



# 2021 Summer Learning

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(Community Education)
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# Funding Overview

- Typically, summer programming is funded by Targeted Services allocations
- For the summer of 2021, summer programming was supplemented by Federal COVID dollars. Districts were encouraged to expand enrollment and opportunities to maximize support for students whose learning was impacted by COVID.



# Goals for 2021 Summer Learning

- Extend opportunities for students to practice their learning.
- Minimize summer regression.
- Connection and Social-Emotional Learning (SEL) opportunities



# Overview of 2021 Summer Learning

**Student Identification: We used academic data that would indicate a typical school intervention and students were invited based on their individual needs.**

|                                 | Number of Participants | Type of Coursework   | Logistics of Academic Programming (Dates) and Duration (schedule)   |
|---------------------------------|------------------------|--|---|
| Wildwood Elementary School      | 85                     | Reading & Math   | Tues, Wed, Thurs; July 13 - Aug 12<br>Hours: 8:15 - 10:45   |
| O.H. Anderson Elementary School | 94                     | Reading & Math<br>SEL with Morning Meeting   | Tues, Wed, Thurs; July 13 - Aug 13<br>Hours: 8:00 - 10:30   |
| Mahtomedi Middle School         | 63                     | Reading & Math   | Tues, Wed, Thurs; July 13 - Aug 5<br>Hours: 8:30 - 11:00  |
| Mahtomedi High School           | 81                     | Credit Recovery - students are able to take Language Arts, Math, Science, and Social Studies courses needed to meet their graduation requirements. | Tues, Wed, Thurs<br><br>June 15 - June 30 - Session 1<br>July 13 - July 29 - Session 2<br><br>Hours: 8:30 - 11:00 |

# 2021 New Opportunities

|            | Typical Summer Programming  | 2021 New Opportunities  |
|------------|---|---|
| Elementary | <ul style="list-style-type: none"> <li>• 4 week schedule</li> <li>• 1.5-2 daily instruction</li> <li>• 1:15 teacher to student ratio</li> <li>• Licensed teachers only</li> <li>• Student Eligibility: incoming grades 1-5</li> <li>• Total Attendance: 90-100 students</li> <li>• Families were responsible for nutrition and transportation.</li> </ul> | <ul style="list-style-type: none"> <li>• 5 week schedule</li> <li>• 2.5 hours of daily instruction</li> <li>• 1:8 teacher to student ratio</li> <li>• Paraprofessional and graduate students provided additional classroom support</li> <li>• Student Eligibility: incoming grades 1-6</li> <li>• Total Attendance: 179 students</li> <li>• Complimentary breakfast and transportation were provided.</li> </ul>  |
| Secondary  | <ul style="list-style-type: none"> <li>• MS program didn't exist beyond Extended School Year (ESY) instruction for special education students</li> <li>• HS program was credit recovery and students could only make up 1 credit.</li> </ul>  | <ul style="list-style-type: none"> <li>• Middle School               <ul style="list-style-type: none"> <li>○ 4 week program focusing on math and literacy</li> <li>○ Personalized and targeted to individual need</li> <li>○ Focused on student connectedness</li> </ul> </li> <li>• High School               <ul style="list-style-type: none"> <li>○ 2 sessions to accommodate students</li> <li>○ Personalized and targeted to individual need</li> <li>○ Students were able to make up more than one course.</li> <li>○ Focus on relationships</li> </ul> </li> </ul> |

- Grant-funded through the Mahtomedi Area Educational Foundation (MAEF)
- Free get ready for Kindergarten program for students who had little to no experience in a school setting.
- Five days from 8:00 am-12 pm
- Activities:
  - **School introductions** (lunchroom, where do you go when you are sick/hurt, how to use the bathroom, how to raise your hand to talk, being active participants in whole group activities)
  - **Social Emotional learning** (what a good friend looks, feels, and sounds like, listening to others while sharing, helping clean up after one another)
  - **Choice time** (time allowed students to explore within the classroom and work together at different stations)



“I saw true growth in the students I worked with during these five days. They grew socially/emotionally as well as academically. I think that this program was an amazing way for students to have a "sneak peek" as to what Kindergarten entails. The students will have the knowledge from this week to apply at the start of the school year to help themselves as well as their peers to have a safe, successful, and fun start to Kindergarten. I watched students learn to raise their hand when they had something they wanted to share. I saw friendships blossom and confidence in themselves skyrocket during each day. By the end of the week, I felt as though the students had gained necessary skills required to begin Kindergarten.”

Ms. Annie Albin, Wildwood Kindergarten teacher and Kinderstart teacher

# K-5 Assessment Days (September 7 & 8)

- During the assessment appointments, teachers got to know students socially and academically before school started.
- These assessments will allow teachers to understand students' reading strengths and opportunities for growth as well as guide instructional plans.
- Free childcare was provided to families on both days.
- Parents have shared they were grateful for the extra time for their child to get to know their teacher, loved staggered open house times, valued the one-on-one with teachers, and that the school transition has been smooth.



## Quotes from Our Staff

**"It is amazing to build connections with kids before the school year actually begins!"**

**"It helped parents and students feel more comfortable."**

**"I got to know my students at a deeper level."**

**"It feels like a calmer start, we can get to know students better and start academics and small groups sooner."**

**"Meeting students one on one in a calm environment was great! It gave the students the opportunity to find classroom/meet teacher one more time. Running records are done and small group instruction can begin sooner."**

**"I was able to start to build a relationship with a student in a 1-1 environment. The students seemed more comfortable on the 1st day as we already had time to meet without the open house commotions. I was able to get a good picture of their social and academic strengths/weaknesses in an environment WITHOUT distractions (other students). I can start reading and math groups earlier."**

**THANK YOU FOR YOUR HARD WORK ON THIS!  
I really appreciate it!"**



- **Understand Student Progress & Needs**
  - **Minnesota Comprehensive Assessment Data:** One indicator of the health of our system
  - **Local Assessment Data** (including Assessment Days information, NWEA/ MAP, FastBridge): More pointed information about opportunities for growth
  - **Individual Student Data** (daily assignments, quizzes, tests and projects): Best source of data to inform progress.
- **Goal setting and action planning**
  - This will be included in our World's Best Workforce report scheduled for October.

[Filling the Learning Gap](#), White Bear Press: September 1, 2021

Superintendent, Barb Duffrin and Director of Teaching and Learning, Jennifer Reichel

We will utilize the experiences of summer 2021 to inform planning and collaboration for summer 2022 learning and programming.

