

SUMMER LEARNING

ESSER-Funded Summer Programs
in Connecticut School Districts

Summer 2022



INTRODUCTION

The COVID pandemic has had a dramatic effect on students and educators. The Connecticut Association of Public School Superintendents (CAPSS) and the Connecticut State Department of Education (SDE), through the leadership of Commissioner Charlene Russell-Tucker, anticipated the need for significant support to address this impact. As a result, CAPSS and the SDE formed a partnership to establish a cadre of retired superintendents to serve districts receiving Elementary and Secondary School Emergency Relief (ESSER) funds by acting as ESSER advisors.

The learning loss suffered by students has been substantial. Through their work with school districts, ESSER advisors recognized that a significant strategy devised by educators to make up for this learning loss has been to greatly expand the quality and quantity of summer learning programs. This expansion was made possible in large part by the unprecedented amount of money sent to the state under the various federal ESSER grants.

In the spring of 2022, CAPSS contacted districts regarding summer programs they had created that they thought were significant and effective in addressing this learning loss issue, and districts across Connecticut responded.

During the summer of 2022, CAPSS' ESSER advisors visited many districts to observe and learn about their program(s). What we learned was amazing! In the following pages you will be introduced to an assortment of creative, innovative, and effective programs developed by educators throughout the state. Some highlights include:

- * Programs addressing basic skills and emotional learning using highly engaging, active learning strategies and material with students moving and learning. (Crime scene investigators, robotic construction and programming, medical training, creating treasure maps, marine research, gardening, theater, etc., etc.)
- * Students eagerly attending the programs while demonstrating remarkable independence and enthusiasm.
- * Programs partnering with community agencies to make the programs comprehensive and expansive.
- * Programs that were highly structured and consistent but also creative and innovative (and fun!).
- * Programs that encouraged teachers to create and utilize new and creative strategies to address curriculum standards. (A professional learning and testing laboratory).
- * Programs so comprehensive that parents flocked to them as they were meeting not only their child's learning needs but providing essential daycare as well.
- * High school programs that allowed students to make up work, gave incoming students a leg up on freshman year and gave upper-grade students an opportunity to earn college credits.

We are so pleased to share with you just a sample of these fantastic summer programs experienced by students across Connecticut. In the following pages, CAPSS has selected a representative selection of programs for introduction. More detailed information on these programs is available on our website at www.capss.org/summer-learning. Finally, contact information is available for each program. All participants are eager to share detailed program information with any interested party and welcome your inquiries.

Fran Rabinowitz
Executive Director
CAPSS

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Additional information on each program and additional programs may be found at www.capss.org/summer-learning

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EMR Certification Program

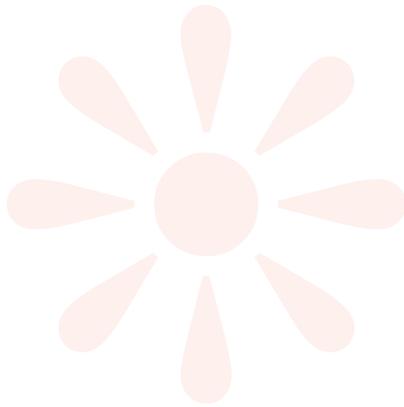
Bristol School District

Grade level/Age Range of Students in Program: Students rising to grade 11 and 12

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The primary purpose of the program is to provide students enrolled in the high school Allied Health Pathway an opportunity to gain an additional certification. Since this pathway leads to certification in both EMR and CNA and achieving both during the regular school year alone is difficult, students who take the summer program can exit high school with the opportunity to gain certification in both areas.

This summer program can be viewed as an extension of the school year program.



Most Innovative or Successful Elements of the Program

The entire Allied Health Pathway is designed to enable students to graduate from high school and quickly gain certification in any number of allied health occupations such as EMR or CNA. An analysis of the local job market indicates that for a graduate to live independently in the area they need to find employment that pays approximately \$27/hour. Since these positions are in that range of pay, the idea is to create as many opportunities as possible for these students by preparing them for as many options as possible. This summer program allows the students who attend to graduate with at least two viable options.

How Are the Outcomes of the Program Measured

The ultimate assessment of the success of the program is students passing the certification assessment for the related position. To date every student in the program has passed the assessment. To focus specifically on the summer component of the program, the staff compares the performance of those students who attended the summer program to those who did not both in terms of their proficiency within any pathway and the number of certifications they are prepared for.



PROGRAM CONTACT

Jaime Rechenberg | Jaimerechenberg@bristolk12.org

Curriculum Writing Institute

Cheshire School District

Grade level/Age Range of Students in Program: Teachers serving grades K-12

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The Institute provided a post COVID opportunity to reimagine education by giving Cheshire teachers the opportunity to develop a robust curriculum grounded in the district's strategic focus areas ---Complex Thinking and Social Emotional Learning. Teachers received training on developing curricula grounded in the standards and authentic real-world tasks with the opportunity to dialog with colleagues from across the district. The Institute capitalized on two components of the Acceleration framework: 1) Prioritize essential concepts and skills; 2) Design academic tasks as deep learning experiences.

The goals of the Institute focused on...

- 1) Develop authentic performance tasks that are engaging, rigorous, tied to standards, equitable and demonstrate students complex thinking;
- 2) Create a K-12 digital curriculum library that is accessible to those who teach the course;
- 3) Develop a curriculum that embodies Acceleration.

The Institute was designed to capture the hearts of teachers in a post pandemic world. Seventy-eight teachers attended. A post Institute survey demonstrated very positive feedback from participants.

Most Innovative or Successful Elements of the Program

- * Deep and engaging teacher involvement in strengthening post COVID curricula that promote accelerated learning, complex thinking, social emotional learning and equity;
- * Cross district dialogue that values teacher voices/teacher professionalism;
- * A continual feedback cycle that promoted continuous learning, and contributed to high quality submissions.

How Are the Outcomes of the Program Measured

- * Evidence of work. Completed curricula materials. Products in hand;
- * Presentations to School Board and to the general staff with a feedback cycle connected to all presentations;
- * Scheduled walk throughs to measure implementation process;
- * On-going analysis of student performance data both internal and external in targeted core areas.



PROGRAM CONTACT

Marlene Silano, Assistant Superintendent | msilano@cheshire.k12.ct.us

Griswold Public Schools Summer Learning

Griswold School District

Grade level/Age Range of Students in Program: All levels: Enrichment and EYP: High School: Credit Recovery

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

Enrichment: Students were engaged in active learning through projects, performance and/or inquiry. Sample courses: *Instrument Petting Zoo; Tech Know Maniacs; Live Stream Video Production; STEAM Projects; Around the World in Espanol; Cooperative Team Games and Sports; Come on Baby Light My Choir; Wolverines "BANDING" Together.*

Credit Recovery: Students earned credit for High school courses that were not successfully completed during the school year (blended programming). Course titles included: A Perfect World (English 9-12); Math Path (9-12); and Plato courses.

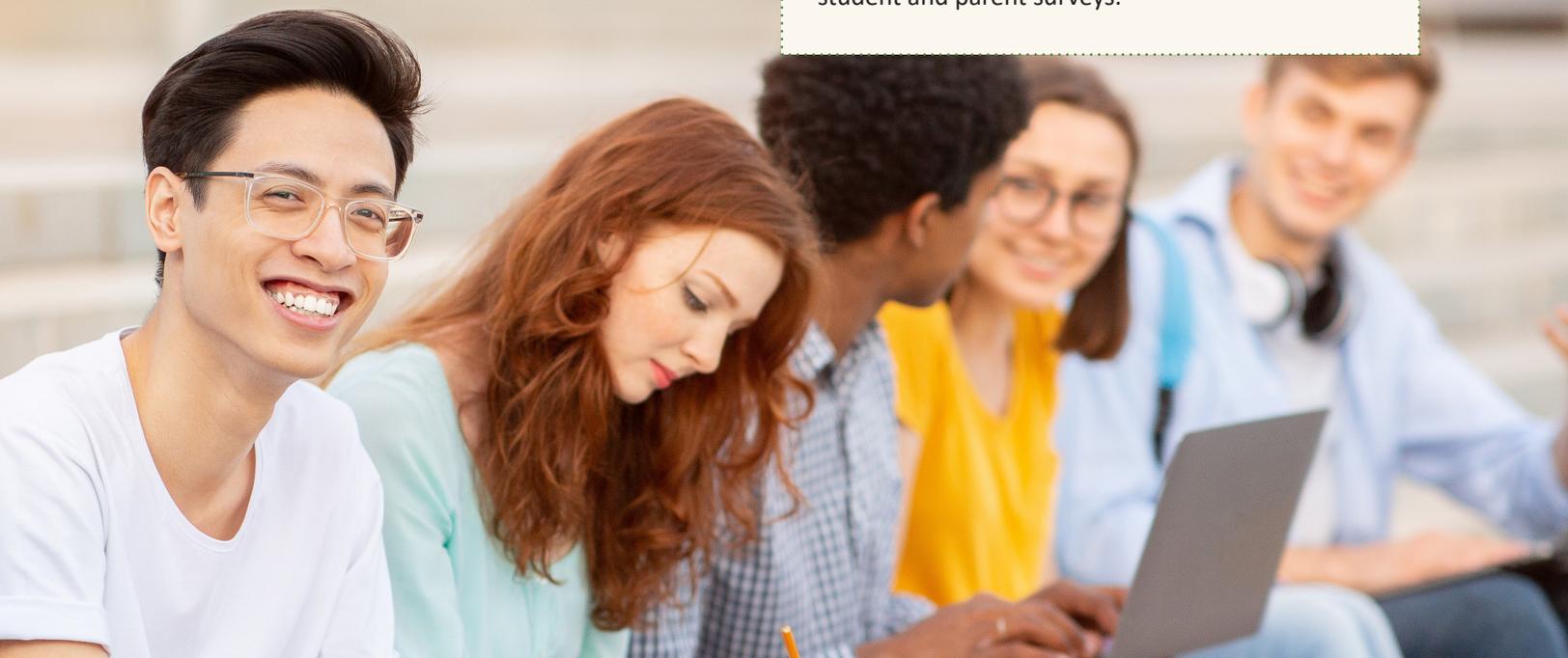
ESY: Per IEPs

Most Innovative or Successful Elements of the Program

- * **Engagement** in learning was the priority. By appealing to kids' interests and active modes of learning, kids were drawn to participate and nurture a love for learning. The concept is related to the District's goal of providing innovative learning experiences. The program encouraged staff to use the program as a lab for innovation, carrying forth successful ideas into the school year. There is a positive overlap between the summer school model and the District's Catalyst Team for Innovation.
- * **Middle School Advanced Math** This program is taught by a middle school math teacher with an acceleration component. Students receive targeted instruction in priority concepts that will help them succeed in Algebra as 7th graders or Geometry as 8th graders. In keeping with the project/inquiry model, half of the time is spent on developing concepts and the other half in applied activities.

How Are the Outcomes of the Program Measured

Enrichment Program: Currently assessing engagement by attendance and end of program student and parent surveys.



PROGRAM CONTACTS

Jessica Gillespie | jgillespie@griswoldpublicschools.org
Pat Feeney | pfeeney@griswoldpublicschools.org

Middle School Summer Experience

Hartford School District

Grade level/Age Range of Students in Program: Rising grade 6 - 8 students

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

Middle School Summer Experience is open to all middle school students – student can select to participate in a leadership, social and emotional, or sports oriented session for the 4 week program – community partners provide enrichment and cultural experiences.

Transportation provided for all students. Field trips were held every Friday with transportation provided. Suburban students in Hartford magnet schools were also transported.

Every student received breakfast and lunch. If they participated in the afternoon enrichment program with community partners, they received a snack.

Community partners included the Blue Hills Civic Association, the Center for Latino Progress, the Urban League, Act Up Theatre, Lake Compounce, Camp Courant – these organizations provided summer enrichment activities such as mural creation, spoken word poetry, movement, dance, arts, theater, and project-based learning from 12:15 – 4 pm.

Hartford PS collaborates regularly with community partners, most students remained for the full day.

Most Innovative or Successful Elements of the Program

Community partners, field trips, enrichment, meals, transportation

How Are the Outcomes of the Program Measured

Families, staff, and students, complete surveys.



PROGRAM CONTACT

Katelin Jacobs, Assistant Director of Extended Day/Year Programs | HAWLK001@hartfordschools.org
Nuchette Black-Burke, Chief of Community Outreach & Summer Enrichment | Nuchette.Black-Burke@hartfordschools.org

Flight School - High School Credit Recovery Program

Manchester School District

Grade level/Age Range of Students in Program: Rising grade 6 - 8 students

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

This 3.5 week program was designed for over-age and under-credited students. Forty-five students were selected based on quality of application components, student credit need, and evidence of potential student success in the program. Flight School's design is interdisciplinary, project-based, and mastery-based. Philosophically, the objective of the program was to re-engage students who were previously disengaged or disconnected from school.

While at FLIGHT, students are continuously reminded of their purpose. This program, as shown in the students "Flight Plan", is about them doing something for themselves and their Future. It's about Learning, it's about Imagining a different path for themselves and their learning. They will be reminded of their short- and long-term Goals. They will be expected to be Here, both physically and mentally, and they will be challenged to Trust themselves, the adults, and their peers.

Students were divided into 3 cohorts of 14 students. The purpose behind using a cohort model was to quickly establish relationships amongst the students within the group. The school day ran from 9:00 am to 1:00 pm, and students took 2 classes per day. In each class, students could work toward demonstrating mastery of power standards in 2-3 different content areas via Project Based Learning (with embedded small group tutoring support).

Most Innovative or Successful Elements of the Program

- * Inquiry driven learning.
- * Project based learning.
- * Mastery based grading.
- * Culturally relevant learning.
- * High levels of support staff.
- * Adults making authentic relationships with the students.
- * Developing a sense of belonging through team building.
- * Immediate and continuous feedback.
- * A strict attendance policy with follow up from adults in the program.

Co-teaching - In Flight School, teachers of different disciplines co-taught. In our Data Science class, for example, students can earn a social studies credit, a math credit, and a half-credit in tech ed. They also had a CCSU NextGen intern, our auditorium/tech supervisor, and two community partners teaching in and/or supporting this program.

How Are the Outcomes of the Program Measured

- * Attendance – 98%
- * Survey of students – 93% of students reported they will attend school at a high rate in the following school year and their grades will improve.
- * Credits earned - Students were evaluated based on mastery of content specific skills, not completion of work. Of the 42 students who completed the program, only 2 did not earn all 8 credits. This means 95% of the students earned all 8 credits.

PROGRAM CONTACT

Amanda Navarra, Innovation and Research Strategist, Flight Program development | Amanda.Navarra@mpspride.org

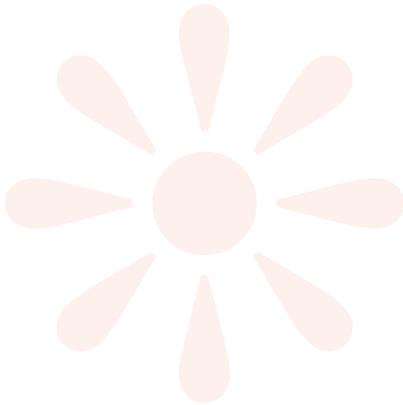
Elementary Summer Program

Meriden School District

Grade level/Age Range of Students in Program: Students exiting grades K through 4

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The primary purpose of the program is to prevent regression in skills (Primarily literacy skills) over the summer break and secondarily to improve students engagement and attendance in school.



Most Innovative or Successful Elements of the Program

Strengths of the program include a very structured and balanced literacy program, a coordinated SEL learning program, and a very strong community partnership program. Each day staff from the Boys and Girls Club/Girls Inc. come into the program and work with students directly involving recreational activities. Each day of the week one grade level is bussed to the YMCA camp where the students engage in fishing, archery, etc. Many students also attend camps at one of the partners following dismissal from the program at noon at no cost.

These connections with community partners are extended throughout the school year with many students being provided with memberships to the partner organization and scholarships to partners' specialty programs.

How Are the Outcomes of the Program Measured

Plans call for comparing those students who were selected for the program but did not attend to those students who did attend. Data to be collected will include school attendance, attitude toward school, and academic achievement.



PROGRAM CONTACT

Daniel Crispino, Director of School Leadership-Elementary | Daniel.Crispino@meridenK12.org

STEM: Science of Summer Program

North Haven School District

Grade level/Age Range of Students in Program: Open to all students in grades 6-12.
Total enrollment: 42 students.

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

In this interactive, hands-on program, students learn how to design, test and experiment with items and devices on themes related to the summer, e.g., 1) strategies of how to survive in the wilderness; 2) the chemistry of ice cream and exploration of how to make it; 3) the engineering of a wide range of equipment from water crafts to roller coasters.

This is a high engagement program that allows for student choice while promoting team collaboration and problem solving. There is a defined structure that promotes student creativity, communication, knowledge building, development of negotiation skills and team work while designing and building projects related to summer. All areas of the sciences are incorporated, including physics, chemistry, biology as well as mathematical skills.

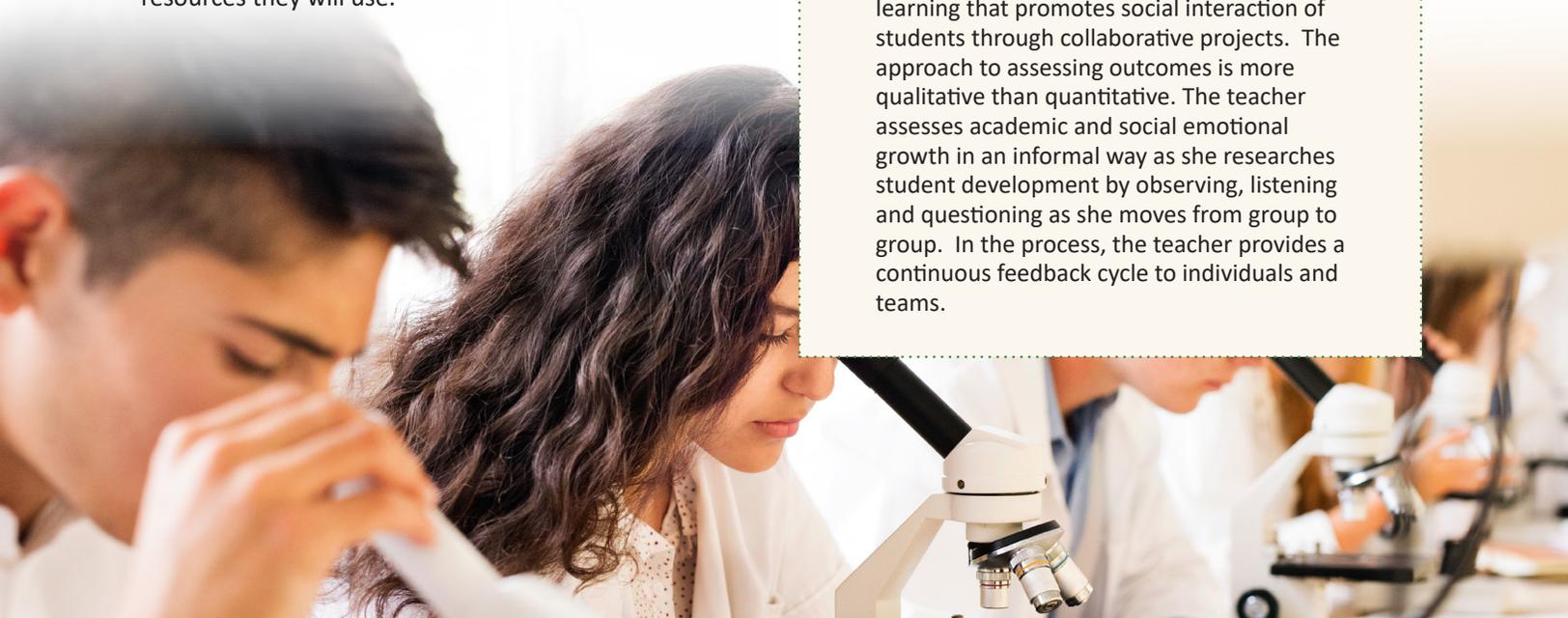
A highly qualified science teacher begins by building upon the background knowledge of students in relation to theme projects. Student teams are then challenged to engage in interactive, hands-on activities connected to summer themes. The teacher acts both as a facilitator of knowledge building and a student-centered researcher as she moves from group to group providing individual and group feedback. Student choice is promoted. In addition, student negotiation skills are developed as students collaborate on the approach they will take to a project as well as the resources they will use.

Most Innovative or Successful Elements of the Program

- * Students are actively engaged in a type of project-based learning that promotes active collaboration on real world activities. Projects can be approached in a variety of ways providing choice and creativity in thinking. As one student said, "It gives us a chance to test our minds."
- * As a post COVID summer program, students are brought together in a safe environment that supports their social emotional development. Interpersonal relations are developed; student voice is prominent. The teacher acts as a facilitator of knowledge/skills development.
- * Judging by student attendance, involvement and dialogue, there is a joy in learning that can be associated with program implementation.

How Are the Outcomes of the Program Measured

- * Finished projects provide evidence of student growth. The teacher does a summative narrative about the work done by the students, which is communicated to parents and members of the school's science department.
- * As a post COVID summer program, there is a focus on providing a safe environment for learning that promotes social interaction of students through collaborative projects. The approach to assessing outcomes is more qualitative than quantitative. The teacher assesses academic and social emotional growth in an informal way as she researches student development by observing, listening and questioning as she moves from group to group. In the process, the teacher provides a continuous feedback cycle to individuals and teams.



PROGRAM CONTACT

Melinda McKenna, Assistant Superintendent | mckenna.melinda@northhaven schools.org

Summer Academy

Norwalk School District

Grade level/Age Range of Students in Program: Students who have completed K-8 (“rising” 1st- 9th graders)

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

NPS Summer Academy provides learning experiences that build knowledge, increase reading and math proficiency, support artistic exploration, nurture social emotional development, and get children moving outdoors in games and play. A key component of the Summer Academy is the inquiry based science experiences delivered through a partnership between NPS teachers and Maritime Aquarium personnel. Personnel from the Maritime Aquarium teach students at the Aquarium, through a research vessel on the Long Island Sound, and at NPS elementary and middle schools – along with NPS teachers. Animal-focused programs are led by Aquarium educators and serve as content that motivates daily lessons in math, literacy and arts, led by NPS teachers.

Most Innovative or Successful Elements of the Program

An Innovation Grant from the CT State Department of Education’s 2022 Summer Enrichment Grant Program covers most of the Aquarium’s costs for its role in the Summer Academy.

The inquiry based science program is a product of a close working relationship between the NPS and personnel from the Maritime Aquarium. Summer Academy provides a range of motivating, creative, and hands on activities at the Aquarium including, an experience “working” on a research vessel on the Long Island Sound. In-class scientific lessons are organized around themes such as the study of marine animals and coastal habitats.

Parents are invited to an Open House at the Maritime Center prior to the start of the program and at the culmination of the program – where students get to showcase and explain projects they have completed. Open House has been a great motivator for students and an effective way to engage parents and families.

The NPS-Aquarium summer program, began in 2021, serving 771 students in grades K-3. In 2022 the program serves 1,200 students in grades K-8. The development of this extraordinary program is in large part a testament to the vision of the leadership of the NPS and the Maritime Aquarium – as well as the outstanding work being done by personnel from both organizations.

In speaking with NPS and Aquarium personnel, one gets the impression that there is tremendous energy being enthusiastically devoted to the continuous development of this unique program, which is only in its second year.

How Are the Outcomes of the Program Measured

There are a variety of quantitative and qualitative measures used by the NPS to evaluate program outcomes. At the kindergarten level assessment includes phoneme segmentation. Teachers in Grades 1-8 assess oral reading fluency and samples of student work. Teachers meet weekly on data teams to discuss student progress. Teachers are surveyed at the completion of the summer program.

Of interest is the fact that Aquarium staff are looking to use an outside entity to evaluate the effectiveness of its work in the Summer Academy – toward the objective of continuous improvement.



PROGRAM CONTACT

Jennifer Katona, Ph.D., Grants Administrator | katonaj@norwalkps.org

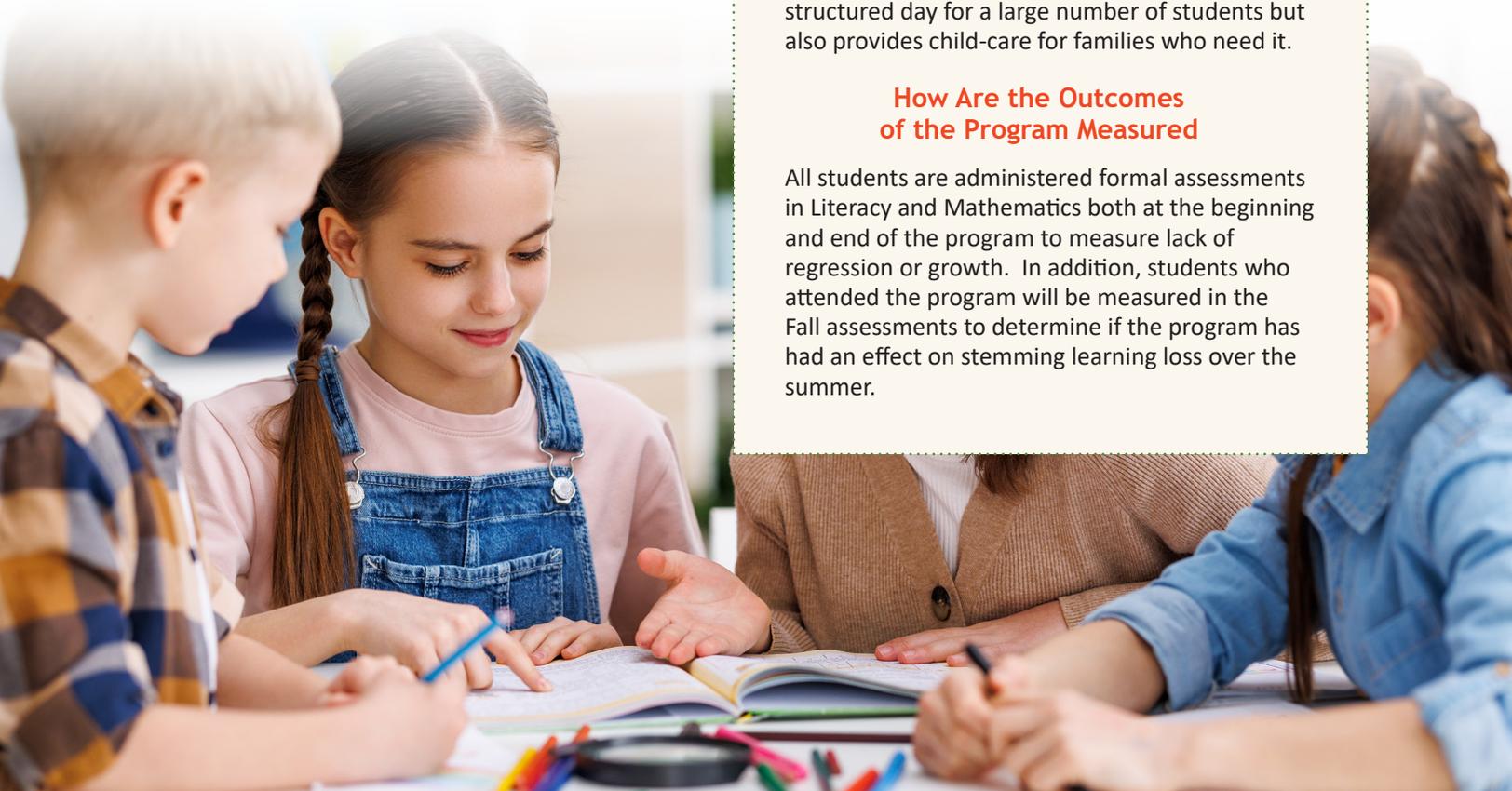
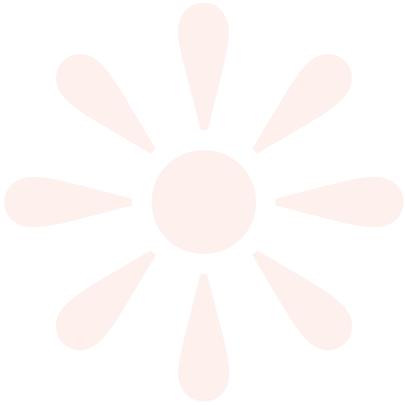
Norwich Summer Program

Norwich School District

Grade level/Age Range of Students in Program: The program serves students exiting grades K-7. There are 775 students enrolled in the program

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The primary goal of the program is to prevent learning loss in literacy.



Most Innovative or Successful Elements of the Program

The most innovative element of the program is the structured curriculum that was written for the major components of the program – literacy, math, science and SEL. This not only ensures a high degree of uniformity but reduces the need for extensive teacher planning and resource acquisition. The common schedule also ensures that all students receive all the components of the program. That being said, teachers have been directed to use their professional judgement as to how the materials are presented based upon the students in front of them each day. In addition, teachers are reminded that this is summer and an air of “fun” should prevail in all classrooms. Student attendance and engagement is most important. Observation revealed this relaxed approach was being implemented.

The other major strength of the program is the intensity. The program is running for 24 very full days. Not only does this provide a significant structured day for a large number of students but also provides child-care for families who need it.

How Are the Outcomes of the Program Measured

All students are administered formal assessments in Literacy and Mathematics both at the beginning and end of the program to measure lack of regression or growth. In addition, students who attended the program will be measured in the Fall assessments to determine if the program has had an effect on stemming learning loss over the summer.

PROGRAM CONTACT

Ashley Eichorn, Director of Academics | aeichorn@norwichpublicschools.org

Summer Learning Program

Preston School District

Grade level/Age Range of Students in Program: PK-7 (Entering K-8)

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

Although the program hopes to close learning gaps for students impacted by loss of instructional time due to COVID, all students were invited to participate. Sixty-five of 400 enrolled district students are currently participating. Of those, 53 are in PK-5. Both academic and social/emotional needs of the students are assessed during the program.

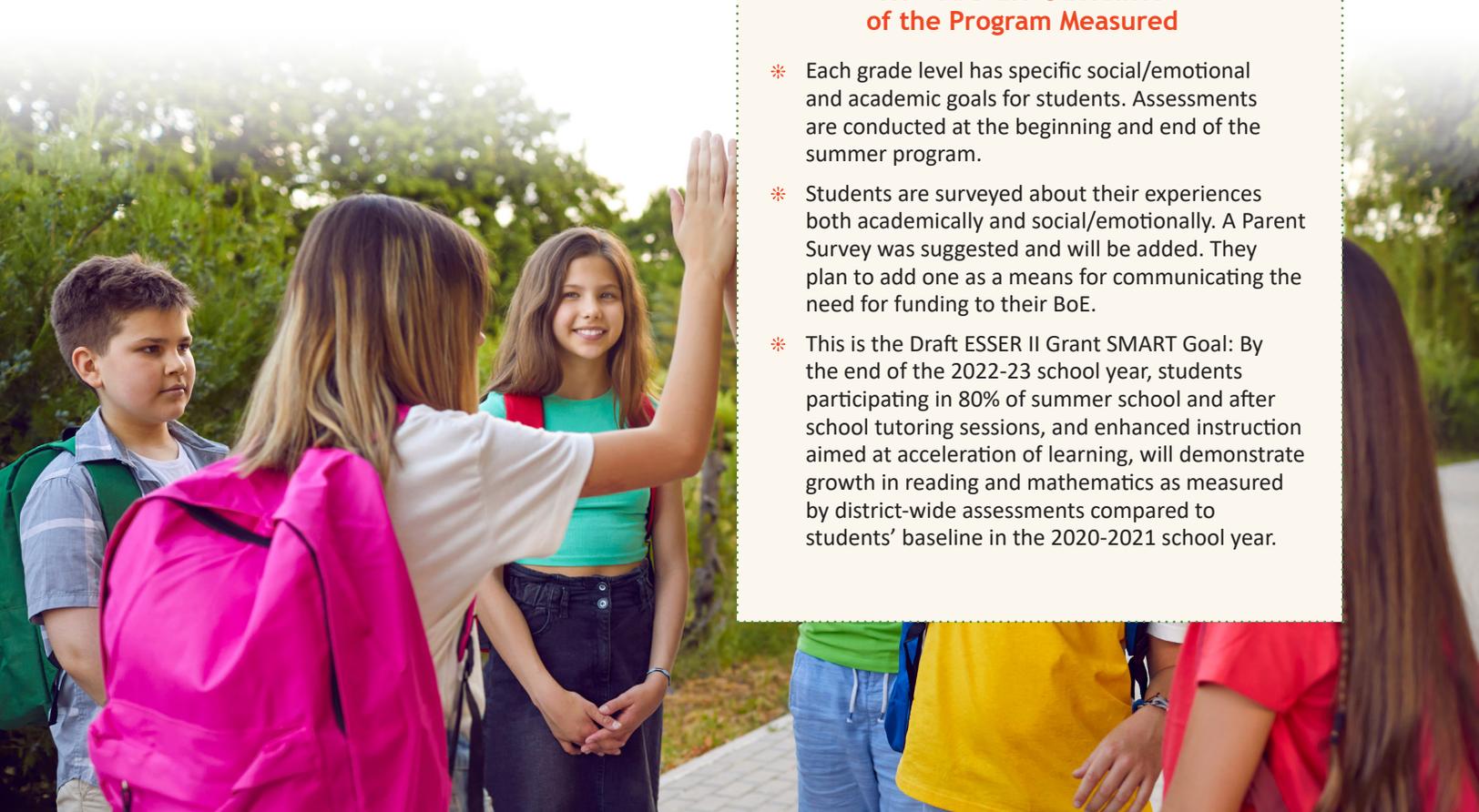
Most exciting quote: “Summer School is WAY better than summer camp”!

Most Innovative or Successful Elements of the Program

- * Unique partnership with Mystic Aquarium. Students are taken to the aquarium every Thursday to engage in high-interest activities that have been mapped out in advance so that teachers can create companion lessons in the days before and after each topic (see topics at the end of this report).
- * This year students in the ESY program were included in these activities as well. Additional supports were put into place to assure students with behavioral issues had support while at Mystic Aquarium.
- * Grade 3 students were creating treasure maps as pirates might have used. They were totally engaged and the teacher’s excitement was visible.
- * An unintended outcome was the creation of a summer learning handbook and then a staff handbook for the regular school year.

How Are the Outcomes of the Program Measured

- * Each grade level has specific social/emotional and academic goals for students. Assessments are conducted at the beginning and end of the summer program.
- * Students are surveyed about their experiences both academically and social/emotionally. A Parent Survey was suggested and will be added. They plan to add one as a means for communicating the need for funding to their BoE.
- * This is the Draft ESSER II Grant SMART Goal: By the end of the 2022-23 school year, students participating in 80% of summer school and after school tutoring sessions, and enhanced instruction aimed at acceleration of learning, will demonstrate growth in reading and mathematics as measured by district-wide assessments compared to students’ baseline in the 2020-2021 school year.



PROGRAM CONTACT

Christopher Pickett | Pickettc@prestonschools.org

Summer Bridge Extension Program 2022

Ridgefield School District

Grade level/Age Range of Students in Program: PK-12

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The goal of Summer Bridge Extension is to provide a continuation of our favorite experiences beyond the official end of the school year. We navigated another year with challenges, so this summer the Bridge Program is an opportunity to provide MORE connecting, engaging, project-based opportunities for all of our students.

The Boys and Girls Club is a community partner for after Bridge Extension programming and provides for a full day experience.

Best Buddies is an after Bridge Extension program running from 12 noon to 3 pm Monday to Friday, from July 11 to August 5. This is an opportunity for children to engage and play with peers who receive special services.

Both of these programs provide unique opportunities for engagement beyond Summer Bridge Extension.

Most Innovative or Successful Elements of the Program

The project-based approach used in the Intensives has been appealing to both teachers and students. The intention is to bring more of these kinds of learning experiences into the regular curriculum during the school year.

How Are the Outcomes of the Program Measured

- * Attendance
- * Feedback from students and parents.



PROGRAM CONTACT

Ms. Cory Gillette, Assistant Superintendent for Curriculum and Instruction | cgillette@ridgefieldps.net

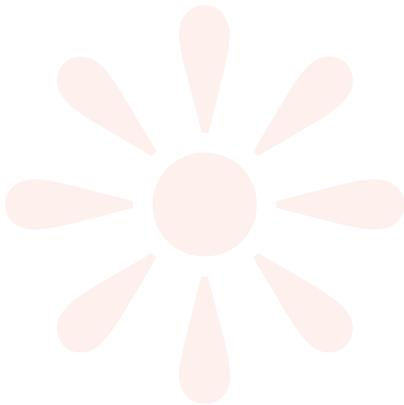
K-5 Summer Academy

Southington School District

Grade level/Age Range of Students in Program: Exiting students in grades K through 5

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The primary purpose of the program is to identify elementary students who may experience serious academic regression over the summer if they do not engage in a continuing academic program in Literacy or Mathematics or both and provide that programming.



Most Innovative or Successful Elements of the Program

Teachers in the program are all experienced, local, veteran elementary teachers. They have access to all data on each student from the district data base. Many teachers know the students in advance of the program. Crafting individualized instruction based on student needs is one of the strengths of the program. Pairing an academic session with a highly engaging enrichment session is attractive to many parents and students.

How Are the Outcomes of the Program Measured

Daily exit tickets are issued to each student by the teacher, so parents are aware of progress. In addition, at the end of the program an assessment is administered to each student aligned with assessments utilized in the district (I-Ready for Mathematics and STAR for Literacy) to measure progress since enrollment in the program.

Plans are being considered to compare the progress of students in the Fall who attended the program to students who were selected but chose not to attend.



PROGRAM CONTACT

Thomas Hinman Jr., Summer Academy Program Director | Thinman@southingtonschools.org

Stonington Middle School Summer Academy

Stonington School District

Grade level/Age Range of Students in Program: Middle School - grades 6,7 and 8

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

1. Student engagement—student choice was used to promote engaged learners who have agency in their learning. High interest topics and hands-on approaches motivated students and encouraged them to explore new or extended subjects and topics.
2. The Summer Academy served as a “test lab” for middle school “encore courses”, which is a free choice mini-course program embedded in the middle school program.

(The District also offered high school credit recovery and Extended School Year programming per Individual Educational Plans.)

Most Innovative or Successful Elements of the Program

- * High Interest courses were being tested in summer program:
Invisible Math; Soil and Science; Digital Photography I and II; Graffiti Math/Art; Wellness & Healthy Eating; Spanish Culture Club; Art Studio; International Sports and Games.
- * Maximum flexibility was used to encourage high levels of participation. Compacted courses and multiple sessions were offered so as to accommodate family plans and preferences.
- * Transportation was available.

How Are the Outcomes of the Program Measured

Primarily by attendance



PROGRAM CONTACT

Tina Eisenbeis | teisenbies@stoningtonschools.org

Early College High School Summer Enrichment Program

Waterbury School District

Grade level/Age Range of Students in Program: Students entering grades 9 and 10

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The primary focus of the program is to prepare incoming students for the rigorous and demanding program they will be entering in the fall of their freshman year. Students will not only be exposed to the type of academic program they will encounter but will be able to acclimate to the school and the peers who will be in the program alongside them. Finally, students will be allowed the opportunity to engage on a personal level with staff members from the program and establish a positive relationship in a more relaxed setting.



Most Innovative or Successful Elements of the Program

Although the summer program is relatively new, it appears that one of the most successful aspects of the program is the relationship that is built between students and staff and the relationships students build between each other. Getting a “head start” on these relationships before the start of the school allows these students to begin a challenging academic curriculum with a greater degree of connectedness and confidence.

How Are the Outcomes of the Program Measured

Attendance in the program is closely monitored. Also, in each academic class assessments are conducted that align with district assessments. Most importantly to gauge the success of this summer program, early scores in the fall are compared between this group who attended the summer program and those students who chose not to attend.



PROGRAM CONTACT

Mr. Sean M. Mosley, Esq., Early College High School Administrator | smosley@waterbury.K12.ct.us

Summer Academy and Extended Year Program

Waterford School District

Grade level/Age Range of Students in Program: PK-12; Student Enrollment: 265; Staff Enrollment: 67

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The program was designed to help students maintain skills in Math and ELA in a fun learning environment. To do this, teachers instructed using curriculum based standards and practices. This approach was selected to ensure that best practices were employed and students were familiar with the instructional routines.

The program had an application component in science and social studies through “Guest Teacher” classes. Personnel from local and regional organizations and agencies added dynamic components to summer learning. Art and PE classes were also offered.

Most Innovative or Successful Elements of the Program

- * Very favorable ratios of adults to students facilitated high levels of individualization.
- * The program benefitted from the participation of 40 high school students who had been vetted and trained. They were fulfilling their LTS requirement (Learning Through Service). Some students were exploring possible career interests in education.
- * Guest Teachers—Community partners helped to enrich the learning and provide application experiences in content areas.

How Are the Outcomes of the Program Measured

- * Attendance
- * Potential to use performance data (specifics not yet developed)



PROGRAM CONTACTS

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Academic Summer Program with Summer Camp Option

Watertown School District

Grade level/Age Range of Students in Program: Grades 1-8, Academic Summer Program
Grades 8-12, Watertown Tuition Summer School Program
Watertown High School Summer School Bridge Program

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

For Academic Summer Program with Summer Camp purpose is for students that would benefit from academic continuity.

For Watertown High School Summer Bridge Program purpose is for students transition to WHS that would benefit from orientation experiences. Attendees earn .5 credit toward graduation.



Most Innovative or Successful Elements of the Program

- * Students in grades 1-6 rotate through three phases of the program: a 45 minute block of language arts, a 45 minute block of mathematics and a 45 minute block of an enrichment activity.
- * Students in grades 6-8 have 3 days of academics, 2 days of field trips and 5 days a week of a camp experience.

How Are the Outcomes of the Program Measured

- * At the end of the program a report will be prepared for how well each student did that attended, along with the report a record of their attendance will be shared.
- * Attendance at summer school for participating students will be listed on their record as an intervention.



PROGRAM CONTACT

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MIDDLE SCHOOL SUMMER PROGRAM

West Hartford School District

Grade level/Age Range of Students in Program: Rising grade 7-9 students

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

This six week program was designed to increase student engagement and self-efficacy. It was framed around literacy, numeracy, enrichment, and exploration activities with goal setting and social and emotional skills integrated throughout. Students had choice in the selection of their exploration area with topics spanning art, drama, wellness and geolocation, world languages and cultures. Teachers built student capacity in goal setting, self-management, self-awareness, and relationship skills. All students met summer reading expectations by reading at least one novel.



Most Innovative or Successful Elements of the Program

- * **School counselor:** The school counselor administered a “welcome survey” to all students as a means of gathering information to share with teachers. The counselor observes classes and uses observation data to schedule student check-ins according to priority.
- * **Arts integration:** An arts integration specialist co-teaches across multiple content areas.
- * **Family communication:** Advisors send communication to families mid-program to provide a summary of the content and skills covered, along with a brief summary of student progress.
- * **End-of-program reporting:** Student progress and notes are communicated to each student’s home school.
- * **Student and teacher feedback:** The arts focus, student choice of exploration block, and the introduction of the Interest Block developed in Year 2 because of Year 1 feedback.

How Are the Outcomes of the Program Measured

- * Attendance (in some instances, students with low attendance during the school year have attended summer program with consistent attendance)
- * Sustained levels of academic achievement from spring to fall (no summer “slide”)
 - Math - iReady
 - Literacy - STAR
- * Student and family requests to enroll
- * Repeat participation from Year 1 to Year 2 due to interest

PROGRAM CONTACT

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EL Summer Academy

West Haven School District

Grade level/Age Range of Students in Program: Students entering grades 1 through 4 in the Fall

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

The primary need the program is designed to address is students oral language proficiency. Secondary goals are Reading and Writing development.

Most Innovative or Successful Elements of the Program

There is a formal curriculum for the program. The curriculum uses Science units as the instructional vehicle. This approach was chosen due to the active nature of the science inquiry method. Embedded in this curriculum is a strong emphasis on oral English language development as well as reading and writing development. Therefore, lessons are active and designed to appeal to students of this age. Observation confirmed the interest and engagement of students. Next Steps Guided Reading is utilized for the youngest students. There is a physical education class again with strong emphasis on oral English language development.

Staff working in the program receive 5 hours of professional development in the curriculum and instructional approach after school gets out for the summer but prior to the initiation of the program.

How Are the Outcomes of the Program Measured

Students are grouped in classes based not only on their age but also on their LAS levels.

NWEA and LAS Links levels are reviewed in the Spring and Fall to measure progress or at least the absence of regression.

Attendance is monitored closely. As of the date of this visitation attendance was averaging 81%.



PROGRAM CONTACT

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Summer Fun, 2022 - Expanded Learning for K-8 Students

Windham School District

Grade level/Age Range of Students in Program: Grades K-8. Total enrollment: 460 students.

PRIMARY STUDENT NEEDS PROGRAM IS DESIGNED TO ADDRESS:

This summer school experience for students, K-8, was designed around a Project Based Learning (PBL) model, which has been an instructional focus across the district. The main purpose of this program was to increase student mastery of grade level expectations. The use of ESSER funds has allowed the district to increase student enrollment, nearly doubled time spent learning and expand course offerings to include Art, Music and Physical Education classes.

Elementary Summer Fun, 2022: Some of the grade level themes explored within this program included Animals, Community, Survival of the Monarch Butterfly and Designing an Aquarium. Field trips and special events included trips to Mystic Aquarium and the Connecticut Science Center, and connections with Two Right Feet Arts and Literacy and School Readiness. Some fun school-based events were the use of Weekly School Wide Google Meetings, STEM Accelerator Kits, Social Emotional Learning focus on each Fun Friday, STEM Challenges, Field Day and the end of summer Student EXPO.

Middle School Summer Fun, 2022: Grade level themes included aquatic life, oceanic conservation and the importance of aquariums. Special events for the middle school program included a field trip to Mystic Aquarium, student experiments and exploration in and around oceanography.

Most Innovative or Successful Elements of the Program

- * programs built around a Project Based Learning model --- one which served to enhance the district's instructional focus;
- * curriculum-based field trips and special events;
- * the rental of portable air conditioning units to provide a comfortable climate control learning environment;
- * use of technology as a tool to enhance student learning;
- * comprehensive staffing supports, competitive salaries for both certified and non-certified staff;
- * expanded educational offerings, including Art, Music & Physical Education;
- * ample instructional supplies;
- * attention to subgroups, e.g. special education, fringe H.S. students and ESL learners;
- * a district mini observation protocol for administrators was initiated that will result in increased instructional feedback for Windham teachers. The implementation of this protocol is intended to be a core strategy for improving student achievement during the 2022-2023 school year.

How Are the Outcomes of the Program Measured

Assessment of summer program was qualitative in nature, and included:

- * exhibition of project-based learning at a summer expo;
- * administrative protocol of providing feedback to teachers;
- * a "control group" check on benchmark data between our spring and fall scores will be done. It is the district's hope that the students who attended summer school will post stronger data than those who did not.

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