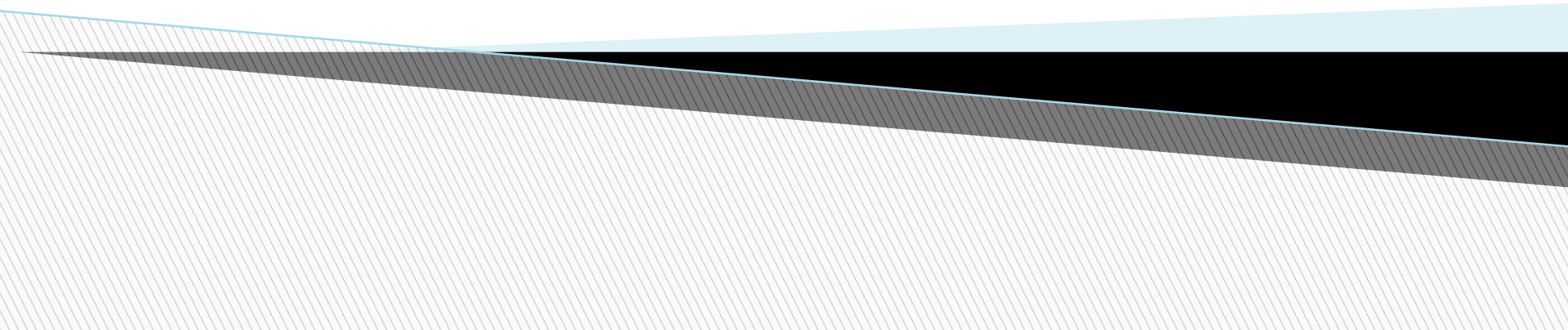


Mankato Area Public Schools Pre K–12 Summer School Report 2016

Elementary Summer School, Learning in Deed,
Extended School Year (ESY), and Secondary
Summer School



Summer Programming Schedule

Elementary Summer School and Learning in Deed Program
dates: July 11–August 4, 2016

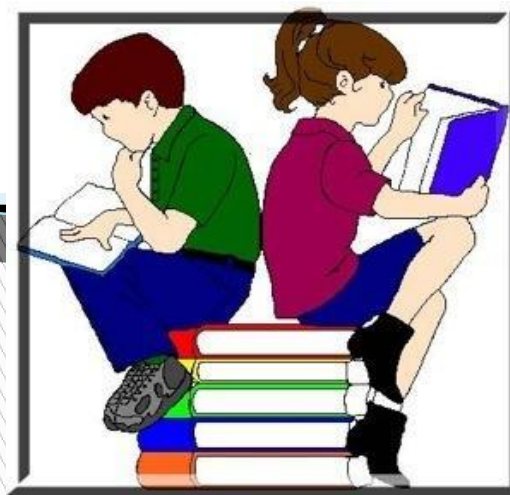
Extended School Year Program Dates:
June 13–23, August 1 –11

Birth through Age 2 Summer Dates:
June 13–23, July 11–22, August 8–19



Reading Academy Vision

- Reading Academy is a **Targeted Intervention** to close the achievement gap for our students not at grade level and to prevent the “summer dip” in achievement that often widens the gap.
- Our primary goal is to **target** student’s specific reading **needs** to ensure they have the skills necessary to be successful in **Core** instruction.



2016 Elementary School Program Highlights

- Expanded EL Programming and Relocated to Rosa Parks
- Increased Access to Mobile Technology
- Utilized ShoutPoint as an Additional Layer of Communication with Families
- Improved Summer School Website
 - <http://www.isd77.org/page/4663>

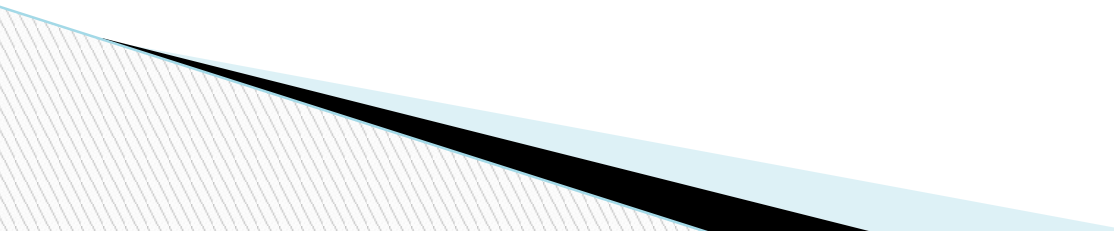
Enrollment Data

Program Title	Number of students registered	Average Daily Attendance (excluding students who dropped)
Reading	472	87%
Math	82	85%
Learning in Deed	58	87%
English Learners	58	87%
Totals	670	86.5%
Extended School Year	222	89.3% - June

Reading Academy Kindergarten DIBELS 2016 Data

	Spring DIBELS Average	End of Summer School DIBELS Average
PSF	51.3	56.7
NWF-CLS	35.3	39.8

PSF = Phoneme Segmentation Fluency NWF = Nonsense Word Fluency
CLS = Correct Letter Sounds

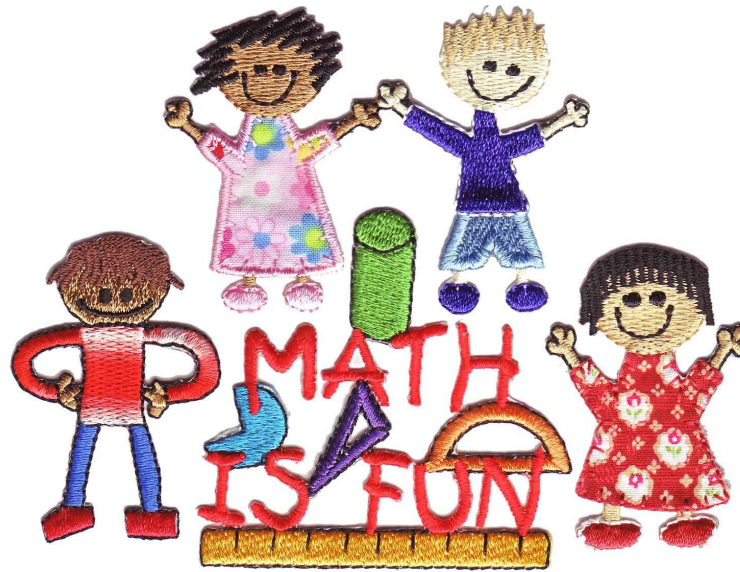


Reading Academy DIBELS

2016 Data Oral Reading Fluency

	Spring DIBELS ORF Average	End of Summer School DIBELS ORF Average
1st Grade	39.1	44.4
2 nd Grade	72.8	76.4
3 rd Grade	83.8	87.4
4 th Grade	95.7	95
5 th Grade	95.4	95.8
6 th Grade	110.3	117.5

ORF = Oral Reading Fluency



Math Academy

The goal of Summer Math Academy is to help struggling math students build confidence in their mathematical abilities and improve their overall math skills.

Math Academy Curriculum

Math Academy 2016

Building Fact Power

Vocabulary

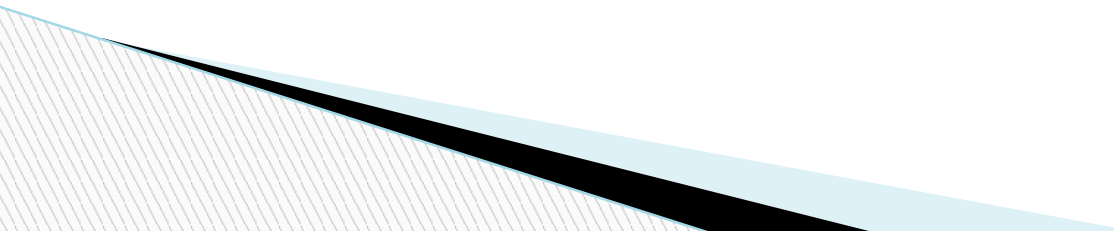
Computation

Math Academy 2016 Data

All Students: Grades 3–6

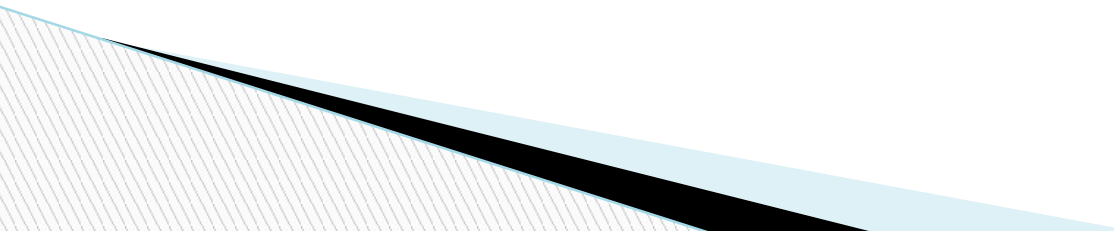
Pretest (% correct)	Post-test (% correct)
50.3	84.8

Pre / Post Tests Focused on: Number Sense, Basic Facts (Multiplication / Division), Fractions, Beginning Algebra, Multi-Step Problem Solving



EL 2016 Program Summaries

Instruction focused on language acquisition and the MN reading and math standards. Teachers tracked student progress towards proficiency on these standards. Specific areas of focus in reading were: main idea and details of nonfiction texts, summarizing, comparing and contrasting nonfiction texts, and identifying story elements and analyzing characters with fiction.



WEEKLY AREAS OF FOCUS

	Week 1	Week 2	Week 3	Week 4
Reading Theme	Community	Nutrition	Habitats	Courage/Friendship
Reading Standard	Identify Main Idea and Details from a nonfiction text	Summarize nonfiction/fiction texts	Compare and Contrast nonfiction texts	Identify story elements and analyze characters from fictional texts
Math Focus	Place Value	Counting Money	Telling Time	Number Sense/Fact Fluency

DATA TRACKING SAMPLE

I can identify the main idea of a text at my level (1)	I can identify supporting details (1-3)	I can summarize a nonfiction text at my level (1)	I can provide details to my summary (1-3)	I can compare and contrast two nonfiction texts (1-4: 1 pt. compare, 2 pt. contrast 1 pt. for extras) *average of 1-3 attempts depending upon reading group	I can identify story elements from a fictional text at my level (4: 1pt. for each: characters, setting, problem, solution) *yellow indicates group only did characters and setting for the first attempt	I can identify story elements from a fictional text at my level (4: 1 pt. for each: characters, setting, problem, solution)
		1	3	3		3
1	0	1	3	4	2	5
1	0	1	1		2	4
1	0	1	3	2	2	5
1	3	1	2	1	2	4
1	0	1	2	4	2	5
1	0	0	1	2	2	2
1	2			2	4	5
1	1	0.5	3	4	4	5
1	2	1	3	4	4	5
		0	3	2	2	5
1	3	1	3	2	4	5
1	0			4	2	5
1	2	1	3	4	4	5
1	0	1	3	1	4	2
1	0	1	3	3	3	4
1	0			4	3	3
1	2	1	3	4	4	6

LEARNING●IN●DEED



Making a difference through SERVICE-LEARNING

Engages students in community-based service projects while strengthening their basic academic needs

What is Service-learning?

- It is the blending of both service and learning goals in such a way that both occur and are enriched by each other



It always includes a strong reflective component where students utilize higher order thinking skills

2016 Service Projects:

- *Watered Franklin Trees
- *Coaching Kindergarten Buddies
- *B.E.N.C.H.S Car Wash
- *Secret Mission of Kindness
- *Collected Pop Tabs for Ronald McDonald House
- *Assist Residents at Oak Lawn
- *Picked up garbage at Washington Park
- *E.C.H.O. Food Shelf Drive

Academics

- * Online Research
- * Persuasive Writing
- * Reading Fluency and Comprehension
- * Teamwork/ Social Skills
- * Just Right Books
- * Real world math problems
- * Ipad Stations (IXL Math)
- * Task completion skills
- * Positive thinking
- * MyOn Reader
- * Making Predictions
- * Fractions
- * Converting Measurements

Learning in Deed Student Reflections And Academics Summer 2016



Student Reflections

My favorite S.L. Project was making the tie-blankets because I learned how to make something new."

"I learned how to be kind to people and be a better person"

"I learned about others in my class because of the skittles activity."

I learned that Learning In Deed is about giving back to the community for what they gave to us."

- graphing data from observations
- Measured tree growth (Inches, CM, & Fractions)
- Measured water (Gallons, quarts, liters, pints)

Math

- small group-articles about the needs of plants and how they grow
- whole group articles and videos with reflection about different tree types

Reading/ Writing

- 1.kidney bean in plastic baggie with wet paper towel- observed daily to see changes (sprouts and roots)
2. white carnations in colored water observed daily. (stalks)

Science

Taking care of and growing plants/trees

Service - Learning Activity

Nature art- made their name with sticks, leaves, flowers, and other things from nature.

Art

- watering 8 trees, 10 gallons each
- student lead brain breaks and activities
- GoNoodle activities

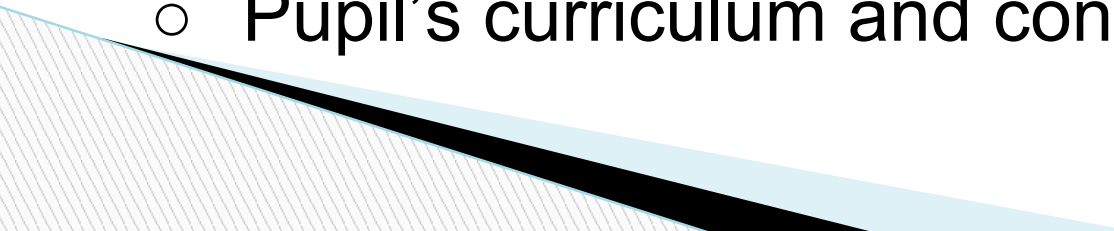
Energizers

- journal about before, during, and after science experiments
- KWL Chart topic: Trees
- Reflection Questions: How did you feel? What are you thinking about? What difference did you make?, What are your observations?

Reflection

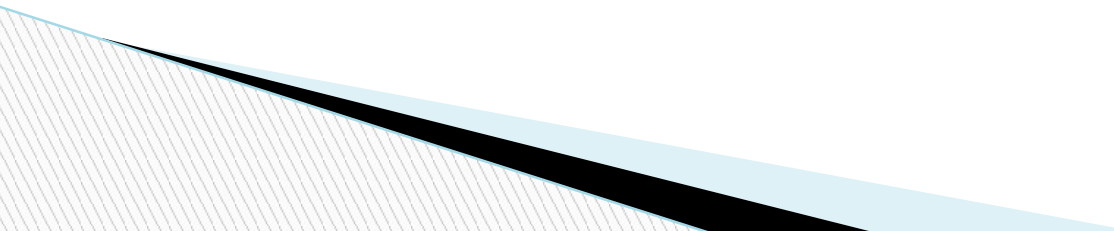
Extended School Year

ESY:

- School Districts are required to provide ESY services
 - ESY services are determined by the IEP Team
 - Team considers the following factors:
 - Rate of progress and maintenance of skills
 - Degree of impairment
 - Behavior or physical needs
 - Vocational needs
 - Pupil's curriculum and continuous attention
- 

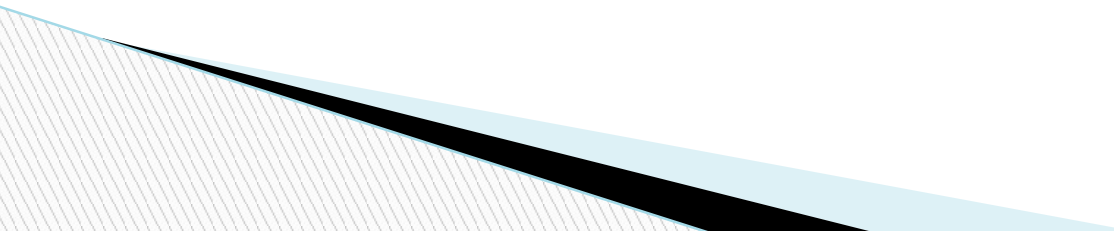
Purpose of Extended School Year

A student is eligible for ESY if they meet the requirements under one of the following categories:

- Regression/Recoupment
 - Self-Sufficiency
 - Unique Needs
- 

Purpose of Extended School Year

Regression/Recoupment:

- Significant regression of a skill or acquired knowledge
 - On-going data that documents the need
 - Data: required more than the length of the break in instruction to recoup
 - pre/post break data, progress report, observation
- 

Purpose of Extended School Year

Self-Sufficiency:

- Student who is in a functional curriculum
 - Functional goals in the student's IEP
 - Basic communication
 - Impulse control
 - Personal hygiene
 - Physical mobility/muscular control
 - Basic self-help, including toileting, eating/feeding, dressing
 - Functional academics
- 

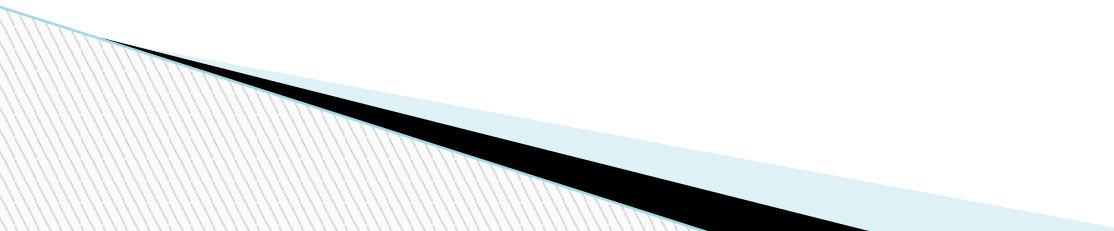
Purpose of Extended School Year

Unique Needs:

- Given the student's unique need(s) the IEP team determines if ESY services are necessary to insure the student receives a Free Appropriate Public Education
 - Student is just learning how to communicate wants and needs
 - Student is just learning how to walk independently
 - Student has just begun to decode words

Transportation

Students are transported to/from school by:

- Palmer Bus Company: providing curb to curb transportation
 - AMV: students with medical needs
 - Parent
- 

Location of ESY Services

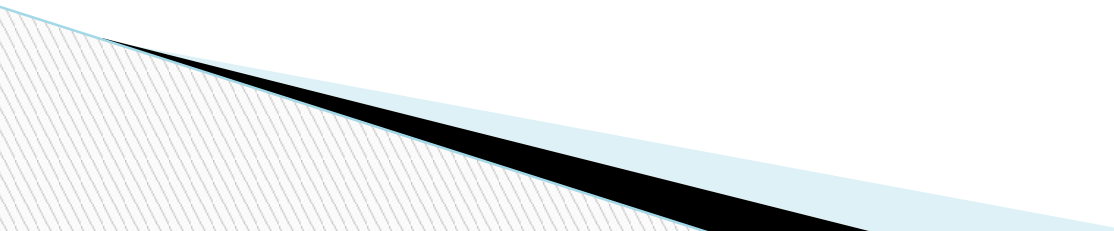
Birth through 2 Years:

- Student's home or childcare setting

PreK-Age 21:

- 9 elementary and secondary buildings

Meals were served in all ESY locations.



Mankato Area Learning Center



The Mankato Area Learning Center provides an alternative educational opportunity for students in **grades 9-12** .

The purpose of the summer program is to provide students who have not been successful in a regular school program the opportunity to regain credit that was lost during the regular school calendar. The goal of the program is to help students become competent in academic, social, and life skills that are necessary to live and work as a responsible citizen.

Credits earned toward graduation are transferred to each student's home high school where the diploma will be granted.



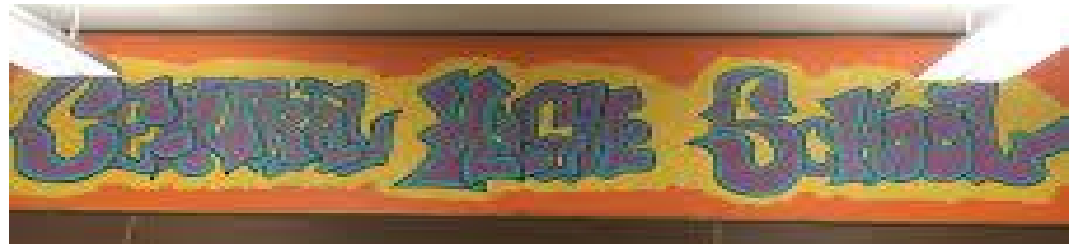
Mankato Area Learning Center Summer School Program

- Program dates: Session 1: June 13 – July 1
Session 2: July 11 – July 29
- Monday– Friday
- 9:00–12:00
- Location: Lincoln Community Center, WHS, EHS
- Courses: Geometry & Algebra
English 9, 10 & 11
US History & American Studies
Physics, Biology & Chemistry (WHS)
Physical Education
EL English and Elective (EHS)



2016 Program Highlights

- 247 Student enrollments
- 233 Students completed the Summer School program
- 193 earned credit (83% of students completing SS)
- Each student has a Continual Learning Plan
- Lunches served to all students
- Registration Process included better communication with students and families
- Attendance





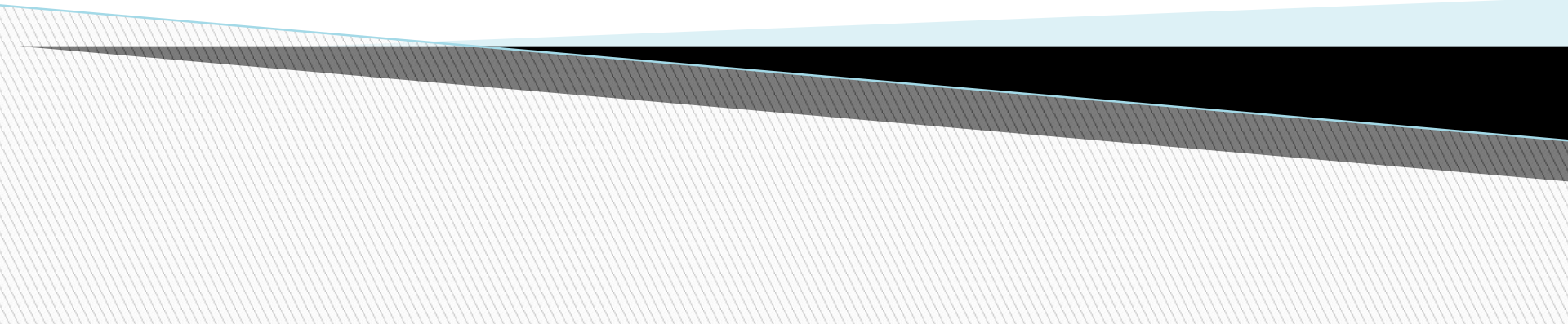
2016 Program Highlights

-
- **Schools / Districts Served:**

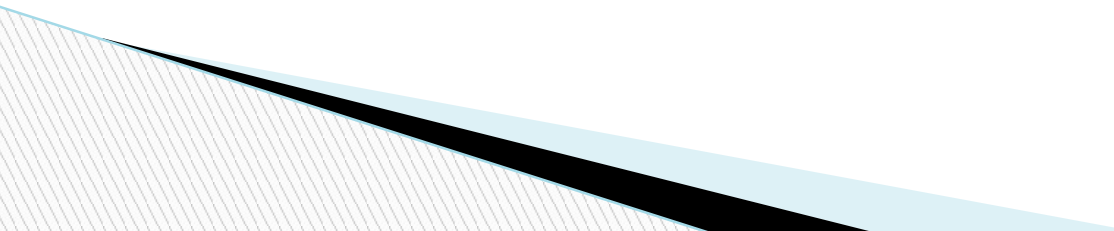
Mankato East	Mankato West	Central
Maple River	Cleveland	St. Clair
Lake Crystal	Kato Charter	JWP



Summary



Considerations – Next Summer

- Keep same time frame – 16 Days in July, 4 Days a week
 - Continue earlier (end of April) registration deadline
 - Open up Math Academy to Second Grade students
 - Continue collaborative work with ACES around events that conflict with Summer School
 - Continue collaborative work with Yaeger bus to improve communication around summer bus routes
 - Explore new ways to communicate information to families, expand and improve summer school website
 - Expand and improve communication with families during ESY
 - Use of Infinite Campus or other electronic systems to share data between school year and ESY special education teachers
- 

Thank you for your time!

