Goal #1	To serve as a model for special education students with mild to moderate support needs who require a small class size with core curriculum delivered by a special education teacher for the majority of their day in order to make progress towards their IEP goals and objectives.
Goal #2	To provide high quality, targeted specialized academic instruction services for students with IEPs that helps them make progress on their goals.
Goal #3	To provide an intervention curriculum to students with the goal of transitioning students to the lesser restrictive general education environment.

What is a MMSN program?   MMSN programs are designed for students who represent a moderate disabilities and learning needs who require a self-setting.

The core curriculum provides access to gene standards at a modified pace while supplementary curriculum targe for making progress on IEPs goals.

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5. Teach students strategies for self-awareness, self-management, and relationship building in order to foster responsible decision making. In addition, teachers should teach "learning to learn" skills concurrently with academic skills in order to maximize students' learning. These skills include waiting, sitting, attending, following directions, responding to prompts, etc. Tactics for teaching these skills should be taught using positive reinforcement for appropriate behaviors.

6. To support the goal of transitioning students to less restrictive placements, the students are taught the same content as students in general education placements to ensure learning. The concepts are taught in smaller groups... specific IEP goals...

phonological awareness, fluency, vocabulary, comprehension) and also integrates a systematic spelling component. When reading and spelling are taught together, progress is faster, learning is more secure and the learner becomes a writer as well as a reader. Spelling offers an opportunity for kinesthetic/tactile practice through tracing and writing, and provides immediate diagnostic information regarding sounds, rules, and concepts that have (or have not) been learned. The _____ is in line with the California Dyslexia Guidelines.

| Phonics for Reading | Phonemic awareness, phonics, decoding, fluency | _____ is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. The program was originally conceived for students in grades 3-6 but may also be used for students in grades 1 and 2, for lower performing students in upper grades, and for adults learning to read English. _____ may be taught in small groups or one-on-one by a classroom teacher; or following training, by an aide, tutor, or volunteer. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. The program is appropriate for flexible use in general and special education classrooms, for tutoring, and for summer school sessions. _____ addresses phonics, one of the important components of reading instruction cited by the Report of the National Reading Panel (2000). The program's systematic and explicit focus on phonics attempts to help students master the print-to-speech mapping system of our alphabetic language by developing automaticity with letter-sound correspondences and with word reading. Consistent t |

| Read Naturally Read Live (online) | Fluency | The program is a supplemental reading program that is being used to target the reading fluency and accuracy of students in elementary, middle, high school, or adults using a combination of texts, audio CDs, and computer software. Reading fluency |