Lawson Elementary

2022 Summer School Program

Ms. Melissa Adkins, Principal

Dr. Tracy Strong, Assistant Principal

Mrs. Kristi Arbetter, Instructional Coach

WILDCATS

Table of Contents

Program Dates & Times

Our summer program will run for 5 weeks, from 8:50 a.m. - 12:50 p.m., Monday-Thursday, beginning on June 13th and ending on July 14th.

Extended and Accelerated Learning Plan Framework

Lawson recognizes that due to the pandemic many of our students have experienced learning loss in all areas. Due to the loss, we will continue to provide and maximize opportunities, during the school day, to decrease and/or eliminate these learning losses and catch students up to desired grade-level proficiencies. The following plan addresses how Lawson will structure our programs and provide opportunities that will allow us to meet this goal.

Our plan has three parts, with some overlapping components. The first part addresses the i-Ready program, the second part addresses summer learning opportunities, and the third part involves opportunities for the 2022-2023 school year. This document will serve as our framework for this work. It will be a fluid document that will evolve as we continue to reevaluate the needs of our students.

Lawson will strengthen our RTI efforts through the acquisition of the comprehensive program i-Ready. *i-Ready* is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, *i-Ready* reduces complexity, saves educators time, and makes <u>differentiated instruction</u> achievable in every classroom.

i-Ready:
- Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need
- Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards
- Delivers online lessons that provide tailored instruction and practice for each student to accelerate growth
- Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction
- Is research-based and proven to work—students who use *i-Ready Personalized Instruction* make <u>remarkable learning gains</u>
- Includes dedicated service and support at every step of the implementation journey through *i-Ready Partners*

- Supports teachers and leaders during the 2021-2022 school year wherever they are learning.

i-Ready also includes a comprehensive professional development component that will provide teachers opportunities to learn how to maximize the program in order to increase student achievement.

In addition to i-ready strengthing RTI, we offer additional i-Ready 2 days a week for students needing further support. This is staffed by our building TAs and administrative team. Aside from i- ready, our special area teachers also pull identified students, grades K-5, to provide one-on-one support throughout the day to students needing extensive support in reading and/or math.

Through our Care Team process we also analyzed attendance reports to determine who was not regularly attending school and we furthermore collected and analyzed the following data to provide additional support:

- SRI (2nd-5th)
- DRA (1st-2nd)
- AIMsWeb (K-3rd)
- Report card grades (all grades)
- Math unit tests (all grades)
- ELA CFAS and summative tests (3rd-5th)
- Mastery Connect (3rd-5th)

The second part of our plan is the implementation of Lawson Summer School program. The purpose of this program is to provide our students with the opportunity to extend their learning beyond the 2021-2022 school year, therefore allowing students to strengthen specific skills from the previous year's learning and prepare them for upcoming learning in the 2022-2023 school year.

Curriculum will be based around high leverage, priority standards that were chosen intentionally. We felt focusing on these standards would provide students the best opportunity to meet grade-level proficiency levels. In grades 1st through 5th we will offer 2 courses, math and ela (which will include writing). Each course will be written around a theme that is high-interest and motivating to students. Furthermore, each course will include an enrichment component that will allow students to participate in hands-on, project-based activities that further develop the grade-level theme. Students who are struggling and need additional support in reading will be given services in a small-group or individual setting by one of our two reading specialists and a math interventionist. We will determine which students need additional support by analyzing Lawson's data sheet which tracks individual data for every student in the school in both math and ela. In order to determine growth made by students we will administer pre and posttests in both math and ela, understanding that the pretest may be data already obtained on Lawson's Data Spreadsheet.

Throughout the summer program, we are hoping to partner with several community organizations to offer further enrichment for our students. We have started collaborating

with the following community partners, and we will continue exploring further partnerships as we progress towards summer learning:

- STL ZOO: Virtual Learning: Interview and animal Expert, Virtual Conservation Learning, and Virtual Field Trip
- St. Louis Firefighter Safety Program
- St. Louis County Police Safety Program
- STL Girl Scouts

Attendance Incentives

In order to encourage consistent attendance and motivation throughout summer school Lawson will be offering several incentives for families, groups, and individuals. These incentives may consist of the following ideas:

Family Incentive: At the elementary level, families play a key role in making sure students get to school and helping them to understand why school is so important. To encourage this, we will send out weekly newsletters to parents encouraging student attendance and communicating upcoming curriculum and activities. Within that newsletter we will recognize and celebrate the top three classrooms with student attendance. Furthermore, every day a student attends summer school, their family's name goes into a drawing and at the end of each week there will be a drawing for a 25.00 gift card.

Group Incentive: Interclass competition is a strong motivator. This encourages our students to hold each other accountable. So to encourage this, we will have a weekly traveling trophy that goes to the class with the highest percent of attendance and with that trophy will come a snack for each student.

Individual Incentive: Carrots refer to rewards which are offered to students who act or comply to rules. The better students feel about school, the more motivated they will be to come back day after day. To encourage individual student attendance, we will have an attendance wall where each student's name is displayed. The student's name stays up as long as they are at school each day, and at the end of the 5 weeks, each student who has perfect attendance will get a McDonald's lunch on the last day of summer school.

As attendance tends to wane as the week progresses, Lawson will have a "fun" activity to end each week related to the theme on Thursday for approximately 30 minutes. Finally, at the end of the six weeks, we will draw a name for a grand prize to be determined.

The third part of our plan involves opportunities for the 2022-2023 school year. This support, for now, will mirror the support offered from the beginning of the 2021-2022

school year. We will identify students whose data indicates needing additional support. The data we collect and analyze will include the following:

- SRI (2nd-5th)
- DRA (1st-2nd)
- AIMsWeb (K-3rd)
- Report card grades
- Math unit tests
- ELA CFAS and summative tests
- Masery Connect (3-5)

Furthermore, Lawson will continue to strengthen our RTI efforts through the acquisition of the comprehensive program i-Ready. *i-Ready* is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, *i-Ready* reduces complexity, saves educators time, and makes <u>differentiated instruction</u> achievable in every classroom. We will also continue additional i-ready support 2 days a week, and lastly, one on one support using the above data.

For the 2022-2023 school year, Lawson will offer tutoring 4 days a week, both in the am, from 8:00-8:45, and in the pm from 4:00-4:50. We will staff this with building TAs and are requesting 2 additional TAs to staff this tutoring. Furthermore, these additional TAs will be assigned to provide one-on-one support throughout the day to students identified, using the above data, as needing extensive support in reading and math. The following is a breakdown of how Lawson would use our building TAs:

Mr. Willman: TA assigned to our Behavior Intervention Classroom

Mrs. Askuvich: TA assigned to our Preschool Classroom

Ms. Williams: TA assigned to Student interventions & covering classrooms with no subs

Requested TA #1: Provide tutoring and extensive one-on-one & small group support to targeted students

Requested TA #2: Provide tutoring and extensive one-on-one & small group support to targeted students

Throughout all three parts of the plan we will continue to focus on high-yield strategies that have a high correlation to student achievement. The strategies we choose are focused around the work of John Hattie. John Hattie outlined 250 influences on student learning in his book Visible Learning. A significant number of those influences come from within the student. Yet too often we only focus on what the teacher is doing. Meanwhile, we fail to factor in what our students can do, if only we would let them. However, assessment capable learners don't have to rely on their teacher to tell them when they have learned something. Assessment capable learners understand what

they are supposed to learn, monitor their own progress, set goals, and reflect on their learning. They know when they learned something, and when they aren't progressing they recognize it and know what to do about it. Assessment has conventionally been something we do to students. We measure their progress and report it to them, their families, and the public. However, enlightened teachers take it a step further, using assessment results within a systematic formative process to make decisions about future instruction.

Program Description by Standards & Theme

Grade Level	Standards/Courses
Pre-K	ELA: Terri Edwards will provide Math: Terri Edwards will provide
K/Sunny Start **Theme: Animal Habitats**	ELA: • Reading high-frequency words • Blending letter sounds to decode simple words • Producing and writing letters for most short vowel and consonant sounds • Ask and answer questions to clarify meaning • Use a combination of drawing and/or writing to name and inform about a topic or text being studied • Using invented spelling with beginning, final, and medial sounds Math: • Compare two numerals, between 1 and 10, and determine which is more than or less than the other. • Represent addition and subtraction within 10. • Read and write numerals and represent a number of objects from 0 to 20. • Identify and describe the attribute of shapes , and use the attributes to sort a collection of shapes.
1st **Theme: Safety First**	ELA: • Decode words in context by using letter-sound knowledge • Read high-frequency words • Describe characters, setting, problem solution, and events in logical sequences • Ask and respond to relevant questions • Produce complete simple and compound sentences

	• Sequence ideas into sentences and stay on topic throughout the text Math: • Use addition and subtraction within 20 to solve problems • Add or subtract a multiple of 10 from another two-digit number and justify the solution • Partition circles and rectangles into two or four equal shares and describe the shares and the wholes verbally • Draw conclusions from object graphs, picture graphs, T-charts, and tallies
2nd **Theme: Dream Vacations**	ELA: • Read, infer, analyze and draw conclusions to describe the setting, problems, solutions, sequence of events (plot), and big idea or moral • Seek clarification and use information/facts and details about text and supporting answers with evidence from text • Identify the main idea of sections of text and distinguish it from the topic • Asking and responding to relevant questions Math: • Develop a draft from prewriting by generating paragraphs with one main idea • Develop a draft from prewriting by sequencing ideas into clear and coherent sentences
3rd **Theme: Endangered Species**	ELA: • Draw conclusions and support with textual evidence • Compare and contrast key elements in various types of fiction • Summarize a story's beginning, middle, and end determining its central message, lesson, or theme • Identify the details or facts that support the main idea • Provide clear evidence of a beginning, middle, and concluding statement or paragraph • Develop the topic with simple facts, definitions, details, and explanations added Math: • Represent fractions on a number line: a. Understand the whole is the interval from 0-1. b. Understand the whole is partitioned into equal parts. c. Understand a fraction represents the endpoint of the length a given number of partitions from 0 • Write and solve two-step problems involving variables using any of the four operations

	• Solve one and two-step problems using information presented in bar and/or picture graphs • Describe in words or drawings a problem that illustrates a multiplication or division situation.
4th **Theme: Nutrition or Sports**	**ELA:** • Draw conclusions and infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text • Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme • Compare and contrast the adventures or exploits of characters and their roles • Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) • Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs • Develop and strengthen writing by revising main idea sequence (ideas) focus beginning/middle /end details/facts (from multiple sources, when appropriate) word choice (related to the topic) sentence structure transitions audience and purpose voice **Math:** • Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers , and justify the solution • Solve problems involving adding and subtracting fractions: M and mixed numbers with like denominators • Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer. • Analyze the data in a frequency table, line plot, bar graph or picture graph.
5th **Theme: Quest & Lego Mania**	**ELA:** • Draw conclusions and infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts • Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

	• Explain relevant connections between: text to text • Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations • Develop and strengthen writing by revising main idea sequence (ideas) focus organizational structure details/facts (from multiple sources, when appropriate) word choice (related to the topic) sentence structure transitions audience and purpose voicen in various fiction and nonfiction works, using compare and contrast) Math: • Compare and order fractions and/or decimals to the thousandths place using the symbols >, = or <, and justify the solution • Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution • Solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals • Create a line graph to represent a data set, and analyze the data to answer questions and solve problems

Course Schedule

Course #1: ELA (writing integration)	90 minutes/day
Course #2: MATH (science integration)	90/minutes/day
Enrichment Activities/Community Partners	30/minutes/daily