

## **SUMMER SCHOOL PROGRAMS**

### **Remedial Summer Schools**

**Primary Goal** - To provide opportunities for resident students to make-up lost credits and/or improve grades in previously pursued high school level courses.

<b><u>Staff</u></b>	<b><u>Students</u></b>	<b><u>Budget</u></b>	<b><u>Cost/Student</u></b>
12.0	306	\$72,745	\$286

(This budget is for the grade 9-12 remedial summer school programs.)

### **High School**

#### **Course Enrollment**

<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
306	268	289

The students and faculty in this year's summer school classes worked diligently and met with success in most areas. An emphasis was placed on reading and writing, looking closely at how students interpreted the test questions they read and the written responses they provide in all content areas but particularly in English, Social Studies and Math. This came as a result of analysis of student test data and meetings held with members of the English and Social Studies departments. Over the past two years, we have been looking closely to the reading habits of our remediation students and noting the correlation between resistance to reading and poor vocabulary, spelling skills, and misinterpretation of written questions. Our remediation students also frequently lack the writing skills to fully express their thoughts when responding to written questions. We have focused on developing an appreciation for literature in grade nine and ten English and encourage the development of leisure reading for enjoyment. In our grade nine and ten Global studies classes, reading is central to the acquisition of the facts and concepts conveyed. An effort has been made to provide that information in a graphic, vivid and enticing format. The development of media centered study units which employ primary source materials delivered in a variety of formats including video, print, audio recordings and Internet based search tools have contributed to student success by enhancing both comprehension and retention.

The grade nine math units were reviewed and revised to provide an increased emphasis on factoring and other math skills that are essential to success not only on the Math A examination but the Math 10R curriculum which has been a stumbling block for many of these students in the past. We will monitor the progress of these students as they progress through the 10R curriculum this year to determine if there are additional concepts we need to focus on in the summer curriculum. The science remediation students did well

## **SUMMER SCHOOLS** (cont.)

demonstrating their mastery of the content by achieving significant improvement in both course averages and examination grades. The summer school also provided health education to fifty students, including twelve students repeating the course. This option for completing this graduation requirement allows many of our students to participate in band, art, career exploration and advanced levels of instruction, which might have been sacrificed otherwise.

This summer's program was again staffed by teachers from within our district who know both our program and our students. They continue to provide a level of commitment to the success of our students that is unparalleled. Curriculum revision and enhancement continue throughout the school year. During the summer, teachers work to develop a positive working rapport with their pupils, showing an interest in both their academic and personal growth. They are available to assist students before and after class and frequently provide review materials that are individually designed to meet a student's needs. They collaborate with other members of the faculty, special education staff and administration sharing ideas, resources and encouragement to determine and address the identified learning needs of our students.

Student progress is closely monitored throughout the term. Guidance, academic and moral support is provided as appropriate. Parents are contacted immediately when academic, attendance, or behavioral concerns arise. Shaker High Summer School provides students with a calm and non-confrontational environment that is structured on mutual respect for all participants. The school guidelines and expectations are clearly articulated resulting in a positive learning environment.

Our talented Special Education faculty and staff continue to be a tremendous resource helping to diagnose and address student learning needs quickly and efficiently. They provide academic and motivational support. Their ability to collaborate with the classroom teachers, administration and parents to insure that the IEP or 504 plan is implemented within the context of each classroom and for each examination as required.

Daily communication, both verbal and written, with parents regarding attendance and tardiness concerns also helps to encourage program attendance and completion. In addition, teachers contacted weekly, parents of students who were encountering difficulty with their homework or course grades. Encouraging parent involvement and sharing suggestions for how they might assist their students has contributed to student success.

## **SUMMER SCHOOLS** (cont.)

The program receives support from many district administrators, and this is vital to its success. Mrs. Lucier, Mrs. McQuade and the High School Guidance Counselors play an important part in determining course offerings, registration, grade transfer and walk-in examination registration, as well as, counseling the students as needed.

Each year the department supervisors assist in identifying course offerings, curriculum development and often interviewing of potential faculty members. Their input helps in assuring that the AIS and remediation needs of our population are being met. Each year at the close of the summer school session, the student test grades, course grades and course credit must be incorporated into the students' records on Star Base and the STEP report. Mrs. Garrand's professionalism and data management skills ensure both accuracy and efficiency in the process.

The success of this program can be directly attributed to the efforts of the students, faculty, parents and support staff who join together to provide a positive learning experience for our students.

The following are program components that are currently being addressed:

In preparation for the 2007 summer school session, we will continue to investigate remediation tools that will assist students to better address the reading and writing components and requirements of their coursework and examinations. We have begun gathering statistical data regarding the course and examination performance of students who have received reading remediation during the school year. The information will be shared with Mrs. Lucier and Mrs. Kuthy as baseline information in discussing the possibility of continuing reading remediation through grade eleven to support the remediation students with the United States History and Comprehensive English Regents examinations. An effort will also be made to monitor the progress of those Math 10R students who passed Math 9 in summer school to determine if additional revision of the remedial Math 9 syllabus will be required.

Twenty-five students failed to complete their assigned course(s) due to excessive absences. For many students the loss of credit occurs late in the term and often with passing course averages. We continue to explore possible ways to reduce tardiness and absences.

**SUMMER SCHOOLS** (cont.)

### Course Results

Subject	Number Enrolled		Percent Passing Regents/Local Exams		Percent Passing Course	
	2006	2005	2006	2005	2006	2005
English 9*	17	6	88	50	100	100
English 10*	18	9	88	89	93	100
English 11	26	12	86	50	100	86
Global 9 *	11	14	80	71	100	100
Global 10	37	24	86	75	100	96
US History 11	23	27	100	89	100	100
Math 9*	27	14	100	92	87	72
Math B	12	7	70	71	90	100
Math 10*	26	16	81	88	100	100
IRP Math 1*	4	19	70	26	100	79
IRP Math 3*	5	0	80	0	100	0
Unified Math 2*	5	4	20	0	100	75
Earth Science 2	10	10	100	50	100	100
Biology	22	11	95	91	100	100
IRP Science 1*	9	9	75	67	100	100
Health*	48	44	100	95	100	100

\*Regents examinations are not offered by SED in these courses; school exams are given.

### Academic Program Grades 7-8

#### Course Results

Subject	Number Enrolled		Percent Passing Final Exam		Percent Passing Course	
	2006	2005	2006	2005	2006	2005
English 7	8	8	100	100	88	100
English 8	14	20	100	95	89	95
Math 7	26	22	100	68	96	100
Math 8	13	22	100	82	92	95
Science 7	10	8	100	75	100	100
Science 8	7	16	92	75	85	88
Social Studies 7	10	9	71	89	100	100
Social Studies 8	13	13	89	85	89	92

## **SUMMER SCHOOLS** (cont.)

### **Reading/Writing Program (Grades 5-8)**

#### **Course Enrollment**

<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
129	117	133

#### **Additional Information**

The primary purpose of the program continues to be to improve the academic and affective performance of students in grades 5-8 who are identified as youth at risk.

Objectives for each grade are listed in the Student Progress Report, which also serves as the evaluation of student progress. The evaluation is completed by each teacher and is given to parents and principals of each student's home school.

Specific objectives include:

- To use a balanced literacy approach to strengthen reading and writing skills
- To emphasize reading, writing, listening and speaking activities based on experiences with literature
- To reinforce specific reading skills including comprehension, fluency and vocabulary development
- To strengthen higher level thinking before, during and after reading
- To stimulate an interest in reading
- To encourage reading as a lifetime activity
- To reinforce the writing process
- To compose meaningful responses to literature
- To demonstrate positive attitudes toward reading and writing
- To create a supportive atmosphere for academic risk taking
- To create an appreciation for learning
- To avoid a learning gap during summer vacation
- To increase attending and responding behaviors
- To improve work habits
- To build self esteem
- To increase opportunities for skill development
- To prepare for state assessments
- To support student completion of required summer reading assignments
- To maintain a maximum student to teacher ratio of 12:1
- To provide students with close direction, frequent interaction with the teacher and individualized support

## **SUMMER SCHOOLS** (cont.)

The Reading and Writing Program was a very positive and successful six weeks for students, parents and staff. This was due, greatly, to the support of district administrators.

The faculty and staff from the previous year expressed great interest in returning to this year's program. There were some staffing changes due to student enrollment, however almost all of the teachers and many of the aides were employed again this year. Due to the increased numbers in seventh grade, two new teachers were hired. The faculty was directly engaged with delivering a quality program to the students on a daily basis. The faculty was energetic, student centered and dedicated to teaching. Almost all of the support staff had prior experience working with students in the district, and many were pursuing certification as educators. Most of the aides hired this year were tremendously supportive in their assigned roles.

This year's registration went smoothly, and the registration timeline was coordinated with the Pre K-4 summer program's timeline. A general registration meeting for Pupil Services Department teachers was utilized for a smooth transition. Registration information was also communicated via memorandums, Pupil Services Department meetings and elementary faculty meetings. The criteria for being invited and the registration deadline of April 3<sup>rd</sup> were emphasized again this year. Eligible students who joined the district after April 3<sup>rd</sup> were still invited to attend, as were students who were newly identified through the committee on special education.

The Shaker Junior High School Guidance Department was a great resource to the Reading and Writing Program. In particular, the department was instrumental in determining that thirteen seventh and eighth grade students were best placed in the Reading and Writing Program with contracts outlining the expectations as an alternative to placement in the Academic Program. All of these students met the conditions of the contract agreements.

### Several program improvements were made this year:

Classes continued to be held in Clay and Houston Halls. This arrangement is ideal for separating the Reading/Writing and Academic Programs. It also enabled grades 5 and 6 to be separated from grades 7 and 8. This contributes to a more positive student behavior throughout the building. We also had Mrs. Carney's Academic Skills class remain in her classroom that she utilizes during the year this summer for consistency and a more comfortable environment for her students with special needs.

Components of the Balanced Literacy were enhanced and refined at grades 5 and 6 to support and extend effective reading instruction provided during the school year. These teachers also served as models for the teachers in grades 7 & 8.

Grade level 7 and 8 teachers began to have discussions of developing a set reading and writing curriculum for their grade levels. Suggestion for next year would be to have these

## **SUMMER SCHOOLS** (cont.)

discussions developed with a curriculum development day. Teachers were interested in pursuing these options.

June WRAP assessments were collected from elementary schools to establish student groupings and inform reading instruction. The WRAP also replaced the Slosson as the pre and posttest for grades 5 and 6.

Grade level meetings were held during the summer to coordinate instructional techniques within and across grade levels. Grades 5 and 6 implemented a very effective Balanced Literacy program including Guided Reading, Literature Study and read aloud components. Grades 7 and 8 continued to discuss ways in which teachers can take advantage of the program's unique features including small class size, teaching reading and writing strategies at the middle level, flexible schedule, focused curriculum and student population.

This year there were fifteen ESL students in the Reading and Writing Program who were placed in nine classrooms. The ESL/Special Education Consultant Teacher provided direct instruction to ESL students and to some students with IEPs. She also worked with teachers to help them best meet the needs of these students, and other students, in their classrooms. In addition, she greatly supported the communication between school and home. Teachers were very pleased with having the extra support from her expertise.

This summer ASC students in grades 9 – 12 were placed at Shaker High School. This allowed for age appropriate placement of ASC students at the junior high school. Thirteen students with multiple academic, physical and emotional needs were served in the junior high school Academic Skills Classroom. One teacher, an interpreter and seven aides were hired to provide for the needs of this challenging population. The teacher effectively coordinated the support of seven aides, interpreter, speech therapist and the school nurse. These individuals provided a variety of worthwhile educational experiences for their students. Air conditioning was provided to support this medically fragile student population. One additional classroom was utilized for whole body stretching and time out. OT, PT and speech services were provided, as were other supports required by the students' IEPs. A first floor room works best for these students and is recommended again for next year.

Students were very well behaved this year. Appropriate conduct was emphasized in a positive manner during weekly morning assemblies. These assemblies focused on different character building themes each week. Teachers were asked to reinforce behavior expectations. Teachers were supported when dealing with challenging students as appropriate to each situation. The counselor provided direction to all students in the SAGE program and helped individual students resolve issues as needed. Parents were notified and involved as appropriate. Student conduct on busses was reviewed periodically with the Transportation Department, and expectations were reinforced with certain students when necessary.

## **SUMMER SCHOOLS** (cont.)

A school safety plan was also implemented this year. An emergency response team was created in the event of a crisis. The creation of this team added to the safe, secure learning environment.

## **PRE-K TO GRADE 4 SUMMER READING/WRITING PROGRAMS**

**Primary goal** – To improve the academic and affective performance of students in grades Pre-K – 4 who are identified as at risk.

Specific objectives of the program continue to include:

- To strengthen reading and writing skills through a balanced literacy approach, which mirrors the District's reading instruction
- To emphasize reading, writing, listening and speaking activities based on reading experiences
- To reinforce specific reading skills, including work attack, comprehension and vocabulary development
- To strengthen higher level thinking before, during and after reading
- To stimulate an interest in reading
- To encourage reading as a lifetime activity
- To reinforce the writing process
- To demonstrate and develop positive attitudes toward reading and writing
- To create a supportive atmosphere for academic risk taking
- To create an appreciation for learning
- To avoid a learning gap during summer vacation
- To improve work habits
- To build self-esteem
- To increase students' ability to identify feelings and to solve problems
- To increase opportunities for skill development
- To prepare for state assessments
- To maintain a maximum student to teacher ratio of 12:1
- To provide students with close direction, frequent interaction with the teacher and individualized support
- To expose students to curriculum objectives at the next grade level (grades 2-4)
- To provide Pre-K students with an opportunity to develop readiness skills
- To provide Post-K students with an opportunity to further develop readiness skills in preparation for first grade

### Special Education Recommendations:

- Opportunity for ASC to attend field trips
- AVB Consultant
- Permanent sub (aide) for AM and PM

## **SUMMER SCHOOLS** (cont.)

Due to the age level of the students, it is difficult to collect data from questionnaires. However, students evaluate the program through informal discussions during the six weeks in class and with the counselor. Student response to the program continues to be very positive. The parent survey comments often reflect how students feel about this program. Surveys showed many students enjoyed the program and experienced increased confidence in their abilities. Another indication of satisfaction with the program is the excitement and enthusiasm students exhibit in preparing for and attending their evening Open House. Consistent attendance also indicates students' willingness to attend the program on a daily basis.

The Reading and Writing Program was in session July 11 through August 18 this year. It was a positive and successful six weeks for students, parents and staff. This is due, greatly, to the support of district administrators.

The primary goal of the Summer Program is to provide students with an intensive and positive academic experience in the areas of reading and writing while avoiding the learning lapse that may occur during summer vacation. Through classroom observations, parent questionnaires, progress reports, review of students' work and discussion with teachers and parents it appears that the program is accomplishing its objectives.

The faculty and staff from the previous year expressed great interest in returning to this year's program. There were some staffing changes due to student enrollment, however almost all of the teachers and many of the aides were employed again this year. The faculty is dedicated to teaching and effectively delivered a quality program to the students on a daily basis. Almost all of the support staff have prior experience working with students in the district, and some are pursuing certification as educators. Most of the aides hired this year were tremendously supportive in their assigned roles.

Several program improvements were made this year:

The school safety plan was updated to include procedures for severe weather, lock down, shelter in place and evacuation emergencies.

For the first time, the program collected June and September literacy assessment data for Post-K students from the elementary schools. This eliminated the need for Post-K students to be assessed during program time, thus maximizing instructional time for students. The only students who were given pre and post assessments during summer program time were students from private schools. As in past years, post-tests were administered to Pre-K children during the last weeks of the program to be compared with data collected during kindergarten screening.

Priorities were established regarding the implementation of the library program. The primary purposes were determined to be the support of library research and curriculum for levels 2 through 4, and the provision of book selection for students in Post-K through 4.

## **SUMMER SCHOOLS** (cont.)

The librarian's time was devoted first to meeting these objectives. In past years, classes had been double booked for library research. This year classes were scheduled individually to ensure the greatest ratio of teacher to student support. Having a library intern was extremely beneficial to the library program and allowed for more effective scheduling of the librarian's time. As a result, during a typical library research lesson a class of twelve students benefited from the assistance of three to four adults at once, including the librarian, classroom teacher, intern and one or two aides. These changes were very beneficial for students and ensured their active engagement with research assignments.

The reading specialist focused on supporting Post-K, Level 1 and one intermediate classroom. The lower grade levels were targeted, because developmentally they are more likely to experience noticeable growth in a short amount of time with intensive intervention. The reading specialist served forty-three students in eleven reading groups that met two to three times each week. She met daily with eleven teachers to coordinate instruction and provide consultation. This summer she was needed to complete only fifteen reading assessments, which greatly increased time for providing instruction.

The Board of Education amended the Summer Program's attendance policy so that students who are absent more than five days are discontinued from the program, but attendance would not determine whether or not a child should be invited the following summer. This policy ensures the offer of summer AIS will be based upon students' academic needs from year to year.