



Lawson Elementary School



Ms. Melissa Adkins, Principal
Dr. Tracy Strong, Assistant Principal

Extended Summer Learning Plan
Framework 2023

Lawson Summer School program.

The purpose of this program is to provide our students with the opportunity to extend their learning beyond the 2022-2023 school year, therefore allowing students to strengthen specific skills from the previous year's learning and prepare them for upcoming learning in the 2023-2024 school year.

Our summer program will run for 4 weeks, from 8:50-2:00, Monday-Friday, beginning Monday, June 12th and ending Friday, June 30th. Curriculum will be based around high leverage, priority standards that were intentionally chosen. We felt focusing on these standards would provide students the best opportunity to meet grade-level proficiency levels. In grades KG through 5th, we will offer 2 courses, math and ela (which will include writing). Each course will be an extension of our current math and ELA curriculum (Investigations and My View). During the summer program, students will have the opportunity to receive further exposure to academics not mastered during the regular school year in ela and math. Furthermore, each course will include an enrichment component that will allow students to participate in hands-on, project-based activities that further require students to think critically and problem solve. 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. 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 ela. In order to determine growth made by students we will administer pre and post tests, understanding that the pre test 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 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**

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 with 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 4 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 surprise "fun" activity to end each week on Fridays for

approximately 30 minutes. Finally, at the end of the four weeks, we will draw a name for a grand prize to be determined.

We will focus our instruction on the following evidence-based strategies for improvement:

Teacher strategies for developing assessment capable learners:

Success Criteria.

1. Measures used to determine whether, and how well, learners have met the learning intentions.
2. They are referenced throughout the lesson and not shared only at the beginning of lessons.

Where am I going?

1. Provide students with a clear and understandable vision of the learning target. **(Teacher Clarity: Effect Size: .75)**
2. Use examples and models of strong and weak work. **(Teacher Clarity: Effect Size: .75)**

Where am I now?

3. Offer regular descriptive feedback. **(Effect Size: .75)**
4. Teach students to self-assess and set goals. **(Effect Size: .50)**

How can I close the gap?

6. Design focused instruction, followed by practice with feedback. **(Effect Size: .75)**
5. Use evidence of student learning needs to determine next steps in teaching. **(Effect Size: .54)**
7. Provide students opportunities to track, reflect on, and share their learning progress **(Effect Size: .50)**

Program Description by Units/Standards

Grade Level	Standards/Units
Pre-K	<p>ELA: Terri Edwards will provide</p> <p>Math: Terri Edwards will provide</p>
Kindergarten	<p>ELA</p> <p><u>Unit 2 : Informational Texts (Weeks 1, 2, 4)</u></p> <p>K.R.1.A.b asking and responding to questions about texts read aloud</p> <p>K.R.1.A.c retelling main ideas or important facts from a read aloud or familiar story</p> <p>K.R.1.D.a read independently for sustained periods of time by: engaging with text as developmentally appropriate</p> <p><u>Unit 4: Narrative Non-fiction (Weeks 1, 2, 4)</u></p> <p>K.R.1.A.b ask and respond to questions about texts read aloud</p> <p>K.R.1.A.c Retell main ideas or important facts from a read aloud or familiar story.</p> <p>Math</p> <p><u>Unit 6: How Many Now?</u></p> <p>Addition and Subtraction within 10.</p> <p>K.NS.B.9</p> <p>K.NS.B.10</p> <p>K.RA.A.1</p> <p>K.RA.A.2</p> <p>K.RA.A.3</p> <p><u>Unit 8: Ten Frames and Teen Numbers</u></p> <p>Identifying, building, breaking down teen numbers.</p> <p>Understanding that teen numbers are a group of ten and extra ones.</p>

<p>1st</p>	<p>ELA <u>Unit 2: Non-fiction</u> 1.R.3.B.b identify examples of sensory details 1.R.3.C.b identify main ideas and provide supporting details 1.R.3.C.c describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p><u>Unit 4: Vocabulary</u> 1.R.1.B.b identifying common root words and their inflectional endings</p> <p>Math <u>Unit 3: How Many Of Each? How Many In All?</u> Addition, Subtraction, and the Number System 2 I can find combination of numbers that equal a particular number.: 1.RA.B.5 1.RA.C.8 1.RA.A.3 1.NS.A.1 1.NS.A.2</p> <p><u>Unit 7: How Many Tens? How Many Ones?</u> Addition, Subtraction, and the Number System 7 multiples of ten; place value of digits. 1.NS.A.1 1.NS.A.2 1.NBT.A.1 1.NBT.A.2</p>
<p>2nd</p>	<p>ELA <u>Unit 1: Non Fiction</u> 2.R.3.A.a identify the main idea of sections of text and distinguish it from the topic 2.R.3.A.b demonstrate understanding by locating facts to answer and/or ask question</p>

2.R.3.B.b ask and answer questions to clarify meaning

Unit 2: Non Fiction

2.R.3.A.a read, infer, and draw conclusions to: identify the main idea of sections of text and distinguish it from the topic

2.R.3.A.c use text features to locate specific information

2.R.3.B.b read, infer, and draw conclusions to: ask and answer questions to clarify meaning

2.R.3.C.a read, infer, and draw conclusions to: explain main ideas and supporting details

Math

Unit 2: Attributes of Shapes and parts of a Whole

Describing, Identifying, and comparing attributes of 2D and 3D shapes.

Unit 3: How Many Stickers? How Many Cents

Addition, Subtraction, and the Number System 2

3rd

ELA

Unit 2- Interactions

How do plants and animals live together?

Non Fiction

3.R.3.A.a explain the author's purpose

3.R.3.A.b identify the details or facts that support the main idea

3.R.3.A.c use text and graphic features to locate information and to make and verify predictions

3.R.3.B.c distinguish point of view from what the author is trying to persuade the reader to think

Specific My View Reading Selections:

Patterns in Nature (Informational Text)

Weird Friends (Informational Text)

Wolf Island (Realistic Fiction)

Welcome Back Wolves!/Wolves Don't Belong in Yellowstone (Persuasive Text)

Nature's Patchwork Quilt (Informational Text)

Math

Unit 1: Multiplication and Division 1; Understanding Equal Groups; Investigation 4 Understanding Division

Priority Standards covered:

3.RA.A.1 Interpret products of whole numbers.

3.RA.A.2 Interpret quotients of whole numbers.

3.RA.A.3 Describe in words or drawings a problem that illustrates a multiplication or division situation.

3.RA.C.7 Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations.

Know all products of two one-digit numbers.

3.RA.C.8 Demonstrate fluency with products within 100.

Unit 3 Math Description

Travel Stories and Collections

Addition, Subtraction, and the Number System 1

Investigation 4

Finding The Difference

	<p>Investigation 5 Subtraction Stories 3.RA.D.9 Write and solve two-step problems involving variables using any of the four operations. 3.RA.D.10 Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
<p>4th</p>	<p>ELA <u>Unit 1- Networks</u> Use text evidence to help explain the author’s purpose in narrative nonfiction; Understand biography by analyzing main ideas and details and generating questions; make connections across texts by analyzing text structure and evaluating details; Make connection across texts by analyzing text features and confirming or correcting predictions; Analyze text structure and summarize ideas to better understand a biography</p> <p><u>Unit 5- Features</u> Make inferences and analyze text features in informational text; Monitor comprehension and analyze main ideas and details to understand informational text; Analyze and summarize argumentative text; Make inferences and explain ideas to understand informational text; Use text evidence to explain concepts and compare and contrast accounts in informational text</p> <p>Math Unit 3 Multiple Towers and Cluster Problems (multiplication and division): Solving multiplication with 2-digit numbers, understanding and using the relationship between multiplication and division to solve division problems, and understanding the meaning and structure of multiplication and division.</p>

	<p><u>Unit 5 Large Numbers and Landmarks (adding and subtracting)</u> Extending knowledge of the number system to 1,000,000, adding and subtracting fluently, and describing, analyzing, and comparing strategies for adding and subtracting whole numbers</p>
<p>5th</p>	<p>ELA</p> <p>5.R.1.A.a: drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. 5.R.1.A.b: drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p>Math</p> <p><u>Unit 1 - Puzzles, Clusters, and Towers</u> Developing number strategies for solving 2 digit by 2 digit multiplication problems; Using arrays and number puzzles to learn about factors, multiples, and other properties of numbers; Developing various strategies to solve division problems with 2 digit divisor and for interpreting the results.</p> <p><u>Unit 3 - Rectangles, clocks, and tracks</u> Using rotation on a clock, rectangles, and the number line to represent and visualize addition and subtraction of fractions; Adding and subtracting mixed numbers; Comparing and ordering fractions.</p>

Enrichment & Course Schedule

(Enrichment activities align with math and ela courses but not a separate course)

Course Schedule

Course #1: ELA (writing integration)	135 minutes/day
Course #2: MATH (science integration)	135/minutes/day
Enrichment Activities/Community Partners	25/minutes/daily

Expenses Related to All Areas of Plan

Grade Level	Cost of Each Grade Level	Totals
Sunny Start	TA (ECE) #1: \$115.64/day x 5days/week=\$578.20	\$578.20
Office	Clerical/Secretary #1: \$48/day x 5days/week=\$240	\$240
PE	*Summer School Teachers Teacher #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160	\$4160
K	*Summer School Teachers Teacher #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160	\$4160

1st	<p>*Summer School Teachers</p> <p>Teacher #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160</p>	\$4160
4th	<p>*Summer School Teachers</p> <p>Teacher #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160</p>	\$4160
5th	<p>*Summer School Teachers</p> <p>Teacher #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160</p>	\$4160

K-5	<p>*Reading Specialists (Summer School)</p> <p>Teacher #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160</p> <p>Teacher #2: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160</p>	\$8320
K-5	<p>* Summer School Nurse</p> <p>Nurse #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160</p>	\$4160
K-5	<p>*Summer School Support Staff</p> <p>BA #1: \$105/day x 5days/week=\$525</p> <p>BA#2:\$105/day x 5days/week=\$525</p>	\$1050

K-5	*Summer School Counselor Teacher #1: \$3360 stipend + \$800 (20 hours x \$40/hr)= \$4160	\$4160
Enrichment Curriculum Supplies	*Summer School Curriculum \$1000/activity @ 4 weeks/ grade level	\$4,000
Attendance Incentives	Summer School Incentives for 4 weeks	\$500