



Lincoln Public Schools

Stephanie Powers
Administrator for Student Services

To: School Committee
Mickey Brandmeyer, Superintendent
From: Stephanie Powers, Administrator for Student Services
Re: Report on 2011 Summer Programs
Date: September 9, 2011

During the 2011 summer months the following programs were held:

- Special Education Extended School Year Programs
- Title 1 Middle School Program
- Title 1 Primary School Program
- Lincoln School Math Camp
- Lincoln School Achievement Camp

This report will serve as a description of each program and provide information regarding the number of student who attended, the outcomes and evaluative information.

SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY)

ESY Rationale

Extended School Year (ESY) services are required by both state and federal legal mandates. The federal law, the Individuals with Disabilities Act (IDEA) 2004, states "ESY must be available if the IEP team determines, on an individual basis, that extended year services are necessary to provide Free and Appropriate Education (FAPE)" and the state law, Massachusetts law 603 CMR 28.05(4)(d), states "An extended year program may be identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided."

ESY Student Eligibility

All students "regress" or lose progress, forget, and revert to previous behavior to some extent between school years and during school breaks. The provisions of IDEA require schools to provide ESY services for those students with disabilities who require such services to ensure an appropriate educational program. All students with disabilities who have an Individualized Education Program (IEP) must be considered for ESY, but typically only those who will be severely impacted by an extended break in instruction are to be enrolled. When an IEP team considers a student with a disability eligible for summer services, they must first determine whether a child's regression would likely be substantial, and whether the child would require greater than usual time to "recoup" – to get back to the level the child had achieved before a break in service. In nearly all cases, projections of summer regression-recoupment are to be made based upon data gathered during school breaks.

Decisions about ESY programs are to be made on an individual basis, taking into consideration the unique needs of the child. These are situations where the nature of the

student's disability and other factors would be considered in the ESY eligibility process. ESY services are available only to students with disabilities who meet the eligibility criteria for ESY. It is not a "one size fits all" program. ESY is individually designed by the IEP team to prevent substantial regression in those critical life skill areas that are likely to be impacted by an extended summer recess. Critical life skills may include but are not limited to: self-help, social skills, emotional support, physical mobility, communication, assistive technology, academics and vocational skills.

ESY (Special Education) Program

The Lincoln Public Schools ESY program was developed to meet a wide range of student needs. Following the aforementioned eligibility assessment, it was determined that the program should be conducted for six weeks (July 6th - August 12th) during the summer of 2011. On an individual basis it was determined how many days per week and how many hours per day was appropriate for each student.

- *Preschool Instruction*

The preschool ESY program is an extension of the school year program. Teachers teach children age 2.9 through 5 years with a curriculum to addresses each individual child's physical, social, emotional and intellectual growth. Children are provided with opportunities to engage in active hands-on exploration that fosters confidence, self-esteem, creativity and learning.

- *Integrated Experience into the Lincoln Recreation Camp*

Through a partnership with the Lincoln Recreation Department, students were provided with social, emotional and behavioral instruction in an inclusive setting. The model fostered opportunities for the students to work in small and large groups with other similarly aged typically developing students from the Lincoln community. The main goals for the students enrolled in this option were:

- (1) To prevent substantial regression of social skills
- (2) To be able to recognize and label one's emotions and others' emotions
- (3) Monitoring one's own daily participation and ability to follow group rules
- (4) Strategies for working collaboratively and effectively with peers
- (5) Conversational strategies
- (6) Self-advocacy skills

- *Specially Designed Academic Instruction*

Academic instruction was provided in the form of tutoring focused on preventing substantial regression in the academic areas of English Language Arts (ELA) and Mathematics. Typically the instruction was provided on a one-to-one basis or in a small group setting. The sessions focused on specific skill areas identified by the student's IEP teams, and all tutoring sessions addressed IEP goals/benchmarks as well as appropriate essential knowledge and skills from the Lincoln Public Schools curriculum.

- *Related Services*

The related services in use during the ESY program were occupational therapy, physical therapy, speech and language therapy, and transportation services. Students receiving related services were seen individually or with one other peer, and the therapy was focused on preventing substantial regression of skills in that specific developmental area.

ESY Enrollment

Program	Hanscom Students	Lincoln Students	Total
Preschool	12	2	14
Academic Instruction	15	5	20
Camp	5	2	7

ESY Program Evaluation

Staff were asked to fill out a survey regarding the ESY program. In general, parents, students and staff all gave the ESY program a positive review. Please refer to the comments and recommendations below:

The following are some of the staff comments:

- "Academic services for Hanscom students should continue to occur at the Hanscom schools. The interface with Clubhouse should also continue. Thanks for all the hard work at Central to support us!"
- "The students benefited from being in the Recreation Camp. They seemed to really like the activities."

ESY Program Expenditures

Lincoln Campus

	Budget	Expenditures	Available
Teacher Salaries	25,345.00	16,786.50	8,558.50
Occupational and Physical Therapy	850.00	449.37	400.63
Consumable Supplies	459.00	0.00	459.00
Contracted Services: SLP	4,100.00	3,580.50	519.50
Total	\$ 30,754.00	\$ 20,816.37	\$ 9,937.63

Hanscom Campus

	Budget	Expenditures	Available
Teacher Salaries	33,000.00	32,909.07	90.93
Occupational and Physical Therapy	1,000.00	449.38	550.62
Consumable Supplies	696.43	96.45	599.98
Contracted Services: SLP	3,000.00	2,929.50	70.50
Total	\$ 37,696.43	36,384.40	\$ 1,312.03

TITLE 1 PROGRAMS

Title 1 Rationale

Title I, Part A is a federal program that provides financial assistance to schools with high percentages of low-income children to support the academic achievement of disadvantaged students. Title I funds are used by schools to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Title I funds can be used to support extra instruction in reading and mathematics, additional teachers, materials of instruction, as well as after-school and summer programs to extend and reinforce the regular school curriculum.

Title 1 Eligibility

Students are recommended for Title 1 programs based on teacher recommendation, parental input, class rank, performance on standardized tests and performance on common assessments. Students are ranked based on the greatest need and slots are offered to families according to rank.

Title 1 Programs

- *Middle School Program*

The program offers an extension of the general education taught during the school year. Students have the opportunity to enrich their learning and strengthen basic skills through activities in engineering and math, and reading and language arts. The focus is on filling in gaps, reinforcing skills and enabling students to begin the school year with confidence and improved academic functioning.

The program ran for four days a week for four weeks in July. Students attended from 8:00 – 12:00 and were divided by age group. Each day the students engaged in ninety minutes of hands-on activities that incorporate math, science, engineering and real world problem solving and ninety minutes of reading/ language arts activities that involved reading, writing, speaking and listening. Additionally, students received targeted practice in math and reading skills everyday. The program offered a combination of directed instruction at the student’s level and independent exploratory activities targeted to apply and integrate learned skills. Student’s use of technology was integrated into the instructional sessions.

- *Title 1 Primary School Program*

The Primary School Summer Booster Program was targeted toward intervention to build students’ skills in the academic areas of reading and math with the purpose of avoiding summer regression. Students participated in reinforcement of skill areas through direct instruction, reading and math computer programs and group skill games. Students also participated in independent reading with “just right” books to strengthen decoding, fluency and comprehension. This program was in session five days a week from 8:00-12:00 for two weeks at the end of August.

Title 1 Enrollment

Middle School Program

Grade	Number of Students
4	6
5	4
6	7
7	9
8	8

Primary School Program

Grade	Number of Students
2	12
3	7

Title 1 Evaluation

Middle School Program

The following are some of the student comments:

- "I really like the activities we did. More students should attend this program during the summer."
- "The program is interesting since we change activities each week."
- "Hands on projects where we include building items into the learning assignments"
- "Having just moved here, by attending, I have been able to make new friends and get to know the teachers and school."

Primary School Program

The following are some of the parent comments:

- "Wonderful transitional period before school starts"
"Able to meet teachers other kids and get an early introduction to a new school"
"The structure of returning to school 2 weeks early gave my child an opportunity to readjust/prepare for school."

Title 1 Staff Comments:

- "For Title 1 HMS summer program, continuity of teachers and time of sessions should remain the same. Changing activities each week allows interest of students to continue and provides an easy entry for students that are just moving on to the Base. For title 1 HPS Program, four hour sessions in the morning worked well, but there has been some concern regarding sessions on Friday in regards to the custodial staff and cleaning of the buildings just before opening regular session of school."

Title 1 Program Expenditures

Hanscom Campus

Description	Budget	Expenditures	Available
Professional / Teachers Salaries	14,500.00	14,000.00	500.00
Tutors/ Assist/ Secretary	6,642.00	6,342	300.00
Coordinators	2,500.00	2,500.00	00.00
Other Published/ Consumable Supplies	5,434.00	4,178.75	1,255.25
TOTAL	\$ 29,076	\$ 27,020.75	\$ 2,055.25

LINCOLN SCHOOL MATH CAMP

Lincoln School Math Camp Rationale

Math Camp 2011 was designed to supplement the mathematics taught during the school year for the purpose of enrichment, challenge, skill maintenance and development.

Lincoln School Math Camp Eligibility

The program was designed to meet the learning needs of students who struggle with math and those who were in need of advanced learning opportunities. Parents were invited to sign up their child on a first come basis with a lottery to be used if the sign-ups were greater than the planned capacity of the camp.

Lincoln School Math Camp Description

Math Camp was a continuing initiative at the Lincoln School for the summer of 2011. The goals of Math Camp 2011 were to provide students with:

- A fun, challenging and engaging environment to learn math
- Opportunities to gain confidence and enjoyment with math
- Practice to improve mathematics performance

The program was designed for Lincoln School students entering grades 3 and 4 during the 2011-12 school year. Students who love math, panic with math or are still trying to decide were welcomed. The teachers actively engaged students in doing meaningful mathematics, discussing mathematical ideas and applying mathematics in interesting and thought provoking situations. The teachers felt these factors were needed to achieve math understanding. Math games, puzzles, skills practice and instruction, group problem solving, and/or other creative real life hands-on explorations were a daily component of the program.

Following the Math Camp, an afternoon program was designed in collaboration with the Lincoln Recreation Department. Families were given the options to elect for their child to participate in the Lincoln Summer Camp program from 12:00-3:00 Monday, Tuesday, and Thursday and from 9:00-3:00 on Friday. The cost for this component was \$115.00 per week.

Lincoln School Math Camp Enrollment – over the two weeks

Grade	Number of Students
3	8
4	13

Lincoln School Math Camp Evaluation

Program evaluation data was collected before and after each learning experience. The data for student progress is noted in the attached spreadsheet.

The following are some of the student/parent comments:

“Despite their worst reservations, my kids enjoyed Math Camp, AND the opportunity to meet members of the third-grade teaching team. They learned that math doesn’t always have to be boring, about problem sets or take place in the classroom. They enjoyed the experience and I was really pleased that the kids were able to take advantage of the program for free.”

“I don't know where to begin... (student), who groaned and moaned when he heard he was to attend math camp and grudgingly agreed to get in the car the first day (because he'd see Mr. Dexter, whom he had for 3rd and loved!), ended up cheerily getting out of bed, moving quickly through his morning routine and skipping briskly into Brooks for the remainder of the two weeks.

At dinner, throughout his math camp experience, he was full of explanations and details - something we're not used to from him. (Sister), who is now in 2nd, can't wait to attend next summer.

This program must - absolutely! - continue. Have you thought about extending the program so my now-4th-grader (entering 5th in 2012) can participate again?"

"I would say the math camp was a success. (Student) loved it and enjoyed it. I am glad to see she learned and enjoyed at the same time.

This story proved (student) loved it very much. One math camp day was also our company's annual summer party at Kimball Farm. She did not want to leave one minute early from math camp to go to the party. So we waited and went after that day's math camp finished. Hope we will have it again next summer."

"We were very pleased that the teachers selected geometry as a primary focus for the camp. This seems to be a more difficult topic area. The approach and material were helpful as a refresher and extension from the school year. Also, the teachers are wonderful."

The following are some of the teacher/staff comments:

"This year like last, Math Camp proved to be a terrific opportunity for kids, with a wide range of mathematical understandings, to practice mathematical concepts in all strands, and hone skills and strategies, in a fun, project based, cooperative setting. We continued to use Responsive Classroom's Morning Meeting to set the tone for each day, and Morning Message to pique curiosity about the day's activity. Projects were accessible on a variety of levels, allowing individuals to use prior knowledge and understanding to connect to new learning. All students, regardless of current performance level, were actively engaged at all times through discussions and activities centered around math terms and concepts. Attendance records show a high level of interest in the camp. Most parents continuously reported that their children were eager to come back each day."

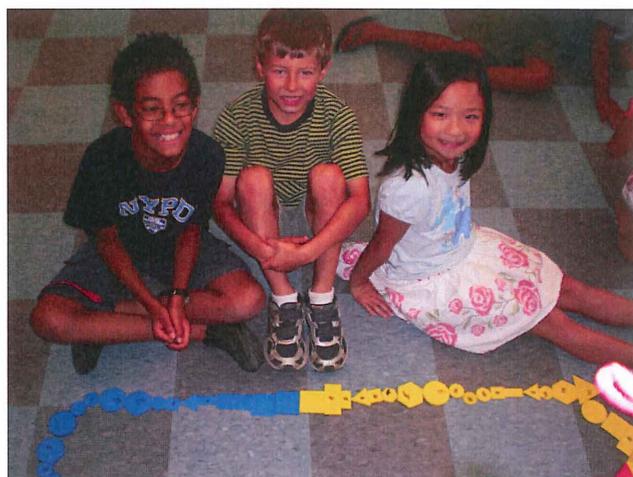
Math Camp Costs:

	Budget	Expenditures	Available
Staffing:	9,530.00	4,754.30	4,775.70
Materials	500.00	103.64	396.36
Total	\$ 10,030	\$ 4,857.94	\$ 5,172.06

Math Camp Experiences



Students working on the "City Planning" project, which involved creating a city using specific geometric shapes and lines.



Students posing with their attribute train, a continuous "train" using 60 specific blocks, that connects from one block to the next by only changing one attribute.



Students testing out their tetrahedral kites!

Math Camp Assessment Data

	M/G	M/G	DP/M	DP/M	M/NN/OC	M/NN/OC	N/N	N/N	OC	OC	G	G
Student	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	1	3	1	3	3	3	1	3	2	3		
2			1								1	3
3	2	2	2	3	1	2	1	2	1	3	1	3
4	1	1	1	3	2	2	1	1				
5	1	3	1	3	1	3	2	3				
6	3	3	1	3			2	3				
7									2	3	1	3
8									2	3	1	3
9	N/A	3	3	3	N/A	2	2	3	1	3	1	3
10	1	3	1	3	3	3	3	3	2	3	2	3
11	1	3	1	3	3	3	3	3	2	3	2	3
12									2	3	1	3
13	1	2	1	1	3	3	1	3	1	3	1	3
14									1	3	0	3
15	1	3	2	3	2	3	2	3				
16									1	3	2	3
17	1	3	1	3	1	1	2	3	1	3	1	3
18	2	2	2	3	2	3	1	3				
19	1		1	3	N/A	3	1	3	1	3	1	3
20	1	2	2	3	2	2	2	3	2	3	1	3
21									2	3	1	3

KEY

M = measurement

DP = data, probability

G = geometry

NN= Number and numeration

OC = Operations and computation

3 all correct with understanding

2 shows some understanding

1 little to no understanding

LINCOLN SCHOOL ACHIEVEMENT CAMP

Lincoln School Achievement Camp Rationale

The program was designed to provide students with a chance to explore literacy and mathematical concepts in a way that prepared them for the rigors of the grade they would enter in September.

Lincoln School Achievement Camp Eligibility

Achievement Camp 2011 was designed for students who were identified as needing a boost through current assessment data, teacher recommendation or information gained through the kindergarten screening process. Families were invited to have their child participate.

Lincoln School Achievement Camp Description

Achievement Camp was a new initiative at the Lincoln School for the summer of 2011. The goals of Achievement Camp 2011 were to provide students with:

- Fun, challenging and engaging environment to learn reading and math skills
- Opportunities to gain confidence and enjoyment with reading and math skills
- Practice to improve reading and mathematics performance

The program was designed for Lincoln School students entering grades K-2 during the 2011-12 school year. Instructors chose themes and kept the activities focused around that theme to keep it fun and to help kids focus on one topic throughout the week. Camp included activities with that central theme as the focus centered on the key areas of literacy: phonemic awareness, phonics, vocabulary, comprehension and fluency and numeracy: number sense and operations, geometry, measurement, patterns relations and algebra, data, statistics and probability.

Following the Achievement Camp, an afternoon program was designed in collaboration with the Lincoln Recreation Department. Families were given the options to elect for their child to participate in the Lincoln Summer Camp or Kinder Camp Extended Day programs from 12:00-3:00 Monday, Tuesday, and Thursday and from 9:00-3:00 on Friday. The cost for this component was \$115.00 per week with an extended day option based on the number of days attending.

Lincoln School Achievement Camp Enrollment – over the two weeks

Grade	Number of Students
K	8
1	3
2	5

Lincoln School Achievement Camp Evaluation

Program evaluation data is noted below:

Achievement Camp Pre/Post-Assessment Continuum

Aligned with the District Goal category Curriculum, Instruction and Assessment:

The district strives for academic excellence and persists in identifying and maintaining high expectations for all students, confirming student achievement and engagement, cultivating passion for knowledge and enjoyment of learning and celebrating excellence.

Aligned with Goal 3 of the Lincoln School Improvement Plan: To facilitate learning experiences that narrow the achievement gaps that exist among racial groups, children with special needs and children from lower socio-economic groups.

Task: In response to a shared read-aloud that took place each day, the teaching team looked for ways to have the students combine literacy and math experiences.

Draw a picture that shows how many (items) the (characters) had @ the end of the story. Use pictures, letters and numbers to show your thinking.

Continuum’s measured include the communicating with picture drawing, use of words, use of numbers and student engagement:

Picture

Continuum benchmarks	Score 1	Score 2	Score 3	Score 4+
PRE: Number of students on each point of continuum	0	4	10	0
POST: Number of students on each point of continuum	0	4	10	0

Words

Continuum benchmarks	No letters or words	Letters	Labels	Words	Sentence	Sentences
PRE: Number of students on each point of continuum	3	2	0	3	3	3
POST: Number of students on each point of continuum	3	2	1	1	1	5

Numbers

Continuum benchmarks	Not age appropriate	No numbers	Numbers	Number Sentence
PRE: Number of students on each point of continuum	3	5	5	1
POST: Number of students on each point of continuum	0	0	10	4

Engagement

Continuum benchmarks	No engagement	Engaged in 1 activity	Engaged 2 activities	Engaged in 3 or more activities
PRE: Number of students engaged	1	3	5	5
POST: Number of students engaged	0	0	4	10

The following are some of the student/parent comments:

"We greatly appreciated you offering Achievement Camp over the summer. My daughter attended for one week. Summer is fun but long and I was worried that all the hard work and accomplishments from first grade would be forgotten. Achievement Camp gave us a mid-summer target date which motivated us to keep practicing reading and writing a little bit every day so we wouldn't be out of shape for camp week. As a result of doing a little extra work over the summer, my daughter felt more confident going into second grade. She also decided that writing stories was fun. There was barely a peep of protest when school started which was remarkable.

My daughter enjoyed the activities and teachers in Achievement Camp. But the best part was that I just had to drop her off at the Pods in the morning, go to work, and the Lincoln Rec Department Camp crew took care of taking her over to the Achievement Camp. (Student) didn't feel singled out at all, it was just part of summer fun and activities."

"Our son went for two weeks this summer. After getting over the idea of going to school during summer (sort of), he actually seemed to enjoy going to Achievement Camp on most days. In terms of how much he got out of it...it's hard to say. But it seems to have helped him get back into the swing of reading/writing/math for school this year. Overall, we are happy to have it available and glad he went."

The following are some of the teacher/staff comments:

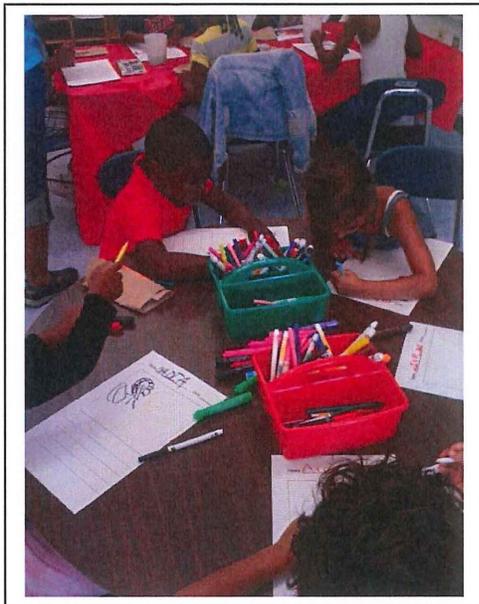
"We observed a strong benefit with the incoming K and 1 students. It helped establish a routine, introduce new faces, and have a chance to experience some academics before school started. It gave teachers a chance to meet new students and help establish a rapport with them and exchange information with other teachers about progress and personalities. The largest growth was observed in the youngest age group. Moving forward with camp,

it would more beneficial to have just K and 1 together and have the camp be a two week camp for everyone. This will maximize the benefits of this unique program.”

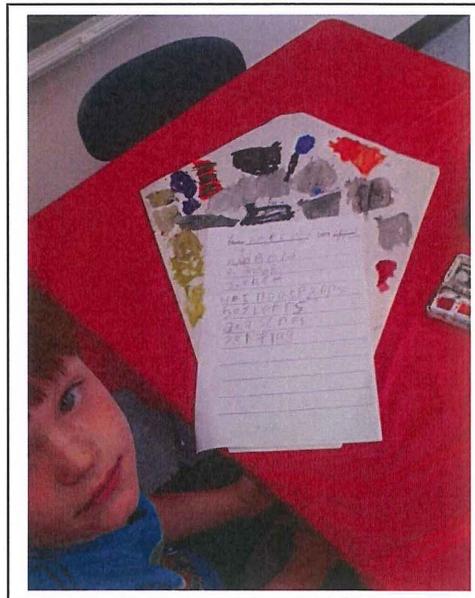
“For children coming from Boston this was a great opportunity. I think it should be offered to all children. They really came to school with more confidence.”

Costs:

	Budget	Expenditures	Available
Staffing	9930.00	4,811.86	5,118.14
Materials	500.00	229.13	270.87
Busing from Boston	2800.00	2,752.00	48.00
Totals	\$ 13,230.00	\$ 7,792.99	\$ 5,437.01



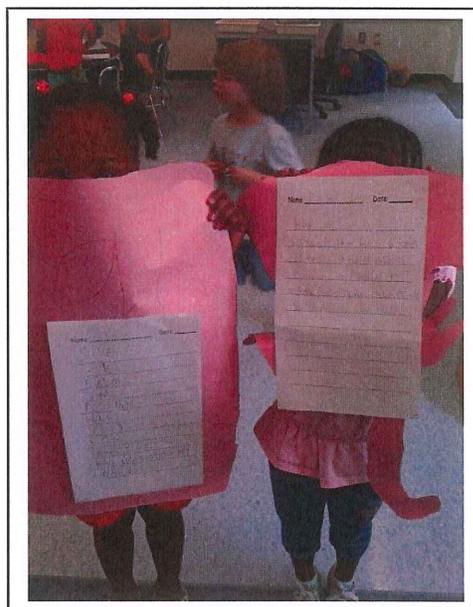
Children are experiencing writing workshop with creative materials.



Children created a number story about the wind blowing objects in the air.



Children recall part of the Great Big Enormous Watermelon Story using art materials. They use numbers to show how many characters are in the story.



Children create their own monster by rolling dice to find out how many different body parts they place on their monster. They wrote a story about their monster giving them names and personalities.



We had a soybutter and jelly picnic to celebrate our success!