


WEBINAR


95 Percent Group

Summer School that Works:

Providing explicit instruction to accelerate grade level mastery



Laura Stewart
Chief Academic Officer




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Director of Content Development

Let's get started

- Please use the Chat feature to ask questions and watch for digital handouts and informative links
- If you experience technical difficulties, including sound and video issues, please log off and come back to the webinar
- This webinar is being recorded; an On-Demand link will be emailed to all registrants to watch again and share with your colleagues

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Our Foundational Principles



We believe that ALL children deserve a chance to learn to read.

Our purpose is to unlock the power of literacy for every child.

We build on science to empower teachers—supplying the knowledge, resources, and support they need to transform developing readers.

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Trusted and Proven Literacy Solutions made by Educators, for Educators



We have a teacher-centric approach, which honors and amplifies a teacher's impact.



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Today's explorations

Assess student needs and identify the non-negotiable key phonics skills to include in your Summer Program

Review the need for foundational phonics skill instruction in your Summer School curriculum

Provides an overview for preparing effective Summer School lessons to make the best use of this limited time period

Meet Adriel Grieshaber, K-3 Literacy Coordinator, Dysart Unified School District, AZ, who will share her district's Summer School success story

Q&A | Summer School Sweepstakes

Stay to the end to win 1 of 3 complimentary 95 Percent Group BundleSM Summer School class sets to use this year!



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Support for Improving Summer School Curriculum

Is the Bottom Falling Out for Readers Who Struggle the Most? EdWeek | 02.08.2022

69%

of teachers say they're less confident than before the pandemic that they can help their students reach grade level by the end of the current school year.

Based on data from more than 400,000 K-5 students.

More Than 1 in 3 Children Who Started School in the Pandemic Need 'Intensive' Reading Help | EdWeek | 02.16.2022

More than 1 in 3 children in kindergarten through grade 3 have little chance of reading on grade level by the end of the school year without major and systemic interventions. The research shows that though students have begun to recover lost academic ground in the last year, big holes remain in students' fundamental reading skills. ”



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ASSESS AND IDENTIFY STUDENT SKILL DEFICITS

What are the key fundamental phonics skills need to be included in your Summer School curriculum to close specific skill gaps?



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KEY PHONICS SKILLS

Kindergarten

Skill Category	Subskills	Summer School
Concepts of Print	Academic language about books, orientation, directionality, distinction between sentences, words, and letters	
Phonemic Awareness	Phoneme segmentation	
Letter Formation	Uppercase & lowercase	
Letter-Sound Correspondence	Accurate & fluent (at a level of automaticity)	
Blending Awareness	Fluent when blending CVC words	
High-Frequency Words	Fluent reading 55-60 of most frequent HFW (Dolch List pre-phonemic)	
Reading Words & Text	Fluent reading VCVC words, phrases, sentences, and short decodable stories	
Writing	Accurate writing VCVC words, phrases & short sentences	
Long Vowel Introduction	Awareness of long vowel sounds	



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KEY PHONICS SKILLS

Grades 1-2

Skill Category	Subskills	Summer School
Phonemic Awareness	Phoneme manipulation (addition, deletion, and substitution)	
Decode Words with Basic Phonics Patterns	Accurate and fluent reading closed syllable words with blends, digraphs, and rime patterns, identify closed and a lairne syllables with automaticity	
Decode Words with Advanced Phonics Patterns (C2)	Accurate and fluent reading open, vowel team, and vowel pattern words, and words with inflected endings	
Decode Multisyllable Words	Apply knowledge of syllable types and simple division rules to read multisyllable words	
High-Frequency Words	Read and spell regular and irregular words from grade level Dolch list	
Reading Text	Accurate & fluent reading at passage level	
Writing Spelling	Write and spell words with patterns listed above	
Morphology	Knowledge of most common grade level standards-based affixes; awareness of meaningful word parts	



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What are the characteristics of high-impact instruction?

- Explicit
- Systematic
- Sequential
- Cumulative
- Applied



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95 Phonics Booster Bundle®: Summer School



Rising 1st

Phonics instruction for students rising from K to 1st grade



Rising 2nd

Phonics instruction for students rising from 1st to 2nd grade



Rising 3rd

Phonics instruction for students rising from 2nd to 3rd grade



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95 PHONICS BOOSTER BUNDLE®: SUMMER SCHOOL

Scope & Sequence

Area	Rising 1st Grade	Rising 2nd Grade	Rising 3rd Grade
Phonics	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story. 	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story. 	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story.
Reading	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story. 	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story. 	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story.
Writing	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story. 	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story. 	<ul style="list-style-type: none"> Identify and name the letters of the alphabet. Identify and name the sounds of the letters. Identify and name the beginning sounds of words. Identify and name the ending sounds of words. Identify and name the middle sounds of words. Identify and name the sounds of the letters in words. Identify and name the sounds of the letters in a sentence. Identify and name the sounds of the letters in a paragraph. Identify and name the sounds of the letters in a story.



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ACLOBERLOOK

Rising 1st

Days	Skill Focus	Other Skills
Days 1-5 Letter-Sound U.S. Correspondences Letter Formation (Upper & lowercase) Initial Sound Practice Blending Awareness	• Review of U.S. correspondences with keywords (if from manipulatives included) • U.S. application: Word Completion with Pictures (initial, final, and medial phonemes) • Explicit instruction and review of blending CVC words • Explicit modeling and practice of sound-segmenting missing (CVC words)	• Explicitly review letter formation—upper and lowercase (Days 1-7) • Trace and write letters on workbook pages (Days 1-7) • Phonological awareness through/out program (Daily Warm-Up and Wrap-Up) • Onset isolation and manipulation • Phoneme blending and segmentation • Isolation of initial and final phonemes • Initial phoneme substitution • Comprehension response (oral to reading)
Days 6-15 U.S. Correspondences Letter Formation (Upper & lowercase) Word Completion with Pictures (Initial & Final Sounds) Read CVC Words Write CVC Words	• Review high-frequency words (initials) selected from look-up primer and primer lists • Explicit modeling and practice of reading words and phrases • Read 3 or 4 word sentences with decodable CVC words & Ws • Read an illustrated decodable story	
Days 16-20 U.S. Correspondences Word Completion with Pictures (Medial Sounds) Read Phrases Write CVC Words		
Days 21-25 U.S. Correspondences Word Completion with Pictures (Mixed Review) Read Phrases Read Short Decodable Story Write Simple Sentences		

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PHONOLOGICAL AWARENESS (PA)

Progresses at the phoneme level

PHONOLOGICAL AWARENESS: ONSET-SOUND SEGMENTATION

Let's practice taking words apart. We'll do one together. Move your finger like this:

The word is **change**. (ch-ange together) Say change. ch-ep. Now let's take it apart:

- Move right to left. What's the first part? **ch**
- Move left to right. What's the second part? **ange**
- Read! **Change!** Tap together: **Change**

Now it's your turn. Don't forget to use the hand motions I showed you. Let's review the instructions:

- Tap up to the word. Let's tap it together.
- Next, I'll tap you for the first and last parts of the word.
- Finally, I'll tap you for the word. Ready?

Tap! ch-ep! Change! Tap! up! Hear! up!

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Today we are going to practice substituting or changing the beginning sound in a word to make a new word.

Listen, watch me.

- The word is **egg**. I change **A** to **B** to **Ab**. The new word is **ba**.

Let's take this together:

- Say **egg**. (egg) Change **ch** to **sh**. Word? **she**
- Say **fish**. (fish) Change **sh** to **ch**. Word? **fish**

Now it's your turn. Here are the instructions:

- Tap up to the word and tap together.
- Next, I'll tap you to swap the change in the word.
- Then, I'll tap you to tap the new word.

Tap! up! Change to! Hear! Tap! up! Change to! Hear! Tap! up! Change to! Hear! Tap! up! Change to! Hear! Tap! up! Change to! Hear!

32 prompts daily:
 16 at the beginning
 AND 16 at the end of each day's lesson

Example from Day 1 Example from Day 25

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DAILY PRACTICE

Letter-Sound correspondence

Let's practice one together. Ready? Place your pointer finger on the uppercase **M**.

- Letter name? uppercase **M**
- Keyword? **mouse**
- Sound? **/m/**

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DAILY PRACTICE

Letter-Sound application

Initial Sound Practice

Scaffolded Practice

Initial Sound
↓
Final Sound
↓
Medial Sound
↓
Mixed Review

Word Completion with Pictures

b <u>o</u> ...	w... <u>g</u>	... <u>op</u>	w... <u>t</u>
r... <u>l</u>	s... <u>n</u>	c... <u>n</u>	... <u>on</u>

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DAILY PRACTICE

Writing

Letters	→	Words	→	Phrase	→	Sentences

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DAILY PRACTICE

Reading

Blending Awareness	→	Words	→	Phrase	→	Sentences & Short Story

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DAILY PRACTICE

Decodable Short Stories

Culminate and celebrate learning by reading decodable stories.

The Sun is Up
Look, the sun is up!

Bats go in to nap.

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ACLOSERLOOK

Rising 2nd & 3rd

Days	Rising 2nd Grade	Other Skills
Step 1.5	Identify meaning of representation • Word cards • Sound-encoding meaning with and without flags • Explicit instruction on decoding	• Phonological Awareness (Digraphs) (g) • Rhyme recognition • Rhyme manipulation activities (delete, add, substitute)
Step 2-10	Initial 3 Letter Words • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings
Step 11-15	Consonant Digraphs (ch, sh, th, ph, wh) • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings
Step 16-20	Long Vowel (silent e) • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings
Step 21-25	Closed, Single Multisyllable • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings

Basic phonics skills and continued practice in PA

Days	Rising 3rd Grade	Other Skills
Step 1.5	Identify meaning of representation • Word cards • Sound-encoding meaning with and without flags • Explicit instruction on decoding	• Phonological Awareness (Digraphs) (g) • Rhyme recognition • Rhyme manipulation activities (delete, add, substitute)
Step 2-10	Initial 3 Letter Words • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings
Step 11-15	Consonant Digraphs (ch, sh, th, ph, wh) • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings
Step 16-20	Long Vowel (silent e) • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings
Step 21-25	Closed, Single Multisyllable • Subtle cues and using those cues • Read identifiable words • Phonics practice in responding and reading pattern words	• Comprehension and oral written responses to writing • Multisyllabic (initial onset) and phonic strings

Advanced phonics skills and continued practice in PA

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ACLOSERLOOK

Sorting pattern words

Explicit Instruction of the Focus Pattern

Gradual Release (I Do, We Do, You Do)

SORT WORDS
Circle back!
I'm going to look for the closed or long vowel silent e syllable pattern. Watch the steps I use:
1. I find the vowel letter by pointing to it. There is 1 vowel letter followed by 2 consonants.
2. This word HAS the closed syllable pattern. The vowel sound is /k/.
3. The pattern looks like this: **ck**
4. Capture and say /k/ (and the long vowel silent e).
5. Release the word in the closed column.
6. Don't read the word yet!
Let's sort the next word together. I'll answer and gesture with you.
Circle back!
Look at this word. What do I do first? Find the vowel or vowels.
Yes, let's pretend to touch the vowel letter or letters.
How many vowel letters? 2.
Syllable type and pattern? /k/ long vowel silent e.
Vowel sound? /k/ (and the long vowel silent e).
Where does this word go? /k/ (the long vowel silent e) column.
Now it's your turn. Turn to page 28 in your Student Workbook. Decide if each word is a closed or a long vowel silent e syllable. Then, write it in the correct column. Finally, read all the words in each column.

back
back
bake
bake
back
back

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ACLOSBERLOOK

Passage reading

We Do

You Do

1-Exposure: Underline, Pattern Words
2-Exposure: Read Underlined Words and Read Passage

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Gains Study of 95 Phonics Booster Bundle™: Summer School Edition 2021

Results: On average, all grades demonstrated significant gains from pre-test to post test¹. One quarter of the students gained 20 or more percentage points after less than four weeks of school. Notably, the Below and Well Below Benchmark groups gained more points across tests than the At/Above group², helping those students with higher risks for reading failure narrow the gap in phonics deficits.

Average Total Test Percent Correct Pre- & Post-Test by Grade

Grade	At/Above	Below	Well Below
K	67%	57%	44%
1	72%	64%	50%
2	75%	67%	53%
3	78%	70%	56%
4	81%	73%	59%
5	84%	76%	62%

Average Total Test Percent Correct Pre- & Post-Test by EDY Status

EDY Status	At/Above	Below	Well Below
Pre-Test	70%	58%	45%
Post-Test	78%	68%	55%

Acadience EDY Benchmark Status 99-91
At/Above Below Well Below

95 Phonics Booster Bundle™: Summer School Edition effectively increased students' phonics skills via a six-week summer program, helping close phonics gaps before the start of school.

Independent study conducted by LXD Research.

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Preventing the Summer Slide...

Summer school students outperformed students who did not attend a summer program.

EFFICACY STUDY
95 PHONICS BOOSTER BUNDLE™: SUMMER SCHOOL EDITION

STUDY 1
Rising first graders in the SSE group outperformed similar students who did not attend summer school on Acadience Reading (8 point gain vs. 6 point loss).

Rising First Grade

Non-SSE SSE

8 6 4 2 0 -2 -4 -6

STUDY 2
Rising third graders who were Well Below Benchmark, SSE students outperformed non-SSE students on Acadience Reading (8 point gain vs. 4 point loss).

Rising Third Grade

Non-SSE SSE

20 15 10 5 0 -5

Independent study conducted by LXD Research.

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Key Summer School program attributes

- Created based on client feedback to improve teacher knowledge about The Science of Reading and effective phonics instruction
- Addresses unfinished learning and prevents summer slide
- All-inclusive materials reduce teacher prep time, Fully scripted, planned, and ready-to-implement
- Instruction can be delivered in-person, remotely, or in combination
- Aligns with our core value that reading instruction should be teacher-directed



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95 PHONICS BOOSTER BUNDLE™ SUMMER SCHOOL SUCCESS STORY

Adriel Grieshaber

K-3 Literacy Coordinator
Dysart Unified School District
Surprise, Arizona



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Getting started with 95 Phonics Booster Bundle[®] Summer School

- Spring Decisions and Considerations**
- Spring 2023 decided to implement 95 Phonics Booster Bundle Summer School
 - Determining student eligibility to enroll in the program
 - Used ESSR funds to extend this learning opportunity to other students

Why 95 Phonics Booster Bundle Summer School?

- Summer School Experience**
- Enrollment
 - Modify the program to fit your summer school model
 - Staff knowledge and experience
 - Preparation

Observations and Teacher Feedback



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Summer School Results 2021-2023

Results

- Student impact (post-summer school and during 2023 school year)
- Impact on teachers

Jump Starting the New School Year

Summer School 2024

- Insight on the current needs of the K-2 students
- Expectations and student goals
- Adjustments from last year's summer school session
- Tips for attracting and training summer staff



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95 Phonics Booster Bundle®

Summer School Sweepstakes




3 Winners will win a grade-level classroom set:

- Rising 1st
- Rising 2nd
- Rising 3rd





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Teacher Package

<p>TEACHER 1: DIGITAL FILES</p>  <ul style="list-style-type: none"> • Spiral Bound • Full Color • 95-460 pages 	<p>TEACHER 2: MATERIALS</p>  <ul style="list-style-type: none"> • Soundspelling Cards • Full Color 	<p>ONLINE MATERIALS</p>  <ul style="list-style-type: none"> • Digital Presentation Files • Video Teacher Training
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Student Workbook Package

<p>STUDENT 1: WORKBOOKS (95)</p>  <ul style="list-style-type: none"> • Available in Spacks • Gray-scale • 40-48 pages 	<p>STUDENT 2: MATERIALS</p>  <ul style="list-style-type: none"> • Individual materials • Removable center pages
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Upcoming March Webinars

SAVE THE DATE

Introducing 95 Phonemic Awareness Suite™

THURSDAY, MARCH 14 | 6:30 CT

Building Phonemic Awareness Across Instructional Tiers: An evidence-aligned approach

Professional Learning Webinar Series

THURSDAY, MARCH 21 | 6:30 CT

Coaching: The High-Impact Key to Instructional Excellence

THURSDAY, MARCH 28 | 6:30 CT

Professional Learning: What Every Leader Needs to Know



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Upcoming Events

SAVE THE DATE


Register once to attend all 4 sessions.



<https://info.webinars360.com>

A 4-PART WEBINAR SERIES | 6:30 PM CT


Discovering How the English Spelling System Works: An Introduction to Spellography



March 25: What does phonology have to do with learning to spell?

April 23: How do graphemes represent phonemes in English orthography?


May 21: How does spelling represent meaning in English?

June 11: What do syntax and grammar have to do with spelling?

FEATURING:

Louisa Moats, EdD


Co-Author of *Spellography* and *LETRS®*



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12