

Homer Central School District
K-6 Reading & K-12 Extended School Year (ESY) Program(s)
Summer 2016

The Homer Central School District currently operates two in district summer programs. A summer Reading program as well as an Extended School Year (ESY) Program.

Summer Reading Program

- Grades: PK-6 (general education and special education students)
- 4 Weeks Long, Monday-Thursday, 8-11AM
- 8 Sections (one at each grade level)
- Staff:
 - 1 Shared Administrator (shared w/ ESY Program)
 - 8 General Education Teachers
 - 2 Reading Teachers
 - 2 Special Education Teachers
 - 1, 1:1 Teaching Assistant
 - 1 Librarian (shared w/ ESY)
 - 1 Nurse (shared w/ ESY)
 - 15 MST Students (Masters level students from Cortland State) (shared w/ ESY)

Extended School Year (ESY) Program

- Grades: K-12 (special education students only)
- 6 Weeks Long, Monday-Friday, 8-11AM
- 3 Sections (based on age ranges)
- 12:1+(3:1) Ratio
- Staff:
 - 1 Shared Administrator (shared w/ the Reading Program)
 - 3 Special Education Teachers
 - 8 Teaching Assistants
 - 1 Speech Pathologist
 - 1 Occupational Therapy Assistant
 - 1 School Social Worker
 - 1 Nurse (shared w/ Reading)
 - 1 Librarian (shared w/ Reading)
 - 15 MST Students (Masters level students from Cortland State) (shared w/ Reading)

This year the administrative team collaborated and made the decision to alter the typical format in which these programs have operated. The following is background information regarding how these programs have operated in prior years.

Summer Reading Program

- Overseen by a building principal
- Reading program and ESY run in the same location but with the only interaction occurring during library.
- Concentration on reading skills
- Students recommended:

- Both general education and special education students
- No more than 1.5 years reading deficient
- No significant behavioral concerns
- Based on screening data and teacher recommendation
- Summative assessment done with a summative report sent home to parents.
- 2 reading and 2 special education teachers supported all classrooms in the program.
- Extended School Year (ESY) Program
 - Overseen by the Director of Special Education
 - Located in the same place as reading with the only interaction occurring during library.
 - Concentration on continued work on IEP goals.
 - Students recommended:
 - Special Education Students Only
 - Qualifications are provided by state and federal regulations.
 - Substantial regression and extreme needs the main qualifiers
 - Small number of students who meet the criteria
 - Summative Progress Reports sent home in accordance with the IEPs.
 - Each room supported by a special education teacher and the necessary number of teaching assistants.

In an effort to improve our services and meet the needs of our struggling learners, we made several adjustments. This years programming looked as the following:

- Oversight centralized to one administrator (2016 - Director of Special Education)
- Concentration of reading (ESY students also have other goal areas addressed).
- Students recommended:
 - Tiered assessment data reviewed. Students identified as having the most significant deficiencies recommended.
 - Behavioral component eliminated.
 - Based on data, student need, collaborative recommendation of teachers, principals, Director of Instruction, Director of Special Education
- For the first 4 weeks on days where both programs operated, the students and staff of the appropriate grade ranges were combined into an integrated setting.
 - ESY students from grades 7-12 still operated within a self-contained setting.
- Fridays and the final 2 weeks, the ESY program operated in it's approved 12:1+(3:1) setting.
- By combining programs, we were able to now utilize 4 special education teachers, 2 reading teachers, 9 teaching assistants, and 15 MST students to support the integrated rooms.
- Based on student need and class enrollment, all but 2 rooms were essentially co-taught the full 3 hours, while the other 2 still received longer support time than previous years.
- Staff came together to create a unified theme for the summer (Summer Olympics).
 - This theme was then used in the creation of lessons at each grade level in different ways through aspects such as guided reading and individual / group projects.
- On the final day, we did a gallery walk in which all grade levels were able to share the work they had done throughout the summer and ask/answer questions of their peers.
- Summative assessments completed and reports provided to parents.

These changes allowed us to better utilize staff while meeting the needs of a more appropriate population of students. The following is a representation of this years student and staffing as compared to last year.

	Reading Students	Reading Staff	ESY Students	ESY Staff
2015	86	13	19	17
2016	114	14	21	15
Total	28 more students	1 more (due to 1:1 TA not teachers)	2 more	2 less

Overall, by combining the programs and changing the recommendation requirements, we were able to provide services to a group of students at the tier 3 level instead of tier 2 (meeting the needs of students showing greater areas of weakness).

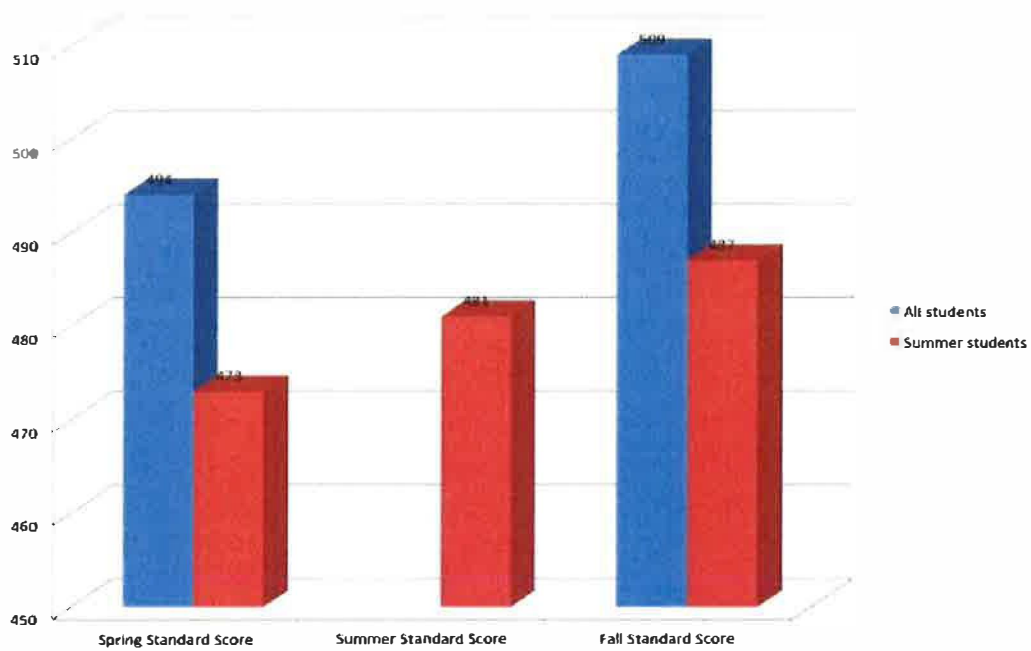
Additionally, this allowed us to utilize or staff in a way that allowed for staff to plan more small group instruction and activities (in alignment with tier 3 expectations).

Further, additional staff supports were included such as a reading program teaching assistant and a full time social worker to allow students to participate who may not have in the past.

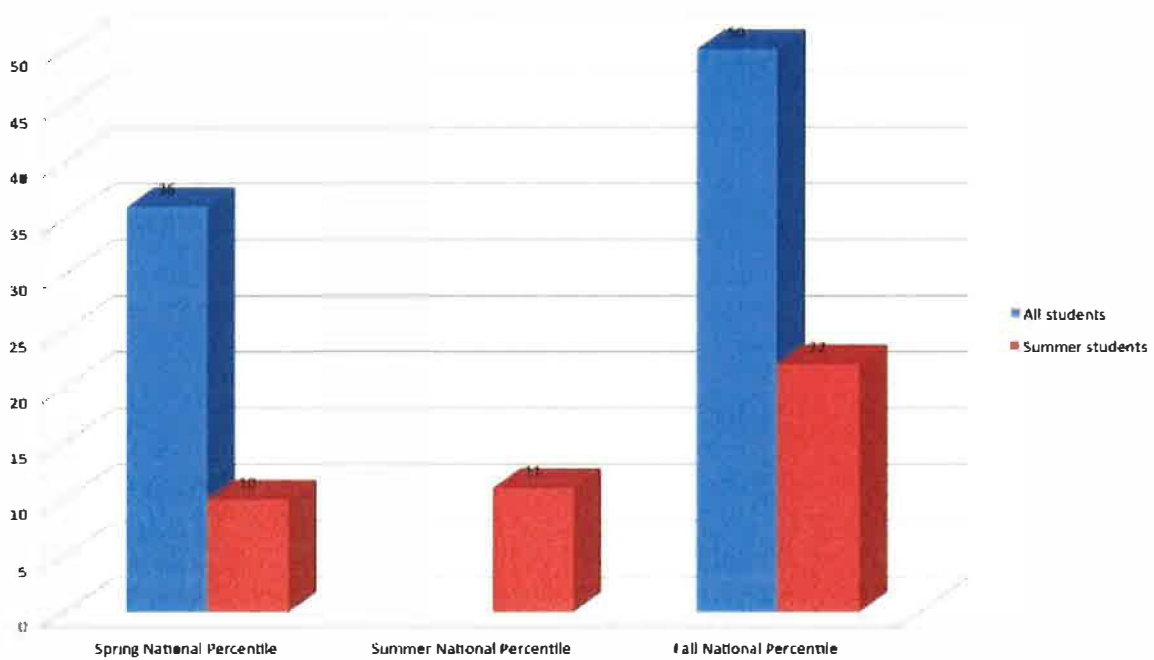
This summer we transitioned to a new method of monitoring the effectiveness of our summer programming. The program utilized Fast Bridge assessments to align with the direction the district has now moved in for universal screening across the district (k-12).

For the following data, we utilized data from a spring screening pilot that was done at the Elementary and Intermediate Schools, data from an end of summer program assessment, and data from this falls screening.

Graph one is a representation of the average standard scores for both all students screened as well as just those who participated in the summer program.



The following graph is the percentile rank (using national norms) improvements of the same two groups.



As you can see from review of both graphs, our summer school students did not show regression and showed improvement from spring to summer and spring to fall. As shown in the percentile rank improvements, these student growth results show an increase in our average score when compared to the national norms.

Some additional highlights from our programming include the following:

- ❑ Addition of social work services to meet the needs of students with behavioral goals and to prepare students for the upcoming year (ex: whole group lessons for incoming K students)
- ❑ Use of 1:1 devices (both tablet and chrome books)
- ❑ Project based collaboration with the librarian Mrs. Mann
 - ❑ Creation of informational websites and lessons on research
- ❑ The creation of a more inclusive setting which is more representative of our typical school year.
- ❑ First summer school gallery walk w/ a unifying theme across grade levels.

Finally, the following are some images of our students gallery walk which we utilized as a unifying and culminating event.



