



Oak Park Elementary School District 97

260 Madison Oak Park Illinois 60302 ph: 708.524.3000 fax: 708.524.3019 www.op97.org

TO: Dr. Carol Kelley, Superintendent, Board of Education

FROM: Dr. Amy Warke, Chief Academic and Accountability Officer
Dr. Helen Wei, Director of Curriculum, Instruction, and Assessment
Mr. Michael Padavic, Senior Director of Special Services
Dr. Carrie Kamm, Director of Organizational Learning

RE: District 97 2016 Summer Programs Evaluation

DATE: December 6, 2016

Type of Report: Informational

Purpose of the Report: The purpose of this report is to provide the Board of Education with a summary of District 97's 2016 summer programs. The information in this report is divided into four sections:

- Prep for Success
- Special Education Extended School Year (ESY) Program
- Middle School Summer Math Enrichment
- Music Camp

Prep for Success

Prep for Success (PFS) is a summer program designed to provide struggling students with targeted intervention in Reading and/or Math. The 2016 program took place in two locations, with the K-4 program at Longfellow Elementary School and the 5-8 program at Julian Middle School.

The table below provides details of the program, including incoming grade levels of participating students, location, entry criteria, student placement into groups, and the student-to-teacher ratio.

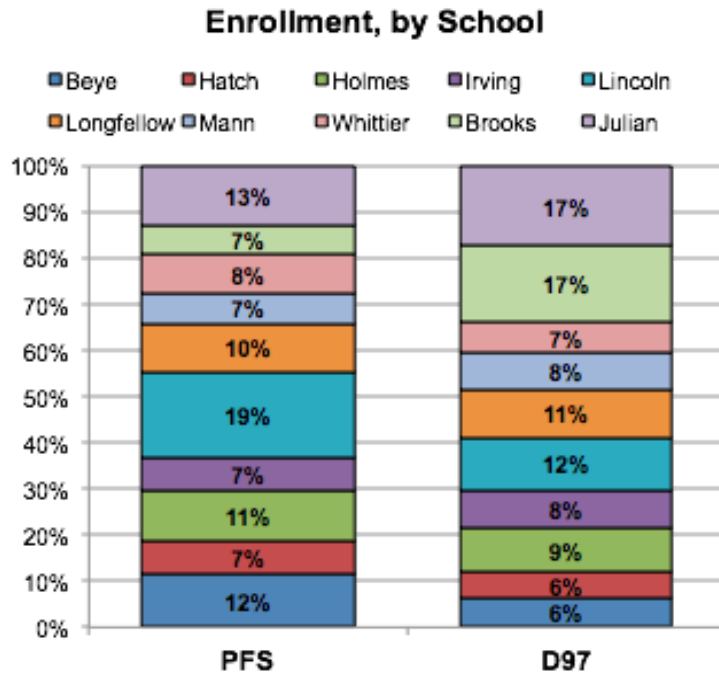
Prep for Success Summer Program July 11 - August 5, 2016 Monday through Friday 8:00 am - 11:30 am			
Incoming Grade Levels of Participating Students	Kindergarten	Grades 1-4	Grades 5-8
Location	Longfellow	Longfellow	Julian
Entry Criteria	Kindergarten Readiness Tool (KRT)--score of 30 and below (lower average or below average)	Grades 1-2: Winter DIBELS--15th percentile and below (local norms) Grades 2-4: Winter NWEA MAP--15th percentile and below (local norms) Grades 1-4: Teacher Recommendations	Grades 5-8: Winter NWEA MAP--15th percentile and below (local norms) Grades 5-8: Teacher Recommendations Grades 7-8: Report Card Grades (D or U)
Basis for Student Groupings	K: By grade level	Grades 1: By grade level Grade 2: By grade level Grades 3-4: By NWEA MAP RIT Bands for Reading and for Math	Grades 5-6: By NWEA MAP RIT Bands for Reading and for Math Grades 7-8: By NWEA MAP RIT Bands for Reading and for Math
Student-Teacher Ratio	7:1	9:1	11:1

Prep for Success Participating Students

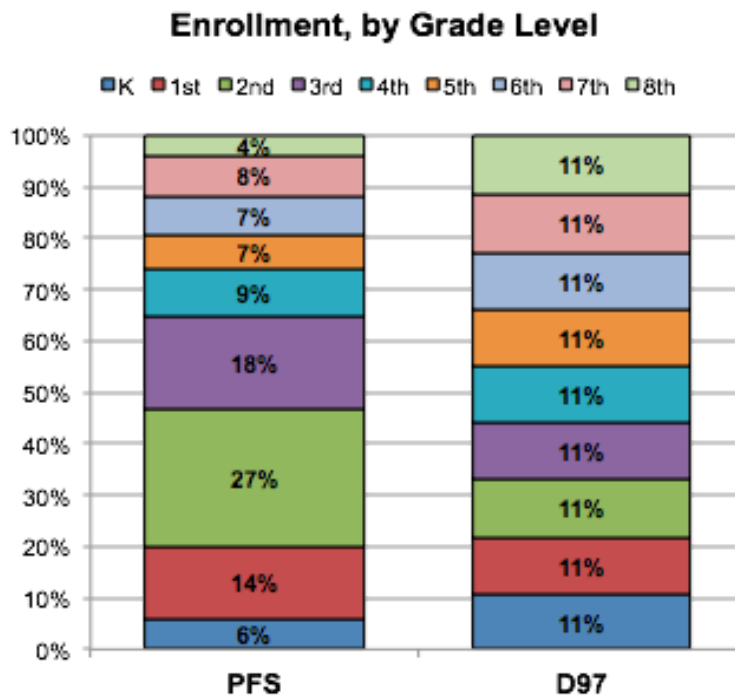
The Department of Teaching and Learning created an initial list of current K-7 students (incoming 1-8 students) eligible for Prep for Success, using DIBELS and MAP winter data and based on their Response to Intervention (RtI) Tiers. All students designated as Tier 3 (students in the 5th percentile or below, identified as needing individual or small-group intervention) were first invited to the program. Following this initial list, RtI School Level Leaders were then able to submit additional recommendations of Tier 2 students (students in the 6th-15th percentile, needing interventions within the classroom) based on other data, such as classroom assessments and anecdotal evidence. Seventeen Kindergarten students were also invited to attend Prep for Success, following Kindergarten Readiness Testing in May and June. A total of 552 students were invited to the program.

Of the 552 students invited, 269 students were enrolled in the Prep for Success program. Due to no-shows or inconsistent attendance, 182 students completed the 2016 Prep for Success program with at least 75% attendance (3 out of 4 weeks) and are still enrolled in D97 schools.

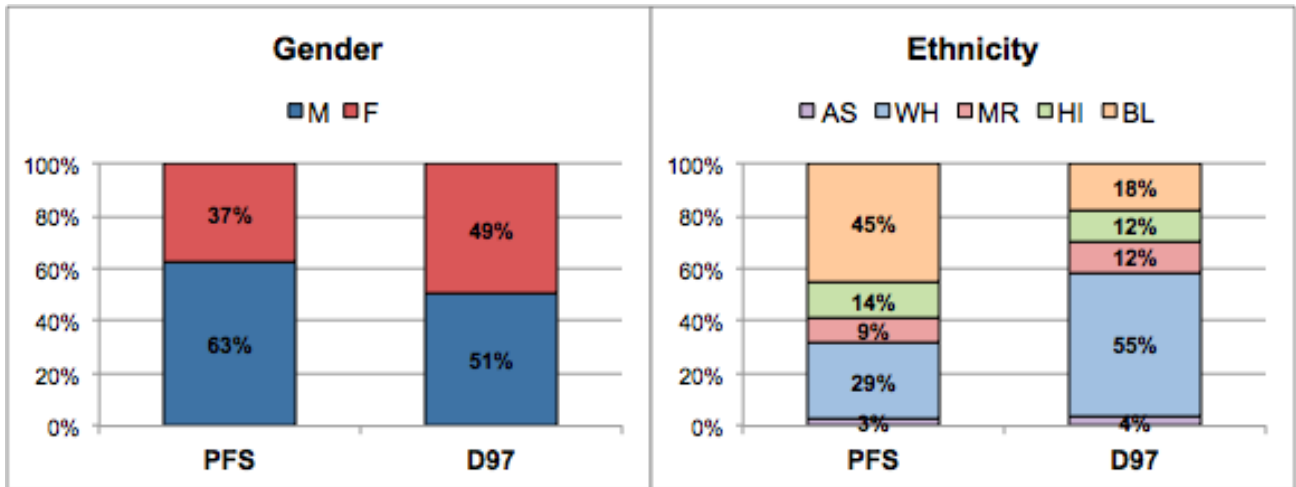
The largest number of students came from Lincoln School, one of the two largest elementary schools in District 97. Middle school enrollment in Prep for Success was proportionately lower than the elementary schools.



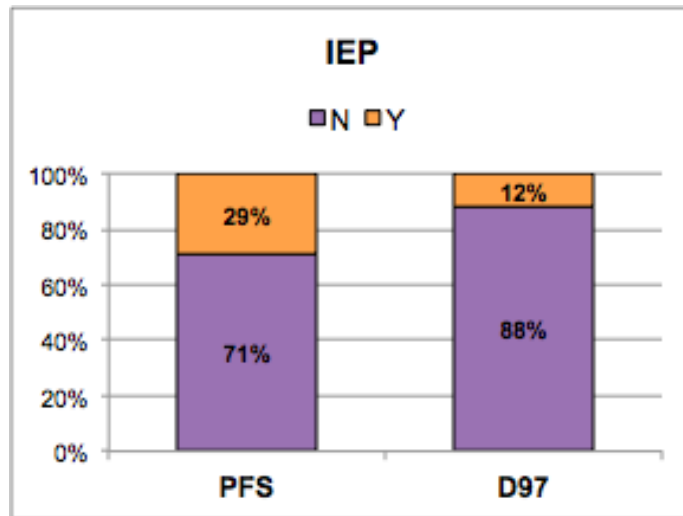
In addition, second and third grade student enrollment was proportionately higher in Prep for Success than our district's general enrollment.



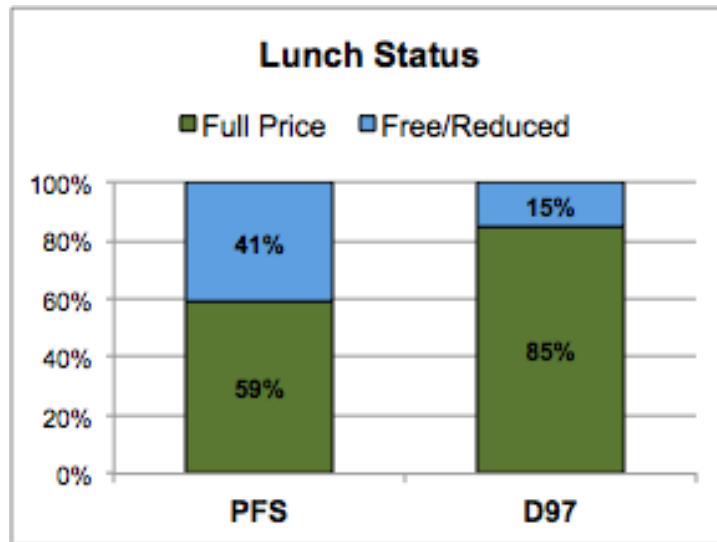
In a comparison of demographic data between Prep for Success and D97 enrollment, the two noticeably disproportionate demographic groups are males and black students. That is, a larger proportion of male students attended Prep for Success than in our general enrollment--63% of our Prep for Success students were male, while 51% of our general student enrollment was male. In addition, 45% of our Prep for Success students was black, while 18% of our general student population was black. Conversely, 29% of our Prep for Success students was white, while 55% of our general student population was white. Students identified as Multiracial, Hispanic, or Asian in Prep for Success were relatively proportionate to our general student population.



The proportion of students with Individualized Education Plans (IEPs) in Prep for Success was also higher when compared with our district's student enrollment, with 29% of our Prep for Success students having IEPs compared with 12% of our general student population.



While 15% of our student population receives free or reduced-priced lunch, 41% of our Prep for Success students receives free or reduced-priced lunch.



Prep for Success Curriculum Design

Curriculum and Instruction

Small group instruction was the emphasis for both the K-4 and 5-8 Prep for Success programs, in order to provide students with targeted support and intervention. Students in grades K-4 rotated amongst stations, so that teachers could work with small groups. Students in grades 3-4, 5-6, and 7-8 were also grouped into classes according to their MAP RIT Score Bands, in Reading and in Math, so that teachers could better target students' areas of support and pull small groups. Appendix A includes sample schedules that were shared with Prep for Success teachers to guide them in creating classroom structures for small group instruction in their classrooms.

Below is a list of instructional materials that were available to teachers for Prep for Success. Instructional materials listed with an asterisk (*) were materials teachers were required to use on a daily basis with students.

Reading/ Language Arts:

- Lexia** (Grades K-4 for 15 minutes per day)
- Fountas & Pinnell* Leveled Readers (Grades K-2)
- 95% Group* "Road to Reading" lessons* (Grades 1-2)
- Comprehension Toolkit* Texts
- SPIRE* (reading passages available for copying)
- Library Class Sets/ Novel Studies
- Articles from *NewseLA* (varied lexile levels)
- Treasures* resources

Math:

- DreamBox** (Grades K-4 for 15 minutes per day)
- Moby Max**(Grades 5-8 for 15 minutes per day)
- TenMarks* (Grades 1-8)
- Eureka Math* lessons (see online modules under "Engage New York")
- Xtramath.com*
- Zearn* (online resource)

Technology:

iPads & Computers- bring your District-provided computers/ iPads
Apple TV & Projectors & iPad stands
iPads
Chromebooks/ Macbooks

A new addition this year was the hiring of three Reading Support Teachers to pull out first and second grade students for small group reading intervention during the Prep for Success school day. These three teachers also screened every first and second grade student in phonics and phonemic awareness to determine student needs.

Teacher Professional Learning and Planning

Prior to the Prep for Success program, teachers attended a full-day training. Topics covered included the program's purpose and teacher expectations, as well as implementation training for the 95 Percent Group program for first and second grade teachers (provided by Language Arts Specialist Terese Parr), and "Using MAP to Plan Small Group Instruction" for third through eighth grade teachers (provided by Director of Curriculum, Instruction, and Assessment, Dr. Helen Wei).

Teachers then had collaborative planning time with their grade level teams to review Student Information forms (completed by the regular school year teachers) and to prepare for instruction.

Communication with Families

There was on-going communication with Prep for Success families during the four-week program, including letters, emails, and phone calls, as well as:

- Introductory letter from Prep for Success Coordinators
- Introductory letter from PFS teachers
- First Day parent invitation into their student's classroom
- Teacher weekly newsletters (all classrooms)
- PFS Report Cards (end of program)
- End of program MAP scores/reports

Communication with Prep for Success teachers included bi-weekly meetings with the Prep for Success Coordinators, weekly email updates, and face-to-face interactions as Coordinators conducted walkthroughs and were highly visible to students and teachers during the program.

Following the program, Prep for Success Report Cards, MAP reports, and 95% Group Screening Results were sent to students' schools/teachers for the 2016-2017 school year, to provide information on the student's progress from the summer.

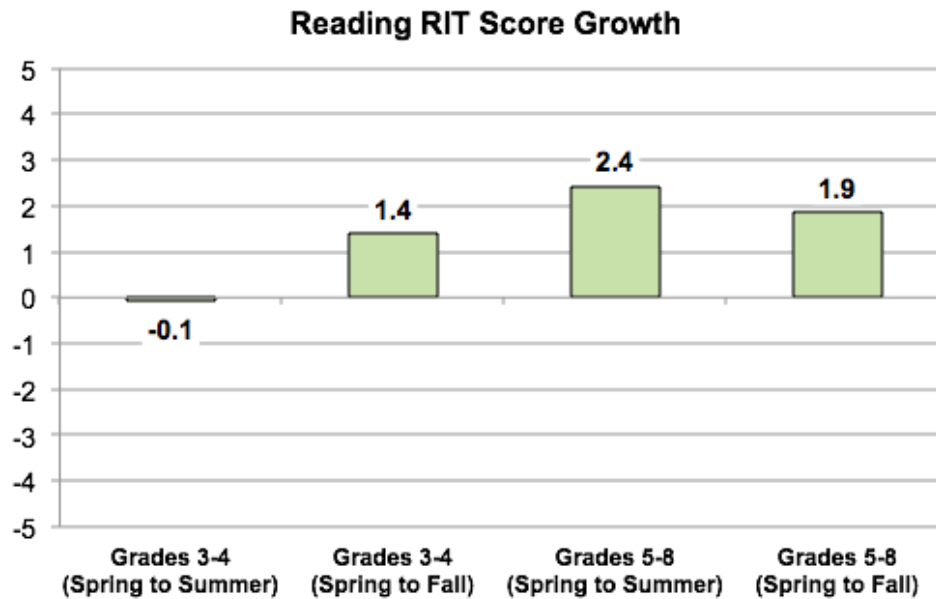
Assessment Data and Results

NWEA MAP Assessment Data

Students in grades 3-8 took the NWEA MAP test in the last week of the Prep for Success program, in order to provide us with more relevant data to understand student growth, as well as provide the home schools with a point of measure for the 2016-2017 school year. The previous testing period had been in the Spring (May) for these students.

Below is the average RIT score growth for Prep for Success students in Reading:

Average MAP RIT Score Growth for 2016 Prep for Success Students in Reading



As indicated above, Prep for Success students in grades 3-4 on average grew 1.4 points in RIT points in Reading from Spring to Fall, while Spring to Summer testing showed a decline by 0.1 on average. Students in grades 5-8 experienced an average growth of 2.4 points from Spring to Summer, while they showed an average growth of 1.9, Spring to Fall.

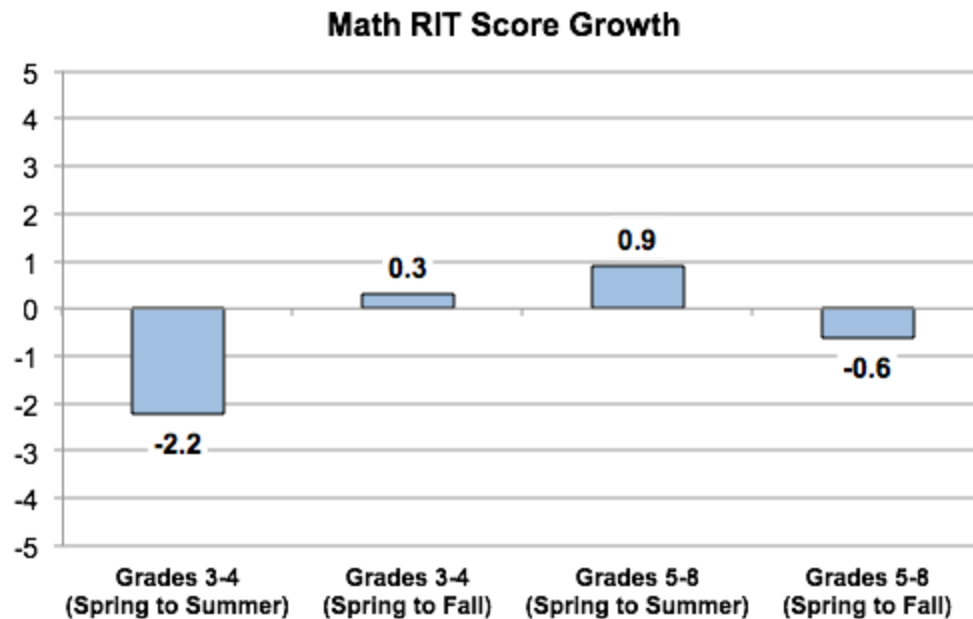
We do not have information from NWEA on average RIT score growth for all students from Spring to Summer or Spring to Fall); however norms from NWEA exist for Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring. Below are 2015 Reading Student Growth Norms published by NWEA:

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

Thus, the average growth in reading for PFS students in grades 3-8 over the summer (4 weeks) ranged from -0.1 through 2.4, while NWEA's average growth for Begin-to-Mid year (4 months) ranges from 1.9 to 7.3, and for Mid-to-End Year (5 months) ranges from 0.99 to 3.02, which occurs as a result of full-day, daily instruction.

Below is the average RIT score growth for Prep for Success students in Math:

Average MAP RIT Score Growth for 2016 Prep for Success Students in Math



As indicated above, average growth was inconsistent across testing periods. Prep for Success students declined in grades 3-4 Spring to Summer, while they grew by 0.3 RIT points Spring to Fall. Students in grades 5-8 grew on average by 0.9 RIT points Spring to Summer, though declined on average by -0.6, Spring to Fall.

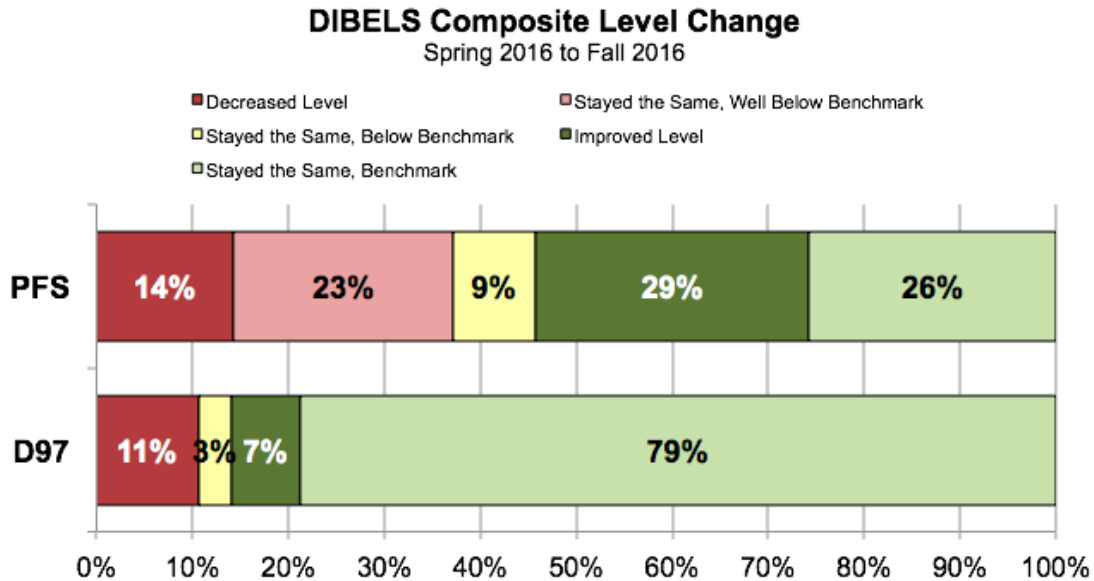
Below are 2015 Math Student Growth Norms published by NWEA:

2015 MATHEMATICS Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

The average growth in math Prep for Success students in grades 3-8 over the summer (4 weeks) ranged from -2.2 through 0.9, while NWEA's average growth for Begin-to-Mid year (4 months) is of 2.9-7.8, and for Mid-to-End Year (5 months) is 1.78-5.19, which occurs as a result of full-day, daily instruction.

DIBELS Assessment Data

The below graph demonstrates students' level changes in DIBELS composite scores, including the percentage of students who stayed at Benchmark, improved levels, stayed at Below Benchmark, and decreased at levels:



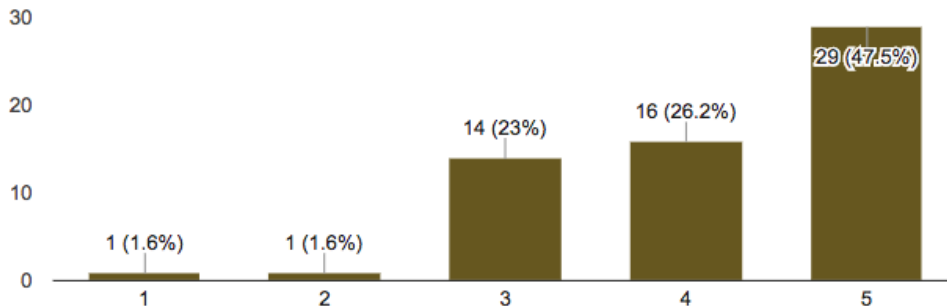
Twenty-six percent of Prep for Success students in grades 1 and 2 stayed the same at benchmark. Twenty-nine percent of PFS students improved levels (between “well below benchmark,” “below benchmark,” or “on benchmark”), while 7% of all D97 students improved levels. Fourteen percent of PFS students decreased levels, while 11% of all D97 students decreased levels.

Highlights of Student Surveys

Prep for Success students in grades 3-8 were given a student survey for their feedback, and we received 61 responses. When asked of how helpful Prep for Success was, 47.5 of respondents felt that it was very helpful, 26.2% felt it was somewhat helpful, and 23% were neutral.

How much do you feel Prep for Success has helped you as a student?

(61 responses)



1 = Not helpful at all

5 = Very helpful

When students were asked what activities helped them as a student, some of the responses included:

the math helped me a lot with long division and multiplication	I learned how to do improper fractions and long division
the math lessons	I learned how to do long division
the math lessons and reading the book	it helped me to do Lexia
the math lessons improved my math score, also the reading.	group work and when a teacher helps me
math made me smarter than last time	help with time on a clock

When asked what students liked most about Prep for Success, responses included:

how nice and helpful the teachers are.	we get to learn a lot of math and get even smarter
I got to meet different people from different schools	when we had our breaks and when it was something fun like math problems or Kahoot games in reading
I like how accurate the work is.	Kahoot
I like Lexia	learning
I like when we get prizes for being here every day.	learning something that i learned at school but i had forgot about and they helped me remember
we had had fun and no homework	making friends

When students were asked how we could improve Prep for Success, responses included:

A little more challenging math.	more breaks
food	more food
food	more games than silent ball
fun	more math and reading
get more games involved	more movie times
give us a little bit more free time.	more reading
go outside everyday	more time more food
Have fun	video games
have science	to challenge me with harder math
have something different to teach each day that helps what we did the first day	no keep it the way it is it makes students understand more
having a lot more shows	None
higher strategies	none
I have no idea I really liked his program I feel like it really helped me	none
I want to do MobyMax	none
if they gave us homework	none.

It is a good program I don't see any bad spots in it.	nothing
its great nothing to improve	nothing
keep on doing what you do	nothing
library	play
that it will be 8:00 to 10:00	prizes
make it more fun	shorter time for the program and only 2 weeks.
Making learning harder	start at 9 o'clock so we get used to middle school

Program Improvements, Challenges, and Future Recommendations

Based on the district vision, ***create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child***, there were some positive changes made to the 2016 Prep for Success program, as well as challenges that have caused us to reevaluate our approach to the program.

First, there were a number of positive changes to the Prep for Success program this year, including:

- Adding three Reading Support Teachers to pull small reading intervention groups for grades 1 and 2
- Providing incentives for students to attend on a daily basis
- Providing snacks for students without snacks from home
- Conducting KRT testing of current preschool students moving to Kindergarten, to provide earlier invitations to qualifying students
- Conducted end-of-program MAP testing to provide a real-time growth indicator
- Made connections with Hephzibah and PDOP to provide spots for students in grades K-5 (incoming) for afternoon aftercare
- Made connections with the Strive for Success summer program at Julian, for students in grades 5-8 (incoming), where they received lunch, student mentoring, and extended day programming
- Increased communication with parents through weekly teacher newsletters

Second, the challenges we faced in the Prep for Success program were:

- **Student attendance** - *How can we create more incentives for all students to attend on a daily basis? How can we further engage students in the classrooms to encourage daily attendance?*
- **Communication** - *How can we continue to improve communication with families?*
- **Curriculum and Instruction** - *How can we engage students, while further addressing their needs and giving them support? How can we incorporate cross curricular opportunities across multiple content areas?*
- **Whole Child** - *How can we provide support to students socially and emotionally, to encourage their academic growth?*
- **Equity** - *How can we ensure our identification process for invitations to the program provides access to students equitably? How can we ensure that students who are invited have access to the programs (due to transportation and childcare issues)?*

To address the challenges we faced this past summer, our recommendations for future implementation of the Prep for Success program are:

- **Student attendance** - Increase student cognitive engagement by providing innovative, project-based learning, and thereby encouraging student attendance.
- **Communication** - Increase communication with families through a Prep for Success website.

- **Curriculum and Instruction** - Provide enrichment opportunities to eliminate negative student behavior and increase student cognitive engagement.
- **Whole Child** - Add support services providers, such as social workers, to the Prep for Success sites.
- **Equity** - Create stronger connections with extended programming for students and families, such as the Park District of Oak Park, Hephzibah, Oak Park Education Foundation, and Strive for Success.

As the data indicates, the design of our program has led to inconsistent student results and growth. As a result, we are currently investigating partnerships with outside organizations that will help us redefine Prep for Success, while addressing the above recommendations.

Special Education Extended School Year (ESY) Program

The Illinois State Board of Education requires that school districts hold an Extended School Year Program for students who have showed difficulty retaining the skills, that they were taught during the regular academic school year.

The students were recommended for the ESY program at their annual review IEP meetings. The team would discuss if the program would benefit the student and their identified needs. The teachers collected data to quantify the regression that would take place over an extended break and how long it would take for the student to recoup the identified skill.

Letters were sent to the parents and guardians informing them that their child was recommended to participate in the program and was asked to reply back, if their child will be attending the program. The program was held at Whittier Elementary School. The program used a total of 20 rooms (17 instructional classrooms, 1 room for related services, 1 for the nurse's office and 1 to house technology - 9 classrooms, 1 nurse's office, 1 technology hub and 1 related service room on the first floor and 9 classrooms on the second floor).

The ESY program ran for 4 weeks from July 11, through August 05, 2016. There was one additional day used for professional development. It was determined that there was a need for 23 certified staff members (classrooms teachers and related services) and 43 non-certified staff members (42 teacher assistants & 1 secretary) to run the program effectively. Instructional materials were provided for each level of classrooms that included, Early Childhood, Cross-Categorical, DD/DLP.

Grades Served:	Pre-K through 7 th (128 students attended)
Subjects:	Language Arts & Math
Entry Criteria:	Team recommendation at annual IEP review meeting

Site:	Whittier Elementary School
Program Dates:	July 11-August 5, 2016
Program Schedule:	Monday through Friday (Students Attended 3.5 hrs / Staff Worked 4 hrs. per day)

Middle School Math Enrichment

Through the Middle School Summer Math Enrichment program, District 97 offers an opportunity for those students who wish to review math content or who are entering grades 7 or 8 and seek to advance a math level. The focus of the enrichment program is to provide a structure that will allow students to deepen their understanding of algebra skills and previously learned concepts, as well as giving students a preview of content for the upcoming school year.

Recruitment for the Middle School Summer Math Enrichment program began in early March with communication being sent to families of 5th, 6th, and 7th graders via the Digital Backpack. Flyers were sent home via the Digital Backpack weekly until the registration deadline of May 1st. The course fee was \$180 and scholarships were provided for students in need.

Teacher recruitment began in early February with interest surveys sent to all middle school math teachers. Per the District 97 OPTA/Board of Education contact, the program was allowed 7 instructors. The instructors for the 2015 Summer Math Enrichment program were District 97 middle school math teachers or 5th grade teachers.

Summer Math Enrichment began on June 13th and ended on July 8th. Students attended class Monday-Thursday, with the exception of Friday, July 8th due to the 4th of July holiday, and were able to choose from sessions that met from 8:00-10:00 or 10:00-12:00 at Brooks Middle School.

Summer Math Enrichment Enrollment

Course Title	Enrollment Numbers 2016	Enrollment Numbers 2015	Enrollment Numbers 2014
Introduction to Middle School Math	69	59	63
Math 6 Review	20	13	16
Pre-Algebra 6	61	65	37
Advanced Algebra	51	39	33

6/Algebra 7	(AA6=9, A7=42)		
Math 7 Review	15	14	15
Advanced Algebra 7	13	17	17
Total	229	207	181

Introduction to Middle School Math continues to be a popular program for those families who want to provide their child with an opportunity to review key 5th grade math concepts that will be critical for middle school math success. Students Winter 2015 NWEA/MAP scores were used as a guide to group students into classes.

The majority of students enrolled in Middle School Summer Math Enrichment are seeking to advance math levels and the remaining students are enrolled as a review opportunity. In order to advance to the next math level, students are required to score an 80% or better on the end of course exam. Given the course length, this is a very accelerated program that requires a strong commitment from students and families.

Course Title	Enrollment Numbers 2016	Percent of Students who Passed End of Course Exam 2016	Enrollment Numbers 2015	Percent of Students who Passed End of Course Exam 2015
Pre-Algebra	61	19.6% (N=12)	65	23%
Advanced Algebra 6/Algebra 7	51	13.7% (N=7)	39	30%
Advanced Algebra 7	13	7.7% (N=1)	17	29%

Although fewer students passed their end of course exam, we also had more students enroll in Advanced Algebra 6/Algebra 7 and Advanced Algebra 7. The low exam pass rates also speak to the rigorous nature of the course. Compacting a 9-month curriculum into 4 weeks during the summer is challenging, especially for students who are enrolled in other summer activities, such as CAST and BRAVO, in the afternoons.

Given students' busy summer schedules, District 97 offers an Independent Study option for those students who cannot attend Summer Math Enrichment. Students are provided with the course objectives and access to an online textbook. Students were able to take the exam on July 8th or July 19th. Out of 24 students who enrolled in Independent Study, who also indicated that they were planning to take the end-of-course exam for the class they were enrolled in, no students passed the end-of-course exam and 6 students did not come to an exam session.

As we prepare for this summer's program, we will:

- Have class meet on Fridays to avoid low attendance around the July 4th holiday and have the last class day be July 7th.
- Advertise Summer Math Enrichment registration on Twitter and continue to send home registration flyers via School Messenger.
- Continue to communicate with families and students who are interested in advancing math levels the rigorous course pace. We did recommend that families use digital resources, such as Khan Academy, to support their child's learning outside of the class.

Summer Music Camp Program

District 97's Summer Music Program provides students in grades 4-8 with additional music experience that compliments what they are learning in our general music and instrumental music programs. The program met at Julian Middle School and ran from July 27th through August 7th. Classes were an hour long and met between 8:30 and 12:00. Students are able to take one session or two consecutive sessions. The class fee is \$75 and those students who receive free or reduced lunch are eligible for scholarships.

The program continues to grow in popularity as evidenced by our enrollment numbers.

Program	Summer 2014 Enrollment	Summer 2015 Enrollment	Summer 2016 Enrollment
Band I	27	40	40
Band II	18	16	15
Orchestra I	14	18	17
Orchestra II	5	8	6
Jazz Band I	9	23	16
Jazz Band II	11	8	17
Orff Ensemble I	8	16	11
Orff Ensemble II	14	22	33
Chorus	21	36	36

In terms of next steps for the program, we are interested in exploring extending the opportunity to students outside of the district to increase participation and diversity, as well as possibility of running the program as a one-week, full-day program.

Appendix A: Sample Classroom Schedules - Prep for Success

Our Goal: Spend as much time in small groups with targeted skills lessons as possible

SAMPLE K-2:

8:00-8:30	<p>Pick up class, attendance</p> <p>Reading small groups – 2 stations of 10-15 minutes each</p> <ol style="list-style-type: none"> 1. Lexia 2. Guided Reading with you 3. Buddy Reading 4. Skill work (worksheet or game)/ writing prompt
8:30-9:00	<p>Read Aloud/ Skill Video/ Direct Reading Lesson</p> <ul style="list-style-type: none"> - use common core standards to teach - <i>Example: Read Fiction story & work as a group to make a poster about the plot (characters, setting, beginning, middle, end)</i>
9:00-9:30	<p>Writing Workshop</p> <ul style="list-style-type: none"> - Writing mini lesson on goal of the day - students work quietly, teacher rotates and works with different students - meet back as a group to share what you worked on
9:30-10:00	<p>95% Group Skill</p> <ul style="list-style-type: none"> -rotate with grade level <p>or</p> <ul style="list-style-type: none"> -use small groups with 2 teachers
10:00-10:15	story/ snack break/ 5 minute brain break game/ outside story time
10:20-10:40	<p>Math Lesson</p> <ul style="list-style-type: none"> - use TenMarks/ Eureka Math to teach whole group - show a YouTube/ Flocabulary math facts video
10:40-11:10	<p>Math Stations – 2 stations of 10-13 minutes each</p> <ol style="list-style-type: none"> 1. DreamBox 2. Meet with you- work with whiteboards/ markers or paper/ pencil problems based off common core standard goal of the week/ manipulatives 3. Math Game <ul style="list-style-type: none"> Example: use cards to play top it, clay and toothpicks to make shapes, shaving cream to write out math problems on table 4. Math Worksheet
11:10-11:25	<p>Writing Prompt</p> <ul style="list-style-type: none"> - math problem writing prompt - free writing - write about a given topic
11:25	Pack up and walk out front door

SAMPLE 3-4:

Students will receive 1.5 Hours of Reading- SWITCH CLASSES- 1.5 Hours of Math (if enrolled for both Reading and Math)

READING TEACHER SCHEDULE

8:00-8:15 Reading Warm-Up	Pick up class, attendance Writing Prompt on Board- kids write in their journals
8:15-9:15 READING BLOCK 1	Reading small groups – 4 stations of 15-20 minutes each <ol style="list-style-type: none"> 1. Lexia 2. Guided Reading with you 3. Buddy Reading 4. Skill work (worksheet or game)/ writing prompt
9:15-9:45	Read Aloud/ Skill Video/ Direct Reading Lesson <ul style="list-style-type: none"> - use common core standards to teacher <i>Example: Read Fiction story & work as a group to make a poster about the plot (characters, setting, beginning, middle, end)</i> <p style="text-align: center;"><i>or</i></p> Writing Workshop <ul style="list-style-type: none"> - writing mini lesson on goal of the day - students work quietly, teacher rotates and works with different students - meet back as a group to share what you worked on
9:45-10:00	<i>KIDS SWITCH CLASSES, have snack/ water break once they reach their 2nd class....</i>
10:00-11:25 READING BLOCK 2	Reading small groups – 4 stations of 15-20 minutes each <ol style="list-style-type: none"> 1. Lexia 2. Guided Reading with you 3. Buddy Reading 4. Skill work (worksheet or game)/ writing prompt
11:00-11:25	Read Aloud/ Skill Video/ Direct Reading Lesson <ul style="list-style-type: none"> - use common core standards to teacher <i>Example: Read Fiction story & work as a group to make a poster about the plot (characters, setting, beginning, middle, end)</i> <p style="text-align: center;"><i>or</i></p> Writing Workshop <ul style="list-style-type: none"> - writing mini lesson on goal of the day - students work quietly, teacher rotates and works with different students - meet back as a group to share what you worked on
11:25	Pack up and walk out front door

SAMPLE 3-4:

Students will receive 1.5 Hours of Reading- SWITCH CLASSES- 1.5 Hours of Math (if enrolled for both Reading and Math)

MATH TEACHER SCHEDULE

8:00-8:15 Reading Warm-Up	Pick up class, attendance Writing Prompt on Board- kids write in their journals
8:15-9:15 MATH BLOCK 1	Math Stations – 4 stations of 15-20 minutes each 1. Dreambox 2. Meet with you- work with whiteboards/ markers or paper/ pencil problems based off common core standard goal of the week/ manipulatives 3. Math Game Example: use cards to play top it, clay and toothpicks to make shapes, shaving cream to write out math problems on table 4. Math Worksheet/ game/ TenMarks ipad/ computer work
9:15-9:45	Math Lesson <ul style="list-style-type: none"> - use TenMarks to teach whole group - show a flocabulary math facts video - Students practice a few problems
9:45-10:00	<i>KIDS SWITCH CLASSES, have snack/ water break once they reach their 2nd class....</i>
10:00-11:25 MATH BLOCK 1	Math Stations – 4 stations of 15-20 minutes each 1. DreamBox 2. Meet with you- work with whiteboards/ markers or paper/ pencil problems based off common core standard goal of the week/ manipulatives 3. Math Game Example: use cards to play top it, clay and toothpicks to make shapes, shaving cream to write out math problems on table 4. Math Worksheet/ game/ TenMarks ipad/ computer work
11:00-11:25	Math Lesson <ul style="list-style-type: none"> - use TenMarks to teach whole group - show a Flocabulary / YouTube math facts video - Students practice a few problems
11:25	Pack up and walk out front door

SAMPLE 5-8:

Students will receive 1.5 Hours of Reading- SWITCH CLASSES- 1.5 Hours of Math (if enrolled for both Reading and Math)

READING TEACHER SCHEDULE

8:00-8:15 Reading Warm-Up	Pick up class, attendance Writing Prompt on Board- kids write in their journals
8:15-9:15 READING BLOCK 1	Reading small groups – 4 stations of 15-20 minutes each <ol style="list-style-type: none"> 1. Lexia 2. Guided Reading with you 3. Partner Reading 4. Skill work (worksheet or game)/ writing prompt
9:15-9:45	Read Aloud/ Skill Video/ Direct Reading Lesson <ul style="list-style-type: none"> - use common core standards to teacher <i>Example: Read Fiction story & work as a group to make a poster about the plot (characters, setting, beginning, middle, end)</i> <i>or</i> Writing Workshop <ul style="list-style-type: none"> - writing mini lesson on goal of the day - students work quietly, teacher rotates and works with different students - meet back as a group to share what you worked on
9:45-10:00	<i>KIDS SWITCH CLASSES, have snack/ water break once they reach their 2nd class....</i>
10:00-11:25 READING BLOCK 2	Reading small groups – 4 stations of 15-20 minutes each <ol style="list-style-type: none"> 1. Lexia 2. Guided Reading with you 3. Partner Reading 4. Skill work (worksheet or game)/ writing prompt
11:00-11:25	Read Aloud/ Skill Video/ Direct Reading Lesson <ul style="list-style-type: none"> - use common core standards to teacher <i>Example: Read Fiction story & work as a group to make a poster about the plot (characters, setting, beginning, middle, end)</i> <i>or</i> Writing Workshop <ul style="list-style-type: none"> - writing mini lesson on goal of the day - students work quietly, teacher rotates and works with different students - meet back as a group to share what you worked on
11:25	Pack up and walk out front door

SAMPLE 5-8:

Students will receive 1.5 Hours of Reading- SWITCH CLASSES- 1.5 Hours of Math (if enrolled for both Reading and Math)

MATH TEACHER SCHEDULE

8:00-8:15 Reading Warm-Up	Pick up class, attendance Writing Prompt on Board- kids write in their journals
8:15-9:15 MATH BLOCK 1	Math Stations – 4 stations of 15-20 minutes each 1. Moby Max 2. Meet with you- work with whiteboards/ markers or paper/ pencil problems based off common core standard goal of the week/ manipulatives 3. Math Game Example: use cards to play top it, Mancala, Cool Math games, etc 4. Math Worksheet/ game/ TenMarks/ computer work
9:15-9:45	Math Lesson - use TenMarks to teach whole group - show a Flocabulary math facts video
9:45-10:00	<i>KIDS SWITCH CLASSES, have snack/ water break once they reach their 2nd class....</i>
10:00-11:25 MATH BLOCK 1	Math Stations – 4 stations of 15-20 minutes each 1. Moby Max 2. Meet with you- work with whiteboards/ markers or paper/ pencil problems based off common core standard goal of the week/ manipulatives 3. Math Game Example: use cards to play top it, Mancala, Cool Math games, etc 4. Math Worksheet/ game/ TenMarks/ computer work
11:00-11:25	Math Lesson - use TenMarks to teach whole group - show math facts video
11:25	Pack up and walk out front door