

4th Section of 4th Grade 2026-2027:

<u>4th Grade Schedule</u>	<u>4th Grade New Teacher Proposed Schedule</u>	<u>Julie Jenson Social Worker</u>	<u>Wendy Denton Media Center Para</u>	<u>Nathan Ehnstrom Title/Media Specialist</u>
8:35-9:25 Prep	8:00-8:35 Prep 8:35-9:25 Media Literacy 4th Grade Day 1: Dotzler Day 2: Nordick Day 3: open see below* (1) Day 4: Freming	Interventions- One on one or groups- social skills preteach/reteach Support students in lunchroom/ breakfast Assist new 4th grade teacher with Character strong	8:35-9:25 4th Grade Library Check out	Title Instruction
9:25 -11:10 Switch 1	9:25-10:15 Character Strong 3rd Grade Day 1: open see below (2) Day 2: Smith Day 3: Williams Day 4: Lundgren		9:25-10:15 3rd Grade Library Check out	
	10:15-11:10 Character Strong 2nd Grade Day 1: Courtemanche Day 2: Gouge Day 3: open see below (3) Day 4: Host		10:15-11:10 2nd Grade Library Check out	
	11:10-11:40 WIN			
11:50-12:20 Lunch	11:50-12:20 Lunch		11:35-12:25 5th Grade Library Check out	11:35-12:25 5th Grade Media Literacy Day 1: A Sameuelon Day 2: Long Day 3: Asmus Day 4:
12:20-2:00 Switch 2	12:20-12:35 Prep 12:35-2 4th Grade Reading/Math (push in, intervention, small group)	12:25-1:15 Kindergarten Character Strong	12:25-1:15 Kindergarten Library Check out	Title Instruction
2:00-2:20 Recess	2:05- 2:55 Media Literacy 6th Grade			
2:10-3:00 Writing/Choir	Day 1: open see below (4) Day 2: Goudge Day 3: Fontaine Day 4: Statz	1:15-2:05 1st Grade Character Strong	1:15-2:05 1st Grade Check out	

*Character Strong & Media Literacy: 30 min lesson, 20 min for library check out

4th Grade Open Sections in Day Rotation (Odd Days)

- 8:35-9:25 Day 3 (4th) Media:** Guided reading/win groups, push in with 4th grade core instruction 4th Grade specialists- co planning time with other 4th grade teachers
- 9:25-10:15 Day 1 (3rd) Character Strong:** Grade 4 reading progress monitoring if needed, assessment support
- 10:15-11:10 Day 3 (2nd) Character Strong:** Guided reading/win groups, push in with 4th grade core instruction
- 2:05- 2:55 Day 1 (6th) Media:** Grade 4 math progress monitoring if needed, assessment support

Grade 4 Instructional Teacher:

Purpose: to strategically increase institutional capacity in Fourth Grade by adding a dedicated support teacher rather than creating an additional homeroom. This approach addresses current enrollment pressures, with fourth grade classrooms at 27 students per section, while providing increased academic intervention, LETRs aligned literacy support and character education.

Benefits of a 4th grade Instructional Teacher:

1. More Individualized Instruction
 - a. Allows for smaller instructional groups during reading and math
 - b. Students receive more targeted interventions
 - c. High achieving students can also receive enrichment opportunities
2. Additional Support During Pivotal Point in Literacy Development
 - a. 4th grade is often the transition from learning to read to reading to learn
 - i. Students receive instruction that more closely aligns with evidence based practices teachers have learned through LETRs- vocabulary, morphology, fluency and comprehension
 - ii. Maximizes the district's investment in LETRs training by increasing opportunities to implement Science of Reading practices.
 - b. Additional interventions to Support Students:
 - i. Build comprehension
 - ii. Strengthen writing
 - iii. Improve mathematical reasoning
3. Consistent Character Education and Life Skills
 - a. Increased Student Belonging
 - b. Improved Classroom Behavior
 - c. Consistent instruction across classrooms
4. Allows Social Worker to have more time/support in:
 - a. Crisis Response
 - b. Counseling
 - c. Assist with Attendance Concerns
 - d. Family Support
 - e. Tier 2 Behavior Interventions: small group or individual
5. Title Teacher gains additional intervention blocks throughout the week
 - a. More students can receive Tier 2 reading support
 - b. Students identified through screening data can begin receive services faster
 - c. Intervention groups can be smaller and more targeted

Bottom line: This proactive approach strategically adds instructional support where students receive what they need most. This position will strengthen literacy, expanding intervention opportunities and maximize staff capacity to ensure students receive the right support at the right time.