



Summer 2025 Learning Programs



Summer Math Intervention &
Literacy Engagement



Extended School Year

DRAFT

**SMILE
EXPLORE
ESY**

**A Presentation to
the Sudbury School
Committee**

Program Objectives

The **SMILE** program is designed to provide additional structured learning opportunities for students demonstrating the need for supplemental instruction in the areas of mathematics and/or literacy.

The **Ready for Kindergarten** program is designed to provide a structured school experience for students entering kindergarten in the upcoming school year. Priority is given to students with limited or no preschool experience.

The **EXPLORE** program is designed to provide engaging and enriching learning experiences for students with a specific focus on social emotional skill development and learning by doing.

Program Objectives

ESY is mandated special education programming, following Individualized Education Plans

Integration with SMILE Programming :

- Allows for integrated opportunities in a least restrictive setting
- Allows for generalization of skills
- Mimics a regular school model
- Promotes socializing with grade level peers
- Promotes student engagement with Explore opportunities
- Allows for social, academic and emotional skill development within a general education setting
- Provides an opportunity for IEP progress reports to be based on performance and presentation within this general education setting and not in isolation

Changes for Summer 2025

Inclusion:

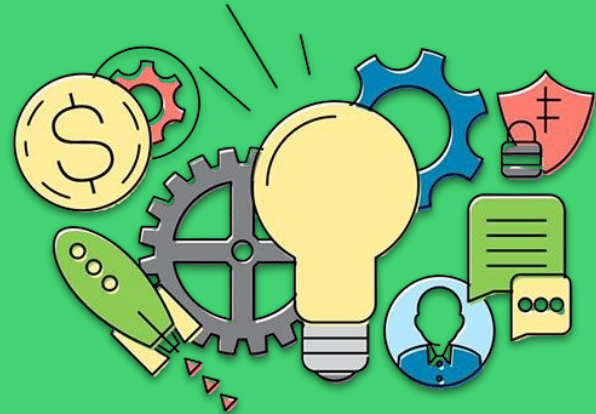
- Expanded and refined inclusion across all programs

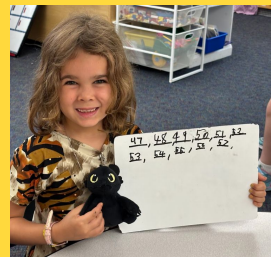
Data Based Decisions:

- Refined guidelines for SMILE recommendation process
- Streamlined data collection for enrolled students
- Altered training plans to include deeper data dives with summer staff
- Shifted big-picture data points to evaluate overall student growth and program effectiveness

Cost Structures:

- Shifted lunch source to Whitsons Food Services - considerable cost savings
- Analyzed student-staff pairings to prioritize student needs and staff efficiency







July 7 - August 1, 2025

8:30-11:30

11:30-12:00

12:00-3:00

**SMILE/ESY
Classrooms**

EXPLORE

2 Day Rotation

Lunch

**SMILE/ESY
Classrooms**

EXPLORE

2 Day Rotation

Contracted through
Whitsons Food
Services

Preschool

Ready for K

Kindergarten-
7th Grade

ESY Programs

PE

Art

Musical Theatre

Science

Preschool

Ready for K

Kindergarten-
7th Grade

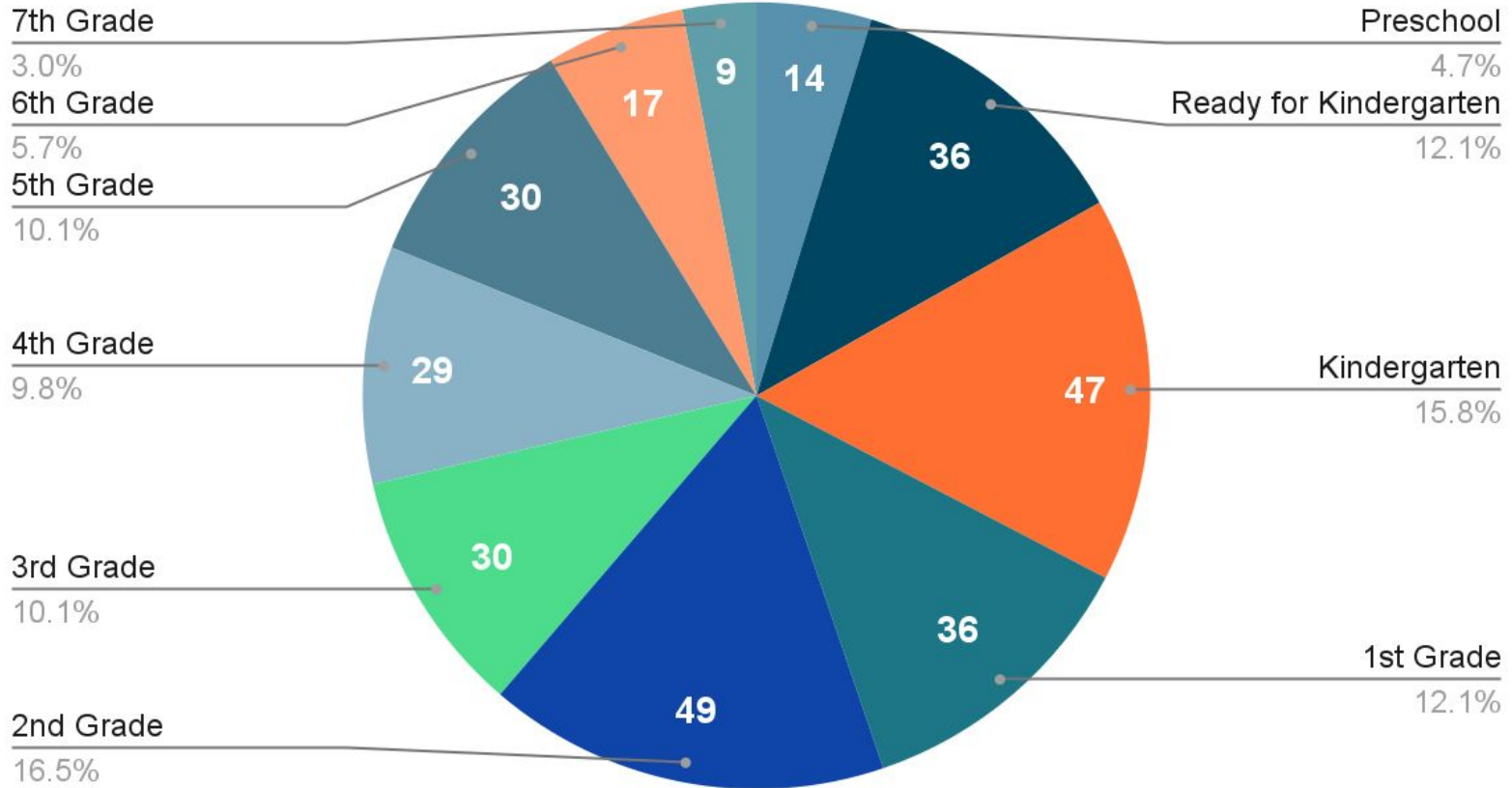
PE

Art

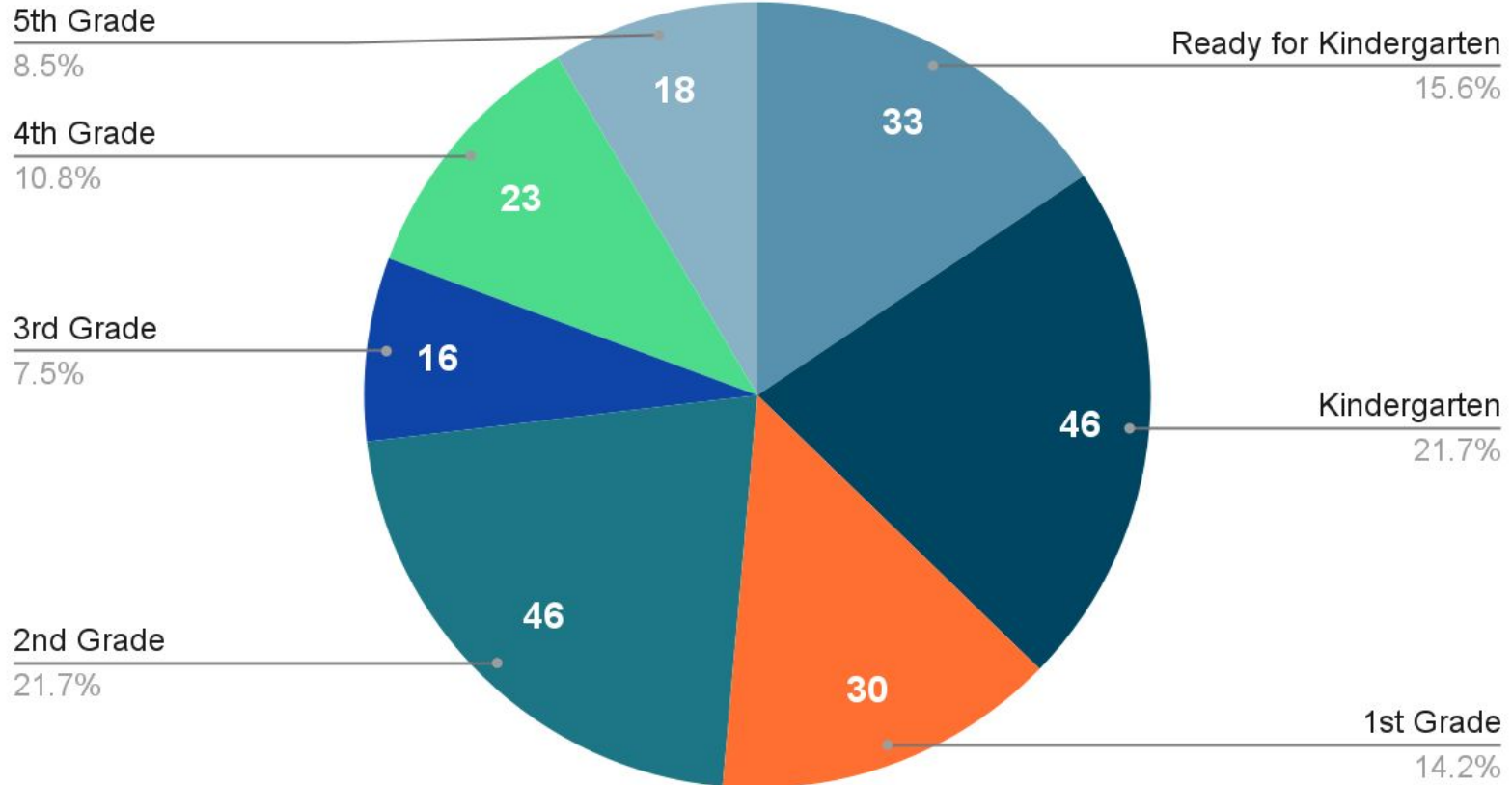
Musical Theatre

Science

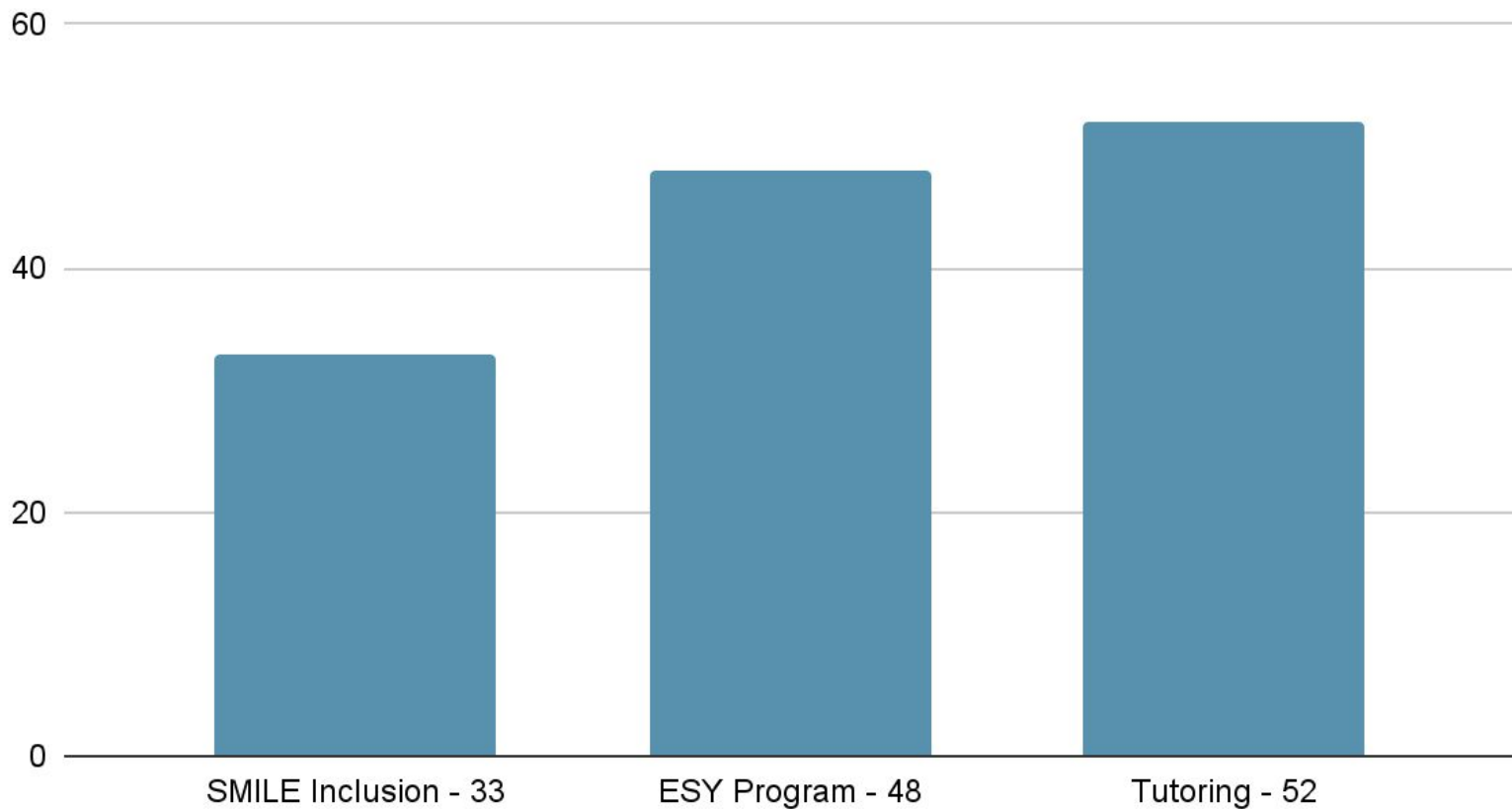
Summer 2025 - SMILE & ESY Enrollment



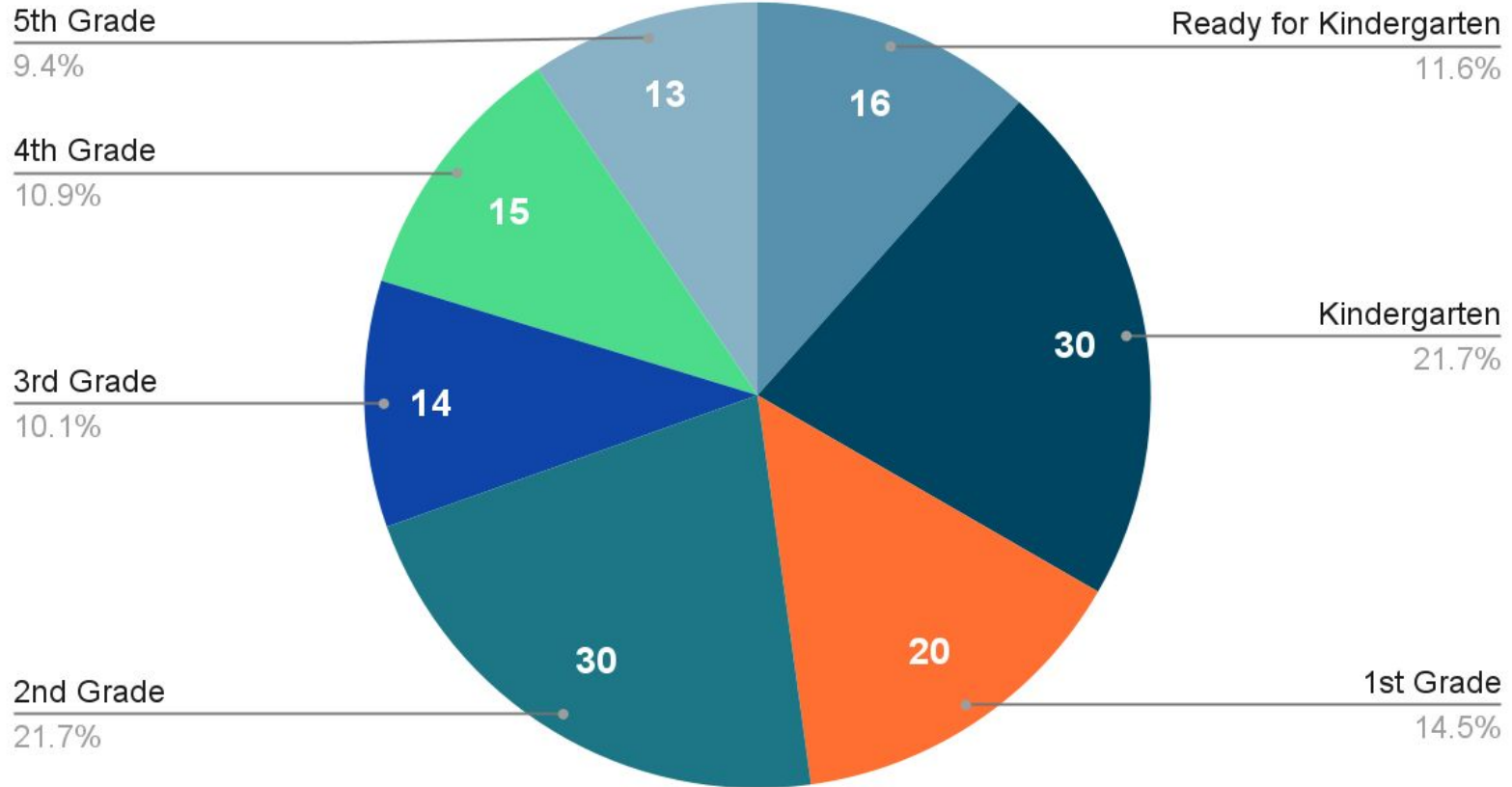
SMILE & ESY Inclusion



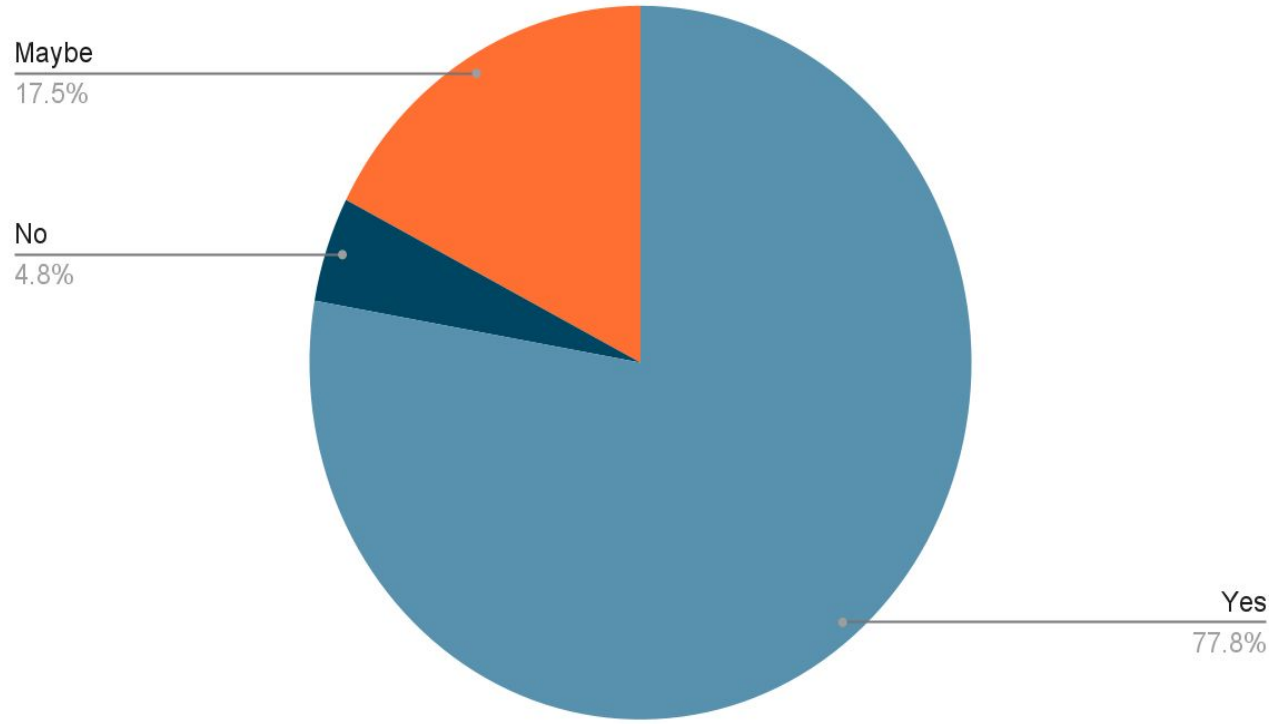
ESY Program Enrollment



EXPLORE ENROLLMENT - 137 Participants



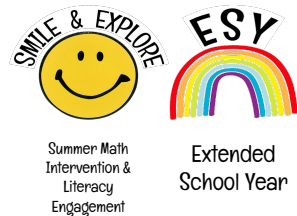
Are you interested in returning for the Summer 2026 program?



Team Members

Administrators
Administrative Assistant
Nurses
Math & Literacy Coaches
Classroom Teachers
Special Educators
ELD Teacher
METCO Coordinator
BCBA, OT, SLP, PT
Guidance Counselor
Teaching Assistants
ABA Tutors
EXPLORE Counselors
High School Volunteers

Impacts on Student Learning- ELA



Background Information:

- Benchmark means the expected achievement level for a designated point in the school year.
- Benchmark was measured using the composite score from the end-of-year assessment in the previous grade and fall assessment in the current grade.
- Data for students currently in Kindergarten through grade 3 is drawn from the DIBELS early literacy screener.
- Data for students currently in grades 4-6 is drawn from the Track My Progress ELA screener.
- DIBELS measures phonemic awareness, word reading fluency, sentence reading fluency, and comprehension (grade 2 only).
- Track My Progress assesses foundational skills (word parts), comprehension, vocabulary, language skills, and conventions.

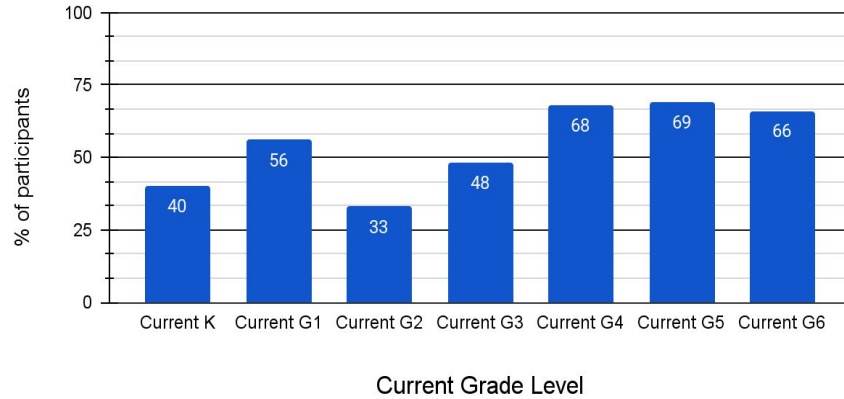
Proficiency levels from highest to lowest are defined as:

DIBELS: Core Plus, Core, Strategic, Intensive

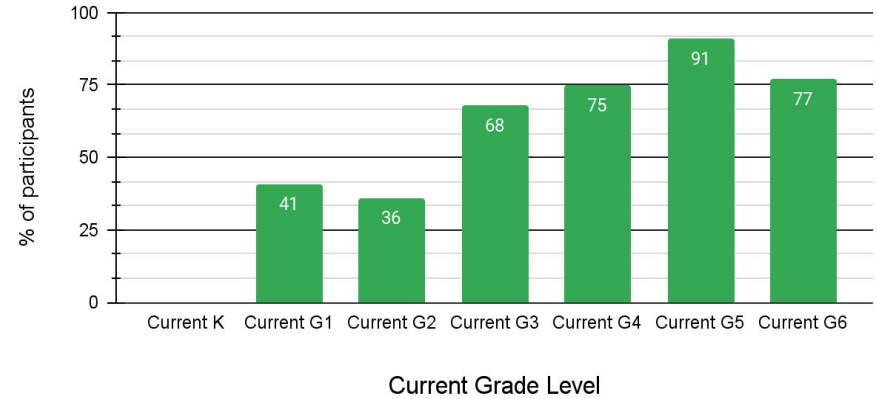
Track My Progress: Advanced, Proficient, Beginning, Developing

Due to sliding scaled score ranges from grade to grade, students who scored "Intensive" or "Developing" on both benchmark assessments are not included in the regression prevention data.

SMILE Participants Starting Year At or Above Benchmark



SMILE Participants Maintained or Improved Proficiency Level (prevented regression)



According to the data:

- The impact of SMILE on baseline performance is greater as students get older.
- Overall, our current 5th graders received the greatest benefit from attending SMILE and 2nd graders received the least benefit.
- Kindergarten baseline data aligns with the overall district data for all students. All other grades are approximately 10 to 45 points lower than overall district data for all students.

Student Learning Goals - Math

SMILE Kindergarteners/current first graders:

- Know number names and the count sequence/Structuring five
- Count to tell the number of objects and compare numbers/Structuring ten
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Story problems within 5

SMILE First graders/current second graders:

- Adding and subtracting within 20
- Understand place value
- Extending counting sequence to 120
- Story problem within 20

SMILE Second graders/current third graders :

- Basic addition and subtraction facts and add to/take from story problems within 20
- Modeling two-and three-digit 2 numbers and representing them in standard and expanded form
- Think ten strategy and put together/take apart story problems within 20
- Adding two-digit numbers using splitting strategy/number line

SMILE Third graders/current fourth graders:

- Place value understanding for addition and subtraction of multi-digit numbers
- Story problems focusing on addition and subtraction
- Multiplication and division strategies and story problems
- Unit fractions and understanding numerators and denominators

SMILE Fourth graders/current fifth graders:

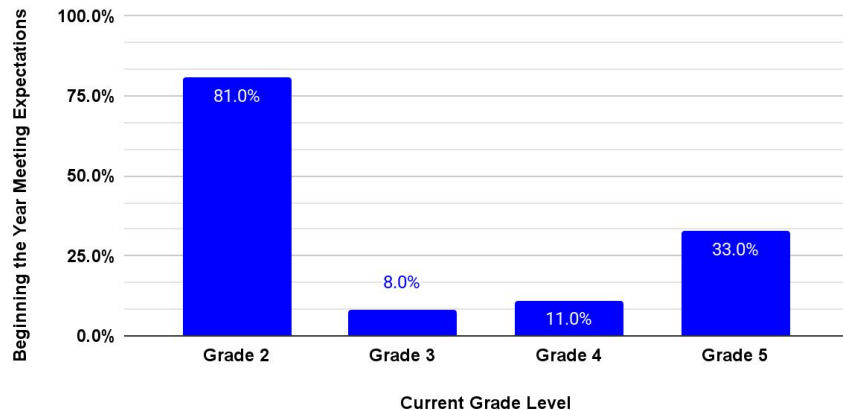
- Place value understanding for addition and subtraction of multi-digit numbers
- Solving one-digit by two-digit multiplication
- Building unit fractions and comparing and ordering fractions
- Finding equivalent fractions and adding fractions with like denominators

SMILE Fifth graders/current sixth graders:

- Multi-digit multiplication and division using place value strategies
- Comparing fractions with unlike denominators and creating equivalent fractions
- Adding and subtracting fractions and mixed numbers with unlike denominators
- Solving story problems involving fractions and mixed numbers with unlike denominators

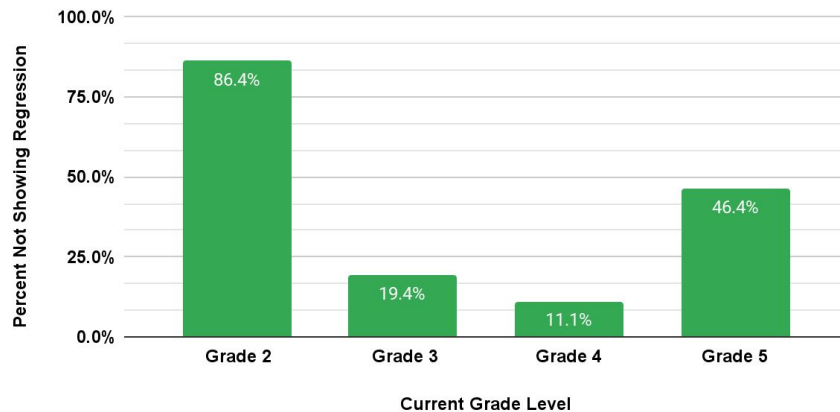
Impacts on Student Learning - Math

Smile Participants Starting the Year Meeting Expectations on the Baseline Assessment



21% of students were absent for more than 25% of the SMILE program. Since they attended for fewer than 15 days, their assessment data is not included here.

Smile Participants Maintaining or Improving Proficiency Level (Prevented Regression)



EXPLORE PROGRAM

Pre-Program Work

- Targeted conversations about student needs in ESY and SMILE
- Addition of Harmony Curriculum components-mirroring SPS experience during the school year.
- Trainings with Teachers, Activity Leaders, and Counselors
- Art, Music, PE, and Science curriculum development with SEL focuses imbedded
- Indoor SEL and outdoor SEL activities and experiences created by counselors during training days.



EXPLORE PROGRAM: Impacts on SEL

Program Successes

- Smaller groupings to facilitate peer interactions
- Connection to others in Sudbury
- Positive relationships fostered with peers and adults
- Community building at the Welcome Assembly each day
- Two SEL experiences each cycle.
- Greater focus on connection and building a positive group dynamic



EXPLORE PROGRAM: Impacts on SEL

Student Outcomes

- Positive school climate
- Improved social and emotional competencies
- Stronger relationships
- Positive connections to summer school staff
- Increased positive interactions with collaborative activities



Staff + Family Survey Results

The best part of the summer was...

"Our aid. She was awesome at amplifying my son's interests and building them into learning opportunities."

"I loved hearing about all the fun my daughter had while at camp. She made friends and felt confident about learning new skills and becoming familiar with the teachers."

"How organized the curriculum and assessments were!"

"Being able to provide continued support for SPS English learners."

"The amount and quality of staff we had to meet the students' needs."

"Seeing so many familiar faces and kids happy to be here everyday."

"How supported I felt as an instructor."

The program would be better if...

"I would like more class specific updates."

"If it went longer. Both my children participated and they both already miss it."

"If students could be told earlier if they are accepted to the program, only because other camps have you register much earlier."

"The distance to Loring is a challenge from the Haynes area."

"Pop-up shades/umbrellas on the playground to mitigate heat."

"Lunch was a bit shorter (or restructured) for the younger students."

"Ensuring recess does not bump up to PE to prevent fatigue."

Changes for Summer 2026

Schedule considerations - lunch duration, recess timing, etc.

Timing of supply ordering, considering fiscal year

Balance of student groupings

Budget considerations - ensuring fiscal efficiency

Heat mitigation during outdoor activities

Consider strategies for increasing consistent attendance

THANK YOU!



Teachers

Staff

Families

School Committee

Whitsons Food Services

First Student Transportation

CASE Transportation