



2022 GUIDEBOOK

Freeport School District #145

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Ready to Engage Beyond the School Year

The purpose of the FSD145 Summer School is to increase opportunities for students to attend both remedial and enrichment classes to counterbalance unfinished learning from the 2021-2022 school year and tip the scales for our elementary and middle school students who have been identified as needing tier 2 support in the Multi-Tiered Systems of Support (MTSS) process. Students at the elementary level will have the opportunity to engage in both enrichment and academic classes. Providing opportunities for students who would typically only be offered remediation will increase engagement, attendance and more equitable learning opportunities. Students who are at the Middle School level will have the opportunity to participate in our highly-successful mentoring program. Summer mentoring offers our students social emotional learning and opportunities to engage in and with the community in ways that were absent during the pandemic. Summer programs at FHS and FAHS will provide the opportunity for additional learning and credit recovery to our high school students who need more time to meet their goals.

The types of summer learning available for summer of 2022 will include our three primary summer programs: Elementary Summer Camp, Middle School Summer Camp, and FHS Summer School. Additionally programming will be offered to targeted groups, including: Jumpstart to Kindergarten, Campamento de Verano, Transitions Programs for 5th, 7th, and 9th grades, Extended School Year, FAHS 5th Quarter, and Banks-Bergagna Summer School.

Essential Questions

- How can we improve upon past Summer Learning structures to make them even more equitable and effective?
- How do we maximize attendance and engagement in Summer Learning 2022?
- What are the student groups who have the most to gain from Summer Learning 2022?
- How do we persevere and continue to focus on increasing student achievement in 2022?

FSD145 Mission & Goals

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace, and career path, and become engaged and productive members of their community.

- Every student graduates with meaningful employment or opportunities for higher education.
- Every student has access to a diverse, rich, and rigorous curriculum.
- Every student has access to social, emotional and academic support that can help them be fully engaged in their education.
- Every resource and talent will be used to support and enrich students' educational experiences.



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Guidebook Purpose

The purpose of this document is to provide FSD145 staff, families, and the community with a guide to the Summer Learning Programs that will be offered during the Summer of 2022. The 2021-2022 School Year brought new challenges to the FSD145 family and to the community as a whole. As a district, we strive to persevere through those challenges and to continue to focus on what matters most - being **All In for All Kids**. In order to do this we have sought answers to challenging questions:

- How can we improve upon past Summer Learning structures to make them even more equitable and effective?
- How do we maximize attendance and engagement in Summer Learning 2022?
- What are the student groups who have the most to gain from Summer Learning 2022?
- How do we persevere and continue to focus on increasing student achievement in 2022?

This guidebook provides an overview of the structures of the summer learning programming that was designed in the spirit of striving to improve upon past Summer Learning structures in ways that make them more equitable and effective. **The metrics of success for the Summer Learning program will be attendance, academic performance, as well as parent and guardian feedback.**

FREEPORT SD 145 SUMMER LEARNING

Icon	Category	Description
	CREDIT RECOVERY	For high school students to recover credits required for graduation. Credit recovery includes math, English, history and science.
	MENTORING	Outgoing sixth graders will have an opportunity to participate to improve social and emotional development and participate in reading, math, and enrichment activities.
	EXTENDED SCHOOL YEAR	Intended for students who qualify through data showing they lose two-thirds of the skills they learn during the school year.
	SUMMER CAMP	Interactive, engaging, project-based activities and to foster leadership development skills, collaboration, critical thinking communication and creativity in elementary students.

Three-Year Vision Alignment

Our Three COMMITMENTS to Achieve EQUITY

Academic Excellence

After participating in professional development, teachers will establish a culture of learning in Summer Learning that includes a culture of respect and communication. Embedded within core content, students will also learn social, emotional and cognitive skills. Teachers and staff will model a safe and supportive learning environment that allows all students to have their needs met. Teachers and staff will continue to teach and interact with students in a way that is reflective of their cultures, identities and experiences. Teachers will continue to have high academic expectations and high behavioral expectations.

Operational Efficiency

Using our data from spring, our focus continues to be on the continuous improvement process. We will continue to recruit and hire qualified teachers. In response to the needs of the staff and our families, we have shortened the length of the 2 of the primary summer learning programs. This change will make the staffing more efficient.

Collective Impact

By working with the community, we hope to build pathways for students to be prepared for college and careers. We continue to expect timely and transparent communication between school, home and the community during Summer Learning. Freeport students will engage with the community through service learning and community partnerships.

Learning Targets

The three-year targets that align with Summer Learning are:

- 50% of second grade students will be at or above national attainment for reading and math in MAP
- 50% of third through eighth grade students will be at or above national attainment for reading and math in MAP
- 65% of third through eighth grade students will attain national average growth for reading in MAP
- 85% of Freshmen will be on track to graduate high school in four years
- 85% of students will graduate high school within five years
- 35% of students will meet college readiness benchmarks on SAT in ELA
- 20% of students will meet college readiness benchmarks on SAT in Math
- 75% of graduates will enroll in a 2 year program and /or 4 year college

Equitable and Effective Summer Learning Model

Our Mission For Summer Learning

FSD145 is committed to providing an innovative, inclusive, and student-centered summer learning experience that offers a boost to academic achievement as part of a 12-month plan for learning. We will accomplish this by working with community partners and by providing high-quality summer learning experiences. We will close the critical opportunity gap and ensure that we provide the children and youth of the FSD145 access to instruction that prepares them for the future by equipping and empowering them to choose their college, workplace, and career paths, becoming engaged and productive members of their community.

Timeline

Month	Tasks
January	<ul style="list-style-type: none">● Initial project planning with Central Office Administrative Team● Planning documents created (e.g. Project Plan, Budget)
February	<ul style="list-style-type: none">● Initial communication with building principals● Post position for FMS administrator● Hire FMS administrator● Begin planning process with community partners and departments (e.g., facilities, technology, NDS, transportation, and enrollment)
March	<ul style="list-style-type: none">● Send surveys to staff and students● Post positions for teachers, including special education and substitutes● Continue curriculum planning● Begin ordering supplies
April	<ul style="list-style-type: none">● Plan professional development● Send out reminders for teacher recommendations and finalize student lists
May	<ul style="list-style-type: none">● Get Summer Learning student academic data from classroom teachers● Place students in classes and send out schedules and invitations to summer camp● Nutrition and Dining and Transportation finalized● Collaborate with Custodial staff to finalize building needs● FHS Summer School Teacher Meeting - end of month
June	<ul style="list-style-type: none">● Train all 1-8 teachers● Train all Mentors and Jr. Mentors● Train all 1-6 Camp Counselors

Student Qualifications



Identification of students will be based on several factors:

- ❑ Students receiving English Language Learning (ELL) services at Blackhawk Elementary
- ❑ Reading and math data from AIMSweb
- ❑ Fountas & Pinnell Reading Levels
- ❑ Reading and math data from Measures of Academic Progress (MAP)
- ❑ Failed courses (grades 7-12).
- ❑ Tier 2 and T3 Students identified by EC (Jump start to Kindergarten)
- ❑ Tier 2 Students Reading &/orMath (grades K-6)
- ❑ Based on data collected with attendance, DESSA data, students' SEL and academic needs, Family Resource Coordinator caseloads, feedback and recommendations by teachers/staff. Parent/Guardian may also request for their child to be a part of the Program based on SEL needs. (Mentoring)

Open enrollment is available for the transition programs (5th, 7th, 9th grades). Open enrollment will also be considered for students whose parents or guardians request admission based on the number of available seats.

Operation Considerations



Students will attend Summer Learning Programming at a variety of schools across the district. Transportation will be coordinated for students. Open enrollment for summer programming will be based on availability of open seats for a given program.

Materials and Curriculum



Elementary Summer Camp curriculum will include Savvas One mathematics, Foundations, the Fountas & Pinnell Leveled Literacy Intervention System, Scholastic's LitCamp, and myOn. Students will receive a book bag with school supplies, lanyards, summer camp t-shirts, and additional swag related to the Summer Camp theme. Books related to the theme will be sent home with students. Elementary students will have access to Freckle for literacy and mathematics.

Middle School Summer Camp curriculum will also be using Scholastic's LitCamp for ELA and Savvas One mathematics. FMS Mentors will be using Passport to Manhood and Project Butterfly mentoring resources to help guide lessons. Middle School students will have access to Freckle for literacy and mathematics.

FHS Summer School will be using similar materials to what is used during the school year and will focus on priority standards. Courses will be housed in Schoology, with the exception of math classes, which will use the ALEKS math program to work on priority standards and skills. Students who need to be remote will use Edgenuity for credit recovery courses. Students will be using their chromebooks daily to interact with the materials.

Attendance



While summer learning cannot completely replace the normal school year, our time is limited. One day of summer learning equals approximately one week during the regular school year. We cannot afford to have our students miss more than 3 days of Summer Learning. On-going communication and contact with the home will be made when students miss more than one day of the Summer Learning Program. Therefore, the expectation is for students to attend each day of Summer Learning.

Transportation



Transportation is offered to all students residing 1.5 or more miles from their school or within a hazard area. Crossing guards will be posted at Stephenson and Park and at Eby and Park to assist with our students who will walk to Summer Learning at Carl Sandburg Middle School. Families who wish to use transportation for summer learning will need to fill out the request form by May 27 for students in 9-12 grades and June 3 for students in K-8 grades. Any forms received after these dates will be processed to start on the following Mondays. Transportation will be provided for all sessions of Summer Learning. Transportation information will be shared with families on the Sunday before the first day of Summer Learning via SchoolMessenger.

Technology



Summer learning will require students to use Chromebooks to engage in much of their coursework. All students will need to bring their assigned Chromebook to class every day and bring their Chromebook home to be charged overnight. Students in grades K-4 will be issued a Clever badge to help make the login process easier. Students in grades 5+ will log in using their district credentials (email address and password).

Food Service



The FSD145 Nutrition and Dining Service will offer nutritious meals and/or snacks during all of our summer programming. Students attending Jumpstart to Kindergarten will be served a light breakfast and snack. Students in Summer Camp, Summer Mentoring or Extended School Year and those attending Summer School at the High School, Alternative High School and Banks-Bergagna will be served both breakfast and lunch. Thank you to our hard-working NDS staff!

Professional Learning



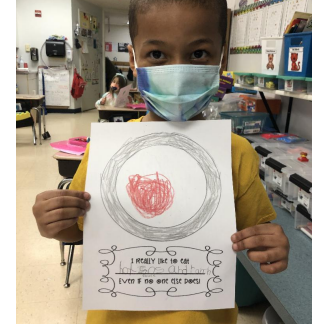
K-8 teachers will receive professional development to prepare them for Summer Learning. Our Summer Learning goals will be explicitly explained to depict the alignment with outcomes and metrics for success. During professional development, teachers will learn how to:

- Use learning targets and best instructional practices in planning using the FSD145 instructional framework
- Get to know students through formative assessments
- Curate Summer Learning curriculum materials that incorporate student engagement and culturally responsive practices
- Use the PBIS (positive behavioral intervention and supports) practices in the Summer Learning environment

Summer Learning Structure

Jumpstart to Kindergarten

Students entering kindergarten will have the opportunity to experience what it is like to be a kindergartner. Through the theme **"Stepping into Our Future"** Jumpstart to Kindergarten will help students with this important next step. The program is offered Monday-Thursday, August 1-11 from 9:00 to 11:00 and will focus on important early learning skills such as phonemic awareness, letter recognition, counting and number recognition.



Elementary Summer Camp



Students in grades kindergarten through sixth will be **"Reaching for the Stars"** at Summer Camp from June 13 until July 7, Monday through Thursday, 7:45 am to 11:50 am. Enrichment classes will be offered during the same time as space allows. Summer Camp activities will include LitCamp (reading and writing), mathematics, recreation, and enrichment, all designed around interactive, engaging, project- or problem-based learning. Skills such as collaboration, critical thinking, communication, and creativity will be emphasized.

Students will set academic growth goals before, during, and after Summer Camp. AimswebPLUS benchmark assessments will be administered at the end of Summer Camp. The students' goal is to maintain scores from spring to summer. Group leaders, known as Camp Counselors, will assist students in each class and supervise them during lunch and recess.

A sample daily schedule is listed below. (The number of groups will be determined by enrollment.)

Academics & Enrichment				
Time	Group 1	Group 2	Group 3	Group 4
7:45-8:05	Breakfast			
8:05-9:00	Enrichment	Literacy	Mathematics	Enrichment
9:00-9:55	Mathematics	Enrichment	Recreation	Enrichment
9:55-10:50	Literacy	Mathematics	Enrichment	Enrichment
10:50-11:15	Lunch 1 / Recess 2			
11:15-11:40	Lunch 2 / Recess 1			
11:45-12:00	Dismissal			

Potential Enrichment Courses Offered

Summer Enrichment courses for elementary students will include Art, LEGO Robotics, Chess, Music, Soccer, MakerSpace, World Cultures, and more!

Extended School Year

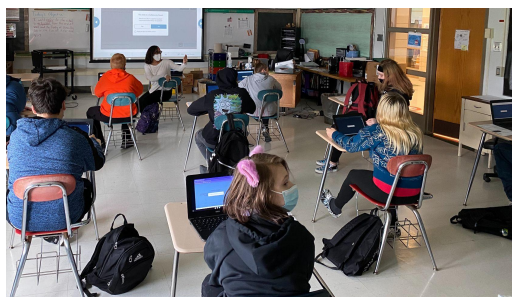


Individualized Education Program (IEP) teams consider whether each student with an IEP may need Extended School Year (ESY) services to receive the Free and Appropriate Public Education to which they are entitled. In considering the need for ESY services, teams typically review data on whether the child:

- demonstrates a severe loss of skills over breaks that would take a significant period of time to be regained,
- has made progress toward or met IEP goals, commensurate with his or her ability, and
- is beginning to master essential skill(s) that cannot be interrupted without loss of mastery.

Because each child has unique needs, the IEP team determines the specific services each child will receive in relation to the child's goals that will be addressed during ESY. Last, in many cases, students found eligible for ESY services also participate in a significantly modified, alternate curriculum through the Practical Application Cross Categorical (PACC) program during the regular school year. (The PACC program exists at Lincoln Douglas Elementary School, Carl Sandburg and Freeport Middle Schools, and Freeport High School.)

Middle School Summer Camp



Middle School Summer Camp will be offered for students currently in 7th and 8th grade. The program will include academic and mentoring programming and will be held in person at Freeport Middle School. Students will participate in ELA, Math, and Mentoring sessions with adults.

All of the planned activities provide students with an opportunity to participate in positive relationships with peers and staff members while continuing to explore skills and dispositions; such as resilience, perseverance, and determination. Through this summer experience,

students will have an opportunity to work collaboratively as a team and develop problem solving skills to assist them through life challenges as well as take ownership of their learning and decision making.

Research supports the implementation of mentoring programs as potentially successful approaches to meeting the individual needs of at-risk students (Johnson, 2006; Lampley, 2010). Researchers in this area also found that students achieved better grades, established obtainable goals, and enhanced their self-esteem when partnered with caring, supportive adults (Clasen & Clasen, 1997; Flaxman, 1998; 2001; Smink, 2000). The Freeport Middle School mentoring programs "**Passport to Manhood**" aka "**Man-Up!**" for our young men and "**Project Butterfly**" for our young women, will provide our middle school students with positive role models and positive experiences. FMS will work with the Gay Straight Alliance (GSA) to support our students whose gender identity is non-binary or non-conforming students during the Mentoring Program. This type of programming is supported by research, which suggests that programs that focus on building strong and meaningful relationships have the greatest benefits to adolescents. In an effort to improve the social and emotional development of middle school students, the summer mentoring program will provide a benefit to the students and those in the community.

Freeport High School Credit Recovery, Enrichment & Freshman Transition



Credit Recovery will be offered to current high school students. Students who did not earn required credits during the school year will be required to attend to make up those credits in order to stay on track to graduate within four years. Credit Recovery classes include English, math, history, science, and PE. Due to the shortened time schedule (one day of summer learning equals approximately a week during the school year), credit recovery classes require strong attendance and appropriate behavior.

Enrichment classes at Freeport High School may be offered, if instructors are available. Please note that none of the enrichment courses are being offered for credit toward graduation. The Enrichment courses that will be offered include:

- Introduction to Advanced Placement (AP) - Learn the basics about Advanced Placement classes and practice some writing and testing strategies. This will be a two day course, two hours per day, offered in August. More information will be sent out directly to students who have enrolled in an AP class for 2022-2023.
- PE (if not taken for credit recovery) - This class would include local field trips that could include hiking, bowling and kayaking, offered once a week on Wednesday or Thursday afternoons.
- Chess - Learn the game of Chess. All levels of experience are welcome.

Freshman Transition will be offered during the last week of July to incoming freshmen. The program will be guided by Freshman Academy teachers and current high school students. Students will learn the skills necessary to be a successful high school student as well as participate in team building activities that will help freshmen connect with their Freshman Academy teachers and other freshman students. Tours of the high school will also be given so that these students have a head start in learning the layout of the high school building before the fall semester begins.

Banks-Bergagna Education Center Summer Learning

Any student in the SITE program who did not earn a passing grade in Math or ELA during the 2021-2022 school year will be required to attend Summer Learning at the Banks-Bergagna Education Center. Additional SITE students will be able to voluntarily attend Summer Learning to focus on credit recovery.

Any high school student who attends the Banks Alternative Program is invited to attend Summer Learning at the Banks-Bergagna Education Center to continue working in Edgenuity to earn high school credits towards graduation.

The BBEC Summer Learning program will also be working with Stephenson County Probation to assist five FSD students in earning community service hours through our service education program (mentioned in the next paragraph).

The BBEC Summer Learning program will also include a service education program (7th-12th grade) to continue to develop and strengthen the relationships between our students, school, and community. This program will split its time between working in the classroom and working with our partners in the community. The classroom sessions will focus on social-emotional learning as well as the importance of community service. Our time in the community will allow our students to put these skills into practice, develop relationships with our community partners, and to develop a sense of pride in their community. It will also provide our students with an opportunity to take the skills that they have learned in the classroom and see how they can be applied in real life situations.



Freeport Alternative High School Fifth Quarter



For current Freeport Alternative High School Students and Freeport High School students, credit recovery courses will be offered. Students who did not earn required credits during the school year will be highly recommended to attend in order to make up required graduation credits and stay on track to graduate on time. These credit recovery classes include English, math, history, science, consumer economics, health, and PE. Credit recovery classes require strong attendance and appropriate behavior, due to the shortened time schedule. One day of summer learning equals approximately a week during the school year. Fifth quarter will be a blended learning experience. Students will have the opportunity to come to FAHS for tutoring. Students will also be given the

opportunity to participate in online courses provided by Edgenuity. This program is currently being used for credit recovery at FAHS, FHS, and Banks Alternative.

Plan for Increasing Student Achievement

Summer learning is intended to build on the successes of the regular school year while providing opportunities for growth that will prepare students for the coming year. To do this, teachers and staff will:

- Focus on students who would benefit from a few more weeks of structured learning and by fostering classroom environments that will encourage student ownership in learning, provide equitable opportunities for all students, and closely monitor student progress.
- Use differentiated reading instructional practices that include word study, vocabulary, fluency, comprehension strategies, read-aloud, shared reading, close reading, small group instruction, independent reading, writing tasks, speaking/listening skills, and a variety of ongoing assessments.
- Encourage pupils to learn about themselves, the importance of a healthy, active lifestyle, self-expression, and concepts such as fair play, teamwork, and respect in order to make positive problem solving decisions throughout their lives.
- Utilize student voice in providing choices that allow students to take informed action to bring about positive change in their lives and in the community around them.
- Engage in enrichment activities and with the community in ways that promote both personal growth and attendance in Summer Learning Programs.



Considerations for Exceptional Learners

Students with special needs	<ul style="list-style-type: none"> • Every student with special needs is, first and foremost, a general education student and must be provided access to grade-level standards to the greatest extent possible in relation to their individualized needs. • Students with IEPs who are receiving special education and/or related services under the Individuals with Disabilities Education Act (IDEA) should continue to receive the accommodations and modifications outlined in their IEP while participating in summer learning programs made available through the District.
English Learners (EL)	<ul style="list-style-type: none"> • English Learners will be provided access to grade-level learning with their peers in either integrated, or self-contained academic classrooms where they will develop language skills and content area subject matter. • The formative assessment process is crucial to gathering information about EL needs and progress in relation to priority learning goals, and will be used as a tool for measuring the development of language and content. • An emphasis on language development will be highlighted as ELs progress through different language proficiency levels and reclassification status. • The educational history, culture, and native language competency of ELs will be thoughtfully considered during instructional planning.

Assessment

In order to help measure the effectiveness of our summer learning program, students will take AimswebPLUS benchmark assessment at the end of the program to allow comparison with Spring AimswebPlus benchmark scores. Each student will also set academic goals for the coming school year that will be measured to ensure ongoing support beyond the six-week summer classes.

Communication

The last two years have certainly proven that an effective communication system and the opportunity for stakeholder feedback is more important than ever. FSD recognizes that frequent communication and opportunities for feedback are critically important for our shared success. We are committed to reciprocal, clear, consistent, and accessible communication that prioritizes student and family connections to school personnel. It is essential that our classroom teachers and staff maintain this level of communication, to keep students and their families connected with school.



Methods of communication for Summer Learning include:

- Program information and registration will be located on our website
- Notifications via our website and Peachjar
- Updates about Summer Learning via Facebook and Twitter
- Parent/Guardian notifications via Skylert



All In For All Kids

