



Lincoln Public Schools

Stephanie Powers
Administrator for Student Services

To: School Committee
Rebecca McFall, Superintendent

From: Stephanie Powers, Administrator for Student Services
Lynn Fagan, Preschool Coordinator
Stephen McKenna, Smith K-4, Principal
Sharon Hobbs, Brooks 5-8, Principal
Beth Ludwig, Hanscom Primary, Principal
Erich Ledebuhr, Hanscom Middle, Principal

Re: Report on 2014 Summer Programs

Date: October 15, 2014

During the 2014 summer months, the following programs were held:

- Special Education Extended School Year (ESY) Programs (Pre-8)
- Title 1 Middle School Program (4-8)
- Title 1 Primary School Program (1-3)
- Lincoln School Math Camp (3-4)
- Lincoln School Achievement Camp (K-2)
- Lincoln School Achievement Camp (5-6)

This report will serve as a description of each program and provide information regarding the number of students who attended, 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)." Massachusetts state 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 skills and 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 during the summer of 2014. On an individual basis, it was determined how many days per week and how many hours per day were appropriate for each student. This determination was made by the Individualized Education Program (IEP) team.

- *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 goals and objectives found in their Individualized Education Program. Children are provided with opportunities to engage in activities that help to maintain their language skills, social skills, pre-readiness skills, and independence within a classroom.

- *Integrated Experience into the Lincoln Recreation Camp*

Through a partnership with the Lincoln Recreation Department, students are provided with social, emotional, and behavioral instruction in an inclusive setting. The model fosters 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 are to:

- (1) prevent substantial regression of social skills;
- (2) be able to recognize and label one’s emotions and the emotions of others;
- (3) monitor one’s own daily participation and ability to follow group rules;
- (4) develop strategies for working collaboratively and effectively with peers;
- (5) improve conversational skills; and
- (6) promote 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. The sessions focused on specific skill areas identified by the student’s IEP, 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 provided 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	18	7	25
Academic Instruction at Lincoln	4	5	9
Academic Instruction at Hanscom	13	0	13
Inclusion in Lincoln Recreation camp	11	0	11

ESY Program Evaluation

At the end of ESY programming, parents and staff were asked to give us informal feedback on their experience. Please refer to the comments and recommendations below:

Comments from Parents:

- “She had a successful summer.”
- “Amazing growth in swimming skills. The instructors were great.”
- “I can tell he worked really hard during the tutoring. He was not excited to come but seemed happy at pick up.”

Comments from Staff:

- “The camp had a lot to offer but sometimes the students couldn’t handle all the activities well. Should we think about ways to adjust for this next year?”
- “The students loved swimming!”
- “It was a successful program and I hope to return next year.”

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 for 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

- *Title 1 Middle School Program*

The program offers an extension of the general education curriculum 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 hands-on activities that incorporated math, science, engineering, and real world problem solving. Reading and language arts activities focused on reading, writing, speaking, and listening skills. 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 also 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	8
5	5
6	7
7	5
8	4

Primary School Program

Grade	Number of Students
K-1	17
2-3	14

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 2014 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 continuing initiative at the Lincoln School for the summer of 2014 running Monday-Thursday from 9:00-12:00 the weeks of July 28-31 and August 4-7. The goals of Achievement Camp 2014 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; and
- practice to improve reading and mathematics performance.

The program was designed for Lincoln School students entering grades K-2 during the 2014-15 school year. A number of students were able to participate in the camp for two weeks. 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. Themed camp activities focused on the key areas of literacy: phonemic awareness, phonics, vocabulary, comprehension and fluency and numeracy: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry. This year technology was infused through the iPad apps Pocket Phonics, Letterschool, Line 'em up, Beluga Maths, Space Numbers, Sightword Speller and Story Kit. Using animated graphics, sound and touch students learned letter sounds, writing letters and blending letter sounds to make words. Students were also able to create their own artwork and a verbal narration of stories that were then shared electronically with families.

Lincoln School Achievement Camp Enrollment (Over the Two Weeks)

Grade	Number of Students Week 1	Number of Students Week 2
K	4	3
1	10	12
2	2	2

Comments from Families and Students:

- "I liked the Daily 5 rotation where we got to use the iPads and listen to books."
- "I liked making a story on the iPad."
- "I liked that we got to fly a kite."

LINCOLN SCHOOL MATH CAMP

Lincoln School Math Camp Rationale

Math Camp 2014 was designed to supplement the mathematics taught during the school year for the purpose of enrichment, challenge, and skill maintenance.

Lincoln School Math Camp Eligibility

The program was designed to meet the learning needs of students needing remedial support and those who were in need of advanced learning opportunities. Parents were invited to sign up their child on a first come basis.

Lincoln School Math Camp Description

Math Camp was a continuing initiative at the Lincoln School for the summer of 2014 running Monday-Thursday from 9:00-12:00 the weeks of July 28-July 31 and August 4-7. The goals of Math Camp 2014 were to provide students with:

- a fun, challenging, and engaging environment to learn math;
- opportunities to gain confidence and enjoyment with math; and
- practice to improve mathematics performance.

The program was designed for Lincoln School students entering grades 3 and 4 during the 2014-15 school year. Students who love math, panic about math, or are still trying to decide were welcomed. The teachers actively engaged students in authentic mathematics experiences, discussing mathematical ideas and applying them in interesting and thought provoking situations. The teachers felt these factors were important in the achievement of mathematical understanding. Math games, puzzles, skills practice and instruction, group problem solving, and real life hands-on explorations were a daily component of the program. Computers, technology was infused through the use of a graph building website, on which students graphed their own athletic events data. On another day, a geometry-related site was used to practice estimating and measuring angles.

While four half-day sessions is not a significant amount of time, the camp did allow students to engage with math learning in ways that made it fun and accessible. The students' feeling about themselves as math learners showed improvement.

Lincoln School Math Camp Enrollment (Over the Two Weeks)

Grade	Number of Students Week 1	Number of Students Week 2
3	12	7
4	13	13

Comments from Families and Students:

- "H. had such a great time this week and wants to come back next week. Is it too late to sign up for another week?"
- "My favorite activities were making Tessellated Tetrahedron Kites and building Area and Volume Cities!"

During a game of The Wild Wind Blows, when asked to, "Move if you like Math Camp," all campers moved around the circle.

LINCOLN SCHOOL ACHIEVEMENT CAMP (Incoming 5th and 6th graders)

Mani Matthai (Math), Maurisa Davis (ELA)

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 2014 was designed for students who were identified as needing a boost through current assessment data and/or teacher recommendations. Families were invited to have their child participate.

Lincoln School Achievement Camp Description

Achievement Camp was a continuing initiative at the Lincoln School for the summer of 2014, running Monday through Thursday from 9:00 to 12:00 the weeks of July 28-31 and August 4-7. The goals of Achievement Camp 2014 were to provide students with:

- fun, challenging, and engaging environment to practice reading and math skills;
- opportunities to gain confidence and enjoyment with reading and math skills; and
- practice to improve reading and mathematics performance.

The program was designed for Lincoln School students entering grades 5 and 6 during the 2014-15 school year. Instructors chose themes or topics that previous classroom teachers and/or specialists had identified as areas of weakness. Camp included activities with these central topics as the focus centered on the key area of Literacy: comprehension, specifically identifying main idea in informational paragraphs (5th grade) and writing complete sentences (grade 6) and Mathematics: number operations, measurement, problem solving strategies, and open response practice.

Lincoln School Achievement Camp Enrollment (Over the Two Weeks)

Incoming (Grade)	Number of Students Week 1	Number of Students Week 2
5 th	5	4
6 th	6	8

Lincoln School Achievement Camp Evaluation

As many students were present in both weeks, the teachers used the information gathered in pre and post assessments to plan instruction for week two. Students grew in their ability to read math problems for the information necessary to solve using different operations. They were engaged in the classes and asked good questions, resulting in further learning of all of the students. Fifth grade students were able to recognize important information in paragraphs and use that to identify main idea. Sixth grade students grew in their ability to identify fragments of sentences in week one. In the second week, students learned how to take notes of just important details in a paragraph in order to find the main idea of informational text. Students grew to almost full proficiency in this skill.

Testimonials from Achievement Campers:

- "Achievement camp has made me better at writing paragraphs."
- "In ELA, I learned how to predict a main idea."