**Note:** **This guide is added as a draft to inform the planning of Summer Camp 2023.**

Revised 5/13/2022

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| **Halifax County Schools**  *“Charting a New Course” to Student Achievement*  **Contact** **Information**  9625 Highway 301 South  Halifax, NC 27839  Phone: 252-583-5111  FAX 252-583-1474 | **2021-2022**  **summer Camp Coordinators’ guide**   * **School Extension learning recovery and enrichment programs**   *Vision*  *Halifax County Schools will focus on the needs of the students by empowering them to be successful global residents.*  [Draw your reader in with an engaging abstract. It is typically a short summary of the document. When you’re ready to add your content, just click here and start typing.]  Carolyn Roberts  [Course title] |

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**Initial Summer Camp Meeting**

**Meeting Agenda**

1. Opening/Greeting ………………….
2. Introductions (District & Campsite Coordinators)
3. Purpose
4. Summer Camp Coordinators’ Roles and Responsibilities
5. Job Description
6. Camp Logistics:

* Campsite Assignments and Designated Camp Wings
* Camp Staff Roster
* Time Sheets (completed by June 3, 2022)
* Staff Attendance Protocol
* Camp Schedule
* Student Roster
* Bus Transportation
* Bus Arrival and Dismissal Protocol
* Lunch & Transition Protocol
* Emergency Contact Information
* Curriculum

1. Discussion of District Expectations
2. Professional Character (Code of Conduct)
3. Camp Communications and Messaging of Staff, Students, Parents, Vendors, Partnerships, and School Community
4. Problem Solving Protocol
5. Collaboration with Data Manager
6. Culminating Camp Closure Event – June 30, 2022
7. Scheduled Professional Development (June 2-3/8:00 – 3:00) and Focus:

* Camp Staff Orientation (introductions, code of conduct, camp assignments, rosters, behavior management protocol), communication & messaging)
* Overview of Camp Theme and Blended Learning Model
* Project-Based Learning
* Curriculum Training
* Lesson Planning and Classroom Preparation

1. Wrap Up
2. Questions/Comments

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**Elementary Summer Camp Staff Directory**

**2021-2022**

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Email** |
| Dr. Tyrana Battle | Assistant Superintendent | battlet@halifax.k12.nc.us |
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| Carolyn Roberts | Elementary Camp Designee | robertsc@halifax.k12.nc.us |
|  | Davie Data Manager | @halifax.k12.nc.us |
|  | Enfield Data Manager | @halifax.k12.nc.us |
|  | Elementary Counselor | @halifax.k12.nc.us |
|  | Elementary Counselor | @halifax.k12.nc.us |
| Anita Richardson | Elementary Coordinator (IESA) | hewlina@halifax.k12.nc.us |
| Pauletta Broadnax | Elementary Coordinator (EESA) | broadnaxp@halifax.k12.nc.us |
| Bonita Hewlin | Camp Culture Lead (IESA) | hewlinb@halifax.k12.nc.us |
| Vercilya Taylor | Camp Culture Lead (EESA) | taylorv@halifax.k12.nc.us |
|  | Middle School Coordinator | @halifax.k12.nc.us |
|  | Middle School Coordinator | @halifax.k12.nc.us |
|  | High School Coordinator | @halifax.k12.nc.us |
|  | High School Coordinator | @halifax.k12.nc.us |
|  | Custodian | @halifax.k12.nc.us |
|  | Custodian | @halifax.k12.nc.us |
|  |  |  |
|  |  |  |

***From the Desk of***

Dr. Tyrana Battle, Assistant Superintendent

May 2, 2022

Greetings Summer Campsite Coordinators,

Welcome to Summer Camp 2022! As you take on the leadership role of summer campsite coordinator, look for the many opportunities to grow into the role of school administration. Like administrators, your management role will encompass the safety and care of staff and students through sound planning, clear communications, and quality decision making. The central services team designees and each campsite’s school administrator will be your primary contact and monitoring supports. In addition, the *Halifax County Schools’ Summer Camp Coordinators’ Guide* is designed to assist Summer Campsite Coordinators with the implementation and facilitation of orderly and accountable elementary and secondary summer camp programs.

We’re excited about the layout of Summer Camp 2022 inquiry learning approach and are looking forward to visiting and spotlighting campsite highlights on social media. Components of the summer education plan are included in this guide. Each campsite will teach the NC SCOS skills and concepts through project-based STEAM activities in a blended learning camp environment. It will be one of our best camps ever! The HCS’ Summer Camp Plan has been approved by the Department of Public Instruction and the HCS Board of Education. Please become familiar with the district’s Summer Camp Guide as effective planning is essential to building an engaging campsite culture. Best regards for a great summer camp experience!

Have fun!

Dr. Tyrana Battle

Dr. Tyrana Battle, Assistant Superintendent

**Purpose: HCS’ Summer Camp Program**

The purpose of the Halifax County Schools’ (HCS’) Summer Camp Program is to provide K-12 students who are not successfully progressing toward grade promotion and graduation with in-person intensive interventions and supplemental support in identified subject (reading, math, science, & graduation credits) areas to mitigate learning loss and increase the graduation rate.

The district’s summer camp plan also facilitates successful transitions between elementary and middle school years and between the middle school and high school years for students at risk, as defined by the State Board of Education. HCS’ Summer Program is consistent with G.S. 115C-105.41(a) for participation in the program. [G.S. 115C-105.41 9(a)](https://www.ncleg.net/enactedlegislation/statutes/html/bysection/chapter_115c/gs_115c-105.41.html)

**The Issues:**

* The COVID-19 pandemic has caused an unprecedented academic and social-emotional disruption in the lives of Halifax County Schools’ students throughout the district. The lost classroom time has had a significant negative impact on HCS students’ academic growth.
* The disproportionate impact of COVID-19 learning loss on students of color, English learners, and students with disabilities have as potential to *both widen existing gaps and trigger a surge in dropouts.*
* According to an estimate produced by McKinsey & Company, the average student will be at least seven months behind due to the COVID-19 pandemic, with Black and Latino students experiencing even greater setbacks that could leave them more than 10 months behind [(Reference: Learning Recovery Act 2021)](https://edlabor.house.gov/imo/media/doc/2021-01-28%20Learning%20Recovery%20Act%20Fact%20Sheet.pdf).
* A new study by Bellwether Education Partners found that approximately 3 million of the most vulnerable students received no formal education since schools closed in March 2020. *Halifax County Schools did not have 100% of its students connected to formal online learning nor face-to-face formal learning.* The negative impact is certainly seen in the 2021-2022 monitoring outcomes.

**Summer Camp Goals and Expectations**

1. **Academic Goal and Expectations:**

To provide K-12 students who are not successfully progressing toward grade promotion and graduation with academic supplemental and intensive intervention support opportunities:

1. To demonstrate at-grade level reading proficiency and appropriate reading development.
2. To demonstrate at-grade level math proficiency and appropriate math readiness
3. To demonstrate at-grade level science proficiency and appropriate reasoning
4. **Social-Emotional Goal and Expectations:**

To provide elementary and secondary campers with social-emotional engagement opportunities to enhance:

1. Positive self-awareness, self-management, responsible decision making, social awareness, and relationship skills to contribute positively in a comprehensive blended learning environment
2. Knowledge of positive self-regulation tools to self-correct inappropriate actions, feelings, and thinking in a shared learning space
3. Knowledge and respect for rules and consequences to interact collaboratively with other campers and staff
4. Pride and appreciation within the camp community and to contribute positively
5. Awareness of social cues (accountable use of time, talent, and resources) to fully navigate and acclimate to the camp experience.

## **Summer Camp Student Identification Process**

***Halifax County Schools’ uses its Board Policy*** for **Identification of and Assistance to Students at Risk** which is in alignment with GS 115C-105.41a.  It is the goal of the HCS’ board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success.  To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation are identified and provided additional assistance by way of school extension summer programs.  The process for identification of at-risk students is as follows:

* Each school tracks all students’ academics, attendance, and social-emotional performance through a MTSS/ECATS. The quarterly progress monitoring and BOY, MOY, and EOY benchmark data are collected and reported throughout the school year.
* School personnel must identify students at risk of academic failure as early as (reasonably may be done) beginning in kindergarten.
* The school’s BOY, MOY, EOY benchmark documentation of the student’s response to instruction, prescribed interventions, transitions, and other student performance data is reviewed by the principal, teacher, parent, and student assistance team to evaluate and determine students’ academic and/or behavioral progression and intervention plan.
* Use of the multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students is used to guide the student assistance process.  Students are identified as tier 1, tier 2, and tier 3.  Tier 3 students are targeted and identified as at-risk students that are in need of intensive supplemental supports.
* In response to tier 3 students’ at-risk status, the district addresses students’ academic and social-emotional needs by way of a school extension program to create successful transitions for the at-risk student.
* A comprehensive and coordinated transition plan is designed and implemented for PreK-12 students who are at risk of academic failure in order to facilitate their educational transitions within and between elementary school and middle school and high school and college/career readiness. The transition plans are designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school.  The plans include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

## **Parent/ Guardian Notification of Summer Camp Program**

The district and PreK-12 schools join together in communicating the summer program purpose, design, locations, hours, and attendees. Each PreK-12 principal is responsible for informing staff and students about the purpose and layout of the HCS’ School Extension Summer Camp programs. Summer Camp letters are sent out to parents and guardians by April 25, 2022 followed by student conferences, summer camp connect calls (Parent Link), progress reports, parent-letters, student surveys, staff email, and district & school advertisements on social media.

## **Summer Camp Attendance**

**2021-2022 Read to Achieve Reading Camp Attendance**

The Testing and Accountability Coordinator will provide directives and assistance with the collecting and tracking of rising kindergarten and grades K-5 summer camp attendance. Schedule a meeting with the coordinator and follow them accordingly.

**DPI Update: Read to Achieve Attendance (SB387)**

As an update, with the approval of SB387, we have taken time to identify strengths and gaps of previous and new processes. One area we are working to improve involves collecting more specific information related to reading camp attendance aligned to impact. This data is being collected for legislative reporting purposes. *Effective this 2021-2022 school year, districts will be required to document daily attendance for all students enrolled in Reading Camp on a digital spreadsheet.* See sample template for requested attendance information. *It is essential that daily attendance is collected accurately for each student to be shared with Reading* Campsite Coordinators, at the end of the Reading Camp. This spreadsheet will not be submitted to DPI. *At the end of Reading Camp, Site Coordinators will be asked to enter each student’s attendance data into a special program within PowerSchool including the beginning and ending dates of Reading Camp, as well as the total number of days attended for each student*. HomeBase will provide specific instructions for data administrators to share with Site Coordinators.

**Summer Camp Design**

1. **Summer Campsites**
2. **Campsites, Timeline, and Participants**

* **Campsites:** Both HCS’s K-8 School Sites
* Timeline: June 6-30, 2022

7:30 AM – 3:00 PM

142.5 Camp hours

* **Participants:** Rising Kindergarteners, Low-Performing Kindergarteners, Read to Achieve Low-Performing 1st – 3rd Graders; Low-Performing 4th – 8th Graders, and identified 12th Graders
* See RTA requirements for participation.
* At-grade level Students (upon available seating)

1. **Summer Camp Administration**

* Summer Campsite Coordinators (2-Elementary and 4-Secondary)
* School Administrators (2-Elementary and 4-Secondary)
* 2 Elementary Camp Culture Coaches
* Central Services Designees (Elementary, Secondary, & Whole Child Directors)

1. **Summer Camp Model**
2. **Minimum Engagement Options**

* Rising Kindergarten Readiness Program
* K-3 grades: reading, math, 1- enrichment
* 3rd – 8th grades: reading, math, science, 1-enrichment
* 9th-12th grades: end-of-course subjects; credit recovery courses, elective course, 1-enrichment
* K-12 Social-Emotional Learning

1. **Blended Inquiry Learning Environment:**

**Station Rotations (offline/online teaching and learning):**

1. Offline & online teaching and learning stations are standards-based and tailored to students’ grade-level academic and social-emotional learning needs
2. Offline and online collaborative small groups are teacher-led, student-led, or facilitated instructional videos
3. Independent offline and online project-based learning tasks and self-paced options are communicated & driven with student playlists and choice boards
4. **Data-Driven Teaching and Learning**
5. **Essential Questions:** (Where are we now? Where are we going? How will we get there?)

* Pre/Post Assessments (Where are we now?)
* Progress Monitoring (Where are we going?)
* Students’ Portfolio of Work: RTA, Supplemental, and Intensive Interventions (How will we get there?)

1. **BOC Assessment Window (Beginning of Camp/First 3-Days)**

* K-3 Screening Assessments: Amplify mClass Dibels-8 EOY scores; K-3 Istation Reading Pre-Assessment; Grades 4-5 Edmentum Reading Pre-assessment; K-3 Istation Math Pre-Assessment; 4th -5th Edmentum Math Pre-Assessment

1. **EOC Assessment Window (End of Camp/Last 3 Days)**

* K-3 Istation Reading Post-Assessment; 4-5 Edmentum Reading Post-Assessment; K-3 Istation Math Post-Assessment; 4th -8th Edmentum Math Post-Assessment
* RTA Retakes: 3rd Grade Reading,
* High School ??

1. **Camp Preparation**
2. Communications: Board of Education, Students, Staffing, Home Connection

* Approval of Camp Plan & Staffing; Staff & Student Letters, Public Relations,

1. Professional Development

* Initial Campsite Coordinator Meeting
* Campsite Coordinator Orientation
* Staff Training Days: June 2-3, 2022 (Zoom/access to classroom)
* Trainings: Project-Based Inquiry Learning, Blended Learning Station Rotation Model, Data Mining
* Effective Camp Culture Design (Camp Culture Team)
* Lesson Planning Playlists & Choice Boards
* Culminating Camp Closing Event

1. **Delivery of Teaching and Learning**
2. **Project-based Inquiry Learning in a blended learning environment**

* RTA requirements
* Instruction includes NC Standards-based STEAM Learning (Use of Science, Technology, Engineering, the Arts and Mathematics as access points for guiding students’ inquiry, dialogue, and critical thinking) with supporting ELA test specification standards.
* Student Work Portfolio (Expectations, Playlist Tasks, Rubrics, Checklists)
* Culminating Presentation(s)

1. **Instructional Delivery: Reteach Model**

* Small Groups:

Explicit and Systematic Mini Lessons

Explain/Model/Practice

1. **Instructional Resources**
2. **Supplemental**

* Location of summer camp materials
* 3rd – 5th Gr. RTA Passages/Portfolios
* K-5 Ready NC Reading & Math Books
* Pilot: K-12 Ready NC Digital Resources
* K-3 Istation Reading/Math Digital Paths
* 4th -12th Exact Path Reading/Math Digital Learning Paths
* K-6 Reading Street Interven. Resources
* K-12 enVision Math Interventions
* K-12 STEMScopes
* SAVVAS Learning Interventions

1. **Positive Camp Culture**
2. **Management of Toxic Student Behaviors and Excessive Absences**

* Monitors: Camp Culture Coach and the Camp Culture Team works closely with instructional staff to mitigate students’ inappropriate social-emotional behaviors, maximize student engagement, and facilitate healthy social-emotional habits.
* Implementation of Social-Emotional Behavioral Management Program in partnership with the HCS Whole Child Division
* Eligible Students: high-risk dropout behaviors
* Station rotations emphasizes priority social-emotional learning, physical activity, and academics with accountable mentoring measures (home & school)

1. **Effective and Fluent Tiered Classroom Environments A. Tiered Instruction**

* Multi-Grade Band Leveled Grouping

(High 2s/Low 2s; High 1s/Low 1s)

* Amplify mClass Dibels-8 Diagnostic Reading Assessment Grouping tools; Istation Reading and Math Grouping Tools; Edmentum Exact Path Diagnostic Reading & Math Grouping Tools
* 3-4 Station Rotations
* 2-3 Teachers per classroom
* Research-based scripted pdf mini lessons
* Personalized Digital Learning Paths
* RTA Portfolios
* Facilitative Support Personnel
* 5-10 Whole Group Assembly
* 45/60-minute Blocks
* Progress monitoring

1. **Camp Enrichment and Enhancements**
2. **Community & Vendor Activities**

* Boys and Girls Club
* PBIS
* Physical Education
* PBL: STEAM
* Art & Music Appreciation

1. **Intensive Interventions**
2. **Whole Child Supports**

* Corrective Reading Program
* Sonday System-1
* Let’s Play Learn (LPL)
* Phonics Express
* Fast Phonics
* Successmaker Math

1. Social-Emotional Learning

* Station Rotations with Counselors
* Mentoring: Camp Culture Team

**Summer Camp Versus Summer School**

Halifax County Schools’ K-12 summer camps offer scholars re-teaching and enrichment activities to encourage a second chance at learning difficult concepts in a responsive environment. However, *Summer Camp is not Summer School* which means the general education classroom approach to teaching and learning is NOT the camping approach to responsive learning.

HCS’ summer camps provide at-risk scholars with an academic camping community of caring professionals who nurture ‘experiential’ education through supplemented ‘reteaching’, theme-based fun, and social enrichment activities while ‘*away from traditional school’* during the summer months. This means campers are rigorously engaged in the reteaching *(teaching again) of* academic content that they did not effectively comprehend during the school year. Campers are provided a respectful climate wherein leveled instruction and curriculum mitigate their struggles and respond to their academic needs. The camp experience also emphasizes students’ self-worth and teamwork to develop character and respect for others.

All twice-retained, one and two years below grade-level, and exceptional needs campers receive integrated access to all available whole child supports and services ‘*as much as possible*’ during summer camp.

Responsive planning includes diagnostic pre-assessments which always accompany *‘reteaching’* to reveal student misconceptions or errors in campers understanding. Analysis of the pre-assessment outcomes conveys the content that teachers must reteach and result in academic achievements, as well as an appreciation for the opportunity to learn (strong camp attendance). Campsite teachers are to facilitate re-teaching of content in new ways and/or with different learning modalities and continuously progress monitor until missing concepts and skills are mastered. The reteach strategy includes:

1. Deconstructing the standard by breaking it down into progressive learning targets
2. Understanding exactly where students are currently on that progression
3. Assisting each student with setting learning goals to develop self-efficacy
4. Clearly communicating the content standard(s) in student-friendly terms
5. Knowing what prerequisite steps are needed next for each student to continue toward meeting the grade level standards and design lesson engagement accordingly

Students base their decision to commit to the summer camp experience by way of the learning engagement design and social activities. Some students view summer camp as punitive for not passing grade level expectations throughout the course of the school year. This implies that teachers only have a short window of time to convince their campers that summer camp is worth their time and a positive place for learning new and challenging content. Therefore, a positive student-centered camp culture that provides for campers’ choice and voice is essential. When planning re-teaching activities, teachers should consider:

1. Student agency to impact students’ willingness to take responsibility for their learning
2. Inclusion of multimedia presentations and interactive technology tools
3. Creating activities with an emphasis on multiple intelligences
4. Utilizing multi-sensory approaches, such as Visual, Auditory or Kinesthetic aids
5. Providing frequent descriptive feedback on short and long-term tasks (portfolio work)
6. Strongly communicating work quality with rubrics and examples of expectations

**Awareness: Summer Learning Loss**

**The Concept of Learning Loss**

The Summer Camp Coordinator will need to be familiar with the concept of learning loss and its potential impact on the 2022-2023 EOY outcomes. L**earning loss** refers to any specific or general loss of knowledge and skills or reversals in academic progress, most commonly due to extended gaps or discontinuities in a student’s education” such as the COVID-19 pandemic (Reference: Education Reform). “**Learning loss happens when students forget or don’t receive necessary instruction or resources to acquire grade-level knowledge or skills while out of “normal” school for extended periods (for example summer break)**Therefore, learning loss can have a drastic impact on a student’s overall learning and trajectory. So, we must do all we can to reverse it.” **(Reference: Innovate Public Schools** [Link: Article](https://innovateschools.org/learning-loss/?gclid=EAIaIQobChMIgpai2tmk9wIVRcvICh1U9QqREAAYAiAAEgLaQvD_BwE)**)**

Highly effective teachers can teach students up to a year and a half (or more) of content in a single year, while other teachers may teach students only a half year of content over the course of a full year of school. If students receive poor-quality teaching over multiple years, learning losses can compound and grow more severe, decreasing the students’ chances of catching up with their peers or completing school.

If struggling students leave school performing below grade-level at summer break, their lack of academic engagement will have a significant negative impact upon their return to school in the fall. Their learning gap grows wider and decreases their ability to begin the new school year with grade-level standards and favorable outcomes. While learning loss can manifest in a wide variety of ways for a variety of reasons, during summer camp the emphasis is on alleviating “ineffective teaching” practices which led to slower academic progress. Therefore, the summer camp experience serves as clinical professional development to refine teachers’ instructional tool chest with awareness and best practices. The concept of “learning loss” has traditionally been an issue that educators deal with during summer months (Resource: “Strategies to Help Mitigate Learning Loss”/[IES>Regional Ed Lab Program](https://ies.ed.gov/ncee/edlabs/regions/central/blog/mitigating-learning-loss.asp))

**Classrooms’ Summer Camp Outreach Efforts: Informing Parents of Learning Loss:**

* The school begins with sending parent letters and requesting student/parent-teacher conferences to inform at-risk of failure status and discussion of the district’s summer intensive intervention plan
* The school directly requests student participation in summer camp program; however, attendance is at the discretion of the parent or guardian.
* The district used its at-risk board policy and principals’ input to determine the process for:

a) identifying eligible summer camp students,

b) informing parents of students’ eligibility for summer camp programs,

c) establishing criteria for at-level student participation, and

d) providing outreach to families and students to increase summer camp participation.

**Elementary and Secondary Camps**

**A picture containing table

Description automatically generatedGrades K-5 Summer Camp Overview (In-Person Teaching & Learning)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elementary Summer Camp Master Schedule** | | | | |
| **Blended Learning Station Rotations** | | | | |
| **Minutes** | **Grade Span** | **Time** | **Camp Sessions** | **Blended Playlist Options** |
| **45-minutes** | **K-5** | 7:30 – 8:15 AM | **Opening** | Arrival, Breakfast, & TED Talks for Kids |
| **30-minutes** | **K-5** | 8:15 – 8:45 AM | **Huddle** | Morning Meeting, Enrichment, or Intervention |
| **60-minutes** | **K-5** | 8:45 – 9:45 AM | **A** | Reading, Math, or Science |
| **60-minutes** | **K-5** | 9:45 – 10:45 AM | **B** | Reading, Math, or Science |
| **60-minutes** | **K-5** | 10:45 – 11:45 AM | **Lunch Options** | Lunch/Recess; Lunch/Enrichment; Lunch/Nap |
| **60-minutes** | **K-5** | 11:45 – 12:45 PM | **C** | Reading, Math, or Science |
| **45 minutes** | **K-5** | 12:45-1:30 PM | **D** | Reading, Math, or Science |
| **75 minutes** | **K-5** | 1:30-2:45 PM | **E** | Math, Project-Based Learning, or Interventions |
| **15-minutes** | **K-5** | 2:45 – 3:00 PM | **Wrap-Up** | Transition, Pack Up, TED Talk, Dismissal |
| **Camp Total** | | **Mondays – Thursdays 330 Instructional Minutes x 16 Days = 5,280 = 88 hours**  **Fridays 150 Instructional Minutes x 3 Days = 450 = 7.5 hours** | | |
| **Camp Total** | | **Mondays – Fridays 120 Non-Instructional Minutes x 19 = 2,280 = 38 hours** | | |
| **RTA Camp Total** | | **Read to Achieve/Minimum of 72 Hours** | | |
| **Summer Program Total:**  **(133.5 Hrs. + 9 Planning Hrs.)**  **142.5 Hrs.** | | **Total Summer Program Hours: 88 + 7.5 + 38 + hours = 133.5 Hours**  (Friday Afternoon 1/2 Day Staff PLCs: 180 minutes x 3 Days = 9 **hrs**.)  **(Daily 7.5 hours x 19 Days = 142.5 Hours)** | | |

The elementary summer camp program is housed on the campuses of Inborden Elementary STEAM Academy and Everetts Elementary STEM Academy. The elementary summer camp master schedule is as follows:

(Check minutes and hours for accuracy.)

The Elementary Summer Camp Coordinators will:

1. **Confirm & Supervise Elementary Camp Staff**
   1. Instructional staff
   2. Support staff
   3. Volunteer staff
2. **Confirm Elementary Campers’ Transportation to Campsite and Home**
   1. Confirm Camp Rosters with Central Services
   2. Confirm Campers’ Bus Routes with Bus Garage
   3. Communicate Campers’ Bus Routes to Parents
3. **Create a Transportation Transition Plan** 
   1. Identify and Post Bus Drop Off & Pick Up Points
   2. Identify and Post Car Drop Off & Pick Up Points
   3. Identify & Post Process & Personnel for Loading and Unloading Busses and Car Riders
4. **Plan and Prepare for Facilitated Transitions** 
   1. Transition 1: Arrival to classroom, breakfast in classroom, and restroom
   2. Transition 2: Lunch and Lunch options
   3. Transition 3: Dismissal (Bus/Car Riders)
   4. Transition 4: Parent Communication for Early and Late Pick-Up
   5. Establish daily transition routines for each of the above; print, and distribute to all stakeholders accordingly

1. **Lead the Review/Printing of Elementary Social-Emotional Learning Program Materials**
   1. **SEL Program Materials:** Sanford SEL Program [(Harmony Social-Emotional Learning)](https://www.harmonysel.org/). The Harmony Online Learning Portal provides elementary teachers with the necessary toolkit to successfully integrate Harmony’s social-emotional learning program into the classroom. This includes training, lessons, activities, videos, stories, games, and songs.
2. **Monitor Lunch & Recess/Enrichment Playlist Options**
   1. 30-minute lunch
   2. 30-minutes of free play or enrichment (preferably outside; without mask)
   3. **Program Materials:** Open Physical Education Resources ([(Open)](https://openphysed.org/activeclassnow)

Music & Dance: Healthy Kids Physical Fitness [(Toolkit)](https://extension.unr.edu/healthykids/pub.aspx?PubID=2935)

1. **Monitor and Assist teachers with the Planning of Small Group academic (Reading, Math, Science) & Enrichment Playlists:** 
   1. Prepare for grades K-3 Istation Reading and Math Competency-Based Pre-Assessments and grades 4-5th Exact Path Reading & Math Competency-Based Pre-Assessments which are administered the first 2-days of schools.
   2. Prepare for grades K-3 Istation Reading and Math End-of-Camp Competency-Based Post-Assessments and grades 4-5th Exact Path Reading & Math Competency-Based Post-Assessments which are administered the last 2-days of June.
   3. Ensure a minimum of 72-hours of reading instruction is across K-3
   4. K-3 Math/maximum of 1 hour daily
   5. Grades 4-5/minimum of 1 hour reading daily
   6. SEL session built into K-5 station rotations
   7. K-5 Envision Math Intervention Resources [(Envision Math Resources)](https://www.savvas.com/index.cfm?locator=PS37Dc&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=806&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDbProgramId=157521&elementType=programComponents)

K-3 Istation Math Learning Path Program [(Istation Math Toolkit)](https://www.istation.com/SuperSeven/TeacherResources)

4-5 Edmentum: Exact Path Math [(ToolKit)](https://www.edmentum.com/Summer-Planning-Toolkit)

Grades K-5 STEMscopes [(Instructional Model)](https://info.stemscopes.com/5e-ia-instructional-model)

1. **Prepare Access to the following Program Materials**:

Access to pre-k, elementary, and secondary Chromebooks

Arrival of 3rd Grade Read to Achieve Portfolio passages from each school;

K-5 Reading Street Intervention Reading Resources/[(Reading Street Core Program)](https://www.savvas.com/index.cfm?locator=PS1oDy)

Grades 1– 3 Sonday System-1; [(Sonday System)](http://members.winsorlearning.com/#:~:text=The%20Sonday%20System%20is%20a,to%20implement%20and%20highly%20effective.)

K-1 Sonday System: Let’s Play Learn; [(Empowerment Kits pdf)](http://members.winsorlearning.com/sonday-system-parent-empowerment-pack/)

K-3 Istation Reading & Math Digital Learning Path

4-5th Edmentum: Exact Path Reading & Math Digital Learning Path

Spiral notebooks, pencils for all campers

1. Plan to Attend and Assist with the rollout of Summer Camp Trainings
   1. K-5 Ready NC Reading and Math Materials
   2. K-5 Ready Pilot (online teacher resources)
   3. Project-Based STEAM Learning
   4. Ensure a minimum of 1-hour daily science across grades 4-5.
   5. Integrated approach to STEMScopes instruction across grades K-3
   6. Competency-based Assessment Grades K-5
   7. PBL STEMscopes [(Instructional Model)](https://info.stemscopes.com/5e-ia-instructional-model)
2. Establish a protocol for use of instructional block minutes
   1. Small-Group Work; Collaboration, Independent Learning Paths
   2. Facilitations:

Teacher-led guided practice groups

Teacher-led Intervention Groups

Enrichment Support Pullouts or Push-ins

1. **Enrichment** 
   1. **Integrated Project-Based Learning** [(PBL Works Tools: Free Registration)](https://my.pblworks.org/?_ga=2.141760050.1857089209.1620824449-302134902.1620824316)

Project development with an emphasis on integrated ELA, math, science and the arts.

* 1. K-5 summer enrichment will include integrated project-based learning, wherein students will have the opportunity to express their knowledge of NC SCOS reading, math, or science concepts through project-based learning portfolio which will include real-world problem-solving.
     + Students’ PBL portfolios will be on display as a culminating end of summer program exhibit.
     + Students will express their conceptual knowledge of science and math with oral/written presentations of selected project-based art forms
     + PBL Facilitation**:** Enrichment Supports Pullout or Push-ins

Enrichment Supports Pullout or Push-ins will support students in the planning and development of their selected art forms. Community volunteers are also invited to virtually assist students with the building and constructing of project.

1. Plan the K-5 End-of-Summer Camp Program Activity
   1. **Program Date:** June 30, 2022; Activity Time: 11:00 AM – 2:00 PM
   2. Plan with the end in mind. Projects need to be introduced by teachers the first day of camp. Project rubric should reflect priority standards in ELA, math, and science.

**Secondary Summer Camp Overview (In-Person Teaching & Learning)**

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The secondary summer program is housed on the campuses of W.R. Davie STEM Academy and Enfield Middle STEAM Academy. The secondary summer camp master schedule is as follows:

|  |  |  |
| --- | --- | --- |
| **Master Schedule: Grades 6-12**  **Recovery Learning and Enrichment Camp Sessions** | | |
| **15-minutes** | 7:30am-7:45am | Arrival, Breakfast, & SEL activity |
| **82-minutes** | 7:45am- 9:07am | Session 1: Core |
| **82-minutes** | 9:10am- 10:32am | Session 2: Core |
| **82-minutes** | 10:35am- 11:57am | Session 3: Core |
| **25- minutes** | 12:00pm -12:25pm | Lunch & Transition |
| **47-minutes** | 12:30pm-1:17pm | Session 4: Elective 1 |
| **47-minutes** | 1:20pm – 2:07pm | Session 5: Elective 2 |
| **47-minutes** | 2:10pm – 2:57pm | Session 6: Elective 3 |
| **3-minutes** | 2:57 – 3:00pm | Dismissal |
| **Camp Totals:**  115.5 Instructional  13.6 Non-Instr.  6.3 Trans. Min.  +7.05 PLC hours  **142.45 Hours** | **Mondays – Thursdays 387 Instructional Minutes x 16 Days = 103.2 hours**  **Fridays 141 Instructional Minutes x 3 Days = 12.3 hours**  **115.5 hours** | |
| **Mondays – Fridays 43 Non-Instructional Minutes x 19 Days = 13.6 hrs.**  **20 Non-Instructional Transition Minutes x 19 Days =6.3**  (Friday Afternoon 1/2 Day Staff PLCs: 141 minutes x 3 Days = **7.05** **hrs**.)  **(Daily 7.5 hours x 19 Days = 142.5 Hours)** | |

**(Check minutes for accuracy)**

**The Middle & High School Summer Camp Coordinators will:**

1. **Confirm Rosters & Monitor Camp Staff**
   1. Instructional staff
   2. Support staff
   3. Volunteer staff
2. **Confirm & Monitor Campers’ Transportation to Campsite and Home**
   1. Confirm Camp Rosters with Central Services
   2. Confirm Campers’ Bus Routes with Bus Garage
   3. Communicate Campers’ Bus Routes to Parents
3. **Create a Transportation Transition Plan** 
   1. Identify and Post Bus Drop Off & Pick Up Points
   2. Identify and Post Car Drop Off & Pick Up Points
   3. Identify & Post Process & Personnel for Loading and Unloading Busses and Car Riders
4. **Plan and Prepare for Facilitated Transitions** 
   1. Transition 1: Arrival to classroom, breakfast in classroom, and restroom
   2. Transition 2: Lunch in classroom and restroom
   3. Transition 3: Dismissal (Bus, Car riders)
   4. Transition 4: Parent Communication for Early/Late Pick-Up
   5. Establish daily transition routines for each of the above; print and distribute to all stakeholders accordingly
5. **Assist and Monitor the Planning of Campers’**
   1. Grades6-8 enrichment activities will include in-person opportunities for small groups, one-to-one and arts enrichment project-based learning with digital supports.
   2. Activities: cultural arts, STEM, and Health/Physical Education
   3. While Harmony SEL will be utilized for Grade 6, students in grades 7-8 will focus on mindfulness, abstinence, goal setting, and college and career exploration.

|  |
| --- |
| **Overall Middle School Program Components** |
| **Non-Instructional:**   * Meal service * Transportation * Social-Emotional Learning supports   **Instructional:**   * End of Course Subjects   (English II, Math I, Math III)   * Access to enrichment/interventions |

1. **Assist and Monitor the Planning of High School Campers’**
   1. Summer learning opportunities for 9th-12th grade students who have not met proficiency in reading and math
   2. Face-to-face opportunity for campers to have 82-minute intervals of science, reading, and math instruction
   3. Access to certified teacher and works independently using a digital platform such as Edmentum, MyPerspectives, and STEMScope and teacher to camper ratio of 1:12
   4. Program provides an intensive focus on academics, foundational reading and math skills with content critical to success within the next course while infusing hands-on, engaging activities.
   5. Summer Learning and Extension Camps will also offer campers one or two courses that they have previously failed
   6. The program will be housed on the campuses of William R. Davie STEM Academy and Enfield Middle STEAM Academy due to High School renovations
2. **Assist and Monitor the Planning of the following Summer Camp High School Courses**

* Bridge to English I
* Bridge to English II
* Bridge to NC Math 1
* Bridge to NC Math 2
* Bridge to NC Math 3
* Bridge to Biology
* Credit Recovery
* Visual Arts
* CTE Credentialing
* Cultural Arts
* Band Camp
* Health/ PE
* Summer Conditioning
* Community College Courses

|  |
| --- |
| **Overall High School Program Components** |
| **Non-Instructional:**   * Meal service * Transportation * Social-Emotional Learning supports   **Instructional:**   * End of Course Subjects   (English II, Math I, Math III)   * Access to modules and teacher support for credit recovery * Access to an elective course |

## **K-12 Competency-Based Assessments: Program Evaluation**

All participating elementary and secondary campers must be administered a designated competency*-based assessment* at the *beginning and at conclusion of the summer camp program*. Campers’ individual competency-based assessment results will be shared with campers’ 2022-2023 receiving schools.

**The summer camp program evaluation will include:** - Grades K-8 campers’ *competency-based assessments* and promotions & retention rates - Grades 9-12 number of campers who received credit recovery

The Department of Public Instruction will make a single competency-based assessment tool available; however, *the Public School Unit (PSU/LEA) may request to utilize an existing competency-based assessment approved by DPI.* The K-8 summer camp program will use the following Competency-Based Assessment tools to track campers’ learning and growth.

|  |  |
| --- | --- |
| **Grades Pre/Post Competency-Based Assessments** | |
| K-3 | Istation Reading and Math |
| 4-8 | Edmentum Exact Path Reading and Math |
| 5th & 8th | TE21 Science Benchmark ? |
| 3rd | Read to Achieve Grade 3 Test |
| 9-12 | **Secondary Assessments:**  Assessments are not required at the high school level; however, mastery through the completion of credit recovery courses will evidence student gains. (9th -12th grade number of credit recovery) |

**Halifax County Schools is required to report the following to NCDPI by Oct. 15, 2022. June 2022 Summer Camp Documentation:**

1. Results of grades K-8 pre/post-competency-based assessments
2. Number of campers who progressed to the next grade level after participating in academic summer camp program.
3. The number of campers who were retained in the same grade level after participating in academic summer camp program.
4. The number of campers who received credit recovery in high school.

# Read to Achieve -- Summer Camp Teacher Incentives

# Building Staff Capacity to Further Develop Quality Instructional Leadership, Teaching and Learning:

# The Summer Camp Coordinator will communicate the following to camp staff: (Please share at your initial staff meeting)

Halifax County Schools prides itself in growing potential instructional leadership, teaching and learning capacity within the district to ensure the retention of staffing and consistent instructional leadership across the district for addressing the needs of the whole child. Therefore, the summer program staffing incentives offer opportunities for veteran & new teachers, instructional coaches, and opportunity culture personnel, and teacher assistants to develop their interest in:

* school administration (ex. site coordinator, principal internships, departmental heads)
* clinical practice for adding on to professional license (example: teacher license, reading specialist, EC licensure, instructional coach, National Board Certification)
* embedded job-shadowing (teacher assistance preparing to become a teacher)
* instructional technology team (job-embedded shadowing and collaboration)
* professional license renewal credits in reading and math
* bonus pay (upon available funding)

**Summer Program Organizational Resource Files:**

The elementary and secondary Camp Coordinators will create and ensure access to the following shared folders & files: (Create other files as needed.)

**Staff Files**

1. Staff Roster with teachers’ position and camp placement and email
2. Staff Emergency Contact Log
3. Staff Attendance Log
4. Timesheets
5. COVID Attestation Log
6. COVID Log
7. Summer Camp Walkthrough Form
8. Walkthrough Feedback Protocol
9. Teachers’ Content and Enrichment Lesson Plans
10. Lesson Planning Protocol

**Student Files**

* 1. Student Transportation Log
  2. Student Attendance Logs
  3. Student Emergency Contact Log
  4. COVID Log
  5. Students’ beginning and end Competency-Based Reading and Math Assessment Log & Data Report
  6. Student Progress Monitoring Logs and template
  7. Students’ Computer Log
  8. Behavioral & Office Referral Log

**Parent Files**

1. Invitation to Summer Program Letter and/or advertisements/announcements
2. Competency-based Assessment Letter
3. Letters from Parents/Guardians
4. Parent-Coordinator Communication Log

**Summer Camp Calendar Dates**

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**Summer Camp Coordinators will plan communications for the following calendar dates as appropriate with parents, camp staff, students, and school community accordingly:**

* Site coordinator’s summer orientation meeting with central services’ designees Thursday, May 12, 2022 (2:30 – 4:00/Virtual Meeting)
* Site coordinator’s orientation meeting with bus garage is Monday, May 23, 2022 (Ms. Briana Hardy 2:30 – 3:00 PM)
* The site coordinator’s orientation meeting with summer staff is Tuesday, May 24, 2022 (3:30 – 4:15/Virtual Meeting)
* Announcement and posting of summer transportation routes is Thursday, May 26, 2022 (Send letter home to parents and post transportation schedules at each school to inform principals and school community of summer transportation routes.)
* Create recorded phone message: Site Coordinator’s summer camp greeting and announcement of Summer Camp Opening with the necessary parent-student guidance information for attendance: who, what, where, when, and FYI is due by Monday, May 30, 2022.
* Staff Training: Administration of students’ Beginning of Recovery Learning Competency-Based Assessment trainings is June 2-3, 2022.
* Administration of students’ End of Recovery Learning Competency-Based Assessment training is Monday, June 27, 2022
* Communication of Students’ Weekly Progress Monitoring Report to students and parent/guardians (weekly reporting of progress to parents for June 10, 17, 24, 30th.
* Weekly Scheduled walkthroughs and conferences (Feedback form)
* Lesson plan submission and review
* End of summer culminating enrichment activity June 30, 2022 /11:00-2:00 PM
* Site Coordinators’ weekly PLC (Fridays, 1:00 – 3:00 PM)
* Teachers’ vertical PLC (Fridays, 1:00 – 3:00 PM)

**Summer Camp Staff Code of Ethics**

**Preamble II. Commitment to the School and School System**

**Section E.** **When acting in an administrative capacity:**

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statues and regulations.
3. Protects the rights of others in educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.
5. Summer attire is flexible and professionally positioned for interactions with students and staff

**Summer Camp: Behavior Management Plan**

Elementary, middle, and high schools will all locate on two K-8 campuses (Everetts/W.R. Davie Middle STEM Academy and Inborden/Enfield Middle STEAM Academy). **All** campsite coordinators are expected to be highly visible in hallways and routinely monitoring classrooms. The Summer Camp behavior policy follows the same school policy as the regular school year. Elementary and secondary campers will follow their Student Handbook accordingly. For example, K-12 campers should be respectful of other campers and staff, follow staff instructions, participate in planned activities, maintain good attendance, and adhere to rules and consequences.

To ensure the establishing of a sound camp culture, the Campsite Coordinator will need to:

* Meet with the Camp Culture Team to ensure respectful transitions and the social-emotional focus for a safe, orderly, respectful, and fun summer camp culture.
* Ensure staff has access to the school’s Student Handbook.
* Review the Student Handbook with staff and students with an emphasis on the following areas:

1. Attendance
2. Bullying
3. Fighting
4. Threatening others
5. Using profanity
6. Stealing or damaging camp property or the property of others
7. Leaving a program or activity without permission
8. Endangering anyone’s health or safety
9. Smoking tobacco products or using e-cigarettes
10. Using alcohol or drugs
11. Sexual conduct
12. Bringing weapons onto camp property

**Summer Camp: Culture Development**

## **Summer Camp Disciplinary Process**

* All summer camp rules and consequences and parent communication letters MUST be submitted for review by the secondary and elementary directors to ensure alignment of communications and student consequences.
* The elementary camp includes “Camp Culture Coaches”. The Camp Culture Team consists of counselors, nurses, social worker, and physical education teachers as leads. This is your first line of support to bringing consistent misbehavior under subjection to the classroom rules. Be sure to make this their primary source of work to keep the regular camp classroom operating at its maximum learning capacity.

Review the discipline policy (student handbook) with your camp staff to ensure they fully understand the discipline policy. *Remember, parents will challenge the consequences if the appropriate steps are not followed as stated*. Schedule an assembly with students to review the camp discipline policy and require teachers to implement the policy with fidelity. When campers arrive, make sure you clearly explain all aspects of the discipline policy so campers know the ground rules from the start. Use the student handbook from the regular school year to assist with discipline.

The implementation of a “consistent behavior” policy is key to a fun and rewarding experience for all campers. Be sure to make it part of your “Getting Started” Camp Routines.

The disciplinary process usually begins with a verbal warning, preferably on a one-to-one basis so you don’t embarrass the camper. Stay calm and clearly explain that the camper has broken a rule and acted inappropriately. Allow a response from the student; there’s usually a reason behind the misbehavior. Learning the cause may help you keep it from recurring. If the behavior continues, you might then proceed to a mild punishment. This could be a time-out (time away from the group), a withholding of privileges, or removal from a group activity for a day.

If misbehavior continues, sending a report to the parent or guardian might be the logical next step. Beyond that, a conference with the parent or guardian and counselor might be needed, and if all else fails, there is suspension or expulsion from camp. Remember to be impartial. Apply the rules consistently and fairly.

Along the way, remember that positive reinforcement can be more powerful than punishment. When you observe campers behaving well, getting along, and having fun responsibly, point it out and praise them for it.

**Summer Camp Job Descriptions**

Halifax County Schools

**Summer Site Coordinator**

**Job Description**

The Halifax County Schools’ elementary and secondary Summer Camp Programs are designed to provide students at-risk of academic failure with a free (and in-person) school extension opportunity to close achievement gaps in core curricula subjects. The summer program also offers enrichment arts and engagement in community activities. The camp is open to all elementary students; however, at-risk students have priority seating. The summer camp opportunity will offer in-person academic and enrichment activities.

**Position Title:** Summer Site Coordinator

**Reports to:** Central Services’ Designee

**Role:** In accordance to the Summer Campsite Guide, the Summer Site Coordinators will work together as a team with the district and hosting campsite principals to ensure a safe and orderly summer camp environment for all students and personnel. The Site Coordinators’ primary role is site manager which includes managing the school staff, personnel and activities [teachers, students, support personnel, office manager, bus drivers, student transitions to and from school (bus & car riders), program transitions and enrichment events, supplies, parent-student communications, and first responder of alerts to central office].

**Responsibilities:**

* Attends a scheduled orientation meeting with the central services’ designee to understand the logistics and rollout of the district’s approved summer camp and enrichment plan with regards to mandated operational requirements: Read to Achieve Legislature, COVID Recovery of Learning Loss and Enrichment Legislature, and COVID Tool kit Guides.
* Attends a facilitated orientation meet and greet with the hosting campsite principal to ensure an understanding of the school’s layout and access to given parameter of designated areas of the school building and supplies.
* Preschedules an end-of-camp closeout meeting with the host principal and central services’ designee to ensure restoration of campsite areas and adequate return of any school supplies.
* Establishes the designated campsite areas into safe academic and enrichment space for classrooms, meals, physical activity, vendors, social-emotional interactions, hallway transitions, bussing: receiving and dismissal; car riders’ receiving and dismissal areas.
* Establishes a master camp schedule in alignment with the district’s approved operational hours and summer enrichment plan.
* Ensures students’ appropriate campsite assignment, bus transportation, and classroom assignments.
* Establishes appropriate staffing and distribution of personnel for each campsite.
* Coordinates and implement a summer employment orientation for staffers to ensure understanding of roles, responsibilities/duties and deliverables according to job descriptions.
* Designates appropriate measures for academic recovery of learning loss according to the students’ report card, NC SCOS ELA, math, and science standards and the receiving teachers’ recommended portfolio action plan.
* Determines acceptable and appropriate use of printed and digital curriculum materials and lesson planning for whole group, small group, one-to-one and supplemental interventions for tiered instruction.
* Creates a master schedule for competency-based measures: Beginning Of Summer (BOS) and End Of Summer (EOS) competency-based assessments in reading, math and science to report student growth to DPI.

**Duties:**

Duties include, but are not limited to the following:

* Is receptive of central services’ monitoring feedback and guidance in the facilitation of campsite coordinator’s role and responsibilities in accordance to the HCS’ Summer Camp Guide.
* Maintains a courteous and professional collaborative relationship with campsite staff, students, parents, guardians, and community vendors.
* Secures the classroom delivery and storage of campsite supplies.
* Keep a daily camp log of teacher sign-ins; parent-teacher communications; response to central services requests and updates.
* Conduct End of Day staff check-in meeting to ensure immediate follow-up with parent and staff concerns
* Require and monitor acceptable use of lesson plans with a monitoring instrument.
* Conduct daily check-ins with bus drivers: monitors students’ safe arrival and safe dismissal to and from school with respect to COVID guidelines
* Addresses inappropriate campsite behaviors (among staff, students, parent/guardians, and community vendors) in a timely manner

**Qualifications and Skills:**

* Ability to work collaboratively with central service designees and follow directives for managing high stakes situations that impact the safety and care of staff and students.
* Possess a master’s degree or license in school administration; aspires to become an elementary principal or to obtain a principal internship; Halifax County Schools’ HR approval for school extension contract
* Ability to work collaboratively and respectfully with central services’ summer program designee and receive program directives, guidance, and corrective monitoring feedback accordingly
* Ability to establish a collaborative and respectful work relationship with the host campsite principal and honor the agreed upon designated access to building parameters accordingly
* Leads by example: timely arrival, respectful character, exhibits customer appreciation skills
* Ability to represent Halifax County Schools in a positive manner through professional dress, respectful character, courteous interactions with staff, adherence to guidelines, and self-discipline.
* Ability to monitor classrooms; instruct personnel in accountable practices; provide corrective feedback, and follow-ups.
* Ability to supervise and manage a diverse campsite staff and establish collaborative working relationships
* Ability to address disgruntle employees with firm & fair corrective actions in accordance to HR guidelines
* Highly organized with attention to accurate record keeping, details, guidelines, and proactive problem-solving measures
* Strong abilities for producing quality press releases, written communication & messaging, and meeting the press with quality, verbal public relations skills
* Possesses sound, equitable decision-making skills
* Possesses technology skills: familiar with Microsoft office suite, use of school intercom & office phone

**Summary:**

The ideal Halifax County Schools’ Summer Site Coordinator candidate is an aspiring school executive, who is seeking administrative leadership opportunities. The candidate seeks to demonstrate his or her abilities to lead in as a school executive (principal). Much like the school executive, the Summer Site Coordinator monitors program activities and demonstrates the necessary character and managerial skills to obtain the goal of learning recovery in a safe and orderly school environment. Preference will be given to retention of employees in Halifax County Schools.

Halifax County Schools

**K-12 Summer Camp Teacher**

**Job Description**

The Halifax County Schools’ Summer Camp Program is designed to provide students at-risk of academic failure with a free (in-person) school extension opportunity to close achievement gaps in core curricula subjects. The summer program also offers enrichment arts and engagement in community activities. The camp is open to all elementary students; however, at-risk students have priority seating. The summer camp opportunity will offer in-person academic and enrichment activities.

**Position Title:** Summer Camp Teacher

**Reports to:** Summer Site Coordinator

**Role:** The Summer Camp Teacher’s primary role is to provide supervised academic engagement and enrichment activities to assigned grade-levels in a safe and orderly learning environment, with clear social-emotional sensitivity practices.

**Responsibilities:**

The Summer Camp Teacher is responsible for:

* Attending a scheduled orientation meeting with the Summer Site Coordinator to understand the logistics and rollout of the district’s approved summer camp and enrichment plan with regards to mandated operational requirements: Read to Achieve Legislature, COVID Recovery of Learning Loss and Enrichment Legislature, and COVID Tool kit safety guidelines.
* Establishing a courteous and professional collaborative work relationship with the Summer Campsite Coordinator, summer camp staff, students, parents, guardians, and community vendors.
* Creating a welcoming, remedial teaching & learning environment, wherein students are encouraged to take risk in learning challenging content and engage in collaborative work.
* Elementary will establish a daily classroom schedule in alignment with the campsite’s master schedule, which provides for a minimum of 72 hours of reading instruction in ELA across grades K-5 within 150 academic and enrichment camp hours (A*rrival, transitions, meals, and physical activity are not included in the 150 camp hours*); including a daily 30-minute planning period for teachers.
* Confirming class roster, students’ bus transportation, and students’ emergency contact information
* Securing the delivery and storage of campers’ classroom supplies.
* Submitting and tracking students’ daily attendance according to camp guidelines.
* Establishing a classroom management system for directing, redirecting and managing student behavior in whole-group, small-group, and independent work sessions with work norms, rewards and consequences.
* Implementing competency-based measures: Beginning Of Summer (BOS) and End Of Summer (EOS) assessments in reading and math to report student growth to DPI.
* Developing differentiated, data-driven, remedial lesson plans as appropriate in the delivery of assigned content area
* Preparing weekly student progress reports and parent communications
* Attending scheduled staff meetings; contributing to the successful implementation of the HCS’ Summer Program as needed; responds positively to impromptu afterschool meetings to receive updates and/or possibly address concerns as needed.
* Assists the Summer Campsite Coordinator with ensuring a safe and orderly learning environment with respect to COVID-19 guidelines.

**Duties:**

* Is receptive of Summer Site Coordinator’s monitoring of instruction and coaching feedback as well as central services walkthrough and monitoring feedback.
* Meets students upon arrival; dismisses car riders according to established guidelines; walks students to bus upon dismissal; provides timely response to parent’s changes in transportation/communications.
* Takes daily attendance
* Delivers planned data-driven remedial instruction to students: whole-group, small-group, and one-to-one
* Plans and provides for a balance of small-group teacher-led instruction with guided practice and online learning path instruction with progress monitoring and corrective feedback conferences.
* Ensures posting of the following academic supports: daily schedule, agenda for use of instructional minutes, unpacked standard, anchor charts, word wall, and teaching points for: I Do; We Do; You Do
* Grades students’ work with meaningful prescriptive feedback: What the student did well and needs to improve upon
* Sends home weekly progress communications.
* Assists with breakfast, lunch, academic and enrichment transitions
* Keeps learning environment clean and orderly for easy access of materials and displaying of student’s work projects.
* Addresses inappropriate student behaviors in a timely manner with PBIS behavior management system
* Follows COVID-19 Toolkit guidelines for the implementation of a safe, interactive, and social-distanced learning environment

**Qualifications and Skills:**

* Halifax County Schools’ HR approval for school extension contract
* Classroom experience
* Ability to work with diverse learners
* Outstanding communication skills, both verbal and written.
* Proficient computer skills (Microsoft suite, data-base systems)
* Ability to manage a classroom
* Ability to prepare lessons and break instruction into digestible chunks;
* Explicit teaching of academic processes

**Summary**:

The Summer Camp Teacher is a veteran or an aspiring new teacher, who is committed to helping students at-risk of academic failure to achieve their full potential. The teacher demonstrates the necessary character, managerial skills, and planning practices to obtain the goal of learning recovery in a safe and orderly camp environment. Preference will be given to retention of employees of Halifax County Schools.

Halifax County Schools

**Enrichment Support Staff**

**Job Description**

The Halifax County Schools’ Elementary Enrichment Support Team is designed to assist students at-risk of academic failure with closing achievement gaps in core curricula subjects and social-emotional support. This support team will work collaboratively with classroom teachers, students, community volunteers, vendors, and integrated project-based enrichment activities. The enrichment support staff will help students remove learning barriers in designated areas.

**Position Title:** Enrichment Support Staff

**Reports to:** Summer Site Coordinator

**Role:** Enrichment & Social-Emotional Support

The Team’s primary role is to provide supervised academic engagement and enrichment activities to assigned grade-levels in a safe and orderly learning environment, with clear social-emotional sensitivity practices. The support staff will carry out specified work plans to assist or support the work of students in small group or one-to-one settings.

**Responsibilities:**

The Enrichment Support Staff is responsible for:

* Attends orientation meeting with the Summer Site Coordinator
* Assists with the increasing of achievement for all students
* Provides enrichment support to students & collaborative assistance to classroom teacher
* Provides teachers with appropriate enrichment activities and experiences designed to help students fulfill their potential for intellectual, emotional, physical, and social growth.
* Assists students with skill and concept gap remediation or exam readiness needs
* Fills skill gaps by focusing learning on each student’s areas of deficiency, resulting in success in passing classes the first time and achieving success on high-stakes tests.
* Ensures the social-emotional needs of students are identified and addressed with the recommended resources.

**Duties:**

* Provides targeted assistance services to students in one-on-one, small group, and inclusion settings.
* Sessions are scheduled to limit the interruption of content instruction provided by the classroom teacher. Other services may include screening and diagnostic assessment, classroom observations, and other designated support services as needed.
* Assists classroom teacher in developing an appropriate integrated project-based instructional focus.
* Attends PLC and staff meetings

**Qualifications and Skills:**

* Halifax County Schools’ HR approval for school extension contract
* Classroom experience
* Ability to work with diverse learners
* Outstanding communication skills, both verbal and written.
* Proficient computer skills (Microsoft suite, data-base systems)
* Ability to manage a classroom
* Ability to prepare lessons and break instruction into digestible chunks;
* Ability to work collaboratively with classroom teachers, students, community volunteers, and vendors

**Summary**:

The ideal Enrichment Support Team candidate is an aspiring veteran or new teacher, or teacher assistant, who is committed to helping students at-risk of academic failure to achieve their full potential. The teacher demonstrates the necessary character, managerial skills, and planning practices to obtain the goal of learning recovery in a safe and orderly camp environment. Preference will be given to retention of employees of Halifax County Schools.

Halifax County Schools

**Camp Culture Lead-Coach**

**Job Description**

The Camp Culture Lead-Coach works collaboratively with the Camp Culture Team to support high needs campers who are at-risk of failure due to inappropriate problematic behaviors and poor social skills. This position creates, monitors, and maintains healthy and satisfying redirect activities to help campers acclimate to camp norms, make good decisions in a shared space, and how to academic and social situations. It is designed to strategically support campers at-risk of academic failure to close their achievement gaps in core curricula subjects with social-emotional supports. The Camp Culture Lead-Coach manages the work of the Camp Culture Team’s collaborative work with at-risk campers, classroom teachers, Whole-Child supports, community volunteers, enrichment vendors, and integration of project-based activities.

**Position Title:** Camp Culture Lead-Coach

**Reports to:** Campsite Coordinator

**Role:** Serves as lead coach on Camp Culture Team to ensure appropriate planning, coaching, teaching, modeling of evidence based behavioral practices including de-escalation strategies to mitigate academic failure due to campers’ poor self-management skills in the learning environment.

**Responsibilities:**

* Works collaboratively with the elementary and secondary central services designees to establish camp culture coaches’ support and monitoring routines in alignment with camp norms, NC SCOS, social-emotional learning, positive behavioral interventions, and Whole-Child supports.
* Rosters K-5 campers who are identified as high-needs due to problematic interruptive behaviors and poor social skills who obtained one or more school suspensions, office visits, multiple time-outs, and frequent inattentive out-of-seat activity previously demonstrated throughout the regular school year.
* Leads the camp culture coaches in the development of a summer camp PBIS playlist that targets and redirects inappropriate behaviors, manages academic tasks, and engages mentoring.
* Works collaboratively with teachers to ensure students’ academic needs are adequately addressed.
* Monitors and identifies barriers to students’ successful transition and facilitates interventions as needed.
* Skillfully draws on campers’ inappropriate experiences to increase camp attendance, enrich the blended learning environment, integrate project-based enrichment activities, and design PBIS coaching strategies.
* Observes the Camp Culture Team’s daily activities.

(continued)

**Duties:**

* Meets weekly (or as needed) with the designated Campsite Coordinator to debrief camp activity playlists and outcomes
* Monitors, assists, and supports the work of designated camp culture coaches.
* Meets weekly (or as needed) with the Camp Culture Team to supervise sound planning of camp experiences
* Manages the flow of PBIS activities within a blended learning environment
* Attends Friday PLCs

**Qualifications and Skills:**

* Halifax County Schools’ HR approval for school extension contract
* Strong work ethic and attendance
* Demonstrates the necessary character, managerial skills, and planning practices to obtain the goal of learning recovery in a safe and orderly camp environment.
* Classroom experience; respectful engagement with others; flowthrough with responsibilities
* Ability to strategically provide for and resolve inappropriate problematic behaviors and poor social skills.
* Ability to listen and strategically manage problematic behaviors
* Outstanding communication skills, both verbal and written.
* Proficient computer skills
* Ability to manage a blended learning playlist of academic and social-emotional camp activity options
* Ability to serve as lead on Camp Culture Team
* Ability to work collaboratively (as needed) with designated central services summer camp designees, elementary or secondary campsite coordinators, camp teachers, high-needs campers, community volunteers, and vendors.

**Summary**:

The ideal Camp Culture Lead Coach is a veteran or new teacher who is committed to helping students at-risk of academic failure to acclimate and engage fully in camp activities. Preference will be given to retention of employees of Halifax County Schools.

Halifax County Schools

**Camp Culture Coaches**

**Job Description**

Camp Culture Coaches work collaboratively with the Camp Culture Lead-Coach to support high needs campers who are at-risk of failure due to inappropriate problematic behaviors and poor social skills. This position creates, monitors, and maintains healthy and satisfying redirect activities to help campers acclimate to camp norms, make good decisions in a shared space, and academic and social situations. The position is designed to strategically support campers at-risk of academic failure to close their achievement gaps in core curricula subjects with social-emotional supports. Camp Culture Coaches mentor and coach social-emotional learning playlists.

**Position Title:** Camp Culture Coach

**Number of Positions**: 2-4

**Grade Levels**: Elementary & Secondary

**Reports to:** Designated Campsite Coordinator

**Role:** Coaches, teaches, models, and supports evidence based behavioral practices including de-escalation strategies to campers at-risk of academic failure due to poor self-management skills in the learning environment.

**Responsibilities:**

* Works collaboratively with their elementary or secondary camp culture lead-coach to establish social-emotional learning and monitoring routines in alignment with camp norms, NC SCOS academic activities, positive behavioral interventions, and enrichment supports.
* Tracks K-5 campers who are identified as high-needs due to problematic interruptive behaviors and poor social skills who obtained one or more school suspensions, office visits, multiple time-outs, and frequent inattentive out-of-seat activity previously demonstrated throughout the regular school year.
* Develops a summer camp PBIS playlist that targets and redirects inappropriate behaviors, manages academic tasks, and engages mentoring.
* Works collaboratively with teachers and Whole-Child supports to ensure students’ academic needs are adequately addressed.
* Monitors and identifies barriers to students’ successful transition and facilitates interventions as needed.
* Skillfully draws on campers’ inappropriate experiences to increase camp attendance, enrich the blended learning environment, integrate project-based enrichment activities, and design PBIS coaching strategies.
* Communicates campers’ daily progress to parents and the Camp Culture Lead-Coach.

(continued)

**Duties:**

* Meets weekly (or as needed) with the Camp Culture Team to debrief camp activity playlists and outcomes
* Plans social-emotional learning activities
* Manages the flow of PBIS activities within a blended learning environment
* Attends Friday PLCs
* Provides for daily communication with parents

**Qualifications and Skills:**

* Halifax County Schools’ HR approval for school extension contract
* Strong work ethic and attendance
* Demonstrates the necessary character, managerial skills, and planning practices to obtain the goal of learning recovery in a safe and orderly camp environment.
* Classroom experience; respectful engagement with others; flowthrough with responsibilities
* Ability to strategically provide for and resolve inappropriate problematic behaviors and poor social skills.
* Ability to listen and strategically manage problematic behaviors
* Effective communication skills, both verbal and written.
* Proficient computer skills
* Ability to learn and manage a blended learning playlist of academic and social-emotional camp activity options
* Ability to serve and work collaboratively on Camp Culture Team

**Summary**:

The ideal Camp Culture Coach is a veteran or new teacher who is committed to helping students at-risk of academic failure to acclimate and engage fully in camp activities. Preference will be given to retention of employees of Halifax County Schools.

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**Halifax County Schools**

**2021-2022 Summer Camp Walkthrough Snapshot**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: | | Date: | Time: |
| Grade: | Subject: | Host Campsite: | |
| **Visit Conducted by:** Campsite Coordinator\_\_\_\_ Principal \_\_\_\_ Central Services \_\_\_\_ | | | |

The classroom reflects the instructor’s managerial routines, procedures, instructional practices, and rigor. The walkthrough

snapshot portrays students’ opportunities for learning recovery and quality engagement as: Outstanding (**O)**, Adequate **(A),** or misaligned **(M).** Please mark accordingly.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Learning Environment O** | | | | | **A M** | | | | | | **Lesson Planning O A M** | | | | | | | |
| Adheres to current COVID guidelines | | | |  |  | |  | | Specific planning of learning target | | | |  | |  | |  | | |
| Specific student-centered approach | | | |  |  | |  | | Learning activities follows re-teach lesson design | | | |  | |  | |  | | |
| Specific interactive expectations posted | | | |  |  | |  | | Evidence of appropriate playlist acitvities | | | |  | |  | |  | | |
|  | |  | **Specific Use of Instructional Minutes** | | | | | | | | | | | | | | | | |
| Instructional minutes were specifically and effectively used to: | | | | | | | | | | | | | O | | A | | | M | |
| **Engage students in comprehending the concept of …** | | | | | | | | | | | | |  | |  | | |  | |
| **Assist students in exploring how to …** | | | | | | | | | | | | |  | |  | | |  | |
| **Elaborate students’ understanding of ….** | | | | | | | | | | | | |  | |  | | |  | |
| **Extend students’ practice of …** | | | | | | | | | | | | |  | |  | | |  | |
| **Evaluate students’ knowledge of …** | | | | | | | | | | | | |  | |  | | |  | |
| **Targeted Social-Emotional Support O A M** | | | | | | | | | | **Enrichment O A M** | | | | | | | | | |
| **Topic:** | | | | | |  |  |  | | | **Student Activities:** | |  | |  | | |  | |
| **Dialogue:** | | | | | | | | | | |  | | | | | | | | |
| **Acknowledgement of EC & ELL Accommodations and Comments:** | | | | | | | | | | | | | | **O** | | **A** | | | **M** |
|  | | | | | | | | | | | | | |  | |  | | |  |

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**Halifax County Schools**

**Extended Learning ELA Recovery Standards**

**(**[**ELA Unpacking Activity Resource**](https://www.livebinders.com/shelf/search?search=&terms=ELA+Unpacking+the+Standards&type=0)**)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **K-12 English Language Arts** | | | | | | | | | | | | | | | | | | | | |
| **Elementary Priority Standards** | | | | | | | | | | | | **Middle School Priority Standards** | | | | | | | **High School** | |
| **K** | | **1st** | | **2nd** | | **3rd** | | **4th** | | **5th** | | **6th** | | **7th** | | **8th** | | **English II** | | |
| **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | **I.1** | **L.1** | | **I.1** |
| **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | **I.2** | **L.2** | | **I.2** |
| **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | **I.3** | **L.3** | | **I.3** |
| **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | **I.4** | **L.4** | | **I.4** |
| **L.4.a** | **I.7** | **L.4.a** | **I.7** | **L.4.a** | **I.7** | **L.4.a** | **I.7** | **L.4.a** | **I.7** | **L.4.a** | **I.7** | **L.4.a** | **I.5** | **L.4.a** | **I.5** | **L.4.a** | **I.5** | **L.4.a** | | **I.5** |
| **L.5a** | **I.8** | **L.5a** | **I.8** | **L.5a** | **I.8** | **L.5a** | **I.8** | **L.5a** | **I.8** | **L.5a** | **I.8** | **L.5a** | **I.6** | **L.5a** | **I.6** | **L.5a** | **I.6** | **L.5a** | | **I.6** |

**Halifax County Schools**

**Extended Learning Science Recovery Standards**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Science Priority Standards (Clarifying Objectives)** | | | | | | | | | | | |
| **Elementary Priority Standards** | | | | | | **Middle School Priority Standards** | | | **High School Priority Stands.** | | |
| **Force & Motion** | | | **Matter** | **Eco** | **Earth** | **Eco** | **Matter** | **Earth** | **Evolution and Genetics** | | |
| **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** | **7th** | **8th** | **Biology** | | |
| P.1.1 | P.1.1 | P.1.1 | P.2.1 | L.2.1 | E.1.1 | L.3.1 | P.1.1 | E.1.1 | 3.1.1 | 3.2.3 | 3.4.3 |
| P.1.2 | P.1.2 | P.1.2 | P.2.2 | L.2.2 | E.1.2 | L.3.2 | P.1.2 | E.1.2 | 3.1.2 | 3.3.1 | 3.5.1 |
| P.1.3 | P.1.3 | P.1.3 | P.2.3 | L.2.3 | E.1.3 | L.3.3 | P.1.3 | E.1.3 | 3.1.3 | 3.3.2 | 3.5.2 |
| P.1.4 | P.1.4 | P.1.4 | - | - | - | - | P.1.4 | E.1.4 | 3.2.1 | 3.4.1 | 3.5.3 |
|  |  |  |  |  |  |  |  |  | 3.2.2 | 3.4.2 |  |

**Elementary:** [**Science Essential Standards Resource**](https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/science)

While science is tested at the 5th grade level, the grades K-4 priority domains and clarifying objectives are selected to reinforce the fifth-grade priority domains and clarifying objectives. K-4 teachers are encouraged to build their science unit with a strong emphasis on the selected domain and as many of the specified objectives possible using the STEMScope Program.

**Middle School:** [**Science Essential Standards -Resource**](https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/science)

While science is tested at the 8th grade level, the 8th grade priority domains and clarifying objectives are selected to reinforce the 8th grade priority domains and clarifying objectives. 6th – 7th grade teachers are encouraged to build their science unit with a strong emphasis on the selected domain and as many of the specified objectives possible using the STEMScope Program.

**High School:** [**Biology Standards**](https://www.dpi.nc.gov/media/4037/open)

Biology

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**Halifax County Schools**

**Extended Learning Math Recovery Standards**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math Priority Standards** | | | | | | | | | | | |
| **Elementary** | | | | | | **Middle School** | | | **High School** | | |
| **NBT: Numbers in Base Ten** | | | | **N & O** | | **Ratios** | | **Geometry** | **N&Q&A** | **N&Q&A** | |
| **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** | **7th** | **8th** | **Math 1** | **Math 3** | |
| K.1 | 1.1 | 2.1 | 3.2 | 4.1 | 5.1 | 6.1 | 7.1 | 8.2 | See link | | See link |
| K.2 | 1.2 | 2.2 | 3.3 | 4.2 | 5.3 | 6.2 | 7.2 | 8.3 |  | |  |
| K.3 | 1.3 | 2.3 |  | 4.7 | 5.5 | 6.3 | 7.3 | 8.4 |  | |  |
| K.4 | 1.4 | 2.4 |  | 4.4 | 5.6 | 6.4 |  | 8.5 |  | |  |
| K.5 | 1.5 | 2.5 |  | 4.5 | 5.7 |  |  | 8.6 |  | |  |
| K.6 | 1.6 | 2.6 |  | 4.6 |  |  |  | 8.7 |  | |  |
|  | 1.7 | 2.7 |  |  |  |  |  | 8.8 |  | |  |
|  |  | 2.8 |  |  |  |  |  | 8.9 |  | |  |
|  |  |  |  |  |  |  |  |  | **Functions** | | |
|  |  |  |  |  |  |  |  |  |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  |

**Elementary:** [**Math Unpacking Guides**](https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/mathematics)

While math is tested at the 3rd - 5th grade level, grades K-2 priority domains and standards are selected to reinforce the third through fifth-grade priority domains and standards. K-2teachers are encouraged to build their math units with a strong emphasis on the selected domain and as many of the specified standards possible.

**Middle:** [**Math Unpacking Guides**](https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/mathematics)

6th – 8th grade teachers are encouraged to build their math units with a strong emphasis on the selected domain and as many of the specified standards possible.

**High School:** [**Math 1 SCOS**](https://www.dpi.nc.gov/media/4012/open)**;** [**Math 3 SCOS**](https://www.dpi.nc.gov/media/4014/open)

Math 1 & Math 3 teachers are encouraged to build their math units with a strong emphasis on the selected domain (**N&Q&A** **and Functions**) and as many of the specified standards possible.

Letter Draft: Rising Kindergarten Campers

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May 18, 2022

Dear Pre-K Parent or Guardian,

Your rising kindergartener, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been recommended by his or her Pre-K teacher to attend the ***Halifax County Schools’ Summer Kindergarten Readiness and Enrichment Camp.*** This free camp opportunity includes transportation, breakfast, lunch, physical activity, academics, enrichment arts, and social emotional support for all rising kindergarten students.

The *HCS’ Summer Kindergarten Readiness and Enrichment Camp* is scheduled for June 6-30, 2022; Monday through Friday from 7:30 AM – 3:00 PM (1/2 Days on Fridays/7:45 -12:00 PM ) The summer campsite locations are Inborden STEAM Academy and Everetts STEM Academy. Each camper’s campsite location will be assigned according to their summer address. Please consider registering your child in summer camp right away by visiting the Halifax County Schools’ webpage or contacting your child’s school. Registration closes May 28, 2022. Daily camp attendance is required.

Your child’s *Kindergarten Camels’* camp day will be filled with sailing winds for learning! We call it **Camp Summer Breeze.** Kindergartners’ daily interactions are about “*Gentle Academic Wins* and *Calm C’s (collaboration & creativity), and a Shoreline of Project-Based Learning*. Students will explore approaches to learning, cognitive & language development and communication skills. We can’t wait to begin their kindergarten readiness journey with you and your child.

Best regards for a great summer!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Principal

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Halifax County Schools

9525 Highway South Halifax, NC 27839 Phone: 252 583-5111

May 18, 2022

Dear Parents and Guardians:

Halifax County Schools (HCS) is offering free academic and enrichment summer camp programs to “all” elementary and secondary scholars who are demonstrating below grade level performance in critical academic areas. The summer program activities are designed to remediate scholars’ standards-based reading, math, and science skills, and enhance social-emotional behaviors. Scholars who have demonstrated one or more deficits in the areas mentioned above are required to attend summer camp. This is a great opportunity for your child to receive small group and individualized academic and enrichment support in their identified areas of need.

The HCS’ Summer Camp experience begins June 6, 2022 and ends June 30, 2022. Due to scheduled high school renovations, the elementary, middle, and high school campers will be strategically housed on both K-8 campuses. Camp hours are Monday – Friday from 8:00 AM– 3:00 PM. Breakfast, lunch, and transportation will be provided. To ensure needs are addressed and met, all scholars will participate in a diagnostic screening and post-assessment testing to determine growth. Your child will be taught by highly qualified teachers and instructional support personnel. Each scholar will receive his or her playlist of scheduled academic and enrichment activities to complete and enjoy; however, success depends upon daily attendance and participation. As an extended learning experience, your child will also receive a Home Connection July Playlist to sustain their learning throughout the month of July. We’re very excited to offer your scholar the free summer camp opportunity. Students who are on grade-level may also participate if there is available seating. Please detach and return the permission request by Friday, May 6, 2022. If you have questions or comments, email the elementary, secondary, and exceptional children’s summer program directors: Mrs. Carolyn Roberts at [robertsc@halifax.k12.nc.us](mailto:robertsc@halifax.k12.nc.us) , Dr. LaVonne McClain at [mcclainl@halifax.k12.nc.us](mailto:mcclainl@halifax.k12.nc.us), or Mrs. Faith Boakye at [boakyef@halifax.k12.nc.us](mailto:boakyef@halifax.k12.nc.us).

Sincerely,

Dr. Tyrana Battle, Assistant Superintendent

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**HCS’ K-12 Summer Academic and Enrichment Camps**

My scholar is performing below grade level in one or more academic and or social-emotional behavior areas. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has my permission to attend the HCS’ K-12 Summer Academic and Enrichment Camp activities. My scholar is in the \_\_\_\_\_ grade. He/she will need bus transportation to and from the summer address listed below: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_ No, I will provide my scholar’s summer camp transportation to and from camp each day.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My scholar is performing below grade level in one or more academic and or social-emotional behavior areas. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will NOT be attending the HCS’ K-12 Summer Academic and Enrichment Camp activities. I will provide for his/her academic and social-emotional behavioral needs over the summer. My scholar is in the \_\_\_\_\_grade. \_\_\_Yes, I would like to share my summer academic plan with the summer campsite coordinator to ensure alignment of activities to the NC Standard Course of Study.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Samples: Summer Camp Flyers

**Elementary Summer Camp Flyer**

* Shared with PR Department for Post on District Webpage
* Shared with Elementary School Principals

Website

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**Secondary Summer Camp Flyer:**

**Text

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**5 Key Summer Camp Qualities**

**RTA: Summer Camp Requirements**

**K-3 Read to Achieve (RTA) Reading Camp Requirements**

Per the NC legislation, “reading camp" means an additional educational program outside of the instructional calendar provided by the local school administrative unit as a literacy intervention that shall be offered to:

* + 1. any third-grade student who does not demonstrate reading proficiency and
    2. any second-grade student who demonstrates difficulty with reading development. Local school administrative units may offer a reading camp as a literacy intervention to any first-grade student who demonstrates difficulty with reading development.

Parents or guardians of the student offered a reading camp as a literacy intervention shall make the final decision regarding the student's reading camp attendance.

**Continued support for students demonstrating reading proficiency and appropriate reading development.** SB 387 SECTION 6.(j) G.S. 115C-83.11 reads as rewritten: § 115C-83.11.

Continued support for students demonstrating reading proficiency and appropriate reading development.

1. Parents or guardians of a third-grade student demonstrating reading proficiency or second grade student demonstrating appropriate developmental abilities in reading comprehension may choose to enroll the student in the reading camp but may be charged an attendance fee. If a local board of education offers a reading camp as a literacy intervention for first grade students, parents, or guardians of a first-grade student demonstrating appropriate developmental abilities in reading comprehension may choose to enroll the student in the reading camp but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars ($825.00).
2. Priority enrollment in the reading camp is for students offered a reading camp as a literacy intervention. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency.

**RTA Reading Camp Requirements**:

Reading camps shall meet the following requirements:

1. Offer at least 72 hours of reading instruction to yield positive reading outcomes for participants.
2. Be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development (EVAAS Data)
3. Allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction.
4. Be provided as outlined in the local school administrative unit's literacy intervention plan.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Camp End of Year Guidelines for Eligibility** | | | |
| **2021-2022** | **BOY** | **MOY** | **EOY** |
| 1st | 330 | 389 | 441 (score of 441 are eligible for RTA reading camp) |
| 2nd | 329 | 389 | 439 (score of 439 are eligible for RTA reading camp) |
| 3rd | 332 \* 725 Lexile | 393 \* 725 Lexile | 445 \* 725 Lexile |
| \*For RtA purposes third-grade students must obtain a 725 Lexile to demonstrate third grade reading proficiency. This may be obtained during any benchmark. Any third grader that does not demonstrate third grade reading proficiency is eligible for reading camp. | | | |

**Halifax County Schools: Elementary and Secondary School Roster**

**(2021-2022)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Schools** | **Grade Span** | **Principals** | **Phone** |
| **Elementary** | | | |
| 1. Aurelian Springs Elementary School | PreK - 5 |  | 252-586-4944 |
| 1. Hollister Elementary School | K - 5 | Benjamin Eustice | 252-586-4344 |
| 1. Inborden Elementary School | K - 5 | Chastity Kinsey | 252-445-5455 |
| 1. Pittman Elementary School | PreK - 5 | Tonya Hedgepeth | 252-445-5268 |
| 1. Scotland Neck Elementary School | PreK - 5 | Angela Hilliard Battle | 252-826-4413 |
| 1. Everetts Elementary | PreK - 5 | Angela Sessoms | 252-537-5484 |
| **Middle School** | | | |
| 1. Enfield Middle School | 6 - 8 | Cooper | 252-445-5455 |
| 1. William R. Davie Middle School | 6 - 8 | Brian Biles | 252-519-0300 |
| **High School** | | | |
| 1. Halifax Early College | 9-12 | Jerome Williams | 252-536-5461 |
| 1. Northwest High School | 9-12 | Steve Hunter | 252-586-4125 |
| 1. Southeast Halifax High School | 9 - 12 | Lykisa McCoy | 252-445-2027 |
| 1. Empowerment Zone | Alternative | Sharon Arrington | 252-586-0119 |

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| **Halifax County Schools’ Central Services Support Staff** |
| **9525 Highway 301 South Halifax, NC 27839 (PHONE)**[**252-583-5111**](tel:252-583-5111)**(FAX) 252-583-1474** |

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| **Name** | | **Position** | **Email** | **Ex** |
| **Eric** | **Cunningham** | **Superintendent** | [**cunninghame@halifax.k12.nc.us**](mailto:cunninghame@halifax.k12.nc.us) | **220** |
| Tyrana | Battle | Assistant Superintendent of Curriculum & Instruction/Accountability | [battlet@halifax.k12.nc.us](mailto:battlet@halifax.k12.nc.us) | 230 |
| Faith | Boakye | Director of the Whole Child Development | [boakyef@halifax.k12.nc.us](mailto:boakyef@halifax.k12.nc.us) | 237 |
| James | Clark | Custodian | [clarkj@halifax.k12.nc.us](mailto:clarkj@halifax.k12.nc.us) | 242 |
| Quatasia | De'Shay | HR Administrative Assistant | [deshayq@halifax.k12.nc.us](mailto:deshayq@halifax.k12.nc.us) | 269 |
| Darius | Pressely | Public Relations Officer | [presselyd@halifax.k12.nc.us](mailto:presselyd@halifax.k12.nc.us) | 235 |
| Michele | English | Technology Technician | [englishm@halifax.k12.nc.us](mailto:englishm@halifax.k12.nc.us) | 275 |
| Charlene | Jones | Benefits Specialist | [jonesc@halifax.k12.nc.us](mailto:jonesc@halifax.k12.nc.us) | 292 |
| Chris | Beneck | Director of Technology | [beneckc@halifax.k12.nc.us](mailto:beneckc@halifax.k12.nc.us) | 228 |
| Mae | Mardre | Clerical Child Nutrition | [mardrem@halifax.k12.nc.us](mailto:mardrem@halifax.k12.nc.us) | 243 |
| LaVonne | McClain | Director of Secondary Education/CTE | [mcclainl@halifax.k12.nc.us](mailto:mcclainl@halifax.k12.nc.us) | 229 |
|  |  | School Nutrition Digital Manager | [mcclenneyj@halifax.k12.nc.us](mailto:mcclenneyj@halifax.k12.nc.us) | 240 |
| Linda | McGuire | Custodian | [mcguirel@halifax.k12.nc.us](mailto:mcguirel@halifax.k12.nc.us) | 242 |
| Tiwana | Middleton | Exec. Asst. to Supt. | [middletont@halifax.k12.nc.us](mailto:middletont@halifax.k12.nc.us) | 248 |
| Carolyn | Mitchell | HR Coordinator or Recruitment & Retention | [mitchellc@halifax.k12.nc.us](mailto:mitchellc@halifax.k12.nc.us) | 270 |
| Gregory | Monroe | Exec. Director for Human Resources & Operations | [monroeg@halifax.k12.nc.us](mailto:monroeg@halifax.k12.nc.us) | 263 |
| Kermika | Nicholson | Internal Auditor | [nicholsonk@halifax.k12.nc.us](mailto:nicholsonk@halifax.k12.nc.us) | 221 |
| Kermika | Nicholson | Chief Finance Officer | [nicholsonk@halifax.k12.nc.us](mailto:nicholsonk@halifax.k12.nc.us) | 272 |
| Joseph | Otranto | Director of Child Nutrition | [otrantoj@halifax.k12.nc.us](mailto:otrantoj@halifax.k12.nc.us) | 245 |
| Johneisha | Rackley | Admin. Asst. to Asst. Supt. | [rackleyj@halifax.k12.nc.us](mailto:rackleyj@halifax.k12.nc.us) | 260 |
| Carolyn | Roberts | Director of Elementary Education/AIG Coordinator | [robertsc@halifax.k12.nc.us](mailto:robertsc@halifax.k12.nc.us) | 225 |
| Angela | Strother | Testing and Accountability Coordinator | strothera@halifax.k12.nc.us |  |
| Charles | Walker | Driver Child Nutrition | [walkerc@halifax.k12.nc.us](mailto:walkerc@halifax.k12.nc.us) | 243 |
| Tammie | Whitaker | Clerical-Exceptional Children | [whitakert@halifax.k12.nc.us](mailto:whitakert@halifax.k12.nc.us) | 292 |
| Nehemiah | Williams | Accounting Specialist Payroll | [williamsn@halifax.k12.nc.us](mailto:williamsn@halifax.k12.nc.us) | 222 |

**DPI Regional Support**

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| **Consultant** | **Division** | **Email** | **Phone** |
| Melissa Strickland, Early Literacy | Office of Early Learning | [melissa.strickland@dpi.nc.gov](mailto:melissa.strickland@dpi.nc.gov) | 252-578-9452 |
| Bridget Bilbro, Literacy | Exceptional Children | [bridget.bilbro@dpi.nc.gov](mailto:bridget.bilbro@dpi.nc.gov) | (984) 236-2611 |
| Melissa Towery, Math | Exceptional Children | [melissa.towery@dpi.nc.gov](mailto:melissa.towery@dpi.nc.gov) | (984) 236-2591 |
| [Tammy Howard](mailto:tammy.howard@dpi.nc.gov), Accountability | Director of Accountability Services |  | (984)-236-2716 |
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**HCS: Elementary Summer Staff Roster and Assignments**

**(June 2021-2022)**

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| **Roster** | |
| **Inborden Elementary STEAM Academy**  (Anita Hewlin-Richardson, Coordinator) | **Everetts Elementary STEAM Academy**  (Pauletta Broadnax, Coordinator) |
| **Third/Fourth Grade Team** | |
| N. Lee - **ELA** Lead (3rd/ 4th) | J. Williams - **ELA** Lead (3rd/ 4th) |
| Sharee Silvera | Samantha Thompson |
| Rosemarie Williams | Kitty Bryant |
| Monica Logan (EC) | Alan Bryant |
| St. Augustine Intern?? | Chrishae Mallory |
|  |  |
| Dwayne Johnson - **Math** Lead (3rd/4th) | Stephany Broadus - **Math** Lead (3rd/4th) |
| Wilma Bryant | Mary Pablo |
| Jersean Ward | Amanda Hardy |
| Student 6, Math Tutor | Student 2, Math Tutor |
|  | |
| **First/Second Grade Team** | |
| Frederica Higgs, **ELA** Lead (1st/2nd) | Frederica Higgs, **ELA** Lead (1st/2nd) |
| Katie Jenkins-Mills (1st/2nd) | Katie Jenkins-Mills (1st/2nd) |
| Felicia Whidbee (1st/2nd) support | Felicia Whidbee (1st/2nd) support |
| Carolyn Williams | Charita Stephenson |
|  | |
| **Enrichment Team** | |
| Yuli Lozano (Enrichment Spanish) | Edilmar Moreno (Enrichment Spanish) |
| Stephanie Duran (Enrichment Art) | Tyrone Williams (Music) |
| Student 3, Math Tutor | Sandra Dedeaux (STEM) |
| Student 4, Math Tutor | Student 5, Math Tutor |
|  | |
| **5th Grade Project-Based Learning Team** | |
| Mrs. Baker, STEM Lead | |
| Student 1, STEM Enrichment | Student 8, STEM Enrichment |
| Student 7, STEM Enrichment | Student 9, STEM Enrichment |
|  | |
| **Camp Culture Team** | |
| Benita Hewlin, Lead Coach | Vercilya Taylor, Lead Coach |
| LaQuisha Braswell, Coach | Counselor, SEL Coach |
| Wanda Pittman, Coach | Social Worker, SEL Coach |
| Social Worker, SEL Coach | Social Worker, SEL Coach |

**Red = Not Confirmed**

**HCS: Elementary Summer Camps and Camp Invitations**

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**Halifax County Schools**

**2021-2022 Elementary Summer Camps**

**(Candidates: Below Level and At-Risk of Failure)**

|  |  |  |
| --- | --- | --- |
| **Summer Camps** | **2022**  **Camp Invitations** | **2021-2022**  **School Enrollment** |
| **Pre-K-4yrs old: Rising Kindergartener Campers** | **104** | **104** |
| **Primary PBL Campers** |  |  |
| **Kindergarten Enrichment Campers** | **42** | **153** |
| **Grade 1** | **69** | **149** |
| **PBL Read to Achieve Campers** |  |  |
| **Grade 2** | **80** | **147** |
| **Grade 3** | **95** | **178** |
| **Grade 4** | **100** | **154** |
| **Fifth Grade PBL STEM Campers** |  |  |
| **Grade 5** | **130** | **182** |
| **2022 Total Camp Invitations** | **619** | **1,066** |

**Creation of Camp Rosters:**

The district begins determining summer camp rosters 6-weeks prior to the first day of summer camp by collecting the necessary information. Become familiar with the following process:

**Step 1:**  Create an excel spreadsheet with the following information:

* **Excel Spreadsheet Title:** 2021- 2022 Elementary Summer Camp Rosters
* **In separate cells:** first and last name, PowerSchool number, grade, Level 1, Level 2, EC, & Status: High Needs SEL/Behavioral

**Step 2:** Create a Google folder and title it “**2021- 2022 Elementary Summer Camp Rosters**”.

* Create six individual school folders within this Google folder.
* Title the six folders: EESA, HELA, IESA, PELA, ASIGL, & SNELA.
* Drop a copy of the excel spreadsheet into each school folder.

**Step 3:** 5-weeks prior to summer camp training date, email Elementary Principals a request for their total number of summer camp candidates. Include the requested information: students’ first and last name, PowerSchool number, grade, Level 1, Level 2, EC, & Status: High Needs SEL/Behavioral. Include access to the excel spreadsheet and the return date. (Only allow a 3-day turnaround due to bus garage’s tight scheduling calendar.) In addition to this information, share the following update: *The summer academic and enrichment camps are limited to all students according to staffing; therefore, below grade level (at-risk) placements are first served and non-at-risk students are placed upon availability of seating.*

**Step 4:** The 2021-2022 Elementary Summer Camp Roster will be used to create:

* IESA & EESA Bus Schedule Rosters.....................Mrs. B. Hardy
* Campsite Rosters.................................Campsite Coordinators
* Classroom Rosters ..............................Campsite Coordinators
* High Needs Playlists ................................ Camp Culture Leads
* Attendance Report ..........................................Mrs. A. Strother
* Elementary Camp Wing ...............Dr. T. Battle/Dr. McClain/Dr. Monroe

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| **Everetts’ Summer Campsite: Grades K-3 Rostering Data** |

**Everetts’ Elementary Campsite Coordinator, each campsite will house three elementary schools. To determine number of K-3 campers, you will need to total the number of levels 1’s and 3’s for each campus. Use the2021-2022 EOY mClass Data chart below to complete the table.**

**Data Chart 1: Aurelian Springs Institute of Global Learning**

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|  |  |  |
| --- | --- | --- |
| **Grades** | **Tier 1** | **Tier 2** |
| **K** |  |  |
| **1** |  |  |
| **2** |  |  |

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| --- |
| **Everetts’ Summer Campsite: Grades K-3 RTA Rostering Data** |

**(Continue)**

**Data Chart 2 Everetts Elementary STEM Academy EOY mClass Data Chart**

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|  |  |  |
| --- | --- | --- |
| **Grades** | **Tier 1** | **Tier 2** |
| **K** |  |  |
| **1** |  |  |
| **2** |  |  |

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|  |
| --- |
| **Everetts’ Summer Campsite: Grades K-3 RTA Rostering Data** |

**Continue:**

**Data Chart 3: Hollister Elementary Leadership Academy EOY mClass Data Chart**

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|  |  |  |
| --- | --- | --- |
| **Grades** | **Tier 1** | **Tier 2** |
| **K** |  |  |
| **1** |  |  |
| **2** |  |  |

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| **The Inborden Summer Campsite: Grades K-3 RTA Rostering Data** |

**Inborden Elementary Campsite Coordinator, each campsite will house three schools. To determine number of K-3 campers, you will need to total the number of levels 1’s and 3’s for each campus. Use the2021-2022 EOY mClass Data chart below to complete the table.**

**Data Chart 1: Inborden Elementary STEAM Academy EOY mClass Data Chart**

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|  |  |  |
| --- | --- | --- |
| **Grades** | **Tier 1** | **Tier 2** |
| **K** |  |  |
| **1** |  |  |
| **2** |  |  |

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| --- |
| **The Inborden Summer Campsite: Grades K-3 RTA Rostering Data** |

**Continue:**

**Data Chart2: Pittman Elementary Leadership Academy EOY mClass Data Chart**

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|  |  |  |
| --- | --- | --- |
| **Grades** | **Tier 1** | **Tier 2** |
| **K** |  |  |
| **1** |  |  |
| **2** |  |  |

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| --- |
| **The Inborden Summer Campsite: Grades K-3RTA Rostering Data** |

**Continue:**

**Data Chart 3: Scotland Neck Elementary Leadership Academy EOY mClass Data Chart**

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|  |  |  |
| --- | --- | --- |
| **Grades** | **Tier 1** | **Tier 2** |
| **K** |  |  |
| **1** |  |  |
| **2** |  |  |