



K-2 Summer School Program 2016

Purpose of proposal: To inform and gain approval to move forward with plans to implement this program for Summer 2016.

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K-2 Summer School Proposal

Purpose: To get all incoming K-2 students performing at grade level in both reading and mathematics prior to the start of the upcoming school year.



Logistics

- July 11th- August 5th
- Monday-Thursday
- 8:00 am 11:00 am
- Located at Southwest Elementary School
- Morning snack and Transportation Provided

Personnel

- 4 Teachers
 - Selected through application process
 - Teach english language arts, math, and social skills
- 1 Aide
 - Duties will include daily attendance, helping assist with minor health concerns, and helping with instruction

Who will it Serve:

- Maximum of 40 students
 - 4 classrooms with a maximum of 10 students per classroom
- Incoming K-2 students
 - Targeting early intervention for reading and math

Definition:

- Tier 2 students who are between the 11th and 39% percentile nationally
- Tier 3 students who are in the 10% percentile or lower nationally

How will students be selected:

- Incoming 1st and 2nd grade
 - Students receiving Tier 3
 services at end of their K and
 1st grade years will be invited
 - Participation is voluntary
 - If spots still available, Tier 2 students will be invited based on need
- Incoming Kindergarten
 - Pre-K survey (all local Pre-K programs)
 - Students screened based on K readiness standards (from survey)
 - o <u>Survey</u>

Curriculum

• English/Language Arts

- Journey's: Our K-5 ELA program
 - Researched based instructional program
 - Most widely used reading program in Country

• Math

- GoMath: Our K-5 Math program
 - Engaging and interactive
 - Gains throughout district in past four years

• Social/Emotional

- o 2nd Step
 - Teaches skills to strengthen the ability to learn, lead, have empathy, manage emotions and solve problems
 - Program addresses language learning, communication skills and emotional development.
 - Aligns with Elementary Behavior Rtl plan

Assessment

Every Student will be progressed monitored with Fountas and Pinnell and Aimsweb 2x. (Midpoint and End of Session)

Incoming K students will be progressed monitored using the Emerging Literacy Survey 2x. (Midpoint and End of Session)

Elementary Principals will meet in August to determine the overall success of program

Goal: 70% of students at grade level in reading and math

Financials

Teacher Salary and TRS (4): \$6528.00

Instructional Aide: \$704.00

Transportation (Pinks Bus Service): \$8745.00

Curriculum Supplemental Materials: \$350.00

Snack: \$300.00

Total Estimated Cost: \$16,627.00

Title 1 Grant: \$15,273.00

Pre K Grant: \$1,354.00

Estimated Total Cost to the District: \$0.00

Next Steps

Board Approval to move forward with the following steps:

- Approve the incoming K-2 2016 Summer School Proposal
- Post for positions and move forward with interview process
- Contact local Pre-K programs to set up meeting times
- Preparing plans with Pinks, SAFE, and Southwest custodial staff
- Preparing curriculum with input and assistance from the teachers hired for the K-2 2016 Summer School

DIME Dist. #228 Summer School Program

Community Unit School District #228

Tradicional Values, Progressive Education

Develop/Design

1. Purpose	2. Logistics
• To reduce summer regression and prepare students to be successful for the upcoming school year.	 40 max students 4 days per week Incoming K through 2nd grade 8:00 am- 11:00am. M-Th July 11th- August 5th. Southwest will host program (pod A) Breakfast Provided Transportation Provided by Pinks' Daily Reading, Math, Writing Instruction Tier III students in reading and math at end of the year will be invited along with identified incoming K students. Tier II students will be filled in last. Job will be posted internally- Principals will interview and select 4 teachers. F&P and Aimsweb data will be given 2x for 1st and 2nd grade students. (mid and end) Incoming K students -Emerging Literacy Survey 2x GoMath Intervention Materials and Journey's Intervention Instructional materials will be used as the curriculum.

 Anticipated outcomes All students will get to grade level in both reading and math as measured by F&P and Aimsweb assessments.

Summer School Teacher Job Description

Classification: Certified Reports to: Principal or Principal Designee

Location: Assigned School(s)

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part 1: Position Summary

The teacher is primarily responsible for effective teaching and learning of the assigned subject(s) following district approved curriculum, instruction and assessment practices. Primary responsibility shall include safety, effective collaboration and attention to each student's readiness to learn including guidance, discipline, and welfare.

The teacher works with a high level of independence and professional discretion under the general supervision of a designated school administrator.

Part 2: Major Duties and Responsibilities listed may include, but are not limited to the following:

- The teacher plans for student success based on assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, set student learning goals, and assess student progress. The assessment of student needs includes the use of district approved assessment tools and strategies in addition to the teachers own professional practice. As part of the planning process for inclusion students with special needs, the teacher may assist in identifying and complies with teaching and learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.
- 2. The teacher works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and assessment practices, and implementing these best practices.
- 3. The teacher will regularly conduct planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. The teacher uses research-based instructional strategies in planning lessons to make the teaching and learning more relevant to students (e.g., contextual learning opportunities).
- 4. The teacher maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.

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- 5. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.
- 6. The teacher creates, communicates, and maintains classroom management practices that effectively engage students in the learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.
- 7. The teacher will actively participate in faculty and grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school's program and to do related work as required. In carrying out these responsibilities, the teacher will follow school policy and procedures, standard practices, and approved curriculum, and will actively and positively support the school vision.
- 8. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.
- 9. The teacher assists in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day:
- 10. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.

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- 11. Required to follow Board policies and stay abreast of updates and changes.
- 12. Performs other duties as assigned.

TERMS OF EMPLOYMENT: 4 days a week (3 hours per day at \$25.00 per hour) for 4 weeks.

EVALUATION: Performance of this job will be evaluated by the building principal.

Approved by:		Date:	
Bui			
Reviewed and agreed to	Date:	×	
	Employee		

Summer School Teacher's Aide Job Description

TITLE: Reading Aide

QUALIFICATIONS: 30 semester hours credit from an accredited college or paraprofessional certificate

REPORTS TO: Teacher and Building Principal

JOB GOALS: 1. To assist the teacher achieve teaching objectives by working with individual students or in small groups.

2. To assist in providing a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available materials.

PERFORMANCE RESPONSIBILITIES:

1. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students.

2. Works with individual students or small groups of students to reinforce learning of material or skill initially introduced by the teacher.

3. Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.

4. Operates and cares for equipment used in the classroom for instructional purposes.

5. Helps students master equipment or instructional materials assigned by the teacher.

6. Distributes and collects workbooks, papers, and other materials for instruction.

7. Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.

8. Assists with the supervision of students during emergency drills and assemblies.

9. Assists with such large group activities as drill work, reading aloud, and storytelling.

10. Reads to students, listens to students read, and participates in other forms of oral communication with students.

11. Assists with student writing projects set up and assigned by the teacher.

12. Assists students in the library or media center.

13. Alerts the regular teacher to any problems or special information about an individual student.

14. Serves as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.

15. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of certified teachers.

16. Assumes other duties and responsibilities as assigned by the teacher or building principal.

TERMS OF EMPLOYMENT: 4 days a week (3 hours per day at \$10.35 per hour) for 4 weeks.

Date:

Date:

EVALUATION: Performance of this job will be evaluated by the building principal.

Approved by:

Building Principal

Reviewed and agreed to by:

Employee

1. Student Name (first an	d last)			
2. Follows simple classr	oom rules and routin	es *		
Check all that apply.				
Ves No				
3. If select no for questic	n directly above, ple	ase explain in tl	ne comment box	
			ъ.	
4. Interacts easily with o	ne or more children *	s.		
Check all that apply.				
Yes				
No				
5. If select no for questic	n directly above, ple	ase explain in tl	ne comment box	

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Yes No		
7. If select no for question directly above, please explain in the comment box		
8. In regards to letter recognition, student can identify the following: *		
Mark only one oval.		
All letters		
Most letters		
Few letters		
No letters		
9. Is able to count to 10 *		
Mark only one oval.		
Yes		
No		
0. Is able to recognize numbers 1-10 *	ŝ	
Mark only one oval.		
Yes		
◯ No		
 Is able to recognize and describe basic shapes (square, rectangle, triangle, and circle) * 	ł	
Mark only one oval.		
Yes		
○ No		u.

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12.	Shows	beginning	control of	writing,	drawing,	and	art too	ls *
	Mark or	nly one oval						

Yes

13. Does the child qualify for an IEP (Individualized Education Plan)?

Mark only one oval.

) Yes

) No

14. Additional comments

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