

## **2018 Summer Learning Program Board Plan and Report Back**

Summer Learning Programs  
June 2018

### ***The Board Plan for Summer Learning 2018***

For Summer Learning 2018, boards are asked to complete the following template which provides information in two categories: the first section (Plan) outlines the board's plan e.g. what is planned for Summer Learning 2018, and the second (Outcomes) reports on the outcomes e.g. the results achieved by students participating in the Summer Learning Program.

*Boards will submit this report twice: the first part of attached template is due **June 15, 2018** and will include the board plan(s) for Summer Learning 2018; the second part is due **August 24, 2018** and will report on the outcomes accomplished.*

**Please return the completed board plan and report back by email to Janette Jensen [janette@opsoa.org](mailto:janette@opsoa.org) at the CODE office on the dates specified above. A copy should also be forwarded to the CODE Regional Lead for your board.**

**Only one Plan/Report Back (document) encompassing all regular SLP programs offered is required. This Plan/Report Back Template is not to be used for Enhanced Funding Report Backs. Separate Templates are provided to report back on Student Mentors/Robotics and Refugee Students/ELL programs.**

### Board Information

The statistical information requested below will inform the development of the final report, providing a Provincial overview of the project. This information is aggregated, and individual schools and boards are not identified in the final report.

Name of Board:	Waterloo Catholic District School Board
Board Contact:	Pat Runstedler(Principal), Laura Shoemaker (Superintendent)
Allocation by Board:	8 classes
Total No. of Classes	21 classes
Breakdown of Classes:	3 Classes (Gr ½, ¾, 5/6) of 15 students at each site * 7 sites

Literacy	N/A
Numeracy	N/A
Blended Literacy/Numeracy	8
Support for Indigenous Students – Literacy	N/A
Support for Indigenous Students – Math	N/A
Support for Indigenous Students – Blended	N/A

**Question # 1 – Assessment of Student Learning**

It is important to determine the impact of summer learning on students. Please outline the assessment strategies that you plan for the 2018 summer learning program to assess its impact on students both individually, as a class and as a board. Please indicate in your response below if you are using board developed assessment tools and/or standardized tests.

<p><b>Individual/Class Plan</b></p> <ul style="list-style-type: none"> <li>- Home school student profiles – profiles from home school teachers completed to provide a better understanding of the students participating in the summer learning program. Teachers can pre-plan and be more responsive to specific needs based on information from the student’s home school.</li> <li>- Early in the program begin developing student learning profiles which would include interest inventories, teacher feedback forms and diagnostics allowing for precision and responsive programming</li> <li>- Use of math diagnostics provided by our board math (Sherrie Rellinger) including Elementary and Middle School Mathematics by Van de Walle et al. resource for Grades 1 – 4 and the Gap Closing materials for Grade 5/6.</li> <li>- Use of Leaps and Bounds resource with build in diagnostics for each concept in the NS&amp;N strand. The</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>● Invitation extended to summer boost teacher to reach out to home school teachers. Teachers who exercised this option were more readily able to respond to student needs.</li> <li>● Access to student IEP’s (Individualized Education Plans), safety plans and behaviour support plans were utilized to support identified needs.</li> <li>● A variety of MI indexes and inventories were used allowing for more precision and differentiated programming</li> <li>● Leaps and Bounds was used selectively as we had extra student books from the previous year. In addition, we implemented <i>Knowledge Hook</i> which can be adjusted ‘real time’ to best fit students’ needs.</li> </ul>
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multiple entry points and practice will allow us to identify specific growth areas.

- Raz Kids – use of Raz Kids to support fluency, decoding and comprehension. Raz Kids includes a Benchmark Assessment to determine a student's instructional or independent reading level in the Learning A-Z Text Leveling System.

#### Qualitative Data

- Smiles on their faces – happy students who feel safe and valued leaving with a stronger sense of self
- Strong attendance numbers – students enjoy coming to the Program and fully participate
- Students demonstrating Grit – believing that through perseverance, effort and time all students can learn
- feedback from program stakeholders (i.e., students, parents, volunteers, staff, support staff (custodial, secretarial, school-based administrative, etc.), superintendent, etc.)

#### Quantitative

- Frequent check-ins such as exit cards
- Reflections in journals about what the students enjoyed from the day/week, opportunities to write about what they would like to learn each week – goal setting
- Peer discussions as well as individual conferences on what is going well, goals, and ways of achieving those goals
- Video to be shared with principals/trustees with testimonials from students/parents/teachers/volunteers
- STAR testing – pre-and post
- Portfolios of student learning (scrapbooks)
- anecdotal and documented participant achievements (e.g., samples of work, observations, etc.)
- number of past participants returning
- Student survey (How do you feel you did? What did you learn? What activities did you enjoy best? Where do you think you have improved?)

- Teachers utilized existing student RAZ Kids accounts to determine reading levels and focus areas including decoding, fluency and/or comprehension.
- Testimonials from all stakeholders indicates students are leaving with a stronger sense of self-efficacy
- Variety of assessment methods and strategies including timely, precise feedback reflective journaling and teacher and peer conferences reflect improvement in student learning
- Video created to share and showcase student growth
- Analyzed STAR pre-test data to inform instruction
- Completed and shared at the Celebration of Learning in paper and/or digital format
- Summer Boost certificates issued that included the most significant growth area for each student

#### Question # 2 - Professional Learning

How will the 2018 summer learning program continue to assist and influence teachers in their own professional development, specifically in the areas of instructional practices and parent engagement?

Are there plans in place to assist school administrators in becoming more knowledgeable and supportive of the summer learning program?

Please elaborate with specific examples.

## Plan

- Initial staff meeting allows for grade level partners from different sites to share best practice and strategies to support Summer Boost
- Midpoint staff meeting allowing for same site teachers to strategize around integrate and optimize their Summer Boost and classroom learning environment
- Closing Staff meeting – teachers will be offered the chance to collaborate at end of the program to offer feedback and share celebrations of learning which will inform classroom program and Summer Boost learning for the following year.
- Sharing of celebrations and best practices through the use of our google site
- In collaboration with our Faith Formation consultant and each other teachers will model Christian Meditation and facilitate student/teacher discussions on how to build a community that promotes the teachings of the Ontario Catholic Graduate Expectations at each site
- Assistive Technology – teachers' will model use of Read/Write and voice notes within the Google environment at each site.
- Computer programming using Scratch (In Conjunction with RBC and the Learning Partnership) will be introduced to develop problem solving strategies and Grit
- Mentor texts selected in partnership with teachers and the Literacy/Numeracy Teachers sharing of strategies to enhance reading/writing and critical thinking skills.
- Use of Knowledgehook (math software program) in numeracy as a way to engage students and deepen student understanding in NS & N by creating missions and game shows.
- Daily Physical Activity strategies offered by Bridgette Webster to teachers to implement at all sites

## Outcomes

- Initial, midpoint and closing staff meetings helped inform teacher instruction, facilitated the share of ideas and assisted in optimizing and celebrating the Summer Boost experience
- 21<sup>st</sup> century technologies and classroom management tools like D2L and Google made teacher sharing of ideas and resources seamless which ultimately allowed for growth in teacher capacity and student learning
- Use of Read/Write facilitated by classroom teacher and implemented in 70% of our classrooms. May consider bringing in Assistive technology teacher again to continue our learning if budget allows. Considerable growth in teacher's comfort level integrating read/write as another tool in their ever-growing toolkit of teaching strategies.
- Scratch coding introduced in the Gr. ¾ of 5/6 classes. Many teachers invited Jacquie Dolman back for a follow-up session. Teacher's surrendering control and learning alongside students
- Mentor texts provided and used at the discretion of the teachers stimulating deep questions and
- School and accounts created for all Summer Boost students. Teacher's used the program successfully and hope to add it to the numeracy strategy repertoire in the fall
- Teacher's comfortable integrating DPA as part of their program learning new games and activities from each other
- Teacher's will have the opportunity to attend a Teacher PD session focused on Robotics, October facilitated by Rob Holowack, retired technology teacher and Robotics coach from St. David CSS.

<ul style="list-style-type: none"> <li>- Continuous conferencing with Principal of Program to support individual teacher needs</li> <li>- Teachers will be exposed to Robotics as high school mentors create engaging challenges for kids through the use of EV3 Lego kids, We-Do lego, Sphero's and more.</li> </ul> <p><b>Administrators:</b></p> <ul style="list-style-type: none"> <li>- Principal Lead to share overview of the program with fellow principals at Principal Meeting in March. Encourage promotion of program on outdoor signs/social media etc</li> <li>- Link on board website outlining program accessible to the public</li> <li>- Use of social media throughout program to highlight successes/celebrations (twitter)</li> <li>- Early Bird Newsletters and Flyers distributed to the principal at each host site sharing Program goals and registration information.</li> </ul>	<ul style="list-style-type: none"> <li>● Outlining the rationale of the Summer Boost Program at a principal meeting and at family of schools professional learning team meetings</li> <li>● Promotion of Summer Boost Program using social media has increased administrator awareness of Summer Boost as a strong intervention/remediation strategy for our Level 2 students.</li> <li>● Principals increased advocacy efforts help to ensure that the most appropriate students are being targeted</li> </ul>
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<p><b>Question # 3 - Connecting Summer Learning to School Year Programs</b></p> <p>Please detail the strategies/activities that you plan to have in place to support summer students when they return to school in September. In the outcome section, be specific as to the most successful transition supports for students and receiving teachers and principals.</p>	
<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>- Talk to Kelly Roberts (Board Researcher) about creating a marker/flag within Compass that would highlight student participation in Summer Boost or have it added as an intervention strategy</li> <li>- Upload samples of student work/Summer Boost certificates in numeracy/literacy using Twitter.</li> <li>- Principal of the program will recommend that Summer Learning program be included as a literacy and numeracy intervention strategy in our Board Plan.</li> <li>- To assist with making the connection to regular school programs students will post artifacts to their 'all about me' portfolios which will highlight significant learning's for next year's teacher.</li> <li>- A list of all Summer Learning students be offered to the home schools and forwarded to their home teacher via email.</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>● Currently in conversation with Kelly Roberts (Compass) to strategize around how to indicate that a student has participated in Summer Boost and how to communicate that participation to the teacher the following year. Summer Boost will be recorded as an intervention in Encompass for teacher's to see.</li> <li>● Samples have been uploaded on Twitter daily highlighting literacy and numeracy gains.</li> <li>● Faith formation activities (meditation) were implemented at each site and left with classroom teachers to incorporate in their home school community.</li> </ul>

	<ul style="list-style-type: none"> <li>Through the sharing of this report, and the Director/SO site visits this year and in the past, the hope is that consideration will be given to include the summer learning program as a gap closing strategy in our Board Improvement Plan.</li> </ul>
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**Question #4 – Communicating the Effectiveness of Summer Learning Program to the System and Board of Trustees**

As summer programs expand and diversify there is greater interest among parents, board staff and trustees in summer learning programs.

Please explain how you plan to communicate the success(es) of your summer learning program and what your board does with this information/data. An expectation for boards (as detailed in the Letter of Agreement) is that each board prepares a report on the 2018 SLP that will be presented to its Board of Trustees at the conclusion of the summer learning program.

<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>- At the <b>Trustee Meeting in March/April</b> the Summer Boost principal alongside a Summer Boost teacher will share a Powerpoint and/or video outlining the program, share the results of STAR testing, parent engagement strategies as well as other data (portfolios, artifacts, student logs)</li> <li>- A video including testimonials from all stakeholders (cross-section of students, teachers, volunteers, parents) will be shared to the trustees and posted on the board's Youtube channel</li> <li>- Parents will be invited to a celebration of learning on the last day allowing students to showcase their learning – Trustees/Director will be invited to attend</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• A slideshow/video will be shared at a forthcoming Trustee Meeting</li> <li>• A video, incorporating all stakeholders, will be created and shared at the Trustee Meeting</li> <li>• Parents attended and shared in the Celebration of Learning at all sites. All parents were given a parent information letter including various websites to assist in solidifying a home/school connection.</li> <li>• Currently in conversation to create a video to highlight Summer Boost as a "School of the Week" on our Board website.</li> </ul>
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**Question #5 - Parent Engagement**

Having parents engaged in their child's learning increases opportunities for success in school, and summer learning programs offer unique occasions to connect with parents.

Please share how you plan to support and involve parents in your board's summer learning program, and how these successes are being used to encourage greater parent engagement during the school year.

<p><b>Parent Engagement Plan</b></p> <p><b>Principal/Lead teachers</b> will be visible and on site on the first day to welcome and review the learning focus of the Program</p> <ul style="list-style-type: none"> <li>- <b>Newsletters, notes home and learning logs</b> shared with parents daily</li> <li>- Use of <b>social media</b> to celebrate successes</li> </ul>	<p><b>Outcome</b></p> <p>All staff were visible on the first day to review and welcome all parents/students. Sneak Peek was offered to the parents and students at host summer Boost teachers and engage in the school environment.</p>
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<ul style="list-style-type: none"> <li>- <b>Celebration of Learning</b> to take place at each site at completion of Program. Parents will be invited in to the site to share in the learning of their child. Student artifacts will be displayed and presented by the students in the program. A explanation o of the math bag contents will be shared with parents</li> <li>- <b>Scrapbooks of Learning/Portfolios</b> – students will create scrapbooks throughout the course of the Program and will be used at the Celebration of Learning to offer documentation of student achievement.</li> <li>- Parent supervisors/Volunteers invited to participate on field trips and in the classroom</li> <li>- Parents will be asked for testimonials of the Program to ensure connectedness to the Program and the anticipated outcomes.</li> <li>- Take Home Math Bags were created with games and acitivities taillored to each grade. Students were taught the games at Summer Boost and asked to teach their parents</li> </ul>	<ul style="list-style-type: none"> <li>● Twitter was used extensively at all sites to celebrate successes and student growth.</li> <li>● A Celebration of Learning took place at all sites which included a student showcase of learning, robotics carousel and a slide show including student video and pictures. In addition, information was offered to the parents around supporting literacy and numeracy moving forward</li> <li>● Scrapbooks were created and showcased</li> <li>● Parent Supervisors/Volunteers were present at all sites in various capacities within the classroom and on field trips</li> <li>● Testimonials were gathered and included in our Program video</li> <li>● During our Celebration of Learning students taught parents a math game and teacher's highlighted different resources.</li> </ul>
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<p><b>Question #6 - Activities and Healthy Living</b></p> <p>Each summer learning program in addition to literacy and numeracy learning must include an activity and fitness component focusing on healthy living, the Arts, cultural activities, guest speakers, fitness, games, etc. <b>(Please note there must be at least 45 hours of literacy and/or numeracy instruction during the three-week program, and does not include fitness and/or other activities).</b></p> <p>Please outline in the Plan section below your proposed schedule including time allocations and activities; and in the Outcomes section which components took place during the 2018 summer learning program.</p>	
<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>- <b>Recreation &amp; Leisure/DPA</b> – (both whole group and class specific) opportunities throughout our day to expose students to cooperative games/activities/stretching that promote healthy active living</li> <li>- <b>Christian Meditation/Yoga/Reflection</b> – helps students develop mindfulness and self-regulation skills - we ended each day with these activities as a group</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>● DPA was incorporated daily into all classrooms across all sites</li> <li>● Christian Mediation was facilitated by classroom teachers at all sites. Daily reflection activities were led by teachers within individual classrooms.</li> <li>● Daily use of playground equipment and physical structures during natural breaks and daily lessons facilitated by teacher leads.</li> </ul>



<ul style="list-style-type: none"><li>- <b>Outside structured physical and recreational activities</b> during breaks</li><li>- <b>Activity based field trips</b> – African Lion Safari</li><li>- <b>Guest speakers</b> and programs including Scientists in Schools, Coding/Scratch, Christian Mediation, Robotics</li><li>- <b>Connections</b> made to the larger school community using experiential learning and invitation of local, relevant community agencies that are site-specific to enhance the connections between school and community</li></ul>	<p>African Lion Safari – trip taken on June 14<sup>th</sup> for all participants of Summer Boost. Learning incorporated into classroom with follow up written activities and reflection experiences.</p> <ul style="list-style-type: none"><li>● Guest speakers visited all sites. Many sites also requested further visits from Coding/Scratch and were successful in having them come out to specific sites 2-3 times during the Program.</li><li>● Specific sites took planned walks to connect with the local neighborhoods association to enhance the school/home/community connection.</li></ul>
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Submitted by:

Name: Pat Runstedler/Heather Papp

Position: Principal/Vice-principal

E Mail contact Information: pat.runstedler@wcdsb.ca

Signed by:

Date

Signature of Director of Education



Marguerite/Joyce Meeting notes:

**Pilot - Extended Day**

- Pilot at 2 sites - 8:30 - 2:00 pm - Next year will probably close one site...not sure how this will work from an HR standpoint. At one site one teacher starts late and at the other site they leave early. Not ideal but it's working
- With .5 lunch not much and increased recreation component, literacy/numeracy and integrated learning blocks have stayed the same.

**Robotics**

Pilot sites - Robotics - added 3D Printing and artistic robots. More equipment (e.g. 2 spheros at each site and one iPad)

Lego Robotics - 2 mentors at each of the 7 sites

**Encompass**

We will flag students who participated in the Boost and attempt to track their progress. Did the intervention have a lasting impact?