



Strengthening School-Community Partnerships

Hale Reservation and 6 BPS Schools

(Channing Elementary, Chittick Elementary, Clap Innovation School, Grew Elementary, Mattahunt Elementary & Russell Elementary)

The Hale Reservation summer learning site hosts over 80 students entering 4th grade in Fall 2013, from six Boston Public Schools. Academic learning takes place in outdoor classrooms, where students research woodland animals in ELA and create subtraction stories during math. **Below**, a student works on his research project, illustrating a page a book that he is creating this summer.

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FEATURED SUMMER SITE:





SUMMER SPOTLIGHT FAST FACTS:

Nonprofit

Hale Reservation

Schools

Channing Elementary, Chittick Elementary,
Clap Innovation School, Grew Elementary,
Mattahunt Elementary & Russell Elementary

Enrichment activities include "The Catwalk," a 20-foot long log, that is part of a high ropes challenge. Using the "challenge by choice" framework, the Hale site allows students to choose which challenge is right for them. Students also learn survival skills, like how to build shelters and set up tents. To get a break from the heat - students can also be found swimming in Noanet Pond ([see below](#)).



Students

86 students entering 4th grade in Fall 2013

Staffing

8 BPS Teachers and Hale Reservation staff

The Hale summer learning site also hosts Family & Friends Nights and Overnight programming. At the last Family & Friends Night, students greeted parents and siblings in the parking lot with an original camp song. Then students gave their families tours of their classrooms and the pond. Overnight programs teach students how to set up a tent, build a campfire - and even include an archery competition!

Programming

Partnership will offer 175 hours of programming this summer



Advancing Program Quality

Eight Summer Learning Project site managers assumed unfamiliar roles last week during Week 2 of programming, temporarily exchanging their leadership credentials for a role as an outside evaluator.

This subset of SLP sites completed a program quality self-assessment. This required the site managers at these 8 sites to remove themselves from day-to-day responsibilities and co-observe programming with an evaluator from the National Institute on Out-of-School Time (NIOST). Site managers completed an evaluation rubric, called the [Assessment of Afterschool Program Practices Tool \(APT\)](#). This tool measures the quality of program practices including how students are greeted at arrival, organization of academic instruction, and the relationships between and among staff and students.

For the site managers, the experience provided a new and valuable perspective that will improve programming for the remainder of this summer, and into next summer.

“The self-assessment gave me such a different perspective in stepping back and seeing how things were unfolding,” said Luisa Ehrich, site manager for the IBA-BPS site in the South End. “It showed me what was going well and what wasn’t. It allowed me to see the mechanisms behind everything that you can’t normally see when you are in the thick of day-to-day management.”

For Ehrich and IBA, the self-assessment reinforced program strengths – including the relationship building between and among staff and students, and the learning engagement of students – but it also has led to improvements. Ehrich is now working with IBA teaching assistants to reinforce roles and responsibilities. And the site has organized students into smaller groups to reinforce their site theme of community while allowing lunch and transition times to run more smoothly.

At the Sociedad Latina-BPS site at Simmons College, site manager Jimmy Wyman debriefed his self-assessment observation with the NIOST researcher. Sociedad Latina identified their relationship building strategies and differentiated instructional approaches as strengths. They pinpointed group reflection time (toward the end of activities to help students think critically) as an area for improvement, and have begun brainstorming as a staff specific strategies to allow for more reflection time for activities for the remainder of the summer.

“There is a need for continual evaluation, and have this inform the ongoing work,” said Wyman, Sociedad Latina’s Director of Education. “The [self-assessment observation] gave us instant feedback that will help us go deeper into programming and improve our practice in real time.”

For more information on SLP program quality scores over the years, [click here](#).

REMINDERS

Student Attendance | Due: Daily

- To accurately reflect levels of student participation, which will play a critical role in evaluating the effectiveness of summer learning

BPS-Employee Hours | Due: Daily

- To ensure payroll proceeds efficiently through Boston Public Schools

Health & Wellness tracker | Due: Weekly

- To track physical activities at sites

SAYO observations (completed by teachers and staff) When: Final Week of Programming

- To measure skill gain (initiative, communication, engagement in learning, relationships with adults and peers) and compare to a statewide sample

Youth survey | When: Final week of programming

- To capture impressions of programming based on program quality domains

If you have any questions, comments, or ideas for future updates

please contact David McAuley at dmcauley@bostonbeyond.org.