

## **Report to the School Committee: 2016 Summer Programs Report**

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### **Introduction**

This year, over 1,800 students participated in the summer programs offered by the Shrewsbury Public Schools. These programs served students in grades PreK-12 and provided students opportunities in the areas of special education, academic support, enrichment, and kindergarten transition. This report includes more detailed information on each of the summer programs that were offered in 2016.

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

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

**Number of Students Served:** 55

**Dates of Program:** 6/27/16-8/11/16

**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 6 hour 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 ABA technicians trained in applied behavior analysis and discrete trial teaching. The students are 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, OT and physical therapy 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, 1 ELC Coordinator

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

**Total Number of Paraprofessionals Involved in Program:** 13 ELC  
technicians, 3 Intensive Technicians, 2 classroom assistants

**Program Coordinator:** Kristin Herrick

**Coordinator Reflections:** I think that the ESY program ran well this summer. Students acclimated well to the new classrooms and staff while making effective progress. As always, I think it would be beneficial to review the ESY recommendations, criteria, and service delivery specific to the preschool program to reflect on the areas that were strengths and the areas that may need modifications for 2017.

**Shrewsbury Public Schools**  
**Summer Transition to Kindergarten Programs:**

*Get a Feel for Beal*  
*Get a Fling for Spring*  
*What Happens at Paton*  
*Discover the Cool in School at Coolidge*

**Overview:**

The program is designed to introduce incoming students to the "day in the life" of a Kindergartener. Programs are offered at Beal, Coolidge, Paton and Spring Street Schools. The program is introduced on the school website under Kindergarten information and a letter is sent home with all new student registrations. For 2016, the Kindergarten transition program was not held at Paton and Spring Street Schools due to unanticipated complications associated with the construction at these schools. The students enrolled in "What Happens at Paton" and "Get a Fling for Spring" were housed at Beal.

**Number of Students Served:** 75

**Dates of Program:** 8/1/16 – 8/4/16

**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.

For students attending Beal in the fall, the program included a tour of the building. Modeling how to walk in the halls, while becoming familiar with the gym, cafeteria, Nurses office, Media, Principal's Office, playground and a visit to their classroom.

**Program Coordinator:** Bridget Nichols

**Coordinator Reflections:**

As compared to the 2015 Summer Kindergarten program, there was a drop in registration by about 17% (15 students). One way that we may be able to publicize the program better is to provide flyers to the local preschools in

Shrewsbury, to include a flyer when the registration form is mailed to families in April, and to present information about it during Kindergarten screening day (at Beal and Coolidge.) We may also want to consider putting a few messages in the Community Bulletin between the initial mailing and Kindergarten screening day to see if that would increase enrollment.

Although many families found it disappointing that we were not able to house the Kindergarten transition programs at Spring and Paton, I think that we were still able to provide students with a "day in the life of a Kindergartener". Students were able to participate in Kindergarten activities and school routines while meeting other students who will be at their school (and possibly classroom).

## **Shrewsbury Public Schools Elementary Summer Special Education Program**

### **Overview:**

The Floral Summer Special Education Program 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:** 97

**Dates of Program:** 6/27-6/30/16 & 7/11-8/11/16

**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 student's IEP. The classrooms are developed by similar student needs as well as grade level.

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 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 on 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.

## **SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 3 Social Skills, 6 Academic Teachers, 5 ELC Coordinators

**Total Number of Special Service Providers Involved in Program:** 8 (2 Reading, 2 Speech Therapists, 3 OT's, 1 PT)

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

**Program Coordinator:** Janet Murphy

## **Coordinator Reflections:**

The Summer Program ran quite smoothly, especially considering this was the first year for both the Coordinator and some of the academic/social skills. The teachers and service providers received 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 to elementary school 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 students requiring summer services when making IEP recommendations, as many regular education students either did not take advantage of the service regularly or withdrew the student from the program. Commitment from parents about attending the summer program and the importance of maintaining skills over the summer should be emphasized if they are going to take advantage of the extended year service for their child.

There are three areas that require reflection to ensure that there are improvements for the following summer. One is transportation, two is student absenteeism and the last is staff absenteeism. The buses did not reliably have correct numbers on them which made it difficult to line students up on the correct bus (number on bus did not match number provided by bus company.) Perhaps just a proper sign in the front window would alleviate the problem. There were many weeks where students signed up for the program and did not attend, call in absent or return office attendance phone calls. Knowing in advance if students are not attending or out sick is extremely helpful when administering staffing schedules due to sick calls or personal days.

Staff absentism for the ESY is a concern. In particular there were a couple of staff who regularly called in sick therefore jeopardizing the program for all students in that program.

The plan is to meet with the Director of Special Education and Program Coordinators from Parker Road and Sherwood Middle School to proactively plan in order to prevent instances as this for next summer.



## Shrewsbury Public Schools Elementary Enrichment Program (EEP)

### Overview:

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

**Number of Students Served:** 744

**Dates of Program:** 6/27/2016-7/28/2016

**Program Funding Source:** Tuition

### Elementary Enrichment Program Summary 2016

**232321**

Summary from 2015-2016 report Feb-June	Deposits	\$212,219.48
	Refunds	\$(445.00)
	Payroll	\$(9,030.00)
	Supplies	\$(4,840.68)
		<b>\$197,903.80</b>

Summary from 2016-2017 report July - Sept	Deposits	\$2,897.00
	Refunds	\$-
	Payroll	\$(125,149.61)
	Contractors	\$(6,432.20)
	Supplies	\$(16,296.89)
		<b>\$(144,981.70)</b>

Combined totals from both reports	Deposits	\$215,116.48
	Refunds	\$(445.00)
	Payroll	\$(134,179.61)
	Contractors	\$(6,432.20)
	Supplies	\$(21,137.57)
Balance for Summer 2016 Program		<b>\$52,922.10</b>

### Representative Program Offerings

Strategic Goal	Course	Description
Engage and Challenge All Students	Electrical Engineering	The Electrical Engineering course used Snap Circuits®, a system used to teach many principles of engineering and physical science, and introduced the children to the components of basic circuitry including electronic flow and positive/negative poles. Students use this hands-on system to build different devices like radios, burglar alarms, and doorbells.
	Creative Building and Engineering for Girls	Using "Roominates"™, young girls are encouraged to explore their interest in STEM activities. Roominate's uses building structures, circuits, design, crafts, storytelling, and creativity. Students learned to design the perfect structure, using modular furniture, walls, motors and light fixtures.
	Public Speaking	Students in both of these classes learned the basic skills of public speaking including researching a topic with use of the iPad, finding key talking points, eye contact, audience awareness, creativity, voice projection, and body language.
	Speech and Debate	
Promote Health and Wellness	Summer Olympics	Health, fitness, teamwork and good sportsmanship were the focus of this class. Various track and field sports included the long jump, hurdles and shot put. The class was an excellent prelim to the Summer Olympic Games in Rio.
	Girls Empowerment and Friendship	This course focused on building confidence, self-esteem, friendship and leadership skills through reading, discussions, games and activities.
	Making of Tomorrow's Leaders	Intended to bring out the leader in the children, this course incorporated all academics into engaging educational activities and is meant to develop habits for life-long social, academic and professional success.
This class focused on 4 aspects of bucket filling		

throughout the week – world, town, school community and family. World – created pillowcase dresses for orphan girls in Haiti. Town – created blankets and pillows for a safe home for domestic issues in a nearby town. School community – brought sunshine and happiness into the school by distributing mayflowers that carried positive messages. Family – Brought home creative ideas to fill their bucket at home.

Bucket Fillers Club

Increase Value to the Community

Community Heroes

Students learned about acts of courage, both big and small and learned that it's never too early to start giving back to our community. Students met local heroes including a firefighter, a nurse and an Emergency Medical Technician. The class focused on character, education, teamwork, acts of kindness and volunteerism.

HS Volunteers

Although not a course, the Elementary Enrichment program provides a tremendous opportunity for High School students to volunteer their time helping teachers and working with young students in the classroom. The high school volunteers get to see the students' myriad backgrounds, personalities and skill sets and allows them to be in a setting where they can be role models for the younger students

Enhance Learning Through Technology

21<sup>st</sup> Century Learning with iPads

Learn 21st century skills using an iPad, students reinforced their skills while learning Math, Science, Social Studies and Language arts.

Code and Create

Exploring Computer Code - students practice with computer science concepts such as loops, big events, and conditionals through block coding. They culminated their learning by creating their own animation or game and shared it with their peers.

Introduction of Broadcasting with the iPad

Students in this class learned about the key roles in the newsroom along with script writing, reporting, lighting and shooting. In groups they created their own broadcast with the iPad and then edited it in iMovie. Broadcasts were shared at the end of the week.

**Program Coordinator:** Jean Brunell

## **Coordinator Reflections:**

The Elementary Enrichment program enrollment continues to increase. This last session, 172 classes were offered by 68 teachers. There were also 13 support personnel (aids/ABA's) assisting students with IEP's. In addition, high school students volunteered over 5,800 hours of service to the program.

This year, an online survey was created and asked the parents 10 critical questions concerning their impressions of the program and asking their input on ways to make it better.

In general, parents were pleased with the program offerings. They requested even more STEM classes than the many already offered. All the STEM classes offered had maximum enrollment. Courses offered support the districts' strategic goals for 2015-2017.

Drop off and Pick Up was a problem for parents. High volume of traffic from the enrichment program, Special Education program and Title 1 caused considerable confusion and some safety issues. Due to the high number of students within these three programs, it is recommended consideration of Enrichment being housed in its own building. Due to the number of personnel, most of the parking is taken up by staff.

In that same survey, results were split as to the parents' preference of using either Oak Street or Floral Street for the Elementary Program. Logistically, the Oak Street location has the benefit of being in close proximity of Sherwood. Many parents strongly voiced their concern about the time it took to get from Sherwood to Floral. Floral Street School however, is more suited to a younger population.

One of the largest issues of registration involved parents registering for classes that are not age appropriate for their child. Improvements for next year would involve working with IT to include only class options, in the drop down menu format, that are appropriate for students based on grade level.

Because of the fairly large time lapse between the end of registration and the beginning of the sessions, it is recommended to increase communication with parents by creating a second mailing to be sent in early June with the classes that their students are enrolled in.

## **Shrewsbury Public Schools 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 and computer programming, financial literacy, the humanities, science, engineering and design, 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:** 380

**Dates of Program:** 6/27/16 - 7/28/16

**Program Funding Source:** Tuition

### **Representative Program Offerings:**

- **Learn to Program with Python**  
Integrating technology curriculum into summer programming, students honed their coding skills using the popular programming platform *Python*. Students learned to create pictures, how to make an object move, videos, and games. Students also learned about the importance of computer programming as well as career options in the computer science field.
- **Money Matters**  
In this interactive Financial Literacy course, students used their critical thinking skills, math knowledge and public speaking ability to explore basic economic questions such as how we earn, save, and spend cash. Students also learned the basics of planning a budget, the difference between debit and credit cards, the “hidden costs” of buying a car, house, or other big-ticket items, and why it is important to be financially literate in today’s society.
- **Design Squad: Challenge, Design, and Build**  
Weaving math, science and engineering into one engaging course, Design Squad challenges required students to innovate and solve complex tasks by designing & building solutions to problems. Students worked in teams to develop connection prosthetics (i.e., creating devices that were able to grab an object and drop it into a container), developed and tested balloon cars (and then manipulated variables to change the distance it would travel), and built kinetic structures using student created wind powered devices.

- **Young Actors Monolog Workshop**

The Young Actors Monologue workshop was designed to help young actors develop basic acting skills. Students learned the fundamentals of diction, projection, stage direction, character development, theater games, and vocal and physical warm-ups. Students worked throughout the week to build and create their own show that was presented to family and summer program participants at the conclusion of the session.

**Program Coordinator:** Kristen Minio

**Coordinator Reflections:**

This year, the middle school summer extensions program saw continued growth in both the number of programs offered (119) and the number of students who participated in the program (335 families served; 380 individual students). The program faculty continued to offer engaging and enriching opportunities for student's continued personal and academic growth. A Parent Feedback Survey was sent to families at the conclusion of the program. Families who responded to the survey indicated that they enjoy the MSSE program because of the variety and rich content of the offerings, the content knowledge of the faculty members, and the overall price and convenience of the program. Areas for growth include continuing to increase the rigor of the programming to challenge older students and improving the registration process to make it more user friendly for families.

The MSSE program also expanded our partnership with Shrewsbury Youth and Family Services this summer to include specialty programming aimed at fostering connectedness with our male youth population. The *Way to Go Guys!* program was specifically geared toward our male student population in grades 5-8 and focused on themes related to building confidence through team building, daily challenges, and activities. Program feedback from interim director, Anna Chittim, was overwhelmingly positive and we will look to continue our partnership next year.

## **Shrewsbury Public Schools 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:** 64

**Dates of Program:** 6/27/16-8/11/16

**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.
- 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.).
- Social Skills Program: Designed to provide structured opportunities for previously identified students to practice and demonstrate socially appropriate skills with typical peers.
- 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.

**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 1 Social Skills Teacher, 7 Classroom Teachers (Four week program – 7, Six week program – 3), 1 ELC Coordinator

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

**Total Number of Paraprofessionals Involved in Program:** 11 Aides, 18 ABA Technicians

**Program Coordinator:** Mario Gonzales



**Shrewsbury Public Schools  
High School/Oak ELC  
High School Essential Summer Programs**

**Overview:**

The 2016 High School/Oak ELC (Life Skills) and High School 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:** Total 32 students

ELC: 16 students (weeks 1-4), 13 students (weeks 5/6)

Essential: 14 (students includes rising freshmen and MOVE participants), MOVE only: 1 student

**Dates of Program:** (No school the week of July 4, 2016)

ELC 6 weeks: 6/27/16 - 8/11/16

Essential 4 weeks: 6/27/16 - 7/28/16

**Program Funding Source:** Special Education Budget

**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 non-fiction book written by Daniel James Brown, *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*. The book follows the lives of nine young men from the Pacific Northwest as they train to become the American gold medal rowing team at the 1936 Olympics. The book was selected, not only because it aligned with the summer programs Olympic theme, but also because it is a story about perseverance, overcoming obstacles, teamwork, trust, friendship, passion, and the importance of following your dreams. In addition to specific comprehension and vocabulary activities, students also completed related activities including individual research projects, oral presentations and a team boat building competition. An exciting culmination of the unit was a visit to the Donahue Rowing Center. With help from Linda Guida QRC President, students were able to tour the rowing center and learn about rowing from an Olympic Champion, Fred Borchelt who won a

silver medal in the 1984 Olympics in LA, rowing in a men's eight (crew boat), the same kind of boat as the young men in the book!

- Summer Math: This summer students focused on functional math including money and budgeting skills and skills related to solving related word problems. In addition to working in a structured program, the students also organized and held their 4th annual Lemonade War. All proceeds from this year's war, "The Gatorade Challenge", \$156.50, went to Vested Interest in K9's Inc., a nonprofit providing bullet proof vests to police dogs around the country. Over the past 4 years this event has raised more than \$502.00 for local charities including The Worcester Animal Rescue League, Horizon's for Homeless Children and Wounded Warriors 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 pizza/picnic for the high school and middle school ELC programs. As we did not have access to a grill this year, the students researched the cost of having a pizza picnic, then 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 determined how much pizza and salad needed to be ordered in so there would be enough for all participants.
- Enrichment activities this summer included participating in a yoga class, Zumba class and going bowling at AMF Bowling center.
- During the summer program 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.

### **High School 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 also read the book *The Boy in the Striped Pajamas* by John Boyne and excerpts from an abridged version of *The Count of Monte Cristo* by Alexander Dumas. Students answered reading comprehension questions and participated in daily group discussions about the stories.
- Students reviewed and practiced a variety of fundamental math concepts including reading graphs, writing inequalities, rounding, order of

operations, graphing with ordered pairs, using negative numbers, angles, fractions, percents, statistical analysis, and unit conversions.

- Students also participated daily in “real life” group math activities where mathematical concepts were used to answer questions and solve problems in everyday situations.
- Students were also given the opportunity to regularly participate in group outdoor activities that promoted exercise and social skills.

### **SPED Staffing Information:**

**Total Number of Special Education Teachers:** 2

**Total Number of Special Service Providers Involved in Program:** 1 Speech Therapist (Serving Oak program students and rising freshmen)

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

ABA techs: 11 (several overlapping high school/Oak and Sherwood middle school programs during transition training)

Assistants: 4 (Three 6 weeks, one 4 weeks)

**Program Coordinator:** Linda Derosier

## **Shrewsbury Public Schools 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's website and calendar, a Shrewsbury on line newspaper, 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:** 235

**Dates of Program:** 7/11/16 -7/28/15

**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 11 volunteers who graciously donated their time to help promote the love of reading in children. This year Jennifer Granillo, marketing manager for Chipotle, donated coupons for a free burrito, burrito bowl or an order of tacos to each reader attending the classes.

## **Shrewsbury Public Schools Title I Summer Programs**

### **Overview:**

The Summer Reading Delivered Program provided 25 Title I students with leveled texts during the summer. The Title I Summer Program for July provided 18 Title I students with literacy instruction during a 4 week period. The Title I Summer Program for August provided 15 Title I students with literacy instruction during a 2 week period. Title I students were invited to participate based on reading assessments and teacher recommendations.

**Number of Students Served:** 40 students in Title I Summer School Programs and 25 students in Summer Reading Delivered

**Dates of Program:** Summer 2016

**Program Funding Source:** Title 1 Grant

### **Representative Program Offerings:**

#### Title I Summer Programs

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.

**Program Coordinator:** Maureen Henry

### **Coordinator Reflections:**

Overall, we had another successful program. This year we expanded our program to include a 4 week program targeting kindergarten and 1<sup>st</sup> grade students. 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.

## **Shrewsbury Public Schools English Language Education (ELE)**

### **Overview:**

Title III federal funding extends the opportunity for English Language Learner (ELL) students. Fortunately, for the summer of 2016, carry over funds from the FY'15 Title III grant 180 and from the FY'15 Immigrant grant 186 were available. This extra funding, which won't be accessible for the summer of 2017, meant that one current summer program could be expanded and a workshop program for high school students could be added. ELL students, entering grades one and two, were invited to attend a 9:00am-12:00pm class that met three times per week for three weeks at Beal School. ELL students entering grades one through eight were invited to a newly expanded summer program housed at Coolidge School. Students met for three weeks. Monday through Wednesday classes were from 9:00-12:00 and Thursdays offered full-day field trips from 9:00-3:00. Students were able to experience hands on learning at Old Sturbridge Village, the Ecotarium, and Animal Adventures. English learner students in grades 10-12 were invited to attend a two-day, 9:00-3:00, June workshop focused on career and college readiness skills. Parents of high school students attending this workshop, co-taught by a high school ESL teacher and a guidance counselor, were invited to a follow-up, two hour breakfast meeting on August 25<sup>th</sup>.

**Number of Students Served:** 14 students attended the ELE program at Beal School, 55 students attended the ELE program at Coolidge School, and 11 rising sophmores through seniors attended the two day high school workshop; therefore, a total of 80 students participated.

**Dates of Beal Program:** 7/5/16-7/21/16

**Program Funding Source:** FY'15 Carryover Grant 180 funded

### **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:** 2

**Total number of paraprofessionals involved in program:** 1 (district funded)

ELE Summer Program at Beal



**Dates of Coolidge Program:** 7/25/16 – 8/11/16

**Program Funding Source:** FY'16 Grant 180 funded

**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

**Total number of paraprofessionals involved in program:** 0

**Total number of high school student volunteers involved in Program:** 3

**Total number of volunteer chaperones:** 1 ESL teacher (not teaching in program)

## ELE Summer Program at Coolidge Field Trips



**Dates of SHS Program:** 6/22/16 & 6/23/16, follow up parent breakfast mtg. 8/25/16

**Program Funding Source:** FY'15 Carryover Grant 186 funded

### **Workshop Goals:**

The purpose of the two-day workshop with high school English learner students was to spend time exploring college options, the application process, and how to use resources.

**Total number of ESL teachers involved in program:** 1

**Total number of guidance counselors involved in program:** 1

### SHS EL student workshop





**Overall Program Coordinator:** Kathleen Lange-Madden

**Coolidge On Site Program Coordinator:** Marilyn Stewart (district funded)

**Overall Program Coordinator Reflections:** This summer was very busy! All the programs were well attended.

The Beal ELE summer program provided a significant opportunity for our young students to be immersed in an English-speaking environment for a part of a day, three times a week for three weeks. The two ESL teachers collaborated to ensure students were engaged in enriching, enjoyable, and academically challenging activities to grow their English vocabulary and literacy skills.

Coolidge ELE program teachers felt that the field trips, if possible, should be a top priority for future summer programs. The field trips gave students authentic learning experiences and broke up the three weeks nicely. Students formed different social groupings on each trip and there was relevant learning for each age group. The field trips served as a strong link to the curriculum, which, though it had to be newly created for a few of the teachers, was cohesive and provided essential knowledge. Parents were excited and appreciative that their children went on field trips.

Regarding field trip learning, the ELE summer teacher team may try to create a list of possible language objectives, by age group and major language goals, that are connected to field trips. Next year, however, it will be tricky to find additional, close places for field trips. Some ideas include, the Worcester Art Museum, a science lab or 3D print shop, or the Audubon Society. We will also explore the possibility of bringing in an outside group for an in-house learning experience.

Our high school English learner students worked in small groups and individually in the online program Naviance, as well as with other online resources. Representatives from both Quinsigamond Community College and Worcester State presented information about programs available for English learner populations at their respective institutions, what they looked for in students' applications, and took time to meet with students to answer their questions. According to the students' exit surveys, they found the extra time spent on college planning very helpful. The ESL teacher and guidance counselor also met with some parents on 8/25/16 to share what their children were working on in June and to answer any questions. The ESL team and the school counseling office have created a new English Learner homeroom structure for freshman & sophomores and juniors & seniors and are excited to build on this summer work throughout the school year.