

Denton Independent School District

Extended School Day Program

**Program Overview
2007-2008**



Director
Steve Johnson

Coordinator
Kay Peters

Interim Coordinator
Antoinette Duffey

Curriculum Generalist
Jennifer Myers

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**Extended School Day Program
Mission Statement**

Mission Statement

The Denton ISD Extended School Day Program's mission is to ensure our students have the opportunity for educational, recreational and enrichment programs. This program provides a supervised environment that promotes safety, responsibility and community involvement. The program's goals are to provide a program that addresses the immediate safety needs of students attending school in the Denton ISD by:

- Providing academic and enrichment/recreation programs that will challenge all students who would benefit from extended school day activities
- Providing a flexible program that can fit the needs of our students and those of today's busy parents
- Developing each child's confidence, leadership and achievements through participation in educational and enrichment/recreational activities
- Helping students better relate to others and recognize the differences that make a person unique by working and playing together

We realize that parent's schedules are rarely the same as a school's schedule. We also realize that many students leave school each day and return home to spend hours of unsupervised time in front of the television. In our supervised extended school day program at all elementaries within the Denton ISD, students participate in academic enrichment, recreational activities and homework study/tutoring time.

**Extended School Day Program
Zones**

Zones

The Denton ISD Extended School Day Program is organized into Zone 1 and Zone 2 as follows:

Zone 1

Coordinator – Kay Peters

Borman
EP Rayzor
Hawk
Sam Houston
LA Nelson
McNair
Pecan Creek
Rivera
WS Ryan

Zone 2

Interim Coordinator – Antoinette Duffey

Evers Park
Ginnings
Hodge
Lee
Newton Rayzor
Paloma Creek
Providence
Savannah
Wilson

**Extended School Day Program
Lesson Plans**

Lesson Plans

Following are lesson plans that have been utilized at Extended School Day this year.

Providence – K & 1st

Week of: November 6-9

Theme of the Week: Seasons of Change

TIME:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	"Fun" FRIDAY
3:00-3:15	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack
3:15-3:30	Group Restroom Break	Group Restroom Break	Group Restroom Break	Group Restroom	Group Restroom
3:30-4:00	Cafeteria Homework Time Popcorn reading	Cafeteria Homework Time Partner reading	Cafeteria Homework Time Popcorn reading	Cafeteria Homework Time Partner reading	Fall Festival
4:00-4:30	Gym Stomp clap and stand	Gym Crab soccer	Gym Music time Playscape	Gym Tagematics Music time	
4:30-5:00	Cafeteria Crayon Art	Cafeteria Fall leaves Collage	Cafeteria Weaving baskets	Cafeteria Scratch Art	
5:00-5:45	Commons Teacher Reading	Commons Math Club	Commons Reading Club	Commons Word Search	
5:45-6:00	Board Games	Board Games	Board Games	Board Games	Board Games
6:00-6:30	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning

Pecan Creek 2nd & 3rd

Week of: October 22-26

Theme of the Week: Keeping My Body Healthy

TIME:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	"Fun" FRIDAY
3:00-3:15	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack
3:15-3:30	Group Restroom Break	Group Restroom Break	Group Restroom Break	Group Restroom	Group Restroom
3:30-4:00	Cafeteria Homework Time Silent reading	Cafeteria Homework Time Silent reading	Cafeteria Homework Time Silent reading	Cafeteria Homework Time Silent reading	Field Day
4:00-4:30	Gym Spud Game	Gym Spelling Word Relay	Gym Cat and Mouse game	Gym Circle Tag	
4:30-5:00	Cafeteria Food Pyramid	Cafeteria TWU Nutritionist	Cafeteria Eating Healthy Activity	Cafeteria Fitness Test	
5:00-5:45	Cafeteria Math Club	Cafeteria Music	Cafeteria Reading Club	Cafeteria Music	
5:45-6:00	Board Games	Board Games	Board Games	Board Games	Board Games
6:00-6:30	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning

LA Nelson 4th & 5th

Week of: September 10-14

Theme of the Week: Making New Friends

TIME:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	"Fun" FRIDAY
3:00-3:15	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack	Roll Call/Snack
3:15-3:30	Group Restroom Break	Group Restroom Break	Group Restroom Break	Group Restroom	Group Restroom
3:30-4:00	Cafeteria Homework Time Silent reading	Cafeteria Homework Time Silent reading	Cafeteria Homework Time Silent reading	Cafeteria Homework Time Silent reading	Twin Day/Make New Friends
4:00-4:30	Gym Capture the flag Outside/baseball	Gym Crab soccer Line tag	Gym Music time Playscape	Gym Partner tag Playscape	
4:30-5:00	Cafeteria Friendship Ice breaker game	Cafeteria Interview a new friend	Cafeteria Friendship Bracelets	Cafeteria Draw a partner	
5:00-5:45	Classroom Game show	Classroom Math Club	Classroom Reading Club	Classroom Spanish	
5:45-6:00	Board Games	Board Games	Board Games	Board Games	Board Games
6:00-6:30	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning	Clean-Up & Planning

**Extended School Day Program
Enrichment....**

Special Events

Extended School Day incorporates the local community into the daily learning process. We utilize local citizens in various ways to help the children have a more interactive learning experience. Some events we have had at our campuses include:

- ♪ Recycling presentation through the City of Denton
- ♪ Understanding engineered designs through Peterbilt
- ♪ Bike Safety with Guyer Student Council
- ♪ Understanding law enforcement with Coppell Police Dept

Planned Activities

Special planned activities are another aspect of Extended School Day. These enrichment activities further the childrens' education in a variety of ways. Some planned activities we have implemented this year are:

♪Grandparents and Art

♪This intergenerational art collaboration allows senior citizens in the community to work one on one with children in our program. Currently held at Rivera on Thursday afternoons, the children and grandparents are working on a tiled mosaic project.

♪TWU Practicum Tutoring

♪Extended School Day and the TWU Education Department have implemented a practicum tutoring that benefits both ESD and TWU students alike. Education majors from TWU gain valuable teaching experience and our students are enriched with one on one tutoring focusing on evaluating and enhancing each participant's reading and math skills.

♪Curriculum Enhancement

♪Scheduled educational curriculum enhancement is another component of ESD. Our curriculum planner designs and instructs various activities that supplement our thematic learning system.

For example, "Magnet Mania!!" is a curriculum enhancement lesson that utilizes magnetic kits to teach children about geometric reasoning, structure composition, and incorporates teamwork.

♪Book Projects

♪Every semester each instructor completes a project with their group utilizing a thematic book as a supplemental learning tool. The project provides a creative outlet for the children to express what have learned.

Projects

Students participate in projects of their own at Extended School Day as well. Recently, campuses hosted Martin Luther King Presentations illustrating what they learned in various forms such as posters, speeches, presentations, and skits. Some upcoming projects/events going on at the campuses include:

♪Chinese New Year Art Contest

♪Scavenger Hunts

♪Field Day Relays

♪Cinco de Mayo Celebrations

**Extended School Day Program
Curriculum Pilot Program**

Curriculum Pilot Summary

Research has proven that students using both sides of their brain are more engaged learners and therefore better learners. The teachers of these students are also better teachers because they provide a visually, socially, and emotionally enriched curriculum. The pilot program strives to achieve such benefits. We considered replacing Math and Reading Club with a more flexible and engaging curriculum. Four campuses volunteered to participate in the pilot program, two from Zone I and two from Zone II. Currently in Zone I, Borman has sixteen students (K-2, 1st-5, 2nd-4, 3rd-2, 4th-4, 5th-2) and Ryan has forty-six students (K-8, 1st-7, 2nd-9, 3rd-6, 4th-5, and 5th-9). In Zone II, Paloma Creek has forty-seven students (K-8, 1st-8, 2nd-10, 3rd-11, 4th-5, and 5th-5) and Wilson has fifty-three students (K-5, 1st-9, 2nd-11, 3rd-11, 4th-11, and 5th-8). Each campus substitutes pilot activities during the regular math and reading club time which occurs a minimum of twice a week.

The general purpose of the pilot curriculum is to have students think creatively about general math and reading concepts. To do this, we use a variety of sources. Math kits were purchased for the initial phase since both instructors and students were accustomed to a boxed curriculum. For six weeks, numbers and operations, fractions and geometry are studied for the math portion. Every two weeks the curriculum moved to a new topic. The kits consisted of topical manipulatives and a few exercises for the students to do. The remaining two phases incorporated grade-level appropriate card games, dominoes, math balls, and board games which required continual mathematic calculations and strategy.

An enriched reading environment is the focus for the reading pilot. In general every campus has an ESD library, so the pilot campuses begin with that. In the next phases, the campuses use a thematic resource list culled from the district library in addition to library resources available at public and university libraries. The instructors read the texts with students and extend the event with a connective activity incorporating arts and/or crafts. The reading phases are also supplemented with word games containing manipulatives (ex. Scabble Jr. letter tiles). During each phase, new activities are added, but the teams continue to incorporate previous activities from the previous phases.

Curriculum Pilot Outline

The following is the semester curriculum outline for all four pilot campuses.

Phase I (2/4-3/14)

Math: Math kits all levels

- ◆ reproducible and games are included in the kit
- ◆ spend two weeks with each kit (Number and operations, Fractions, Geometry)

Language Arts: Reading

- ◆ use library books from the ESD library, titles from our resource list, or titles from local libraries
- ◆ reading books with extension activities

Evaluation due the week of 3/10

Phase II (3/25-5/2)

Math: Card games and dominoes

- ◆ Uno, Memory, Math Ball (K-1)
- ◆ Rummikub, Speedball (2-5)
- ◆ Dominoes

Language Arts: Word games

- ◆ Scrabble Jr. (K-1)
- ◆ Scrabble
- ◆ reading selections from *Books to Count On* (all levels)
- ◆ word tiles (all levels)

Evaluation due the week of 4/28

Phase III (5/5-6/5)

Math: Card games

- ◆ Phase 10 and Slap the Deck
- ◆ Phase 10, Slap the Deck, Qwitch (2-5)

Language Arts All levels

- ◆ My Word
- ◆ Spring semester project submission

Evaluation due the week of 5/27

Extended School Day Program Training

Annual Training Agenda

The following is the agenda from the annual staff training session.

Monday 8/20

8:30-9:00 Staff check-in

9:00-9:30

Introductions

- ◆ instructors, office staff, coordinators

9:30-10:00

Ice Breakers

- ◆ Team Building
 - ◆ Organized ice breakers
 - ◆ Exercises
 - ◆ Simulations
- ◆ Campus teams
 - ◆ Instructional levels, mixed

10:00-12:00

Staff Handbook Power Point

- ◆ Staff expectations/professional behavior (handbook pages)
- ◆ The ESD day (handbook pages rotations, etc.)
- ◆ Paperwork (handbook pages)
- ◆ Staff/student interactions (handbook pages)

12:00-1:00

Lunch

1:00-2:00

Staff Scenarios

- Requesting diver's license
- Following lesson plans
- Completing an accident report
- Reluctant students
- Parent communication

2:00-4:00

Lesson Introduction and Explanation

- ◆ Format, rotations, mini-lessons (M&R club and enrichments)
- ◆ Explanation of new format especially for kindergarten
- ◆ Some example of lessons (arts and crafts)
- ◆ Writing lesson Plans
- ◆ Break into level groups to brainstorm ideas
- ◆ Return to campus groups to write August/September lesson plans

Q&A

Conclusion

Tuesday 8/21

9:00-12:00

Sandi Craven's Training

- ◆ Outside games
- ◆ Gym games
- ◆ Dance & Music
- ◆ Team building, etc.

12:00-1:00

Lunch

1:00-3:30

Tim Owens (UNT human resources trainer)

- ◆ Problem-solving behaviors
- ◆ Communication (staff, parent, student)
- ◆ Customer service
- ◆ Professional interactions (school staff-principals, custodians, teachers)

3:30-4:00

Q&A

Reminders

Conclusions

Wednesday 8/22

9:00-10:00

Review of Handbook Q&A

View Power Point of Arts and Crafts submissions

Lesson Plan Demonstration (Math and Reading Club)

10:00- 12:00

Lesson planning

- ◆ September-October

12:00-1:00

Lunch

1:00-2:00

Officer Bryan

- ◆ recalling details exercise
- ◆ completing reports
- ◆ review of ESD report writing

2:00-4:00

Lesson Plan Writing

- ◆ November-December

Thursday 8/23

9:00-11:00

Campus Training with Mr. Johnson

- ◆ Playground safety training at Hodge
- ◆ Walkie-talkie training

11:00 -12:00

Mary Rivers

- ◆ Positive discipline training

Cathy Gaskin

- ◆ Literacy training
- ◆ Library use

12:00-1:00 Lunch

2:00-4:00

Lesson planning

- ◆ November-December/ Sign-off sheet

Friday 8/24

9:00-10:00

Campus make-ready

- ◆ Badges, shirts
- ◆ New staff review
- ◆ Campus visit and cabinet check

10:00-4:00

CPR/First Aid training

Conclusion

Positive Discipline

Below is the outline our curriculum generalist used to help train the Extended School Day staff on positive discipline at a monthly staff meeting. This provides an example of the type of dynamic we strive to achieve in our program as well as our philosophy for discipline.

Positive Discipline

Presenter: Jennifer Myers
Staff Meeting - January 3, 2008

- ✚ Environment
 - Children
 - Safety first
 - Discouraging/Dominating VS Encouraging/Empowering
 - Parents
 - Communication
 - Friendly/Tone/Eye Contact
 - Greeting
 - Clipboard
 - Instructors
 - Positive environment for all – including instructors
 - Help available if needed
- ✚ Planning/Being Prepared
 - Organization is necessary
 - General Planning
 - Sign out sheets
 - DL pages
 - Activities
 - 2:30-3:00 is great prep time
 - activities are more easily executed when half the time is not spent preparing – rather doing
- ✚ Expectations
 - Proper behavior is expected
 - Improper behavior not accepted
 - Atmosphere is set by instructor
 - Consistency
 - Routine – children need to know what to expect
 - Provides security and sense of order
 - Fair to everyone
- ✚ Control/Awareness
 - Instructors should be in control, not the children.
 - In control of:
 - Children
 - Environment
 - Be aware – do not turn back on children
 - Self
 - Difference between speaking firmly and yelling/screaming
 - 3 min window – some things should not happen even for 3 min
 - Children should be part of the decision making process
 - Helps them feel involved

- Choices are for children; decisions are for leaders!!
 - markers or crayons example
 - Show Me Choices
 - Children can only take so much talking until it turns to Charlie Brown's teacher
 - Regrouping/Timeouts
 - Timeouts should not be longer than age of child
 - Rather than group time outs – group breathing
 - Not as punitive
 - Empowering children to make better choices
 - Giving time to calm down and regroup
- ✚ Discipline
 - Rewards/Punishments not effective long term
 - Teaches children to respond to “external locus of control”
 - Takes responsibility off of children and places on instructors –
 - catch being good et cetera

**Extended School Day Program
Technical Assistance**

Technical Assistance

Technical assistance is a new component of Extended School Day begun this year. It allows for our curriculum generalist to provide assistance/onsite training for instructors and/or students that may be struggling with the program. Providing technical assistance empowers both the instructors and students alike by targeting potential problems and solving them preemptively in a positive manner. Some examples of technical assistance are outlined below:

Reason	Resolution
Trouble rotating through the school	Establish set rotation for each group to follow Monday-Thursday. This allows for more activities and involvement of students while simultaneously allowing the instructor to provide better structure to the program.
Non-participation	Help show instructors how to provide choices for the children so as to allow for their involvement in choosing their engaging activity.
Student acting out	Work with instructor to utilize positive discipline. Work on setting up proper environment, setting expectations, and devising proper control/awareness to eliminate behavior problems.
Staff Dynamic	Work with staff to cultivate a team effort that is more beneficial to the students and staff alike. Work to utilize all persons special talents to create a positive work place.
Curriculum Implementation	Help instructors plan and implement curriculum for the program – specifically focusing on organizing, planning, and preparing for activities.