assessments
 - The district will develop a schedule for each state required End of Course (EOC) Assessment
 - The high school Site Testing Coordinator will notify the parent/guardian of the testing date(s) and the student will report to their home building to take the assessment(s).
 - Students enrolled in courses (Algebra I, Algebra II, Biology, English II, Government) will be administered the End of Course Assessment.
 - Students will report to their home building and take the EOC assessment(s). Students assigned to MAP-A assessment will report to their home building in the district to complete the assessment.
 - The Director of Title Services will develop a schedule for the WIDA-Access assessment and notify the parent/guardian of the testing date(s). Students assigned to the WIDA-ACCESS assessment will receive notification where to report for the assessment.
 - When student results are received from the testing company, they will be shared with parents/guardians.

Dissemination of Assessment Results

Dissemination

District and building assessment results are presented to the ISD Board of Education at various times of the school year. District, building and classroom data is accessible through secure passwords. Educators can access a variety of student data via a data warehouse platform. To protect the privacy of students, teachers can only access individual scores for students with whom they work directly.

District Assessment Protocols, Board Policy and Code of Conduct

District Policy: Assessment Program I-195-E

All students will participate in the required statewide screening and assessment program or an alternative assessment as determined by a student's Individual Education Plan (IEP). The District will comply with all assessment requirements for students with disabilities. The District



has a written assessment plan, which is updated and posted annually on the District website. In addition, the assessment plan is included in the Student/Parent handbook at the beginning of each year. The assessment plan is also available for review at the District office during standard business hours.

Test Security: All standardized and statewide testing must be secured, maintained, and administered in a manner that protects the integrity of the testing process. All staff involved in test administration are required to participate in training for administration and security procedures, including employees who are administering assessments to students receiving homebound instruction. Appropriate disciplinary action will be taken in the event that the security or integrity of the assessment program is compromised by a staff member.

ISD Assessment Schedule and Code of Conduct:

- The integrity of all ISD district assessments must be maintained at all times; cheating is not permitted.
- The assessment environment must neither advantage nor disadvantage any student.
- Assessments should be appropriately administered according to district protocol and teacher directions, being mindful of the time, location, and supervision requirements.
- Active supervision of students during the assessments is required.
- Providing unauthorized assistance to students during the assessments is inappropriate.
- Allowing students access to unauthorized materials and aids during the assessment is inappropriate.
- Assessment administrators should ensure their actions before, during and after the assessments do not unduly impact on students' results.
- Schools and teachers should adopt appropriate assessment preparation strategies that familiarize students with the assessment process, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.
- The best preparation schools can provide for students is teaching the curriculum, as the assessments reflect core elements of the curricula of the school, district, and state.
- Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skill are inappropriate.
- The pre-preparation of possible responses for the assessment is inappropriate.
- Any attempt by school staff to unfairly or dishonestly manipulate assessment results is inappropriate.
- Any attempts by students to gain an unfair advantage are inappropriate.
- Any attempts by any party to modify the assessment or answers are inappropriate.



Assessment Security:

- Assessment security and ethical assessment practices continue to be of **PARAMOUNT** importance.
- Assessment security includes, but is not limited to, the following:
 - Locking assessments in a cabinet or designated storage area before and after administration
 - Logging on and off to online assessments **ONLY** at the designated time for administration

This includes the following protocols:

1. Use **ONLY** the content- or process-related materials or tools that are listed in the Teacher Directions for each grade.
2. During an assessment session, when students are not testing, assessments must also be removed from student view and kept secure.
3. After testing, all used scratch, grid, or unlabeled graph paper must be collected and destroyed.
4. Electronic communication, including cellular and imaging devices, must not be accessible during any portion of the assessment session. These types of devices must be turned off and not readily visible at any time during the assessment session both by staff and students.

Training -

Building principals/Testing coordinators and teachers should review common protocols and teacher directions prior to the assessment window.

The following list of people must receive training:

- a. Classroom teacher
- b. Building principal(s)
- c. Building Testing Coordinator (BTC)
- d. Other staff administering the assessment

District Assessment Practices

Examiners and Proctors -

- Do **review** the assessment prior to planning to support backward design.

Revised: July 2025



- DO **NOT** use assessment items as practice tests.
- Assessments should be administered (Grade-level and Department Benchmarks, K – 12 Writing Assessments, etc...) **near the suggested assessment window.**

State Assessment Practices -

Examiners and Proctors -

- Do **NOT** review the assessment before, during, or after the assessment is administered.
- Do **NOT** paraphrase the item directions for students – unless otherwise stated in an IEP or 504 plan
- Do **NOT** react verbally or nonverbally to students' answers, or otherwise potentially cue students in any way.
- Do **NOT** allow the assessment to be accessible to personnel not responsible for administering the assessment.
- Do **NOT** score, photocopy, or duplicate online tests.
- Do **NOT** edit student responses in any way.
- Only the student can answer his or her assessment items and only during the assessment sessions.
- Do **NOT** assist students with any item-related questions other than to ensure that the students understand the general assessment directions. Assist them with assessment-taking procedures, but be careful not to give hints or clues that indicate an answer or help eliminate answer choices.
- **Both written and verbal discussion of State Assessment items breaches the security and integrity of the assessment and may result in invalidation or loss of scores for accountability purposes.**

Check Your Assessment Materials -

Check to be sure you have the following materials. If any materials are missing, notify the Assessment Coordinator or Instructional Coach.

Tools

- The following guidelines explain specific rules for using tools. Students may not use any content- or process-related materials except those listed as appropriate by the district or DESE *Examiner's Manual*. In all Grade-Level Assessments, students may be provided



with bookmarks (such as paper strips or index cards) that can be placed in assessment books. Bookmarks can be used for each content area. No content or process information is allowed on the bookmarks. Only bookmarks that have no writing on them may be used in later testing sessions.

- Scratch paper may not be needed for all content areas or for all sessions in a content area. Used scratch paper should be collected after each session or part. Clean, unused scratch paper should be distributed for each applicable session or part. The Assessment Examiner may provide clean, unused scratch paper when needed.

ELA / Communication Arts

- Unless specifically stated, the dictionaries are not permitted for any session or for any items in the ELA/CA assessments.

Mathematics

- Only specifically stated manipulatives listed in the *Teacher Directions* are permitted for use during testing.
- Clean scratch paper, grid paper, or unlabeled graph paper for each session is needed (not provided). Mathematics instructions referencing the use of scratch paper during the assessments also include the use of grid paper or unlabeled graph paper. Clean scratch paper must be distributed before and collected after each testing session or part. Used scratch paper is given to the School Assessment Coordinator to securely destroy.
- By design, many of the items on the assessments do not require the use of a calculator to solve them. If the district chooses to allow students to use a calculator, a four-function calculator is generally all that is needed, and it can be used only on designated sections of the assessment or as specifically dictated by a student's IEP.

Science

- Scratch paper and graph/grid paper for each session is needed. Clean scratch paper and graph/grid paper must be distributed before and collected after each testing session. Used scratch and graph/grid paper is given to the School Assessment Coordinator to securely destroy.



HOW TO HANDLE STUDENT ABSENCES DURING ASSESSMENT WINDOW -

Teachers and test administrators must make every effort to make-up all district mandated assessments. In order to inform instruction and determine a student's level of mastery, it is imperative that the appropriate benchmark assessments be completed in a timely manner. If a student misses an assessment, teachers and the administrator must plan for making up that assessment within the assessment window if at all possible. Level Not Determined (LND) thresholds should not exceed 4% of the grade level/department population.

Preparation for all assessments

Be sure students understand the directions and the way to mark or appropriately respond to the questions.

- Assist them with assessment-taking procedures, but be careful not to give hints or clues that indicate an answer or help eliminate answer choices. **Do not assist students with any question other than to ensure that they understand the general assessment directions.** Do not paraphrase the item directions for students.
- Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Organize your Classroom -

- Plan for the distribution and collection of materials in advance.
- Plan seating arrangements - **even in a computer lab**. Allow enough space between students to prevent the sharing of answers. Students should be seated at a desk to complete assessments and avoid flexible seating arrangements during testing.
- Eliminate distractions such as bells, building announcements or telephones if possible.
- Make sure classroom maps, charts, and any other materials that relate to the **content and processes** of the assessment are covered, removed, or are out of the students' view.
- When administering the timed portion of the assessment, write on the board the starting and stopping times for the assessment. Ensure that all students are able to see and/or understand the time frame for each strictly timed portion of the assessment.



Prepare your students before administering the assessments -

- Help students approach the assessment in a **relaxed and positive way**.
- Encourage and motivate students to put forth their best effort.
- Tell students if an item seems difficult, it may be wise to skip it temporarily and go on to the next item. Before the assessment period ends, they should attempt to answer all questions.
- Reassure students they will be given ample time to do their best.
- After finishing a test, students should remain seated until all students are finished.
- Students should have something to do after the assessment that allows them to stay seated and quiet. Students should not be going to additional websites or activities on the computer as they wait for other students to complete the assessment.



Appendix A

Elementary Assessments



2025-26 Kindergarten Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>KDG Readiness Assessment (KOF)</u> Aug. 25- Sept. 30	<u>Happy Numbers</u> December 10-December 19 <u>KDG Star Fall Benchmark</u> October 21- November 14 • Star Early Literacy • Star CBM Phoneme Seg. • Star CBM Letter Naming • Star CBM Numeral Rec. November 4- November 14 • Star CBM Letter Sounds • Star RAN pictures <u>LETRS: Basic Spelling Screener</u> (5 words) December 2 - December 17		<u>Happy Numbers</u> May 13-May 22 <u>KDG Star Spring Benchmark</u> April 21 - May 15 • Star Early Literacy • Star CBM Phoneme Seg. • Star CBM Letter Naming • Star CBM Letter Sounds • Star RAN pictures • Star CBM Numeral Rec. <u>LETRS: Basic Spelling Screener</u> (5 words) April 28- May 15



2025-26 First Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20 - September 5 <u>Star Fall Benchmark</u> August 25 - September 12 • Star Early Literacy • Star CBM Letter Naming • Star CBM: Passage Oral Reading • Star RAN: pictures • Star CBM Addition to 10 <u>LETRS: Basic Spelling Screener</u> August 25 - September 12 (15 words)	<u>Happy Numbers</u> December 10 - December 19 <u>Star Winter Benchmark</u> December 2 - December 17 • Star Early Literacy • SStar RAN: pictures • Star CBM Passage Oral Reading • Star CBM Addition to 10 <u>LETRS: Basic Spelling Screener</u> December 2 - December 17 (15 words)	<u>Quarter 3 Star Window</u> February 17 - March 6 • Star CBM Addition to 10	<u>Happy Numbers</u> May 13 - May 22 <u>Star Spring Benchmark</u> April 28 - May 15 • Star Early Literacy • Star RAN: pictures • Star CBM Passage Oral Reading • Star CBM Addition to 10 <u>LETRS: Basic Spelling Screener</u> April 28 - May 15 (15 words)
<u>District CBMs</u> Sept. 30 - Oct 10	<u>District CBMs</u> December 2 - 17	<u>District CBMs</u> February 17 - March 6	<u>District CBMs</u> April 28 - May 15



2025-26 Second Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>Star Fall Benchmark</u> August 25 - September 12 • Star Reading* • Star Math • Star CBM Passage Oral Reading <u>LETRS: Basic Spelling Screener</u> August 25 - September 12	<u>Happy Numbers</u> December 10-December 19 <u>Star Winter Benchmark</u> December 2 - December 17 • Star Reading* • Star Math • Star CBM Passage Oral Reading <u>LETRS: Basic Spelling Screener</u> December 2 - December 17		<u>Happy Numbers</u> May 13- May 22 <u>Star Spring Benchmark</u> April 28- May 15 • Star Reading* • Star Math • Star CBM Passage Oral Reading <u>LETRS: Basic Spelling Screener</u> April 28- May 15
*If a student is unable to pass the practice questions on Star Reading without help, students will take Star Early Literacy. Once that student reaches 852 on Star Early Literacy the student will move to Star Reading.			
<u>ELA Unit Assessment (DnA)</u> • 2.ELA.Fiction/Narrative.25-26 10/7 - 10/10	<u>ELA Unit Assessment (DnA)</u> • 2.ELA.Characters/Realistic Fiction.25-26 12/15 - 12/19	<u>ELA Unit Assessment (DnA)</u> • 2.ELA.Informational.25-26 2/24 - 2/27	<u>ELA Unit Assessment (DnA)</u> • 2.ELA.Poetry & Drama.25-26 5/5 - 5/8
<u>Math Unit Assessments (DnA)</u> • 2.Math.Place Value.25-26 9/16 - 9/19	<u>Math Unit Assessment (DnA)</u> • 2.Math.Add & Subtract 100.25-26 11/18 - 11/21	<u>Math Unit Assessment (DnA)</u> • 2.Math.Add & Subtract 1000.25-26 1/27 - 1/30 • 2.Math.Measurement.25-26 3/3 - 3/6	<u>Math Unit Assessments (DnA)</u> • 2.Math.Patterns.25-26 3/17 - 3/20 • 2.Math.Time & Money.25-26 4/7 - 4/10 • 2.Math.Data Analysis.25-26 4/28 - 5/1 • 2.Math.Geometry & Equal Shares.25-26 5/18 - 5/21
Science and Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
<u>Science Unit Assessments (DnA)</u> • No Assessment	<u>Science Unit Assessments (DnA)</u> • 2.Sci.Earth Systems.25-26 10/28 - 10/31	<u>Science Unit Assessments (DnA)</u> • 2.Sci.Matter and Its Interactions.25-26 1/27 - 1/30	<u>Science Unit Assessments (DnA)</u> • 2.Sci.The Needs of Plants.25-26 5/18 - 5/21
<u>Social Studies Unit Assessments (DnA)</u> • 2.SS.Citizenship & Government.25-26 9/9 - 9/12	<u>Social Studies Unit Assessments (DnA)</u> • 2.SS.Native Americans Across North America.25-26 12/15 - 12/19	<u>Social Studies Unit Assessments (DnA)</u> • 2.SS.Economy & Inventors.25-26 3/3 - 3/6	<u>Social Studies Unit Assessments (DnA)</u> • 2.SS.Regions of the World.25-26 4/14 - 4/17



2025-26 Third Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>Star Fall Benchmark</u> August 25 - September 12 - Star Reading* - Star Math - Star CBM Passage Oral Reading - Star RAN: Pictures <u>LETRS: Basic Spelling Screener</u> August 25 - September 12	<u>Happy Numbers</u> December 10-December 19 <u>Star Winter Benchmark</u> December 2 - December 17 - Star Reading* - Star Math - Star CBM POR - Star RAN: Pictures <u>LETRS: Basic/Adv. Spelling Screener</u> December 2 - December 17		<u>Happy Numbers</u> May 13- May 22 <u>Star Spring Benchmark</u> April 28- May 15 - Star Reading* - Star Math - Star CBM POR - Star RAN: Pictures <u>LETRS: Basic/Adv. Spelling Screener</u> April 28- May 15 <u>MAP Testing</u> April 13- May 8
*If a student is unable to pass the practice questions on Star Reading without help, students will take Star Early Literacy. Once that student reaches 852 on Star Early Literacy the student will move to Star Reading.			
<u>ELA Unit Assessments (DnA)</u> 3.Rdg.Character Studies 25-26 10/7 - 10/10 3.Wtg.Narrative 25-26 10/7 - 10/10	<u>ELA Unit Assessments (DnA)</u> 3.Rdg.Sci.Nonfiction & Adventures in Survival 25-26 12/15 -12/19 3.Wtg. Informational 25-26 12/15 -12/19	<u>ELA Unit Assessments (DnA)</u> 3.Rdg.Mystery 25-26 02/10 - 02/13 3.Rdg.SS,Biographies of Famous Missourians 25-26 03/03 - 03/06 3.Wtg.Opinion 25-26 03/03 - 03/06	<u>ELA Unit Assessments (DnA)</u> 3.ELA.Traditional Literature 25-26 (Reading and Writing) 4/07 - 5/15
<u>Math Unit Assessments (DnA)</u> 3.Math. Number Sense & Op. 25-26 09/23 - 09/26	<u>Math Unit Assessments (DnA)</u> 3.Math.Mult. & Division 25-26 12/02-12/05 3.Math.Graphing 25-26 12/16-12/19	<u>Math Unit Assessments (DnA)</u> 3.Math.Geometry 25-26 01/20-1/23 3.Math.Area & Perimeter 25-26 02/17-2/20	<u>Math Unit Assessments (DnA)</u> 3.Math.Fractions 25-26 03/30-04/02 3.Math.Measurement 25-26 4/07 - 5/15
Science and Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
<u>Science Unit Assessments (DnA)</u> 3.Sci.Organism Traits 25-26 10/7 - 10/10	<u>Science Unit Assessments (DnA)</u> 3.Rdg.Sci.Nonfiction & Adventures in Survival 25-26 (combined w/Rdg) 12/15 -12/19	<u>Science Unit Assessments (DnA)</u> 3.Sci.Environmental Changes Over Time 25-26 03/17 - 03/20	<u>Science Unit Assessments (DnA)</u> 3.Sci.Forces and Interactions 25-26 04/28 - 05/01
<u>Soc. Studies Unit Assessments (DnA)</u> 3.SS.Geography and Our State 25-26 09/23 - 09/26	<u>Soc. Studies Unit Assessments (DnA)</u> 3.SS. MO History 25-26 12/15 -12/19	<u>Soc. Studies Unit Assessments (DnA)</u> 3.Rdg.SS,Biography of Famous Missourians 25-26 (w/ Rdg) 03/03 - 03/06	<u>Soc. Studies Unit Assessments (DnA)</u> 3.SS.Economics 25-26 4/07 - 5/15

2025-26 Fourth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>Star Fall Benchmark</u> August 25 - September 12 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv Spelling Screener</u> August 25 - September 12	<u>Happy Numbers</u> December 10-December 19 <u>Star Winter Benchmark</u> December 2 - December 17 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv Spelling Screener</u> December 2 - December 17		<u>Happy Numbers</u> May 13- May 22 <u>Star Spring Benchmark</u> April 28- May 15 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv Spelling Screener</u> April 28- May 15 <u>MAP Testing</u> April 14- May 8
<u>ELA Unit Assessments (DnA)</u> 4.Rdg.Fiction.25-26 10/7-10/10 4.Wtg.Narrative.25-26 10/7-10/10	<u>ELA Unit Assessments (DnA)</u> 4.Rdg.Earth's Changing Features.25-26 12/15 - 12/19 4.Wtg.Opinion.25-26 12/15 - 12/19	<u>ELA Unit Assessments (DnA)</u> 4.Rdg.Reading History.25-26 3/3 - 3/6 4.Wtg.Informational & Research.25-26 3/3 - 3/6	<u>ELA Unit Assessments (DnA)</u> 4.ELA.Theme, Poetry & Writing.25-26 4/07 - 5/15
<u>Math Unit Assessments (DnA)</u> 4.Math.Number Sense and Operations.25-26 9/30-10/3	<u>Math Unit Assessments (DnA)</u> 4.Math.Multiplication.25-26 11/11 - 11/14 4.Math.Division.25-26 12/15 - 12/19	<u>Math Unit Assessments (DnA)</u> 4.Math.Fractions and Decimals.25-26 3/3 - 3/6	<u>Math Unit Assessments (DnA)</u> 4.Math.Measurement and Data.25-26 3/30-4/2 4.Classifying 2D Shapes & Number Patterns.25-26 4/07-5/15
Science and Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
<u>Science Unit Assessments (DnA)</u> 4.Sci.Structures & Functions of Organisms.25-26 10/7-10/10	<u>Science Unit Assessments (DnA)</u> 4.Sci.Earth's Patterns & Reducing Impacts.25-26 12/15 - 12/19	<u>Science Unit Assessments (DnA)</u> 4.Sci.Energy and Motion.25-26 3/3 - 3/6	<u>Science Unit Assessments (DnA)</u> 4.Sci.Energy Transfer & Wave Patterns and Information Transfer.25-26 4/07 - 5/15
<u>Social Studies Unit Assessments (DnA)</u> 4.SS.Maps & Regions.25-26 9/16 - 9/19	<u>Social Studies Unit Assessments (DnA)</u> 4.SS.Early Explorers.25-26 10/28-10/31 4.SS.Early Colonies.25-26 12/15 - 12/19	<u>Social Studies Unit Assessments (DnA)</u> 4.SS.American Revolution.25-26 3/3 - 3/6	<u>Social Studies Unit Assessments (DnA)</u> 4.SS.Government & Economics.25-26 4/07 - 5/15

2025-26 Fifth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>Star Fall Benchmark</u> August 25 - September 12 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv. Spelling Screener</u> August 25 - September 12	<u>Happy Numbers</u> December 10-December 19 <u>Star Winter Benchmark</u> December 2 - December 17 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv. Spelling Screener</u> December 2 - December 17		<u>Happy Numbers</u> May 13- May 22 <u>Star Spring Benchmark</u> April 28- May 15 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv. Spelling Screener</u> April 28- May 15 <u>MAP Testing</u> April 14- May 8
<u>ELA Unit Assessment (DnA)</u> 5.Rdg.Thoughtful Themes.25-26 10/7 - 10/10 5.Wtg.Narrative.25-26 10/7 - 10/10	<u>ELA Unit Assessment (DnA)</u> 5.Rdg.Tackling Text Complexity.25-26 12/15 - 12/19 5.Wtg.Research.25-26 12/15 - 12/19	<u>ELA Unit Assessment (DnA)</u> 5.Rdg.SS.Perspectives from History.25-26 3/3 - 3/6 5.Wtg.Research Based Argument.25-26 3/3 - 3/6	<u>ELA Unit Assessment (DnA)</u> 5.Rdg.SS.Poetry, Myths & Civil Rights.25-26 4/7 - 5/15 5.Wtg.Memoir.25-26 4/7 - 5/15
<u>Math Unit Assessments (DnA)</u> 5.Math.Place Value & Adding/Subtracting Decimals.25-26 9/16 - 9/19	<u>Math Unit Assessments (DnA)</u> 5.Math.Multiplying Whole Numbers & Decimals.25-26 10/14 - 10/17 5.Math.Dividing Whole Numbers & Decimals.25-26 11/18 - 11/21 5.Math.Algebraic Thinking & Volume.25-26 12/15 - 12/19	<u>Math Unit Assessments (DnA)</u> 5.Math.Analyze Fractions & Decimals/Add & Subtract.25 - 26 2/3 - 2/6 5.Math.Multiplying & Dividing Fractions.25-26 3/3 - 3/6	<u>Math Unit Assessment (DnA)</u> 5.Math.Measurement, Data, Geometry.25-26 4/7 - 5/15
<u>Science Unit Assessment (DnA)</u> 5.Sci.Earth's Major Systems.25-26 10/7 - 10/10	<u>Science Unit Assessment (DnA)</u> 5.Sci.Matter/Energy in Ecosystems.25-26 12/15 - 12/19	<u>Science Unit Assessment (DnA)</u> 5.Sci.Matter & Its Interactions.25-26 2/10 - 2/13	<u>Science Unit Assessment (DnA)</u> 5.Sci.Stars & the Solar System.25-26 4/7- 5/15
Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
<u>Social Studies Unit Assessment (DnA)</u> 5.SS.Westward Expansion & Native Americans.25-26 10/7 - 10/10	<u>Social Studies Unit Assessment (DnA)</u> 5.SS.Civil War through Immigration.25-26 12/15 - 12/19	<u>Social Studies Unit Assessment (DnA)</u> 5.Rdg.SS.Perspectives from History.25-26 (combined w/Rdg) 3/3 - 3/6	<u>Social Studies Unit Assessment (DnA)</u> 5.SS.Rdg.SS. Poetry, Myths & Civil Rights.25-26 (combined w/Rdg) 4/7 - 5/15



Middle School Assessments

High School Assessments

2025-26 Sixth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading and Star Math</u> August 25-September 12	<u>Star Reading and Star Math</u> December 2 - December 17		<u>Star Reading and Star Math</u> April 28-May 15 <u>MAP Testing</u> April 20 - May 15
<u>ELA Unit Assessments</u> Reading/Writing: Narrative 10/09 to 10/24	<u>ELA Unit Assessments</u> Reading/Writing Literary Analysis 12-2 to 12-19	<u>ELA Unit Assessments</u> Reading/Writing Argument 3-3 to 3-20	<u>ELA Unit Assessments</u> Reading/Writing Research and Information 4-5 to 5-15
<u>Math Unit Assessments</u> - Integers and Coordinate Graphing 9/9 - 9/19 - Rational Numbers 10/15 - 10/24	<u>Math Unit Assessments</u> - Ratios and Rate Reasoning 11/12 - 11/21 - Percents 12/3 - 12/19 - Numerical Expressions 12/15 - 1/16	<u>Math Unit Assessments</u> - Relationships in 2D Geometry 1/28 - 2/6 - Algebraic Expressions 2/11 - 2/20 - Equations and Inequalities 3/11 - 3/20	<u>Math Unit Assessments</u> Data Collection and Analysis 4/15 - 5/15
<u>Science Unit Assessments</u> Matter and Interactions 9/30 - 10/10	<u>Science Unit Assessment</u> Chemical Reactions and Conservation of Matter 12/2-12/12	<u>Science Unit Assessments</u> Energy and Wave Properties 3/3 - 3/13	<u>Science Unit Assessments</u> Force and Motion 5/5 - 5/22
<u>Social Studies Unit Assessments</u>	<u>Social Studies Unit Assessments</u> - Unit 1: Geography (10/21-10/31) - Unit 2: Government (12/9-19)	<u>Social Studies Unit Assessments</u> Unit 3: Belief Systems (2/10-20)	<u>Social Studies Unit Assessments</u> Unit 4: Economics (3/23-4/3)

*Pre-tests will only be given at the beginning of each semester.

2025-26 Seventh Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading and Star Math</u> August 25-September 12	<u>Star Reading and Star Math</u> December 2 - December 17		<u>Star Reading and Star Math</u> April 28-May 15 <u>MAP Testing</u> April 20 - May 15
<u>ELA Unit Assessments</u> • Reading/Writing: Narrative/Realistic Fiction 10-7 to 10-24	<u>ELA Unit Assessments</u> • Reading/Writing: Informational 12-2 to 12-19	<u>ELA Unit Assessments</u> • Reading/Writing: Argumentative 3-3 to 3-20	<u>ELA Unit Assessments</u> • Reading/Writing: Multi-Genre 4-28 to 5-16
<u>Math 7/Pre-Algebra Unit Assessments</u> • Integers (no calculator) 9/3 - 9/12 • Rational Numbers 9/24 - 10/3	<u>Math 7/Pre-Algebra Unit Assessments</u> • Expressions 10/15 - 10/24 • Equations and Inequalities 11/19 - 12/5 • Proportional Relationships (Direct Proportions) 12/15 - 1/9	<u>Math 7/Pre-Algebra Unit Assessments</u> • Proportional Reasoning 1/28 - 2/6 • Geometry (3 Part Assessment) 2/14 - 3/28 • Algebra Placement Test (e.g. IAAT) 1/28 - 2/28	<u>Math 7/Pre-Algebra Unit Assessments</u> • Geometry (3 Part Assessment) 2/18 - 3/27 • Samples and Data 4/8 - 4/17
<u>Science Unit Assessments</u> • Lunar Phases 9/16-9/19 • Seasons 10/7-10/10	<u>Science Unit Assessment</u> • Gravity 10/21-10/24 • Scale of Space 11/11-11/14 • Geologic Time 12/8-12/19	<u>Science Unit Assessments</u> • Continental drift 1/27-1/30 • Geologic Science Processes 3/10-3/13	<u>Science Unit Assessments</u> • Water Cycle 3/24-3/27 • Weather and Climate 4/28-5/1
<u>Social Studies Unit Assessments</u>	<u>Social Studies Unit Assessments</u> • Unit 1: Geography (10/7-17) • Unit 2: Government (12/8-19)	<u>Social Studies Unit Assessments</u> • Unit 3: Belief Systems (2/16-2/27)	<u>Social Studies Unit Assessments</u> • Unit 4: Conflict (4/6-17)

*Pre-tests will only be given at the beginning of each semester.

2025-26 Eighth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading and Star Math</u> August 25-September 12	<u>Star Reading and Star Math</u> December 2 - December 17		<u>Star Reading and Star Math</u> April 28-May 15 <u>MAP Testing</u> April 20 - May 15 <u>EOC Testing</u> April 20 - May 15
<u>ELA Unit Assessments</u> •Reading/Writing: Narrative/Journalism 10-7 to 10-17	<u>ELA Unit Assessments</u> •Reading/Writing: Information/Literary Analysis 12-8 to 12-19	<u>ELA Unit Assessments</u> •Reading/Writing: Argumentative 3-3 to 3-13	<u>ELA Unit Assessments</u> •Reading/Writing: Poetry & Creative Writing 4-7 to 4-17
<u>Math 8 Unit Assessments</u> •Solve Linear Equations/Angle Relationships 10/15- 10/24 <u>Algebra 1 Unit Assessments</u> •Data Analysis 9/3-9/12 •Linear Functions and Equations 10/15-10/24	<u>Math 8 Unit Assessments</u> •Pythagorean Theorem 11/5-11/14 •Linear Relationships and Functions 12/15-1/9 <u>Algebra 1 Unit Assessments</u> •Build Linear Functions and Models 11/12-11/21 •Linear Systems 12/15-1/9	<u>Math 8 Unit Assessments</u> •Systems 1/28-2/6 •Transformations 2/18-2/27 •Statistics and Probability 3/5 - 3/14 <u>Algebra 1 Unit Assessments</u> •Exponential Functions and Equations 2/6-2/13	<u>Math 8 Unit Assessments</u> •Exponents and Scientific Notation 3/25-4/3 •Volume and Surface Area 4/15-5/8 <u>Algebra 1 Unit Assessments</u> •Quadratic Functions and Equations 4/8-4/17 •Algebra 1 EOC
<u>Science Unit Assessments</u> •Cell Structure and Function 10/7 - 10/10	<u>Science Unit Assessment</u> •Cellular Energy 10/28-10/31 •Body Systems 12/9 - 12/19	<u>Science Unit Assessments</u> •Ecology 2/17 - 2/20	<u>Science Unit Assessments</u> •Natural Selection 3/31 - 4/3 •Genetics 5/12 - 5/19
<u>Social Studies Unit Assessments</u> • Unit 1: Democracy (10/6-10/17)	<u>Social Studies Unit Assessments</u> • Unit 2: Equality (12/8-12/19)	<u>Social Studies Unit Assessments</u> • Unit 3: Federalism (2/2-2/13)	<u>Social Studies Unit Assessments</u> • Unit 4: Government (3/16-4/27)

*Pre-tests will only be given at the beginning of each semester.

2025-26 ELA Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading Benchmark</u> August 25-September 12	<u>Star Reading Benchmark</u> December 2-December 17		<u>Star Reading Benchmark</u> April 28-May 15 <u>EOC Testing</u> April 20 - May 15
English I			
Narrative • 10-7 to 10-17	Argumentative • 12-8 to 12-19	Drama & Literary Analysis • 3-3 to 3-13	Multi-Genre • 4-28 to 5-5/15
English II			
Narrative • 10-7 to 10-24	Argumentative • 12-2 to 12-19	Informational • 3-3 to 3-20	Multi-Genre & Literary Analysis • 5-5 to 5-22
English III			
Literary Analysis • 10-7 to 10-17	Drama • 12-8 to 12-19	Research/Novel • 3-10 to 3-20	Genius Hour/Pathways 5-12 to 5-22
English IV			
Practical Writing & Identity • 10-7 to 10-17	Client Based Project/Citizenship • 12-2 to 12-12	World Citizenship • 3-3 to 3-13	Dystopia / Multi-Genre • 4-28 to 5-8

*Pre-tests will only be given at the beginning of each semester.

2025-26 Math Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Star Math Benchmark August 25-September 12	Star Math Benchmark December 2-December 17		Star Math Benchmark April 28-May 15 EOC Testing April 20 - May 15
Algebra 1			
•Data Analysis 9/3-9/12 •Linear Functions and Equations 10/15-10/24	•Build Linear Functions and Models 11/12-11/21 •Linear Systems 12/15-1/9	•Exponential Functions and Equations 2/6-2/13	•Quadratic Functions and Equations 4/8-4/17 •Algebra 1 EOC
		Algebra 1 S1 (Spring)	
		•Data Analysis 1/21-1/30 •Solving Equations and Inequalities 2/4-2/13 •Linear Functions and Equations 3/4-3/13	•Build Linear Functions and Models 4/1-4/11 •Linear Systems 5/6-5/15
Algebra 1A			
•Algebra Readiness 9/17-9/26	•Linear Equations 10/22-11/1 •Linear Inequalities 11/20-12/5 •Linear Word Problems 12/15-1/9	•Graphing Linear Functions 1/28-2/6 •Writing Linear Functions 2/18-2/27	•Build Linear Functions and Models 3/18-3/27 •Linear Systems 4/15-4/24 •Data Analysis 5/6-5/22
Algebra 1B			
- Algebra Review 9/10 - 9/19 - Linear Systems 10/8-10/17	Exponential Functions and Equations 11/19-12/5	Polynomial Operations and Models 1/28-2/6	- Quadratic Functions and Equations 3/4-3/13 - Functions and Models 4/1 - 4/10 - Algebra 1 EOC

*Pre-tests will only be given at the beginning of each semester.

2025-26 Math Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Math Benchmark</u> August 25-September 12	<u>Star Math Benchmark</u> December 2-December 17		<u>Star Math Benchmark</u> April 28-May 15 <u>EOC Testing</u> April 20 - May 15
Geometry/Honors			
Essentials of Geometry 9/17-9/26 Parallel and Perpendicular Lines 10/15-10/24	Transformations 11/12-11/21 Triangle Congruence 12/10 - 12/19	Quadrilaterals and Polygons 2/4-2/13 Similarity 3/4-3/13	Right Triangle Trigonometry 4/1-4/10 Surface Area and Volume 4/29-5/8
Algebra 2/Honors			
•Functions 9/10-9/19 •Quadratics (Part 1) 10/8-10/17	•Quadratics (Part 2) 10/28-11/7 •Graphs of Polynomials 11/12-11/21 •Polynomial Operations and Solving 12/8-12/19	•Rational Exponents and Radical Functions 2/11-2/20	•Exponential and Logarithmic Functions and Equations 3/25-4/2 •Rational Functions and Equations 5/6-5/20

*Pre-tests will only be given at the beginning of each semester.



2025-26 Science Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Physical Science			
Atomic Structure 10/14 - 10/17	Chemical Reactions 12/9 - 12/19	Motion 3/3 - 3/6	Energy 5/12 - 5/22
General Biology / Honors Biology			
Cells and Homeostasis 9/30 - 10/3	- DNA, RNA, Reproduction 11/4-11/7 - Genetics 12/9 - 12/19	Cellular Energy 2/3 - 2/6	- Ecology 3/9-3/13 - Natural Selection and Evolution 4/7 - 4/10 - Biology EOC April 20 - May 22
Earth Science			
Space 10/14 - 10/17	Geologic Time/ Earth History 12/9 - 12/19	Plate Tectonics 2/17 - 2/20	- Rocks and Minerals 4/7 - 4/10 - Weather and Climate 5/12 - 5/22
Chemistry / Honors Chemistry			
Atomic Structure 10/14 - 10/17	Bonding & Naming 12/9 - 12/19	Scientific Measurement 2/3 - 2/6	- Chemical Equations and Reactions 3/17- 3/20 - Stoichiometry 5/12 - 5/22
College Biology/ College Chemistry (in Canvas)			
	- Unit 1 10/7 - 10/17 - Unit 2 11/11 - 11/21 - Semester Final Building Finals schedule	- Unit 3 2/3 - 2/13 - Unit 4 3/3 - 3/13	Semester Final Building Finals Schedule

*Pre-tests will only be given at the beginning of each semester.

2025-26 Social Studies Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
World History			
Belief Systems 9/29-10/6	Government 11/6-11/11 Conflict 12/11-12/19	Economics, Technology, and Environment 2/12-2/23	
American History			
Democracy 10/9- 10/16	Equality 12/9- 12/19	Government and Business 2/6- 2/13	Global Affairs 3/30-4/6 Civil Liberties 5/14-5/22
Government			
	Constitution Test 12/12- 12/19	Checks and Balances 2/13- 2/20	Citizenship 3/27-4/3

*Pre-tests will only be given at the beginning of each semester.



Independence School District Comprehensive Assessment Plan

2025-2026

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Purpose of the Assessment Program

The purpose of the district assessment program is to provide teachers with data to gauge student learning and improve instructional practices and prepare students to be college and career ready. Through the data collection process, the Independence School District will continue to commit to student improvement and focus on learning by utilizing assessment data to drive decisions off the students' achievement. The results-based commitment requires a strong and comprehensive assessment program. Assessments are a tool for student learning when the results are used systematically and regularly to improve instruction and the assessment is distributed over time to help students apply concepts and details.

The school sites use the collaborative planning times to study both aggregate and disaggregate data, collaborate to make instructional decisions based on the data and plan needed lessons for large and small groups of students. Multiple sources of student assessment data are available for quick access through the online assessment management tool. Along with ongoing formative assessments administered in all subject area classrooms, the following assessments are administered throughout the district in various grade levels and courses.

Types of Assessments

	Grade Level/Age Range	Content	Assessment	Purpose
Standardized Assessments	K-10	Reading Math	STAR (Early Literacy, Reading and Math) Fall Winter Spring	*Formative Assessment *Screener: STAR reading STAR math *Both assessments are adaptive *Gives teachers and administrators data to monitor progress
	Kindergarten	Academic Language Social Emotional Motor Skills	Kindergarten Observation Form	*Provides an understanding of the factors contributing to kindergarten readiness
	1st grade	Verbal Quantitative Nonverbal	CogAT Screening	*Cognitive screening to assist in identification for the gifted program
	3rd grade	Verbal Quantitative Nonverbal	CogAT Screening	*Cognitive screening to assist in identification for the gifted program
District Required Assessments	K-12	English Language Arts Mathematics **Science **Social Studies	Grade-Level/Course Common Assessments Window varies KoF (Kindergarten) Happy Numbers	*Summative assessment to provide data at the end of each unit of instruction **Refer to assessment charts for grades 2-5.
Early Childhood	Infant - Toddler	Developmental Screen - Academic/Phys	Ages & Stages Questionnaire	*Provides overview of developmental abilities of children ages birth up to 2. *Allows teachers a snapshot of child's baseline knowledge
	Infant Toddler	English Language Arts	Desired Results Developmental Profile	*Portfolio style assessment

Early Childhood		Mathematics Science Social Studies Social Emotional	(DRDP-2015) Fall Winter Spring	
	3-5 yrs.	Developmental Screen - Academic/Phys	Brigance III	*Provides overview of developmental abilities of children. *Provides teachers a snapshot of child's baseline knowledge
	3-5 yrs.	English Language Arts Mathematics Science Social Studies Social Emotional	Desired Results Developmental Profile (DRDP-2015) Preschool Ongoing • Winter • Fall • Spring	*Ongoing, portfolio style assessment
	Infant-5 yrs.	Social Emotional	eDECA	*Social Emotional screening for potential risk factors *Parent and teacher individually complete at beginning of school year *Children of concern have 2nd eDECA completed in Winter
State Assessment	3-8	English Language Arts Mathematics	MAP (Grade Level) • Spring	*Provides data related to proficiency of Missouri Learning Standards *Provide data for MSIP calculations *Provide data for instructional program evaluation
	5 & 8	Science	MAP (Grade Level) • Spring	* Provide data related to proficiency of Missouri Learning Standards *Provide data for MSIP calculations *Provide data for instructional program evaluation
	9-12	Algebra I Algebra II Biology English II Government	MAP (End of Course) Varies based on course completion • Fall • Spring	*Provides data related to proficiency of Missouri Learning Standards *Provides data for MSIP Calculations *Provides data for instructional program
State				

Assessments				evaluation
College & Career Readiness	10-11 Top 10% Juniors Top 5% Sophomores	Reading Writing Math	Preliminary Scholastic Aptitude Test (PSAT) Fall	*Prepares students for SAT *Predict future academic and career success based on SAT standards
	11	Reading, Math, Science, ELA	ACT	*Standardized test used for college admissions which measures knowledge in math, English, reading and science
	10-12	Reading Writing Math	Workkeys Ongoing	* Measures foundational and essential soft skills necessary for success in the workplace
	10-12	Career Aptitude	Armed Services Vocational Aptitude Battery (ASVAB) Ongoing	*Provides aptitude measures to assist students in becoming more aware of potential related to higher education or career *Provides data for students entering technical courses at area vocational schools

STAR Implementation Guide

ISD STAR Test Schedule

Grade Levels	Test Type	Test Windows	Test Guidance
Grade K	Star Early Lit	Fall: Oct 21-Nov 14 Spring	Administer Star Early Literacy
	Star CBM Reading: Letter Naming	Fall: Oct 21-Nov 14 Spring	Administer Star Reading CBM: Letter Naming
	Star CBM Reading: Phoneme Segmentation	Fall: Oct 21-Nov 14 Spring	Administer Star Reading CBM: Phoneme Segmentation
	Star CBM Math: Numeral Recognition	Fall: Oct 21-Nov 14 Spring	Administer Star CBM Math: Number Identification
	Star CBM Reading: Letter Sounds	Fall: Nov. 3-Nov. 14 Spring	Administer Star Reading CBM: Letter Sounds * Start assessment no sooner than Nov. 3
	Star CBM RAN: Pictures	Fall: Nov. 3-Nov. 14 Spring	Administer Star Reading CBM Rapid Automatic Naming (RAN): Pictures * Start assessment no sooner than Nov. 3
Grade 1	Star Early Lit	Fall Winter Spring	Administer Star Early Literacy
	Star CBM Reading: Letter Naming	Fall	Administer Star Reading CBM: Letter Naming
	Star CBM RAN: Pictures	Fall Winter Spring	Administer Star Reading CBM Rapid Automatic Naming (RAN): Pictures
	Star CBM Reading: Passage Oral Reading	Fall Winter Spring	Administer Star Reading CBM: Passage Oral Reading

	Star CBM Math: Addition to 10	Fall Winter Q3 Spring	Administer Star Math CBM: Addition to 10
Grades 2-3	Star Reading	Fall Winter Spring	Administer Star Reading If a student cannot successfully pass the practice questions on Star Reading , Star Early Literacy should be administered. Be sure to follow the failed practice guidance in this guide. If the student takes Star Early Lit in the fall, they will take Star Early Lit in the winter window. Once a student successfully scores an 852 the student will take Star Reading within the same window. See Flow Chart for guidance.
	Star CBM Reading: Passage Oral Reading		Administer Star Reading CBM Passage Oral Reading
	Star CBM RAN: Pictures		Administer Star Reading CBM Rapid Automatic Naming (RAN): Pictures
	Star Math		Administer Star Math
Grades 4-5	Star Reading	Fall Winter Spring	Administer Star Reading If a student cannot successfully pass the practice questions on Star Reading , Star Early Literacy should be administered. Be sure to follow the failed practice guidance in this guide. If the student takes Star Early Lit in the fall, they will take Star Early Lit in the winter window. Once a student successfully scores an 852 the student will take Star Reading within the same window. See Flow Chart for guidance.
	Star CBM Reading: Passage Oral Reading		Administer Star Reading CBM Passage Oral Reading
	Star Math		Administer Star Math
Grades 6-8	Star Reading	Fall Winter Spring	- Administer Star Reading - Administer Star CBM Reading in the benchmark window to all 6th graders with an RSP. - All ELD I and ELD II.1 will complete the Spanish Star Reading in their ELD class.
	Star Math		- Administer Star Math - ELD students will complete the Star Math assessment in their math class. - If the student is in ELD I or ELD II.1, they will complete the Star Math in Spanish.
High School	Star Reading	Fall	- Administer Star Reading Fall Window to students in English 1 & 2. <i>Winter and spring window optional per building.</i> - ELD and SPED stay the same as the district window. - All ELD I and ELD II.1 students will complete the Spanish Star Reading in their ELD class.
	Star Math		- Administer Star Math Fall window to students in Algebra 1, 1A/1B. <i>Winter and spring window optional per building.</i> - ELD students will complete the Star Math assessment in their math

			class. If the student is in ELD I or ELD II.1, they will complete the Star Math in Spanish .
SPED	K-5	Fall Winter Spring	Administer the appropriate assessment indicated in the grade level listed within the assessment plan during the same testing window. • If a student is in a program and cannot pass the practice questions and/or cannot pass Star Early Literacy, the student should be assessed with the Brigance. It may be administered Fall and Spring only.

Testing Guidance

- ISD students are **required** to be Star assessed *face-to-face*.
- STAR Individual Student Test Preferences:
 - **Star Math Audio** for Grade 2: During the District Screening windows, Star Math audio will be turned on for students who complete Star Early Literacy. If a student has this test accommodation listed on their IEP or 504 plan or if the PST determines it is necessary for their success, work with the testing coordinator to turn on the accommodation.
- **Star Math Audio** for Grades 3 and above: The teachers should work with the testing coordinator/admin to turn on Star Math Audio for students. If a student has this test accommodation listed on their IEP district assessment form E or 504 plan or if the PST determines it is necessary for their success, work with the testing coordinator to turn on the accommodation.
- **Extended Question Time Limits:** The teacher **SHOULD NOT** turn on Extended Question Time Limits on STAR tests for students. If a student has this test accommodation listed in the student's IEP district assessment form E, work with the Star testing coordinator to turn on the accommodation.
- **Math Test Type:** Students receive the Star Math test during district screening windows **unless** the Math Type is changed to Algebra or Geometry. Teachers **should not** turn on Algebra or Geometry items to replace the Star Math test requirement during district screening windows.

[Renaissance Star Accommodations FAQ](#)

- Students **should never** use calculators, manipulatives, or reference sheets on STAR assessments. For Star Math testing, **always** provide students with blank work papers.

Star Practice Questions/Failed Practice

IMPORTANT: Test administrators **should never** read or answer the practice assessment questions for students. These practice questions help to identify a student's starting point. If students cannot complete or read the practice questions, they may need to be administered Star Early Literacy.

If a student fails the Star practice questions....

- Review testing procedures with the students to verify they understand how to answer the questions.
- Have the student try another practice and observe the student as s/he tests. If the student continues to answer incorrectly, this may indicate that the student is not ready to test on Star Reading or Star Math.
 - **Elementary:** If the student understands how to answer questions but keeps giving incorrect answers, administer Star Early Literacy to receive reading and/or numeracy diagnostic information

- **Secondary:** See your testing coordinator or admin.

Star Testing In-Between District Screening Window

Renaissance Learning allows Star testing year-round; however, ISD students in grades K-10 must be tested within the district screening windows listed in the District Assessment plan.

New student enrollees: in grades K-5 must also be Star tested during the **first two weeks** of enrollment if they do not have recent Star scores. If the student is in grades 6 -12, students should be screened within the **first week of enrollment**, and this information should assist with course placement. This will allow teachers and school leadership teams to have current reading and math diagnostic scores on all enrollees. In addition, with Star, data-based goals for students can be set, and progress monitored and used for course placement at the secondary level.

ISD Retest Policy

Teachers should submit a request to their building testing coordinator and/or admin for approval to retest. If a retest is approved, the testing coordinator must deactivate the current score **before** a new assessment can be taken. **Deactivations cannot exceed 5% per building per year.** *

- Valid reasons to authorize a Star retest:
 - Technology issues during the testing session
 - Unforeseen interruption or distraction during the testing session.
 - The student completes the assessment on the wrong student account.
- A student is permitted to retest only **once** during a screening window.
- Students approved to retest should not retake the assessment within the same day.

IMPORTANT: Prior to retesting, the Star score must be deactivated by the admin or testing coordinator. *

Test Reliability

- For students to be successful, STAR assessments should be administered consistently and with the same mindset as state assessments.
- The Star administration manual should always be referenced during district screening windows. Instructions are located in the Star Test Administration Manual (TAM).
<https://doc.renlearn.com/KMNet/R61649.pdf>
 - Preparing for testing (pages 3-6)
 - Familiarizing Students with Star images (pages 11-50)
 - **Test Directions/Script for Students (pages 6-8)**

PRIOR to Testing Window

Principal/ testing coordinator:

- Develop a testing schedule within the district screening window with the Star testing coordinator and review it with grade level/content teachers
- Communicate testing expectations for students and staff.
- Create a make-up plan for students absent during the assessment period and new enrollees.
- Work with classroom teachers to enter accommodations for students with IEPs, 504s or PST accommodations.
- Work with the Star testing coordinator to provide K-2 student lists to teachers showing which test students should be given. (Star Early Literacy or Star Reading)

Teachers:

- Reference the TAM
- Create a positive testing environment.
- Participate in training on how to administer the assessment
- Prepare students to take the assessment
 - [Star Early Literacy](#)
 - [Star Reading](#)
 - [Star Math](#)
- Be sure materials are ready before testing.
 - Headphones if applicable
 - Paper to show work on the Math assessment
 - Technology is working for all students
- Work with the Star testing coordinator to ensure accommodations are entered into Star for students with IEPs, 504s or PST accommodations.
- Communicate the plan for students when they complete the assessment. (Electronic devices should be discouraged for use after testing.)
- Review previous scores and set goals for upcoming assessment with students.

Students:

- Understand the testing process
- Prepare for the assessment with the teacher
- Review previous scores and set goals for upcoming assessments.

During Testing Window

Principals/Star Testing Coordinator:

- Ensure the testing environment is maintained.
- Assist classroom teachers with students who may need an alternate testing environment.
- Develop a plan for make-up tests and work to actively monitor the completion of Star testing for their school throughout the testing window.
- Work with teachers to determine appropriate assessments for students. (Star Early Literacy or Star Reading)

Teachers:

- Communicate with Star testing coordinator students who are absent and need to complete the Star assessments. (**Star Test Activity Report**)
- Communicate with families the importance of being present on the days the assessment is given.
- Actively monitor/proctor throughout the classroom as students are testing and check that each student receives the successful completion screen once finished.
- Encourage students throughout the assessment and reinforce positive behaviors.

Students:

- Fully engage with assessment
- Once the assessment is complete, show the teacher confirmation of completion.

After Testing Window

Principals/Star Testing Coordinator:

- Pull data and develop a plan for reviewing data with teachers.
- Review process and implementation and make necessary adjustments before the next assessment window.
- Plan for communicating results to parents.
 - Share reports with families within one week of the close of the testing window.

Teachers:

- Pull data and review for instructional adjustments and interventions
- Share data with students and set goals for growth.
- Share with your principal/Star testing coordinator any change in planned assessment that could lead to a PST referral.

Student

- Review data and set progress goals

About Star

Student view of assessment platform.

Star Assessments

English



Star Early
Literacy



Star Reading



Star Math

Spanish



Star Early
Literacy Español



Star Reading
Español



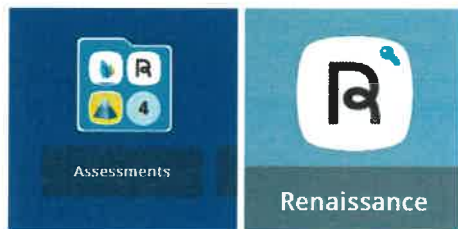
Star Math
Español

CBM / Phonics



Star CBM

Teachers can access Star through the portal under Assessments using the Renaissance icon.



Administrators, Building Coaches, Counselors, EL at Elementary and SPED teachers can access Star through the portal under Assessments, using the Renaissance Learning icon.



IMPORTANT ****PASSWORD Monitored****

Passwords will remain on during each window and will change at the close of each district benchmark window. A new password will be assigned to each testing window.

- Passwords should **NEVER** be shared with students.

Portions of this guide are taken from Renaissance Help Center @2023 Renaissance Learning.

Special Needs Assessment Guidelines

All students with disabilities participate in the MAP assessment. The students with an Individual Education Plan (IEP) that reflects mastery of skills required in the general education setting take the standard MAP. If the student requires accommodations in administration, this is reflected in the IEP and the accommodations are consistent with those utilized in daily instruction.

Students who are immersed in a functional curriculum may be eligible to take the MAP-A assessment. The students are identified prior to the year of test administration and this is reflected in the IEP.

The Missouri Assessment Program-Alternate Assessment (MAP-A) is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using DESE-established eligibility criteria.

Gifted Education Assessment

The CogAT Screening is used to identify potential students for the gifted program. This screening is given to all 1st and 3rd graders and is offered to students in 2nd, 4th, 5th, 6th, 7th, and 8th through teacher and/or parent recommendation. The CogAT Screening measures a student's abilities in Verbal, Quantitative, and Nonverbal domains. Students take one subtest per area for the screening. One overall score is obtained for the CogAT Screening. If a student scores at a certain level on the CogAT Screening, they may continue to take the CogAT Full Assessment which is composed of 2 additional subtests under each of the 3 domains. Students that complete the CogAT Full Assessment will have taken 9 subtests at the completion of testing. The CogAT Full Assessment provides scores in the Verbal, Quantitative, and Nonverbal domains as well as an Overall CogAT Score.

English Learners Assessment

ACCESS for ELs

WIDA's **ACCESS for ELs** is the English language proficiency assessment that Missouri has selected to meet the requirements of the Every Students Succeeds Act (ESSA) to annually assess Missouri's students who are eligible for EL (English Learner) services, including students with disabilities. ACCESS allows educators, students, and families to monitor students' progress in acquiring academic English in the *domains of speaking, listening, reading, and writing* and will be aligned with the WIDA English Language Development (ELD) Standards.

WIDA offers three assessments:

- ACCESS for ELLs - The online assessment for students in grades 1-12 (a paper version is available for those with an IEP and for students with very limited exposure to technology)
- Kindergarten ACCESS - A Paper-Based Kindergarten assessment that comes in a kit with manipulatives
- Alternate ACCESS - An assessment of English language proficiency for students in grades 1 – 12 who are classified as ELs and have significant cognitive disabilities (those who do or would qualify for MAP-A) that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The assessment is based on Alternate Model Performance Indicators (AMPIs), which provide expectations of what students should be able to process and produce at a given Alternate ELP level.

The ACCESS test is administered during the state testing window, typically mid-January to mid-March, each year. Students identified as an EL are required to participate in the ACCESS assessment.

Virtual Assessment Plan

The purpose of this virtual assessment plan is to provide the virtual teachers with data to gauge student learning and improve instructional practices and prepare students to be college and career ready. Students enrolled in virtual classes will be administered the district and state required assessments in accordance with the District approved assessment calendar.

Middle School 6-8

- District Required Assessments
 - Core Content Classes (English Language Arts, Math, Science and Social Studies) Common Assessments
 - Home building Site Testing Coordinator will develop a schedule for each course end of unit assessment and notify the parent/guardian of the testing date(s).
 - Students will take the assessments on a secure locked browser online from home. Students who are not utilizing a district chromebook will need to report to the building to be assessed or students may be issued a district chromebook to take these assessments.
 - The virtual teacher will share the results of the assessment with the parents/guardians and student.
 - Students will be administered an online screening assessment.
 - Home building Site Testing Coordinator will develop a schedule for each grade level and notify the parents/guardian of the testing date(s).
 - Students will be administered the STAR literacy and math assessments.

- Students will be given the assessments in three different testing windows (Fall, Winter & Spring).
 - Students will report to their home building to be administered the assessment(s). Personal devices are unable to support this assessment platform. A district device may be checked out at any time.
 - Student results will be shared with the parents/guardians.
- State Required Assessments
 - The district will develop a schedule for each state required assessment and End of Course assessment.
 - Site Testing Coordinators will notify the parent/guardian of the testing date(s) and the student will report to their home building to take the assessment(s).
 - Students will be administered the **MAP Assessment** (grades 6-8) in English Language Arts and Mathematics. Students in grade 8 will also be given the Science assessments.
 - Eighth grade students enrolled in Algebra I will be administered the End of Course (EOC) Assessment.
 - Students will report to their home building to take the MAP and EOC assessments. Students assigned the MAP-A assessment will report to their home building to complete the assessment.
 - The Director of Title Services will develop a schedule for the WIDA-Access assessment and notify the parent/guardian of the testing date(s). Students assigned to the WIDA-ACCESS assessment will receive notification where to report to take the assessment.
 - When student results are received from the testing company, they will be shared with parents/guardians.

High School 9-12

- District Required Assessments
 - Core Content Classes (English Language Arts, Math, Science and Social Studies) Common Assessments
 - Students will take the course end of unit formative assessments through the district's assessment platform.
 - The high school Site Testing Coordinator will develop a schedule for each end of unit assessment and notify the parent/guardian of the testing date(s).
 - Building principals will determine the location in the building and the proctor of the assessment.
 - Students will report to their home building to be administered at the end of unit formative assessment.
 - The virtual teacher will share the results of the assessment with the parents/guardians and student.

- College and Career Readiness Assessments (ASVAB, ACT, WorkKeys, PSAT)
 - The high school Site Testing Coordinator will schedule the date, time and location for students to be administered the appropriate assessment.
 - Students will report to their home building to be administered the assessment.
- Students enrolled in 9th and 10th grades will be administered an online screening assessment.
 - The high school Site Testing Coordinator will develop a schedule for each grade level and notify the parents/guardian of the testing date(s).
 - Students will be administered the STAR literacy and math assessments.
 - Students will be given the assessments in three different testing windows (Fall, Winter & Spring).
 - Students will report to their home building to be administered the assessment(s). Personal devices are unable to support this assessment platform. A district device may be checked out at any time.
 - Student results will be shared with the parents/guardians.
- State Required Assessments
 - The district will develop a schedule for each state required End of Course (EOC) Assessment
 - The high school Site Testing Coordinator will notify the parent/guardian of the testing date(s) and the student will report to their home building to take the assessment(s).
 - Students enrolled in courses (Algebra I, Algebra II, Biology, English II, Government) will be administered the End of Course Assessment.
 - Students will report to their home building and take the EOC assessment(s). Students assigned to MAP-A assessment will report to their home building in the district to complete the assessment.
 - The Director of Title Services will develop a schedule for the WIDA-Access assessment and notify the parent/guardian of the testing date(s). Students assigned to the WIDA-ACCESS assessment will receive notification where to report for the assessment.
 - When student results are received from the testing company, they will be shared with parents/guardians.

Dissemination of Assessment Results

Dissemination

District and building assessment results are presented to the ISD Board of Education at various times of the school year. District, building and classroom data is accessible through secure passwords. Educators can access a variety of student data via a data warehouse platform. To protect the privacy of students, teachers can only access individual scores for students with whom they work directly.

District Assessment Protocols, Board Policy and Code of Conduct

District Policy: Assessment Program I-195-E

All students will participate in the required statewide screening and assessment program or an alternative assessment as determined by a student's Individual Education Plan (IEP). The District will comply with all assessment requirements for students with disabilities. The District has a written assessment plan, which is updated and posted annually on the District website. In addition, the assessment plan is included in the Student/Parent handbook at the beginning of each year. The assessment plan is also available for review at the District office during standard business hours.

Test Security: All standardized and statewide testing must be secured, maintained, and administered in a manner that protects the integrity of the testing process. All staff involved in test administration are required to participate in training for administration and security procedures, including employees who are administering assessments to students receiving homebound instruction. Appropriate disciplinary action will be taken in the event that the security or integrity of the assessment program is compromised by a staff member.

ISD Assessment Schedule and Code of Conduct:

- The integrity of all ISD district assessments must be maintained at all times; cheating is not permitted.
- The assessment environment must neither advantage nor disadvantage any student.
- Assessments should be appropriately administered according to district protocol and teacher directions, being mindful of the time, location, and supervision requirements.
- Active supervision of students during the assessments is required.
- Providing unauthorized assistance to students during the assessments is inappropriate.
- Allowing students access to unauthorized materials and aids during the assessment is inappropriate.
- Assessment administrators should ensure their actions before, during and after the assessments do not unduly impact on students' results.
- Schools and teachers should adopt appropriate assessment preparation strategies that familiarize students with the assessment process, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.
- The best preparation schools can provide for students is teaching the curriculum, as the assessments reflect core elements of the curricula of the school, district, and state.
- Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skill are inappropriate.
- The pre-preparation of possible responses for the assessment is inappropriate.
- Any attempt by school staff to unfairly or dishonestly manipulate assessment results is inappropriate.
- Any attempts by students to gain an unfair advantage are inappropriate.
- Any attempts by any party to modify the assessment or answers are inappropriate.

Assessment Security:

- Assessment security and ethical assessment practices continue to be of **PARAMOUNT** importance.
- Assessment security includes, but is not limited to, the following:
 - Locking assessments in a cabinet or designated storage area before and after administration
 - Logging on and off to online assessments **ONLY** at the designated time for administration

This includes the following protocols:

1. Use **ONLY** the content- or process-related materials or tools that are listed in the Teacher Directions for each grade.
2. During an assessment session, when students are not testing, assessments must also be removed from student view and kept secure.
3. After testing, all used scratch, grid, or unlabeled graph paper must be collected and destroyed.
4. Electronic communication, including cellular and imaging devices, must not be accessible during any portion of the assessment session. These types of devices must be turned off and not readily visible at any time during the assessment session both by staff and students.

Training -

Building principals/Testing coordinators and teachers should review common protocols and teacher directions prior to the assessment window.

The following list of people must receive training:

- a. Classroom teacher
- b. Building principal(s)
- c. Building Testing Coordinator (BTC)
- d. Other staff administering the assessment

District Assessment Practices

Examiners and Proctors -

- Do **review** the assessment prior to planning to support backward design.
- **DO NOT** use assessment items as practice tests.
- Assessments should be administered (Grade-level and Department Benchmarks, K – 12 Writing Assessments, etc...) **near the suggested assessment window**.

State Assessment Practices -

Examiners and Proctors -

- Do **NOT** review the assessment before, during, or after the assessment is administered.
- Do **NOT** paraphrase the item directions for students – unless otherwise stated in an IEP or 504 plan
- Do **NOT** react verbally or nonverbally to students' answers, or otherwise potentially cue students in any way.
- Do **NOT** allow the assessment to be accessible to personnel not responsible for administering the assessment.
- Do **NOT** score, photocopy, or duplicate online tests.
- Do **NOT** edit student responses in any way.
- Only the student can answer his or her assessment items and only during the assessment sessions.
- Do **NOT** assist students with any item-related questions other than to ensure that the students understand the general assessment directions. Assist them with assessment-taking procedures, but be careful not to give hints or clues that indicate an answer or help eliminate answer choices.
- **Both written and verbal discussion of State Assessment items breaches the security and integrity of the assessment and may result in invalidation or loss of scores for accountability purposes.**

Check Your Assessment Materials -

Check to be sure you have the following materials. If any materials are missing, notify the Assessment Coordinator or Instructional Coach.

Tools

- The following guidelines explain specific rules for using tools. Students may not use any content- or process-related materials except those listed as appropriate by the district or DESE *Examiner's Manual*. In all Grade-Level Assessments, students may be provided with bookmarks (such as paper strips or index cards) that can be placed in assessment books. Bookmarks can be used for each content area. No content or process information is allowed on the bookmarks. Only bookmarks that have no writing on them may be used in later testing sessions.
- Scratch paper may not be needed for all content areas or for all sessions in a content area. Used scratch paper should be collected after each session or part. Clean, unused scratch paper should be distributed for each applicable session or part. The Assessment Examiner may provide clean, unused scratch paper when needed.

ELA / Communication Arts

- Unless specifically stated, the dictionaries are not permitted for any session or for any items in the ELA/CA assessments.

Mathematics

- Only specifically stated manipulatives listed in the *Teacher Directions* are permitted for use during testing.
- Clean scratch paper, grid paper, or unlabeled graph paper for each session is needed (not provided). Mathematics instructions referencing the use of scratch paper during the assessments also include the use of grid paper or unlabeled graph paper. Clean scratch paper must be distributed before and collected after each testing session or part. Used scratch paper is given to the School Assessment Coordinator to securely destroy.
- By design, many of the items on the assessments do not require the use of a calculator to solve them. If the district chooses to allow students to use a calculator, a four-function calculator is generally all that is needed, and it can be used only on designated sections of the assessment or as specifically dictated by a student's IEP.

Science

- Scratch paper and graph/grid paper for each session is needed. Clean scratch paper and graph/grid paper must be distributed before and collected after each testing session. Used scratch and graph/grid paper is given to the School Assessment Coordinator to securely destroy.

HOW TO HANDLE STUDENT ABSENCES DURING ASSESSMENT WINDOW -

Teachers and test administrators must make every effort to make-up all district mandated assessments. In order to inform instruction and determine a student's level of mastery, it is imperative that the appropriate benchmark assessments be completed in a timely manner.

If a student misses an assessment, teachers and the administrator must plan for making up that assessment within the assessment window if at all possible. Level Not Determined (LND) thresholds should not exceed 4% of the grade level/department population.

Preparation for all assessments

Be sure students understand the directions and the way to mark or appropriately respond to the questions.

- Assist them with assessment-taking procedures, but be careful not to give hints or clues that indicate an answer or help eliminate answer choices. **Do not assist students with any question other than to**



ensure that they understand the general assessment directions. Do not paraphrase the item directions for students.

- Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Organize your Classroom -

- Plan for the distribution and collection of materials in advance.
- Plan seating arrangements - **even in a computer lab**. Allow enough space between students to prevent the sharing of answers. Students should be seated at a desk to complete assessments and avoid flexible seating arrangements during testing.
- Eliminate distractions such as bells, building announcements or telephones if possible.
- Make sure classroom maps, charts, and any other materials that relate to the **content and processes** of the assessment are covered, removed, or are out of the students' view.
- When administering the timed portion of the assessment, write on the board the starting and stopping times for the assessment. Ensure that all students are able to see and/or understand the time frame for each strictly timed portion of the assessment.

Prepare your students before administering the assessments -

- Help students approach the assessment in a **relaxed and positive way**.
- Encourage and motivate students to put forth their best effort.
- Tell students if an item seems difficult, it may be wise to skip it temporarily and go on to the next item. Before the assessment period ends, they should attempt to answer all questions.
- Reassure students they will be given ample time to do their best.
- After finishing a test, students should remain seated until all students are finished.
- Students should have something to do after the assessment that allows them to stay seated and quiet. Students should not be going to additional websites or activities on the computer as they wait for other students to complete the assessment.

State & District Assessment Windows 2025-2026

Assessment	State testing Window	District Testing Window	Event
EOC	October 20, 2025 - January 23, 2026	December 3 - 20, 2025	Fall 2025
Grade-Level	April 6, 2026 - May 15, 2026	April 13 - May 8, 2026	MAP GLA Spring 2026
EOC	March 9, 2026 - May 15, 2026	April 20, 2026 - May 15, 2026	Spring 2026

Appendix A

Elementary Assessments

Middle School Assessments

High School Assessments

2025-26 Kindergarten Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>KDG Readiness Assessment (KOF)</u> Aug. 25- Sept. 30	<u>Happy Numbers</u> December 10-December 19 <u>KDG Star Fall Benchmark</u> October 21- November 14 • Star Early Literacy • Star CBM Phoneme Seg. • Star CBM Letter Naming • Star CBM Numeral Rec. November 4- November 14 • Star CBM Letter Sounds • Star RAN pictures <u>LETRS: Basic Spelling Screener</u> (5 words) December 2 - December 17		<u>Happy Numbers</u> May 13-May 22 <u>KDG Star Spring Benchmark</u> April 21 - May 15 • Star Early Literacy • Star CBM Phoneme Seg. • Star CBM Letter Naming • Star CBM Letter Sounds • Star RAN pictures • Star CBM Numeral Rec. <u>LETRS: Basic Spelling Screener</u> (5 words) April 28- May 15

2025-26 First Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20 - September 5 <u>Star Fall Benchmark</u> August 25 - September 12 - Star Early Literacy - Star CBM Letter Naming - Star CBM: Passage Oral Reading - Star RAN: pictures - Star CBM Addition to 10 <u>LETRS: Basic Spelling Screener</u> August 25 - September 12 (15 words)	<u>Happy Numbers</u> December 10 - December 19 <u>Star Winter Benchmark</u> December 2 - December 17 - Star Early Literacy - SStar RAN: pictures - Star CBM Passage Oral Reading - Star CBM Addition to 10 <u>LETRS: Basic Spelling Screener</u> December 2 - December 17 (15 words)	<u>Quarter 3 Star Window</u> February 17 - March 6 Star CBM Addition to 10	<u>Happy Numbers</u> May 13 - May 22 <u>Star Spring Benchmark</u> April 28 - May 15 - Star Early Literacy - Star RAN: pictures - Star CBM Passage Oral Reading - Star CBM Addition to 10 <u>LETRS: Basic Spelling Screener</u> April 28 - May 15 (15 words)
<u>District CBMs</u> Sept. 30 - Oct 10	<u>District CBMs</u> December 2 - 17	<u>District CBMs</u> February 17 - March 6	<u>District CBMs</u> April 28 - May 15

2025-26 Second Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>Star Fall Benchmark</u> August 25 - September 12 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Basic Spelling Screener</u> August 25 - September 12	<u>Happy Numbers</u> December 10-December 19 <u>Star Winter Benchmark</u> December 2 - December 17 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Basic Spelling Screener</u> December 2 - December 17		<u>Happy Numbers</u> May 13- May 22 <u>Star Spring Benchmark</u> April 28- May 15 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Basic Spelling Screener</u> April 28 - May 15
*If a student is unable to pass the practice questions on Star Reading without help, students will take Star Early Literacy. Once that student reaches 852 on Star Early Literacy the student will move to Star Reading.			
<u>ELA Unit Assessment (DnA)</u> 2.ELA.Fiction/Narrative.25-26 10/7 - 10/10	<u>ELA Unit Assessment (DnA)</u> 2.ELA.Characters/Realistic Fiction.25-26 12/15 - 12/19	<u>ELA Unit Assessment (DnA)</u> 2.ELA.Informational.25-26 2/24 - 2/27	<u>ELA Unit Assessment (DnA)</u> 2.ELA.Poetry & Drama.25-26 5/5 - 5/8
<u>Math Unit Assessments (DnA)</u> 2.Math.Place Value.25-26 9/16 - 9/19	<u>Math Unit Assessment (DnA)</u> 2.Math.Add & Subtract 100.25-26 11/18 - 11/21	<u>Math Unit Assessment (DnA)</u> 2.Math.Add & Subtract 1000.25-26 1/27 - 1/30 2.Math.Measurement.25-26 3/3 - 3/6	<u>Math Unit Assessments (DnA)</u> 2.Math.Patterns.25-26 3/17 - 3/20 2.Math.Time & Money.25-26 4/7 - 4/10 2.Math.Data Analysis.25-26 4/28 - 5/1 2.Math.Geometry & Equal Shares.25-26 5/18 - 5/21
Science and Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
<u>Science Unit Assessments (DnA)</u> No Assessment	<u>Science Unit Assessments (DnA)</u> 2.Sci.Earth Systems.25-26 10/28 - 10/31	<u>Science Unit Assessments (DnA)</u> 2.Sci.Matter and Its Interactions.25-26 1/27 - 1/30	<u>Science Unit Assessments (DnA)</u> 2.Sci.The Needs of Plants.25-26 5/18 - 5/21
<u>Social Studies Unit Assessments (DnA)</u> 2.SS.Citizenship & Government.25-26 9/9 - 9/12	<u>Social Studies Unit Assessments (DnA)</u> 2.SS.Native Americans Across North America.25-26 12/15 - 12/19	<u>Social Studies Unit Assessments (DnA)</u> 2.SS.Economy & Inventors.25-26 3/3 - 3/6	<u>Social Studies Unit Assessments (DnA)</u> 2.SS.Regions of the World.25-26 4/14 - 4/17

2025-26 Third Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>Star Fall Benchmark</u> August 25 - September 12 - Star Reading* - Star Math - Star CBM Passage Oral Reading - Star RAN: Pictures <u>LETRS: Basic Spelling Screener</u> August 25 - September 12	<u>Happy Numbers</u> December 10-December 19 <u>Star Winter Benchmark</u> December 2 - December 17 - Star Reading* - Star Math - Star CBM POR - Star RAN: Pictures <u>LETRS: Basic/Adv. Spelling Screener</u> December 2 - December 17		<u>Happy Numbers</u> May 13- May 22 <u>Star Spring Benchmark</u> April 28- May 15 - Star Reading* - Star Math - Star CBM POR - Star RAN: Pictures <u>LETRS: Basic/Adv. Spelling Screener</u> April 28- May 15 <u>MAP Testing</u> April 13- May 8
*If a student is unable to pass the practice questions on Star Reading without help, students will take Star Early Literacy. Once that student reaches 852 on Star Early Literacy the student will move to Star Reading.			
<u>ELA Unit Assessments (DnA)</u> 3.Rdg.Character Studies: 25-26 10/7 - 10/10 3.Wtg.Narrative: 25-26 10/7 - 10/10	<u>ELA Unit Assessments (DnA)</u> 3.Rdg.Sci.Nonfiction & Advantages in Survival 25-26 12/15 -12/19 3.Wtg. Informational 25-26 12/15 -12/19	<u>ELA Unit Assessments (DnA)</u> 3.Rdg.Mystery 25-26 02/10 - 02/13 3.Rdg.SS.Biographies of Famous Missourians 25-26 03/03 - 03/06 3.Wtg.Opinion 25-26 03/03 - 03/06	<u>ELA Unit Assessments (DnA)</u> 3.ELA.Traditional Literature 25-26 (Reading and Writing) 4/07 - 5/15
<u>Math Unit Assessments (DnA)</u> 3.Math. Number Sense & Op. 25-26 09/23 - 09/26	<u>Math Unit Assessments (DnA)</u> 3.Math.Mult. & Division 25-26 12/02-12/05 3.Math.Graphing 25-26 12/16-12/19	<u>Math Unit Assessments (DnA)</u> 3.Math.Geometry 25-26 01/20-1/23 3.Math.Area & Perimeter 25-26 02/17-2/20	<u>Math Unit Assessments (DnA)</u> 3.Math.Fractions 25-26 03/30-04/02 3.Math.Measurement 25-26 4/07 - 5/15
Science and Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
<u>Science Unit Assessments (DnA)</u> 3.Sci.Organism Traits: 25-26 10/7 - 10/10	<u>Science Unit Assessments (DnA)</u> 3.Rdg.Sci.Nonfiction & Advantages in Survival 25-26 (combined w/Rdg) 12/15 -12/19	<u>Science Unit Assessments (DnA)</u> 3.Sci.Environmental Changes Over Time 25-26 03/17 - 03/20	<u>Science Unit Assessments (DnA)</u> 3.Sci.Forces and Interactions 25-26 04/28 - 05/01
<u>Soc. Studies Unit Assessments (DnA)</u> 3.SS.Geography and Our State 25-26 09/23 - 09/26	<u>Soc. Studies Unit Assessments (DnA)</u> 3.SS. MO History 25-26 12/15 -12/19	<u>Soc. Studies Unit Assessments (DnA)</u> 3.Rdg.SS.Biography of Famous Missourians 25-26 (w/ Rdg) 03/03 - 03/06	<u>Soc. Studies Unit Assessments (DnA)</u> 3.SS.Economics 25-26 4/07 - 5/15

2025-26 Fourth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Happy Numbers</u> August 20-September 5 <u>Star Fall Benchmark</u> August 25 - September 12 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv Spelling Screener</u> August 25 - September 12	<u>Happy Numbers</u> December 10-December 19 <u>Star Winter Benchmark</u> December 2 - December 17 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv Spelling Screener</u> December 2 - December 17		<u>Happy Numbers</u> May 13- May 22 <u>Star Spring Benchmark</u> April 28- May 15 - Star Reading* - Star Math - Star CBM Passage Oral Reading <u>LETRS: Adv Spelling Screener</u> April 28- May 15 <u>MAP Testing</u> April 14- May 8
<u>ELA Unit Assessments (DnA)</u> 4.Rdg.Fiction.25-26 10/7-10/10 4.Wtg.Narrative.25-26 10/7-10/10	<u>ELA Unit Assessments (DnA)</u> 4.Rdg.Earth's Changing Features.25-26 12/15 - 12/19 4.Wtg.Opinion.25-26 12/15 - 12/19	<u>ELA Unit Assessments (DnA)</u> 4.Rdg.Reading History.25-26 3/3 - 3/6 4.Wtg.Informational & Research.25-26 3/3 - 3/6	<u>ELA Unit Assessments (DnA)</u> 4.ELA.Theme, Poetry & Writing.25-26 4/07 - 5/15
<u>Math Unit Assessments (DnA)</u> 4.Math.Number Sense and Operations.25-26 9/30-10/3	<u>Math Unit Assessments (DnA)</u> 4.Math.Multiplication.25-26 11/11 - 11/14 4.Math.Division.25-26 12/15 - 12/19	<u>Math Unit Assessments (DnA)</u> 4.Math.Fractions and Decimals.25-26 3/3 - 3/6	<u>Math Unit Assessments (DnA)</u> 4.Math.Measurement and Data.25-26 3/30-4/2 4.Classifying 2D Shapes & Number Patterns.25-26 4/07-5/15
Science and Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
<u>Science Unit Assessments (DnA)</u> 4.Sci.Structures & Functions of Organisms.25-26 10/7-10/10	<u>Science Unit Assessments (DnA)</u> 4.Sci.Earth's Patterns & Reducing Impacts.25-26 12/15 - 12/19	<u>Science Unit Assessments (DnA)</u> 4.Sci.Energy and Motion.25-26 3/3 - 3/6	<u>Science Unit Assessments (DnA)</u> 4.Sci.Energy Transfer & Wave Patterns and Information Transfer.25-26 4/07 - 5/15
<u>Social Studies Unit Assessments (DnA)</u> 4.SS.Maps & Regions.25-26 9/16 - 9/19	<u>Social Studies Unit Assessments (DnA)</u> 4.SS.Early Explorers.25-26 10/28-10/31 4.SS.Early Colonies.25-26 12/15 - 12/19	<u>Social Studies Unit Assessments (DnA)</u> 4.SS.American Revolution.25-26 3/3 - 3/6	<u>Social Studies Unit Assessments (DnA)</u> 4.SS.Government & Economics.25-26 4/07 - 5/15

2025-26 Fifth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Happy Numbers August 20-September 5 Star Fall Benchmark August 25 - September 12 - Star Reading* - Star Math - Star CBM Passage Oral Reading LETRS: Adv Spelling Screener August 25 - September 12	Happy Numbers December 10-December 19 Star Winter Benchmark December 2 - December 17 - Star Reading* - Star Math - Star CBM Passage Oral Reading LETRS: Adv Spelling Screener December 2 - December 17		Happy Numbers May 13- May 22 Star Spring Benchmark April 28- May 15 - Star Reading* - Star Math - Star CBM Passage Oral Reading LETRS: Adv Spelling Screener April 28- May 15 MAP Testing April 14- May 8
ELA Unit Assessment (DnA) 5.Rdg.Thoughtful Themes.25-26 10/7 - 10/10 5.Wtg.Narrative.25-26 10/7 - 10/10	ELA Unit Assessment (DnA) 5.Rdg.Tackling Text Complexity.25-26 12/15 - 12/19 5.Wtg.Research.25-26 12/15 - 12/19	ELA Unit Assessment (DnA) 5.Rdg.SS.Perspectives from History.25-26 3/3 - 3/6 5.Wtg.Research Based Argument.25-26 3/3 - 3/6	ELA Unit Assessment (DnA) 5.Rdg.SS.Poetry, Myths & Civil Rights.25-26 4/7 - 5/15 5.Wtg.Memoir.25-26 4/7 - 5/15
Math Unit Assessments (DnA) 5.Math.Place Value & Adding/Subtracting Decimals.25-26 9/16 - 9/19	Math Unit Assessments (DnA) 5.Math.Multiplying Whole Numbers & Decimals.25-26 10/14 - 10/17 5.Math.Dividing Whole Numbers & Decimals.25-26 11/18 - 11/21 5.Math.Algebraic Thinking & Volume.25-26 12/15 - 12/19	Math Unit Assessments (DnA) 5.Math.Analyze Fractions & Decimals/Add & Subtract.25 - 26 2/3 - 2/6 5.Math.Multiplying & Dividing Fractions.25-26 3/3 - 3/6	Math Unit Assessment (DnA) 5.Math.Measurement, Data, Geometry.25-26 4/7 - 5/15
Science Unit Assessment (DnA) 5.Sci.Earth's Major Systems.25-26 10/7 - 10/10	Science Unit Assessment (DnA) 5.Sci.Matter/Energy in Ecosystems.25-26 12/15 - 12/19	Science Unit Assessment (DnA) 5.Sci.Matter & Its Interactions.25-26 2/10 - 2/13	Science Unit Assessment (DnA) 5.Sci.Stars & the Solar System.25-26 4/7 - 5/15
Social Studies: Formative assessment throughout the unit OR End of unit assessment - Paper OR Online			
Social Studies Unit Assessment (DnA) 5.SS.Westward Expansion & Native Americans.25-26 10/7 - 10/10	Social Studies Unit Assessment (DnA) 5.SS.Civil War through Immigration.25-26 12/15 - 12/19	Social Studies Unit Assessment (DnA) 5.Rdg.SS Perspectives from History.25-26 (combined w/Rdg) 3/3 - 3/6	Social Studies Unit Assessment (DnA) 5.S.Rdg.SS. Poetry, Myths & Civil Rights.25-26 (combined w/Rdg) 4/7 - 5/15

2025-26 Sixth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading and Star Math</u> August 25-September 12	<u>Star Reading and Star Math</u> December 2 - December 17		<u>Star Reading and Star Math</u> April 28-May 15 <u>MAP Testing</u> April 20 - May 15
<u>ELA Unit Assessments</u> • Reading/Writing: Narrative 10/09 to 10/24	<u>ELA Unit Assessments</u> • Reading/Writing Literary Analysis 12-2 to 12-19	<u>ELA Unit Assessments</u> • Reading/Writing Argument 3-3 to 3-20	<u>ELA Unit Assessments</u> • Reading/Writing Research and Information 4-5 to 5-15
<u>Math Unit Assessments</u> • Integers and Coordinate Graphing 9/9 - 9/19 • Rational Numbers 10/15 - 10/24	<u>Math Unit Assessments</u> • Ratios and Rate Reasoning 11/12 - 11/21 • Percents 12/3 - 12/19 • Numerical Expressions 12/15 - 1/16	<u>Math Unit Assessments</u> • Relationships in 2D Geometry 1/28 - 2/6 • Algebraic Expressions 2/11 - 2/20 • Equations and Inequalities 3/11 - 3/20	<u>Math Unit Assessments</u> • Data Collection and Analysis 4/15 - 5/15
<u>Science Unit Assessments</u> • Matter and Interactions 9/30 - 10/10	<u>Science Unit Assessment</u> • Chemical Reactions and Conservation of Matter 12/2-12/12	<u>Science Unit Assessments</u> • Energy and Wave Properties 3/3 - 3/13	<u>Science Unit Assessments</u> • Force and Motion 5/5 - 5/22
<u>Social Studies Unit Assessments</u>	<u>Social Studies Unit Assessments</u> • Unit 1: Geography (10/21-10/31) • Unit 2: Government (12/9-19)	<u>Social Studies Unit Assessments</u> • Unit 3: Belief Systems (2/10-20)	<u>Social Studies Unit Assessments</u> • Unit 4: Economics (3/23-4/3)

*Pre-tests will only be given at the beginning of each semester.

2025-26 Seventh Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading and Star Math</u> August 25-September 12	<u>Star Reading and Star Math</u> December 2 - December 17		<u>Star Reading and Star Math</u> April 28-May 15 <u>MAP Testing</u> April 20 - May 15
<u>ELA Unit Assessments</u> Reading/Writing: Narrative/Realistic Fiction 10-7 to 10-24	<u>ELA Unit Assessments</u> Reading/Writing: Informational 12-2 to 12-19	<u>ELA Unit Assessments</u> Reading/Writing: Argumentative 3-3 to 3-20	<u>ELA Unit Assessments</u> Reading/Writing: Multi-Genre 4-28 to 5-16
<u>Math 7/Pre-Algebra Unit Assessments</u> - Integers (no calculator) 9/3 - 9/12 - Rational Numbers 9/24 - 10/3	<u>Math 7/Pre-Algebra Unit Assessments</u> - Expressions 10/15 - 10/24 - Equations and Inequalities 11/19 - 12/5 - Proportional Relationships (Direct Proportions) 12/15 - 1/9	<u>Math 7/Pre-Algebra Unit Assessments</u> - Proportional Reasoning 1/28 - 2/6 - Geometry (3 Part Assessment) 2/14 - 3/28 - Algebra Placement Test (e.g. IAAT) 1/28 - 2/28	<u>Math 7/Pre-Algebra Unit Assessments</u> - Geometry (3 Part Assessment) 2/18 - 3/27 - Samples and Data 4/8 - 4/17
<u>Science Unit Assessments</u> - Lunar Phases 9/16-9/19 - Seasons 10/7-10/10	<u>Science Unit Assessment</u> - Gravity 10/21-10/24 - Scale of Space 11/11-11/14 - Geologic Time 12/8-12/19	<u>Science Unit Assessments</u> - Continental drift 1/27-1/30 - Geologic Science Processes 3/10-3/13	<u>Science Unit Assessments</u> - Water Cycle 3/24-3/27 - Weather and Climate 4/28-5/1
<u>Social Studies Unit Assessments</u>	<u>Social Studies Unit Assessments</u> - Unit 1: Geography (10/7-17) - Unit 2: Government (12/8-19)	<u>Social Studies Unit Assessments</u> Unit 3: Belief Systems (2/16-2/27)	<u>Social Studies Unit Assessments</u> Unit 4: Conflict (4/6-17)

*Pre-tests will only be given at the beginning of each semester.

2025-26 Eighth Grade Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading and Star Math</u> August 25-September 12	<u>Star Reading and Star Math</u> December 2 - December 17		<u>Star Reading and Star Math</u> April 28-May 15 <u>MAP Testing</u> April 20 - May 15 <u>EOC Testing</u> April 20 - May 15
<u>ELA Unit Assessments</u> •Reading/Writing: Narrative/Journalism 10-7 to 10-17	<u>ELA Unit Assessments</u> •Reading/Writing: Information/Literary Analysis 12-8 to 12-19	<u>ELA Unit Assessments</u> •Reading/Writing: Argumentative 3-3 to 3-13	<u>ELA Unit Assessments</u> •Reading/Writing: Poetry & Creative Writing 4-7 to 4-17
<u>Math 8 Unit Assessments</u> •Solve Linear Equations/Angle Relationships 10/15- 10/24 <u>Algebra 1 Unit Assessments</u> •Data Analysis 9/3-9/12 •Linear Functions and Equations 10/15-10/24	<u>Math 8 Unit Assessments</u> •Pythagorean Theorem 11/5-11/14 •Linear Relationships and Functions 12/15-1/9 <u>Algebra 1 Unit Assessments</u> •Build Linear Functions and Models 11/12-11/21 •Linear Systems 12/15-1/9	<u>Math 8 Unit Assessments</u> •Systems 1/28-2/6 •Transformations 2/18-2/27 •Statistics and Probability 3/5 - 3/14 <u>Algebra 1 Unit Assessments</u> •Exponential Functions and Equations 2/6-2/13	<u>Math 8 Unit Assessments</u> •Exponents and Scientific Notation 3/25-4/3 •Volume and Surface Area 4/15-5/8 <u>Algebra 1 Unit Assessments</u> •Quadratic Functions and Equations 4/8-4/17 •Algebra 1 EOC
<u>Science Unit Assessments</u> •Cell Structure and Function 10/7 - 10/10	<u>Science Unit Assessment</u> •Cellular Energy 10/28-10/31 •Body Systems 12/9 - 12/19	<u>Science Unit Assessments</u> •Ecology 2/17 - 2/20	<u>Science Unit Assessments</u> •Natural Selection 3/31 - 4/3 •Genetics 5/12 - 5/19
<u>Social Studies Unit Assessments</u> • Unit 1: Democracy (10/6-10/17)	<u>Social Studies Unit Assessments</u> • Unit 2: Equality (12/8-12/19)	<u>Social Studies Unit Assessments</u> • Unit 3: Federalism (2/2-2/13)	<u>Social Studies Unit Assessments</u> • Unit 4: Government (3/16-4/27)

*Pre-tests will only be given at the beginning of each semester.

2025-26 ELA Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Reading Benchmark</u> August 25-September 12	<u>Star Reading Benchmark</u> December 2-December 17		<u>Star Reading Benchmark</u> April 28-May 15 <u>EOC Testing</u> April 20 - May 15
English I			
Narrative • 10-7 to 10-17	Argumentative • 12-8 to 12-19	Drama & Literary Analysis • 3-3 to 3-13	Multi-Genre • 4-28 to 5-5/15
English II			
Narrative • 10-7 to 10-24	Argumentative • 12-2 to 12-19	Informational • 3-3 to 3-20	Multi-Genre & Literary Analysis • 5-5 to 5-22
English III			
Literary Analysis • 10-7 to 10-17	Drama • 12-8 to 12-19	Research/Novel • 3-10 to 3-20	Genius Hour/Pathways 5-12 to 5-22
English IV			
Practical Writing & Identity • 10-7 to 10-17	Client Based Project/Citizenship • 12-2 to 12-12	World Citizenship • 3-3 to 3-13	Dystopia / Multi-Genre • 4-28 to 5-8

*Pre-tests will only be given at the beginning of each semester.

2025-26 Math Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Math Benchmark</u> August 25-September 12	<u>Star Math Benchmark</u> December 2-December 17		<u>Star Math Benchmark</u> April 28-May 15 <u>EOC Testing</u> April 20 - May 15
Algebra 1			
•Data Analysis 9/3-9/12 •Linear Functions and Equations 10/15-10/24	•Build Linear Functions and Models 11/12-11/21 •Linear Systems 12/15-1/9	•Exponential Functions and Equations 2/6-2/13	•Quadratic Functions and Equations 4/18-4/17 •Algebra 1 EOC
		Algebra 1 B1 (Spring)	
		•Data Analysis 1/21-1/30 •Solving Equations and Inequalities 2/4-2/13 •Linear Functions and Equations 3/4-3/13	•Build Linear Functions and Models 4/1-4/11 •Linear Systems 5/6-5/15
Algebra 1A			
•Algebra Readiness 9/17-9/26	•Linear Equations 10/22-11/1 •Linear Inequalities 11/20-12/5 •Linear Word Problems 12/15-1/9	•Graphing Linear Functions 1/28-2/6 •Writing Linear Functions 2/18-2/27	•Build Linear Functions and Models 3/18-3/27 •Linear Systems 4/15-4/24 •Data Analysis 5/6-5/22
Algebra 1B			
Algebra Review 9/10 - 9/19 Linear Systems 10/8-10/17	Exponential Functions and Equations 11/19-12/5	Polynomial Operations and Models 1/28-2/6	Quadratic Functions and Equations 3/4-3/13 Functions and Models 4/1 - 4/10 Algebra 1 EOC

*Pre-tests will only be given at the beginning of each semester.

2025-26 Math Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Star Math Benchmark</u> August 25-September 12	<u>Star Math Benchmark</u> December 2-December 17		<u>Star Math Benchmark</u> April 28-May 15 <u>EOC Testing</u> April 20 - May 15
Geometry/Honors			
Essentials of Geometry 9/17-9/26 Parallel and Perpendicular Lines 10/15-10/24	Transformations 11/12-11/21 Triangle Congruence 12/10 - 12/19	Quadrilaterals and Polygons 2/4-2/13 Similarity 3/4-3/13	Right Triangle Trigonometry 4/1-4/10 Surface Area and Volume 4/29-5/8
Algebra 2/Honors			
• Functions 9/10-9/19 • Quadratics (Part 1) 10/8-10/17	• Quadratics (Part 2) 10/28-11/7 • Graphs of Polynomials 11/12-11/21 • Polynomial Operations and Solving 12/8-12/19	• Rational Exponents and Radical Functions 2/11-2/20	• Exponential and Logarithmic Functions and Equations 3/25-4/2 • Rational Functions and Equations 5/6-5/20

2025-26 Science Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Physical Science			
Atomic Structure 10/14 - 10/17	Chemical Reactions 12/9 - 12/19	Motion 3/3 - 3/6	Energy 5/12 - 5/22
General Biology / Honors Biology			
Cells and Homeostasis 9/30 - 10/3	- DNA, RNA, Reproduction 11/4-11/7 - Genetics 12/9 - 12/19	Cellular Energy 2/3 - 2/6	- Ecology 3/9-3/13 - Natural Selection and Evolution 4/7 - 4/10 - Biology EOC April 20 - May 22
Earth Science			
Space 10/14 - 10/17	Geologic Time/ Earth History 12/9 - 12/19	Plate Tectonics 2/17 - 2/20	- Rocks and Minerals 4/7 - 4/10 - Weather and Climate 5/12 - 5/22
Chemistry / Honors Chemistry			
Atomic Structure 10/14 - 10/17	Bonding & Naming 12/9 - 12/19	Scientific Measurement 2/3 - 2/6	- Chemical Equations and Reactions 3/17- 3/20 - Stoichiometry 5/12 - 5/22
College Biology/ College Chemistry (in Canvas)			
	- Unit 1 10/7 - 10/17 - Unit 2 11/11 - 11/21 - Semester Final Building Finals schedule	- Unit 3 2/3 - 2/13 - Unit 4 3/3 - 3/13	Semester Final Building Finals Schedule

*Pre-tests will only be given at the beginning of each semester.

2025-26 Social Studies Assessments

Quarter 1	Quarter 2	Quarter 3	Quarter 4
World History			
Belief Systems 9/29-10/6	Government 11/6-11/11 Conflict 12/11-12/19	Economics, Technology, and Environment 2/12-2/23	
American History			
Democracy 10/9- 10/16	Equality 12/9- 12/19	Government and Business 2/6- 2/13	Global Affairs 3/30-4/6 Civil Liberties 5/14-5/22
Government			
	Constitution Test 12/12- 12/19	Checks and Balances 2/13- 2/20	Citizenship 3/27-4/3

*Pre-tests will only be given at the beginning of each semester.

Agenda Item #: V.4

Subject / Title: Approval of Membership in the following Cooperatives: AEPA, Buy Board, Education Plus, Kansas City Suburban Joint Purchasing Cooperative, NPPGov, Omnia Partners, PEPPM, Sourcewell, and TIPS-USA

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

As a cost saving measure for the purchase of supplies, furniture, and equipment, the Administration recommends approval of Membership in the following Cooperatives: AEPA, Buy Board, Education Plus, Kansas City Suburban Joint Purchasing Cooperative, NCPA, NPPGov, Omnia Partners, Sourcewell, PEPPM, and TIPS-USA.

Desired results

Approval of Membership in the listed Cooperatives.

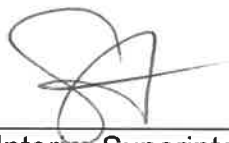
Personnel

Greg McGhee, Director of Facilities/Purchasing

Resources

Facilities

Reviewed and Recommended:



Interim Superintendent

8-1-25

Date

Motion for Board Action:

The Board of Education approves District Membership in the following Cooperatives: AEPA, Buy Board, Education Plus, Kansas City Suburban Joint Purchasing Cooperative, NCPA, NPPGov, Omnia Partners, PEPPM, Sourcewell, and TIPS-USA.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Agenda Item #: V.5

Subject / Title: Approval to Accept and Sign Proposal for Chiller Replacement at Independence Academy

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

As part of the School District's capital improvements program, the District will replace the chiller at Independence Academy. It is the administration's recommendation to accept and sign the proposal from Lippert Mechanical Service, LLC of \$461,596 for the chiller replacement at Independence Academy.

Desired results

Approval to accept and sign the proposal from Lippert Mechanical Service, LLC under NCPA/OMNIA Partners pricing as contracted with Lion National Corp, Contract# 02-139 for existing chiller replacement at Independence Academy.

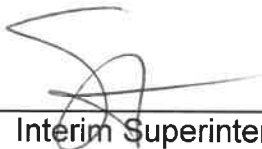
Personnel

Greg McGhee, Director of Facilities/Purchasing

Resources

Capital Improvement Funding

Reviewed and Recommended:



Interim Superintendent

8.1.25

Date

Motion for Board Action:

The Board of Education approves to accept and sign the proposal of \$461,596 from Lippert Mechanical Service, LLC for existing chiller replacement at Independence Academy.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)



Independence School District 30
Attn: Greg Mcgee
201 N. Forest Ave
Independence MO, 64050

Date 06-27-2025

RE: Independence Academy Chiller Replacement

Per the request for pricing verification from Lion National Corp for the above referenced project, we have reviewed the necessary labor, materials and equipment to provide services at 600 W Mechanic Ave Independence MO 64050 dated 05/02/2025 submitted by Lippert Mechanical Service Manager Keith Lawson. As a result, we are issuing RQN #2025-1716 for the following:

SCOPE OF WORK:

Disconnect all mechanical and electrical connections on existing equipment.
Reclaim refrigerant from the existing chiller.
Isolate and drain down existing hydronic system.
Remove existing stairs for access to chiller.
Provide hoisting, rigging and removal for existing chiller.
Remove existing cooling towers and associate piping.
Excavate and install new Aquatherm piping underground from mechanical room to new chiller location.
Install new chilled water pump.
Modify existing cooling tower pad for new air-cooled chiller.
Set new air cooled 140-ton Carrier chiller.
Make all final connections to the new equipment and existing piping for proper operation.
Pressure test and leak check all new work.
Rework existing parallel feed power conduits as needed from the outdoor safety disconnect switch, with tie into the new chillers.
Provide and install new feeder conductors from the outdoor disconnect switch to chiller with complete electrical hook up.
Rework existing control conduit as needed for control conductors and connections by others.
Insulate all new interior piping with 1-1/2" fiberglass insulation with pipe covering.
Insulate exterior piping with jacketed fiberglass insulation and heat trace.
Reinstall stairs and return to previous condition.
Provide testing and balancing of new equipment.
Check out new equipment and ensure proper operation.
Coordination of project with controls contractors is included. Controls by others

We have audited the proposal utilizing the RS Means price book in conjunction with NCPA/OMNIA Partners' pricing as contracted with Lion National Corp, Contract #02-139 plus any approved addendums. These line items are listed on the RS Means Summary Report dated 06/27/2025 per attached. The contract NTE value is \$489,762.10

As a result of our analysis, we confirm that the proposal pricing meets the guidelines of the contract. If there are any further questions, please do not hesitate to contact us.

Scott Gaeta
Lion National Corporation
sgaeta@lionnational.com
(954) 651-7200



PROPOSAL

CREATED FOR :

Independence School District
Attn: Greg McGee

DATE CREATED :

May 2, 2025

HEATING
PIPING
AIR CONDITIONING
CONTROLS
REFRIGERATION
DESIGN & BUILD

REF: **Independence Academy - Chiller Replacement**

We at Lippert Mechanical Service Corp. are pleased to provide you with the following estimate to replace the existing chiller at Independence Academy

SCOPE OF WORK:

Disconnect all mechanical and electrical connection on existing equipment.
Reclaim refrigerant from the existing chiller.
Isolate and drain down existing hydronic system.
Remove existing stairs for access to chiller.
Provide hoisting, rigging and removal for existing chiller.
Remove existing cooling towers and associated piping.
Excavate and install new Aquatherm piping underground from mechanical room to new chiller location.
Install new chilled water pump.
Modify existing cooling tower pad for new air cooled chiller.
Set new air cooled 140 ton Carrier chiller.
Make all final connections to the new equipment and existing piping for proper operation.
Pressure test and leak check all new work.
Rework existing parallel feed power conduits as needed from the outdoor safety disconnect switch, with tie into the new chillers.
Provide and install new feeder conductors from the outdoor disconnect switch to chiller with complete electrical hook up.
Rework existing control conduit as needed for control conductors and connections by others.
Insulate all new interior piping with 1-1/2" fiberglass insulation with pipe covering.
Insulate exterior piping with jacketed fiberglass insulation and heat trace.
Reinstall stairs and return to previous condition.
Provide testing and balancing of new equipment.
Check out of new equipment and ensure proper operation.
Coordination of project with controls contractor is included. Controls by others

EXCLUDES:

ALL work to be done during normal business hours M-F - 7:00am to 3:30pm.
Permits are included
Sales Tax NOT is included
ANY/ALL work or repairs beyond the above scope of work.

BASE BID PRICE FOR ABOVE MENTIONED WORK..... \$ 461,596.00

Jeff Lippert

Digitally signed by Jeff Lippert
DN: C=US,
E=JLippert@LippertMechanical.com,
O=Lippert Mechanical Service, CN=Jeff
Lippert
Date: 2025.07.29 08:25:44-05'00'

Regards,

Jeff Lippert

Project Manager

816-215-6845

JLippert@lippertmechanical.com

Date:

Signature - Independence School District

The above price is firm and will remain in effect for 30 days and is subject to revision thereafter. Lippert Mechanical Service appreciates the opportunity to provide you with this proposal, if you have any questions or concerns, please contact me at your convenience.

Agenda Item #: V.6

Subject / Title: Approval to Let Bids for a Storage Facility at the field at George Caleb Bingham Middle School

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

As part of the District's Facilities Comprehensive School Improvement Plan, the administration recommends lettings bids to construct a storage facility at the field at George Caleb Bingham Middle School.

Desired results

Approval to let bids for Storage Facility at the field at George Caleb Bingham Middle School.

Personnel

Greg McGhee, Director of Facilities/Purchasing

Resources

Capital Improvement Funding

Reviewed and Recommended:



Interim Superintendent

8-1-25
Date

Motion for Board Action:

The Board of Education approves the letting of bids for a Storage Facility at the field at George Caleb Bingham Middle School.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Agenda Item #: V.7

Subject / Title: Approval to Let Bids for Partial Roof Replacement at Glendale Elementary School

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

As part of the District's Facilities Comprehensive School Improvement Plan, the Administration recommends letting of bids for the partial roof replacement at Glendale Elementary School.

Desired results

Approval to let bids for partial roof replacement at Glendale Elementary School.

Personnel

Greg McGhee, Director of Facilities/Purchasing

Resources

Capital Improvement Funding

Reviewed and Recommended:



Interim Superintendent

8-1-25
Date

Motion for Board Action:

The Board of Education approves the letting of bids for partial roof replacement at Glendale Elementary School.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Agenda Item #: V.8

Subject / Title: Approval to Increase Breakfast Price for Adults

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

Nutrition Services completed the DESE mandated Paid Lunch Equity, or PLE, tool for the 2025-2026 school year. Due to having a positive balance in the non-profit school foodservice account as of June 30, 2024, ISD is exempt from having to raise student meal prices for the 2025-2026 SY. Student meal prices will not increase for the 2025-2026 SY.

Breakfasts and lunches served to adults must be priced so that the adult payment is sufficient to cover the overall cost of the meal. Adult lunch meal price will remain the same. However, our recommendation is to increase adult breakfast prices to \$2.80. This is a \$0.15 increase. This keeps us in line with covering the overall cost of the meal.

Desired results

Approval to increase:
Paid breakfast prices by \$0.15 for adults to \$2.80.

Personnel
N/A

Resources
N/A

Reviewed and Recommended:



Interim Superintendent

8.1.25

Date

Motion for Board Action:

The Board of Education approves the following: adult meal price for breakfast: \$2.80.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Agenda Item #: V.9

Subject / Title: Approval of District Tuition Rate for 2025-2026 School Year

☒ Action Required ☐ Information Only (check one)

Description of Issue:

Background and rationale for this program / item

The Board of Education has the responsibility of setting the tuition rate for students whose parents or guardians' own property in the Independence School District but live outside the District. These students are not counted in District numbers for any state aid purposes. At the present time, there are no tuition students. The Administration is recommending that the rate be set at \$14,193.86 for the 2025-2026 school year.

Desired results

Approval of the recommended tuition rate for the 2025-2026 school year.

Personnel

N/A

Resources

N/A

Reviewed and Recommended:



Interim Superintendent

8-1-25

Date

Motion for Board Action:

The Board of Education approves the recommendation to set the 2025-2026 tuition rate at \$14,193.86 as presented.

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Agenda Item #: V.10

Subject / Title: Approval of Resolution to Readopt the Board of Education Ethics Policies G-265-P, G-270-P, and G-275-P

☒ **Action Required** ☐ **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

The Board of Education Policies G-265-P, G-270-P, and G-275-P addresses the disclosure of potential Board member and employee conflicts of interest in transactions in excess of \$500 per transaction (between Board member, Superintendent, Deputy Superintendent, any business entity, etc.) for the Independence School District.

Desired results

The Board of Education is required to readopt their Ethics Policy-Financial Disclosure Statement every two years by the Missouri Ethics Commission.

Personnel

N/A

Resources

N/A

Reviewed and Recommended:


Interim Superintendent

8-1-25
Date

Motion for Board Action:

The Board of Education approves adopting Board Policies G-265-P, G-270-P, and G-275-P regarding Nepotism, Conflict of Interest, and Financial Disclosure Statement for the 2025-2027 school years. (Attached)

Motion: _____

Second: _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Prohibition of Nepotism**G-265-P**

Board members will not vote to employ or appoint any person who is related to them within the fourth degree by blood or marriage. “Employ” in this context includes hiring persons to be employees of the District and approving independent contractors who provide services to the District. Persons who are related “within the fourth degree” include parents, grandparents, great-grandparents, great-great-grandparents, spouse, children, siblings, grandchildren, great-grandchildren, great-great-grandchildren, nieces, nephews, grand-nieces, grand-nephews, aunts, uncles, great-aunts, great-uncles, and first cousins by virtue of a blood relationship or by marriage.

Adoption Date(s): July 12, 2023

Board Member Financial Conflict of Interest

G-270-P

Board members will avoid situations in which their responsibilities as a Board member conflict with their private financial interests. Board members will follow all applicable laws regarding conflicts of interest. The phrase a “*Business with Which a Board Member Is Associated*” as used in this policy means:

1. A sole proprietorship owned by the Board member, his or her spouse or any dependent children in the Board member's custody;
2. A partnership or joint venture in which the Board member or his or her spouse is a partner, other than as a limited partner of a limited partnership, and any corporation or limited partnership in which the Board member is an officer or director or of which the Board member or his or her spouse or dependent children in the Board member's custody, whether singularly or collectively, own more than ten percent of the outstanding shares of any class of stock or partnership units; or
3. Any trust in which the Board member is the trustee or settlor or in which the Board member or his or her spouse or dependent children in his or her custody, whether singularly or collectively, are beneficiaries or holders of a reversionary interest of ten percent or more of the corpus of the trust.

Statement of Interest

Before voting, Board members who have a substantial personal or private interest in a decision before the Board will provide a written statement of the nature of the interest to the Board Secretary as described in [G-275-P](#).

Self-Dealing

Board members may not act or fail to act due to any payment, offer to pay, promise to pay or receipt of anything of actual pecuniary value, whether received or not, to themselves or any third person. This prohibition includes a gift or campaign contribution made or received in relationship to or as a condition of the performance of any official act.

Board members will not act favorably on any matter that is specifically designed to provide a special monetary benefit to them, their spouses or dependent children in their custody. A “special monetary benefit” means being materially affected in a substantially different manner or degree than the manner or degree in which the public in general will be affected or, if the matter affects only a special class of persons, then affected in a substantially different manner or degree than the manner or degree in which such class will be affected.

Board members will not use their decision-making authority for the purpose of obtaining a financial gain that materially enriches them, their spouses or dependent children in their custody by acting or refraining from acting for the purpose of coercing or extorting anything of actual pecuniary value.

Board members will not offer, promote or advocate for a political appointment in exchange for anything of value to any political subdivision.

Board members will not accept gifts with a value in excess of \$100 from a vendor who does or is attempting to do business with the District.

A Board member will not attempt to directly or indirectly influence or vote on a decision when the Board member knows the result of the decision may be the acceptance by the District of a service or the sale, rental or lease of property to the District and the Board member, his or her spouse, dependent children in his or her custody or any business with which the Board member is associated will benefit financially. If such a transaction is presented to the Board, the Board member will abstain and leave the room during any deliberation.

Confidential Information

Board members will not use or disclose confidential information obtained in the course of or by reason of their official capacities in any manner with intent to result in financial gain for themselves, their spouses, dependent children in their custody, any business with which the Board member is associated or any other person.

Sale, Rental or Lease of Property

Property Other Than Real Estate: No Board member will sell, rent or lease any personal property to the District for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to the Board member, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received.

Real Estate: No Board member will perform a service or sell, rent or lease any real property to the District for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to the Board member, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice.

Employment

The District will not employ a Board member for compensation, even on a substitute or part-time basis. Board members may provide services as a volunteer without remuneration.

Independent Contractor Services

No Board member will perform a service as an independent contractor for consideration in excess of five hundred dollars' value per transaction or five thousand dollars' value per year to him or her, to his or her spouse, to a dependent child in his or her custody or to any business with which he or she is associated unless the transaction

is made pursuant to an award on a contract let or sale made after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received.

Businesses That Employ Board Members

A Board member may participate in discussions and vote on motions for the District to do business with entities that employ the Board member so long as the business is not owned by the Board member and the Board member will not receive any financial benefit from the transaction. The Board member may need to provide a statement describing his or her personal or private interest as described in [G-275-P](#).

Purchases Involving Federal Funds

In addition to the requirements of this policy, Board members must follow the of the District's purchasing rules and are also subject to the conflict-of-interest provisions of federal law.

Adoption Date(s): July 12, 2023

Board Member Personal Financial Disclosures

G-275-P

The Board hereby adopts this regulation as its policy establishing and making public its own method of disclosing financial interests of Board members, candidates and specified administrators, in accordance with law. Financial interest statements (also known as personal financial disclosure statements) as described below will be filed with the Missouri Ethics Commission (MEC) and the Board on or before May 1st for the preceding calendar year, unless the person filing is a Board candidate. Candidates must file their reports within 14 days after the last day to file for office. The reports will be made available for public inspection and copying during normal business hours. If a candidate fails to timely submit their report, they are disqualified from the election and removed from the ballot. The District will contact the County Clerk regarding the candidate's removal from the ballot.

This policy dealing with the financial interest statement will be adopted in an open meeting every other year by September 15th. A certified copy of this policy will be sent to the MEC within ten days of adoption.

School Board members and candidates will report the following transactions if they occurred during the previous calendar year. If no such transactions occurred, the Board member or candidate will not be required to file.

1. Each transaction in excess of \$500 per year between the District and the individual or any person related within the first degree by consanguinity or affinity to the individual. The statement does not need to include compensation received as an employee or payment of any tax, fee or penalty due the District and other transfers for no consideration to the District. The statement will include the dates and identities of the parties in the transaction.
 - (1) "First degree of consanguinity or affinity" includes parents, spouse or children by virtue of a blood relationship or marriage.
2. Each transaction in excess of \$500 between the District and any business entity in which the individual has a substantial interest. The statement does not need to include any payment of tax, fee or penalty due the District or payment for providing utility service to the District and other transfers for no consideration to the District. The statement will include the dates and identities of the parties in the transactions.

Before voting, Board members who have a substantial personal or private interest in a decision before the Board will provide a written statement of the nature of the interest to the Board Secretary. The written statement will be recorded in the minutes. Board members who have disclosed the interest in a financial interest statement filed or amended prior to the vote will be in compliance with this requirement. A substantial personal or private interest exists when the Board member or his or her spouse or dependent children in his or her custody, either singularly or collectively, directly or indirectly:

1. Own(s) ten percent or more of any business entity; or
2. Own(s) an interest having a value of \$10,000 or more in any business entity; or
3. Receive(s) a salary, gratuity or other compensation or remuneration of \$5,000 or more from any individual, partnership, organization or association within any calendar year.

Agenda Item #: V.11

Subject / Title: Approval to Schedule Tax Levy Rate Hearing

☒ Action Required ☐ Information Only (check one)

Description of Issue:

Background and rationale for this program/item:

State statute requires the School District to hold a tax rate hearing and to set the tax levy rate prior to October 1 of each year. It is recommended that the tax rate hearing be scheduled for Tuesday, September 9, 2025 at 5:45 p.m. This is an open meeting.

Desired results:

Approval of Tax Levy Rate hearing.

Personnel:

N/A

Resources:

Included in District budget.

Reviewed and Recommended:



Interim Superintendent

8.1.25

Date

Motion for Board Action:

The Board of Education approves Tuesday, September 9, 2025 at 5:45 p.m. for a Tax Levy Rate hearing.

Motion: _____ **Second:** _____

Board Action: ☐ Approved ☐ Not Approved ☐ Postponed (check one)

Agenda Item #: V.12

Subject / Title: Approval of the Board of Education Manual

X **Action Required** **Information Only** (check one)

Description of Issue:

Background and rationale for this program / item

The Board of Education, Administration, and legal counsel have reviewed the Board of Education Manual that includes guidelines and responsibilities for the Board of Education Directors. The Administration recommends approval of the Board of Education Manual as presented.

Desired results

Approval of Board of Education Manual.

Personnel

N/A

Resources

N/A

Reviewed and Recommended:



Interim Superintendent

8-1-25
Date

Motion for Board Action:

The Board of Education approves the Board of Education Manual as presented.

Motion: _____

Second: _____

Board Action: **Approved** **Not Approved** **Postponed** (check one)

Agenda Item #: V.13

Subject / Title: Approval of Selection of Superintendent Search Firm

X Action Required _____ Information Only (check one)

Description of Issue:

Background and rationale for this program / item

The ISD Board of Education is in the process of hiring a new superintendent of schools for the 2026-27 school year. The Board is considering hiring a Superintendent Search Firm to assist them in the hiring process.

Desired results

Selection of a search firm.

Personnel

Resources

Reviewed and Recommended:



Interim Superintendent

8-1-25

Date

Motion for Board Action:

The Board of Education will select a Superintendent Search Firm to assist them in the hiring process.

Motion: _____

Second: _____

Board Action: _____ Approved _____ Not Approved _____ Postponed (check one)