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***I Can* Program Description**

What is the I Can program?

The ***I Can*** program targets students in grades 3-12, facilitating key learning and non-cognitive skills development to promote college and career readiness. These young people are assigned in small groups to a Coaching relationship with an educator versed in effective pedagogy and trained in the non-cognitive elements that impact success (goal-setting, persistence, time management, etc.). Mainstream has the capacity to serve 10 schools at a time with up to 40 students per classroom.

One of the first activities that students complete is a suite of self-assessments to better understand learning style, thinking style, and others to understand themselves better. From those assessments, students will be coached through the development of a Personal Development Plan. This plan identifies potential barriers and establishes support systems that will enable the young person to achieve. Mainstream coordinates with all partners to insure that the services delivered through Future Me are effectively delivered.

Mainstream's mantra, "***Basics First, Basics Last, Basics Forever***" serves a dual purpose: first, it is a constant reminder of past academic accomplishments deeply rooted in essential skill development, and, second, it is a beacon of hope pointing the way toward brighter tomorrows. MDEG's programs and services are aligned with CCSS educational standards, established college readiness standards, and other relevant academic measures. MDEG's instructional materials and methodologies are designed to improve student skills, confidence, and performance in 21st Century classrooms and/or work environments.

Five core principles drive MDEG's program design and offering: ***Flexibility***, is the ability to adjust to new measures, standards, and methodologies without deserting proven educational practices; ***Individuality***, recognize that each student, family, community and school district is unique and has a right to skill development plans that build from their strengths while improving weaknesses; ***Integrity***, MDEG is committed to honesty and transparency in all of its business transactions; ***Persistence***, MDEG understands that improving the academic

performance of underachieving students is a slow and tedious process requiring commitment, patience, and a well-designed plan of action; *and, Vision*, to focus our attention on supporting each student's achievement of his or her highest potential.

Key learning skills including the following:

- Study Skills,
 - Using Homework, Class Notes, Quizzes/Tests and Textbook/Workbooks to Study
 - Study Guides, Flashcards, Study Games,
 - Power of Forming Study Groups
 - Creating Study Guides
 - Technology and Studying
 - Cornell Notes

- Math & Reading Skill Fact mastery
- Constructive Learning
- Self-questioning
- Time management
- Goal setting – SMART Goals
- Personal Development Plan

- Self-Awareness
 - Explore career interests and career pathway requirements,
 - Learner Profile Development
 - 5 Power Questions – Journal Activity
 - Discovery Wheel
 - Uncovering Your Mad, Mad Skills (Skill/Experience Identification Exercise)
 - Vision Book
 - Brainstorm Career Options
 - Career Scavenger Hunt
 - Career Support Team
 - Defining Your Purpose

- Drop Out Prevention
 - Resilience
 - Career Support Team
 - Personal Mission Statement
 - Persistence
 - Perseverance
 - Goal Setting
 - Complete Individual Student Manifesto
 - Set Goals for Next Three Years

- Establish Initial Long Term Goals - Beyond High School
 - Create Treasure Map
- Parental Services & Strategies
 - Student Learner Profile Development
 - Student Personal Development Plan Development
 - Parent Information and Empowerment
 - Goal Setting
 - Power of Persistence
 - Advocating for your Student's Success
 - Importance of Youth Belonging
 - Raising a Gritty Child

How will students who need additional supports be identified?

Students engaged in the *I Can* Program are assessed throughout their participation in the program with key assessments occurring at the beginning of the Program (baseline), at midterm, and at program end. The midterm assessment provides students the opportunity to take a practice test simulated like the actual assessment. Facilitators review the results of that second assessment to determine areas that require additional focus and adjust the students Individualized Learning Plan to incorporate those learning needs.

Throughout the sessions, formative assessments help facilitators adjust and adapt to the learning needs of each student. These formative assessments are incorporated in to the Student Workbook as well as less formal assessments based upon classroom and group work. This ongoing assessment provides the Facilitator the opportunity to align the instruction to the needs of the students to ensure they get what they need.

Students identified as being at risk of dropping out of schools will receive additional monitoring and assistance to develop a structure of support to build the protective factors in the student's life to ward against school failure. Coaches will coordinate closely with day school teachers, administrators, parents, and the student to identify and address issues as they arise. Additional supports will be added to the Development Plan as a planned response for problems as they come up.

Is the I Can program research-based and evidence proven?

Mainstream Development Educational Group develops all of its programs and services using instructional strategies and curricular content that is firmly based in research and proven to be effective with the targeted student population. Most of Mainstream's services are delivered in

urban communities with students who are at increased risk of academic failure due to risk factors beyond their control. Those risk factors include issues such as poverty, a high mobility rate, limited English proficiency, and limited parental academic success to name a few.

To meet the needs of these students, Mainstream derives programs that are adaptable, intentionally designed with significant input from school leadership teams with respect to how, when, and where services are provided, as well as rigorous in their focus on differentiated delivery of instruction and modalities for learning. These practices are grounded in the evidence base of highly effective instructional strategies. What follows is a brief review of the critical strategies and practices that underlie all of Mainstream's program design.

Our program uses researched-based reading and math instructional strategies characterized by the following:

- Instruction is differentiated to serve diverse learners.
 - Matching and delivering instruction to target skill needs and deficits of the students.
 - Systematic, methodical, and high-quality instruction and assessment methods that can be changed if one method is ineffective in remediating the skill deficit.
 - Facilitators track and adjust to the progress of students receiving the instruction and interventions.

<http://eric.ed.gov/?id=EJ854351>

- Progress monitoring consisting of pre-test, brief assessments conducted frequently to monitor progress, and post-assessment to determine student learning.

http://www.glencoe.com/glencoe_research/Jamestown/gradual_release_of_responsibility.pdf

- Multi modalities used in the delivery of services.

<http://www.readwritethink.org/professional-development/strategy-guides/teaching-with-multiple-modalities-30101.html>

Effective comprehension instruction takes into account a reader's motivation (Guthrie & Wigfield, 2000), reading strategies (Paris, Wasik, & Turner, 1991), and knowledge (Anderson & Pearson, 1984) within the social environment of a classroom (Sweet & Snow, 2002).

Researchers define effective comprehension instruction as instruction that: (a) activates prior knowledge and predicting (Hansen & Pearson, 1982); (b) monitors comprehension or thinking aloud (Baumann & Seifert-Kessell, 1992; Paris, Cross, & Lipson, 1984); (c) includes summarizing text or identifying important ideas (Bean & Steenwyk, 1984); (d) encourages questioning by the

teacher or self-questioning by the learner (Singer & Donlan, 1982); (e) teaches recognizing and using text structure or graphic representations (Armbruster, Anderson, & Meyer, 1991); and (f) fosters collaboration among learners to construct the meaning of a text (Stevens, Madden, Slavin, & Farnish, 1987). There is also evidence for the efficacy of comprehension instruction that includes multiple text-construction strategies (Brown, Pressley, Van Meter, & Schuder, 1996; Rosenshine & Meister, 1994).

Mainstream developed its comprehension instruction model based on several common elements. These are represented well by the five components articulated by Duke and Pearson (2002, pp. 208-209): explicit strategy description, teacher and student modeling of the strategy, collaborative use of the strategy, guided practice of the strategy, and independent strategy use. As Duke and Pearson state, “a large volume of work indicates that we can help students acquire strategies and processes used by good readers—and that this improves their overall comprehension of text” (p. 206).

http://www.learner.org/workshops/teachreading35/pdf/Dev_Reading_Comprehension.pdf

“Group games can provide rich context for social and mathematical development” (Hildebrandt, 1998). In *Test Ready: Math*, students work in pairs or in small groups to practice their math skills through games. With a focus on the skills required for each grade level, the games reinforce the concepts discussed during the Number Names time and provide ongoing work with number facts, computation, mental-math strategies, reasoning, and problem-solving strategies while providing hands-on, verbal, and auditory experiences. In addition to being fun,

Test Ready: Math games help students practice their math skills and apply problem-solving strategies. “[Games] incorporate virtually every curricular standard set forth by the National Council of Teachers of Mathematics (1989), most specifically, estimation, probability, and operations. It seems only natural that educators should increase their use of games in the classroom, since playing them is an important human activity that affords substantial opportunities to experience and explore mathematics within the context of culture” (Barta & Schaelling, 1998).

<http://www.nctm.org/PrinciplestoActions/>

Test Ready: Math games help students develop mathematical competence and confidence, build their critical thinking and problem-solving skills, and provide opportunities for students to learn from each other through discussion. As students make moves, toss number cubes, and draw cards during the games, they share their answers along with the reasoning behind their answers, allowing them to teach and learn from each other.