

Summer Program

October 4, 2021

Sudbury School Committee



Agenda

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- In Pictures
- Schedule
- Budget
- By the numbers
- Staffing
- Enrollment

Programming

- Mathematics
- Literacy
- Extended School Year
- Making it Fun!

Family Feedback

Reflection



SMILE/ ESY 2021

Sudbury School Committee

Summer

Extended

Math

School

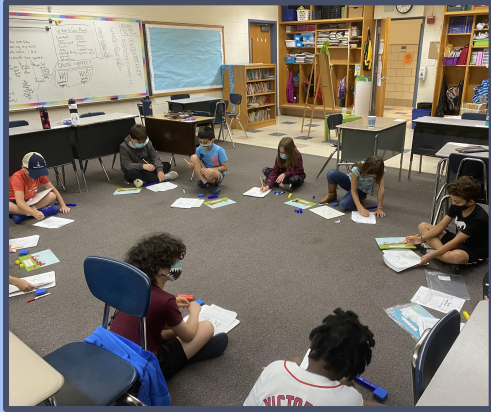
Intervention

Year

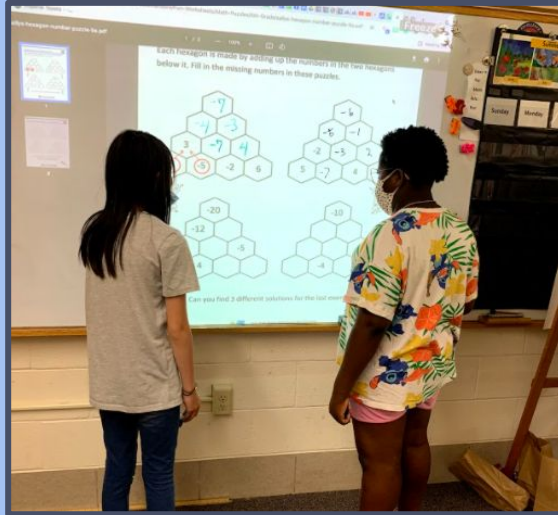
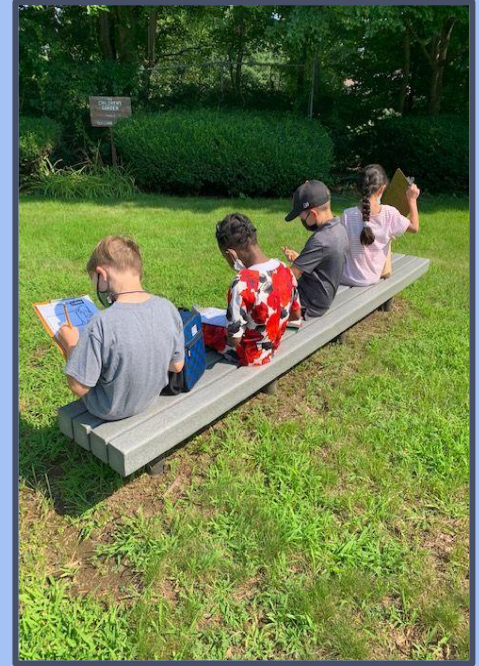
Literacy

Engagement





Meeting new teachers, helping others, being a good sport and friend, getting to know everyone, watching everyone learn and grow!

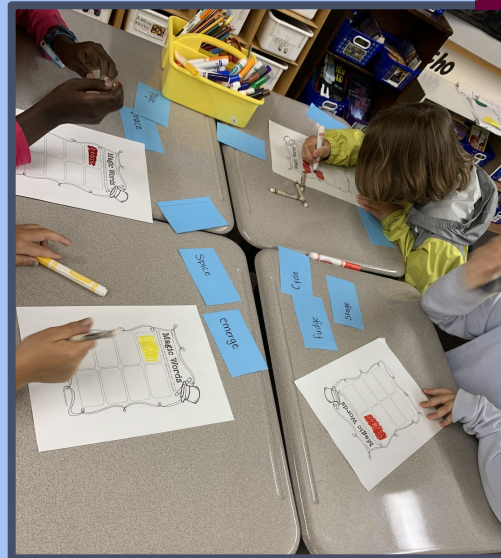
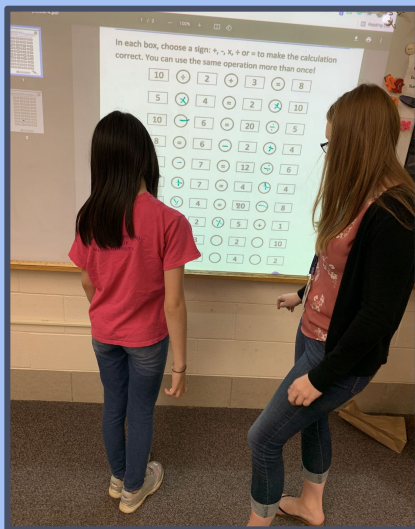


"SMILE Camp is fun and makes me want to come every day!"



"I had the best teachers in the world"

"I made new friends"



"I learned so many new things"

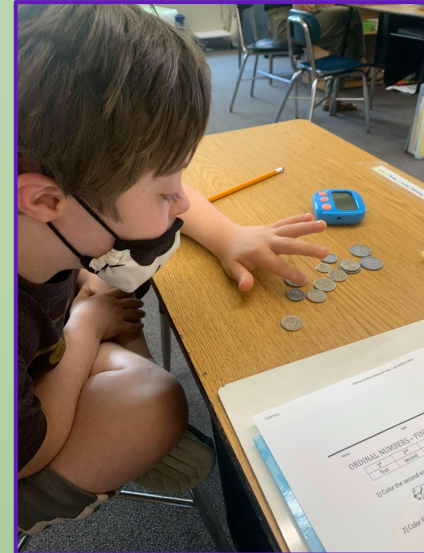
"I got better at math"

FUN IN PRESCHOOL!

Y



INCLUSION



July 6th - August 5th

July 12th - August 5th



Preschool-Grade 5

Ready for Kindergarten



8:30-11:30

11:30-12:00

12:00-3:00

Academics OR Sports Camp

Math or Literacy Focus
(3-5)

Math & Literacy Focus
(k-2)

ESY Programs (K-7)

Sports Camp

Hosted by Parks & Rec
through Sky Hawks

LUNCH

Contracted through
Wayland Food Services

Academics

Math or Literacy Focus
(3-5)

Math & Literacy Focus
(k-2)

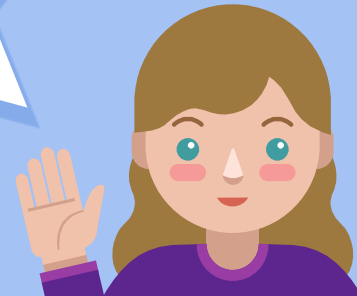
Ready for K Program

Sports Camp

Hosted by Parks & Rec
through Sky Hawks

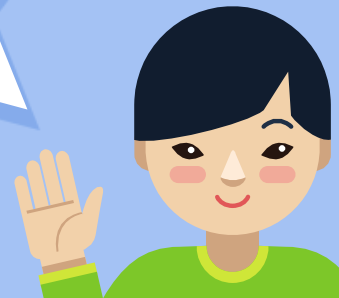
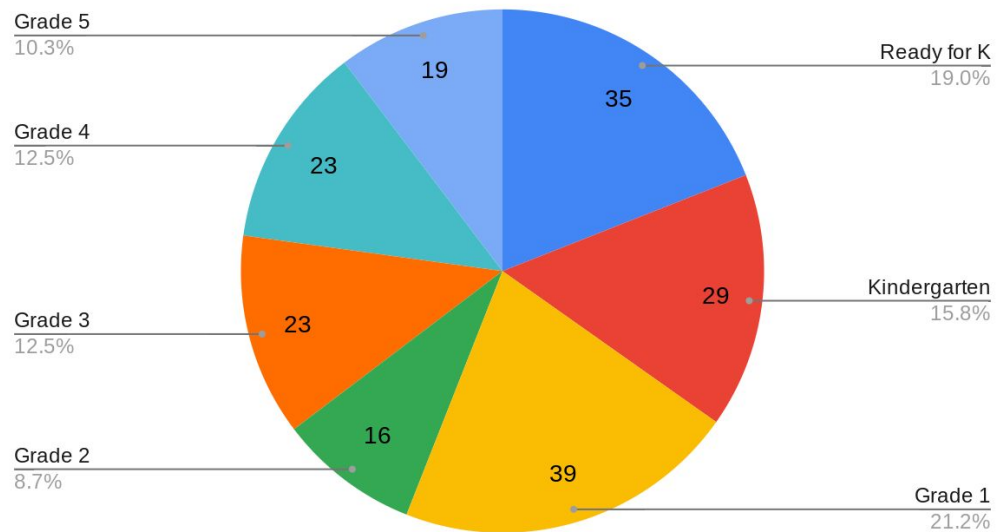
Budget

Annual Town Meeting Funding	\$309,540
Program Salaries	(\$246,769)
Parks & Rec - Sky Hawks scholarships	(\$19,350)
SMILES Lunch	(\$14,070)
Bus Transportation	(\$22,552)
Supplies	(\$4,379)
<u>Summer School Expansion Grant Received</u>	<u>\$100,000</u>
ATM Article Balance	\$102,420



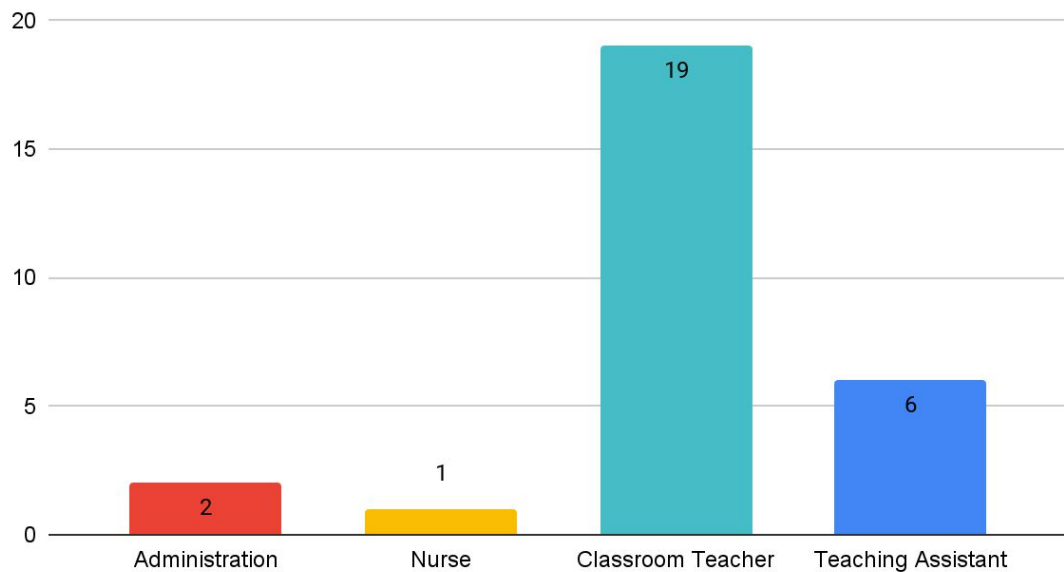
SMILE Enrollment

Student Enrollment



Staffing

SMILE Staffing



Mathematics

Instructional Focus and Student Impacts



The Mathematics

Each grade level:

- ❑ Focused on major clusters
- ❑ Prerequisite skills and foundational understandings for the upcoming year

Resources:

- ❑ Built from Bridges Intervention Kits
 - ❑ Each module had lesson plans, materials
- ❑ Suggested additional resources for fact fluency, classroom routines, etc.



Grade Level: K (Rising 1)


Main content focus of the program :

- Count objects to 100
- Numerals - recognizing and writing
- Compare numbers to 10
- Number combinations to 5 - drawings, pictures, etc.
- Act out story problems within 10
- Count to 100

Intervention Volume and Module #s	Best Workplaces	Fluency focus	Other notes
<p><i>Focus: Know number names and the count sequence/Structuring 5</i></p> <p>*double-sided counters</p> <p>* five frame mat</p> <p>* ten frame mat</p> <p>* unifix cubes</p> <p>* number rack</p> <p>Volume 1 Modules 1-2</p> <p>Volume 2 Module 1 Session 1</p>	<p>1F Spill Five Beans</p> <p>1G Beat You to Five</p> <p>4A Scrambled Numbers One to Ten</p>	<p>Rote counting to 100</p> <p>Make 5</p> <p>Subitizing</p>	<p>Math at Home:</p> <p>Would you Rather: counting to 100</p>



Professional Learning




Agenda:

- Math Memories and Introductions
- Our Goals for Math in SPS
- Thinking about Math
- Daily Components and Planning
- Work Place Games
- Reviewing Key Resources and Questions

Rachel Pelletier

K-2 Math Thinking Task


What Comes Next?



What do you notice?
What do you wonder?
What comes next? Show or tell what the next few pictures look like. Describe how you know.


[Task Choice #1](#)

What Comes Next?



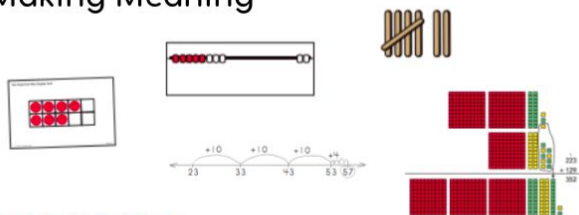
What do you notice? What do you wonder? What comes next?
Show or tell what the next few pictures will be. Describe how you know what comes next.

Challenge:
Erica continues the pattern and the next picture is 35.
What are the numbers above the vertex?
How do you know?



[Task Choice #2](#)

Making Meaning



[Models in Bridges](#)
[Bridges PD Library](#) - See Mathematical Background section

Daily Components (K-2)

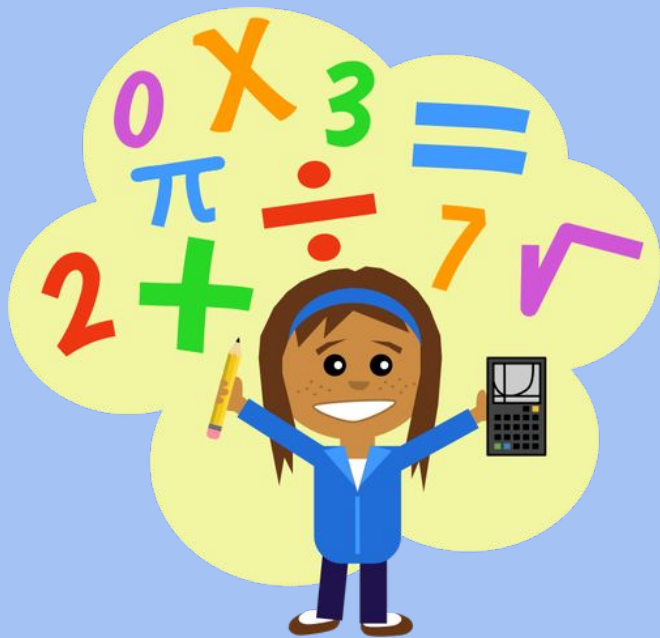
- ☐ Warm-up
- ☐ Fluency
- ☐ Instruction
- ☐ Work Places/Games/Independent or group tasks
- ☐ Weekly: Progress Monitoring

Student Identification Process

- ❑ In Grades 2 - 5, SMILE assessments in early April focused on 3 foundational concepts of the grade level (3 short assessments to look at student thinking/understanding + fact fluency).
- ❑ In Grades K and 1, SMILE assessments were a combination of interview and written work.
- ❑ Combination of teacher recommendations and assessment scores. Conversations were key!

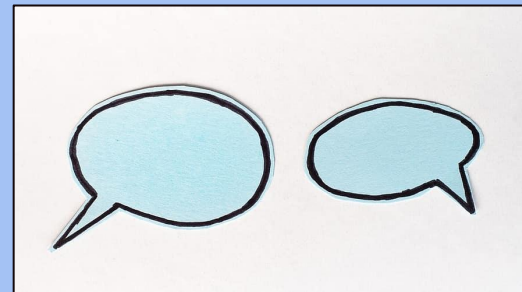


“Just in Time” Learning



- Access to grade level material
- Data points from earlier assessments, in addition to unit screeners and checkpoints to provide information about student understanding
- Reinforcement, instruction, and scaffolding “just in time” to provide access

Learning from our Staff



What went well?

“...we had fun together and it was great to see the confidence and math skills they were able to build in such a short period of time.” - Gr 5 teacher

“They were able to make significant progress with their multiplication facts with daily practice routines built into their day. This consistent time dedicated to fact fluency made a huge difference.” - Gr 5 teacher

“Bridges Intervention was great... the manipulatives and the activities were at their level.” - Gr 3 teacher

“Love Bridges and it’s adaptability to learning styles” - K teacher

What would have been more helpful?

“I think that we do need to add some math projects for all the grades so that the kids can apply what they have learned to a concrete project.” - Gr 4 teacher

“It was hard in the afternoon because they had been there all day and already done 3 hours of ELA.” - Gr 3 Teacher

“... everything was organized. This being said, it might have been easier to have all of the “games” in one place. Not sure if we returned everything to the right bins.” - K teacher

Reflections



What went well?	It would be even better if...
<ul style="list-style-type: none">● Creation and preparation of the materials● Assessing students● Looking at student work and conversations with staff members for program selection● Collaboration	<ul style="list-style-type: none">● Time● Additional collaboration with ESY● More staffing from SPS● For grades 3-5, ELA and Math together had more scheduling options● Consistent data collection and communication

Literacy

Instructional Focus and Student Impacts



Curriculum & Instruction

Curriculum and instruction continued the practices used in our schools.

- ❑ Workshop Model
- ❑ Leveled Literacy Intervention
- ❑ Independent Choice Reading
- ❑ Word work
- ❑ Foundations
- ❑ Genre-based writing
- ❑ Targeted language skill practice
- ❑ Shared Reading & Writing

- ❑ Teachers received a curriculum planning guide for all 5 weeks
- ❑ K-3: Phonics, Directed mini-lessons & Reading
- ❑ 4-5: Word Work, Directed Mini-lesson, Reading & Writing

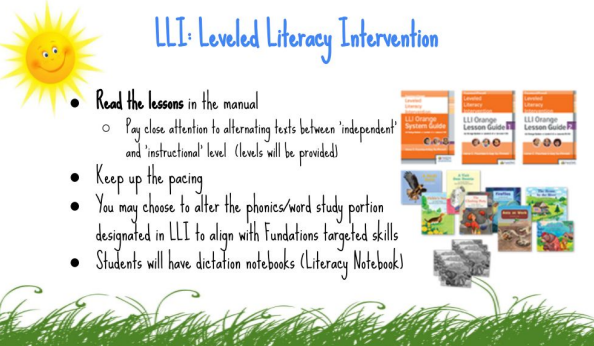
Professional Learning

S.M.I.L.E. Program ELA Orientation




- Schedule / Workshop Structure
- What's a Mini-lesson?
- Small group Guided Teaching w/ LLI
- Epic! Class rostering
- Breakouts:
 - Foundations (K-3)
 - Words Their Way (4-5)

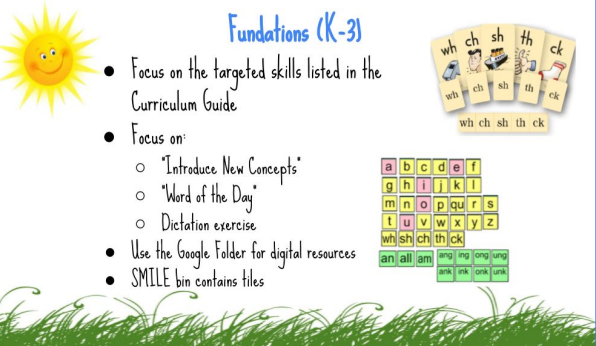
LLI: Leveled Literacy Intervention



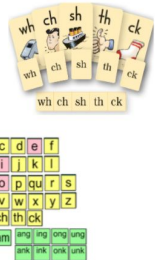
- Read the lessons in the manual
 - Pay close attention to alternating texts between 'independent' and 'instructional' level (levels will be provided)
- Keep up the pacing
- You may choose to alter the phonics/word study portion designated in LLI to align with Foundations targeted skills
- Students will have dictation notebooks (Literacy Notebook)



Foundations (K-3)



- Focus on the targeted skills listed in the Curriculum Guide
- Focus on:
 - "Introduce New Concepts"
 - "Word of the Day"
 - Dictation exercise
- Use the Google Folder for digital resources
- SMILE bin contains tiles



SMILE ELA Planning Guide
Grade 1
K-2 Summer Digital Literacy Notebook

Week 1	Week 2	Week 3	Week 4	Week 5
Target Skills: -Word Attack Skills -Story Recall	Target Skills: -Word Attack Skills -Story Recall	Target Skills: -Word Attack Skills -Story Recall	Target Skills: -Word Attack Skills -Story Recall	Target Skills: -Word Attack Skills -Story Recall
Foundations (15): CVCe words: Words & digraphs (Units 3 & 6)	Foundations (15): CVCe (Unit 11)	Foundations (15): Guard Sounds & Compound Words (Unit 7- Guard Sounds) (Unit 12 Compound Words)	Foundations (15): Suffixes: -s, -es (Units 10 & 12)	Foundations (15): Mon. - wk 1 Tue. - wk 2 Wed. - wk 3 Thu. - wk 4
Mini-Lesson: (10) -Mentor Text:	Mini-Lesson: (10) -Mentor Text:	Mini-Lesson: (10) -Mentor Text:	Mini-Lesson: (10) -Mentor Text:	Mini-Lesson: (10): Mon. - wk 1 Tue. - wk 2 Wed. - wk 3 Thu. - wk 4
Small Groups: (2x15) LLI	Small Groups: (2x15) LLI	Small Groups: (2x15) LLI	Small Groups: (2x15) LLI	Small Groups: (2x15) LLI
Centers: Read-Kids Epic! Sight Words Games Word Work Fluency Reading Response	Centers: Read-Kids Epic! Sight Words Games Word Work Fluency Reading Response	Centers: Read-Kids Epic! Sight Words Games Word Work Fluency Reading Response	Centers: Read-Kids Epic! Sight Words Games Word Work Fluency Reading Response	Centers: Read-Kids Epic! Sight Words Games Word Work Fluency Reading Response
Read Aloud M-W (9)	Read Aloud M-W (9)	Read Aloud M-W (9)	Read Aloud M-W (9)	Read Aloud M-W (9)
Thursday Assess: -Sight Words -Foundations skills	Thursday Assess: -Sight Words -Foundations skills	Thursday Assess: -Sight Words -Foundations skills	Thursday Assess: -Sight Words -Foundations skills	Thursday Assess: -Sight Words -Foundations skills

Professional Learning



Mini-Lessons

A mini lesson is a short lesson with a narrow focus that provides instruction in a skill, strategy, or concept that students will then relate to the small group work and independent practice.

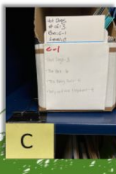
- Keep it brief (stick to the minutes)
- Sets up the learning
- Mentor Text is a story or text selection that shows an example of the targeted skill
- Use it for a teacher-led lesson (find exemplary pages if book is too long).

[Link to Step-by-Step Guide](#)

Checking Out Books from the Leveled Library



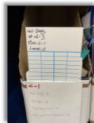
1. Find the level of the text you are looking for (see yellow tags on the shelves).



2. Look at the front of the bins for the book titles.



3. Take the entire set of books.



4. Take the corresponding book card from the book pocket on the front of the bin.



5. Place the book card in your library pocket (by the door).

SMILE ELA Planning Guide

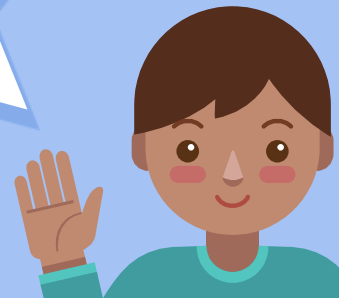
Grade 1

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Fundations (15): CCVC words: blends & digraphs (Units 3 & 8)	Fundations (15): CVCe (Unit 11)	Fundations (15): Glued Sounds & Compound Words (Unit 7- Glued Sounds) (Unit 12- Compound Words)	Fundations (15): Suffixes, -s, -es (Units 10 & 12)	Fundations (15): Mon. - wk 1 Tue. - wk 2 Wed. - wk 3 Thu. - wk 4
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Read Aloud M-W (5)	Read Aloud M-W (5)	Read Aloud M-W (5)	Read Aloud M-W (5)	Read Aloud M-W (5)
Thursday Assess: -Sight Words -Fundations skills	Thursday Assess: -Sight Words -Fundations skills	Thursday Assess: -Sight Words -Fundations skills	Thursday Assess: -Sight Words -Fundations skills	Thursday Assess: -Sight Words -Fundations skills

Identification Process

- ❑ F & P Benchmark Assessment
 - ❑ Decoding, fluency, comprehension
- ❑ District Phonics Assessment (1-3)
- ❑ Running Records
- ❑ Teacher observations/recommendations
- ❑ Intervention enrollment



“Just in Time” Learning

Teachers have multiple points of data to inform instruction for tier 1 and tier 2 support:

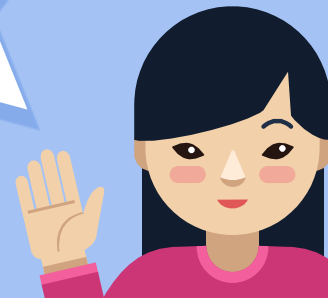
K-5: Diagnostic Benchmark Assessment June → Sept.

K-2: DIBELS Assessment

1-3: District Phonics Assessment June → Sept.

3-5: Track My Progress Assessment

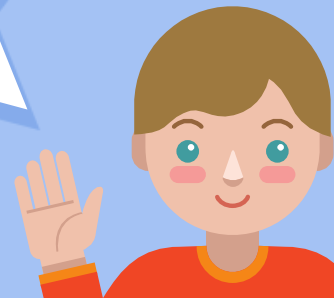
Teachers use data to provide targeted instruction while using grade-level texts in all genres.



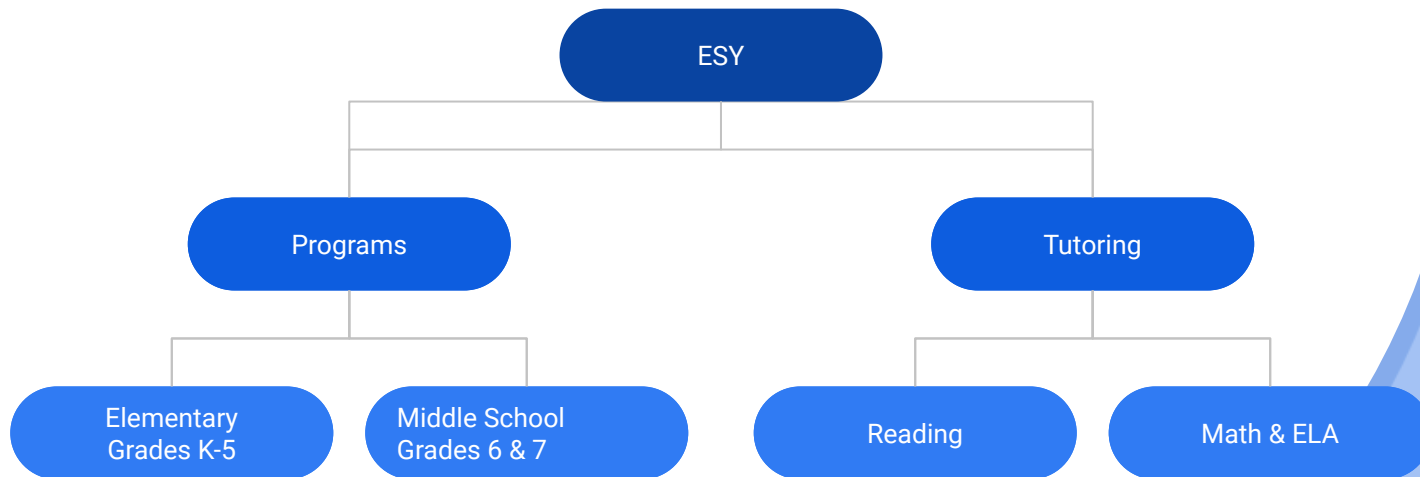
Reflections



- ❑ Students continued engagement with reading and writing
- ❑ Ample small group instruction
- ❑ Differentiated instruction and learning
- ❑ Collaboration & co-teaching
- ❑ Training was beneficial
- ❑ More training for LLI would be beneficial
- ❑ Inventory was affected
- ❑ Consistent data collection and communication



Extended School Year



Making it FUN!!

Marshmallow Challenge
Dance Party
Reading Week- poetry, riddles, jokes
Math/ Science Week- engineering projects,
Space and Nature Day
Olympics
Scavenger Hunt
SNOW DAY!

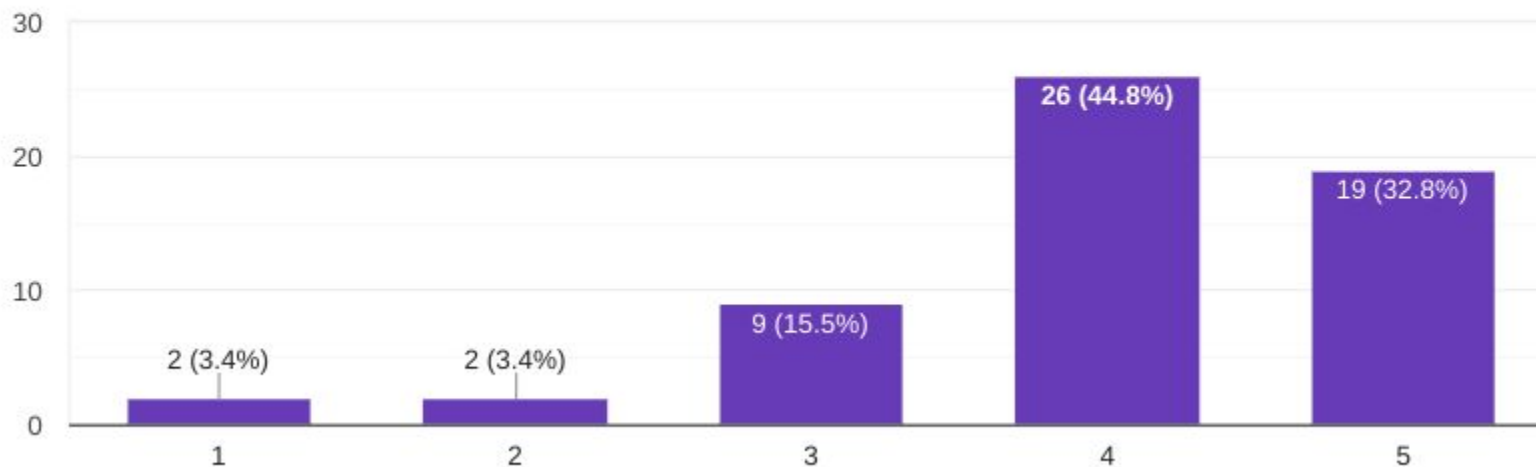


Family Feedback

What went well?	It would be even better if...
<ul style="list-style-type: none">● Teacher connections with students● Teacher commitment● Ready for K program● Organization● Theme Days● Small group learning● Weekly updates from teachers	<ul style="list-style-type: none">● Recommendations came out earlier● Communication about student progress● More options besides Sports Clinic● First Day hiccups

How would you rate your expectations regarding the program with 5 representing that the program went above and beyond your expectations?

58 responses



Loved being part of Ready for K and she called it Kindergarten Camp.

Hesitant at first, but really enjoyed the program

My son felt like it gave him more confidence for 6th grade

She enjoyed the smaller class size

Metrowest News Article

BREAKING NEWS



At the SMILE (Summer Math Intervention and Literacy Engagement) program at the Haynes Elementary School in Sudbury, fourth grade teacher Shannon O'Donnell works on a project with students, July 29, 2021. DAILY NEWS AND RECORD LOCAL STAFF PHOTO ART LEMAN

Students catch up with summer school in Sudbury

Zane RAZZAG
The Metropolitan Daily News
USA TODAY NETWORK

Just after 1 p.m., handfuls of children are scattered around Christina Baetz and Sarah Riordan's classroom on site of the final days of a summer school program at Haynes Elementary School in Sudbury.

Two girls linger over a bookshelf, select a picture book to read together. At a small, low table surrounded by students, Riordan molds ted Play-Doh into a circle.

Across the room, another child proudly shows Baetz a drawing she'd just finished.

"It's so beautiful. I love the colors you chose. Thank you, Evelyn," said Baetz.

Like other MetroWest and Greater Milford school districts, the Sudbury Public Schools expanded summer school this year to catch students up following two school years fractured by the COVID-19 pandemic.

Since early July, the five-week program, which recently wrapped up, drew 187 K-5 students getting an academic



At the SMILE (Summer Math Intervention and Literacy Engagement) program at the Haynes Elementary School in Sudbury, SMILE Director David Galia looks at artwork by Thaisa-Jade Dessin, in the Ready for K program, July 29, 2021. DAILY NEWS AND RECORD LOCAL STAFF PHOTO ART LEMAN

See SUMMER, Page 2A

Reflection

- × Provided valuable integration opportunities
- × Supported a smooth transition to school for new students from Boston
- × Students were happy and engaged
- × Staff training and curriculum support was critical
- × Transportation allowed for more equitable access
- × Social programming by SPS would be preferable
- × Beginning the enrollment process earlier would help families
- × Inventory control of materials was challenging
- × Provide end of program report for families

