



## **Summer Programming: *Leveraging Small Group Instruction to Address Student Needs***

May 12, 2021

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### **Summary**

Since the sudden closure of schools last March, educators, parents and policy makers have adjusted schedules, structures and student groupings in order to minimize disruption to learning and address the impact of the pandemic on our school communities. Throughout the year, the use of common assessments has enabled us to identify and respond to individual needs. However, the changing nature of instructional programming this year and the lingering impact of the pandemic persisted as a challenge for some students and families. We recognize that our students will need our support well beyond the academic year, and summer provides us an opportunity to help students prepare for next fall. This report details our initial planning for general education summer support.

### **I. Introduction**

Both the Department of Elementary and Secondary Education and the Governor have communicated the importance of offering academic support and/or recovery options for students, starting as soon as this summer. Although DESE has yet to release specific guidelines for 2021, the department issued general guidelines last year that can drive our planning, namely:

*High-quality summer learning programs should be accessible to all students, with particular emphasis on students who were academically behind prior to closures, students who missed core instruction during closures, and students who are at risk socially or emotionally.*

*Additionally, the description must confirm the high-quality summer learning program is inclusive of:*

- *Clearly defined delivery models, which describe how instruction will be delivered (in-person, virtual synchronous, virtual asynchronous, hybrid, or analogue).*
- *Clearly defined process for identifying the standards to be covered, including [prerequisite content standards](#) identified for success in the next grade level for ELA/literacy, and content essential for credit recovery for high school students.*
- *Clearly defined process for identifying and conducting outreach to students most in need of these supports, including [students with disabilities](#) and [English learners](#) to support (re)engagement.*
- *Clearly defined plans to support [students with disabilities](#) and [English learners](#).*
- *Clearly defined plans to incorporate social and emotional learning and engagement for sustained attendance.*
- *Clearly defined schedules describing how students will engage in the summer learning programs (i.e., schedules types by grade level, student subgroups, and duration of program).*

Shrewsbury is expected to receive \$1.246 million in federal ESSR 3 funds, and with 20% earmarked for “academic / SEL recovery”, we have \$250,000 to target for general education student support. However, these funds can be expended until 2023. Given the value of supporting students when school is in session, we also plan on using ESSR allocations to support intervention efforts in the 2021-2022 school year.

## **II. Tiered Support**

As you know, the multi-tiered system of support (MTSS) is the framework that drives intervention planning in Shrewsbury. Educators and district leaders have used the idea of tiered supports to align summer supports for students as well. For example, all students are encouraged to participate in summer reading programs. Further, every child in Grades K-8 will be assured of continued access to software platforms like Freckle and ALEKs that target specific skills in Reading and Math. The summer programming outlined below is designed for students that educators feel will benefit from in-person instruction.

Tier	Program	Notes
1 For ALL students	Summer Reading Experience K-12 SPL Summer Reading Parks & Rec / SPL collaboration	The Town is running one week sessions on site at FSS in the morning, and at Sunset Beach in the afternoons June 22- Aug 9th
2 For Select Students	Summer of 2021 Academy English Learners Program	2 weeks for most, 3 weeks for Eng. Learners ELE: Mon- Thurs 7/19-22 ALL: Mon-Thurs, July 26-August 5th
3 For Qualifying Students	Extended School Year program for qualifying Special Education students	Monday-Thursday, July 6-August 12, 2021

### III. The Framework for General Education Programming

Across all three levels, individual children will be targeted for invitation by need, with some spots reserved for 'typical' learners. Although at every level plans are still being developed, some key decisions have been made.

#### Grades K-8

As illustrated above, in addition to Tier 1 supports, for the first time this summer some students will be invited to participate in an in-person academic support program staffed by general educators.

Students in Grades K-8 will attend the program in-person at either Sherwood (if numbers allow) or Oak Middle School, likely Oak. Both schools have 40 classrooms, yet COVID safety protocols will remain in place, which means we need to carefully consider the list of students recommended for the program and plan accordingly. The program will run for two weeks on a Monday-Thursday schedule and overlap with the English Language Education (ELE) Program, enabling English learners to access up to three weeks of support. In addition, daily schedule will run concurrent with the Special Education Extended School Year schedule:

- Morning session: 8:30-11:30
- Afternoon session: 12-2:45



Literacy instruction will take place in the morning, and Math support will be offered in the afternoons. Students who are selected may attend one session or both, depending on their needs.

Instruction will be provided by teachers, tutors and paraprofessionals, using district-designated intervention materials in small group settings. Teachers will lead whole group thematic activities to build and foster connections and SEL skills. Finally, we hope to engage volunteers from Shrewsbury High School to assist our younger learners. All staff and volunteers will be trained on safety protocols per DESE guidance as seen on this [link](#).

Logistics for the program will be coordinated much like Summer Enrichment was structured, with on-site support to handle phones and transitions. Lunch will not be served. Rather, students will bring snacks and/or lunches. Parents will be expected to drop off and pick up their children from the program, although transportation will be considered for those with demonstrated needs.

### Grades 9-12

Shrewsbury High School has always supported students at risk of failing by offering credit recovery using Edushares, an online program. In addition to online support, the computer lab at SHS will be open so that students can receive adult guidance. Further the book discussion group for English learners that ran successfully for the first time last year will be offered again. This summer educators at SHS would like to offer additional supports, including a two week program for students experiencing anxiety and/or children that require support with executive functioning.

Although it's exciting to contemplate additional offerings for students, bringing these plans to fruition will require additional attention to logistics. Our foremost concern is how best to support student needs while attending to staffing concerns.

## **VII. Conclusion**

Our students make incredible gains when they are able to interact in person, and especially when they have extra time with their teachers. In structuring a summer program we hope to extend support for students with academic and social needs. In this way we will gain more insight into effective intervention practices as we lay the groundwork for a productive year ahead.