Hazelwood School District

"A Culture of High Expectations and Excellence!"

Extended and Accelerated Learning Plan Framework Summer School 2023

Grannemann Elementary School

Kimberly Beck, Principal

Destination Innovation
Grannemann Elementary Summer School
June 12, 2023, through June 30, 2023,

The purpose of this program is to address the skills needed for our students to be successful as they prepare to move to the next grade level. Grannemann Elementary students will be assigned to their current grade level during summer school. The leadership team has designed a summer school program that is targeted to grade-level essential standards for ELA, math, and science while also providing daily opportunities for enrichment. We are delighted to offer this program to our families as an opportunity to provide our students with targeted instruction that will prepare them for the upcoming school year.

Session	Dates	Times
1	June 12- June 30, 2023 (Monday-Friday) Destination Innovation at Grannemann Elementary School	8:50-2:00 PM June 12 – June 30, 2023, ● No School on June 19 ● Sunny Start ● 2022-2023 Grades K-5

Grannemann Extended Learning Opportunities

Instructional Strategy/Activity	June 2023	Duration
PLTW	Daily	1 hr All Grade Levels
Context for Learning	Daily	1hr All Grade Levels
Savvas Investigations Classroom Routines	Daily	10 Minutes Kinder - 2nd
Savvas Investigations 10 Minute Math	Daily	10 Minutes 3rd - 5th
Novel Engineering	Daily	1 hour All Grade Levels
Lego Spike Essential	Daily	30 Minutes Kinder - 2nd
Lego Spike Prim	Daily	30 Minutes 3rd - 5th

Instructional Strategy/Activity Structure

Instructional Strategy/Activity	Description
PLTW	Generating and Testing Hypotheses
Context for Learning	Guided Inquiry
Savvas Investigations Classroom Routines	Number Talks
Savvas Investigations 10 Minute Math	Number Talks
Novel Engineering	Cooperative Learning and Non-linguistic representations
Lego Spike Essential	Identifying Similarities and Differences
Lego Spike Prime	Identifying Similarities and Differences

Grade	PLTW Unit
Sunny Start **Pre-K**	The focus of the program is on the development of language skills and pre-reading activities. Children are exposed to a wide variety of children's literature, poetry, song and movement activities, basic math concepts, letters and sounds, sequencing activities, problem-solving, and fine and gross motor development.
KG	**Pushes and Pulls** 'Students explore and identify forces as pushes and pulls—through books, a scavenger hunt, learning centers, and observation of daily activities. Students identify the effects of different strengths or different directions of pushes and pulls on the motion of an object. Students use the design process to design, build, test, and reflect on a model that can move a heavy load using pushes and/or pulls." ***Standards***
First Grade	**Light and Sound** "All products that designers and engineers have made were created to meet a human need or want. One of the most basic of human needs is to communicate over a distance. In this module, students investigate light and sound, including vibration from sound waves and the effect of different materials on the path of a beam of light. After building their knowledge and skills throughout the module, students follow the design process to sketch, build, test, and reflect on a device that uses light or sound to communicate across a distance." ***Standards***

Second Grade	**Grids and Games** “In this module, students explore the sequential nature of computer programs through hands-on activities, both with and without a digital device. Students play a life-size board game called Rosie’s Runtime. In this game, students write a program using directional cards and repeat loops to program Rosie the Robotic Dog to move through a maze. Then, students develop an understanding of computer science, computer scientists, and the impacts of computing. They learn that complex math problems were once solved by human computers. After building an understanding of computer science, students create programs using a block-based programming language. Students follow the Use-Modify-Create Framework to write programs with sequences, loops, and triggers. Applying skills and knowledge learned from the activities and project, students work together to design and program a game that can be played on a digital device.” ***Standards***
Third Grade	**Stability and Motion: Science of Flight** “Air is all around us. We know that air can hold up heavier-than-air objects, such as kites, gliders, and airplanes, but how does it do that? What forces act on an airplane or glider? Students use aerodynamic concepts to explain how the motion of air and other forces act on gliders and other aircraft. Gliders and other aircraft use wings to develop the lift needed to fly. Wing shapes, sometimes called airfoils, provide lift. Wings must have the proper angle of attack—the angle at which a wing meets the flow of air. Because of their design, the airfoils can overcome gravity acting on the aircraft. Research and testing has shown that wing with a streamlined shape and a body or fuselage that is streamlined can help overcome drag. In this module, students design, build, and test an experimental model glider as they learn about the forces involved in flight. In addition, students apply the engineering design process to the problem of airlifting supplies to a remote area” ***Standards***
Fourth Grade	Energy: Collisions “This module begins with three fictional characters at an amusement park observing bumper cars. Through the example of the bumper cars, students are introduced to energy transfer and conversion in collisions. The students apply new skills and knowledge to solve a design problem where they are asked to design and build a restraint system to protect a passenger in a

	vehicle collision. The passenger is represented by an egg. The vehicle rolls down an inclined plane and collides with a solid object such as a wall. Students explore how mechanisms change energy by transferring direction, speed, type of movement, and force. Students discover a variety of ways that potential energy can be stored and released as kinetic energy. Citing evidence, students explain the relationship between the speed of an object and the energy of that object. They also predict the transfer of energy as a result of a collision between two objects. As students solve the problem for this module, they will apply their knowledge and skills related to energy transfer in collisions to develop a vehicle restraint system." ***Standards***
Fifth Grade	**Robotics and Automation** "In this module students explore robotic history and learn more about a particular type of robot. The activities and projects in this module develop skills and knowledge associated with robotics and the use of VEX IQ equipment. The problem for this module is introduced through a fictional story in which the three characters (Angelina, Mylo, and Suzi) are also learning about robotics. The characters learn about the use of robots in the clean up after a natural disaster at a nuclear plant. In this design problem, students work with a group to design, model, and test a robot that can remove hazardous materials from a disaster site. They also design the layout of the site to include a water site and a hazardous materials collection zone." ***Standards***

Grade	Context for Learning Unit	Math Focus	ELA Focus	Enrichment Options
Sunny Start **Pre-K**	The focus of the program is on the development of language skills and pre-reading activities. Children are exposed to a wide variety of children's literature, poetry, song and movement activities, basic math concepts, letters and sounds, sequencing activities, problem-solving, and fine and gross motor development.			
KG	**Bunk Beds and Apple Boxes** This unit starts with a pajama party story of 8 children climbing up and	**Overview** Understand addition as putting together and adding to, and subtraction as taking apart and taking from. Decompose numbers	*Will be connected to the story and theme of the Context for Learning unit* **Standards**	Virtual Field Trips * Grocery Store * Apple Farm

	down bunk beds. As the unit progresses students investigate different combinations of arraignments for a grocer and his apples. Students will focus on Math and ELA skills throughout this unit.	less than or equal to 10 into pairs in more than one way, e.g. by using objects or drawings, and recording each decomposition by a drawing or equation (e.g. 5 = 2 + 3 and 5 = 4 + 1). (K.RA.A.3A) For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. Fluently add and subtract within 5. **Standards** K.RA.A.3 Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from. Represent addition and subtraction within 10. *Number Talk: Minute Math Focus* K.NS.A.1 A Know the number names and the count sequence. Count to 100 by ones and tens. (verbal and written)	K.RF.3.A Develop phonics in the reading process. K.L.1.B In written text, apply punctuation, capitalization and spelling. K.R.1.A With assistance, develop and demonstrate comprehension-reading skills in response to read-alouds	
1st Grade	**Organizing and Collecting** **(The Masloppy Family)** This unit begins with the story of the	**Overview** Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	*Will be connected to the story and theme of the Context for Learning unit* **Standards**	

	Masloppy family--an endearing large family that finds it difficult to keep track of things. Everyone is forever losing, misplacing and looking for things. One of the children, Nicholas, decides to sort, organize and take inventory of things in the house. He counts and bundles materials and labels containers and baskets, and life in the Masloppy household is smoother thereafter. Students will focus on Math and ELA skills throughout this unit.	■ 10 can be thought of as a bundle of ten ones—called a “ten.” ■ The numbers from 11-19 are composed of a ten and a one, two, three, four, five, six, seven, eight, or nine ones. ■ The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 1.NBT.B Use place value understanding to add and subtract **Standard** 1.RA.Represent and solve problems involving addition and subtraction.	1.RF.3.A Develop phonics in the reading process. 1.W.1.C Reread, revise and edit drafts with assistance from adults/peers. 1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-aloud.	
2nd Grade	**The T-Shirt Factory** This unit begins with the story of Grandma Eudora’s T-Shirt Factory. The main focus of this unit is place value, regrouping, and equivalence. Students build up to creating and	**Overview** Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	*Will be connected to the story and theme of the Context for Learning unit* **Standards** 2.RF.3.A Develop phonics in the reading process. 2.W.1.C Reread, revise and edit drafts with	Class Virtual Visits *Graphic Designer *T-Shirt/ printing press *Local clothing store visit/ Q&A

	making their own fictitious T-Shirt factory. Students will focus on Math and ELA skills throughout this unit.	Add up to four two-digit numbers using strategies based on place value and properties of operations. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Explain why addition and subtraction strategies work, using place value and the properties of operations **Standards** 2.NBT.A Understand the place value of three-digit numbers 2.NBT.B Use place value understanding and properties of operations to add and subtract.	assistance from adults/peers. 2.R.1.A Develop and demonstrate comprehension-reading skills in response to a text.	

Third Grade	**Groceries, Stamps, and Measuring Strips** The focus of this unit is the introduction and early development of multiplication. The unit uses many contexts, including a grocery store, postage stamps, city buildings, and others to build their understanding of multiplication. Students will focus on Math and ELA skills throughout this unit.	**Overview** Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. Understand the properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations	*Will be connected to the story and theme of the Context for Learning unit* **Standards** 3.R.1.A.b Draw conclusions and support with textual evidence. 3.R.1.B.b Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meanings of words 3.W.1.C.a Develop and strengthen writing by revising"	

		Standards 3.RA.B Understand properties of multiplication and the relationship between multiplication and division. 3.RA.A Represent and solve problems involving multiplication and division.		
4th Grade	**The Big Dinner** The focus of this unit is the development of multiplication, including automatizing the facts, using the ratio table, and developing the distributive property with large numbers. The unit begins with the context of preparing for a big turkey dinner. Students will focus on Math and ELA skills throughout this unit.	**Overview** Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Find whole-number quotients and remainders with up to	*Will be connected to the story and theme of the Context for Learning unit* **Standards** 4.R.1.A.a Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences are drawn from the text. 4.R.3.C.b Explain explicit and implicit relationships among ideas in texts. 4.W.1.C.a Develop and strengthen writing by revising	

		four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Standards** NBT.A.6 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. NBT.A.7 Find whole-number quotients and remainders with up to four digit dividends and one-digit divisors, and justify the solution. RA.B.2 Work with factors and multiples.		
5th Grade	**The Teachers' Lounge** The focus of this unit is division. It begins with the story of a teacher noticing a service person in the teachers' lounge filling two different vending machines with beverages.	**Overview** Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 =	*Will be connected to the story and theme of the Context for Learning unit* **Standards** 5.R.1.A.b Drawing conclusions by providing textual evidence of what the text says	

	The different problems encourage students to examine the relationship between the two kinds of division. Students will focus on Math and ELA skills throughout this unit.	10 by applying concepts of place value and division. Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/ or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Standards** NBT.A.8 Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit	explicitly as well as inferences are drawn from the text" 5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel. 5.W.1.C.a Develop and strengthen writing by revising	

		dividends, and justify the solution." NBT.A.7 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors and justify the solution. NF.B.6 Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators and justify the solution.		

Grade	Novel Engineering
	Novel Engineering is an integrated approach to teaching engineering and literacy. As part of Novel Engineering, students develop projects based on texts they read in English Language Arts or other content classes, such as history. The characters become their clients, and students pull from the text to scope problems and set constraints as they engage in engineering design. Inspired by kids and grounded in research, Novel Engineering is an innovative approach to integrate engineering and literacy in elementary and middle school. Students use existing classroom literature - stories, novels, and expository texts - as the basis for engineering design challenges that help them identify problems, design realistic solutions, and engage in the Engineering Design Process while reinforcing their literacy skills.
Sunny Start **Pre-K**	The focus of the program is on the development of language skills and pre-reading activities. Children are exposed to a wide variety of children's literature, poetry, song and movement activities, basic math concepts, letters and sounds, sequencing activities, problem-solving, and fine and gross motor development.

KG	**Grow Exhibit** Students will learn about engineers and work as engineers to design a unique way to water the new Grannmemann garden. Students will delve into literary connections that center on the following inquiry questions: What do engineers do? How can I learn how to think like an engineer? How can I learn how to work like an engineer? How can we use our engineering skills to design a unique way to water our new garden?
First Grade	**Family Dance Jam** Scholars will work as engineers to explore sound and light and plan a Grannemann family dance. Students will engage in texts focused on the following essential questions: What do engineers do? What do acoustic engineers do? What do optical engineers do?What is sound? What is light?
Second Grade	Online Library: Fairytales Students will be tasked with the mission of creating an online engineering library for Grannemann Elementary. This task will be anchored in the following essential questions: What do engineers do? How do kids all over the world access books? How can we get more kids engineering?
Third Grade	VOICES Students will design and build a personalized centerpiece for their community circle.This task will be anchored in the following essential questions: What do engineers do? How can I learn how to think like an engineer? How can I learn how to work like an engineer? Who am I as a learner, a friend, and a member of my community?
Fourth Grade	Save the Earth Students will be charged with the task of designing a city built with recyclable materials and is powered by sustainable energy. This assignment will concentrate on these essential questions: What do engineers do? How can we minimize the negative impact that energy use has on the environment? How can we engineer our way to a sustainable future?
Fifth Grade	LIVE_LONG_AND_PROSPER Students will be charged with showing you that on Mars we truly will be able to engineer a comfortable life in order to "live long and prosper!" This assignment will concentrate on these essential questions: How does the past inform our future? What do engineers do? How can I learn how to think like an engineer? How can I learn how to work like an engineer?

Lego Spike Essential Lego Spike Prime	Savvas Investigations Classroom Routines Savvas Investigations 10 Minute Math
"LEGO® Education SPIKE™ engages students in hands-on investigation of STEAM concepts using everyday themes. In addition to learning computer science and design engineering concepts, students will also develop their literacy, math, and social-emotional skills as they turn concepts into reality."	"Routines are brief, 10-to-15-minute routine math activities outside of math time. In Grades K through 2, these are called "Classroom Routines." In Grades 3 through 5, they're called "Ten-Minute Math." Investigations 3 considers routines a critical part of the math day. They support flexible strategic thinking and offer ongoing practice." These routines help improve students' mental math fluency.

Evidence/Measurement of Planned Progress Monitoring:
Pre/Post Grade Level CFAs (To Be Created by Math Interventionist)

Rationale **Aligns with MSIP6, HSD Strategic Plan, Grannemann SIP Goals**	
MO DESE MSIP6	● TL6 -Evidence-based instructional practices are implemented to ensure the success of each student. ● TL8 - Professional learning activities support effective instructional practices in the school system. ● CC3 - The school system creates and maintains collaborative opportunities and relationships with school districts, businesses, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.
HSD Strategic Plan	● #1: IMPROVE STUDENT ACHIEVEMENT ○ FOCUS AREA: New and Innovative Programs ○ STRATEGIC PRIORITY: Curriculum and Instruction ● #3: ENHANCE PROFESSIONAL GROWTH ○ FOCUS AREA: Options and Opportunities ○ STRATEGIC PRIORITY: Staff Support Services ○ STRATEGIC PRIORITY: Technology ● #5: INCREASE PARENT AND COMMUNITY INVOLVEMENT ○ FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity ○ STRATEGIC PRIORITY: Parent Involvement and Community Partnerships ○ STRATEGIC PRIORITY: Climate and Culture
Grannemann SIP	● Goal 1: If we utilize the data-based decision making process and execute guided reading effectively, our students will increase achievement on MAP - ELA by 10% and the number of students reading at or above grade-level as measured by Benchmark Reading Assessments and SRI will increase during the 2022-2023 school year. ● Goal 2: If we utilize the RTI model to differentiate instruction for students in the area of mathematics and embed rigorous STREAM opportunities focused on critical thinking throughout all disciplines, the percentage of students scoring in the proficient and advanced range will increase by 10% as measured by MAP - MA during the 2022-2023 school year.

Structure of the Day
8:50 AM-1:50 PM (Student hours) || 8:30 AM- 2:00 PM (Staff hours)

COURSE	START TIME	END TIME
Arrival	8:40 AM	8:50 AM
Savvas Investigations Classroom Routines / 10 Minute Math	8:50 AM (Breakfast in the classroom)	9:00 AM
Context for Learning	9:00 AM	10:00 AM
Novel Engineering	10:00 AM	11:00 AM
Lunch / Recess	11:00 AM	11:50 AM
PLTW	11:50 AM	12:50 PM
Art	12:50 PM	1:20 PM
Lego Spike Essential / Prime	1:20 PM	1:50 PM
Dismissal	1:50 PM	2:00 PM

Breakfast/Lunch Schedule

Students will eat both breakfast and lunch in their assigned classrooms. Cafeteria staff, teacher assistants, attendance clerks, counselors, art teachers, interventionists, and the STREAM coordinator will deliver meals to the classroom.

Breakfast	Lunch
Breakfast will be served to classrooms at 8:40 when students enter the building. During the morning meeting, each teacher will check in with his/her students and review the learning intentions of the day.	Lunch will be served to students at 11:00 once novel engineering is completed for the day. While eating lunch, students will participate in a virtual field trip or music experience.

Strategies to Promote Student Attendance and Participation

- June 8: Family engagement kick-off night at MADE Magic House Makerspace
- June 16: Weekly perfect attendance treat at lunch
- June 13- June 28: Students will participate in programming from community partner (all tentative)
    - Springboard
    - Girl Scouts / Boy Scouts
    - NSBE
    - Black Girls Code
    - Yoga / Zumba with Coach Kyshakysh
    - Engineer School Visit
- June 23: Weekly perfect attendance incentive
- June 29: Field trip to the St. Louis Science Center
- June 30: End of summer school Discovery Day Celebration
    - Students will showcase what they've learned at summer school
    - Students will participate in fun activity stations:
        - Coding
        - Math
        - Science
        - Field day-like activities
    - Summer school perfect attendance raffle give away

Bus Information

- All safety precautions and procedures will be followed for students riding the bus.
- Buses will arrive and dismiss in front of Grannemann Elementary School

Additional Considerations

- Uniforms are NOT required for summer school.
- Class sizes will not exceed 15 students during summer school. If the enrollment exceeds 15 students, a combined grade-level class will be formed.
- Students may bring a water bottle from home to limit hallway time.
- PBIS rewards will be used for classroom behavior monitoring.
- School-wide email and phone blasts as well as teacher phone calls will be used as parent communication.
- Context for Learning Materials will be needed for each classroom teacher.
- PLTW kits and training will be needed for each classroom teacher.
- Chromebooks will be assigned to each summer school student.
- Supplies will be provided for each student. No community supplies will be used during summer school.
- Teachers and staff will have time to prepare their classrooms and hallway bulletin boards.
- Teachers will be provided a pre/post CFA to use to assess the essential standards identified.

Professional Development Needs

- PLTW Science Unit
  - Training would occur for 1 full day before summer school begins
    - Contact Dr. Christina Hughes, 314-953-5074; chughes1@hazelwoodschools.org
    - Official PLTW Training PLTW Launch for training
- Kathy Fosnot Investigations
  - Training/reflection/planning would occur after school daily from 2:15-4:15 *(This could be a summer institute proposal.)*
    - Contact Dr. Kara Imm, 718-607-4539; karaimm@gmail.com
    - Contact Lesli Henderson, 314-368-4537; lhendrsn@gmail.com
    - Contact Jesica Strong, 314-649-8388; reeserockstars@gmail.com
    - Official Context for Learning Training New Perspectives Online
- Investigations 10-Minute Math Activities
  - Training/reflection/planning would occur after school daily from 2:15-4:15 *(This could be a summer institute proposal.)*
    - Contact Dr. Nevels Nevels, 314-953-5187; nnevels@hazelwoodschools.org
    - Contact Cynthia Hillman-Forbush, (207) 538-6776; cynthia.hillmanforbush@savvas.com

Thursday, June 8, 2023

- 9:00-10:30 Staff Meeting
  - A detailed agenda will be provided to each staff member with the following information: arrival and dismissal, safety drills, drinking fountains, nurse visits, medication distribution, daily announcements, substitutes, use of technology, handling of food prepared for students, requests for copies, assessing student progress, payroll
- 10:30- 11:30 PLTW Planning and Prep
- 11:30-12:30 Lunch on your own
- 12:30 - 1:30 PLTW Training and Prep
- 1:30- 3:30 Context for Learning Training and Planning
- 4:00 -5:00 Open House for Students and Parents
- 6:00 - 8:00 Magic House Night (for families, teachers optional0

Teachers Who Expressed Shared Interest to Work							
Sunny Start	K	1	2	3	4	5	Other

Destination Innovation Staffing Needed

Staff	Number	Staff Person Assigned
Sunny Start Teachers	2 (pending enrollment)	Foret/C. Young
Sunny Start TA	2 (pending enrollment)	Love/ TBD
K-5 Teachers (PLTW Training Required)	7 (pending enrollment)	
Kindergarten	2	Makuta & Jenkins
1st Grade	1	Kowalski/Williams (pending)
2nd Grade	1	Nashville/Parker (pending)
3rd Grade	1	Scuzzo
4th Grade	1	James
5th Grade	1	True
Secretary	1	T. Butler
Teacher Clerk	1	Ross (pending)
TA/BA	2	Wiser & Price
Counselor	1	Collins
HSC	1	Clark
Art Teacher	1	Gardner
Literacy Tutor	2	Burress & Grose
Math Interventionist	1	Strong
Nurse	1	Souders
Cafeteria Staff	2	
Total	24	0

Supply Budget

Item	Number	Cost
Context for Learning Kit	4	2036.00
2 Composition Books for 110 students Amazon 30 pack of composition notebooks	420	377.86
School Supplies for each student (Crayons, gluesticks, pencils, scissors, pencil box, dry erase marker, earbuds)	110	1500.00
First aid supplies		110.00
Math kits if needed to replace from the previous school year	10 per grade level	
Copy Paper	10 boxes	
Prizes for behavior and attendance incentives		$600.00
STREAM Supplies		$500.00
Field Trip (Science Center & Made @ Magic House)		TBD
Math Interventionist to write assessments (Form A and B) and pacing guide for each grade level prior to summer school starting	$14 per hour	$560 (20 hours)
Total Cost		

Grannemann's summer school proposal was created with the assistance of Mrs. Beck and Ms. Strong.