

**To: School Committee**  
**From: Karen Isaacson, Director of Extended Learning**  
**RE: 2017 Summer Programs Report**  
**Date: 9/8/2017**

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**Introduction**

Over 1,500 students participated in summer learning experiences with the Shrewsbury Public Schools this year. These programs served students in grades PreK-8 and provided students opportunities in the areas of reading support, English language education, enrichment, and kindergarten transition. This report includes more detailed information from each of the program coordinators. Information on the summer special education programs will be presented by Meg Belsito, Director of Special Education and Pupil Personnel Services, at a future meeting.

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

**Summer 2017**

*Get a Feel for Beal*

*Get a Fling for Spring*

*What Happens at Paton*

*Discover the Cool in School at Coolidge*

**Overview:**

The program introduces incoming students to a typical "week in the life" of a Kindergartener so that they enter school feeling more confident and ready to learn. The program is offered at Beal, Coolidge, Paton and Spring Street Schools.

**Program Coordinator:** Kristen Clifford

**Dates of Program:** 8/7/17 – 8/10/17 (2.5 hrs per day, Monday-Thursday)

**Program Funding Source:** Tuition (\$100/student)

**Number of Students Served:** 71

**Representative Program Offerings:**

Students follow a typical kindergarten schedule including whole group meeting, center time, recess, story, snack and dismissal. This helps prepare the children 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 the location of their specific classroom.

**Coordinator Reflections:**

A focus this summer was to have the coordinator present at each of the buildings each day to meet with the teachers, observe the classrooms and students, and be present for at least one arrival and one dismissal at each of the four buildings. This proved to be very beneficial for the staff and parents by helping to answer questions and clarify information at each of the buildings. The feedback from the staff in particular revealed that this was beneficial in the functioning of the program.

General feedback from a family reflection survey showed that families were excited about the program, and that their children enjoyed the time spent within the program. (There was even some feedback that some parents wished the program was offered for a longer day!) Parents were pleased that their students were able to

participate in kindergarten activities and school routines while meeting other students who will be at their school (and possibly in their classroom).

Enrollment in 2017 and 2016 has been considerably lower than the summer of 2015, in spite of offering the program in more schools. The Director of Extended Learning will become more involved in the coordination and advertising of this valuable program in the hopes of reaching more students. Currently, the program is listed on the district website under “Kindergarten Information” and a letter is sent home with all new student registrations. Coordinator suggestions for improved visibility include: provide flyers to all Shrewsbury pre-schools, include announcements in the community bulletin, promote the program during kindergarten screening, refer to the program when kindergarten lottery results are announced, and make the information easier to find on the website. In 2018 we hope to streamline program coordination and build on our success.

**Shrewsbury Public Schools  
Elementary Enrichment Program  
Summer 2017**

**Overview:**

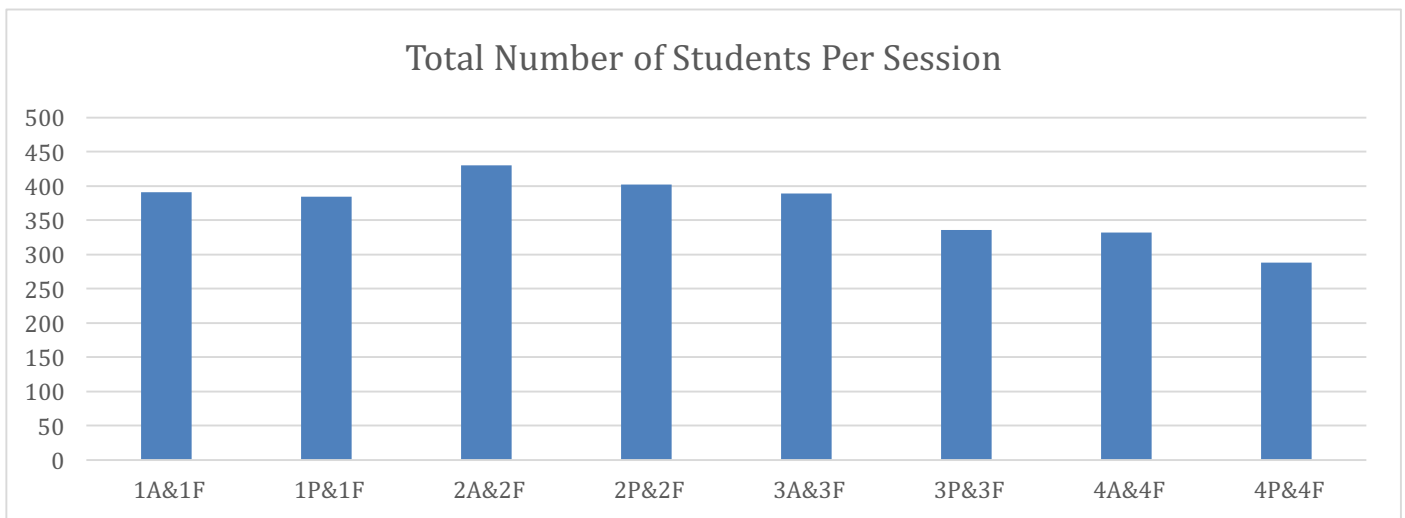
The goal of the Elementary Enrichment Program is to spark and enhance the imagination and curiosity of children by providing them with interactive, enjoyable and educational programs in a safe and encouraging learning environment. Registration is online and takes place in two phases. The first registration 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.

**Program Coordinator:** Jean Brunell

**Dates of Program:** 6/26/2017-7/27/2017

**Program Funding Source:** Tuition (\$80 per half day class, \$150 per full day class)

**Number of Students Served:** 704



Number refers to session (1, 2, 3, or 4)

A = Morning

P = Afternoon

F = Full Day

## Representative Program Offerings:

| Strategic Goal                    | Course                                 | Description   |
|-----------------------------------|--|---|
| Engage and Challenge All Students | Exploring Energy with Rollercoasters   | Students in this class were challenged using the engineering design process to build the next great rollercoaster for a theme park renovation project. Types of energy were explored with daily science labs.   |
|                                   | Game On                                | Through fun and engaging math games, students practiced their math skills such as mystery problem solving, money, multiplication and division, place value, time and measurement.   |
|                                   | Paint Like Picasso                     | Students learned each day about the artistic stylings of artists such as De Vinci, Picasso, Monet and Van Gogh. Through a variety of materials, media and techniques, students expressed their feelings through their artwork.  |
| Promote Health and Wellness       | Snack Well, Be Well                    | Snack well and be healthy was the focus of this class. Students learned that healthy snacks boost energy and allows them to focus better in school and at home. Eating healthy builds a foundation for a lifetime of smart choices.   |
|                                   | Steps for Kids-Social Skills           | Children in this class worked together to create a play based around social situations that occur in everyday life. By writing and performing their own play, the students learned many social skills such as increasing their socialization, team building, confidence and also learned how to respond to social situations outside the classroom. |
|                                   | Healthy Bodies, Calm and Focused Minds | Focus on a healthy body and mind by learning to practice yoga, breathing, and visualization techniques daily. Students learned how to prepare healthy snacks and learned also how to handle times of stress. Each student created a pledge book of goals and mindfulness strategies to use at home year-round.                                      |

| Increase Value to the Community | Community Building | In this community building class, students learned that if they work together as a team, “Together Everyone Achieves More”. Cooperation, self-control, perseverance and listening skills were reinforced. The class was divided into three components. In “Summer Science”, students explored nature and persevered through engineering, design and STEM challenges. Children in “Art Expo” collaborated with their peers to create artistic masterpieces using various traditional and non-traditional art media. Lastly, in “Let’s Play, Games for the Outdoors”, students learned about games that they can play with their family and friends in the backyard or park. |
|---------------------------------|--------------------|--|
|                                 | 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 | Learn and Code Robotics | This class ignited the students' curiosity and confidence while providing fun ways of learning the essential skills of programming, collaboration, communication, and digital literacy. Students had the opportunity to learn the basics of code in order to control and play with the robot through various teacher-directed activities. As a culminating activity, students developed an algorithm taking into account distance and speed to program the robots to knock down a stack of cups. |
|-------------------------------------|-------------------------|--|
|                                     | Count on Computers      | In this engaging and fun Computer Programming/Coding Workshop students learned how computers work and how games are created. Logic developing, algorithmic and problem skills were used to write a step by step computer program code. The students applied these coding skills to make a small animated story or video game.  |

**Coordinator Reflections:**

The Elementary Enrichment program enrollment continues to increase in size. One hundred seventy two classes were offered by 59 teachers along with 16 support personnel who assisted our special education students. In addition, high school students volunteered over 5,000 hours of service to the program. This year, most classes offered had maximum enrollment and many were over-filled. Courses offered supported the Massachusetts State Frameworks and the district's strategic goals for 2015-2017. In general, parents were very pleased with the program offerings. The overall trend is to continue to increase science and technology classes as well as math, the arts and physical educational offerings.

**2017 Improvements:**

- The online survey was streamlined and emailed weekly to parents asking for their input about the programs offered and any suggestions for improvement.
- The registration process this year included a drop down menu format of offerings based on the child's grade level in the fall. This showed only age-

appropriate classes based on the grade level. This helped to eliminate parents from enrolling in classes that were not age appropriate.

- A second mailing was also sent to each family in early June reminding them of the classes their children were enrolled in. This heightened parent communication significantly helped to avoid confusion on Monday mornings each week.

### **Challenges:**

- Drop off and Pick Up continues to be problematic for parents. High volume of traffic from the Enrichment Program and Special Education program caused some safety concerns. Additional signs were posted on Floral Street, Whipporwill and the school grounds to help with this process. Mrs. Richard and our high school students did a wonderful job directing morning and afternoon traffic as well.
- Communication and coordination regarding how to best meet the needs of special education students who enrolled in the enrichment program was challenging. For 2018 we plan to change the parent registration form, allowing parents to self-identify their student's need for support and granting the enrichment staff permission to discuss their child with the Special Education Team. This will go a long way toward ensuring a safe, enjoyable and engaging experience for each child. The Director of Extended Learning and the Director of Special Education have already met to discuss improvements for next year, including earlier identification of students requiring support, and streamlined communication about availability of staff.



**Shrewsbury Public Schools**  
**Middle School Summer Extensions**  
**Summer 2017**

**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.

**Program Coordinator:** Kristen Minio

**Dates of Program:** 6/26/17 - 7/27/17

**Program Funding Source:** Tuition

**Number of Students Served:** 337

**Representative Program Offerings:**

**Building Innovations**

Integrating design, architecture, and engineering, students spent the week in teams working through various engineering challenges to complete architectural projects. Topics included bridge design, free standing structures and skyscrapers, egg drop challenges, and architecture in ancient civilizations. Students worked collaboratively to plan projects, develop blueprints, and construct their own designs based on given topics. Students were provided with feedback on their projects and also completed self-evaluations on the efficacy of their work.

**Kids' Kitchen**

Using various units of measurement, temperature, math skills, and their affinity for all things food, students had the opportunity to explore foods from around the world in our own Kids' Kitchen. Students learned to create recipes from scratch, gathered an understanding of basic nutrition, what it means to cook for people with dietary restrictions, shared family recipes, and participated in cooking competitions throughout the week. Students in the class also compiled their own cookbook of recipes to take with them at the end of the class session.

### **Theatre Workshop: Acting and Directing**

For students looking to develop their talents in the theatre arts, classes were offered to help students learn about the various aspects of performance theatre. In this particular workshop, students developed an understanding of the creative process from audition to show time from various points of view, which included: the audition manager, the set designer, the director, actor, etc. Students honed their craft in both monolog and partner scenes, scripted and improvised. Their practice throughout the week led up to the performance of a one act play, which was performed for parents and students at the end of the week.

### **Hour(s) of Code!**

Inspired by the creation of the “Hour of Code” to celebrate Computer Science Week, MSSE teachers developed a number of courses aimed at helping students begin to learn and understand the process of problem solving through coding. Class instruction combined the use of hands on activities with websites, apps, and online courses to help them understand the theory and mechanics behind coding. Students were able to put their coding knowledge into practice by writing code and solving challenges for robots such as Dash, Dot, and Ozobot, to name a few.

### **Coordinator Reflections:**

This year, the middle school summer extensions program saw continued growth in both the number of programs offered (126) and the number of students who participated in the program (**299 families served; 337 individual students**). The majority of students (roughly 200-255 students per week) participated for a full day of activities (either taking both an AM and a PM course or a full day course). 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 each week 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. Families also see it as a resource for students to maintain community connections with their peers over the summer. Although the program is primarily for Shrewsbury students, we continue to have a number of families who participate in the program from surrounding communities as well as students from private and charter schools.

Areas for growth include continuing to increase the rigor of the programming to challenge older students, offering more courses related to the subject areas of math, science, and robotics, and continuing to find ways to diversify to program in order to reach a wider spectrum of families.

As we look to increase the scope of our offerings next year, the program is looking at the purchase of a 3-D printer, developing more sophisticated course offerings around programming and robotics, and creating partner classes between theatre, sewing, and art to encompass all aspects of a production from acting and performing to costumes and set design. Development of a counselor in training program is also being considered.

**Shrewsbury Public Schools**  
**R.E.C.E.S.S Reading Program**  
**Summer 2017**

**Overview:**

The R.E.C.E.S.S. program (Reading Everyday Can Ensure Summer Success) provides 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. The free hour-long classes were held this year during the month of July in the children's room in the Shrewsbury Public Library.

At the end of April, a description and schedule of the program is posted in various locations including the Shrewsbury Public Schools web site, the Shrewsbury Public Library web site, Shrewsbury online newspaper, emails to private schools in town, and posters in the library. Parents can sign up online through the library web site or by emailing drichard@shrewsbury.k12.ma.us.

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

**Dates of Program:** 7/10/17 -7/27/17

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

**Number of Students Served:** 320

**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 Boxcar Children* by Gertrude Chandler Warren. (Grade 3 required text.) 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 boxcar?
- Example 2: *Will I have a friend?* by Miriam Cohen. (Kindergarten required text.) 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.

**Coordinator Reflections:**

After two years of offering classes at Sherwood while the library was under construction, we were delighted to once again offer classes in the children's room

of the Shrewsbury Public Library. The classes were taught by volunteers who are primarily Shrewsbury Public School employees or Shrewsbury High School seniors. This year we had 10 volunteers who graciously donated their time to help promote the love of reading in children. This year's enrollment was larger than we have ever had and we had a waiting list for quite a few classes. Next year we are thinking of offering more dates for the classes that had waiting lists.

**Shrewsbury Public Schools**  
**Title I Summer Programs**  
**Summer 2017**

**Overview:**

The Summer Reading Delivered Program provided 15 Title I students with leveled texts during the summer. The Title I Summer Program provided 21 Title I students with literacy instruction during a 5 week period. Title I students were invited to participate based on reading assessments and teacher recommendations.

**Number of Students Served:** A total of 36 students participated in Title I summer programs.

**Program Coordinator:** Maureen Henry, Director of Title I programming

**Program Funding Source:** Title 1 Grant

**Representative Program Offerings:**

Title I Summer Programs

This year we expanded our Title I summer program to 5 weeks. 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.

**Coordinator Reflections:**

Overall both of our programs were very successful. Students who participated in summer services were assessed during the first week of school. Assessment data indicated that 88% of students either maintained or increased their literacy skills from June. This is consistent with previous years.

**Shrewsbury Public Schools  
English Language Education (ELE)  
Summer 2017**

**Overview:**

Title III federal funding extends the opportunity for English Learner (EL) students. EL 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. EL students entering grades one through eight were invited to a summer program housed at Coolidge School. The Coolidge classes also met from 9:00-12:00 for three weeks; however, one additional day was added, so students were at school Monday through Thursday.

**Program Coordinator:** Kathleen Lange-Madden, Director of English Language Education

**Coolidge On-Site Program Coordinator:** Christina Manos (district funded)

**Dates of Beal Program:** 7/5/17-7/20/17

**Program Funding Source:** FY'17 Grant 180

**Number of Students Served:** 11 students attended the ELE program at Beal School, 62 students attended the ELE program at Coolidge School; therefore, a total of 73 students participated.

**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



**Dates of Coolidge Program:** 7/24/17 – 8/10/17

**Program Funding Sources:** FY'17 Grant 180 funded five teachers and the in-house field trip, led by two educators from the *Lloyd Center for the Environment*  
[www.lloydcenter.org](http://www.lloydcenter.org)

FY'16 Carryover Grant 180 funded one teacher

Grant 184 funded \$800 worth of books for instructional use and each student received a take-home book to keep

**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

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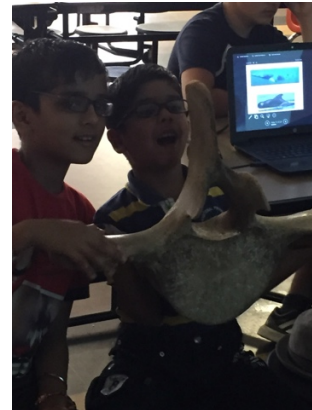
**Total number of ESL teachers involved in program: 6**

**Total number of high school student volunteers involved in Program: 3-5**



## August 9, 2017 In-House Field Trip

The Lloyd Center's educators combined aspects from two of their programs, *Estuary on Wheels* and *Delphi the Whale*, to create an interactive, hands on learning experience for our students.



### Coordinator Reflections:

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.

The Coolidge ELE summer program provided students opportunities to engage in reading, writing, speaking, and listening in a relaxed, fun environment. Teachers incorporated an ocean theme throughout their lessons. Students practiced reading strategies, in both whole group and small group formats, shared research & experiment results, and participated in ocean themed craft projects.

The middle school student group read *Moby Dick* and worked together to calculate the actual size of a sperm whale. The group drew the outline of a person and the outline of a sperm whale on the Coolidge blacktop to help all students better understand the immense size of a whale compared to a human.

The visit from the Lloyd Center for the Environment added a real-life component to the ocean theme. Students were able to touch and hold a variety of estuary creatures. Students learned about different types of whales through projected pictures and actual whale body parts, such as different sizes pieces of baleen, vertebrae, and teeth. The teachers agreed that hosting an in-house field trip was an excellent alternative to outside field studies, which are difficult to fund because of expense. Teachers and coordinators will explore options for additional in-house field trips in the hope of providing more than one experience for students next summer.



***How big is a sperm whale? This big!***