

IMPLEMENTING
A TITLE I
EXTENDED DAY PROGRAM



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**TARGETED TITLE I
Extended Day Program**

ESSENTIAL COMPONENTS

- **Parental involvement in program design and activities**
 - Survey parents to determine family needs.
- **Clear program goals**
 - Goals should reflect the needs of the students and families.
- **Location of services and transportation**
 - Consider whether the location of services is accessible to students and parents.
 - Will parents be responsible for transporting student to and from the program?
- **Intensity of services**
 - Decide how many hours and days per week supplemental services will be provided.
 - Will regular attendance be required or on an “as needed” basis?
 - What grade levels will be served?
- **Notification of eligibility for targeted students**
 - Parents should be allowed to accept or decline extended day services.
- **Mode of instruction**
 - Supplemental services can be provided through one-on-one tutoring, small-group instruction, technology-based approaches, or other educational interventions as long as they are based on scientifically based research, designed to increase academic achievement, and linked to school curriculum.
- **Qualified instructors**
 - Hire qualified instructors who will be accountable for student outcomes.
 - Provide professional development opportunities.
- **Alignment and continuity between regular day and extended day**
 - Regular teachers may be hired to ensure continuity between the regular school day and the extended day program, but may be hard to retain due to overload.
 - Communication between the regular school day teacher and extended day staff is essential.
- **Health and welfare of the child**
 - Provide a safe environment, nutritious snacks, and time for play/down time depending on the schedule.
- **Assessment**
 - Choose assessment tools that can provide information on the effectiveness of the extended day program on improving student achievement.
 - Assessment tools can include state assessments, curriculum-based measures, core program assessments, attendance records, surveys, etc.

Title I Extended Day
Reading and/or Math Program
Parent Survey

1. If a Title I before or after school reading and/or math program was available for your child, would you take advantage of it?

- Yes
 Maybe
 No (if no, please tell why and answer no further questions)
-
-
-

2. How often would you send your child to a BEFORE school Title I reading and/or math program if it were provided?

- Not at all 2 to 3 times a week
 Every school day Every now and then

3. If you want your child to attend a BEFORE school Title I reading and/or math program, how early would you want it to begin?

- 7:00 am 7:30 am 8:00 am

4. How often would you send your child to an AFTER school Title I reading and/or math program if it were provided?

- Not at all 2 to 3 times a week
 Every school day Every now and then

5. If you want your child to attend an AFTER school Title I reading and/or math program, how late would you want it to run?

- 3:30 pm 4:00 pm 4:30 pm 5:00 pm

6. Why would you enroll your child in an extended day reading and/or math program? (check all that apply)

- I believe the program would help my child do better in school.
 The program is free.
 I wanted help for my child in reading and/or math.
 I need child care.
 I want my child to get help with homework.
 I am worried about my child's safety after school.

**Targeted Title I
Extended Day Reading and/or Math Program
Parent Survey**

For each question below, circle the number to the right that best fits your opinion of the extended-day program for Title I students. Use the scale to match your opinion.

Question	Scale				
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1. I believe the extended-day program helps my child do better in school.	1	2	3	4	5
2. My child likes coming to the program.	1	2	3	4	5
3. The program has helped my child to get homework done.	1	2	3	4	5
4. My child is getting the academic help he/she needs.	1	2	3	4	5
5. My child is safer because of the program.	1	2	3	4	5
6. I worry about my child/s safety getting home from the program.	1	2	3	4	5
7. The program hours fit my needs.	1	2	3	4	5

Comments:



EXTENDED DAY PROGRAM RESOURCES

RESOURCES FOR READING

Benchmark Education: www.benchmarkeducation.com

Literacy resources to meet individual needs.

Florida Center for Reading Reserch

The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials. An alphabetized listing of reports can be found at www.fcrr.org/FCRRReports/index.aspx. The type of programs reviewed include core, supplemental and intervention, technology, programs that may be implemented with tutors or mentors, intervention programs for third grade and above, Pre K programs, professional development programs, and Tier III intervention programs.

LitArt Literacy Partnerships: www.litart.com/literacy

LitART After School Curriculum (Grades 1-8) was designed for 21st Century Community Learning Center and Title I Programs. It uses award winning picture books and novels to engage students in reading, writing, drama, art, and math response activities organized into themes.

Scholastic: <http://teacher.scholastic.com/products/afterthebell/index.htm>

After the Bell is a research-based curriculum developed for summer or extended day programs.

RESOURCES FOR MATH AND READING

After School Achievers: Math Club and Reading Club:

www.greatsource.com

These programs are specifically designed for after school. The goal of each program is to help students improve their skills in math and/or reading. Both After School Achievers: Math Club and After School Achievers: Reading Club reinforce grade-level curriculum with about 30 minutes of math or reading activities each day. Both programs are designed to reinforce standards-based curriculum, but use alternative approaches (games, puzzles, hands-on activities) and group interaction to motivate students to work on math and reading in an after school setting.

Developmental Studies Center: www.devstu.org/home.html

KidzLit and KidzMath, after school enrichment programs.

Southwest Educational Development Laboratory:

www.sedl.org/afterschool/guide/literacy/

www.sedl.org/afterschool/guide/math/

This site is designed to help practitioners locate and make informed choices about high-quality literacy and mathematics resources to enrich their programs. Resources were selected based on proven use in after school settings, and include challenging lesson plans and organized activities.

Voyager Expanded Learning: www.voyagerlearning.com/index.jsp

Scientifically based instruction with integrated support services.

RESOURCES FOR MATH

Afterschool Mathematics: www.afterschoolmath.org/

The After School Math website is a full-featured math website for grades 5-8 created by after school staff and credentialed teachers. The site consists of 10 thematic activity modules, each with at least four activities. These content standard aligned activities are fun, hands-on, and provide opportunities for small group interaction, cooperation, and student leadership.

Moving with Math:

www.movingwithmath.com/ASWeb/HTML/Program%20Overview.htm

Moving with Math® Math by Topic programs allow teachers to focus on specific math topics or choose to cover all topics for the appropriate grade. All options include assessment and test preparation materials with daily reviews and reteaching pages for all objectives in the grade. Moving with Math® programs are designed to help students build a knowledge bank as they make the transition from the concrete to abstract mode of learning. Every lesson provides an opportunity for students to discover math concepts as they explore with manipulatives, draw pictures and practice.

Texas Mathworks: www.sedl.org/afterschool/guide/math/

The main goal of this curriculum, which is specifically designed for after school, is to introduce algebra to students at a younger age in order to improve their academic outcomes. This discovery-based learning approach introduces the material that is normally held back from students until eighth grade in a nonintimidating way.

AFTER SCHOOL TRAINING TOOLKITS

Southwest Educational Development Laboratory:

www.sedl.org/afterschool/toolkits/index.html

www.sedl.org/afterschool/toolkits/literacy/

www.sedl.org/afterschool/toolkits/math/

These tools aim to help you understand and implement enjoyable after school practices that build academic skills. The content is based on research, including site visits to effective programs all over the U.S. It was developed by the Northwest Regional Educational Laboratory.

TITLE I EXTENDED DAY PROGRAM for Reading and Math

_____ Public Schools is pleased to offer an Extended Day Program for targeted Title I students grades K-6. The program will be offered:

Scheduled School Days

Before school: Monday – Friday, 7:30-8:15 am

After school: Monday-Thursday, 3:10-5:00 pm

The extended day program will provide additional learning time utilizing scientifically based supplemental resources that enhance the district's reading and math curriculum. A snack will be provided. Parents/Guardians are responsible for signing their child in (before school session) or out (after school session) of the program, as well as transporting the child to or from the program.

Your child, _____, grade _____, has qualified to receive

reading and/or math instruction through the Title I Extended Day Program.

I approve my child's placement in the program.

I decline services.

Parent/Guardian Signature

Date _____



TITLE I EXTENDED DAY READING & MATH PROGRAM REGISTRATION

PARENT PERMISSION AND STUDENT INFORMATION

Student's Name	Grade	Teacher	Date of Birth
I give my child permission to participate in the Title I Extended Day Program.			
Parent/Guardian's Signature			Date

PARENT/GUARDIAN INFORMATION

Parent/Guardian's Name	Parental Status <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Step-parent <input type="checkbox"/> Other _____	Phone contact - check the best way to contact you <input type="checkbox"/> _____ (Home) <input type="checkbox"/> _____ (Work) <input type="checkbox"/> _____ (Cell)
Home address		
City, State, Zip Code	Hours of employment	Place of employment

PARENT/GUARDIAN INFORMATION

Parent/Guardian's Name	Parental Status <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Step-parent <input type="checkbox"/> Other _____	Phone contact - check the best way to contact you <input type="checkbox"/> _____ (Home) <input type="checkbox"/> _____ (Work) <input type="checkbox"/> _____ (Cell)
Home address		
City, State, Zip Code	Hours of employment	Place of employment

STUDENT RELEASE PICK UP POLICY

As parent/guardian, I understand that the After School Program will begin immediately after school and will end by **5:00 PM**. In order to be released to go home from the program, **students MUST be signed out by the parent/guardian or by one of the individuals listed below. ID may be required. Please note: Excessive tardiness in picking up your child may result in his/her dismissal from the program.**

Parent Signature	Date
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When I am unable to pick my child up, I give permission to the following people to pick up my child.

Name	Relationship to child	Phone
Name	Relationship to child	Phone
Name	Relationship to child	Phone

TITLE I EXTENDED DAY READING & MATH PROGRAM

EMERGENCY CONTACT INFORMATION		
In case of emergency and a parent/guardian cannot be reached please contact: Name	Relationship to child	Phone
<p>Does the child have health coverage?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Name of Health Insurance Company		Policy Number
<p>Please check if any of the following conditions exist:</p> <p> <input type="checkbox"/> Allergies <input type="checkbox"/> Asthma <input type="checkbox"/> Cancer <input type="checkbox"/> Diabetes <input type="checkbox"/> Epilepsy <input type="checkbox"/> Frequent Earaches <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Heart Condition <input type="checkbox"/> Seizures <input type="checkbox"/> Vision Impairment <input type="checkbox"/> Other Special Needs _____ </p> <p>Please explain all checked items:</p> 		
<p>Is the child under current medical treatment: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please list:</p> 		
<p>Are there any medications that the child takes daily? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please list the medication(s) and the time of day it is to be taken.</p> 		
Hospital/Clinic to call in case of emergency	Phone number	
<p>*In case of an emergency involving my child, I give permission for the Title I Extended Day Program staff to seek emergency medical treatment for my child and to act as guardian in permitting medical treatment if unable to reach me.</p> <p>I understand that all emergency and/or medical costs are my responsibility.</p>		
Parent/Guardian Signature		Date

TITLE I EXTENDED DAY READING & MATH PROGRAM

EARLY RELEASE WAIVER (OPTIONAL)

I request early release of my child from the Title I Extended Day Program at _____ o'clock p.m.
(please check reason)

- I am concerned for my child's safety in returning home after dark.
 I am unavailable to pick my child up after this time.
 Other: _____

Parent/Guardian Signature

Date

WAIVER OF PICK UP POLICY (OPTIONAL)

If I arrive later than the dismissal time or am unable to pick up my child after the Title I Extended Day Program, my child has permission to follow the procedure marked below:

- I give my child permission to walk home or use unsupervised public transportation to return home.

Parent/Guardian Signature

Date

PERMISSION TO EVALUATE PROGRAMS AND TRACK STUDENT PROGRESS

I give permission for the Title I Extended Day Program Staff to review my child's school data (test scores, report cards and other measures), for the purpose of assessing the academic effectiveness of the Title I Extended Day Program. I also give permission for Title I Extended Day Program staff to monitor my student's progress and to give my child evaluation surveys to find out if services are helpful for my child.

Parent/Guardian Signature

Date

PHOTO/VIDEOTAPING RELEASE

During your child's attendance in the Title I Extended Day Program, s/he may be participating in an activity that is being photographed or videotaped. These photographs/video recordings may be used for promotional purposes.

My child (may , may not) be photographed/videotaped by the program for promotional purposes.

Parent/Guardian Signature

Date

**TARGETED TITLE I
TEACHER-EXTENDED DAY COMMUNICATION**

Week of	Teacher	Grade	Targeted Title I Students 1. 2. 3. 4. 5.
Reading unit/story for the week:		Math unit/concepts for the week:	
Reading Skills to Work on:		Math Skills to Work on:	
<input type="checkbox"/> Phonemic Awareness _____ <input type="checkbox"/> Letter Recognition _____ <input type="checkbox"/> Phonics _____ <input type="checkbox"/> Vocabulary _____ <input type="checkbox"/> Fluency _____ <input type="checkbox"/> Comprehension _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Number Recognition/Counting _____ <input type="checkbox"/> Addition/Subtraction _____ <input type="checkbox"/> Multiplication/Division _____ <input type="checkbox"/> Geometry _____ <input type="checkbox"/> Measurement _____ <input type="checkbox"/> Money _____ <input type="checkbox"/> Other _____		
This Week's Spelling Words (list below or attach list)			
1. 2. 3. 4, 5, 6, 7, 8, 9, 10.	11. 12. 13. 14. 15. 16. 17. 18. 19. 20.		
Extended Day Teacher Comments on the Week			

TARGETED TITLE I TEACHER-EXTENDED DAY COMMUNICATION

Week of	Teacher	Targeted Title I Students
		1. 2. 3. 4. 5.
North Dakota Language Arts Standards		
Grade 1		
Check the skills to be worked on this week.		
Standard 2: Students Engage in the Reading Process		
<p><u>LITERARY/INFORMATIONAL GENRES</u></p> <p><input type="checkbox"/> Read a variety of genres; i.e., fiction, folk tales, poetry, and nonfiction-informational</p> <p><input type="checkbox"/> Explain elements of a story; i.e., characters, events, setting, and ending</p> <p><u>PHONOLOGICAL/PHONEMIC AWARENESS</u></p> <p><input type="checkbox"/> Identify and manipulate individual sounds in words</p> <p><input type="checkbox"/> Isolate and say the first, medial, or last sound in a word</p> <p><input type="checkbox"/> Break or separate a word into parts – onset and rime</p> <p><input type="checkbox"/> Identify and create rhymes</p> <p><u>PHONICS/WORD RECOGNITION</u></p> <p><input type="checkbox"/> Apply knowledge of letter/sound relationship when reading</p> <p><input type="checkbox"/> Use knowledge of phonics to decode words</p>	<p><u>COMPREHENSION/READING STRATEGIES FOR MEANING</u></p> <p><input type="checkbox"/> Make and confirm predictions about what will happen in a story</p> <p><input type="checkbox"/> Recall/retell details/events in sequence</p> <p><input type="checkbox"/> Make text-to-self and text-to-text connections</p> <p><input type="checkbox"/> Use strategies to monitor comprehension; e.g., reread, check picture, think about the story to determine what makes sense</p> <p><input type="checkbox"/> Locate the main idea and identify supporting details of a text</p> <p><input type="checkbox"/> Read a variety of vocabulary embedded in authentic text</p> <p><input type="checkbox"/> Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy counting</p> <p><u>PURPOSES FOR READING</u></p> <p><input type="checkbox"/> Use reading to be informed and/or entertained</p>	
Extended Day Teacher Comments on the Week		

**TARGETED TITLE I
TEACHER-EXTENDED DAY COMMUNICATION**

Week of	Teacher	Targeted Title I Students
		1. 2. 3. 4. 5.
North Dakota Math Standards Grade 1		
Check the skills to be worked on this week.		
Standard 1: Number & Operation		Standard 2: Geometry & Spatial Sense
<p><u>NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS</u></p> <p><input type="checkbox"/> Count and order numbers to 100</p> <p><input type="checkbox"/> Identify and write numerals to 100</p> <p><input type="checkbox"/> Count backward from 20</p> <p><input type="checkbox"/> Count by 2's to 20, and 10's to 100</p> <p><input type="checkbox"/> Group objects by 2's, 5's, and 10's</p> <p><input type="checkbox"/> Identify position using ordinal numbers</p> <p><input type="checkbox"/> Connect number words and numerals to the quantities they represent (0 - 10)</p> <p><input type="checkbox"/> Represent and explain fractions (i.e., one half, one fourth) as part of a whole and part of a set using concrete materials/drawings</p> <p><input type="checkbox"/> Identify place value for ones and tens</p> <p><input type="checkbox"/> Compare two digit numbers using symbols; i.e., >, <, =</p> <p><input type="checkbox"/> Use grade-appropriate terms when communicating about addition and subtraction; i.e., sum, difference</p> <p><u>OPERATIONS AND THEIR PROPERTIES</u></p> <p><input type="checkbox"/> Use symbols to write addition and subtraction number sentences; i.e., +, -, =</p> <p><u>COMPUTATIONAL FLUENCY AND ESTIMATION</u></p> <p><input type="checkbox"/> Recall addition facts and subtraction facts (0-10)</p> <p><input type="checkbox"/> Estimate the number of objects and check by counting</p>		<p><u>TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS</u></p> <p><input type="checkbox"/> Identify, compare, draw, and sort two-dimensional figures; i.e., circle, triangle, rectangle, square, oval, and diamond</p> <p><input type="checkbox"/> Identify three-dimensional objects; i.e., pyramid, cube, cone, cylinder, sphere</p> <p><u>COORDINATE GEOMETRY</u></p> <p><i>No benchmark expectations at this level</i></p> <p><u>TRANSFORMATION AND SYMMETRY</u></p> <p><input type="checkbox"/> Identify lines of symmetry in two-dimensional figures</p> <p><u>VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING</u></p> <p><input type="checkbox"/> Arrange and describe objects in space by proximity, position, and direction; e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of</p>

Standard 3: Data Analysis, Statistics, & Probability	Standard 4: Measurement
<p><u>DATA COLLECTION, DISPLAY, AND INTERPRETATION</u></p> <p><input type="checkbox"/> Identify and display various forms of data in their world using charts and graphs; e.g., tally charts and bar graphs</p> <p><input type="checkbox"/> Read and interpret tally charts and picture graphs as sources of information</p> <p><input type="checkbox"/> Sort objects by common attribute</p> <p><u>PROBABILITY</u></p> <p><i>No benchmark expectations at this level</i></p> <p><u>STATISTICAL METHODS</u></p> <p><i>No benchmark expectations at this level</i></p> <p><u>PREDICTIONS, DATA ANALYSIS, AND INFERENCES</u></p> <p><i>No benchmark expectations at this level</i></p>	<p><u>MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS</u></p> <p><input type="checkbox"/> Use the days of the week to show knowledge of yesterday, today, and tomorrow</p> <p><input type="checkbox"/> Tell time to the hour and half-hour using digital and analog clocks</p> <p><input type="checkbox"/> Estimate, and verify by measuring, length, weight, or capacity using nonstandard units</p> <p><input type="checkbox"/> Estimate, and verify by measuring, length to the nearest inch, foot, and centimeter</p> <p><input type="checkbox"/> Identify a penny, nickel, dime, and quarter and state its value</p> <p><input type="checkbox"/> Count a like set of pennies, nickels, or dimes to \$1.00</p> <p><input type="checkbox"/> Demonstrate that different combinations of coins (i.e., pennies, nickels and dimes) can have the same value</p> <p><input type="checkbox"/> Sequence events with respect to time; e.g., yesterday, today, tomorrow, seasons</p> <p><u>MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS</u></p> <p><input type="checkbox"/> Identify the appropriate tool used to measure length (i.e., ruler), weight (i.e., scale), time (i.e., clock, calendar) and temperature (i.e., thermometer)</p>
Standard 5: Algebra, Functions & Patterns	Extended Day Teacher Comments on the Week
<p><u>PATTERNS, RELATIONS, AND FUNCTIONS</u></p> <p><input type="checkbox"/> Identify, sort, and classify objects by two or more attributes</p> <p><input type="checkbox"/> Recognize, extend, create, and describe patterns</p> <p><u>NUMERIC AND ALGEBRAIC REPRESENTATIONS</u></p> <p><input type="checkbox"/> Demonstrate the commutative property of addition; e.g., $3+5 = 5+3$</p> <p><u>MATHEMATICAL MODELING</u></p> <p><i>No benchmark expectations at this level</i></p> <p><u>RATES OF CHANGE</u></p> <p><i>No benchmark expectations at this level</i></p>	

Homework Communication Log

The **classroom teacher** should list assignments to be completed by the student.

The **extended day staff** should complete the form and provide a copy to the classroom teacher and the parent when they pick up their child.

Parent should initial any assignments completed at home and return this form to the classroom teacher the next day.

Student's Name:							
Teacher's Name:	Today's Date:						
ASSIGNMENTS FOR TODAY							
Completed By Classroom Teacher	Completed by Extended Day Staff						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> The student needed: <input type="checkbox"/> No help <input type="checkbox"/> Some help <input type="checkbox"/> A great deal of help </td> <td style="width: 50%; padding: 5px;"> The assignment was: <input type="checkbox"/> Completed in _____ minutes <input type="checkbox"/> Worked on, but not completed <input type="checkbox"/> Not worked on </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> Reason work was not completed: <input type="checkbox"/> Lack of understanding <input type="checkbox"/> Not enough time <input type="checkbox"/> Worked on other assignments <input type="checkbox"/> Student was nonproductive </td> </tr> <tr> <td colspan="2" style="padding: 5px; background-color: #f2f2f2;"> Parent: Initial if work was completed at home. _____ Time spent working at home: _____ minutes </td> </tr> </table>	The student needed: <input type="checkbox"/> No help <input type="checkbox"/> Some help <input type="checkbox"/> A great deal of help	The assignment was: <input type="checkbox"/> Completed in _____ minutes <input type="checkbox"/> Worked on, but not completed <input type="checkbox"/> Not worked on	Reason work was not completed: <input type="checkbox"/> Lack of understanding <input type="checkbox"/> Not enough time <input type="checkbox"/> Worked on other assignments <input type="checkbox"/> Student was nonproductive		Parent: Initial if work was completed at home. _____ Time spent working at home: _____ minutes	
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Parent: Initial if work was completed at home. _____ Time spent working at home: _____ minutes							

Homework Help

KLAS

(Kids Learning After School)

The Title I Extended Day Program will be offering homework assistance for students in grades 4-6. Students do not need to be enrolled in the Extended Day Program to take part in this **FREE** program. They will be working with and supervised by a teacher.

This service is being offered with the understanding the **STUDENTS** will be responsible for their own attendance and will be signing in and out on their own accord. The Extended Day Program staff will not be monitoring attendance.

Parents/Guardians are welcome to contact the school at any time to confirm their child's attendance.

This program will be offered after the regular school day, **Monday through Thursday** from **3:05 pm – 4:15 pm**. Students planning to attend KLAS each day must sign up (with teacher's approval) at the office by 3:00 pm that day. There will be a limited number of seats available, as we want each child there to receive adequate supervision and assistance.

Students should go directly to the designated classroom after school. Students arriving after 3:15 pm will not be allowed to be in KLAS that day.

This program will begin on **Day, Month and Date**.

Please contact _____ with any questions you may have.
555-1111 or school_teacher@educ8.org

KLAS Registration

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Date:	Date:	Date:	Date:	Date:
Name		Grade	Teacher	
1.				
2.				
3.				
4.				
5.				
6.				
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KLAS Sign-In

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Date:	Date:	Date:	Date:	Date:
Name		Time In	Time Out	
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**TARGETED TITLE I
Extended Day Program**

SAMPLE SCHEDULE

3:05-3:15	Organize classes
3:15-3:30	Circle Time/Agenda/Snack
3:30-4:15	Reading Group/Math Group/Homework Time
4:15-4:30	Recess/First Parent pick up time
4:30-5:00	Library Time/Read Aloud/Silent Reading/Computer Time
5:00	Last Parent pick up time



ASSESSMENT RESOURCES

AIMSweb: www.aimsweb.com/index.php

AIMSweb® is a scientifically based, formative assessment system that 'informs' the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction.

BalancedReading.com:

www.balancedreading.com/assessment/freeassessments.html

These assessments are typically based in good research information, and can be used by classroom teachers as objective criterion-referenced assessments. Here, for free download, are a collection of such assessments that have been used in reading research projects.

Curriculum-Based Measurement Warehouse:

www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php

Reading, math, and writing resources for assessment.

DIBELS: <http://dibels.uoregon.edu/index.php>

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Materials can be downloaded at no cost.

The Iris Center: <http://iris.peabody.vanderbilt.edu/rpm/cresource.htm>

Discover how to assess reading skills at each grade level, K-6.

The LEARNS Literacy Assessment Profile:

www.nwrel.org/learns/resources/llap/index.html

LLAP is not a reading test. Instead, it is an observation tool. LLAP addresses three stages of literacy development: emergent, beginning, and early independent. These stages are not age or grade specific, but instead describe behaviors children exhibit as they learn to read. Download the assessment profile at <http://www.nwrel.org/learns/resources/llap/pdf.html>

Monitoring Basic Skills Progress (MBSP):

www.studentprogress.org/chart/progressmonitoringtools/mbsp.htm

MBSP math is computer administered progress monitoring tools based on Curriculum-Based Measurement (CBM) that can be used for group or individual students in grade 1 and above. \$129.00 for a complete kit for computation or for concepts/applications. This includes software for automatic data collection, scoring, and data analysis as well as blackline masters of each weekly CBM test.

National Center on Student Progress Monitoring:

www.studentprogress.org/chart/chart.asp

This site provides a review of progress monitoring tools for reading, math, and writing

North Dakota Department of Public Instruction, Title I:

www.dpi.state.nd.us/title1/resource/assess/index.shtm

Lists of reading and math assessments

STAR Math: www.renlearn.com/starmath/

STAR Math helps you determine the math level of each student, measure individual and class growth, and forecast results on standardized tests. Students can complete the computer-adaptive assessment in less than 15 minutes, and you get accurate, reliable, norm-referenced scores immediately.

STAR Reading: www.renlearn.com/starreading/

STAR Reading helps you determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests. Students can complete the computer-adaptive assessment in less than 10 minutes, and you get accurate, reliable, norm-referenced scores immediately.

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