

Homer Central School District

Pre K-6 Reading & K-12 Extended School Year
(ESY) Program
Summer School 2017

Program Logistics

Summer Reading Program

- Grades: PK-6
- 4 Weeks Long, Monday-Thursday, 8-11AM
- 8 Sections (one at each grade level)
- Staff:
 - 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)
 - 24 MST Students (shared w/ ESY)

Extended School Year (ESY) Program

- Grades: K-12
- 6 Weeks Long, Monday-Friday, 8-11AM
- 3 Sections (based on age ranges)
- 12:1+(3:1) Ratio
- Staff:
 - 4 Special Education Teachers
 - 10 Teaching Assistants
 - 1 Speech/Language Pathologist
 - 1 Occupational Therapy Assistant
 - 1 School Social Worker
 - 1 Nurse (shared w/ Reading)
 - 1 Librarian (shared w/ Reading)
 - 24 MST Students (shared w/ Reading)

Student Participation

	Reading Students	Reading Staff	ESY Students	ESY Staff
2015	86	13	19	17
2016	114	14	21	15
2017	110	14	19	17

Program Overview Summer 2017

- Oversight centralized to one administrator (Director of Special Education)
- Concentration on reading (ESY students also have other goal areas addressed).
- Students recommended:
 - Tiered assessment data reviewed. Students identified as having the most significant deficiencies recommended.
 - 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 operates in it's approved 12:1+(3:1) setting.
- By combining programs, we were able to utilize 5 special education teachers, 2 reading teachers, 11 teaching assistants, and 24 MST students to support the integrated rooms.
- Based on student need, class enrollment, and staffing we were able to co-teach all k-6 classrooms for the full day and support additionally with MST students and TAs where needed.
- Summative assessments completed and reports provided to parents.

The Big Shift

Previous Summer School Curriculum

In previous years there was no summer school curriculum. While reading was the focus and data was collected, staff created lessons and work on their own. No specific interventions or systems were implemented.

Core Knowledge Language Arts (CKLA)

As decided at Instructional Leadership Committee this past Spring, we adopted CKLA as the curriculum and materials for all of our classrooms k-6.

In order to prepare for this:

- All summer staff attended a 3 day CKLA institute prior
- Complete grade level kits were purchased for levels k-5 (there is no 6th grade kit)
- 2 main CKLA components were identified for instructional use (Listening/Learning, Skills)
- The daily schedule was structured to accommodate the identified components
- Additional planning time was provided to all staff
- Existing data was reviewed to aid in student placement (ex: Fast Bridge, k-2 CKLA data)
- Grade level units were identified for the Listening and Learning portions of instructions

CKLA Continued...

- ❑ CKLA utilizes placement assessments to help determine what skills individual students have mastered and what skills they should be currently working on.
 - ❑ These assessments are intended to target where students fall skills wise in the grade level progressions designed by CKLA.
 - ❑ For example, students in a grade 1 section, may be identified as needing to work on the kindergarten unit 5 skills.
- ❑ Once students were assessed, staff collaboratively reviewed the data to group the students for the Skills portion of the day.
- ❑ The day was then structured into two main parts
 - ❑ ½ day of Listening and Learning (which is a holistic vocabulary and content driven approach) utilizing on grade level materials
 - ❑ ½ day of Skills Instruction utilizing the CKLA remediation materials
- ❑ By doing this students not only worked with the grade level material they are required to know, but also had significant instructional time on the skills they were identified as needing to improve to close current gaps between their present levels and grade level expectations.

Highlights

- Implementation of a research based summer school curriculum
- Use of 1:1 devices
- Collaboration of the Reading and Extended School Year Programs which provides continued inclusion
- Growth of our partnership with the SUNY Cortland MST Program to incorporate more small group instruction
- CKLA exposure for Intermediate and Junior High staff and students which has resulted in curricular pilots at the Intermediate School
- Addition of job site work for secondary ESY students in conjunction with the summer custodial staff