



## 2022 Title I Summer School Programming

This document summarizes the needs, activities, and family engagement strategies that LEAs are implementing the Summer of 2022 aligned with Title I requirements. The needs outlined are academic, social-emotional, and community-oriented and the proposed activities showcase the comprehensive ways in which summer school can address those different needs in the efforts to improve student experiences and outcomes.

Note: The strategies presented above include a mix of Title I models, both Targeted Assistance and Schoolwide programs.

Most LEAs who applied for Title I funding to support their summer programs had goals related to:

- Increasing scores in math and literacy (NWEA, Fountas & Pinnell, DIBELS, Lexia scores, AIMSwebs, EDMl scores, local assessments...)
- Improving student attendance rate
- Gaining skills and experience that positively impact student achievement (with assessment scores as the outcome)

This table summarizes what **LEAs indicated were the needs of the summer school project and the proposed activities** to address those needs.

| Type     | The needs   | Activities to address the needs  |
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| Academic | <ul style="list-style-type: none"> <li>• Learning challenges, especially brought on by COVID</li> <li>• Summer slide</li> <li>• Intensive academic support, i.e., 1-1 support</li> <li>• Targeted instruction in math and literacy</li> <li>• Academic and literacy exposure for ELL students</li> <li>• Early literacy</li> <li>• Hands-on and engaging learning opportunities</li> <li>• Consistent and equitable educational opportunities and student supports</li> </ul> | <p><b>Science and Math</b></p> <ul style="list-style-type: none"> <li>• Self-directed “exploration time” where students research a topic and present at the end of the program</li> <li>• Hands-on math and science lessons, including having speakers come and present (beekeepers, wildlife specialists, etc.)</li> <li>• Math games!</li> <li>• Space camp (project-based and thematic learning while strengthening foundational math and reading skills)</li> <li>• Curriculum tied to the local, natural world</li> </ul> |
|          |   | <p><b>Literacy and Art</b></p> <ul style="list-style-type: none"> <li>• Daily learning calendar that incorporates drawing, painting, reading, writing, drama, etc.</li> <li>• Maintaining a journal</li> <li>• Tiered supports and focus on literacy</li> <li>• Guest artists and art-focused activities</li> <li>• Tutoring and small reading group interventions</li> <li>• Whole group read-aloud</li> </ul>  |

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| <p>Social-Emotional (and physical!)</p> | <ul style="list-style-type: none"> <li>• The need for a smoother transition to new school year</li> <li>• Stronger student engagement</li> <li>• Increase in behavioral referrals</li> <li>• Student confidence in learning</li> <li>• Connections and relationships between staff and students</li> <li>• The necessity for a predictable routine and good nutrition</li> </ul> | <ul style="list-style-type: none"> <li>• A camp-like experience for part of the day that could include group games, recess, nature-walking, etc.</li> <li>• Physical and social breaks – incorporating movement and conversation</li> <li>• Going outside more and tying lessons about the natural world: plants, trees, insects, wildlife, weather, ocean, biodiversity, etc.</li> <li>• More opportunities for teamwork and socialization through challenges, hands-on learning, team building, games, and celebrations</li> <li>• Braiding other funds to be able to create a part-time school setting and transition to a camp-like setting in the afternoon</li> </ul> |
| <p>Community</p>                        | <ul style="list-style-type: none"> <li>• The need for deeper family connections</li> <li>• Unification of school community, especially post COVID</li> <li>• Exposure to community members, learning, and resources</li> </ul>   | <ul style="list-style-type: none"> <li>• Library visitations and guest authors</li> <li>• Partnerships to offer sports, games, science experiments, outdoor activities</li> <li>• Field trips that are educational and match themes throughout the program</li> <li>• Hands-on learning with school garden</li> <li>• Engage in research projects, working with experts and participating in field work to create a product that benefits the community (learning expedition)</li> <li>• Invite families to engage in the school and community events</li> </ul>  |

The following table indicates the **family-engagement strategies** LEAs will be implementing during summer programming.

| Type                          | Examples   |
|-------------------------------|--|
| <p>Written communications</p> | <ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Guidance on how to use websites, software, tech, etc. so parents can access information they need and help students with their learning</li> <li>• Daily, weekly, or monthly newsletters: ideas for at-home activities to continue learning, progress reports, school/classroom updates, important reminders, student recognition, school/community events to attend, etc.</li> <li>• Communications that are translated into languages parents speak at home</li> <li>• Progress reports</li> <li>• Calendar for brief, fun activities to maintain student learning/growth</li> <li>• Recorded videos about resilience or other social, emotional topics from experts with opportunities for parents to respond</li> </ul> |

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| In-person events  | <ul style="list-style-type: none"> <li>• Family conferences</li> <li>• End of summer celebrations</li> <li>• Gallery-walk and/or formal presentations where parents can attend and see what their children have been working on</li> <li>• Summer talent show</li> <li>• Game nights</li> </ul>  |
| Community-related | <ul style="list-style-type: none"> <li>• Encourage parents to work with students on school/community projects such as the green house, the fitness trail, gardening, school clean-up and art projects throughout the summer</li> <li>• Parent chaperones for field trips</li> <li>• Bookmobile!</li> <li>• Parents are invited to weekly place-based learning opportunities for students to put their in-class science learning to action</li> </ul> |
| At-home           | <ul style="list-style-type: none"> <li>• Send books home</li> <li>• Family STEAM kits or other activities and games to play with their children</li> <li>• Communications to help parents continue the learning happening in class</li> </ul>  |

This table summarizes what **LEAs indicated were effective instructional practices.**

| Type     | Instructional Practice   | Reflection   |
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| Academic | <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Hands on activities and games</li> <li>• STEM activities</li> <li>• Skill-based workbooks, fact sheets, etc.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Hands on activities and games</li> <li>• IXL/Lexia daily practice</li> <li>• Daily Reading: aloud, peer, silent, take-home books, library trips, bookmobile</li> <li>• Guided reading lessons</li> </ul> | <p>“The students worked on math games and activities that were multisensory to increase their basic skills.”</p> <p>“Math teaching involved fact fluency games, stations, small group instruction, iReady pathway for practice in missing skills, and esti-mysteries. All the practices were designed to meet the individual needs of students in both small and whole group.”</p> <p>“We found it very helpful to have each week of summer school center around a theme, and have all lessons and activities revolve around it. One of them was cooking. Students were able to integrate Math and Reading into cooking through reading recipes, measuring ingredients, using fractions, etc.”</p> |

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|           | <p><b>Intentional Pedagogical Choices &amp; Student Engagement Strategies</b></p> <ul style="list-style-type: none"> <li>• Small group/ individualized instruction</li> <li>• Learning and playing in outdoor and/or real-life settings</li> <li>• Self-directed projects (i.e., research) and student choice curriculum</li> <li>• Educational field trips</li> <li>• Interdisciplinary approach</li> <li>• Weekly themes</li> </ul> | <p>“It was a wonderful opportunity for students to read on the nature trail, in the garden and in comfortable chairs outside especially during the exploratory week. We are seeing that love of reading carry over to the fall with the number of middle school students using the library. In past years we have had a minimal number of middle school students using the library. In each week it was 10 students or less. So far this fall we have had 50 students in the library checking out books in a given week.”</p> <p>“Students were able to apply reading skills to reading about science themes and they integrated arts with this as well as place-based learning field trips and having presenters coming in to teach them.”</p> <p>“Students in grades 4-6 studied the ocean in the classroom, went tide pooling, and took a sea kayaking trip. Offering these types of experiences in our summer programs gives students experiences that they would not have otherwise. Hands-on and project-based learning – especially summer work with community partners – have proven to be the most effective for improving student engagement and in turn impacting student achievement.”</p> <p>“The goal of our program was to be as instructionally intentional as possible. The teacher/interventionist model and scheduling design allowed for whole group and small group instruction, catering to the needs of the class and the individual. We were able to create an average of 1:5 teacher to student ratio for K-1 students and 1:6 ratio for grades 2-5. Goals were created from end-of-year standards of the prior year and needs flagged through phonics assessments.”</p> |
| Community | <ul style="list-style-type: none"> <li>• Guest presenters/presentations</li> <li>• Partnerships (i.e. Maine Outdoor school, business leadership program, etc.)</li> <li>• Community Garden and projects</li> <li>• Donated books</li> </ul>   | <p>“Title I funds were leveraged to offer two enrichment “Wonder Days,” which included special guest presentations from Wildlife Encounters and Spark’s Ark, which both focused their presentations on the weekly social emotional themes of community building, courage, hope, and friendship.”</p> <p>“Our bookmobile also provided an opportunity for family/community engagement as it traveled to specific, high-need sites within the district and provided families with books and coaching about supporting literacy development.”</p>  |

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|                          |   | <p>“Using resources from the Boston Museum of Science in our STEM enrichment programs has proven to be very engaging and enriching for our students. These instructional kits are used in most site programs. Several students participated in community service projects. Some examples of these projects are cleaning up Memorial Garden, potting plants and donating them to the residents at the Veteran's home, and making and donating pet toys to the Greater Androscoggin Society.”</p>   |
| <p>Family Engagement</p> | <ul style="list-style-type: none"> <li>• Take home bag/ supplies for students and families</li> <li>• Family nights/ celebrations</li> <li>• Weekly newsletters to families</li> <li>• Early and regular contact with families</li> <li>• Summer School website for students/ families</li> </ul> | <p>“The most successful aspects of the summer program centered around communication and family involvement. The teachers prepared materials for families to use, including books specific to the student’s reading level and math games that were fun, interactive and skill appropriate. Families were “hooked” and wanted information on student progress, including how they could continue after the program ended.”</p> <p>“Feedback also indicated that families appreciated that we met for four weeks instead of a longer term. They were better able to commit to daily attendance, and they and their children still had time remaining to relax and enjoy family time and the summer. Finally, daily formative assessment enabled teachers to individualize and teach to maximize growth/learning. Families also appreciated weekly, more in depth reports.”</p> <p>“We also made the decision to use our reallocation funding to add support staff to the already existing summer programming. This allowed for two key things to happen. One, it allowed for a staff member who contacted parents when students did not show up in the morning and another staff person who could follow up with those parents at the end of the day, ensuring that families received materials from the day's activities. In addition, this meant two extra people to provide additional small group instruction during the academic block.”</p> <p>“Contacting families in person ahead of time, to explain the goals of the summer program and asking for a commitment for regular attendance. Reaching out to families on the first day of absence to determine the reason and encouraging attendance the next day.”</p> |



Additional Resources:

- [Summer School Programs are Set to Grow. Here are 6 Tips for Making Them Successful.](#) Chalkbeat, 2021
- [3 Summer School Best Practices to Re-Engage Reluctant Learners in a Post-Pandemic World](#) Learning Sciences, 2021
- [Effective Summer Programs](#) American Educator, 2018