



## Northwest Middle School

Summer School 2023

January 09, 2023

### Overview:

Welcome to the Hazelwood Northwest Middle School *Knight's Summer School Program*. This program will serve as an opportunity for us to support and enhance student learning in the content areas of English Language Arts and Mathematics for current 6th, 7th, and 8th graders. Having been in a pandemic for the last two and half years, some of our students have experienced gaps in their learning and continue to need an extended learning opportunity. As a result, Northwest Middle School plans to address the aforementioned learning gaps

Courses in English Language Arts (ELA) and mathematics will be offered by grade level and both remedial and enrichment opportunities will be offered for students. All of the courses will be thematically based, which simply means that our teachers will seek to ensure that all of the cognitive skills such as reading, thinking, writing are intentionally woven in all of the courses offered and that creative exploration and hands-on activities are emphasized.

In addition to these two courses, Art and FACS will be offered for those students who do not need both math and ELA courses and need enriching opportunities. Both courses will expose students to hands-on experiences that are not offered during the school year in those courses. Throughout the day, we will also incorporate socio-emotional learning and character education provided by a counselor on a rotating schedule.

The summer school program is also an opportunity to continue our regular school year work with priority grade level, district and state academic standards. All of the student academic data collected through common formative assessments and district curricular and benchmark assessments supports that we continue with the present work to allow for mastery by each student prior to moving to the next grade level. The priority standards will continue to be the focus and guide for our summer school program work as well.

### Rationale:

The intent of Northwest Middle School's Knight's Summer School Program is to extend student learning beyond the academic year so that mastery of skills are strengthened and learning gaps are closed. Northwest Middle School prefers this model of school for students because it allows us to continue with our present instructional framework centered around *Accelerated Teaching and Learning*.

*Accelerated Teaching and Learning* is the most efficient way to address content and skill gaps with our students due to their present learning loss. It is a surgical approach to teaching and learning that intentionally pushes instructional content at a rate and in a way that ensures an

academic diet of necessity for students. Furthermore, it is a process that meets each student at the grade level assigned, and with instructional acceleration and *just-in-time* scaffolds, successfully move them forward academically.

Both our district and our teachers have been working with *Accelerated Teaching and Learning* since the start of the pandemic. Our focus on the priority standards in English Language Arts and mathematics, along with ongoing teacher professional development in the area of data-based decision making, has allowed Northwest Middle School to address student learning loss in a significant and compelling way. This in turn, now serves as our justification for continuing our intervention efforts for our students through a *Knight's Summer School Program*.

**Timeline:**

- ❑ **Summer School** : June 12th - June 30th, 8:00 am - 1:10 pm (Monday - Friday)\*
- ❑ **6th Grade Knights Academy:** August 1st--3rd, 8:00-11:00 am

\*No school on June 19, 2023

**Class Schedule:** Monday - Friday

**Summer School Bell Schedule**

	6th Grade		7th Grade		8th Grade	
1st Block	8:00	10:15	8:00	10:15	8:00	10:15
2nd Block	10:20	1:10	10:20	1:10	10:20	1:10
1st Lunch	10:20	10:50				
2nd Lunch			11:00	11:30		
3rd Lunch					11:40	12:10

Core Class	Lunch
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**Instructional Overview:**

Summer School classes-

- All classes will be 135 minutes
- Students will attend 5- days a week, Monday through Friday
- **All students must attend the program in its entirety.**

**6th Grade Courses**

**Components:**

- English Language Arts- Freak the Mighty- Students will read this grade-level text, answer comprehension questions, identify and understand how character and traits impact the story. Students will also learn the different types of conflicts and be able to identify them throughout the novel. Vocabulary and the learning synonyms and antonyms of grade-level will also be covered. Finally, chapter tests and projects will be completed to show understanding of all components of the text.
- Learning Cycle Groups:
  - Students with similar learning needs are brought together for a short time.
  - Students are assigned to groups based on need for additional help, time and practice in order to master the content and skills covered in a particular unit or lesson the teacher already has taught to the entire classroom group.
  - Students who have mastered the specific content and skills engage in enrichment activities.
- Progress Monitoring:
  - Formative and Summative Assessment data

In addition to the curriculum provided, the teacher, based on student learning needs, will incorporate additional activities from StudySync, NewsELA, and/or literature circles to further enrich or remediate.

**Standards:**

- 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.
- 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.
- 6.RL.1.D** Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.1.D** Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text
- 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.

<p>Students needing extra reading support will receive push in and pull out support from the Reading Specialist.</p>	
<p>→ Mathematics: This math course will engage students in current 6th grade math skills using hands-on projects connected to real world applications and games. Days will alternate between skills being reviewed and the projects.</p> <p>→ Progress Monitoring:</p> <ul style="list-style-type: none"> <li>○ Formative assessment</li> <li>○ Project performance</li> </ul>	<p><b>6.RP.A.1</b> Understand a ratio as a comparison of two quantities and represent these comparisons.</p> <p><b>6.RP.A.2</b> Understand the concept of a unit rate associated with a ratio, and describe the meaning of unit rate.</p> <p><b>6.RP.A.3</b> Solve problems involving ratios and rates.</p> <p><b>6.EE1.A.1</b> Describe the difference between an expression and an equation.</p> <p><b>6.EE1.A.2</b> Create and evaluate expressions involving variables and whole number exponents.</p> <p><b>6.EE1.A.3</b> Identify and generate equivalent algebraic expressions using mathematical properties.</p> <p><b>6.EE1.B.4</b> Use substitution to determine whether a given number in a specified set makes a one-variable equation or inequality true.</p> <p><b>6.EE1.B.5</b> Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.</p> <p><b>6.EE1.B.6</b> Write and solve equations using variables to represent quantities, and understand the meaning of the variable in the context of the situation.</p> <p><b>6.EE1.B.7</b> Solve one-step linear equations in one variable involving non-negative rational numbers.</p>
<b>7th Grade Courses</b>	
<p>→ English Language Arts- What’s in a Picture- Ever heard the phrase, “A picture is worth a 1000 words?” This course will explore how photographs and images can tell a story. We will examine famous photographs that have</p>	<p><b>7.RL.1.A/7.RI.1.A:</b> 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.</p> <p><b>7.RL.1.B/7.RI.1.B:</b> Determine the meaning of words and</p>

recorded history's changes and even changed history themselves. From Daguerreotypes to selfies, we will explore how photographs have shaped the world.

→ Learning Cycle Groups:

- Students with similar learning needs are brought together for a short time.
- Students are assigned to groups based on need for additional help, time and practice in order to master the content and skills covered in a particular unit or lesson the teacher already has taught to the entire classroom group.
- Students who have mastered the specific content and skills engage in enrichment activities.

→ Progress Monitoring:

- Formative and Summative Assessment data

In addition to the curriculum provided, the teacher, based on student learning needs, will incorporate additional activities from StudySync, NewsELA, and a class novel or literature circles to further enrich or remediate.

Students needing extra reading support will receive push in and pull out support from the Reading Specialist.

phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**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.

**7.RI.1.D** Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions

**7.RI.2.D** Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**7.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

→ Mathematics:

This math course will engage students in current 7th grade math skills using hands-on projects connected to real world applications and games. Days will alternate between skills being reviewed and the projects.

→ Progress Monitoring:

- Formative assessment

**7.NS.A.1** Apply and extend previous understandings of numbers to add and subtract rational numbers.

**7.NS.A.2** Apply and extend previous understandings of numbers to multiply and divide rational numbers.

**7.NS.A.3** Solve problems involving the four arithmetic operations with rational numbers.

<ul style="list-style-type: none"> <li>○ Project performance</li> </ul>	<p><b>7.EE1.A.1</b> Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients.</p> <p><b>7.EE1.A.2</b> Understand how to use equivalent expressions to clarify quantities in a problem.</p> <p><b>7.EE1.B.3</b> Solve multi-step problems posed with rational numbers.</p> <p><b>7.EE1.B.4</b> Write and/or solve linear equations and inequalities in one variable.</p> <p><b>7.GM.B.6</b> Understand the relationship between area, surface area and volume.</p>
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<b>8th Grade Courses</b>	
<p>→ English Language Arts- Seedfolks- Students will be engaged in a study of the novel, <i>Seedfolks</i> by Paul Fleischman. This study will include character analysis, vocabulary work, and practice of reading strategies and skills, and narrative writing. In addition, students will participate in fun improv games and acting out of scenes centered around the novel.</p> <p>→ Learning Cycle Groups:</p> <ul style="list-style-type: none"> <li>○ Students with similar learning needs are brought together for a short time.</li> <li>○ Students are assigned to groups based on need for additional help, time and practice in order to master the content and skills covered in a particular unit or lesson the teacher already has taught to the entire classroom group.</li> <li>○ Students who have mastered the specific content and skills engage in enrichment activities.</li> </ul>	<p><b>8.RL.1.A:</b> 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.</p> <p><b>8.RL.1.B:</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.</p> <p><b>8.RL.1.C:</b> Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p><b>8.RL.1.D</b> 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.</p> <p><b>8.RL.2.A</b> Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.</p> <p><b>8.RL.2.D</b> Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.</p> <p><b>8.RL.3.A</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs</p>

- Progress Monitoring:
  - Formative Assessment
  - Narrative Essay

In addition to the curriculum provided, the teacher may choose based on student learning needs to incorporate additional activities from StudySync to further enrich or remediate.

Students needing extra reading support will receive push in and pull out support from the Reading Specialist.

from the text or script, evaluating the choices made by the director or actors.

**8.RL.3.C** Explain how themes reflect historical and/or cultural contexts.

**8.RL.3.D** Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**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

**8.W.3.A** Review, revise, and edit writing with consideration for the task, purpose, and audience.

**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.

**8.SL.2.A** Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.

**8.SL.2.C** Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

- Mathematics:  
This math course will engage students in current 8th grade math skills using hands-on projects connected to real world applications and games. Days will alternate between skills being reviewed and the projects.

- Progress Monitoring:
  - Formative assessment
  - Project performance

**8.EE1.B.5** Graph proportional relationships.

**8.EE1.B.6** Apply concepts of slope and y-intercept to graphs, equations and proportional relationships.

**8.EE1.C.7** Solve linear equations and inequalities in one variable.

**8.EE1.C.8** Analyze and solve systems of linear equations.

	<p><b>8.DSP.A.1</b> Construct and interpret scatter plots of bivariate measurement data to investigate patterns of association between two quantities.</p> <p><b>8.DSP.A.2</b> Generate and use a trend line for bivariate data, and informally assess the fit of the line.</p> <p><b>8.DSP.A.3</b> Interpret the parameters of a linear model of bivariate measurement data to solve problems.</p> <p><b>8.DSP.A.4</b> Understand the patterns of association in bivariate categorical data displayed in a two-way table.</p> <p><b>8.GM.B.6</b> Use models to demonstrate a proof of the Pythagorean Theorem and its converse.</p> <p><b>8.GM.B.7</b> Use the Pythagorean Theorem to determine unknown side lengths in right triangles in problems in two- and three-dimensional contexts.</p> <p><b>8.GM.B.8</b> Use the Pythagorean Theorem to find the distance between points in a Cartesian coordinate system.</p>
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<b>Enrichment Courses</b>	
<ul style="list-style-type: none"> <li>➤ Art (6-8): In this course, students will use materials such as paint, paper, glue, pencils and markers to create different styles of 2D and 3D art. They will create art, observe art, identify skills, and use critical thinking to explore the world of fine art.</li> <li>➤ Projects and classwork will consist of medium and technique exploration, color and how it is used, sculptural ideas and concepts, and how major historical impacts have been recorded by artists.</li> </ul>	<p><b>VA.Cr.1.A.6</b> Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>VA.Cr.1.A.7</b> Apply methods to overcome creative blocks.</p> <p><b>VA.Cr.1.A.8</b> Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p><b>VA.Cr.2.A.6</b> Formulate an artistic investigation of personally relevant content for creating art.</p> <p><b>VA.Cr.2.A.7</b> Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p><b>VA.Cr.2.A.8</b> Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p><b>VA.Re.7.B.6</b> Analyze ways that visual components and cultural associations suggested by images influence ideas,</p>



	<p>emotions, and actions.</p> <p><b>VA.Re.7.B.7</b> Analyze multiple ways that images influence specific audiences.</p> <p><b>VA.Re.7.B.8</b> Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p><b>VA.Cn.11.A.6</b> Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p><b>VA.Cn.11.A.7</b> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> <p><b>VA.Cn.11.A.8</b> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>
<p>➤ FACS (6-8): This course is designed to help prepare students for multiple roles as individuals, family members, and community members. It includes development of leadership skills and consumer skills while also providing hands-on experiences so students learn life skills including cooking and baking, nutrition, basic sewing, family and child care, home design, and fashion design.</p>	<p><a href="#"><u>Missouri Dept. of Elementary and Secondary Education Middle School FACS Student Learning Objectives</u></a></p>

**Student Selection:**

Students will be selected for their coursework for the *Knight's Summer School Program* based on assessment data of their performance from curricular and benchmark assessments, teacher recommendations, and course grades. Students will attend classes in English Language Arts and mathematics based on their current grade level of their school year. Innovative hands-on exploratory learning will be included for students in all grade levels.

**Progress Monitoring:**

Teachers will continue to use content area formative and summative assessments as well as project performance to progress-monitor and address student academic achievement over the course of summer school.

**Transportation:**

Hazelwood School District will provide bus transportation for those students who reside outside of the one-mile radius. Hazelwood School District and/or Special School District buses will run at the beginning and end of the summer school day.

**Meals:**

Breakfast and lunch for students in attendance will be provided. While breakfast is free, students will need to pay for lunch.

**Teachers:**

Teachers will provide instruction to students at the 6-8 grade levels in the areas of English and Mathematics through Accelerated Teaching and Learning methods with two additional courses in Art and FACS. We will also provide two counselors to meet the socio-emotional needs of our students. One counselor will be available for individual counseling and one will push into classrooms on a daily basis to incorporate socio-emotional learning.

**Personnel: Summer School**

- Teachers:                   6 per grade level (6th grade)
- 6 per grade level (7th grade)
- 6 per grade level (8th grade)
- 1 Art Teacher
- 1 FACS Teacher
- 1 EL Teacher
- 1 Reading Teacher
- 1 Building Aide
- 1 Librarian

- Custodial:                   2
- Building security:           2
- School nurse/tech:           1

Counselors:	2*
Cafeteria staff:	4
Building Administrators:	3
Clerical Staff	2

\*We are requesting two counselors- one for push-in socio-emotional lessons daily on a rotating schedule and one for individual students support. The purpose of the second counselor is to extend our socio-emotional curriculum into the summer due to the high needs of our students- especially those who attend summer school that have not performed well behaviorally or academically in the school year.

### **Budget:**

#### Summer school:

Supplies & Instructional Materials....300 students @ \$5 per student  
Teacher Salaries.....23 teachers @ \$40 per hour per teacher  
Building/Teacher Aide.....1 @ \$20 per hour  
Nurse:.....1 @\$40 per hour  
Librarian...1@ \$40 per hour  
Cafeteria Staff.....\$ 20 per hour  
Counselors.....2@ \$ 40 per hour  
Security/Safety Monitors....2 @ \$20 per hour  
Custodians.....2 @ \$20 per hour