

Summer Academic Recovery and Intervention Programs and High School Original Credit and Credit Recovery Summer Options

The Allegany Public School System (ACPS) is offering several summer academic programs in response to the COVID-19 school closures that began on March 16, 2020. At the elementary level, the summer recovery programs include elementary reading and mathematics and Chinese Immersion. At the middle school level, the summer recovery programs will include reading, mathematics, and Chinese I and II.

There will also be a summer recovery program tailored for students with an IEP who did not make the same rate of progress on their goals and objectives in the virtual environment as they did prior to the school closure. These students include those not already receiving extended school year services.

ELEMENTARY READING AND MATH PROGRAMS

For the elementary reading program for Grades K-2, the tutoring will be done by reading intervention, classroom, or special education teachers who have experience with the reading programs. Phonological awareness and phonics activities will be used to build foundational reading skills necessary for proficient reading, and research-based early reading programs will be used with all students. The overall goal is for 100% of students who attend regularly to advance their phonological skills according to the framework within the Heggerty Phonological Awareness Program and improve their phonics skills one level from their baseline in the Foundations (or similar) program. To provide social emotional support, teachers will offer a few structured minutes at the start of each session to “check-in” with students and allow them to share with one another. The teachers will also provide a brief ending activity that fosters relationship building and caring. The groups will meet virtually on Tuesdays and Thursdays for four weeks, beginning the week of July 6th for 30 – 45 minutes per session.

For the elementary math program, the focus will be on student participation in the Targeted Assistance Tutoring Program. The students’ goals will be to show an understanding of Maryland College and Career Readiness Standards as determined by MSDE’s Guidance for Continuity of Learning Standards in conjunction with the Standards missed due to the closing of schools.

- Kindergarten: Understand, solve, and represent addition and subtraction problems within 10
- Grade 1: Knowledge of number values to 120 (cross century across decade); Understand place value when adding and subtracting numbers within 120
- Grade 2: Understand place value to the 1000 place (base ten notation); Use place value understanding and properties of operations to add and subtract

These summer academic lessons will be provided twice a week for 30-40 minutes each day. Half of the time will be conducted through Google Meet, whereby students and teachers can see and interact with each other, and the remainder of the class time will be spent working independently or cooperatively on identified activities that are aligned with the daily lessons and

assisted by the electronic resources. For example, resources from the new math series (*Ready Classroom*, by Curriculum Associates) will be used. By the end of July, the effectiveness of this tutoring for individual students will be measured by a 10% growth from pretest to post test.

ELEMENTARY CHINESE IMMERSION PROGRAMS

All three elementary Chinese Immersion teachers (Jiabang Wu, Liang Chang, Xuefei Zhou) will also teach using Google Meet from June 29 - July 24. There will be 20 sessions per grade for 30 - 45 minutes per session for grades K-4. Current grades 2-4 will be using Level Chinese to teach and reinforce reading, writing, listening, and speaking skills. Current grades K and 1 students will use specific Chinese read aloud texts and incorporate language listening/speaking around the read.

MIDDLE SCHOOL PROGRAMS

At the middle school level, the program will focus on those middle school students who were enrolled in Read 180, System 44, Math 180, and/or Do The Math Now during the 2019-2020 school year and who were not able to complete the program as a result of COVID-19 school closures. Students will continue to work on their individualized reading and math goals as they progress through their designated program(s). The intended outcome is for students to increase their reading and/or math skills as evidenced by the completion of skill rotations within the program and their performance on Reading Inventory and/or Math Inventory assessments at the conclusion of the summer academic program.

The programs will feature a blended format via Google Classroom/Google Meet. Teachers are trained in the specific intervention programs offered, which are Read 180 and System 44 for reading and Math 180 and Do The Math Now for math. Each teacher will deliver one hour of direct instruction via Google Meet and Google Classroom for 20 days and also allow for 30 minutes of additional time to answer questions, provide individualized assistance as needed, and plan. The middle school program begins June 23, 2020, and concludes on July 28, 2020, for a total of 20 days.

Students enrolled in the Chinese Immersion Program, which includes rising 6th, 7th, and 8th grade middle school students, will also have the opportunity to participate in a summer recovery program that will focus on reading, listening, writing, and speaking Chinese in an immersive instructional environment. Students will continue work that they began during the school year, with an emphasis on retaining and expanding their speaking and language skills. These programs will also utilize a blended format via Google Classroom/Google Meet.

The current middle school Chinese immersion teacher, Ms. Wanlin Du, will staff this program. Students will participate for 20 days, Monday through Thursday. Students in each grade will be instructed in their established small groups for 30 minutes a day. Students will have additional work to complete independently, and the teacher will be available for 30 minutes a day to answer individual questions and provide assistance as needed. The goals of this program will include the following: Students will improve their Chinese reading and language proficiency as measured by the *Level Chinese* program, and students will take the *Level Chinese* assessment at

the end of the summer learning. These scores will be compared to the last assessment obtained during the 2019-2020 academic year.

SPECIAL EDUCATION PROGRAMS

The special education recovery program will focus on those students with an IEP who did not make the same rate of progress on their goals and objectives in the virtual environment as they did prior to the closure. This includes those students who were not already receiving extended school year services. The intended outcome of this program is to increase the student's rate of progress in meeting the goal.

ACPS educators identified 102 students across all grade levels that met this requirement and were offered the recovery program. Instruction is being offered to these families to be completed by one or a combination of the following: videoconference, telephone, Google Classroom, email or learning packets. This instruction is a continuation of the student's Individual Continuity of Learning Plan (ICOL), which was developed during the school closure to focus on teacher and parent chosen priority skills taken from the student's active IEP. Providers are asked to work between the hours of 8 a.m. – 3 p.m., Monday through Thursday during the weeks of July 6-July 30. In most situations, the provider from the ICOL (school year 2019-2020) is working with the student and providing the same amount of service as identified on the student's Continuity of Learning Plan. During these four weeks of instruction, providers will be working with families on a weekly basis to collect data. Data collected during the recovery program will be one of the factors used to determine the need for compensatory services or additional services upon the return to school. Success will be measured by an increase in the student's progress on their goals and objectives as determined by an analysis of the weekly data.

Participation in the summer intervention programs is optional and at no cost to ACPS students.

In addition, high school original credit and credit recovery courses will be offered during the summer, in a blended format that uses Apex with Google Classroom, and a daily designated time with the instructor through Google Meet. In the math courses, students will also be using Aleks, an online supplemental program. Original Credit courses will be conducted in groups of no more than 15, and there is a cost for original credit courses. Credit recovery groups are limited to 10 per group. All courses are all online, and there is no cost for credit recovery courses. There will be no face-to-face instruction for these programs with the exception of the CPR component for Health, which will be scheduled at a later date. The academic focus of original credit is to deliver content that covers the MSDE standards for the credit. During the recovery component, students will gain knowledge in the core areas of the content and cover content that would have occurred during the school closure due to the COVID pandemic. Students must earn a minimum of 60% on quizzes and tests before being able to advance to the next lesson and section. Students will be allowed three attempts before the program locks them out. At this point the student has to meet with the teacher to gain remediation before being allowed additional attempts. Students must earn an overall average of 60% to earn or recover a credit.

Summer Academic Recovery Programs