



## Superintendent Memorandum

**To:** Board of Finance Members  
**From:** Michael Cummings  
**Date:** March 29, 2022  
**Re:** Summer Programming Enrollment Numbers and Presentation

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Please see the attached 2021 summer programming presentation. The charts below reflect program enrollment.

**Summer Boost**

Grade	# of Students
K	49
1	40
2	38
3	30
4	29
5	36
6	24
7*	8
8*	11
<b>Total</b>	<b>265</b>

**Remote Tutoring**

Grade	# of Students
K	11
1	19
2	19
3	13
4	19
5	17
6	12
7	13
8	7
<b>Total</b>	<b>130</b>

*Attachment: Summer Learning Presentation, September 2021*



# FAIRFIELD PUBLIC SCHOOLS



# Goals for this Presentation

Provide an overview of the Boost Program

Share student achievement data

Illustrate what we learned as a district



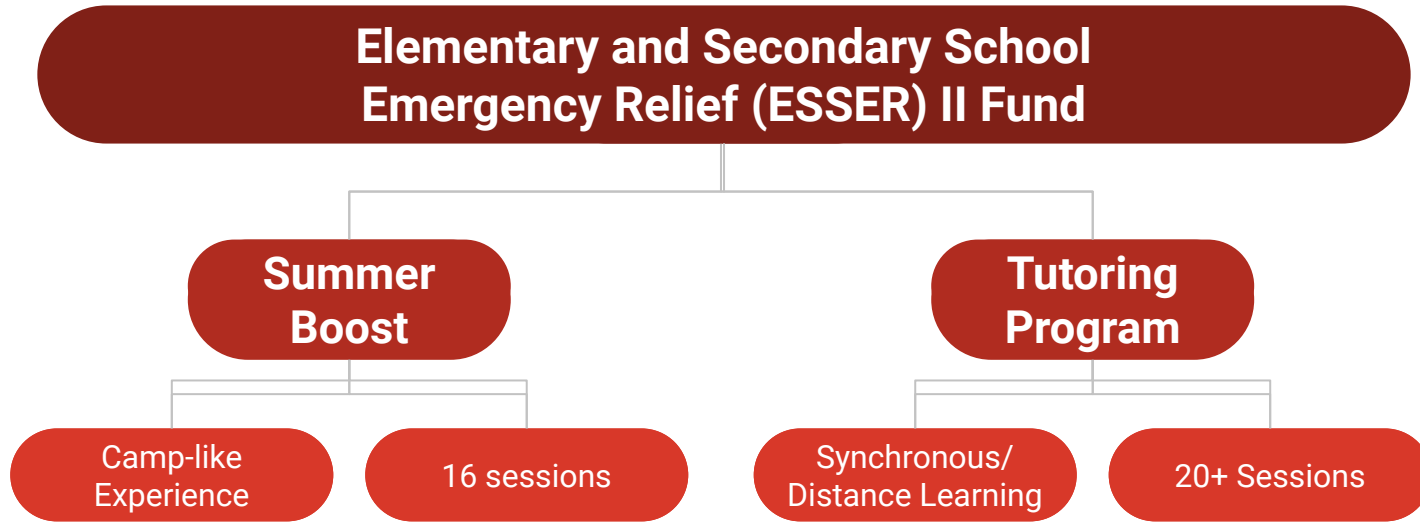
# Summer Boost Mission

The mission of Summer Boost 2021 is to provide our learners with targeted instruction that will strengthen and accelerate their current levels of academic performance.

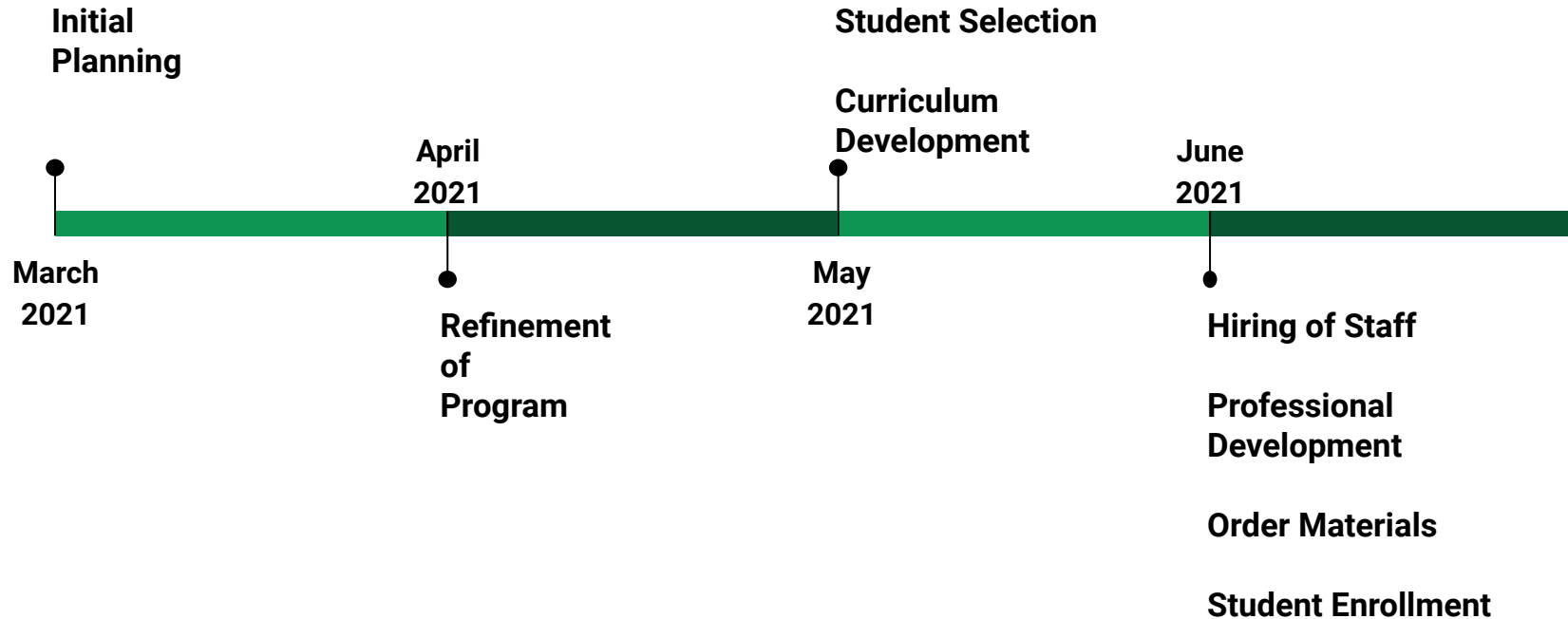
- We believe in using a Project Based Learning approach to provide learners with opportunities to integrate literacy and numeracy skills while actively engaging in a STEM focus project.
- We believe that accelerating students focuses on building the skills necessary to be ready for the next grade level.
- We believe in the celebration of all our learners and encourage them to celebrate themselves as capable learners.



# Overall Summer Program



# Timeline of Events



# STAFFING

**Principal (K-4)**

**Lead Teacher (K-4)**

**16 Classroom teachers**

**1 ESL teacher**

**1 Technology teacher (shared)**

**1 Social Worker**

**1 Secretary**

**Principal (5-8, tutoring K-8)**

**7 Classroom teachers (1 math push-in)**

**21 tutors (10 in K-4 and 11 in 5-8)**

**Student Interns**

**1 Secretary**



# Designing the Boost Curriculum

## In-person Boost

- Identified Priority Standards
- Aligned Standards to Current FPS STEAM units
- FPS LAS, STEAM, and Classroom teachers unpacked the STEAM units and aligned lessons to the Standards
- Teams used backward planning to design a final project showcasing the Boost student's learning
- Purchased engaging, high-quality informational texts that supported each STEAM unit
- Procured hands-on materials that allowed all students to create, experiment, and fully participate in each project

## Tutoring

- Tutoring specific to Math and ELA Content
- Goals from In-Person Curricula
- All Tutors were Certified Teachers
- Elementary (K-4):
  - One Tutor for both contents
  - Three 45-minute sessions per week
  - 5 total weeks (15 sessions)
- Middle (5-8):
  - One Tutor for Each content
  - Three sessions/week for each content
  - 5 total weeks (30 sessions)





# **VISION: To inspire a love of learning and create opportunities of success for all our learners**

**Rising 1st: Dinosaur Discovery**

**Rising 2nd: Sound Waves**

**Rising 3rd: Pollinators**

**Rising 4th: Bridges**

**Rising 5th: Designing Playgrounds**

**Rising 6th: Solar Oven**

**Rising 7th: Design a Middle School**

**Rising 8th: Design a Garden**

**Rising 9th: Escape from Middle School**

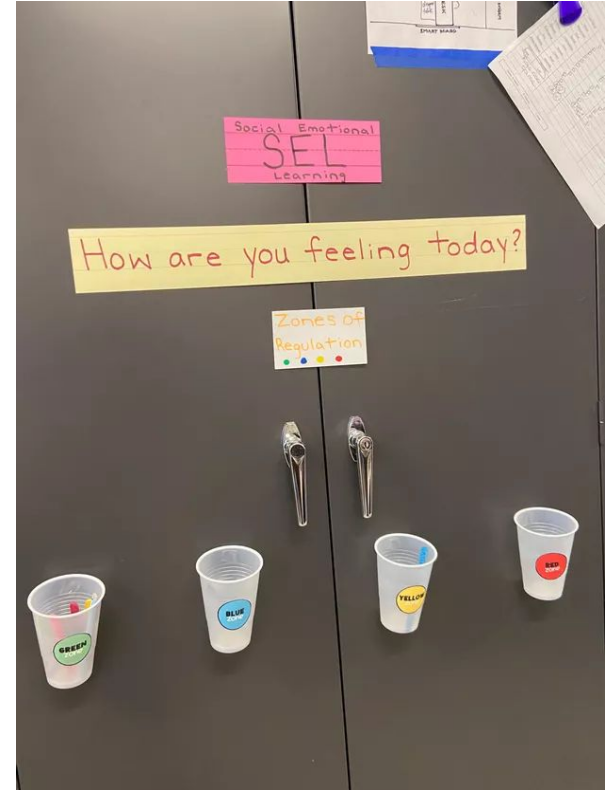
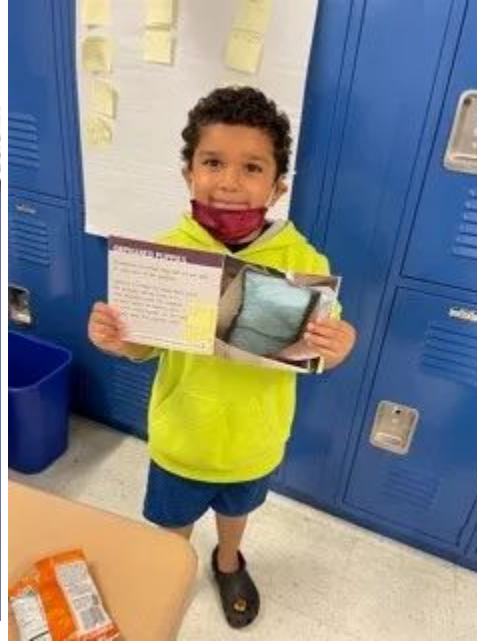


# RIGOROUS INSTRUCTION

Rigor is more than what you teach and what standards you cover; it's **how** you teach and **how** students show you they understand. True rigor is creating an environment in which each student is expected to learn at high levels, each student is **supported** so he or she can learn at high levels, and **each** student demonstrates learning at high levels (Blackburn, 2008).



# Create an environment that is conducive to growth

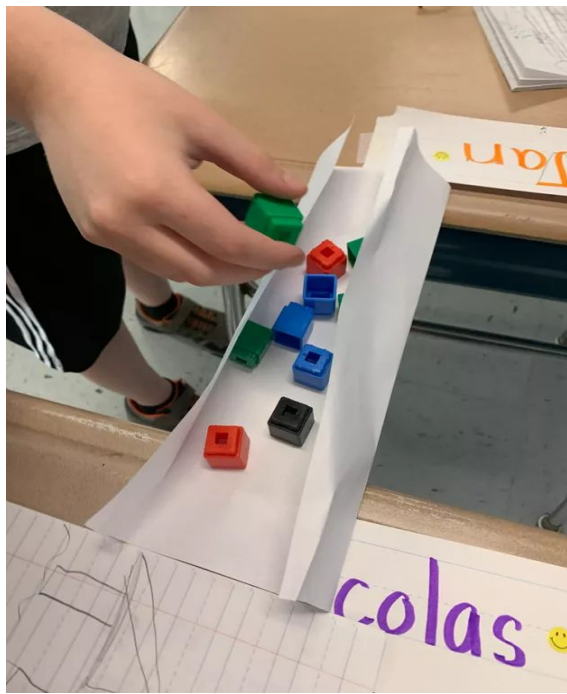






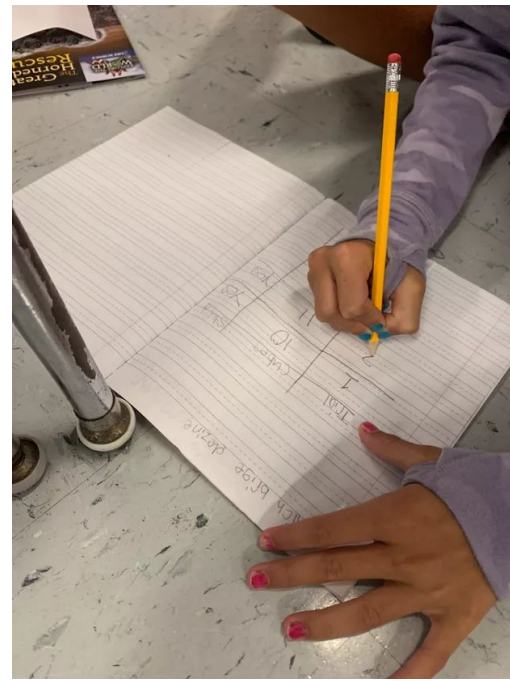
# Focus on High Expectations!





When words mean something other than their LITERAL meaning.

<b>SIMILE</b>	A comparison of two things using like or as.	She is <u>as</u> sweet <u>as</u> pie!
<b>METAPHOR</b>	A comparison of two things that says one thing is another.	The new baby is a <u>bundle of joy</u> .
<b>PERSONIFICATION</b>	Give human qualities to non-human things.	The morning sun <u>smiled down on me</u> as I walked.
<b>ALLITERATION</b>	The repeated first sounds in a sentence.	He <u>h</u> elped her <u>h</u> urt <u>h</u> and <u>h</u> eal.
<b>ONOMATOPOEIA</b>	Words whose sound suggests their meaning.	A snowball <u>WOOSHED</u> past my ear.
<b>IDIOM</b>	A phrase whose meaning isn't understood by their literal meaning.	After we won the game, we were <u>on cloud nine</u> .



Trial	Cubes	Sturdy
1	3	Not
2	22	yes
3	27	yes
4	18	yes
5	100	yes

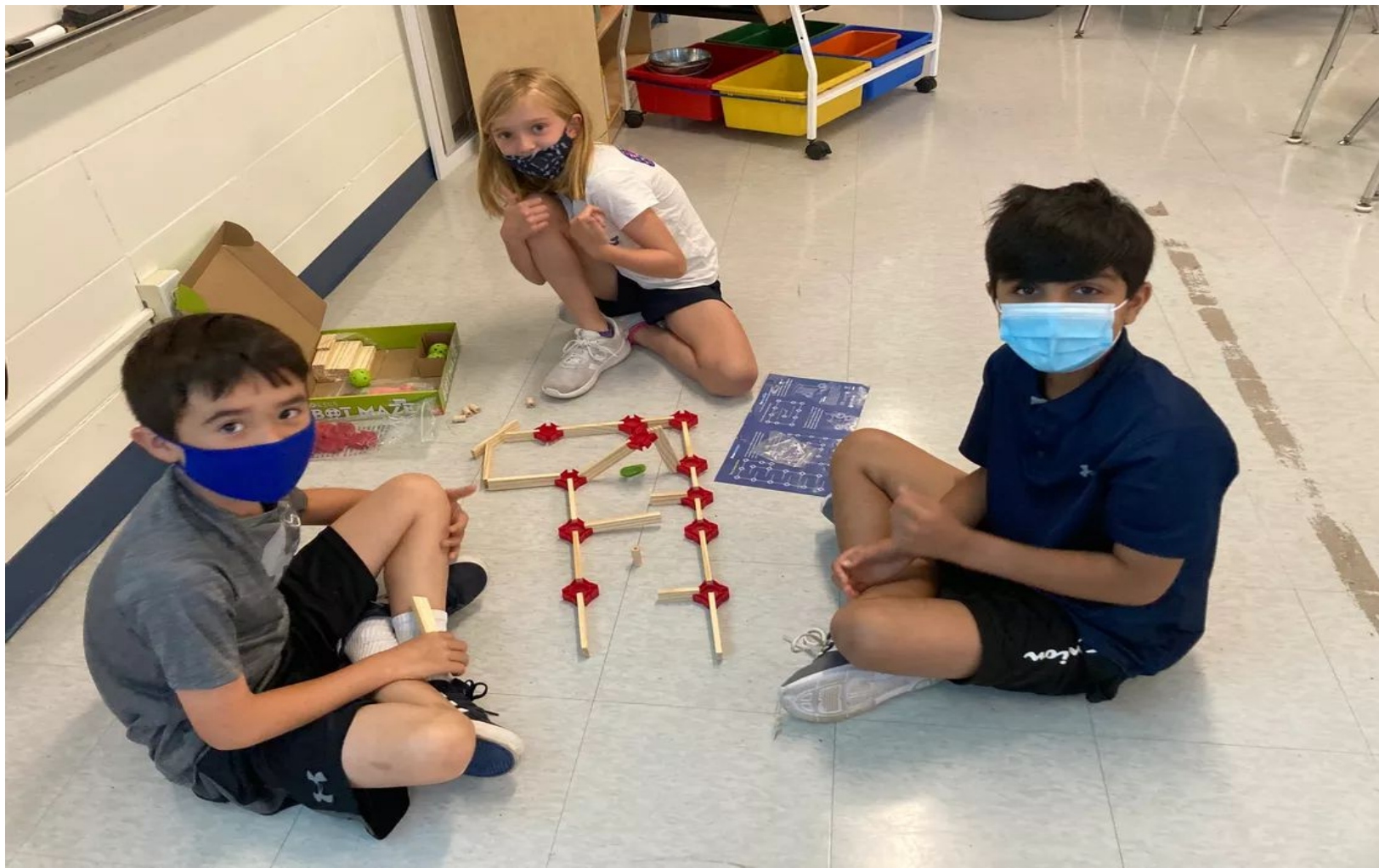




**Support** students so they  
can learn at a higher  
levels





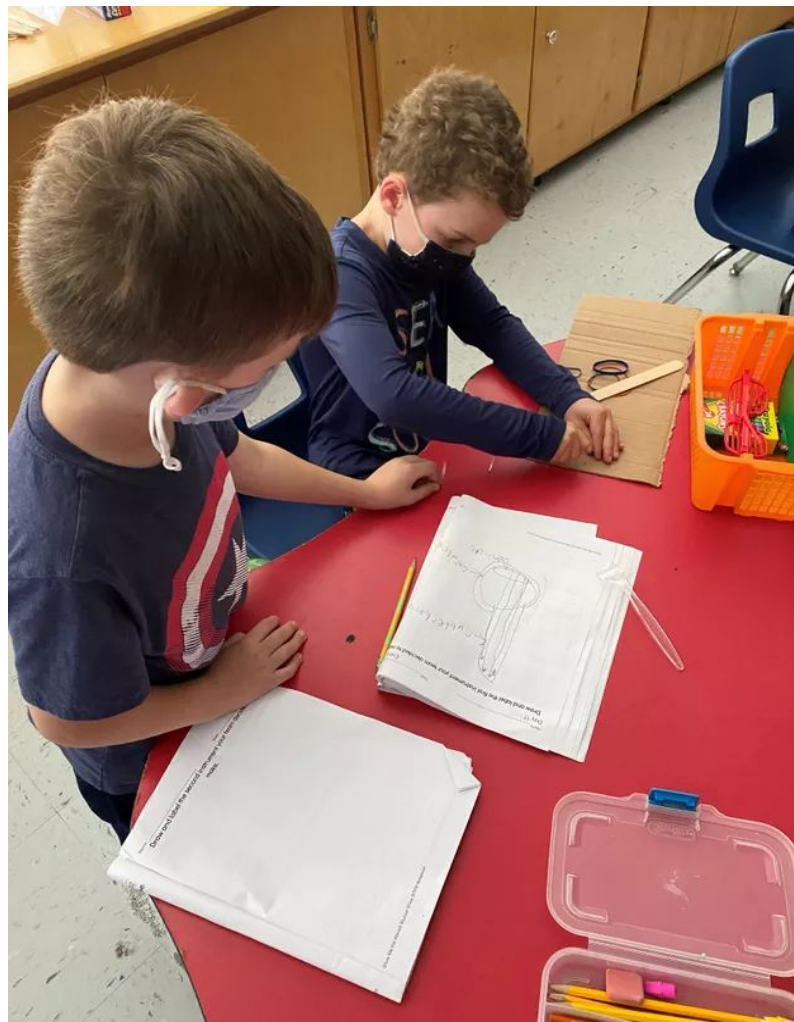




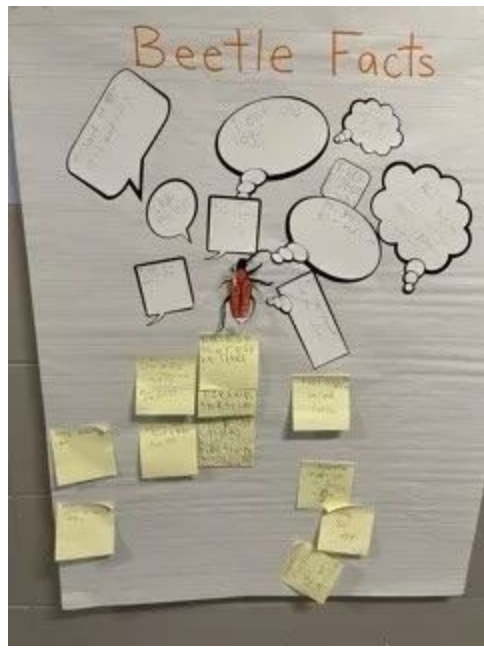


Allow each  
student to  
demonstrate  
learning









# ACCELERATE and CELEBRATE

[Welcome to Summer Boost K-4](#)

[Accelerate and Celebrate Summer Boost 2021](#)

[Summer Boost Week by Week](#)----Password SummerBoost

[Middle School Boost Sample Projects](#)



# What did we learn?

*What do we want to keep?*

*What do we want to  
strengthen or improve for next  
summer?*

*Teacher feedback*

*Parent feedback*

*Student Achievement*



# STAFF Feedback

*"I really enjoyed my time here and I am glad that I took part in Boost. I look forward to participating again. I would be interested to see if our work with the kids affected the proverbial "summer slide" especially in reading where I see this quite frequently in September, especially with my non-readers, low readers, or ELLs. "*

*"I thoroughly enjoyed the summer boost program. I really feel being in a combined class was what made this most successful for the kids. We were able to bounce off each other with teaching ideas and lessons and deal with behavior issues in the classroom with little disruption to the class as a whole."*





# Staff Feedback Cont'd

*"I liked the 6th grade curriculum as it was relatable to the kids. They had opinions and ideas on all the different topics related to an ideal middle school that they were to create. I think there needs to be more planning time as part of each week. Although a curriculum was given there was a lot of adjusting of the curriculum and planning time required each week. The planning time would also be great for weekly communication with the parents to let them know what is being done in the classroom and ways they can support the program at home."*



# Parent Feedback

*"I just want to thank you for your time spent with the kids this summer. [My son] was excited and motivated to go to your classroom every day. I am just so grateful for your enthusiasm and thoughtfulness with all of them. You truly made it a wonderful experience for her!"*

*"I am writing to express my sincere gratitude for an amazing month of summer boost. [My son] has had the opportunity to attend a summer program for the last few years. This year by far takes the cake. He was ecstatic to attend daily and his teacher out did herself daily."*



Course	Average of Fall 2019 to Fall 2020 Percentile Rank Change - MATH	Average of Fall 2020 to Fall 2021 Percentile Rank Change - MATH	Average of Fall 2019 to Fall 2020 Percentile Rank Change - READING	Average of Fall 2020 to Fall 2021 Percentile Rank Change - READING
BOOST GRADE K	-	-	-	-
BOOST GRADE 1	-	-6.1	-	15.7
BOOST GRADE 2	-12.4	21.3 (+)	1.7	-4.3
BOOST GRADE 3	12.1	14.2 (+)	3.8	-1.9
BOOST GRADE 4	-8.6	12.0 (+)	-7.6	5.3 (+)
BOOST GRADE 5	-5.1	4.8 (+)	-4.7	-0.7 (+)
BOOST GRADE 6	-5.0	-9.2	-2.9	-2.3 (+)
BOOST GRADE 7	-10.3	4.1 (+)	3.1	-1.3
BOOST GRADE 8	-14.4	22.0 (+)	-7.2	7.6 (+)
TUTORING ELEM SCHOOL	-1.3	3.4 (+)	2.2	7.1 (+)
TUTORING GR 5-8	-9.7	7.1 (+)	-4.9	-4.2 (+)

# Questions to Consider Moving Forward...

In what ways can we start the planning of this program earlier to better meet the needs of the teachers and students?

- Intended Actions: Start the planning process earlier in the school year (e.g., hiring of teachers, professional development, etc.)

In what extent can the projects be re-evaluated to better meet the interests of the students?

- Intended Actions: Evaluate and improve current tasks and/or research other project-based learning tasks

How can we help personalize the specific needs of students to better support their learning?

- Intended Actions: Gather other student information from classroom teachers and other data sources earlier in the school year to provide summer teachers more information to better meet the needs of students

