

	<ul style="list-style-type: none"> ● High-level of teacher support
<p>Course Connections to PPS Reimagined Vision</p>	<p>Vision: “A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.”</p>
<h3>Section 3: Student Learning</h3>	
<p>Prioritized Standards</p>	<p>Each student will be working toward demonstrating proficiency on one or more priority English language arts standards. The Academic Center class will use the target standards provided by the previous teacher of record and/or the standards needed to demonstrate proficiency for a skill(s) and/or a unit(s) of study. This will be individualized for each student.</p>
<p>PPS Graduate Portrait Connections</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> ● Inquisitive critical thinkers with deep core knowledge ● Resilient and adaptable lifelong learners ● Positive, confident, and connected sense of self ● Reflective, empathetic, and empowering graduates ● Optimistic, future-oriented graduates
<p>Differentiation/ accessibility strategies and supports:</p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p>Special Education:</p> <ul style="list-style-type: none"> ● <i>Access to audio recordings instead of/in addition to written texts</i> ● <i>Hear instructions read aloud</i> ● <i>Frequent checks for understanding</i> ● <i>Use of visual supports</i> ● <i>Take test in a smaller setting</i> <p>English Language Learners: (PPS ESL Local Plan)</p> <ul style="list-style-type: none"> ● <i>Use of graphic organizers</i> ● <i>Visual supports</i> ● <i>Cooperative learning</i> ● <i>EA assistance</i> ● <i>Extension activities</i> ● <i>First-language support when useful and possible</i> ● <i>Individualized instruction</i>



	<p>Talented & Gifted: (Franklin High School TAG Plan)</p> <ul style="list-style-type: none"> • Utilizing pre and post assessment information to guide instructional strategies and to select supplemental curriculum/materials • Flexible grouping to maximize students' strengths • Tiered lessons to give students the opportunity to learn the same concept or skill using different tasks that best suit the learner • Independent projects <p>504 Plans:</p> <ul style="list-style-type: none"> • Preferential seating • Verbal, visual, or technology aids • Modified textbooks or audio-video materials • Behavior management support
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;">-The experience(s) will be: <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p>Tier 1 SEL Strategies</p> <p><i>Shared Agreements</i></p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> • Allow for collaborative creation and individual reflection • Provide linguistic and/or SPED supports • Provide multiple modalities for idea expression (written, oral, image, etc.) <p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> • On Canvas



	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Individualized feedback (comments and/or one-on-one conversations) ● Small group feedback ● Whole class feedback
<p><i>Student's Perspective & Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Host regular community building opportunities ● Embed social-emotional supports in lessons ● Check in with students individually and as a whole class community ● Be an active facilitator when it comes to solving conflicts that may arise
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> ● Please email me at allisonsmith@pps.net. I am happy to speak with you via email, on the phone, or in person if you prefer.
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Positive calls home ● Class "shout outs" (Recognition of student successes) <ul style="list-style-type: none"> ○ In person ○ Digital
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Quarterly anonymous student surveys
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> ● I will talk to the student privately <ul style="list-style-type: none"> ○ This may mean that I talk to the student after a "cool down" period. (later in the day or the next class, for example) ● If class agreements aren't maintained by a group of students, I will make every effort to work with those students to discuss concerns, understand their perspectives, and make adjustments.
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Sharing with the class ● Posting their work in the classroom ● Publishing their work on our class Canvas page



Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<ul style="list-style-type: none"> ● Students are not allowed to eat in classrooms (You may drink water.) ● A seating chart will be used for contact tracing purposes. Students are required to follow the seating chart.
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> ● Ask to be excused to the restroom/drinking fountain etc. <ul style="list-style-type: none"> ○ You will be given a paper hallway pass ● One student out at a time
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● Please submit all work in your assigned Google Folder <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> ● Please attend Tutorial, and we can work together on missing assignments.
<i>Returning Your Work</i>	<p>My plan to return student work is the following: <i>Timeline: 1 week</i> <i>What to look for on your returned work: Please look for feedback in the form of written or oral comments.</i> <i>Revision Opportunities: Students may redo any assignments as long as it is within the current grading period.</i></p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <ul style="list-style-type: none"> ● There aren't specific formatting instructions that will apply to all assignments ● Formatting instructions will be provided for each assignment as needed
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● Please attend Tutorial so that I can help you get caught up by outlining any missing assignments and helping you get started on missing work.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students:</p> <ul style="list-style-type: none"> ● All material will be provided to students on Canvas or Google Drive (Folder). This will include: <ul style="list-style-type: none"> ○ Lessons ○ Handouts ○ Resources ○ Assignments
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	<ul style="list-style-type: none"> ○ Graphic Organizers
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● PPS-provided computer (Chromebook) ● Paper ● Pen/Pencil <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> ● CommonLit ● Nearpod
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● FHS Resource Center
<h2>Section 7: Assessment of Progress and Achievement</h2>	
<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> ● Individual feedback <ul style="list-style-type: none"> ○ Comments (Written or oral recording) ○ One-on-one conversations
<i>Summative Assessments</i>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <ul style="list-style-type: none"> ● Frequent check-ins (As needed/requested) ● Summative assessments (will vary for each student)
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> ● All summative assessments require that students submit a self-graded rubric. It is important that students understand how they are graded, what they are being asked to do, and that they have the opportunity to honestly reflect on each target standard assessed.
<h2>Section 8: Grades</h2> <h3>Progress Report Cards & Final Report Cards</h3>	



<p><i>Accessing Grades</i></p>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> • Weekly Pacing/Goal Tool (In shared Google Folder) • ParentVue <p>I will update student grades at the following frequency: Within 1 week of a student submitting an assignment.</p>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report: <i>Mark: P/NP</i> <i>Meaning of the mark: P = Pass; NP = No Pass</i></p>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester: Students will be given a P/NP grade for their enrollment in Academic Center and there will be a grade change for the course they are completing. The official grade change (A-F Grade) will be updated by the end of the semester. If a student completes all of their assignments early, the official grade will be updated earlier.</p> <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> • P/NP - Required grade for Academic Center class • A-F grade - Needed to fulfill graduation requirements
<p>Other Needed Info</p>	
	<ul style="list-style-type: none"> • Once a student has completed the requirements for the course they are completing and the grade has been updated on their transcript, the Academic Center class will switch to an early dismissal. <p style="text-align: center;">Weekly Pacing/Goal Tool</p> <ul style="list-style-type: none"> • To help keep students and families informed, the student will be required to keep a weekly pacing tool updated. This document will provide a space for students to track their progress, goals, to-dos, as well as house comments/feedback from Ms. Smith. This tool, along with an individualized Google Folder for each student, will be shared at the beginning of the semester.

