



## Hazelwood North Middle School

# Summer School Learning Plan 2023

Dr. Lisa Spann, Principal

### NMS Mission Statement

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In a culture of high expectations and excellence, North Middle students will become lifelong learners equipped with 21st century skills for success as global citizens.

### NMS Vision Statement

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HSD will foster lifelong learners, productive citizens and responsible leaders



PANTHERS

## Summer School Enrollment and Registration

- Registration begins **March 20th** and ends **May 26th**.
- Parents will complete the registration form by submitting an E-form on Parent Portal.
- All students are invited to attend summer school, though students who demonstrate the need for skill-building in the core areas will be encouraged to attend based on the recommendation of the building principal, assistant principal, and/or counselor.
- We will engage families by having them participate in a Zoom meeting on **Wednesday, May 24, 2023 pm 6:00-7:00 pm**. We will also share information with families through email and auto dials about extended summer learning.

## Summer School Logistics

### SUMMER SCHOOL Attendance Dates/Times:

- June 12 - June 30, Monday through Friday
- 8:00 a.m. - 1:10 p.m.
- No classes held on June 19th (in observance of Juneteenth)

### Location:

- Hazelwood North Middle School
- All classes will be on the first floor

### Preparation Meetings:

- Middle School Teacher Orientation: June 6th & 7th, 9:00 am - 12:00 pm
- Middle School Meet the Teachers Night: June 7th, 5:00 pm - 6:00 pm. (In person)

### Class Schedule:

PERIOD	START	DISMISS
1st PERIOD ELA/Math/Enrichment	8:00 a.m.	10:15 a.m.
2nd PERIOD ELA/MATH /Enrichment + Lunch	10:20p.m.	1:10 p.m.

### **Meals:**

Breakfast & Lunch will be provided at each site.

- Breakfast 7:45 am - 8:00 am
  - Students will receive a grab and go breakfast at the door and will be instructed to go to their first hour classroom to eat breakfast.
- Lunch
  - Students will be provided with lunch.
  - Lunch shifts will be 30 minutes long and scheduled during 2nd period
  - Schedule will be:
    - 6/7/8- 11:15 am-11:45 am

### **Transportation:**

Students living more than a mile from their assigned summer school site (same school site as during the school year) will receive bus transportation.

## Summer School Policies and Expectations

All Hazelwood guidelines and policies that are in effect during the regular school year will also be enforced during summer school.

Students are expected to attend summer school daily between June 12-June 30. If a student is absent please call 314-953-7501 in advance to report the absence. All absences must be reported to the main office by 8:00 am on the day of the absence. Students missing 2 or more days of summer school will be withdrawn from the summer program.

Summer school students are expected to follow all school, classroom and bus expectations, as well as the standards of the Hazelwood Student Discipline Behavior Guide. Disciplinary consequences for violating these expectations and/or Hazelwood's discipline policy may impact a student's opportunity to attend summer school and/or earn credit while enrolled in summer school. Students receive 2 or more discipline referrals during summer school or any student involved in a physical altercation will be removed from the summer program.

Uniforms are not mandatory for summer school; however, all students must adhere to the Hazelwood School District's dress code guidelines.

## SUMMER SCHOOL ACADEMIC SUPPORT COURSES

### 6TH GRADE (MOVING TO 7TH)

During the third trimester teachers will design the English and Math courses for Summer School based on the following standards. Teachers will use student outcomes from the district common formative assessments to help construct the summer school curriculum.

#### ELA STANDARDS:

1. (6.RL.1.A) Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. (6.RL.1.B) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
3. (RI.1D) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
4. (6.W.3.A.D) Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

#### MATH STANDARDS:

1. (6.RP.A) Understand and use ratios to solve problems
2. (6.NS.A) Apply and extend previous understandings of multiplication and division to divide fractions by fractions
3. (6.NS.C) Apply and extend previous understandings of numbers to the system of rational numbers
4. (6.EE.A) Apply and extend previous understandings of arithmetic to algebraic expressions

#### READING STANDARDS:

1. 6.RL.1.A/ 6.RI.1.A Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 6.RL.1.B/6.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
3. 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
4. 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

#### COURSES:

##### ENGLISH LANGUAGE ARTS LEVEL 1

This remedial course is designed to provide additional academic support for students to strengthen essential literacy, discourse, and thinking skills required for students to acquire new information independently as lifelong learners. Students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis.

## **MATHEMATICS – LEVEL 1**

This remedial math learning experience will focus on connecting ratio and rate to whole number multiplication and division, and writing, interpreting, and using expressions and equations.

## **READING- ACROSS AMERICA**

Students will learn reading strategies to increase comprehension through a 3-week trip across the United States. Through the duration of the course, students will read text sets, watch videos, and analyze infographics. Students will create a daily travel log about their trip and the landmarks they visited along the way.

## **INVESTIGATING The JUDICIAL BRANCH OF GOVERNMENT**

Students will investigate the judicial branch of the U.S. government. Students will study topics such as rule of law, how courts work, comparing and contrasting state and federal courts, the roles that are needed in court (judge, jury, attorneys, etc.), landmark cases, and careers in the judicial system. Students will also participate in mock trials.

# **7TH GRADE (MOVING TO 8TH)**

During the third trimester teachers will design the English and Math courses for Summer School based on the following standards. Teachers will use student outcomes from the district common formative assessments to help construct the summer school curriculum.

## **ELA STANDARDS:**

1. (7.RL.1.D) Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
2. (7.RL.2.D) Analyze how the setting, characters, and plot of a text affect each otherS and contribute to meaning.
3. (7.RI.2.C) Analyze how word choice contributes to meaning and tone.
4. (7.W.3.A.B) Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures

## **MATH STANDARDS:**

1. (7.RP.A) Analyze proportional relationships and use them to solve problems
2. (7.NS.A) Apply and extend previous understandings of numbers to add and subtract rational numbers.
3. (7.EE.A) Use properties of operations to generate equivalent expressions
4. (7.EE.B) Solve problems using numerical and algebraic expressions and equations.

## **READING STANDARDS:**

1. 6.RL1.A/ 6.RI.1.A Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 6.RL.1.B/6.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
3. 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
4. 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

## **COURSES:**

### **ENGLISH LANGUAGE ARTS – LEVEL 2**

This summer school remedial English Language Arts course is designed to provide additional academic support for students to strengthen essential literacy, discourse, and thinking skills required for students to acquire new information independently as lifelong learners. Students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis.

### **AFRICAN AMERICAN STUDIES**

This course is the chronological study of the history of African American/Black experience from the social, cultural, political perspectives. This course will use primary and secondary source investigation to follow African Americans through the challenges of the Middle Passage, into enslavement, through the triumphs of Emancipation, and into the modern Civil Rights Movement.

### **MATHEMATICS – LEVEL 2**

This remedial math course will focus on developing understanding of operations with rational numbers and working with expressions and linear equations. Also, some time will focus on working with 2-D and 3-D shapes to solve problems involving area, surface area, and volume.

### **READING- ACROSS AMERICA**

Students will learn reading strategies to increase comprehension through a 3-week trip across the United States. Through the duration of the course, students will read text sets, watch videos, and analyze infographics. Students will create a daily travel log about their trip and the landmarks they visited along the way.

### **INVESTIGATING THE JUDICIAL BRANCH OF GOVERNMENT**

Students will investigate the judicial branch of the U.S. government. Students will study topics such as rule of law, how courts work, comparing and contrasting state and federal courts, the roles that are needed in court (judge, jury, attorneys, etc.), landmark cases, and careers in the judicial system. Students will also participate in mock trials.

## 8TH GRADE (MOVING TO 9TH)

During the third trimester teachers will design the English and Math courses for Summer School based on the following standards. Teachers will use student outcomes from the district common formative assessments to help construct the summer school curriculum.

### ELA STANDARDS:

#### Reading

1. 8.RL/RI.1.A - Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text..
2. 8.RL/RI.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
3. 8.RL.1.D - Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
4. 8.RI.1.D - Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
5. 8.RL.2.B - Explain how an author develops the point of view of the narrator or speaker in a text.
6. 8.RL/RI.2.C – Analyze how specific word choices contribute to meaning and tone.
7. 8.RL.2.D - Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
8. 8.RI.2.D - Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
9. 8.RI.3.B - analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation

#### Writing

12. 8.W.1.A.a - Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
13. 8.W.1.A.b - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
14. 8.W.2.A - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
15. 8.W.3.A.a - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text
16. 8.W.3.A.b - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
17. 8.W.3.A.c - Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation
18. 8.W.3.A.d - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts

#### Speaking and Listening

19. 8.SL.1.B - Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
20. 8.SL.1.C - Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

### **MATH STANDARDS:**

1. (8.EE.1.B.5) Graph proportional relationships.
2. (8.EE.1.B.6) Apply concepts of slope and y-intercept to graphs, equations and proportional relationships
3. (8.EE.1.C.7) Solve linear equations and inequalities in one variable.
4. (8.EE.1.C.8) Analyze and solve systems of linear equations.
5. (8.DSP.A.1) Construct and interpret scatter plots of bivariate measurement data to investigate patterns of association between two quantities.
6. (8.DSP.A.2) Generate and use a trend line for bivariate data, and informally assess the fit of the line.
7. (8.DSP.A.3) Interpret the parameters of a linear model of bivariate measurement data to solve problems.
8. (8.DSP.A.4) Understand the patterns of association in bivariate categorical data displayed in a two-way table.

### **COURSES:**

#### **MATH**

In Grade 8, Summer instructional time should focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, AND solving linear equations and systems of linear equations. Additional time should focus on understanding and applying the Pythagorean Theorem.

#### **ELA**

The Summer School ELA curriculum is designed to support students in understanding and mastering the essential skills needed to progress to the next grade level in English Language Arts. The curriculum consists of analyzing fiction and nonfiction and evaluating authors' purposes and claims. Students will also learn how to develop and support their own claims regarding a topic by producing and argumentative essay. Finally, students will develop their skills in speaking and listening both through classroom discussion and in a presentation.

#### **INVESTIGATING The JUDICIAL BRANCH OF GOVERNMENT**

Students will investigate the judicial branch of the U.S. government. Students will study topics such as rule of law, how courts work, comparing and contrasting state and federal courts, the roles that are needed in court (judge, jury, attorneys, etc.), landmark cases, and careers in the judicial system. Students will also participate in mock trials.

#### **AFRICAN AMERICAN STUDIES**

This course is the chronological study of the history of African American/Black experience from the social, cultural, political perspectives. This course will use primary and secondary source investigation to follow African Americans



through the challenges of the Middle Passage, into enslavement, through the triumphs of Emancipation, and into the modern Civil Rights Movement.

## SUMMER SCHOOL ENRICHMENT COURSES

### OVERVIEW

NMS will offer students enrichment courses designed to have students look at experiences more in-depth. These courses will provide students with the opportunity with a reading and writing focus while looking from a different perspective at a course.

### COURSES

#### INTERACTIVE GAMES AND ANIMATIONS

In the Interactive Games and Animations unit, students build on their coding experience as they create programmatic images, animations, interactive art, and games. Starting off with simple, primitive shapes and building up to more sophisticated sprite-based games, students become familiar with the programming concepts and the design process computer scientists use daily. They then learn how these simpler constructs can be combined to create more complex programs. In the final project, students develop a personalized, interactive program. Along the way, they practice design, testing, and iteration, as they come to see that failure and debugging are an expected and valuable part of the programming process.

#### PHYSICAL EDUCATION

The focus of the program is to prepare students to become physically active, develop skills and acquire a positive attitude towards being active throughout life. Active participation in the program will help the individual identify and reduce potential risk behaviors, enhance a positive self-image, promote sportsmanship, and increase the quality of life.

## Summer School Budget

Item	Cost or Pay Per Hour	Description
Science, Social Studies, Math, and ELA Teachers (depends on enrollment) (EL Teacher, if needed) Counselor (1) Librarian (1)	Teachers in the Hazelwood Summer School program will be paid a \$3,360 stipend plus up to 20 hours of time and effort (\$40 per hour) for training, setting up rooms, and Open House	Summer school teachers must be properly certified by the Department of Elementary and Secondary Education to teach in. Summer School dates for Middle School are June 12-June 30. Summer School teaching positions require an additional 20 hours for Orientation and Open House. Summer employment is contingent upon enrollment.

Staff BA/TA (2)	BA/TA pay is the current rate.. Must hold a current substitute certification issued by Missouri DESE.	Summer School dates for Middle School are June 12-June 30. Summer School teaching positions require an additional 20 hours for Orientation and Open House. Summer employment is contingent upon enrollment.
Physical Education (1)	Teachers will be paid a \$3,360 stipend plus up to 20 hours of time and effort (\$40 per hour) for training, setting up rooms, and Open House	Teachers are responsible for ensuring students are involved in an activity that provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness.
Art (1)	Teachers will be paid a \$3,360 stipend plus up to 20 hours of time and effort (\$40 per hour) for training, setting up rooms, and Open House	
Reading Specialist (1)	Teachers will be paid a \$3,360 stipend plus up to 20 hours of time and effort (\$40 per hour) for training, setting up rooms, and Open House	Teachers are responsible for working with students that are reading below grade level individually and in small groups to learn key reading and develop a love for reading.
Clerical (2)	Current clerical staff will be paid their current hourly rate.	Middle Summer School will be held June 12-June30 , Monday-Friday..  Middle Schools: Monday-Friday 8:00 am-1:10 pm.
Nurse (1)	Summer school nurses must be properly licensed, holding a valid RN license.  Nurses will be paid a \$3,360 stipend plus up to 20 hours of time and effort (\$40 per hour) for training, setting up rooms, and Open House	Summer School dates for Middle School are June 12-June 30.  Summer School teaching positions require an additional 20 hours for Orientation and Open House.  Summer employment is contingent upon enrollment.
Supplies and Equipment	\$1500 for summer school	<ul style="list-style-type: none"> <li>● Copy paper</li> <li>● Pencils</li> <li>● Masks for students</li> <li>● Notebooks</li> <li>● Student Passport Books</li> <li>● STEM Materials</li> </ul>

Off-campus learning experiences	<b>\$1,500 for summer school</b>	<ul style="list-style-type: none"> <li>• St. Louis Central Library</li> <li>• St. Louis Arch</li> <li>• St. Louis Art Museum</li> <li>• <b>Challenger Learning Center</b></li> <li>• St. Louis Science Center</li> <li>• St. Louis History Museum</li> <li>• Federal Courthouse</li> <li>• Saint Louis Zoo</li> <li>• <b>PowerPlex</b></li> <li>• <b>Go APE-Treetop</b></li> </ul>
On Campus Learning Experiences	<b>\$600 for summer school</b>	<ul style="list-style-type: none"> <li>• Mad Science Workshop</li> </ul>
Student Celebrations, Attendance Prizes, Student Recognition	<b>\$1,000 for summer school</b>	<ul style="list-style-type: none"> <li>• Ice Cream Social (1st week)</li> <li>• NMS Book Fair for perfect attendance ( free book) - 2nd week</li> <li>• Popcorn Party and Poetry Slam (3rd week)</li> </ul>

## Summer School Staffing

**Hiring**

- Staff will be hired through Hazelwood TalentEd.
- Building staff will be hired first. If all positions are not filled, search will be expanded to the district, then outside the district.
- The following positions will be needed:

Subject Area	Positions
Clerical	2
Nurse	1
Librarian	1
BA/TA	2
EL (if needed)	1
ELA (4 hours per day)	1 for every 50 students
Math (4 hours per day)	1 for every 50 students

Social Studies	1 for every 50 students
Science	1 for every 50 students
<b>Reading Specialist</b>	1 for every 30 students
Counselor	1
<b>Art</b>	1
<b>Physical Education Teacher</b>	1

#### Training/Additional Hours

- Teachers must work 20 additional hours to help prepare for summer school (These hours should be incorporated into the budget for teachers.)
- Training Dates: Tuesday June 6th, 9:00 am - 12:00 PM
  - Wednesday: Teachers will receive professional development on expectations for summer school and be assigned any additional duties. Teachers will also be given time to set-up classrooms and prepare lesson plans.
  - Thursday: (Optional) Time to set -up the classroom and prepare lesson plans
- Building will train teachers on learning standards..
- Teachers must be present for an open house.

