

Name of Grant Program: Title I Redesign and Restructuring Grant Program – Summer Semester Program in Collaboration with Department (ESE) Supported School Improvement Assistance Centers **Fund Code:** 510-F

Additional Information
SAMPLE IDEAS FOR SUMMER SEMESTER PROGRAMS

For Use with Title I Redesign and Restructuring Grant Program – Summer Semester Program in Collaboration with ESE Supported School Improvement Assistance Centers

Model A

Limited English proficient (LEP) students and formerly LEP students participate in a four (4) week program during the summer that provides additional instructional time in English language development (ELD). The program would be designed so that students attend for a partial day and teachers have time to meet together without students to reflect on and refine lessons, examine formative assessments, and practice new ELD strategies. In advance of the summer, participating teachers are brought together regularly to plan and design the summer activities and program plan. While the program is housed at one (1) elementary school in the district, teachers are invited to participate from four (4) other elementary schools to serve the students at the applying school. An English language learner (ELL) instructional coach is onsite for the entire duration of the program to provide real time feedback and modeling of instructional practices.

Model B

Students below grade level in reading are invited to an intense five (5) week (20 day) summer semester with small teacher to student ratios and direct reading instruction. Reading materials are leveled (students are pre-assessed) and represent cross-curricular interests. The program has a writing strategies component. Students are provided with computer enhanced instruction as well as small group opportunities. Participating teachers convene before the summer to plan the summer experience.

Model C

Model C targets students who typically may not be well positioned to succeed in higher level mathematics courses, therefore addressing drop-out challenges and providing a proactive safety net for these students. A transition program that includes vertical teams of high school and middle grade teachers provides an opportunity to help these students become comfortable with teachers from their next school through a *rich* summer experience. Middle school teachers identify and recruit students who may benefit from additional support to succeed fully in Algebra I by participating in a non-remedial four-week summer program that incorporates study skills, exposure to motivation to learning, and eases student concerns about the unknowns of high school (e.g., The Academic Youth Development Program developed through the Dana Center in Austin, Texas).

Model D

A summer lab class would provide opportunities both for students and teachers through the collaborative development and delivery of rich, content-focused lessons for students. The teachers would have a low-risk opportunity to practice research-based strategies with just-in-time support from an expert provider. For example, teachers might focus on: developing and using formative assessments; looking at student work; using new intervention materials; or developing a culture of *accountable talk* in their classroom. Teachers engage in a professional learning cycle in which they delve into the content of the lesson to deepen their own understanding of the mathematics, determine the outcomes expected from the students, design collaboratively a lesson, select a teacher to model the lesson with students who are participating in the summer program while the rest of the teachers observe the lesson, and then debrief the lesson and decide on next steps.