

EST. 1999

**PRAIRIE CROSSING**  
**CHARTER SCHOOL**



CREATING NATURAL LEADERS

**Accountability Report**  
**2013-2014**

# **Prairie Crossing Charter School**

## **Accountability Plan 2013-2014**

### **Exhibit G**

#### **Part 5 – Education Elements**

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## **Section A: Class Size**

**2013-2014**

<b>Class</b>	<b>Number of Students</b>
Kindergarten, Berger	21
Kindergarten, Barnett	21
1st, Smith	23
1st/2nd, Jeffery	23
1st/2nd, Kulbeda	22
2nd, Johnson	23
3rd, McGovern	23
3rd/4th, DePaz	23
3rd/4th, Painter	23
4th, Hahn	23
5th, Zamiar	23
5th/6th, Hershiser	22
5th/6th, Stefans	22
6th, Heier	20
7th, Sustich	17
7th, Haight	16
8th, Brozowski	23
8th, Habel	23
<b>Total</b>	<b>390 + 1 Out of District</b>

## **Section B: Enrollment and Lottery & Outreach**

### **Documents included:**

- **Outreach Timeline & Lottery Details**
- **Lottery Results**
- **Lottery Registration Form**
- **Admissions to Prairie Crossing Charter School Policy**
- **Fee Waiver Policy**
- **Transportation Policy**
- **Volunteer Policy**
- **School Fees Policy and Administrative Regulations**
- **Voluntary Fee Collection Policy & Administrative Regulations**

Our admission criteria will continue to:

- Ensure that admission is on a non-discriminatory basis with respect to *Educationally Disadvantaged* and *At-Risk Students*
- Ensure that admission is on a non-discriminatory basis with respect to race, ethnicity and religious preference;
- Provide alternate transportation services for those that request it.
- Ensure that no priority is given to any applicant, except returning students and their siblings as well as siblings of accepted students in accordance with State law;
- Comply with all applicable state and federal laws.

The School strives to ensure that all students have equal access to enrollment. The School's admissions policy is based upon the Illinois Charter Schools Law that states in part, "If there are more eligible applicants for enrollment in a charter school than there are spaces available, successful applicants shall be selected by lottery." The School will initiate a robust outreach plan that will provide opportunities for educationally disadvantaged and at-risk students that will present the School as an educational alternative to all residents of the underlying districts.

## Outreach Timeline 2013-2014

**July 2013**—An update was completed on the outreach list, to ensure the facilities identified were still operational. Additionally, more tutoring centers, religious organizations and other preschools were added.

**August 2013**—PCCS developed flyers, PSAs, newspaper ads, press releases, and cover letters for flyers for the 2013-2014 school year.

**September 2013**—PCCS submitted all documentation about its outreach/enrollment plan to Illinois State Charter School Commission, per the dashboard schedule. Additionally, the Outreach Administrative Taskforce was re-established for the new school year, which included members of school administrative team and PCCS parents. The goal of this committee is to meet regularly during the enrollment season to identify new opportunities for outreach and to determine different strategies to educate the greater community about this free, public school.

**October 2013**—PCCS staff attended the Haunted House event held by the Park City Teen Center (a facility located within District 50). This is an event that draws many families within the Park City Manufactured Home complex—parents, young children, and teenagers.

**November 2013**—PCCS developed an updated power point presentation for the outreach open houses to be held in January and February 2014. PCCS staff invited a local Latino Radio Show host to tour the PCCS campus and learn more about the school. Mr. Rodriguez later offered to host PCCS staff during his radio show to share information about PCCS.

**November/December 2013**— Letters and flyers were distributed to over one hundred day cares, preschools, libraries, governmental agencies, and other businesses, so customers/clients would be made aware of our upcoming Open Houses and Lottery. Additionally, newspaper ads were placed in *Reflejos* (a Spanish language newspaper) and *The News-Sun* regarding our Open Houses and Lottery. Contact was made with the associations/property management companies associated with Liberty Lakes, Lakewood Grove, and Pleasant Hill subdivisions, asking them to share with their residents that PCCS was in-district for students residing there. These are subdivisions located in Wauconda, Round Lake, and Waukegan. A full-page color ad was placed in the *Lake County News-Sun* on December 19, 2013, advertising our upcoming Open Houses. Lastly, PSAs were sent to all local radio stations with information about PCCS.

**January 2014**—Our first on-site Open House of 2014 took place on Thursday, January 23rd at 7pm. We had 30 families come to learn more about PCCS. Most of the people who came were interested in Kindergarten, but we also had families with children in 2nd, 3rd, 4th, 5th and 7th grade for next year. A presentation was given as well as an explanation of the lottery process, followed by an extensive question and answer period and a brief informal tour of the classrooms. School policies in English and Spanish regarding Admission, Transportation, Fee Waiver and Volunteering were available for those interested. Also provided were enrollment forms for any who needed a copy. Time was spent discussing the important policies; emphasis was placed on explaining the transportation plan the school has in place as well as the willingness of the school in purchasing transportation services for those unable to provide transportation. The volunteer policy was also discussed, with an emphasis placed on the fact that no one is

compelled to volunteer at any time at the school in order for their child to attend the school or remain at the school.

Additionally, newspaper ads had been placed in two local area newspapers, the Saturday editions of the Lake County News-Sun and Reflejos (a Spanish language publication) for two weeks in January. We also held a radio interview at Waukegan radio station 1220 AM during the Union Latina radio show (a local radio show that draws a large Spanish speaking family-based audience in Lake County), to share information about registration, the lottery process and the innovative education offered at PCCS.

Lastly, in January, we implemented a tour schedule for parents interested in learning more about PCCS. This prospective tour took place during the school day on January, with bimonthly tours to take place going forward. These tours have been very informative and beneficial, both for PCCS and the families interested in a PCCS education for their children.

**February 2014**— Our February Open House was held on February 18<sup>th</sup> at 7pm. We had 27 families in attendance, interested in Kindergarten, 1st, 3rd, 4th, 5th, 6th, 7th, and 8th grades. Staff provided interested parents with a PowerPoint presentation, discussion about the lottery process, followed by an extensive Q & A session and brief tours of the classroom. School policies in English and Spanish regarding Admission, Transportation, Fee Waiver and Volunteering were available for those interested. Also provided were enrollment forms for any who needed a copy. Time was spent discussing the important policies; emphasis was placed on explaining the transportation plan the school has in place as well as the willingness of the school in purchasing transportation services for those unable to provide transportation. The volunteer policy was also discussed, with an emphasis placed on the fact that no one is compelled to volunteer at any time at the school in order for their child to attend the school or remain at the school.

PCCS paid for a Facebook “boost” to increase the number of views about our Open Houses and also learn more about our school. Without the boost, there were 593 views about our Open Houses. The paid boost elicited 7,724 more views about PCCS.

Additionally, newspaper ads were placed in two local area newspapers, the Saturday editions of the Lake County News-Sun and Reflejos (a Spanish language publication) for two weeks in February.

**March 2014**— Our Lottery was held on Monday, March 3, 2014 at 7pm. There were a number of prospective parents in attendance to witness the live lottery. Board Members Sue Ross, Ed Jamison, and Brian Conlon assisted with the Lottery process. PCCS staff members Dil Dybas, Carol Flaig, Janette Siegel, and Frances Verenski worked the Lottery event. Mrs. Ross drew the names and Mrs. Dybas read and confirmed the names with Mrs. Siegel and Mr. Conlon and then passed it on to Mrs. Flaig and Ms. Verenski to correctly numerate and order the name with the others selected. Mrs. Siegel entered the proper number on the computer database; Mr. Conlon provided oversight of the computer process. Mrs. Dybas provided oversight on the card process.

Our final tally of applicants for the 2013-2014 school year was 165 for all grade levels. Of the total applicants, 78 were for Kindergarten. The remaining 87 applicants were for grades 1-8. We added students to open grade levels in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. A prospective families’ tour took place on March 17, 2014 and included five families who were eager to learn more about PCCS. .

**April-June 2014**—Robust outreach efforts continue on an ongoing basis despite the end of this year's lottery season. Since the lottery, we have had numerous inquiries about PCCS and over thirty students were added to the wait list for next year. Additionally, five more students joined PCCS in the upper grade levels. PCCS is committed to continuing to inform our surrounding community of our free public school and reinforce that it is another public school option for residents of Districts 50 and 79.

Respectfully Submitted:

Dilrukshi Dybas  
Community Engagement Liaison

**Prairie Crossing Charter School  
Lottery Results  
2004-2014**

	Total # of Applicants	Total # accepted	# of siblings of returning students	# of Out of District Applicants	Woodland 50 Applicants	Fremont 79 Applicants
2004-05	188	43	22	4	N/A	N/A
2005-06	211	42	37	10	N/A	N/A
2006-07	229	44	36	4	185	40
2007-08	188	74	33	14	150	24
2008-09	185	52	29	20	151	26
2009-10	182	40	27	19	127	36
2010-11	198	39	28	27	137	31
2011-12	205	44	17	19	148	38
2012-13	238	44	19	31	173	34
2013-14	191	44	26	24	150	17
2014-15	165	51	29	20	133	12

Kindergarten	78	41
1st Grade	27	4
6th Grade	3	3
7 <sup>th</sup> Grade	2	2
8 <sup>th</sup> Grade	1	1



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CHARTER SCHOOL



WHERE EDUCATION COMES NATURALLY

**Registration for the 2014-2015 Lottery & Wait List**

**Instructions**

1. Complete form only for new student drawing for lottery. (Not for current students attending PCCS)
2. Include **both** a proof of residency (i.e., tax bill or rental agreement) **and** a copy of your child's birth certificate.
3. Parent or guardian must sign the statement at the end of the registration form.
4. Only complete registration forms will be accepted.
5. You will receive a confirmation receipt of the registration by email.
6. If you do not hear from the school within 2 weeks of mailing the registration, call the school.
7. Return through US Mail or Fax: PCCS, 1531 Jones Point Rd, Grayslake, IL 60030-3536, Attention: Lottery

Plan to attend an Open House Night on either: January 23 or February 18 at 7PM.

**Deadline for receipt of registration is February 28, 2014 at 12:00 pm.**

**The lottery will be held at 7:00pm on Monday, March 3, 2014 in the Comstock Bldg.**

**Results of the lottery will be posted on the website the day after the lottery.**

Applications will be accepted after the lottery drawing- names will be placed on the wait list in the order they are received by the school.

**Student Information**

**Name** (*first, middle initial, last*) \_\_\_\_\_

Date of Birth \_\_\_\_\_ (Must be 5 by Sept 1 to attend Kdg.) Gender \_\_\_\_\_M \_\_\_\_\_F

Circle Grade level of student in 2014-2015 school year:      K    1    2    3    4    5    6    7    8

**Schools attended to date** (*include preschool*) \_\_\_\_\_

Do you currently have a child/children attending Prairie Crossing Charter School \_\_\_\_\_yes \_\_\_\_\_no

**Your child is a resident of:** \_\_\_\_\_ Woodland School District #50    \_\_\_\_\_ Fremont School District #79

\_\_\_\_\_ Out of District (Name of current school) \_\_\_\_\_

Siblings and residents of District #50 and #79 have priority over Out of District registrations.

Out of District tuition will be charged if an offer is made and accepted.

We heard about Prairie Crossing Charter School from: \_\_\_\_\_  
(Friend, Newspaper, Schools, Daycare, Online, Other-Please Specify)

*Prairie Crossing Charter School is a public school that transforms our children through academic discovery and interaction with our unique natural, ecological, and community resources.*

1531 Jones Point Road  
Grayslake, IL 60030-3536

847-543-9722 Phone  
847-543-9744 Fax

Visit us at [prairiecrossingcharterschool.org](http://prairiecrossingcharterschool.org)

**Siblings applying for lottery 2014-2015.** A separate registration form is needed for each student.

Name \_\_\_\_\_ **Grade entering in 2014-2015** \_\_\_\_\_  
(first, middle initial, last)

Name \_\_\_\_\_ **Grade entering in 2014-2015** \_\_\_\_\_  
(first, middle initial, last)

**Parent/Legal Guardian Information**

Name of Father/ Guardian \_\_\_\_\_

Address \_\_\_\_\_  
Street City Zip Code

Telephone \_\_\_\_\_  
home number with area code work or cell with area code

Email address \_\_\_\_\_

Name of Mother/ Guardian \_\_\_\_\_

Address \_\_\_\_\_  
Street City Zip Code

Telephone \_\_\_\_\_  
home number with area code work or cell with area code

Email address \_\_\_\_\_

**Parent/Guardian Signatures Required**

The information provided on the registration form is true and correct.

My child and I are residents of the district noted as of the date of the lottery, March 3, 2014.

I will notify Prairie Crossing Charter School immediately if my child or I move from the school district noted on the registration.

\_\_\_\_\_  
Father, or Legal Guardian Signature Date

\_\_\_\_\_  
Mother, or Legal Guardian Signature Date

For School Use Only: Date Received \_\_\_\_\_ Init. \_\_\_\_\_ Date Called & Accepted: \_\_\_\_\_/\_\_\_\_\_

Notification of admission or placement on the waitlist will be mailed within 14 days of the lottery. The wait list is maintained on our website. Please refer to the 2014-2015 wait list which is updated as changes are made.

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# PRAIRIE CROSSING CHARTER SCHOOL



WHERE EDUCATION COMES NATURALLY

## Inscripción para la lotería de 2014-2015 y lista de espera

### Instrucciones

1. El formulario debe ser llenado para estudiantes que van a participar en la lotería. (estudiantes actuales no deben llenar el formulario)
2. Incluya los dos comprobantes de su residencia ( registro de impuesto personal o contrato de alquiler) y una copia del acta de nacimiento de su hijo/hija.
3. El padre/la madre ó el tutor tiene que firmar la declaración en la parte inferior de la planilla.
4. Aceptaremos solamente las planillas que estén completas.
5. Usted recibirá un recibo como comprobante si usted se registró por correo electrónico.
6. Usted recibirá un recibo como comprobante si usted se registró por correo.
7. Devuélba por fax o correo a: PCCS: Attn: Lottery, 1531 Jones Point Rod, Grayslake, IL 60030-3536

**Planeen atender una introducción aserca de la escuela cualquiera de los dos días: el 23 de enero o el 18 de febrero a las 7 de la noche.**

**La fecha final para que el registro sea aceptado es el 28 de febrero del 2014 a las 12.00 pm.**

**La lotería se realizará el lunes, 3 de marzo, 2014 a las 7 de la noche en el edificio Comstock.**

**Los resultados de la lotería se publicarán en nuestro sitio de web el día siguiente del sorteo.**

Aplicaciones serán aceptadas después de la lotería - nombres serán colocados en la lista de espera en el orden en que sean recibidas por la escuela.

### Información del Estudiante

Nombre (primer, inicial del segundo nombre y el apellido) \_\_\_\_\_

Fecha de nacimiento \_\_\_\_\_ Género/sexo \_\_\_\_\_ M \_\_\_\_\_ F

En el año escolar del 2014-2015, el estudiante entrará al: K 1 2 3 4 5 6 7 8

Incluya toda las escuelas en donde el alumno a estudiado (inclúyal en prekinder) \_\_\_\_\_

Su Tiene usted a un ó unos de sus hijos estudiando en Prairie Crossing Charter School actualmmente \_\_\_\_si\_\_\_\_no

**Su hijo/hija pertenece a:** \_\_\_\_Woodland School District #50 \_\_\_\_Fremont School District #79

\_\_\_\_ Usted vive fuera del distrito (¿Cuál es el nombre del distrito?) \_\_\_\_\_

Los hermanos y hermanas tanto como las personas que pertenecen a los distritos #50 y #79 tienen prioridad sobre los estudiantes que viven fuera del distrito. Los estudiantes que viven fuera del distrito pagarán es tipo de matrícula al ser aceptados.

Nos informamos acerca de Prairie Crossing Charter School por medio de \_\_\_\_\_

(amistades, el periódico, las escuelas, la guardería, en línea, de otra fuente sea específico)

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847-543-9722 Phone  
847-543-9744 Fax

Visit us at [prairiecrossingcharterschool.org](http://prairiecrossingcharterschool.org)

Hermanos y hermanas pidiendo ser admitidos par el año escolar del 2014-2015.

Tienen ser registrado por separado usando una planilla para cada estudiante.

Nombre \_\_\_\_\_ Entrará al \_\_\_\_\_ año durante el 2014-2015 \_\_\_\_\_  
(nombre, inicial del segundo nombre y apellido)

Nombre \_\_\_\_\_ Entrará al \_\_\_\_\_ año durante el 2014-2015 \_\_\_\_\_  
(nombre, inicial del segundo nombre y apellido)

**Información de los padres ó del tutor legal**

Nombre de los padres/Tutor \_\_\_\_\_

Dirección \_\_\_\_\_

Número y calle

Ciudad

Código postal

Teléfono \_\_\_\_\_

De la casa incluyendo el código del area del trabajo ó el celular

Correo electrónico \_\_\_\_\_

Nombre de la madre /Tutor \_\_\_\_\_

Dirección \_\_\_\_\_

Número y calle

Ciudad

Código postal

Teléfono \_\_\_\_\_

De la casa incluyendo el código del area del trabajo ó el celular

Correo electrónico \_\_\_\_\_

Se requiere la firma de los padres/tutor

Confirmo que la información incluida en esta planilla es correcta y verdadera.

My hijo tanto como yo, vivimos en el distrito especificado desde la fecha de la lotería, el 3 de marzo del 2014.

Notificaré a la escuela Prairie Crossing Charter School inmediatamente si yo ó mi hijo/a nos mudamos del distrito escolar que hemos puesto en la planilla.

\_\_\_\_\_  
Firma del padre ó del Tutor legal

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de la madre ó del Tutor legal

\_\_\_\_\_  
Fecha

For School Use Only: Date Received \_\_\_\_\_ Init. \_\_\_\_\_ Date Called & Accepted: \_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_

La lotería pública par ser admitido a la escuela, se realizará, 3 de marzo del 2014 a las 7:00p.m. en el edificio Anna B. Comstock (K-4). Los resultados de la lotería pública serán publicados en la página web de la escuela el próximo día. Usted será notificado por correo en cuanto el estudiante ha sido aceptado ó puesto en la lista de espera, dentro de 14 días después de la letría pública.

## **Admissions to Prairie Crossing Charter School**

Prairie Crossing Charter School students are admitted in accordance with the state Charter Schools Law. The application process begins in January when parents are encouraged to fill out an application which they can get at the office or from the school website. After all applications have been submitted, returning students are given places as are their siblings if places are available.

Thereafter, admission is determined by a public lottery. The lottery is a nonexclusive, nondiscriminatory process where all students who live in Districts 50 and 79 are welcome to apply. All in-district applicants have the same chance of being selected. Out-of-district applications are also accepted. Legal residency must be established as of the day of the lottery for an applicant to be included in the in-district lottery process. Out-of-district students will only be admitted after all in-district student applications have been placed during the lottery process. After classes are filled, the lottery continues to create a waiting list for each grade. The application policy and procedures referred to below reflect Prairie Crossing Charter School's intent to maintain integrity and clarity throughout the following admission process.

1. Any student living in District 50 or 79 is eligible for admission to Prairie Crossing Charter School (PCCS).
2. The registration period runs from approximately January 1 to March 1 each year. During the time, PCCS sends information in English and Spanish to local newspapers, community service organizations, and other sources advising the community of opening at the school for the coming school year.
3. During the registration period, families of current students are asked to inform the school as to whether the student(s) will return for the coming year. These families are also asked to submit applications for any siblings who wish to attend the school, since siblings are given priority where space allows.
4. Also during the registration period, applications are available online and at the school for any interested and qualified families. These applications must be submitted to the school prior to the deadline, usually March 1. Families with children on the current waiting list are contacted to determine whether they are interested in being in the lottery for the next school year. Except as provided for in item #6, the waiting list is not maintained from year to year; a new waiting list is drawn each year.
5. All new applicants to the school and families currently on the waiting list indicating their desire to have a child (ren) considered for admission will be given a receipt to document the school's acknowledgement of their application or restatement of their desire for their child (ren)'s admission to the school.
6. At the end of the registration period, the school determines how many spaces are available at each grade level after returning students have been tabulated. Priority for registration at each grade level is as follows: returning students, siblings of returning students, in-district applicants and finally out-of-district applicants. If there are more siblings than can be accommodated at any given grade level that are on the current year's waiting list, they will remain on the list in the current order. If there are new siblings to be added to the waiting list, their names will be drawn and added to the bottom of the current siblings' waiting list.
7. Once places have been assigned to returning students and their siblings, students from the applicant pool are assigned to the various grade levels. If there are more

students than can be accommodated at a given grade level, a lottery is held among new students seeking admission to the affected grade levels, beginning at the highest grade level and moving to the lowest. If applicable, a final lottery is held in the same manner at each grade level for out-of-district applicants. They will be placed on the wait list immediately following the last in-district applicant previously drawn. If any student with siblings in the applicant pool is accepted, his or her siblings are automatically given priority as described above (i.e. the siblings are either accepted or added to the bottom of the waiting list of other siblings at the appropriate grade level).

8. All lotteries are held in public on a publicly disclosed date as soon as possible after the registration period has closed. Each lottery is held by grade level and priority as described above. An independent third party randomly selects names from a pool of all applicants to fill each grade level. Additional applicants are placed on a waiting list in the order selected, maintaining a priority status for siblings.
9. If during the lottery procedure a name was left out of the drawing for the appropriate grade level, one of five scenarios will result.
  - a. If the missing name is found before any other grades have been drawn, the lottery for that class is repeated with the name included.
  - b. If the missing name is found after other grades have been drawn and no siblings are impacted, the lottery for the class from which the name was missing is repeated with the name included.
  - c. If the missing name is found after other grades have been drawn and a student, Student A, was accepted into the class as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be accepted into the class unless the student at the top of the waiting list is a sibling of a student selected in the lottery. In that case, the sibling is accepted into the class. If not, the student whose name was first on the waiting list will be accepted into the class.
  - d. If the missing name is found after other grades have been drawn and a student, Student A, was placed above other students on the waiting list as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery.
  - e. If the missing name is found after other grades have been drawn and a student, Student A, was not accepted as a sibling in the errant drawing, but is a sibling in the corrected drawing, Student A will be placed in the spot he or she would have

been if his or her status as a sibling had been known. If student A is placed into the class, the last person placed in the class in the errant drawing will become the first person on the waiting list. No other changes in the waiting list will occur.

10. If after the lottery a student, Student A, was found to have been left out of the drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student after whom he or she is drawn. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery. If Student A is a sibling, he or she will be placed in his or her appropriate spot based on his or her sibling status.
11. All affected families are advised of the results of the lottery as soon as possible in writing and on the website.
12. Students are moved up from the waiting lists as openings occur at their grade level. When a family on the wait list is eligible to be offered a space, the school will contact the family to determine their interest in having the child attend the school. The school will use three working days for contacting the family. The family will be given three working days to notify the school of their decision to enroll from the date they are contacted by the school. Those applicants who cannot be reached or who do not respond within this designated period of time will be removed from the wait list and will be required to reapply. The spot will then be offered to the next applicant on the wait list.
13. No priority is given to any applicant to Prairie Crossing Charter School, except returning students, their siblings, and siblings of accepted students, as noted above and provided for in the Illinois' Charter Schools Law.



Prairie Crossing Charter School  
Board of Director's Policy

Policy: 800.3

Business Procedures

**Prairie Crossing Charter School  
Fee Waiver Policy**

**Definition of Instructional Fees**

Instructional fee or fees mean any monetary charge collected by Prairie Crossing Charter School (PCCS) from a student or the parents or guardian of a student as a prerequisite for the student's participation in any instructional program of PCCS. It is not defined as a fee when PCCS requires that a student provide his or her own ordinary supplies or materials (e.g. pencils, paper, notebooks) that are necessary to participate in any curricular or extracurricular program.

Prairie Crossing Charter School has a yearly books, materials, and activity fee of **\$100** per child. PCCS also charges fees for involvement in extracurricular activities and field trips. School fees do not include library fines and other charges made for the loss, misuse, or destruction of school property; charges for the purchase of pictures; charges for optional travel undertaken by a school club or group of students outside of school hours; charges for admission to school dances, athletic events, or other social events; or charges for optional community service programs (e.g. before- and after-school child care and recreation programs).

**Students Eligible for Waiver**

Each child's instructional fee is due by July 1<sup>st</sup> each year. For students that enroll in Prairie Crossing Charter School during the school year, this fee is due on their first day of attendance. The due dates for fees for extracurricular activities vary and are provided to students interested in those activities.

Fees may be waived for students whose family income falls within the United States Department of Agriculture guidelines for free or reduced price lunch and breakfast. Fees may also be waived for students whose families have suffered a significant loss of income due to death, severe illness, or injury in the family or unusual expenses incurred because of a natural catastrophe. The **FY-13** Fee Waiver guidelines from the U.S. Department of Agriculture are not yet available and will be sent, to those making a request, as soon as we get them.

Any family unable to pay the books and materials, or needing extra time to pay the fee should submit the form below to Prairie Crossing Charter School's Director **by June 30th** or the first day of attendance for students enrolling in PCCS during the school year. For fees for extracurricular activities, due dates will be provided with the information about each activity. The Director will process the request within thirty (30) calendar days and reply to the family with a payment plan, fee waiver statement, or denial of request. PCCS's Director shall decide waivers on a case by case basis in a non-discriminatory fashion and shall rely upon documentation submitted by the applicant. The Director's decision can be appealed to the School Board President.

Payment plans will be provided for students whose families do not qualify for fees to be waived but whose children would be prohibited from attending Prairie Crossing Charter School or taking part in extracurricular activities unless a payment plan is provided. Explanation for payment plan requests will be reviewed by the Director as provided above.



### **Notification to Parents/Guardian**

PCCS's policy for the waiver of instructional fees shall be communicated in writing to the parents or guardian of all students enrolled in the PCCS near the beginning of July with the first bill or fee notice sent and any other time a notice of fees (e.g. for extracurricular activities) is sent to parents. PCCS also will state in all of its notices sent to parents who owe instructional fees that PCCS waives fees for persons unable to afford them in accordance with its policy and the procedure for applying for a fee waiver. The Director's name, address, phone number, and email address will be included. A fee waiver application form also may be included with this notice when it is sent to parents. The notification will be in English, Spanish, or the home language of the parents, if it is needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, PCCS will use interpreters, e.g. other students or neighbors). The notice shall describe:

- PCCS's policy, including the criteria and other circumstances under which PCCS will waive school instructional fees or provide a payment plan for these fees;
- the instructional fees subject to waiver under the district's policy;
- the procedure to be used by parents in applying for a waiver of instructional fees;
- the procedure to be used by parents in resolving disputes concerning the waiver of instructional fees.

If the fee waiver policy and/or procedures are substantively amended, then parents of students enrolled in PCCS shall be notified in writing within thirty (30) calendar days following the adoption of the amendments.

### **Resolution of Disputes**

If PCCS denies a request for a fee waiver or payment plan, then it shall mail a copy of its decision to the parents within thirty (30) calendar days of receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver or payment plan at any time during the school year, if circumstances change.

An appeal shall be decided within thirty (30) calendar days of the receipt of the parents' request for an appeal. Parents shall have the right to meet with the President of the PCCS Board of Directors, who will decide the appeal, in order to explain why the fee waiver or payment plan should be granted. If the appeal is denied, then PCCS shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.

No fee shall be collected from any parent who is seeking an instructional fee waiver in accordance with PCCS's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.

### **Confidentiality**

School records that identify individual students as applicants for or recipients of instructional fee waivers are subject to the Illinois School Student Records Act (105 ILCS 10/1 et seq.). Information from such records is confidential and may be disclosed only as provided in the Act.

### **Prohibition Against Discrimination or Punishment**

No discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, will be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees.

Adoption Dates: 20 April 2004

Amended: 22 May 2007

Revised and Adopted 1 September, 2009

**Request for Fee Waiver or Fee Payment Plan**  
**Please submit by June 30**

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

☐ I/We request a payment plan for our books and materials.

☐ I/We request a waiver of the books and materials.

Please provide a brief explanation of the reason you are requesting a payment plan or waiver of fees.  
The Director is the only person who will see the reason for which you are requesting a payment plan or  
waiver of fees. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please mail to:       Prairie Crossing Charter School  
                              Attn: Executive Director  
                              1531 Jones Point Road  
                              Grayslake, IL 60030-3536

## **Prairie Crossing Charter School Transportation Plan**

The Prairie Crossing Charter School transportation plan is closely aligned with the school's size, environmental philosophy, dual district boundaries and finances. Door to door bus service for all students will not be offered, since the Charter Schools Law exempts Prairie Crossing from this requirement except for special needs students.

Prairie Crossing Charter School is situated at the far corner of each district. Its students may come from anywhere in a 63 square mile area. It simply cannot commit to door to door bus service. However, being committed to welcoming a diverse array of students from throughout the districts, Prairie Crossing Charter School will coordinate a car pool program designed to address the needs of families beyond walking or biking distance (which is greater than usual given a regional network of trails). The parents of children who are at risk or who are from low income families may be unable to take part in the car pool program. It is important to provide a means by which these children can attend Prairie Crossing Charter School. One of the principles on which the school is founded is the belief that children can learn to respect a diverse group of people by learning next to them and becoming friends with them. The following options will be provided for parents of at risk and low income children who wish to send their children to Prairie Crossing Charter School but cannot take part in the car pool program.

1. Parent volunteers will be sought to pick up and drop off the children whose parents cannot take part in the car pool program. In this way, these children will arrive at school in the same manner as other children and will not be singled out in any way that may make them feel different from other children attending the school.
2. If no parent volunteers can be found to pick up and drop off children and there are only a few children that need transportation, Prairie Crossing Charter School will hire a person to pick up and drop off these children using his or her car. In this case, Prairie Crossing Charter School would register with the Illinois Secretary of State as a School Bus Driver Employer. Prairie Crossing Charter School will insure that the person obtains and maintains a valid bus driver permit. This includes
  - an initial classroom course for school bus drivers;
  - a minimum of two hours classroom training annually related to driving responsibilities;
  - participation in a Federally required drug and alcohol testing program, possessing a valid and properly classified Commercial Driver's License (CDL) with a Passenger Endorsement and properly classified school bus driver permit;
  - completion and certification of a passed annual physical examination on a form prescribed by and available from the Secretary of State's Office; and
  - Criminal background check including fingerprinting through the Illinois State Police.

Prairie Crossing Charter School will further insure that any vehicle used to transport children by an employee meets the requirements for a Division I vehicle. Under no circumstances will a Division II vehicle be used to transport students to and from school. All vehicles will have proof of adequate insurance on file at PCCS and will complete a safety inspection every six months at an Official Testing Station regulated by the Illinois Department of Transportation.

3. If the number of children needing transportation is large enough, Prairie Crossing Charter School will lease a school bus to transport the children to and from school. The Director of Prairie Crossing Charter School or his/her designee will obtain documentation from the bus company insuring that the drivers used hold valid bus driver permits and that their buses are maintained and inspected as required. In this case the Director of PCCS or his/her designee will do the following to insure the safety of school bus-transported children:
  - Supervise school bus emergency evacuation drills for all bus-riding students on school property twice annually and maintain documentation;
  - Insure classroom instruction in safe bus-riding practices by classroom teachers for all bus-riding students twice annually including the dangers in the loading and unloading zone and maintain documentation; and
  - Insure that all bus-riding students have copies of bus-riding rules which include the consequences for gross disobedience or misconduct.

Adoption Dates: 15 December 2003

## **Prairie Crossing Charter School Volunteer Policy**

Prairie Crossing Charter School encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to life-long learning. The parental role in achieving the Prairie Crossing vision is critical. This role can take many forms. All parents are encouraged to provide a home atmosphere in which their children are supported in their educational goals. Frequent two-way communication between school and home is a hallmark of PCCS. This serves to keep parents informed of their children's progress and any special help they may need. It also provides an opportunity for the parents to discuss any questions or concerns with school personnel. Parents of Prairie Crossing Charter School students are welcome to volunteer for many school activities in the classroom; as chaperones and drivers for field trips; as helpers in the maintenance of the school; as coaches, as participants in Parent Staff Organization (PSO); as members of the school board or its committees, task forces, etc.; in contributing special talents and skills; or by providing financial contributions to the school. **However, no parent is required to volunteer at the school or provide financial contributions.** Children will not be discriminated against in any way if parents are unable or choose not to volunteer or contribute financially. **Volunteerism and financial contributions are not requirements for enrolling in or remaining at Prairie Crossing Charter School.**

Adoption Dates: 17 December 2003

## **Administrative Regulations**

### **Payment Plans for Instructional Fees**

1. Policy #800.2 provides that a family may request a payment plan by which to make payments on student enrollment fees. (Enrollment fees are those fees charged to families as a result of their child's admission to, and enrollment in, Prairie Crossing Charter School. These Enrollment Fees are collected to support the general operating expenses of the School including, but not limited to, the provision of field trips and general educational activities. Excluded from Enrollment Fees are those fees associated with Voluntary Activities such as Band, Farm to Table, Tae Kwon Do, basketball, Pizza Friday, etc. Provisions for payment plans for those latter fees are the subject of Policy #800.2-10.)
2. These procedures do not apply to any family which has qualified for fee waivers in any given school year.
3. Any family not otherwise on a fee waiver, may request from the School Director a payment plan for Enrollment Fees.
4. Upon notice of approval for such a plan, the Bookkeeper shall construct a plan based upon payment due dates determined by the Bookkeeper and give written notice of the plan to the requesting family.
5. Each plan shall be based upon the requirement that a 25% down payment must be paid before the child(ren) the subject of the plan will be allowed to attend the first day of school in August. In this instance the down payment must be paid by June 30<sup>th</sup>, and if not paid a default notice to the family shall be immediately sent containing the right to appeal content.
  - a. Subsequent installments of such a plan will be due on the last day of each subsequent month until paid in full.
  - b. All payment plans must be guaranteed by the family either by giving the school access to a debit authorization or a credit card authorization.
  - c. Personal checks will only be accepted when guaranteed by a debit authorization or credit authorization.

Sample Payment Plan: Enrollment Fee=\$100

Down payment of \$25.00 due on or before June 30<sup>th</sup>  
Second payment of \$25.00 due on or before September 30<sup>th</sup>  
Third payment of \$25.00 due on or before October 31<sup>st</sup>  
Final payment of \$25.00 due on or before November 30<sup>th</sup>

6. Should a family on a payment plan allow the plan to become delinquent following the beginning of the school year, the bookkeeper will notify the School Director that a delinquency has occurred. The School Director shall notify the family in writing that the child(ren) the subject of the payment plan will be allowed to complete the trimester in which the delinquency occurred and will then be

removed from the school and relinquish the seat(s) to the next eligible child(ren) on the waiting list for the appropriate grade band..

7. Failing to cure the delinquency by the end of the current trimester and completing the plan in full, the child(ren) will be removed from the school enrollment. Notice of this pending action will be given the family not less than fourteen days in advance. If the family requests in writing to appeal to the Board of Directors the administration's announced intention to remove the child(ren) prior to the intended date of removal, the removal shall be stayed pending the Board's review of the matter. The Board of Director's decision regarding this appeal shall be binding and the administration will implement that decision accordingly.
8. A family requesting a payment plan from the administration may appeal the administration's actions to the Board of Directors in the following circumstances:
  - a. Denial of a payment plan,
  - b. Determination of default status
  - c. Determination to exclude a student as a consequence of plan default.
9. Families wishing to file an appeal must do so in writing addressed to the President of the Board of Directors with a copy to the School Director asserting the basis of the appeal from among those listed above. Such appeals shall be mailed via U.S. Mail to the:

President, Board of Directors  
Prairie Crossing Charter School  
1531 Jones Point Road  
Grayslake, Illinois 60031

Revised July 1, 2009

## **Voluntary Fee Collection Policy**

The purpose of the Voluntary Activity Fee Payment Plan Policy is to define parameters for the School's Administration in relation to allowing families to establish a payment plan with the School for their child(ren's) participation in elective/voluntary activities (e.g. band, clubs, out-of-state field trips) with which fees are associated. This Policy only applies to fees associated with elective activities that are not covered by the School's Fee Waiver Policy; further, this Policy is subservient to any applicable State Laws or Regulations that establish requirements for the School's actions in relation to the waiving or allowance of payment plans for various School Fees. Further, this policy only applies to requests to establish a payment plan for an activity after the established due date for the applicable activity fee (i.e. it does not apply to situations where families are making payments in advance of their child(ren's) participation in an activity).

The School's Administration is charged with developing and implementing a Voluntary Activity Fee Payment Plan for applicable fees as outlined above that incorporates the following elements:

- No family shall be allowed to have an outstanding fee balance under this Voluntary Activity Fee Payment Plan in excess of \$100.00.
- A family shall be required to submit payment equal to at least 25% of the total fee.
- The School shall establish monthly payment dates on which at least 25% of the total amount financed shall be made to the School.
- If a family is 30 days late in making a scheduled payment, the account balance shall become past due and payment in full shall be required immediately.
- Participating families shall be required to provide the School with a means of collecting any past due balances (e.g. a credit card account or an account and routing number). Additionally, at the time the payment plan is established, families will be required to authorize the School to bill the provided source of funds for any past due balances.
- The School shall not charge any interest, fees, or penalties in relation to fees for which a payment plan has been established pursuant to this Policy.
- The School shall provide information regarding the Voluntary Activity Fee Payment Plan to families of the School.

Adopted: February 24, 2009



**Administrative Regulations  
Implementation of Payment Plans  
Voluntary Student Fees**

1. Upon receipt of School Director's notice that the establishment of a payment plan for Voluntary Student Fees as described in Policy 800.2.10 is authorized, the Bookkeeper shall derive a payment plan in accord with Policy 800.2.10.
2. The payments shall be equally divided in 25% increments by month and will be due on the 30<sup>th</sup> of the month. The 1<sup>st</sup> payment must be made prior to the beginning of the activity. Then the remaining payments are due on the 30<sup>th</sup> of the month. The payments must be secured with either a credit card number or debit account authorization. A personal check will be accepted ONLY if it is clearly communicated to the Business Manager that payment will be on time and the check is guaranteed (debit authorization). An example of the payment plan is as follows:

A student's family requests a payment plan for the 8<sup>th</sup> grade Virginia Trip in January. The estimate cost of the trip is \$850.00 (While Policy 800.2.10 states in part, "No family shall be allowed to have an outstanding fee balance under this Voluntary Activity Fee Payment Plan in excess of \$150.", payment plans for the 8<sup>th</sup> grade Virginia Trip as outlined herein are not subject to the \$150. cap, for there would be no applicable outstanding balance limit. The plan calls for payment in full prior to undertaking the beginning of the activity.) The School Director authorizes such payment plan and the Bookkeeper is able to derive a payment plan. The family will be required to make a deposit payment of 25% of the estimated total prior to the start of the payment plan with subsequent payments due on the 30<sup>th</sup> of the month. The staggered payments will be as such:

\$212.50=25% Down payment due January  
\$212.50=25% Payment due February 28<sup>th</sup>  
\$212.50=25% Payment due March 31  
\$212.50=25% Payment due April 30<sup>th</sup>  
\$850.00=100% Payment in full prior to VA trip in May

3. The payment plan as communicated to the family will be written via letter from the Bookkeeper who will also keep a copy. Will maintain records associated with the payment plan including the family name and the body of the worksheet shall include family name, dollar amount due, applicable check numbers, other payment records, and date when payment is made. Follow up notes and discussions via communication modes of phone, fax, mail or email shall be annotated as such in the record as appropriate
4. If payment is late and collection calls are warranted, the account, as stated in the policy, after 30 days will become past due and payment in full shall be required via the credit card or debit account authorizations.
5. If a family has past due balances, the School shall collect any and all via the credit card or debit account authorizations prior to the issuance of any future payment plan. Failing the ability to collect, the family in default shall become ineligible to secure any future payment plan from Prairie Crossing Charter School until all outstanding balances have been settled in full.
6. The Bookkeeper will monitor the accounts prior to the 30<sup>th</sup> of the month to ensure family's are in compliance. The Bookkeeper will keep the Business Manager and School Director apprised of such delinquencies.

Revised July 1, 2009

## Accountability Report Section C

<b>Primary Disability</b>	<b>Related Disability</b>	<b>Related Service</b>	<b>Related Service</b>	<b>Related Service</b>	<b>Dismissed from Services 2013-2014</b>
504					X
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
504					
Autism		Speech/Language	Social Work	Occupational Therapy	
Autism		Speech/Language			X
Developmental Delay		Speech/Language	Occupational Therapy	1:1 IA	
Emotional Disability		Social Work	Occupational Therapy		
Emotional Disability		Social Work			
Emotional Disability		Social Work			
Emotional Disability		Social Work			
Hearing Impairment		Speech/Language			
Hearing Impairment		Speech/Language			
Hearing Impairment					
Other Health Impairment	Speech Language	Speech/Language			

<b>Primary Disability</b>	<b>Related Disability</b>	<b>Related Service</b>	<b>Related Service</b>	<b>Related Service</b>	<b>Dismissed from Services 2013-2014</b>
Other Health Impairment		Occupational Therapy	Physical Therapy	Speech/Language	
Other Health Impairment		Occupational Therapy			X
Other Health Impairment		Social Work	Occupational Therapy	1:1 IA	
Other Health Impairment		Speech/Language	Occupational Therapy		
Other Health Impairment		Speech/Language			
Other Health Impairment	Emotional Disability	Social Work	Occupational Therapy		
Specific Learning Disability					X
Specific Learning Disability		1:1 IA			
Specific Learning Disability		Occupational Therapy	Social Work	1:1 IA	
Specific Learning Disability		Occupational Therapy	Social Work		
Specific Learning Disability		Occupational Therapy			
Specific Learning Disability		Occupational Therapy			
Specific Learning Disability		Speech/Language	1:1 IA		
Specific Learning Disability		Speech/Language	Occupational Therapy		
Specific Learning Disability		Speech/Language	Occupational Therapy		
Specific Learning Disability		Speech/Language			
Specific Learning Disability		Speech/Language			
Specific Learning Disability		Speech/Language			
Specific Learning Disability					
Specific Learning Disability					
Specific Learning Disability					
Specific Learning Disability					

Primary Disability	Related Disability	Related Service	Related Service	Related Service	Dismissed from Services 2013-2014
Specific Learning Disability					
Specific Learning Disability					
Specific Learning Disability					
Specific Learning Disability					
Specific Learning Disability					
Specific Learning Disability	Speech Language	Speech/Language			
Speech Langauge					
Speech Langauge					
Speech Langauge					
Speech Language		Occupational Therapy			
Speech Language		Occupational Therapy			
Speech Language		Occupational Therapy			
Speech Language		Occupational Therapy			
Speech Language					
Speech Language					
Speech Language					
Speech Language					
Speech Language					
Speech Language					
Speech Language					X
Speech Language					
Speech Language					
Speech Language					
Speech/Language					X
Speech/Language					X
Speech/Language					X
Speech/Language					
Speech/Language					X
Speech/Language					X
Speech/Language					X
Speech/Language					X
Speech/Language					
Speech/Language					

<b>Primary Disability</b>	<b>Related Disability</b>	<b>Related Service</b>	<b>Related Service</b>	<b>Related Service</b>	<b>Dismissed from Services 2013-2014</b>
Speech/Language					
Speech/Language					X
Visual Impairment		Vision Itinerant			

## SECTION D: 2013-2014 Personnel Credentials

Name	Position	Degree	Certification	Years Teaching
Alvarado, Jesse	Custodian			
Barnett, Katy	Teacher	Masters	Yes	10
Barrett, Diane	Assistant	Bachelors	Yes	
Batz, William	Maint. Supervisor	Bachelors		
Berger, Shirley	Teacher	Bachelors	Yes	11
Boyle, Peggy	After Care Supervisor			
Brozowski, Heather	Teacher	Bachelors	Yes	1
Buesking, Lori	Assistant	Bachelors	Yes	
Coonan, James	Tech Support	Bachelors		
Corra, Adam	P. E. Teacher	Bachelors	Yes	6
Deigan, Geoff	Executive Director	Bachelors		
DePaz, AnneMarie	Teacher	Bachelors	Yes	4
Disalvo, Kim	Business Manager			
Dybas, Dil	Community Engagement Liaison	Bachelors		
Flaig, Carol	Assistant			
Freeman, Robert	Assistant	Bachelors	Yes	
Gehrig, Stefanie	Teacher	Masters	Yes	1
Germata, Katie	Assistant			
Habel, Paul	Teacher	Bachelors	Yes	13
Hahn, Lynn	Teacher	Bachelors	Yes	12
Haight, Ben	Teacher	Masters		8
Hauser, Carmen	Teacher	Bachelors	Yes	13
Heier, Jacqueline	Teacher	Bachelors	Yes	3
Heinrich, Megan	Sp. Ed Admin. Asst.			
Hershiser, Michael	Teacher	Masters		11.5
Hershiser, Naomi	Dean Of Environmental Learning	Masters	Yes	8
Hoffman, Jody	Assistant	Bachelors	Substitute	
Hoklas, Kristen	Assistant	Bachelors	Yes	
Jeffery, Christine	Teacher	Bachelors	Yes	11
Johnson, Annette	Assistant			
Johnson, Patricia	Teacher	Bachelors	Yes	9
Koeniger, Andrea	Dean of Faculty & Students	Masters	Yes	12
Krissek, Donna	Assistant	Bachelors	Substitute	
Kroll, Carly	Assistant	Bachelors	Yes	
Kulbeda, Melissa	Teacher	Bachelors		4
Lynch, Kathleen	Dir. of Spec. Ed & Student services	Masters	Yes	16

Martinez, Ray	Teacher	Masters	Yes	41
McDermott, Kathryn	Secretary			
McGovern, Cynthia	Teacher	Masters	Yes	19
McKee, Marjorie	Resource Teacher	Masters	Yes	.5
Mehrtens, Sallie	Title 1 Reading Spe.	Masters		
Meyer, Caryn	Social Worker	Masters	Yes	21
Moriello, Nicholas	Custodian			
Moyer, Rebecca	Assistant	Bachelors	Substitutue	
Nasir, Nasreen	After Care	Bachelors		
Painter, Tera	Teacher	Bachelors	Yes	4
Plucinski, Melissa	Resource Teacher	Bachelors	Yes	5
Reidy, Nancy	One-on-One Teacher Assistant	Masters	Yes	
Roman-Ahlgrim, Lisette	Teacher	Bachelors		2
Schaefer, Yvonne	Assistant			
Siegel, Janette	Admin. Assistant			
Smith, Kelly	Teacher	Masters	Yes	11
Stefans, Karin	Teacher	Bachelors	Yes	2
Stenzel, Patti	Bookkeeper			
Stewart, Sarah	Assistant	Bachelors	Yes	
Sustich, Kerri	Teacher	Bachelors	Yes	1
Thomas, Gery	Assistant	Bachelors	Substitute	
Tomei, Susan	One-on-One Teacher Assistant	Bachelors		
Turner, Roxanne	Assistant	Bachelors	Yes	
Venegoni, Danelle	Resource Teacher	Masters	Yes	1
Verenski, Frances	Assistant	Masters	Substitute	
Zamiar, Tony	Teacher	Masters	Yes	21

### Sub-Contractors

<b>Name</b>	<b>Position</b>	<b>Degree</b>	<b>Certification</b>	<b>Years Teaching</b>
Caruth, Laura	Speech Pathologist	Masters	Yes	
Hehir, Sarah	Physical Therapist	Bachelors	Yes	
Gernady, Anne	School Psychologist	Masters	Yes	
Schumaker, Leslie	Hearing Itinerant Teacher		Yes	
Vanderbilt, Katie	OT	Bachelors	Yes	

## **Sections E: Best Instructional Practices**

Kindergarten – Vegetables in our SSY

1st/2nd Grade – Our Road Trip Through Nonfiction Features

3rd/4th – Campus Green Feature: Use Less Electricity

5th/6th – Egyptian ELA Studies

7th – The History of Human’s Interactions with the Land

8th – Cattle Rancher Project

Fitness Unit: Outdoor Winter Lesson-Snolympics

Grades K-4 – Elementary Spanish– Numbers

Grade 5-8 – Spanish – Write Rules for Adjectives and Plurals with Examples

Art: Recycled Shopping Bag Flowers

Music Lesson: “A Hunting We Will Go”



## **Vegetables in our SSY**

### **Lesson 2**

**Overview:** Students will explore our SSY and learn about the different vegetables that are grown in the different gardens.

**Essential Question:** Where Does Our Food Come From?

**Key Concepts and Vocabulary:**

· Carrots, beets, tomatoes, green beans, garlic, pumpkins

**Student Performance Objectives:** The students will...

- Students will identify different types of vegetables
- Students will find explore our gardens and identify the different types of vegetables that are growing in our garden and in the gardens in the SSY

**Time Required:** 45 minutes

**Special Requirements:** access to gardens with fruits and vegetables

**Standards:**

· RI.K.2a, RI.K.5a, RI.K.5b, RI.K.5c, RK.K.10

**Materials needed/ Advanced preparation required:**

· Chart paper, plastic vegetables from the kitchen area,

### **Lesson:**

We have started to talk about where our food comes from. Who can tell me what you remember about where our food comes from. Today we are going to learn about how we get our food from plants. We are going to focus on vegetables today.

What do we need to do first to have a plant grow?

(chart what the students say)

Help guide them to plant a seed, then it grows (touch on roots, stem) what comes next (flower) and then fruit. Many of the things that we have been talking about in our unit grow from seeds. Wheat, Strawberries, sunflowers

What else have we been growing and harvesting? tomatoes and zucchini

These are both types of vegetables and we are going to learn about more vegetables.

First we are going to read “The Vegetables We Eat” by Gail Gibbons. What type of book is this? A fiction book, or a nonfiction book? Turn and talk and tell me why you think that.

Students turn and talk

Give me 5- choose students to share their thoughts.

Read the book

(create chart with 8 boxes) Identify the different kinds of vegetables and chart. Go back through the book with the kids if they need help identifying the different types of vegetables.

Today we are going to go outside in our garden and look at our plants and identify what kind of vegetables they are. We will also go over to Mrs. Berger's garden area, by the gardens in the middle of the parking lot and the 5-8 garden beds. Let's see if we can find the 8 different kinds of vegetables!

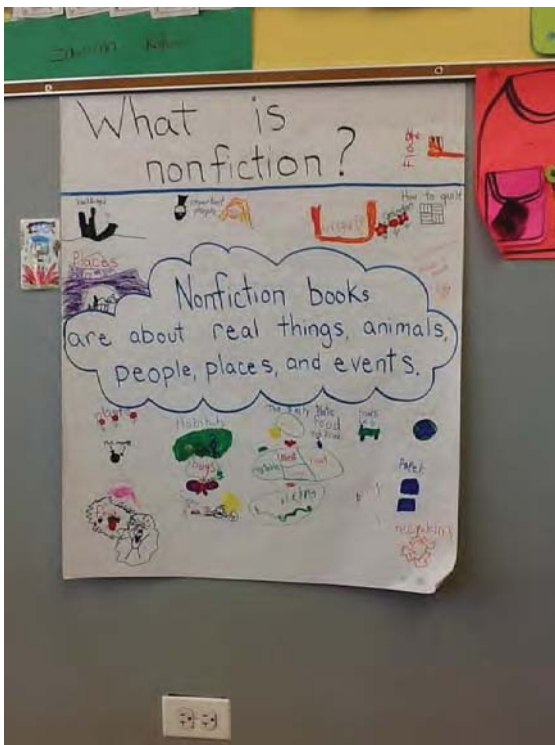
Come back to class and show them the different veggies and ask them to identify which category they belong in.

## **Our Road Trip Through Nonfiction Features**

We discovered a NonFiction Feature Unit and adjusted it as needed for our grade band.

My Road Trip Through Nonfiction Text Features encourages the use of authentic resources to identify 28 different text features found in nonfiction texts. This unit directly involves the student in creating a resource that can be used when researching and reading in nonfiction text. Through this unit, the students will be introduced to a text feature, will create a definition to define the purpose/use, and will then search through various texts to locate an example(s) of the feature. By using authentic resources to locate these features, the students are provided with hands-on experiences that actually allow the students to identify with their reading material.

•Anchor Chart Collection: Students included anchor charts that had been created during the course of our study. We took pictures of the anchor chart that we created and made copies for students to glue into their notebooks. This was a great resource and future reference for the students. Here is an example:



**Text Feature Definitions:** In this section, we found definitions for all 28 features found in this unit.

### **Student Book**

•Title Page

•Table of Contents: The Table of Contents was completely blank and allowed for the students to create their own version depending on the text features that we included in our study. Each day, the students added a page number to the Table of Contents.

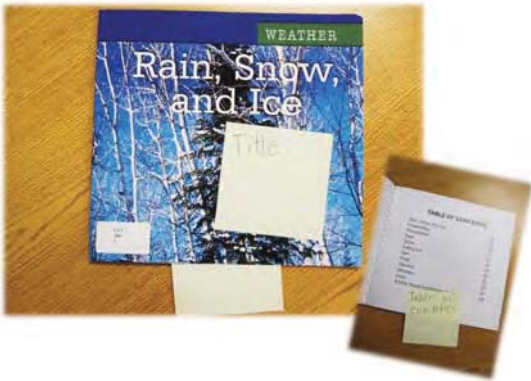
•Anchor Chart Collection: Students included anchor charts that had been created during the course of our study. We took pictures of the anchor chart that we created and made copies for students to glue into their notebooks. This was a great resource and future reference for the students.

## **Lessons:**

Each day, we introduced a new feature to the students. Some may be review and others may be completely new. By the end of a five week study, we should be able to visit 28 text features. In order to do this, we may need to combine a few. This year, we did not study all 28 features.

After introducing a new feature, the classroom created a definition to identify the purpose. We provided the definition for each text feature. The students then dove straight into a text to locate and label the text feature discussed. The students used sticky notes to identify and label a particular feature being studied.

*Differentiation: For my students who struggle with writing, I had the definition already printed in their book. They only had to locate the text feature and glue it in. I also changed the line format to accommodate handwriting needs.*



Once the students labeled the feature, we made a copy of this particular page for the student to place into their notebook. If a student was not able to locate a particular feature, I provided them with an example to include in their Student Book. These were ready for them each morning to glue in as part of their morning work. This particular picture shows a student gluing his picture in which he identified and labeled the title of a nonfiction text.



## **Assessments:**

We gave a pre and post test to assess student growth during the unit. We used the same test at the beginning and the end.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Nonfiction Text Features Pre/Post Test

1. Which of the following is an example of nonfiction:
  - a. Skippy Jon Jones picture book
  - b. A Halloween craft book
  - c. A Junie B. Jones novel
  - d. A Star Wars story
  
2. In your own words, what is nonfiction?

### **3. Please match the nonfiction text feature to its correct definition with a line**

Bibliography	I focus the reader's attention on new or important words in a text. These words can often time be found in the glossary at the end of the book.
Bold Print and Colored Print	I am on or near pictures to explain or give the readers information about the picture.
Title	I am the name of a book and I introduce the topic of a text.
Caption	I am found at the end of a book or research paper. I list books that were used to gather information.
Diagram	I am a drawing that shows and identifies the parts of something. I usually include labels.

**4. Please match the nonfiction text feature to its correct definition with a line**

Glossary

I am a visual representation of information found within a text. I allow reads to better understand the information.

Graph

I tell the reader what a specific section will be about.

Heading

I am an alphabetical listing of the topics found in a text.

Illustration

I am an alphabetical list of new or important words found in a text. In me, you can also find the meaning of new words.

Index

I am a picture that has been drawn to help the reader visualize the information in a text.

**5. Please match the nonfiction text feature to its correct definition with a line**

Table of Contents

I help the reader identify a picture or a photograph and its parts.

Labels

I give the reader the name of each heading of a text and the page number for where each section begins.

Map

I assist the reader in separating a section into chunks that are related to the heading.

Subheading

I show the location of things.

**1st and 2nd grade Common Core State Standards:**

**1st grade Reading Informational Common Core State Standards Covered:**

RI.1.5a Know various text features to locate key facts or information in a text.

RI.1.5b Use various text features to locate key facts or information in a text.

RI.1.7.a. Use the illustrations to describe its key ideas.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

**2nd Grade Reading Informational Common Core State Standards Covered:**

RI.2.5 a. Know various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.5 b. Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic

menus, icons) to locate key facts or information in a text efficiently.

RI.2.7 a. Explain how specific images (e.g., a diagram showing how a machine works) contribute to a text.

RI.2.7 b Explain how specific images (e.g., a diagram showing how a machine works) clarify a text.

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Campus Green Feature:  
Use Less Electricity**



**Subject:** [EE & Science](#)

**Grade Level:** [3rd/4th Grade](#)

**Objectives/Standards:**

**Students will be able to:**

- work in pairs inside and outside of the classroom
- collaborate with other students and class during turn and talk
- write scientific observation during their investigation
- explain the green features of half-on half-off lighting, motion sensing switches, and clerestory building windows in a worksheet format

**4-PS3-2.      Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.**

**4-ESS3-1.      Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.**

**Materials and Resources:**

[Green Feature \(Lights\) Worksheet](#)

[Scavenger Hunt](#)

- chart paper
- clipboards, pencils, colored pencils

**EE Integration and Description:** Students will explore the features of our building.

1. In observance of our Green initiative “Use Less Electricity,” as a class brainstorm how students of Prairie Crossing Charter school can reduce their “electric footprint”. Have students work in small groups to generate a list on post-it notes and combine into an anchor chart.
2. From this discussion, call attention to student responses of “turn the lights off” and “windows”. If students do not come to this conclusion through discussion in small groups, guide student to observing ideas within the classroom to tunnel their focus.



3. Once students point out windows or turning off the lights, explain that our building is LEED certified and that they are going to explore what features in our building makes us have such a prestigious award.
4. Place students in pairs or groups of three- being mindful of ability levels, pairing struggling learners with students who have exhibited stronger conceptual understandings of electricity.
5. Discuss the importance of making detailed scientific observations, as well as review the PBIS expectations of respectful behavior when working outside the classroom.
6. Classroom completes the Light Scavenger Hunt. Students search around the room and building noticing the green features of our light and electrical circuits (light switches). Make sure that one adult is inside the classroom while the other stays in the hallway to monitor the students during the activity.
7. Call students back together in Muir Hall to discuss their explorations as well as lead students to discuss how these features help us reduce the electric footprint of our school (using less lights). Be sure to have students TURN AND TALK so all students can voice their ideas:
  - a. Number of windows in the classroom and hallways
    - i. (explain concept of clerestory windows)
  - b. Half on Half off lights features of the classroom
  - c. Motion Sensors
  - d. Compare the two buildings and discuss how our features help reduce the need for more electricity.
8. Students complete the LEED Green Feature Lights worksheets - calling special attention to detailed observations with labels (Common Core ELA component).
9. For homework, students will count the windows in their home and have a discussion with parents on using natural light benefits the earth. Discussion topics can be added in an email/newsletter to strengthen school/home ties.
10. CHALLENGE: Students compete with their families to lower the electricity usage/ bill (hey parents, save money!) Students report their findings monthly and can graph results.



#### **Differentiation:**

#### **Extra Support Needed:**

- Teacher can pair a stronger child with a child that requires more support.
- Provide pre written stems on the worksheets for students who struggle with the writing components

**Advanced Extension:**

- To extend learning, or for thoughtful/quick finishers have students research other schools or buildings that are LEED certified and compare/contrast to PCCS.
- Have students draft ways to improve pre existing buildings - what ways could they be altered to have “use less electricity” features

ngcName:\_\_\_\_\_ Date\_\_\_\_\_

Prairie Crossing Charter School has a very special campus. The Comstock building was the first LEED certified school building in Illinois. LEED stands for Leadership in Energy and Environmental Design. The other buildings, while not LEED certified, also have some important features that help the environment and the grounds of the campus have been designed to provide learning opportunities as well.

Because of these features our campus provides an opportunity for students to learn not only in our buildings and on our grounds, but *from* them. Each year, students learn about different parts of the campus.

This year we learned about

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Half on/ Half off	Here is how the feature works:
	<div data-bbox="836 1003 1502 1213"><hr/><hr/><hr/><hr/><hr/></div> <div data-bbox="836 1213 1502 1339"><hr/></div> <div data-bbox="836 1339 1502 1423">This helps the environment by:</div> <div data-bbox="836 1423 1502 1761"><hr/><hr/><hr/><hr/><hr/><hr/></div>

Clerestory/Natural Lighting	Here is how the feature works:
Motion Sensitive Switches	Here is how the feature works

Name \_\_\_\_\_ Date \_\_\_\_\_

### Light Scavenger Hunt

1. What happens if you only turn on one light switch for the classroom?

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2. How many windows to outside are in the classroom? (count large and small windows)

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3. How many windows are in the hallway outside our room?

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4. What two directions do most of the windows face in this building?

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5. What happens if we leave the lights on and leave the classroom for a long time?

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6. How many long light bulbs are in the classroom?

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7. How many other types of light bulbs are in the classroom?

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8 . a) How many windows are there above the white board?

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b) Why are there windows above the white board?

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8. How many windows are in the large area outside Ms. Johnson's

room? \_\_\_\_\_

9. Why do you think there are so many windows in our building?

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10. Look at the pictures below.



Write a sentence that compares the windows in these two pictures. Write about the number of windows and how that would affect the light inside each school.

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# Electricity Circuit Exploration



**Subject:** Science and Constructivist  
**Objectives/Standards:**

**Grade Level:** 3rd/4th Grade

- 4-PS3-2.** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-4.** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.\*
- 3-5-ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3.** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**EE Integration:** Students will be creating circuits that reduce the amount of electricity/voltage used- they will attempt to construct the half/on half off circuits that our LEED certified Comstock building. They will need to discuss how many materials they use.

## **Previous Knowledge:**

1. In the beginning of the year, students have been exposed to the scientific process, therefore the form that is used to create their experiment will not be new.
2. Students have conducted experiments with series and parallel circuits with batteries and

bulbs. They are familiar with how to build a circuit and put together the materials. They have learned the symbols to be able to write/ draw a circuit that others could follow. The class has also learned the function of a switch and how to make it work in a circuit.

2. Students will have conducted the Light Scavenger Hunt Lesson

[Light Scavenger Hunt Lesson](#)

### Materials and Resources:

Delta Science Modules Electrical Circuits Kit Materials:

Charged D Batteries

Working Light Bulbs

Wire Cutters

Wire, Copper, Insulated (Cut into 6 inch pieces)

Battery Holders

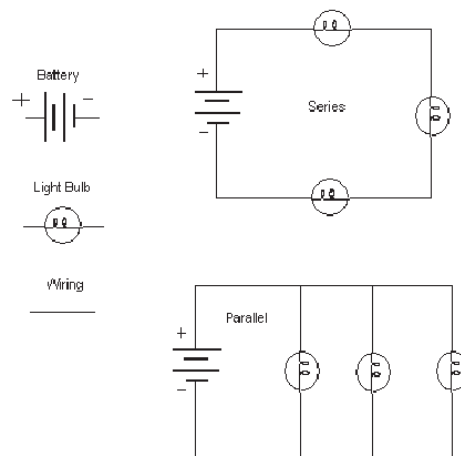
Bulb holder

Electrical Clips

Science notebooks - with prior lessons/ essential questions for reference

Investigation Planning Guide

Poster



### Description:

1. **Hook:** Call students to attention! Explain that they have been hired by a local school district who is impressed by PCCS's LEED certification. They want to design a new building for their K-4 students, modeled after our Green Features in our buildings. The building designers are currently working on the electrical portion and wall structure. The school is concerned about their "electric footprint" on the Earth. They would like to reduce energy, but are unsure how to light the classrooms. Can you help build and write up a plan/design for an environmentally conscious circuit?

**Your plan must have:**

- an ability to turn on and off (switch)
- at least 6 light sources (bulbs)
- series or parallel
- power source (battery)

**You can use the electricity materials to test your electricity ideas. Your design must have the proper electrical symbols (refer to science notes), complete circuit diagram, and labels. Use the Investigation Planning Guide to start your circuit building and plan your steps. Remember, you are presenting your idea to a company in hopes that they hire you! Be neat and thorough!**

- - - This could also be drafted in a letter - problem based learning scenario!



**\*\* Consider these questions if students need prompting:** What kind of circuit would be best for an environmentally conscious school?  
A series or a parallel circuit? Why?

### **ASSESSMENTS:**

**Formative:** Teacher makes anecdotal observations on student recording sheet. Are students able to collaborate successfully in a group, are they able to use appropriate terminology in relation to subject matter (volts, current, open/ closed circuit, etc), are students able to problem solve and persevere through difficulties/ complications (circuit not working, light bulb not working, battery charges etc) - do students reflect on their current circuit (trial and error).

**Summative:** Teacher will use rubric/checklist to assess group presentation and diagram.

### **Differentiation:**

#### **Extra Support Needed:**

- Students can be placed in groups by ability. Have supportive students paired with students who require extra assistance.
- Have a diagram of electrical symbols readily available for students who struggle with drawing symbols.
- Provide access to a complete closed circuit (both series and parallel) for students to refer to.
- If students struggle with the initial set of directions (with less teacher guidance) ask students to create BOTH a parallel version and a series version. Discuss the pros and cons of each through use of a double bubble map. Highlight the differences in brightness, the volts used, and the amount of materials consumed.

### **Advanced Extension:**

- Have students create equations that represent the voltage for a classroom and building, using Comstock building as an example. (10 classrooms, bathrooms) Look at the voltage of a lightbulb (a long classroom lightbulb if available - ask maintenance crew)
  - Have them then create a mock up for a set of classroom using a series circuit and write up a compare/contrast essay (pros and cons)
- Allow students to research the criteria for achieving a LEED certification award - If available, research why PCCS is LEED certified and create a brochure on the electrical green features of PCCS.

## **Year A: Unit 4 Overview**

Unit Title: Unit 4 – Egyptian ELA Studies

**Grade level: 5/6**

Time Frame: 3 Weeks

Common Core Standards:

5th grade

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**6th grade**

CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Overarching Question: (Informational) How are civilizations influenced by their environment.  
Essential Questions:

How do I compare and contrast different texts on similar topics?

How is one author's presentation of events different from another author's presentation?

How do I evaluate informational text?

What are the different points of views in fiction and nonfiction text?

How do I determine the meaning of words and phrases as used in the text? (Connotative, denotative, figurative.)

How does the point of view influence text?

What kinds of structures do writer's use in informational texts, knowledge and skills:

Students will be able to...

determine point of view of a text

determine the meaning of words and phrases in a text

contrast and compare different types of texts

identify the types of structures a writer uses in information text

Introductory Concepts:

Essential Vocabulary:

text,	compare and contrast,	evidence,
point of view,	first person,	second person,
third person,	theme,	bias,
nonfiction		

Teacher research/resources:

### **NYC 6th Grade Gifted**

Unit:[http://schools.nyc.gov/documents/teachandlearn/ss/census/egypt\\_5-27-09.pdf](http://schools.nyc.gov/documents/teachandlearn/ss/census/egypt_5-27-09.pdf)

As military takes hold of Egypt, violence spills into the streets:

<http://newsela.com/articles/egypt-military/id/869/>

Point of View article Rosetta Stone:

Staying in British Museum <http://www.telegraph.co.uk/comment/personal-view/6776328/The-Rosetta-Stone-can-be-shared-where-it-is.html>

Giving back to Egypt - probably too difficult for our students, but we may be able to use portions of it.

<http://www.modernghana.com/news/255494/1/return-of-the-rosetta-stone-to-egypt-limits-to-the.html>

Article in favor of allowing artifacts to be shared by other countries:

[http://tierneylab.blogs.nytimes.com/2009/11/16/who-should-own-the-rosetta-stone/?\\_php=true&\\_type=blogs&\\_r=0](http://tierneylab.blogs.nytimes.com/2009/11/16/who-should-own-the-rosetta-stone/?_php=true&_type=blogs&_r=0)

Egypt's Zahi Hawass to Ask British Museum for Rosetta Stone

More Information: [http://artdaily.com/news/34950/Egypt-s-Zahi-Hawass-to-Ask-British-Museum-for-Rosetta-Stone#.UvJXTBBdVMU\[/url\]](http://artdaily.com/news/34950/Egypt-s-Zahi-Hawass-to-Ask-British-Museum-for-Rosetta-Stone#.UvJXTBBdVMU[/url])

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<http://artdaily.com/news/34950/Egypt-s-Zahi-Hawass-to-Ask-British-Museum-for-Rosetta-Stone#.UvJXTBBdVMU>

The Egypt Game by Zilpha K. Snyder and Pyramids by Anne Millard

<http://eduscapes.com/sessions/thinkers/e-pair.htm>

Many resources from British Museum:

<http://www.ancientegypt.co.uk/menu.html>

Pair Fiction Reading with Nonfiction Resources

Create a list of the fiction resources you use in your classroom. Examine the topics covered. Think about your student's prior knowledge and information needs. Build a pathfinder containing nonfiction resources that can be used during class discussions and reading activities. These don't need to be major connections. Seek connections to characters and settings.

Explore Mercy Watson to the Rescue from Literature Ladders.

Questions for Paired Reading:

What are the differences between writing style of fiction and nonfiction?

How is the information different in the fiction you read, compared to the nonfiction titles? How is it the same?

What kinds of information did you learn from fiction texts that you couldn't learn from nonfiction?

What kinds of information did you learn from factual texts that you didn't find in the stories you read?

Why are there differences in stories about the same historical topic?

After students have answered these questions, come together and discuss them as a group. Then have students write original short stories about the topics they explored.

**Primary Activity:** Compare the covers of fiction and nonfiction book on the same topic. Can you tell whether a book is fiction or nonfiction by the title and cover? Why or why not? What clues do the title and cover provide? How will you decide if a book is fiction or fact?

**All Grades Activity:** How is the content of a fiction and nonfiction book alike and different? Compare two books, and then make generalizations. For instance, read *Little Bear* and compare it to nonfiction books on real bears.

**Intermediate Activity:** How are fiction and nonfiction books organized differently? Read aloud a fiction and nonfiction book on the same topic. As a class, create a story plot graph or character graph for the fiction book and a topical organizer for a book. Then, ask students to create one for their two books.

**Intermediate Activity:** Ask students to examine how whether the images match the text of the book. What additional images would they include? Why? Refer to specific page numbers and passages.

**Middle School Activity:** How is the author's process and writing technique different from fiction and nonfiction?

## Lesson 1

Pre-assessment -Notecard assessment -

determine point of view of a text

determine the meaning of words and phrases in a text

contrast and compare different types of texts

identify the types of structures a writer uses in information text

4-6 lessons

Point of View/Argumentative - Rosetta Stone

Objectives:

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Materials:

Organizers found in The common Core Guidebook: Informational Text Lessons 6-8 93-120 and 145-158

<http://newsela.com/articles/egypt-military/id/869/>

Point of View article Rosetta Stone:

Staying in British Museum <http://www.telegraph.co.uk/comment/personal-view/6776328/The-Rosetta-Stone-can-be-shared-where-it-is.html>

Giving back to Egypt - probably too difficult for our students, but we may be able to use portions of it.

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Article in favor of allowing artifacts to be shared by other countries:

[http://tierneylab.blogs.nytimes.com/2009/11/16/who-should-own-the-rosetta-stone/?\\_php=true&\\_type=blogs&\\_r=0](http://tierneylab.blogs.nytimes.com/2009/11/16/who-should-own-the-rosetta-stone/?_php=true&_type=blogs&_r=0)

Procedure:

Model: with web - argument in the middle and the evidence around the outside.

Guided Practice: Have students read, annotate, and create their own web in groups.

Independent work: Egypt articles on Rosetta Stone with webs of arguments in the middle and evidence around the outside

The high group should read the argument to return the Rosetta Stone (abridged version.)  
Everyone else read the other article. We made webs for both sides. The students then had to write an unopinionated summary of the conflicting views.

## Lesson 2: Comparing different text forms

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4-6 lessons

Objectives: Standards Taught

CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Materials:

Organizers found in The Common Core Guidebook: Informational Text Lessons 6-8 161-172

Procedure:

1. Model: Use double bubble to compare and contrast two pieces
2. Guided Practice: Have students compare and contrast two piece using double bubble. Initialing their contributions? (Ladders: Watery World)
3. Independent work: Egypt - Myth vs Historical fiction Hatshepsut Myth vs. Biography

Connecting to Standards

CCSS.ELA – Literacy.RL.6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics

CCSS.ELA-Literacy.RI.6.9: Compare and contrast one author's presentation of events with that of another

Learning Outcomes/ Instructional Objectives

Students will be able to:

- contrast and compare different types of texts



- determine the point of view of a text
- identify the types of structures a writer uses in information text

#### Assessment

Formative – guided practice – groups of students will assist teacher in completing double bubble graphic organizer comparing informational and fantasy texts about marine life.

Formative/Summative – independent practice – students will compare and contrast myth and biography of female Egyptian pharaoh, Hatshepsut, individually creating and completing own double bubble graphic organizer.

#### Materials/Technology

- Copies of sample double bubble graphic organizer
- Whiteboard and markers
- National Geographic leveled readers
- Copies of biography and myth of Hatshepsut

#### References

- Guided practice
  - o O'Brien, Trudie. "Creatures of the Deep." (2013). National Geographic Ladders. pp. 2-11.
  - o Wagner, Hilary. "Sea Warrior." (2013). National Geographic Ladders. pp. 12-21.
- Independent practice
  - o "The Great Queen Hatshepsut" and "Hatshepsut Biography", below.
- Prairie Crossing Charter School, Year A: Unit 4 Overview, Lesson 2: Comparing different text forms

#### Differentiation

- Double bubble graphic organizer provides structure for students of all ability levels to compare and contrast different text types

- The scientific article and fantasy story about marine life are available in leveled readers. The magazines each contain the same stories and articles, but written at four different reading levels (730L, 800L, 900L, 980L). Students' reading levels will determine which version of the magazine each student receives. All versions contain the same essential information and will allow students to contribute to completion of sample double bubble graphic organizer.

## Opening

(2-3 minutes) Different types of texts can be informational, even if they're not "scientific texts."

Ask – "Why would an author of a fantasy story, a made-up story, want to include facts, or scientifically accurate details, in their stories?" Work students toward something like, "It makes the action in the story more realistic."

Warn – we have to be careful to recognize that different types of texts will have different focuses, so, for instance, you don't generally want to rely on a fantasy story to provide accurate, factual information. By comparing and contrasting that story with a scientific text, though, you can sometimes get a sense of what's true and what's made up.

## Core Instruction (methodology)

(3-5 minutes)

Introduce the graphic organizer, the double bubble. Pass out copies of sample GO, below. Explain that it's useful for comparing two different texts about the same topic. "I like to think of it like a Venn diagram that's been pulled apart."

## Questions to students:

- Since we're going to compare two texts, what do you think goes in each of the large bubbles?
- What do you think it means that several smaller bubbles are connected to both large bubbles?

- What do you suppose that means about the bubbles that are only connected to one of the large bubbles?

### Guided Practice (30 min)

“We’re going to work on filling out this GO together.” Students will receive their appropriate leveled National Geographic reader. Students will be given 5-7 minutes to read pages 2, 8, and 11 and to create a list, as a group, of some of the important information that they learned on those pages.

Meanwhile, teacher will write “Science Article” on whiteboard. Under that heading, the teacher will write down 4-5 facts that the students volunteer. Teacher will engage students in short discussion about what kind of text they just read, how they could tell that it was a scientific article, etc.

Students will then have 5-7 minutes to read pages 12-17 in their National Geographic magazines. Again, the groups will take a few minutes to come up with a list of important ideas, facts, and information from the story. Meanwhile, the teacher will write “Fantasy” on the whiteboard. When the students have worked on their lists, the teacher will request a few examples to write under the second heading. There will then be another short discussion about the type of text they just read, how they could distinguish between the two, etc.

As a class, we’ll then spend up to 3-5 minutes filtering the examples under each heading into my sample Graphic Organizer on the whiteboard. I’ll invite 3-4 students to come to the board to write a few common and independent facts in their appropriate locations in the GO. I’ll open the floor to any questions that the students have, and will then move them into Independent Practice.

### Independent Practice (15-20 min)

Each student will receive a copy of the two texts about Queen Hatshepsut, as well as a piece of paper (construction paper) to create their own double bubble graphic organizers. I’ll recommend that they make lists of important facts and ideas from each text on one side of the paper, using the other side to make the GO, with as many bubbles as they deem necessary (minimum of 3 common facts, and 3 independent facts for each text).

### Student Academic Language

Guided practice vocabulary:

- Species – types or subtypes of an animal (i.e. Pomeranian and Great Danes)
- Octopuses vs. octopi – both are acceptable, according to my research
- Mollusk – animal with soft, segmented body, no backbone, usually lives in a shell

- Invertebrates – animals with no backbones
- Camouflage – ability to blend in with one's surroundings
- Siphon – funnel, allows octopi to expel water at high speeds
- Predator – hunter of other animals
- Instincts – inherited behavior, possible without learning how to do it

### Closing

In last 3-5 minutes of the period, ask a few students to volunteer some of the similarities and/or differences they noticed in the texts.

Have a student explain when they might use a double bubble GO in the future (possible planner entry).

### Enrichment/Extension

Hatshepsut double bubble. G/O becomes homework if not completed in class.

### Professional Academic Language

#### Compare and contrast

#### The Great Queen Hatshepsut (The Myth)

Amon-Re, the King of the Gods, sat upon his throne and looked out upon Egypt.

Presently he spoke to the assembled council of the gods - to Thoth and Khonsu and Khnemu, to Isis and Osiris, Nephthys, Horus, Harmachis, Anubis and the rest - saying: 'There has been many a Pharaoh in the Land of Khem, in the Double Land of Egypt, and some of them have been great and have pleased me well. Khufu and Khafra and Menkaura long ago who raised the great pyramids of Giza; Amenhotep and Thutmose of today who have caused the peoples of the world to bow down at my feet. Now is the dawning of the golden age in Egypt, and it comes into my mind to create a great queen to rule over Khem: yes, I will unite the Two Lands in peace for her, I will give her rule over the whole world, over Syria and Nubia besides Egypt - yes, even to the far-distant land of Punt.'

Then said Isis in her silvery voice that sounded like the shaken bells on her sistrum, 'Father of Gods and Men, no queen has yet ruled in Egypt, in the holy land of Khem, save only one, when the good god Osiris had passed into the Duat, and the good god Horus was still but a child, while Seth the Evil, the terrible one, stalked unchained up and down the land. Father of Gods and Men, if you create such a queen, my blessing and wisdom shall be upon her.'

"She rests alone in the palace of Pharaoh. Come, let us go to her."

Then Thoth spoke, Thoth the thrice-wise from whom no secrets were hid: 'O Amon-Re, Lord of the Two Lands, King of the Gods, Maker of Men, harken to my words. In the royal palace at Thebes set in the Black Land, the rich country that Khnemu has made fertile with the dark mud of the Inundation, dwells a maiden. Ahmes is her name, and none in all the world is fairer than she nor more beautiful in all her limbs. She is the new-made bride of the good god Pharaoh Thutmose, who has but now returned to Thebes after his conquests beyond the Great Green Sea in the lands of the Syrians and the Apura. She alone can be the mother of the great queen whom you are about to create as ruler of the Two Lands. She rests alone in the palace of Pharaoh. Come, let us go to her.'

So Thoth took upon himself his favorite form, that of an ibis, in which he could fly swiftly through the air unrecognized by any. In this guise he flew into the palace of Thutmose at Thebes, to the great chamber with its painted walls where Queen Ahmes lay asleep.

Then Thoth cast a spell over the palace so that every living thing slumbered. Only the Pharaoh, King Thutmose himself, seemed to be awake and yet it seemed that it was only his body which did not sleep. For, as if he were already dead, his three spiritual parts: the Ba, or soul; the Ka, or double, and the Khou, or spirit, left his body and gathered about it where it lay on the royal bed as they would in days to come when the good god Pharaoh Thutmose would be left to lie in his deep tomb chamber beneath the Valley of Kings until the coming of Osiris.

Yet the body of Thutmose now rose up from the bed, and the Ka took its place, lying there in the likeness of the King himself, while the Ba, like a bird with a human head, and the Khou in a tongue of flame, hovered over it. Now for a space the body of Thutmose was the dwelling-place of Amon-Re, the greatest of the gods, the maker and father of gods and men, and of all the earth. Great was his majesty and splendid his adornments. On his neck was the glittering collar of precious stones that only Pharaoh might wear, and on his arms were Pharaoh's bracelets of pure gold and electrum; but on his head were two plumes and by these alone might it be known that here was Amon-Re. Yet it seemed as if light shone from him, for as he passed through the dark palace, hall and chamber and corridor gleamed and faded in turn as if the sun shone in them for a space and then was veiled behind a cloud. And as he passed and faded there lingered behind him a scent as of the richest perfumes that come from the land of Punt.

"Rejoice, most fortunate of women, for you shall bear a daughter who shall be the child of Amon-Re"

He came to the sleeping-place of Queen Ahmes, and the double doors of ebony bound with silver opened before him and closed when he had passed. He found the Queen lying like a jewel on a golden couch that was shaped like a lion; he seated himself upon the couch, and he held to her nostrils Amon-Re's divine symbol of life, and the breath of life passed into her as she breathed, and the couch rose and floated in the air. Then, waking or asleep, it seemed to Queen Ahmes that she was bathed in light so that she could see nothing above or below or round about her but the golden mist, save only the form of her husband the Pharaoh Thutmose who spoke in a voice that seemed to echo away into the distance, saying: 'Rejoice, most fortunate of women, for you shall bear a daughter who shall be the child of Amon-Re, who shall reign over the Two Lands of Egypt and be sovereign of the whole world.'

Then Queen Ahmes sank into deep and dreamless sleep, while the form of Thutmose hastened back to where the Ba and the Khou hovered above the bed on which lay his Ka. A moment later Thutmose lay there sleeping -as if nothing had happened, while the Ba, the Ka and the Khou had faded from mortal sight. But Amon-Re, Father of Gods and Men, summoned to him Khnemu the Fashioner and said, 'Mould clay upon your wheel, potter who forms the bodies of mankind, and make my daughter Hatshepsut who shall be born to Ahmes and Thutmose in the royal palace of Thebes.'

And when the time came Hatshepsut was born amid the rejoicing of all Egypt, and lay in her cradle beside the royal bed in the great room lit only by the moonlight. Then once again the silence of deep sleep fell upon all the palace of Thebes. And presently the double doors opened of themselves and Amon-Reentered in his own likeness attended by Hathor the goddess of love and her seven daughters, the Hathors, who weave the web of life for all who are born on this earth. Then Amon-Re blessed the baby Hatshepsut, taking her up in his arms and giving her the kiss of power so that she might indeed become a great queen, as his daughter should. And the Hathors wove the golden web of her life as Amon-Re directed; and as they wove it seemed to pass before the eyes of Queen Ahmes so that she saw her daughter's life laid out before her.

She saw Hatshepsut as a beautiful girl kneeling in the temple at Karnak or Eastern Thebes while Amon-Re and Horus poured the waters of purification upon her head, while the other gods and goddesses gathered in the shadows between the great columns to bless her. Then she saw Hatshepsut beside her human father Pharaoh Thutmose journeying through all the land of Egypt from Tanis on the Delta to Elephantine in the south, hailed by all as the Great Queen to be. She saw Hatshepsut being crowned as Pharaoh of Egypt, the only woman ever to wear the Double Crown save for Cleopatra the Greek who was to bring about Egypt's fall fifteen hundred years later. Then she saw her seated in state while the kings of the earth bowed down before her, bringing her gifts from the ends of the earth. And she saw Hatshepsut's great expedition to distant Punt the ships sailing out of the Red Sea and far upon the waters-of the ocean beyond to reach it on the coasts of central Africa: she saw the beehive huts of the black dwellers in Punt built on piles in the water and overshadowed by palms and incense trees with ladders leading up to the entrances.

And then she saw the expedition returning to Egypt and bringing all the treasures from Punt to the Pharaoh Hatshepsut, and of how she dedicated them to her father Amon-Re - Horus weighing the gold in his scales and Thoth writing down the measures of incense; and 'the good god' Hatshepsut herself offering the best of all she had before the ceremonial Boat of Amon-Re that was carried by the priests of Thebes.

Last of all she saw the masons and the carvers and the artists fashioning the great mortuary temple of Hatshepsut, cutting out and painting on its walls all the pictures that she had seen in the Web of Fate the Hathors were weaving before her on this night of Hatshepsut's birth.

All things were fulfilled even as Queen Ahmes had seen, and Egypt reached its greatest glory under Hatshepsut and under her nephew Thutmose III who succeeded her. And all the tale is told in pictures and hieroglyphs in Deir-el-Bahri, the mortuary temple of Hatshepsut in Western Thebes which still stands for all to see.

## Hatshepsut Biography

Born circa 1508 B.C., Queen Hatshepsut reigned over Egypt for more than 20 years. She served as queen alongside her husband, Thutmose II, but after his death claimed the role of pharaoh while acting as regent to her nephew, Thutmose III. She reigned peaceably, building temples and monuments, resulting in the flourish of Egypt. After her death, Thutmose III erased her inscriptions and tried to eradicate her memory.

### Early Life

The only child born to the Egyptian king Thutmose I by his principal wife and queen, Ahmose, Hatshepsut was expected to be queen. After the death of her father at age 12, Hatshepsut married her half-brother Thutmose II, whose mother was a lesser wife a common practice meant to ensure the purity of the royal bloodline. During the reign of Thutmose II, Hatshepsut assumed the traditional role of queen and principal wife.

### Ascent to Power

Thutmose II died after a 15 year reign, making Hatshepsut a widow before the age of 30. Hatshepsut had no sons only a daughter, Neferure and the male heir was an infant, born to a concubine named Isis.

Since Thutmose III was too young to assume the throne unaided, Hatshepsut served as his regent. Initially, Hatshepsut bore this role traditionally until, for reasons that are unclear, she claimed the role of pharaoh. Technically, Hatshepsut did not 'usurp' the crown, as Thutmose III was never deposed and was considered coruler throughout her life, but it is clear that Hatshepsut was the principal ruler in power.

She began having herself depicted in the traditional king's kilt and crown, along with a fake beard and male body. This was not an attempt to trick people into thinking she was male; rather, since there were no words or images to portray a woman with this status, it was a way of asserting her authority.

Hatshepsut's successful transition from queen to pharaoh was, in part, due to her ability to recruit influential supporters, and many of the men she chose had been favored officials of her father, Thutmose I. One of her most important advisors was Senenmut. He had been among the queen's servants and rose with her in power, and some speculate he was her lover as well.

### Reign

Under Hatshepsut's reign, Egypt prospered. Unlike other rulers in her dynasty, she was more interested in ensuring economic prosperity and building and restoring monuments throughout Egypt and Nubia than in conquering new lands.

She built the temple Djoserdjoseru ("holiest of holy places"), which was dedicated to Amon and served as her funerary cult, and erected a pair of red granite obelisks at the Temple of Amon at

Karnak, one of which still stands today. Hatshepsut also had one notable trading expedition to the land of Punt in the ninth year of her reign. The ships returned with gold, ivory and myrrh trees, and the scene was immortalized on the walls of the temple.

### Death and Legacy

The queen died in early February of 1458 B.C. of unknown causes.

Late in his reign, Thutmose III began a campaign to eradicate Hatshepsut's memory: He destroyed or defaced her monuments, erased many of her inscriptions and constructed a wall around her obelisks. While some believe this was the result of a long held grudge, it was more likely a strictly political effort to emphasize his line of succession and ensure that no one challenged his son Amunhotep II for the throne.



### Lesson 3: Informational text comparison (Structure)

#### 4-6 Lessons

#### Objectives:

CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### Materials:

Organizers found in The Common Core Guidebook: Informational Text Lessons 6-8 section 93-104 and 161-172

National Geographic Explorer

Bird of Paradise

Pyramids

Technology in Egypt

#### Procedure:

1. Model: annotate structure with National Geographics Explorer Birds of Paradise - Nat. Geo Explorer - Model text structure
2. Guided practice: annotate structure with Moving Into the Future - Ladders - guided practice
3. Independent work: annotating structure with Egypt topic (Technology in Egypt vs Pyramid)  
pg 19 in Technology in the Time of Ancient Egypt  
pg 22 in Pyramid

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pg 19 in Technology in the Time of Ancient Egypt

pg 22 in Pyramid

## Lesson #2

# The History of Human's Interactions with the Land

**Overview:** Students will look at three different time periods in our nation's history to discover generally how the land had been used in the past. The students will look at the population in different regions, the amount of building that was occurring at the time, and general farming/land use practices.

**Essential Question:** How has land use changed over our nation's history?

**Key Concepts and Vocabulary:**

- Land Use
- Population
- Migration
- Crop Rotation
- Industrialization
- Westward expansion
- The Dust Bowl
- Desertification

**Student Performance Objectives:** The students will...

- Communicative the history of their assigned time period.
- Create a poster to highlight aspects of a time period.
- Discuss the reasons for changes in land use over generations.

**Time Required:** 2 periods – 45 minutes each

**Special Requirements:** N/A

**Standards:**

- Science – 13.B.3a, 13.B.3d
- Social Studies – 16.A.3a, 16.A.3b, 16.D.3a, 16.C.3b, 16.E.3b, 16.E.3c, 17.B.3b, 17.C.3a, 17.C.3c
- Language Arts – 7.RI.1, 7.RI.10, 7.W.2a, 7.W.2e, 7.SL.1a, 7.SL.1c, 7.SL.2, 7.SL.4, 6-8.RST.2, 6-8.RST.8

**Assessments/ Performance Tasks:**

- Students will create a poster to demonstrate how land was used, what the general size of the population was, and what types of buildings were being built during their assigned time period.
- The students will present their poster to the class.

**Materials needed/Advanced preparation required:**

- Handout of the history for each time period
- Posters
- Markers



### **Background Information:**

Throughout our nation's history, as our nation embraced a more industrialized structure, the population grew, westward expansion was necessary, and we developed a more permanent infrastructure.

Timeline: Our nation was founded in Jamestown in 1607, the westward expansion started in 1803, and our industrialization era began in 1807.

### **Learning Activities/ Procedure:**

#### **Day 1**

1. Group the students into three large groups.
2. Have each student in group one read about our nation's first settlement. Have students in group two read about westward expansion and industrialization. Have students in group three read about the Dust Bowl.
3. Once students have completed their reading, break the larger three groups up into small groups of four.
4. Have students then create a poster informing the other students in class about their reading. The students should include: what was the general population, how was land used at the time, and what type of structures were built.
5. Once students have completed their poster, have the students share their posters with the class.

#### **Day 2**

6. Review the main points from yesterday by asking one student from each group to review their poster with the class.
7. To follow up the posters, have the whole class participate in the following discussion:
  - a. How was the land used before pioneers arrived in America?
  - b. How has land use changed?
  - c. Why do you think they decided to change how they used the land?
  - d. Do you think farming is always good for the land?
  - e. What types of structures are more environmentally friendly? Why?
  - f. What type of impact does the population size have on land usage?
  - g. How does this all relate to decisions that are currently being made about land use?
8. Wrap up: reiterate that land use changes depending on the needs of society and the resources available within a society. Pose the final question for the kids to ponder for another lesson – What happens when societies run out of resources or destroy the resources that they have?

### **Adaptations/ Differentiation:**

Kids can pick their readings according to interest.

Leveled readings should be available for each table of students.

Highlight key concepts for quick reference for students with reading difficulties.

**Related Readings:**

The Vertical Farm: Feeding the world in the 21<sup>st</sup> Century by Dickson Despommier

**Extension Ideas:**

The students could analyze additional events in history and make a time line that outlines events and their societal and environmental impact.

**Resources:**

The History of America by Robert A. Collins

US Land Use Timeline

<http://www.agclassroom.org/gan/timeline/1800.htm>



## **Major Uses of Land in the United States, 2002**

by Ruben N. Lubowski, Marlow Vesterby, Shawn Bucholtz , Alba Baez, and Michael Roberts

Economic Information Bulletin No. (EIB-14) 54 pp, May 2006

This publication presents the results of the latest (2002) inventory of U.S. major land uses, drawing on data from the Census, public land management and conservation agencies, and other sources. The data are synthesized by State to calculate the use of several broad classes and subclasses of agricultural and nonagricultural land over time. The United States has a total land area of nearly 2.3 billion acres. Major uses in 2002 were forest-use land, 651 million acres (28.8 percent); grassland pasture and range land, 587 million acres (25.9 percent); cropland, 442 million acres (19.5 percent); special uses (primarily parks and wildlife areas), 297 million acres (13.1 percent); miscellaneous other uses, 228 million acres (10.1 percent); and urban land, 60 million acres (2.6 percent). National and regional trends in land use are discussed in comparison with earlier major land-use estimates.

Found on <http://www.ers.usda.gov/publications/eib-economic-information-bulletin/eib14.aspx>

## **Drought Evokes Memories of 1930s Dust Bowl**

**Posted by: Lauren Prestileo**

**August 16, 2011**

It's not often that weather forecasters say that a hurricane would offer welcome relief to a region. But as Texas, Oklahoma and much of the South endure record-breaking drought, some weather forecasters have speculated that a hurricane is the best hope that region has for breaking the dry heat and avoiding devastation on the level of the 1930s Dust Bowl. While that region of the country often endures long dry spells, the drought in Texas was just declared the second-worst in the state's history. (The worst lasted seven years, from 1950-57.) This has some farmers selling off or slaughtering cattle, while other farmers journey hundreds of miles north in search of grass to feed their livestock.

This drought is being blamed largely on a strong La Niña weather pattern, a problem that may persist through the fall. But in the 1930s, it wasn't just a natural weather phenomenon that gripped the heart of the nation, it was an extended dry spell coupled with poor farming practices and misuse of land that turned much of the Great Plains into what would come to be known as the Dust Bowl.

From 1931-39, "black blizzards" swept across the plains, choking livestock and driving many families west -- a migration immortalized in John Steinbeck's *The Grapes of Wrath*. Those who stayed behind endured eight years of drought, and left behind legacies of great persistence and great heartbreak. But their story was brought to a conclusion by two things: rain (of course), and drastically improved farming practices.

The drought of the 1930s prompted the creation of federal conservation programs -- carried out largely by FDR's Civilian Conservation Corps -- that changed the farming methods used across the country. From the late-1930s on, farmers would employ crop rotation, contour plowing, strip plowing, and the planting of "shelter belts" of trees. Like many great advances, these were born out of great devastation.

With those updated farming practices already in use, today's farmers in Texas and across the South can do little but wait, watch the skies, and hope for rain.



**For the section about the beginning of our nation's founding, read from:**

Chapter 2 History of Forests and Land-use

By Todd F. Hutchinson, Darrin Rubino, Brian C. McCarthy,  
and Elaine Kennedy Sutherland

**Read the section entitled:** Native American Occupation and Land Use

**Found on:** [http://www.nrs.fs.fed.us/pubs/gtr/gtr\\_ne299/gtr\\_ne299\\_017.pdf](http://www.nrs.fs.fed.us/pubs/gtr/gtr_ne299/gtr_ne299_017.pdf)

## **Accountability Report – 8<sup>th</sup> Grade Social Studies**

### **Cattle Rancher Project**

As the 8<sup>th</sup> grade learned about Western Expansion in the late 1800's, they spent some time studying the necessity of a cattle rancher. Cattle ranches supplied the beef needed for consumers in America and around the world. Before the railroads connected the East to the West in the 1890's, a cattle rancher was required to transport his beef cattle from his ranch to either the cities that would slaughter and package the beef (such as Kansas City or Chicago) or move them to the closest train hub, where they could be transported by rail.

The 8<sup>th</sup> grade students were assigned a random number of cattle (somewhere between 1,000 and 6,000 head), as well as a town in Texas where their ranch would be located. They then needed to determine how far their cattle would need to travel in order to reach their destination, as well as how many "hired hands" would be needed to control them. The students determined all of the various costs (salary of a cowboy, cost of cattle feed, etc.), which would eventually determine how much they would sell their cattle for to the contractor in Chicago, whose name is Joseph McCoy (who was an actual person).

This unit was very self-guided; the students were given basic information, and then told to consider all other necessities and costs. Students had a few school days to research every aspect they could think of, from the cost of medicine for common diseases among cattle, to how much land one head of cattle needs for grazing, to the gestation period of cattle (to determine how many more cattle could be produced in a year, based on their current numbers).

After deciding on their ranch name and logo, and determining their costs as well as their expected price per head at sale, most students realized that the shortest distance they could travel would require them to transport their cattle through Native American territory. They needed to strike a fair deal with the Native American representative (portrayed by the 8<sup>th</sup> grade teaching assistant). If a fair deal was decided on, they would be allowed to travel through that territory. This deal could include cash, a percentage of the beef they were transporting, or even food or other necessities the Native Americans desired.

If a student had done their research and presented fair and accurate information to Mr. McCoy, they were probably "offered a contract". Following is a list of criteria that was used by Mr. McCoy to determine if a student had collected enough information:

- Cattle Brand
- Fair Deal With Natives
- Cost Per Head
- Price To McCoy Per Head
- Number of Cattle Delivered
- Travel Time
- Travel Distance
- Above & Beyond

If it was obvious a student had not thought his or her proposal all the way through, no deal was made. Less than 5% of the entire 8<sup>th</sup> grade did not strike a deal with Mr. McCoy. This was the first time this unit was used in class, and the students thoroughly enjoyed it. I am hoping to expand on it in the future.

## Outdoor Winter lesson-Snolympics

Subject: Physical Education

Grade: ¾

IL Standards:

Goal 20.A.3a- -Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness

Goal 21.B.2a--Work cooperatively with a partner or small group to reach a shared goal during physical activity.

Objectives:

1.Students will be able to work cooperatively in their group to reach a shared goal for each relay.

Warm-up:

- students will jog, skip, gallop, and run around the orange cones for about 3 minutes.
- the idea behind this is two fold-get the kids acquainted with moving in the snow and to feel the difference between a controlled surface(gym) and non controlled surface(snow).

Activity: Fun Snow Relays-Talk about the Winter Olympics and the outdoor competitions that took place a few weeks ago. We are going to have our own mini winter olympics relay races.

1. Boulder builder and carry- each team will assemble a “boulder” about the size of a basketball. They will have about 2 minutes to accomplish the task. If many teams are not finished, extra time will be allowed. After the boulders are made the relay race will begin. One student at a time will carry the boulder down to the other side of the playing area(cones) and back without dropping the boulder. The student will then hand the boulder to the next student and the relay will continue until everyone is done.
2. Human dog sled relay-one student will sit on the sled and one student will pull the sled to the other side of the playing area. Once they get to the other side the students switch and come back. The rotation continues for about 5 minutes. If it is hard for one person to pull, two people will pull.
3. Snow movers- Depends on time and how well the first relay works. The team will fill their sled with snow and then two students will carry the sled down to the other side of the playing area and back. They will pass the sled to the next two students and the relay continues. The relay will last about 5 minutes.

Game: Freeze tag(because its cold outside)

- Two taggers
- If a student is tagged they must freeze where they were tagged.
- Any student that is playing can tag a frozen player and that player is unfrozen.
- After about 1 minute or so we will switch taggers.

## Lesson : Numbers

### 1st Grade

Goal: Learn the numbers 0-100, 500, and 1000 in Spanish.

1. Recite the numbers 0-50.
2. Identify the numbers without pause.
3. Continue the lesson with the numbers 50-100.
4. Learn to count by fives 5-100.
5. Count the numbers 10-100 by tens.
6. Add the numbers 500 and 1000 to their vocabulary.

Once the students are comfortable with their numbers, the days of the week and months of the year will be reviewed:

1. Months of the year in Spanish are not capitalized.
2. Days of the week, like the months of the year, are not capitalized.
3. The first day of the week in our calendar is Sunday. In the Spanish calendar the first day of the week is Monday.
4. When saying the date it should be done the following way : Today is the 16th of February. Hoy es el 16 de febrero.

Activity: The children are given sheets to create flash cards of various numbers with their names written on the back.

Assessment: The assessment is read aloud to the students. They are to circle the number, or month they hear.

For the rest of the assessment the children are given the opportunity to continue on their own or ask to have it read aloud to them.

Nombre \_\_\_\_\_

Maestra/Maestro \_\_\_\_\_

## Numbers Assessment 1st grade

- |    |            |              |
|----|------------|--------------|
| 1. | <b>10</b>  | <b>20</b>    |
| 2. | <b>30</b>  | <b>60</b>    |
| 3. | <b>40</b>  | <b>50</b>    |
| 4. | <b>70</b>  | <b>60</b>    |
| 5. | <b>100</b> | <b>1,000</b> |
| 6. | <b>10</b>  | <b>20</b>    |
| 7. | <b>80</b>  | <b>90</b>    |
| 8. | <b>40</b>  | <b>70</b>    |
| 9. | <b>60</b>  | <b>100</b>   |

- |                       |                  |
|-----------------------|------------------|
| 10. <b>90</b>         | <b>40</b>        |
| 11. <b>1000</b>       | <b>10</b>        |
| 12. <b>30</b>         | <b>50</b>        |
| 13. <b>1,000</b>      | <b>1,000,000</b> |
| 14. <b>enero</b>      | <b>diciembre</b> |
| 15. <b>febrero</b>    | <b>noviembre</b> |
| 16. <b>octubre</b>    | <b>marzo</b>     |
| 17. <b>septiembre</b> | <b>abril</b>     |
| 18. <b>agosto</b>     | <b>mayo</b>      |
| 19. <b>junio</b>      | <b>julio</b>     |

Circle the correct way the date should be written in Spanish:

**20. January 22, 2014**

a. el 22 de enero, 2014

b. el 22 de 2014 enero

Look at the word bank. Pick a word that matches the English word.  
Remember to cross out the word in the bank after you use it.

*la semana   el calendario   el día   el año   la noche   los meses*

21. calendar \_\_\_\_\_

24. day \_\_\_\_\_

22. week \_\_\_\_\_

25. month \_\_\_\_\_

23. night \_\_\_\_\_

26. year \_\_\_\_\_

Draw a line to match each Spanish day of the week to the same day in English.

27. miercoles

Friday

28. sàbado

Wednesday

29. jueves

Monday

30. lunes

Tuesday

31. domingo

Saturday

32. martes

Sunday

33. viernes

Thursday



## **ACCOUNTABILITY REPORT FOR 2013 - 2014**

### **SPANISH GRADE 5**

#### **DIRECTIONS**

- 1. Write the rule for adjectives.**
2. Write examples (sentences) that show:
  - a. Gender and number agreement with a masculine noun in the singular form, four sentences.
  - b. Gender and number agreement with a feminine noun in the singular form, four sentences.
  - c. Gender and number agreement with a masculine noun in the plural form, four sentences.
  - d. Gender and number agreement with a feminine noun in the plural form, four sentences.
- 3. Write the rule for plurals.**
4. Write four examples for each of the three parts of the rule.
  - a. Nouns that end in a VOWEL.
  - b. Nouns that end in a CONSONANT.
  - c. Nouns that end in the letter Z.





## **Recycled Shopping Bag Flowers**

*Grade Level: 3rd and 4th Grades*

*Date of Lesson: 2013/2014*

*Time Frame of Lesson: Two 60 minute sessions*

### **Learning Objectives**

Students will be able to design a unique spring flower using only a recycled shopping bag, paint, glue and scissors. They will follow specific instructions to create separate pieces and assemble as a flower, paint natural or imaginative color combinations, considering what they know about the color wheel and create something unique and new based on their own problem-solving techniques.

### **Assessment(s)**

Students will complete and turn in an original work of art that uses a recycled shopping bag and write a reflection about the process.

### **Materials/References/ Technology**

Paper shopping bag

Glue  
Scissors  
Yarn  
Overhead  
Computer

### **Additional Information**

Students' finished work was shown at the 2014 Spring Sing and repurposed to be displayed at the Father Daughter Dance. It was wonderful for students to have multiple opportunities to show off their completed projects.

### **Procedures**

- *Day 1-Opening*  
(2 minutes)

Teacher will ask students if they have any shopping bags around their house. If so, what do you think we could do with them besides carry stuff?

- *Day 1-Instruction*  
(55 minutes)

Teacher will show a series of slides outlining one things we could do with a shopping bag. The slides will show several different steps to make a flower. Teacher will explain that even though there is still a lot of snow on the ground, soon there will be spring flowers. The snow on the ground will melt to help create good soil for the flowers to grow tall and strong. To celebrate this, Ms. Hauser will be teaching you songs about spring flowers. As you sing the song, you will hold your own beautiful creations to make the performance even more exciting.

Teacher demonstrates her example of a paper bag flower. Teacher distributes materials and explains the first step will be to cut the bag into pieces. Teacher does it with the class. Then teacher explains that we will put aside parts of the bag and use the large sheets to create petals. Students can cut the petals into any shapes they want, but they should have about 6 large ones and 3 small ones. Once those are done, students will put the pieces in a recycled file folder with their name on it for next time.

- *Day 1-Closing*  
(3 minutes)

Teacher will reiterate that shopping bags can certainly be used over and over again to carry groceries and other things, and paper bags are a far better choice than plastic bags. Even though these bags are designed for one purpose, as artists, we can look at an object and consider many different ways we can use it to create unique art.

- *Day 2-Opening*  
(2 minutes)

Students will be given their works in progress and reminded about the project we are doing.

- *Day 2-Instruction*

(55 minutes)

Students will use materials on table to continue creating their spring flowers. They will paint the petals in the colors they choose. While these are drying, they will assemble the stem and color the middle part of the flower. This will be done with glitter and other recycled objects. Once the petals and stem are dry, the pieces of the flower will be arranged carefully by the student. The teacher will assist as they staple the petals to back circle and glue the front circle to the front of the flower. Lastly, they will attach the stem to the back of the flower.

As students complete their projects, they will take a short reflection sheet to complete. This will ask them about choices they made during the project. They will also be asked if this has given them any other ideas about another project they could do with a recycled shopping bag.

- *Day 2-Closing*

3 minutes)

Students will be told these decorations will be a wonderful addition to the celebratory spring sing. They will be asked if they will share any ideas this project has given them.

### **Differentiation**

The activity provides opportunities for leveled results. If the student is having a difficult time with any step of the project, they can do a simple version of the flower. If they have more advanced ideas of how to create this flower, they will be given the opportunity to explore deeper level thinking.



## Music Lesson: Kindergarten—"A-Hunting We Will Go" (30 minutes)

### Learning Outcomes:

1. Students will stretch and move to an excerpt from "Wellington's Victory" by Beethoven
2. Students will warm up using vocal exploration on isolated phonemes while following a roller coaster visual
3. Students will learn the song "A-Hunting We Will Go," identify specific animal tracks, and tap the animal tracks to the steady beat
4. Students will sing song "A Grizzly Bear" and identify and perform *piano* and *forte* as they sing.

Illinois State Standards for Fine Arts: 25.A.1c., 26.A.1d., 26.B.1c.

National Standards: 1, 5, and 8

Materials: PowerPoint Presentation of lesson and icons for tracking beat, animal track identification sheet, recordings of "Wellington's Victory" and "A-Hunting We Will Go," *piano* and *forte* picture cues

### Teaching Sequence:

1. Stretching and Listening- students follow teacher as we stretch and move to "Wellington's Victory" (students are silently moving, steady beat reinforced)
2. Vocal Warm-Up and Exploration-following the roller coaster chart, students identify various phonemes and use their voices to follow the melodic contour of the roller coaster ride.
3. "A-Hunting We Will Go"—teacher passes out tracking sheets  
Teacher script - "*Today students, we are going hunting! We're not going to hurt our animals, we're just going to catch them and let them go. So everyone grab your (imaginary) nets and let's see if we can find some tracks in the snow!*" Teacher advances powerpoint to an isolated animal track. "*Here's a track! Can anyone tell me what animal this track belongs to?*" Students identify the animal. Teacher advances slide to 8 beat icons of the animal track for students to tap/follow. This sequence repeats until all animal tracks have been identified. \*\*Additional learning opportunity in trying to identify rhyming words for where we "put" the animals.
4. "Grizzly Bear"
  - a. Teacher sings song.
  - b. Teacher shows the piano card and explains that it means to sing softly. Teacher asks students to raise their hands when they hear her sing *piano*. Students raise hands for "Please be very quiet; very, very quiet..."
  - c. Teacher shows the forte card and explains that it means to sing loudly. Teacher asks students to raise their hands when they hear her sing *forte*. Students raise hands for "MAD!"
  - d. Students echo phrases.
  - e. Students sing song without singing piano and forte.
  - f. Students sing song expressively and "on cue" as piano and forte cue cards are held up by teacher.
5. Closure
  - a. Review "A-Hunting We Will Go"
  - b. Review definitions of *piano* and *forte*
  - c. "Good-bye, everyone" sing on so and mi

Assessment: Informal ongoing assessment of the following: students' ability to tap the beat as they "track" their animals, their ability to sing softly and loudly appropriately to the cue cards held up, and their overall participation in music class.

# A-Hunting We Will Go

Traditional

Verse

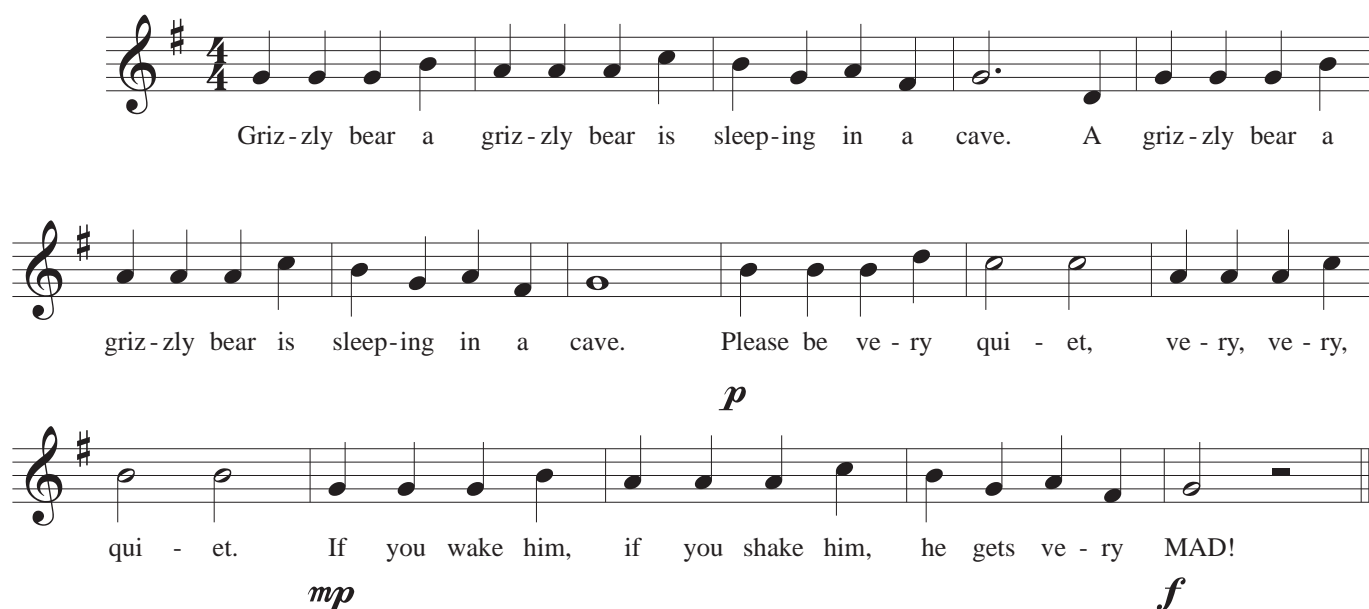


1. A-hunt-ing we will go, a-hunt-ing we will go.

We'll catch a fox and put him in a box,

and then we'll let him go.

# Grizzly Bear



Griz-zly bear a griz-zly bear is sleep-ing in a cave. A griz-zly bear a

griz-zly bear is sleep-ing in a cave. Please be ve-ry qui-et, ve-ry, ve-ry,

*p*

qui-et. If you wake him, if you shake him, he gets ve-ry MAD!

*mp* *f*



raccoon



deer



fox



skunk



duck



bear



## Section F: Updated Goals, Objectives, and Pupil Performance Standards

During the 2013-2014 school year, the PCCS staff and community continued to realign the school with the original mission and vision of the founding charter. To that end, the Strategic Plan Value Statements have become the visioning tool for PCCS. Specifically, the realignment to the original charter mission/vision has been reflected in the school's work around several main strategic plan tenets. This year Tenet 1: Education and Curriculum was the primary focus.

### Tenet 1: Education & Curriculum

During the 2013- 2014 school year, classroom teachers became skilled in units and writing common assessments aligned with the Common Core State Standards (CCSS). Teachers attended conferences/workshops at the Regional Office of Education and other outside agencies. Curriculum writing and alignment to the CCSS was set in motion during the 2011-2012 school year with the 2013-2014 being the first year the English Language Arts (ELA) curriculum taught was fully aligned to the CCSS. During the 2013-2014 school year, the district remained focused on instruction within the core areas of reading & writing. Again this focus was due to the recently adopted Common Core State Standards (CCSS) and the planned implementation of The Partnership for Assessment of Readiness for College and Careers (PARCC) in the 2014-2015 school year.

As stated, Prairie Crossing focused primarily on writing units and common assessments teaching ELA curriculum. PCCS grade level teams wrote ELA Common Assessments aligned with the Common Core Standards and the instructional pacing standards set during the 2012-2013 school year. This was accomplished with a knowledgeable coach from the Lake County Regional Office of Education (ROE) who led discussions and activities focused on writing and aligning ELA units. Teachers participated in in-services where the work included identifying essential questions for units, identifying mentor and anchor texts, writing unit and summative assessments.

This mentor led the K through 8<sup>th</sup> grade (classroom teachers) through the following activities:

- Review of PARCC Frameworks and expectations at each level for common assessments
- Development of ELA common assessments for each trimester in ELA
- Unit development for the Year A ELA curriculum (aligned to either Social Studies or Science standards)

In addition to the CCSS unit writing and alignment the staff was involved in additional training in the area of Problem Based Learning (PBL). Classroom teachers received training from Illinois Math & Science Academy (IMSA) during the fall of 2013-2014. Training encompassed embedded professional development as well as interactive webinars throughout the year. As a result of this training, grade level teams wrote and taught at least one new PBL unit during the 2013-2014 school year.

### Social Emotional: Positive Behavior Intervention and Supports (PBIS)

The staff and students of PCCS in collaboration with the PBIS Committee completed their first year as a PBIS school. The school coach attended the PBIS Leadership Conference and gained additional planning and leadership knowledge to apply during the first year implementation at our school. The members of the PBIS Committee attended continued training through Illinois PBIS Network. The School Social Worker wrote and co-taught a newly written social emotional curriculum.

## Section G: Evaluation of Students' Performance

### Types of Assessment, Timelines, 2013-2014

During the 2013-2014 year the following assessments were given:

Universal screenings were given to ALL students three times during the year (fall, winter, spring) to determine if individual students were making expected progress in the areas of reading, writing, and math. The assessments given are listed below:

K-1st grade—AIMSweb Early Numeracy (Math Assessment)

1st -4th grade —AIMSweb CBM (Math Calculation)

K-2nd grade—DIBELS (Reading Assessment)

The following assessments are given two times during the year

2nd-8th grade—NWEA/MAPS (Reading & Math), given only in the fall and spring to all students

K-6<sup>th</sup> grade—Fountas & Pinnell (Reading Assessment)

K-8th grade—Writing Assessment (Teacher Constructed)

The following assessment was given once this year:

3rd-8th Grade—ISAT (spring only—state test)

*NWEA/MAPS - Northwest Evaluation Association Measure of Academic Progress*

*DIBELS – Dynamic Indicator of Early Literacy Skills*

*CBM – Curriculum Based Measurement*

*ISAT – Illinois State Achievement Test*

Upon completion of the universal screenings each trimester, the assessment data is examined by the Director of Special Education and Student Services, Dean of Faculty & Students, School Psychologist, Reading and Math Tutors and individual Classroom Teachers. Data is examined to determine each student's attainment and/or progress toward grade level academic benchmarks. Additionally, each trimester all students' behavior is reviewed. Difficulties identified in the student's academic functioning due to behavioral, organizational, and/or emotional factors are examined to determine if the student is meeting or below grade level behavior standards. Data collected from teacher files, observations, office referrals, etc. are used to make this determination. Students are then determined to be in one of three tiers. Prairie Crossing Charter School also uses an RtI approach for discipline and behavior issues. In general, the first two offenses of the disciplinary code will result in an intervention/consequence deemed appropriate by the Dean of Faculty & Students. If a student demonstrates a third offense, which does not lead to a suspension or expulsion, the Dean of Faculty & Students, an Administrative Designee, and/or the School Social Worker will assign the student to a Social Emotional Intervention Group.

#### Tier 1

Students meeting benchmark scores are instructed in the core classroom curriculum and are not eligible to receive tutoring services.

#### Tier 2 & Tier 3

Students below set benchmarks (below the grade level benchmark on the DIBELS (K-2) or AIMSWEB (K-4), or below the 35th percentile on the NWEA in the content area of reading and/or math) are given additional informal assessments. Students in grades not meeting benchmark on the DIBELS and/or AIMSweb are then screened using additional assessments (Reading: Fountas & Pinnell individual reading assessments, phonemic awareness level, spelling and writing level. Math: calculations probes, in class beginning of the unit assessment, grade level math assessment). Each grade level has different items they must complete.

A student is identified as needing tutoring when 2 or more indicators show the student is below grade level expectations. Students in grades 2-8 not meeting the benchmark of the NWEA (35%) in a subject matter are screened using additional assessments, including but not limited to: previous spring ISAT score, Fountas & Pinnell reading assessments, curriculum based measures in reading (Oral Reading Fluency, MAZE) and math (grade level probe and/or calculation probe in area of deficit) from AIMSweb. At this level, each grade level has similar items they must complete. A student is identified as needing tutoring when 2 or more indicators show the student below grade level expectations. Students are determined eligible for Tier 2 and Tier 3 based on data collected from formal benchmark assessments and informal assessments. Students determined eligible receive instruction in the core curriculum along with additional instruction either in the classroom by the classroom teacher and/or by a tutor outside of the regular classroom. Students receiving assistance are instructed in small groups within the classroom, or in groups outside of the classroom (one-on-one and small group).

Parents of students identified as needing intervention(s) were contacted by the classroom teacher who communicated the student's area(s) of difficulty and identified the student's remediation plan to the parents. At each tier, students identified as needing intervention have goal(s) written by the classroom teacher and/or tutor. Each goal specifies the type of intervention (i.e., small group instruction in reading comprehension), the amount and duration of the intervention (i.e., three times a week for thirty minutes, for four weeks), and how the goal will be monitored and evaluated. Parent permission is obtained for students receiving tutoring outside of the regular classroom.

#### *Information specific to instructional tutoring:*

When a student was identified as qualifying for services, a meeting was set up with parents. This meeting, held in person or by phone, was held to explain the current program available, the specific needs of the student, to set goals and timelines for student interventions, to inform parents of activities/interventions available for home (homework activities, strategies taught in tutoring, etc.), and to obtain permission in writing from parents for students to receive tutoring services if not already obtained. Progress was monitored on each student as determined by the student's written goal.

Each student's progress data was discussed at least monthly in a grade band meeting. If a student was not making progress, intervention was intensified. If needed, the student was brought to a formal Teacher Assistance Team (TAT) meeting and additional intervention(s) were selected or additional testing was completed to identify additional student needs. Reports of student progress were sent home monthly, with formal reports being shared with parents, at conferences after the first and second trimester. Prior to the end of the school year a report was sent home and a meeting was held (in person or by phone) if requested by the parent to discuss a student's academic progress and determine goals for the subsequent school year.

## Benchmark Assessment Data 2013-2014

<b>Reading Assessments</b>	Kind	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
DIBELS-Fall	81%	78%	76%						
DIBELS-Winter	93%	91%	78%						
DIBELS-Spring	93%	89%	80%						
F & P – Fall	---	85%	72%	83%	78%	--	--		
F & P – Winter	64%	74%	70%	83%	74%	--	--		
F & P – Spring	95%	93%	80%	83%	80%		79%		
NWEA – Fall			78%	80%	87%	88%	95%	91%	93%
NWEA – Spring			82%	87%	87%	91%	95%	91%	87%
ISAT – Spring 2014*				--	--	--	--	--	--

<b>Math Assessments</b>	Kind	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Early Numeracy - Fall	98%	89%							
Early Numeracy - Winter	93%	83%							
Early Numeracy - Spring	93%	83%							
M CAP – Fall			80%	87%	83%				

M CAP – Winter			85%	98%	91%				
M CAP – Spring			78%	89%	80%				
M COMP - Fall		93%	89%	89%	89%				
M COMP-Winter		87%	80%	96%	93%				
M COMP-Spring		80%	78%	98%	80%				
NWEA – Fall			83%	89%	91%	75%	88%	88%	96%
NWEA – Spring			80%	89%	87%	86%	88%	88%	93%
ISAT – Spring 2014*				--	--	--	--	--	--

**\*2014 ISAT data not available as of 6/10/14.**

## Section H

Data below shows fall to spring data for students who were seen either one or two semesters of tutoring in the area of reading during the 2013-2014 school year.

### First Grade

Code	Grade	Fall AIMS- TEN Instructional Rec	Fall AIMS- Math Computation (M-COMP)	Fall Fountas & Pinnell Instructional Level	Fall DIBELS- Letter Naming Fluency	Fall DIBELS- Phoneme Segmentation Fluency	Fall DIBELS- Nonsense Word Fluency-Correct Letter Sounds	Fall DIBELS-Nonsense Word Fluency-Whole Words Read	Fall DIBELS Composite	Spring AIMS- Oral Counting	Spring AIMS- Number ID	Spring AIMS- Quantity Discrim	Spring AIMS- Missing Number	Spring AIMS- TEN Instructional Rec	Spring AIMS-Computation (M-COMP)	Spring DIBELS- Nonsense Word Fluency- Correct Letter Sounds	Spring DIBELS- NWF-Whole Words Read	Spring DIBELS- Oral Reading Fluency- Words Correct	Spring DORF- Errors	Spring DIBELS- Composite	Spring Fountas & Pinnell Instructional Level
XYZ1	1	BA	5	D	27	44	9	2	80	100	60	29	12	A	31	63	19	40	3	165	J
XYZ2	1	BA	2	B	31	40	22	4	93	96	73	33	12	A	19	45	8	27	8	82	H
XYZ3	1	AA	9	A	38	47	18	0	103	84	65	28	14	BA	39	64	20	37	1	176	I
XYZ4	1	A	2	C	26	45	24	0	95	77	59	23	10	A	32	64	19	40	2	171	J
XYZ5	1	A	5	C	27	60	32	0	119	75	52	35	16	BA	16	96	31	48	5	191	J
XYZ6	1	BA	2	C	41	45	14	3	100	62	66	30	12	BA	30	97	32	59	4	210	K
XYZ7	1	BA	15	C	40	66	12	0	118	77	32	26	14	A	27	29	9	31	8	94	J
XYZ8	1	AA	4	C	61	56	43	9	160	87	78	40	22	A	38	98	26	70	3	215	J
XYZ9	1	A	13	D	27	28	23	8	78	72	80	29	15	A	26	108	34	74	25	175	J

### Second Grade

Code	Grade	Fall DIBELS- Oral Reading Fluency (DORF)- Words Correct	Fall DORF-Errors	Fall DIBELS Composite	Spring DIBELS Oral Reading Fluency (DORF)- Words Correct	Spring DORF-Errors	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring M-CAP- Read to Student	Spring NWEA Math %ile	Spring NWEA Reading %ile	Spring Fountas & Pinnell Instructional Level
XYZ1	2	46	6	139	72	2	34	19		52	38	M
XYZ2	2	59	4	196	98	0	21	15		8	26	L
XYZ3	2	52	8	159	125	1	38	24		37	48	M
XYZ4	2	30	7	119	66	3	42	18		21	1	M
XYZ5	2	46	6	147	86	2	50	19		70	62	N
XYZ6	2	23	8	52	44	5	29	10		31	2	I
XYZ7	2	80	8	195	125	4	38	24		34	46	M
XYZ8	2	42	2	173	123	4	36	16		43	30	M
XYZ9	2	32	16	107	60	3	34	13		37	48	I
XYZ10	2	22	6	75	46	6	22	6	17	1	1	J
XYZ11	2	62	3	189	87	1	30	13		46	80	M



### Third Grade

Code	Grade	Fall AIMS-Computation (M-COMP)	Fall AIMS-Concepts & Applications (M-CAP)	Fall M-CAP: Read to Student	Fall NWEA Math %ile	Fall Fountas & Pinnell-Instructional Level	Fall NWEA Reading %ile	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring M-CAP: Read to Student	Spring NWEA Math %ile	Spring NWEA Reading %ile	Spring Fountas & Pinnell-Instructional Level
XYZ1	3	27	8		56	L	25	60	15		65	33	O
XYZ2	3	24	2	2	40	L	30	60	16		11	20	O
XYZ3	3	15	4		15	L	48	59	13		35	36	O
XYZ4	3	25	7		21	L	30	58	10		20	33	Q

### Fourth Grade

Code	Grade	Fall AIMS-Computation (M-COMP)	Fall AIMS-Concepts & Applications (M-CAP)	Fall M-CAP: Read to Student	Fall NWEA Math %ile	2012-2013 Math ISAT	Fall Fountas & Pinnell-Instructional Level	Fall NWEA Reading %ile	2012-2013 Reading ISAT	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring M-CAP: Read to Student	Spring NWEA Math %ile	Spring NWEA Reading %ile	Spring Fountas & Pinnell-Instructional Level
XYZ1	4	22	12	19	60	234	L	45	192	59	14		51	25	S
XYZ2	4	11	8	10	30	204	L	8	194	57	15		32	34	N
XYZ3	4	44	18		78	222	M	45	207	64	36		79	45	P
XYZ4	4	14	5	7	18	202	M	29	201	39	8	9	27	10	P
XYZ5	4	18	11		48	205	L	25	212	62	19		57	37	O