



## **Report to the School Committee: 2015 Summer Programs Report**

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### **Introduction**

This year there were over 1,600 registrations into the Shrewsbury Summer Programs. These programs serviced students in the Pre-K through high school levels. The different programs provided students opportunities in the areas of Special Education, Academic Support, Transition, and Enrichment. This report includes information on each of the summer programs that were offered in 2014.

### **2015 Summer Programs**

1. Parker Road Preschool Special Education Program
2. Parker Road Summer Enrichment
3. Kindergarten Transition Programs
4. Elementary Summer Special Education Program
5. Elementary Summer Enrichment Program (ESEP)
6. Middle School Summer Extensions
7. Middle Level Summer Special Education Program
8. High School ELC and Essential Summer Programs
9. Summer R.E.C.E.S.S Reading Program
10. Title I Summer Programs
11. English Language Education



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**Shrewsbury Public Schools**  
**1. Parker Road Preschool Special Education Program**

**Overview:**

**The Special Education Program at Parker Road is an Individualized Education Plan (IEP) driven program designed to support students who meet eligibility for Extended Year Services (ESY). The program is intended to support learners from regression of skills.**

**Number of Students Served:** 53

**Dates of Program:** 6/29/15-8/6/15

**Program Funding Source:** Special Education Budget

**Representative Program Offerings:**

**Academic Classroom**

The Special Education classroom supports preschool age students in a variety of goal areas three days per week for 2.5 hour per day. The classrooms are designed to mimic a typical preschool session with specially designed instruction to meet the learning needs of each student through small and whole group activities as well as center activities. There are two sessions (morning and afternoon that each service 9-15 students per year). The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

**Intensive Special Education**

The Intensive Special Education classroom supports preschool age students in a variety of goal areas three days per week for six hours per day. The classrooms are designed to mimic a typical preschool session in the mornings and small and individual instruction in the afternoon with specially designed instruction to meet the learning needs of each student. The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

**The Early Learning Center**

The ELC program supports preschool age students in a variety of goal areas four days per week for 6 hours per day. The students are supported by Applied Behavioral Analysis (ABA) technicians trained in applied behavior analysis and discrete trial teaching. The students are



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taught in varying ratios (1:1, 1:2, 2:3) with specially designed instruction to meet their individual learning needs. The areas of focus include communication, social

behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the team service delivery.

**Walk in Services**

Walk in speech, occupational therapy (OT) and physical therapy (PT) services are provided to students who require ESY in the area of speech and language and/or fine/gross motor skills. These are typically once or twice per week for 30 minutes depending on the IEP.

**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 2 special education classroom teachers

**Total Number of Special Service Providers Involved in Program:** 1 OT, 1 PT, 1 SLP

**Total Number of Paraprofessionals Involved in Program:** 14 ABA technicians, 4 intensive technicians, 2 classroom assistants

**Program Coordinator:** Kristin Herrick

**Coordinator Reflections:**

This year we had a new teacher join us replacing a long-standing summer school teacher. As I reflect on the hiring process for this new teacher I am reminded of the variety of abilities and needs of our students that are recommended for ESY services. Our students require varying levels of support and within different areas. It takes a very skilled and flexible teacher to be able to create/develop and implement individualized curriculum for our students while maintaining the attention of all the students.



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## 2. Parker Road Summer Enrichment

### Overview:

**Parker Road Preschool Summer Enrichment 2015 offered five, week-long classes. These offerings were theme-based classes that provided students with the opportunity to learn and socialize with peers in a structured and developmentally appropriate setting.**

**Number of Students Served:** 75

**Dates of Program:** five one-week sessions starting the week of 7/6/15

**Program Funding Source:** Tuition

### **Representative Program Offerings: (Two samples)**

#### **STEM Science Spectacular!**

Little learners can get their hands on engineering and science projects at a camp where they can also conduct their first chemistry experiments, design extreme structures, and more! This camp gives children the opportunity to explore the creative side of science, technology, engineering, and math (STEM). After all, all children are engineers at heart!

#### **Art From The Heart!**

This camp focuses on the process of making art. The children will be provided with many opportunities to explore and experiment with various supplies and media. Each day we will focus on an artist and/or art technique. All of our activities will have the children creating their own beautiful works of art!

**Program Coordinator:** Kristin Herrick

### **Coordinator Reflections:**

This year the program ran for three hours giving the students more time to complete activities. The students in the program seemed to enjoy the activities and had the opportunity to meet new and see old friends. The classes did fill up early so some thought may need to be put into expanding the program to meet more families' needs.



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**3. Kindergarten Transition Programs**

“Get a Feel for Beal”

“Discover the Cool in School at Coolidge”

“What Happens at Paton”

“Get a Fling for Spring”

**Overview:**

The program is designed to introduce incoming students to the "day in the life" of a kindergartener and ease their transition to school. Programs are offered at Beal, Coolidge, Paton and Spring Street Schools. The program is announced on the school website and a letter is sent home with all new student registrations.

**Number of Students Served:** 90

**Dates of Program:** 8/3/15-8/6/15

**Program Funding Source:** Tuition

**Representative Program Offerings:**

The program allows incoming kindergarten children to experience circle time, snack time, centers, recess and dismissal. The program helps teach the children how to independently transition through the routines of the day.

The program includes a tour of the building. Modeling how to walk in the halls, while becoming familiar with the gym, cafeteria, nurse's office, media center, principal's office, playground and a visit to their classroom.

**Program Coordinator:** Lauren Beaudoin

**Coordinator Reflections:**

The program continues to have challenges identifying ahead of time students who may need specific support during the program. All student needs were ultimately met, but all parties involved are working on ways to have support in place in a timely manner for the 2016 program.



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#### 4. Elementary Summer Special Education Program

##### Overview:

**The Elementary Summer Special Education Program located at Oak Middle School, provides instruction for students Grades K-3. All services are based on specific information reflected in each student's service delivery page located in his/her Individualized Education Plan (IEP). Students qualify to receive summer services through data collection that demonstrates significant regression after breaks from school and academics.**

**Number of Students Served:** 118

**Dates of Program:** 6/30/15-8/6/15

**Program Funding Source:** Special Education Budget

##### Representative Program Offerings:

Academic Program classroom teachers provide remedial instruction in reading, writing, and mathematics in a small group setting. The summer curriculum is designed based on the objectives listed in each child's IEP. The classrooms are developed by similar student needs.

Social Skills Program provides social skills instruction embedded in student interest-based group activities. The objectives of this program are designed based upon student IEPs. Teachers use the social curriculums that the students are working on during the school year to target student-specific objectives. Each classroom has several peer models that are identified by school teams as having exceptional interpersonal skills.

The Early Learning Center Program provides students enrolled in this program during the school year with program continuation during the summer months. Programming is based in the principles of Applied Behavioral Analysis. Instruction is designed based on the individual student needs (academic, social, behavioral, life skills, etc.).

During the Summer Program, students may receive related support services (occupational therapy, physical therapy, speech and language, structured reading). These services are provided for those students who are either attending the summer program or who come for walk-in services in their specific area of need. Each service is provided by a certified professional in the specific field.



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**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 3 Social Skills, 6 Classroom, 4 ELC Coordinators, 1 home tutor

**Total Number of Special Service Providers Involved in Program:** 10

**Total Number of Paraprofessionals Involved in Program:** 17 Aides (classroom, 1:1, 1:2), 30 ABA Technicians

**Program Coordinator:** Moreen Labelle

**Coordinator Reflections:**

The Summer Program ran efficiently this summer due to teachers and service providers receiving detailed student summaries related to current levels of performance in academic, behavioral, language, and social skills. The Early Learning Center (ELC) Programs continued their collaborative efforts to train staff and transition students across the summer months. Staff observed and trained with students transitioning from Parker Road Preschool and to Sherwood Middle School. Students in the summer program were well supported due to staffing levels based on Individualized Education Plan (IEP) services. However, it is recommended that school-year educational Teams and Team Chairs continue to consider the smaller summer class size and increased teacher-to-student ratio when making IEP recommendations for staffing.

There are two areas that require reflection to ensure that there are improvements for the following summer. One is transportation logistics and the other is coverage for staff absenteeism.

The plan is to meet with the Director of Special Education and Pupil Personnel Services to proactively plan in order to address these areas for next summer.



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## 5. Elementary Summer Enrichment Program (ESEP)

### Overview:

The goal of the Elementary Program (ESEP) is to spark and enhance the imagination and curiosity of children by providing them with interactive, enjoyable and educational programs in a safe environment. Registration is online and takes place in two phases. The first registration is in late February followed by a second round of registrations in April. Parents may also enroll in available classes upon the opening of the ESEP in June.

**Number of Students Served:** 632

**Dates of Program:** 6/30/2014-7/24/2014

**Program Funding Source:** Tuition

### Representative Program Offerings:

**“Cool Off with STEAM”**, taught by Melissa Johnson and Donna Windler certainly got students to think outside of the box to solve daily STEM challenges involving a variety of materials and skills. By working individually, as well as in teams, students needed to rely on each other to reach the end goal. In the end, they learned that Science, Technology, Engineering, Art, and Math means mistakes, trial and error, surprises, and most of all, FUN!!!!

In response to parent requests for more science classes, Annemarie Hurley offered **“Mechanical Engineering”**. Meccano multi-modal erector sets provided hours of challenge, problem-solving, and cooperative learning. Perseverance. Revision. Plan B ...C... D... all the way up to Plan Z in one instance became the norm. In the end, everyone learned to think outside the box and to support each other. Some models passed their final inspections. Others sent wheels bouncing down the hall or crashed on impact. The students resolved to try again next July.

Ms.Tara Gauthier from the High School, taught three classes using the iPads this summer: **“Playmation, Claymation, Legomation and More”**; **“Introduction to Broadcasting with the iPad”**; and **“Comic Strips in the 21st Century”**. Students who took the Playmation, Claymation, Legomation and more class learned how to use Explain Everything to create movies using Playdough and legos. In Introduction to Broadcasting students learned how to use the iPads to create their own news with iMovie and used iOgraphers for stationary shots at the broadcast booth. Comic Strips in the 21st Century students used both Explain Everything and Paper54 to create their comic strips, some of which included animation and voice-overs.



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Students gain so much from work in drama says instructor Liz Ushinski. In the “**Theatre + Arts**” course students are encouraged in a “safe” environment to use their imagination while learning skills for effective communication through improvisation. To spark imagination, students are given problems or “situations” in which they must use problem-solving skills. There is no right or wrong answer, just the chance to communicate a point. To encourage “effective communication”, the instructor models body position, facial expression, voice inflection, and confident volume. Students work independently at first, then in pairs. Groups of students also work collaboratively to create short scenes. As scenes become more complex, students must make decisions, sequence, and ensure a beginning, middle, and end to the story. Theatre + Arts fosters creative thinking, learning from other perspectives, and self-confidence and it happens to be FUN!

**Program Coordinator:** Jean Brunell

**Coordinator Reflections:**

Reflections

The Elementary Summer Enrichment program went extremely well. Based on parent feedback from the 2014 year, more science and technology classes were taught and had maximum enrollment.

Parents also seem to like the convenience of having both the elementary and middle school Summer Enrichment programs in close proximity to each other. The traffic flow pattern was changed from last year, which helped to alleviate the traffic congestion with the Special Education Program at Oak Middle. Communication to the parents concerning the change in transportation and traffic flow was provided well in advance of the program. In addition, additional registration dates were added immediately prior to the start of the program, which greatly eased the experience for the parents.

There will need to be thoughtful discussion regarding the program facility for next year. The structural environment at Oak is not an age-appropriate setting. For example, the desks, and bathroom facilities are more appropriate for an older student population. In addition, many of the classrooms do not have sinks, which is often a problem scheduling Summer Enrichment classes. Recreationally, the basketball hoops are too high and there is a lack of playground space for this particular age group.

The SHS students (approximately 165) continued to volunteer to support classroom teachers in instruction and supervision. They are an invaluable resource to the students, teachers and the community. Each summer these young adults volunteer well over 5,000 hours.



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## 6. Middle School Summer Extensions

### Overview:

The Middle School Summer Extensions Program seeks to provide enriching learning experiences and hands on activities for students entering grades five through eight. There is a wide range of courses offered: skill building for sports, visual and performing arts, technology, the humanities, science, math, improving study/organizational habits, and a baby-sitting certification program. Families register students through two online registrations that occur in February and April. Students may also register on site in June and July during program hours for classes that are still open.

**Number of Students Served:** 366

**Dates of Program:** 6/22/15 - 7/23/15

**Program Funding Source:** Tuition

### Representative Program Offerings:

#### Design Your Dream Home

This course challenges 5<sup>th</sup> through 8<sup>th</sup> grade students to apply the math skills that they learn in the classroom to solve real-world problems. Students used their understanding of number sense, computation and estimation, measurement, and geometry to design their dream homes. Students utilized their skills to draw scale floor plans, calculate square footage, and estimate building costs.

#### Trebuchet Toss

Making connections with both the science and social studies curriculums, students in this course first researched the purpose and design to learn how trebuchets were used during the Middle Ages. Students then worked collaboratively in engineering teams to design and build their own small-scale trebuchets. Students tested out their designs, evaluated their results, and had to present their findings to the class.



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### Digital Discovery

In this course, students had the opportunity to explore the world of the iPad. Students used their iPads to create and present media-enriched projects while learning new ways to harness digital media in positive ways. The course encompassed various aspects of digital citizenship such as increasing digital literacy and how to be responsible in our digital world.

### Art Mash Up

Students in this course utilized various art mediums to engage their artistic senses. Students created various artworks through the use of watercolor and acrylic paints, sketching, sculpting and craft. Students showcased their work for peers and parents during a gallery walk on the last day of the course.

**Program Coordinator:** Kristen Minio

### **Coordinator Reflections:**

This year the middle school summer extensions program saw a tremendous amount of growth both in the number of programs offered and the number of students who participated in the program. This was due in part to the increase in high quality course offerings provided by Shrewsbury Public Schools staff as well as the addition of the Extended Day programming offered by the district. Overall, we had roughly one hundred more students participate in the program this year than last and an increase in course offerings by thirty one courses. The MSSE program also partnered with Shrewsbury Youth and Family Services this summer to provide programming aimed at improving the health and wellbeing of our female student population. The program, titled *You Go Girl!* focused on themes related to self-esteem and body image, leading a healthy lifestyle, and goal setting and planning for the future. Program feedback from both Terry Cassidy and Anna Chittim was overwhelmingly positive and we will look to have this partnership continue next year.



## 7. Middle Level Summer Special Education Program

### Overview:

**The Sherwood Middle School Summer Special Education Program provides instruction for students Grades 5-8. All services are based on specific information reflected in the student's service delivery page located in his/her Individualized Education Plan (IEP). Students qualify to receive services through data collection that demonstrates significant regression during summer months, as well as IEP Team discussions.**

**Number of Students Served:** 72

**Dates of Program:** 6/29/15-8/6/15

**Program Funding Source:** Special Education Budget

### **Representative Program Offerings:**

**Academic Program:** Designed to provide instruction in reading, writing, and mathematics across a small group setting. The summer curriculum reflects IEP-based, student-specific objectives, and is designed to maintain, and prevent the regression of, already-mastered skills. Classroom rosters are tailored to ensure similar student needs and delivery of instruction.

### ELC

**Educational Learning Center (ELC) Program:** Designed to provide ELC students with a continuation of their individualized educational plans. The program utilizes the tenets of Applied Behavioral Analysis as part of its methodology, as well as instruction delivery. The latter is based on the student's IEP-specific needs (academic, behavioral, life skills, etc.).

**Related Service Providers:** Students who qualify receive related support services (occupational therapy, physical therapy, speech and language, structured reading, etc). These services are provided either during the hours the student attends the summer program, or during previously-scheduled times as "walk-in" services. Service providers are certified professionals in their respective fields.



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**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 3 Social Skills Teachers, 6 Classroom Teachers (Four week program – 6, Six week program – 4) 1 ELC Coordinator

**Total Number of Special Service Providers Involved in Program:** 2 Speech and Language Pathologists, 2 Speech and Language Pathology Aides, 2 Wilson Reading Tutors, 3 walk-in Reading tutors, 1 Occupational Therapist, 1 Physical Therapist

**Total Number of Paraprofessionals Involved in Program:** 15 Aides (classroom, 1:1, 1:2, 1:3) 22 ABA Technicians

**Program Coordinator:** Mario Gonzales

## 8. High School ELC and Essential Summer Programs

### Overview:

The 2015 High School ELC (Life Skills) and Essential (Academic) Summer Programs were designed to address the functional academic, communication, social and behavioral goals specific to each student in the program. Individual and small group activities in reading and math are specifically designed to target skills related to individual IEP goals. Students in both programs also participate in a community component, either Community Based Learning (ELC) or MOVE (Essential). Other support services (Speech, OT, PT) are provided as outlined in the student service delivery grid in the IEP.

**Number of Students Served:** ELC: 7 students (weeks 1-4) 10 students (weeks 5/6 includes rising freshman)/ Essential: 9 (students includes rising freshmen and MOVE participants), MOVE only: 3 students

**Dates of Program:** ELC 6 weeks 6/29/15 - 8/6/15 Essential 4 weeks 6/29/15 - 7/23/15

**Program Funding Source:** Special Education Budget



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**Representative Program Offerings:**

**ELC:**

Summer Reading: To account for all reading levels and focus on active listening and comprehension skills, students listened to a book on tape "The Cay", a story about a young blind boy stranded on a small island with a old black West Indies man during WWII. Students completed associated extension activities focusing on the themes of survival, friendship, racism, personal growth and loss that targeted communication and social skills. One related activity involved weaving a mat of "palm fronds" while blindfolded.

With two peers moving to Egypt and Singapore, students also "traveled around the world in 25 days", reading about and researching information on how life in those countries compared to life here in the USA. They also "visited" Tanzania, Canada, Uruguay, Phillipines, South Korea and Curacao (the setting of The Cay).

Summer Math: This summer, students focused on functional math skills related to solving word problems. In addition to working in a structured program, the students also organized and held their 3<sup>rd</sup> annual Lemonade War, Pink Lemonade

vs a Mystery Drink. This year all proceeds earned, \$109.00 was donated to The Wounded Warrior Project. In addition to planning and executing a successful Lemonade War, the students also used their math skills to plan an end of the year cookout/picnic for the high school and middle school ELC programs. The students developed a menu and corresponding food checklist which was given to all students and staff to make personal selections. They then tallied all food requests and made a grocery list, shopped for supplies and did related meal prep (make salads etc.)

Students also completed specific independent academic work as outlined in their IEP's. In the high school summer program, speech goals are embedded in ongoing daily activities.

**Essential:**

Throughout the four-week academic summer program students completed academic work in the areas of writing, reading, reading comprehension, and mathematics. Students completed daily writing prompts in the following styles: technical writing, persuasive writing, fictional narrative, and autobiographical narrative. Students read the book *Tuck Everlasting* by Natalie Babbitt and the graphic novel version of *War of the Worlds* by H. G. Wells, answered comprehension questions, and participated in daily group discussions about the stories.

Students completed independent research and note-taking activities on the topics of space exploration, extraterrestrial life, and related concepts connected to the class's group reading. Students reviewed and practiced a variety of fundamental math concepts including reading



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graphs, writing inequalities, rounding, order of operations, graphing with ordered pairs, negative numbers, angles, fractions, percents, statistical analysis, and unit conversions.

Students participated daily in “real life” group math activities where mathematical concepts were used to answer questions and solve problems in everyday situations.

Students regularly participated in-group outdoor activities that promoted exercise and social skills.

**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program: 2**

**Total Number of Special Service Providers Involved in Program: 1** Speech Therapist (1-1 with student going to MOVE two ½ days)

**Total Number of Paraprofessionals Involved in Program: ABA techs 4** (several overlapping high school and middle school during transition training), assistants 5 (some positions shared, some only worked 4 weeks, 1 MOVE only)

**Program Coordinator:** Linda Derosier

## 9. Summer R.E.C.E.S.S Reading Program

**Overview:**

**Our goal is to provide a relaxed environment where children can meet, read and discuss their summer reading books with their same age peers, in hopes that they stay engaged and continue reading throughout the summer. In mid May, a description and schedule of the program is posted in various locations: Shrewsbury Public Schools web site, Shrewsbury Public Library web site under calendar, emails to private schools in town, as well as posters in the library. Parents sign up on line and receive a confirmation email. The hour-long classes were held this year during the month of July at Sherwood Middle School due to the library renovation.**

**Number of Students Served: 210**

**Dates of Program: 7/6/15 -7/30/15**



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**Program Funding Source:** Curriculum and Instruction Budget

**Representative Program Offerings:**

The teacher reads the book and discusses certain aspects of the book with the children, such as setting, theme, feelings of the characters and how the children would feel in the same situation.

Example 1: "The Box Car Children." This book is about orphaned children and how they survived with the struggles they faced living alone. The book discussion lends itself to problem solving. Could you survive on your own without adult supervision at such a young age? What would life be like living in a box car?

After each book discussion, children work on a related craft.

Example 2: "Will I be your friend?" The follow up activity was to create a friendship bracelet, explaining that the beads on the bracelet can represent their friends. Tying the knot in the bracelet at the conclusion of the activity creates a circle of friendship.

**Program Coordinator:** Deborah Richard and Barbara Andreano

**Coordinator Reflections:**

The classes were taught by volunteers who are primarily Shrewsbury Public School employees or Shrewsbury High School seniors. This year we had 17 volunteers who graciously donated their time to help promote the love of reading in children.

## 10. Title I Summer Programs

**Overview:**

**The Summer Reading Delivered Program provided 17 Title I students with leveled texts during the summer. The Title I Summer Program provided 20 Title I students with literacy instruction during an 8-day period. There were 7 Title I students who attended the special education summer school. These students were provided with an additional guided reading lesson during the month of July. Title I students were invited to participate based on reading assessments and teacher recommendations.**

**Number of Students Served:** 20 students in Title I Summer School, 17 students in Summer Reading Delivered, and 7 students in Title I/Special Education summer school.



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**Dates of Program:** Summer 2015

**Program Funding Source:** Title 1 Grant

**Representative Program Offerings:**

Title I Summer Program

The structure of the Title I Summer Program was based on a balanced literacy block. Students participated in a morning meeting, an interactive read aloud, guided reading lessons, independent reading and a writing block.

Summer Reading Delivered

Students who participated in the Summer Reading Delivered Program received a packet of self-selected, high interest texts delivered to their home by mail. As a result, students had easy access to appropriate literacy materials.

Title I Support/Special Education Summer Program

Title I students who attended the special education summer program were provided with additional guided reading instruction. Students received instruction either individually or in very small groups (2-3 students). This instruction was specifically tailored to meet the students areas of need.

**Program Coordinator:** Maureen Henry

**Coordinator Reflections:**

Overall, we had another successful program. Informal assessments indicate that participating students maintained their literacy skills. These results are consistent with previous years however we will have concrete data once the fall reading assessments are complete.



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## 11. English Language Education

### Overview:

Title III federal funding extends the opportunity for English Language Learner (ELL) students. ELL students entering grades one and two are invited to attend a 9:00am-12:00pm class that meets three times per week for three weeks. ELL students entering grades one through eight are invited to attend a 9:00am-12:00pm class that meets four times per week for two weeks.

Summer English Language Development (ELD) instruction enables ELL students to practice their skills in the four language modalities: speaking, listening, reading, and writing.

**Number of Students Served:** 15 students attended the ELE program at Beal School and 46 students attended the ELE program at Coolidge School; therefore, a total of 61 students participated.

**Dates of Program:** Beal: 7/7/15-7/23/15, Coolidge: 7/27/15 – 8/6/15

**Program Funding Source:** Title III Grant

### Learning Structure:

9:00-9:15 Arrival, Attendance, Greeting and Morning Meeting

9:15-10:00 Reading

- Reading Aloud (whole group)

- Leveled Reading (small groups)

10:00-10:45 Writing

10:45-11:00 Snack & Recess

11:00-11:30 Language Games 11:30-11:55 Writing or Research time 11:55-12:00 Clean Up and Dismissal

**Total Number of ESL Teachers Involved in Program:** 5 (Two teachers taught in both programs)

**Total Number of Paraprofessionals Involved in Program:** 1

**Program Coordinator:** Kathleen Lange-Madden



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**Coordinator Reflections:**

This summer's ELE programs were well attended. Both students and teachers felt that the program housed at Coolidge was too short. Therefore, a new format will be introduced next year: the time frame will increase to at least three weeks. In addition, the Thursday sessions each week will be full-day, rather than half day, so educational field trips can be included. To better inform staff and parents, an ELE Summer Programs Reference Guide will be developed.