

Sail into Summer-Written Report

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Written Report

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Project Written Report

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Introduction

This is a summer school program targeting low socioeconomic, suburban grades 3-5 students from Title I school sites within the district. It is a comprehensive summer program for students and families in partnership with the local technology center. Access to community resources will be provided in a central location. This project is needed to assist students in remaining cognitively engaged over the summer, with limited regression of academic skills (Borman, Rachuba, Hewes, Boulay, & Kaplan, 2001). Student retention rates were increasing annually revealing academic deficiencies through assessments administered after extended summer breaks. This identified a group of students who would benefit from the continuity of academic supports through differentiated instruction during the summer in a safe, structured learning environment.

Planning

The District Summer Program Committee is responsible for planning, organization and implementation of this program. Stakeholders in this project will be Title I school sites, at-risk students and their families, school staff, technology center, local churches, and the community at large. Buy-in will be achieved because parents will have access to a safe, structured environment that provides remedial and enriching activities in occupational, academic, and personal interest areas for their children. Funding will be achieved through school district budgetary commitments to summer programs; community partnerships; and local churches.

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Family nights will be held once a week and include topics such as Parent Technology Night where parents will be trained to access parent portal; Are You Smarter Than Your Fifth Grader? where parents are challenged with rigorous reading and math content alongside their students; Community Resource Night with resources such as the Regional Food Bank, Department of Human Services, local churches offering student and family programs, Social Security Administration, Vocational Rehabilitation, higher learning institutions, housing options, and more; and Healthy Me Night with nutritional information, healthy snack preparation, local food and farmers' markets available, and county health department officials available for immunizations available for children. Community resources that are invited to Family Nights will be at no cost to the program other than facility maintenance. Supporters of this project are parents, school staff, community members who feel educating students is more cost effective over the long-term, community resource agencies, local churches, and alumni of the school.

Project Goal & Objectives

The goals of this project are:

- Sustain reading and math achievement
- Promote health and wellness for students and families
- Provide a safe, structured environment for identified children during the summer
- Provide free breakfast and lunch programs for area students aged 0-18.

Success of program objectives will be evaluated after the project is completed.

Project Explanation

This is a summer program intended to provide access to community resources will be provided in a central location. This project is needed to assist students in remaining cognitively

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engaged over the summer, with limited regression. Parents will have access to a safe, structured environment that provides remedial and enriching activities in occupational, academic, and personal interest areas for their children. There will be opportunity for two-way communication. This project will create a positive school-family environment, encouraging communication, and strategies for parents for working with their children at home; numeracy and literacy activities, and nutrition by promoting healthy lifestyles. Family-school-community collaboration and communication are fostered in this project because all stakeholders have to work together to ensure the success of the program. Because the school is taking on a larger responsibility, due to planning, implementation, and facilities, greater participation will be assumed by school staff.

Process of Implementation

- Step 1 – Once funding is in place and logistical steps have been taken (transportation, teachers, building, infrastructure has been determined) compile list of eligible students. Do a targeted marketing campaign with flyers, Facebook, school website, and word-of-mouth.
- Step 2 – Once children have been identified, hire staff, then train staff and volunteers. Request resources. School nutrition department will coordinate summer food program with FDA.
- Step 3 - Insure that all collaborative projects are in place and prepared to begin on day 1. On day 1, administer pre-assessment to all students.
- Step 4 – Implementation of program. End of week staff meetings will be held to summarize week and plan for upcoming week with opportunities for improvement.

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- Step 5 – During the final week, administer post-assessments. Hand out satisfaction surveys with prepaid postage. Hold a team meeting with all satisfaction survey results and assessment documentation to determine program effectiveness and recommendations for next year.

School staff is responsible for organization and provision of facility, along with monitoring all aspects to include the success, challenges, barriers, financial responsibilities. Parents are responsible for ensuring their children attend the program consistently, participate in Parent Nights, and volunteer time to assist with monitoring students and assisting in classrooms. Community Partners are responsible for providing financial or non-monetary resources, including services such as immunizations, nutritional information, housing options, Vocational Rehabilitation options, and financial literacy information.

Project Evaluation

- Pre and post assessment
 - Academic assessments in the areas of math and reading will be administered the first day of the program.
 - Post assessments will be administered in the final days to determine student progress.
- Satisfaction surveys
 - Parents
 - Students
 - Community resources
 - School staff

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- Technology center staff
- All other participants

Retention rates will be monitored during the academic school year to determine if this summer program merits continuation.

Reflection

After the project was complete and surveys were gathered, the following points will be addressed during the planning of next year's project:

- Collaboration brought groups from varied backgrounds together creating a richer environment and experiences.
- Communication needs to be presented in a variety of ways – newspapers, radio, telephone, flyers, word-of-mouth, and social media.

Challenges

- Attendance
- Transportation
- Sustainability – keeping staff, volunteers, and community resources engaged for the duration of the program.
- A one week program would probably be more successful than a 4 week program. Rising cost of transportation and utilities unaccounted for.
- Meeting federal guidelines for supervised free breakfast and lunch programs – parent volunteers expected to eat free, also.
- Community members needed reminders to show up for Parent Nights.

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Successes

- Regression was limited. Students either maintained or progressed academic levels.
- Special education students were incorporated into the program rather than attending a specialized extended school year program.
- Academically gifted students were more satisfied because they were allowed to choose classes more appropriate to their levels of ability in the areas occupational and personal interests, such as Guitar, Flip Flop Frenzy, CSI Camp, and Magic 101.
- Parent volunteers built positive interpersonal relationships.

References

Borman, G., Rachuba, L., Hewes, G., Boulay, M., & Kaplan, J. (2001). *Can a Summer Intervention Program Using Trained Volunteer Teachers Narrow the Achievement Gap? First Year Results from a Multi-Year Study*. Baltimore, MD.