**Attachment C**

**Ideas for Summer Bridges 2015**

Don’t call it “summer school,” put a different name on it.

Make it different, make it fun!

**Pre-K Ideas:**

* “Kindercamp”: A 3 – 41/2 day session in August to introduce incoming kindergartners to their teachers and school, and to learn daily routines. Improves transition to school.
* Some kindercamp type programs invite parents to participate with their students and include a parent orientation as part of the program.
* “Jump Start”: Districts offer sessions varying in length from 1 week to 5 weeks. Students are identified in the spring using readiness assessments. The program is designed to provide a boost in readiness skills.
* Pre-K combined program: Offered in both June and August to develop readiness skills. The August session is often done with the child’s kindergarten teacher to continue skill building and transition into the new class.
* Pre-K parents are invited to Parent/Family nights to welcome and orient parents. Activities include literacy, science, and math activities that parents can use at home.

**Themes:** Many summer school programs use a theme to engage students. Learning and fun activities are planned around the theme as well as field trips and projects. Some of the themes shared by districts include:

* Archeology
* Astronaut Camp
* The Great Outdoors
* Mining
* Community Newsletter
* Environment/Ecology
* Native American Culture
* Seven Wonders of the World
* Local History
* Animals & Their Habitats
* Climate/Weather
* Aquatic Wildlife
* A Triathlon of Learning
* Camping
* Cuisines Around the World
* Novels as themes
* The Great American Race
* A Quest for Knowledge (medieval time period)
* Geology & Anthropology (pre-history)
* Past Inhabitants
* All Aboard for Summer Learning – Using trains to train your brain
* Exhibition of Learning
* Our United States
* Bees and Insects

**Best Practices:** Each program reports on what has worked best for them. Some of these ideas are shared here. Where a unit or concept has been developed by a district, the district is listed so you can contact them to learn more.

* Place-based science inquiry using local resources and partnerships.
* Using iPad apps to access Marvel Comics Captain America Series used to study WWII for credit recovery; Albany #1
* Project Archeology; Big Horn #1
* The iReady program for Reading and Math is used by several districts
* For elementary math: The students earn money based on “jobs” that include attendance, positive behavior, and extra work. They can spend their earnings at the end of the session at a local store.
* For middle school, dual sessions of credit recovery are offered in early June and in August before school starts; Big Horn #2
* For high school credit recovery, offer more one-on-one instruction incorporated with online instruction.
* High school students work collaboratively to plan and execute education trips.
* Project based learning is used by several districts at all grade levels.
* Lego Brick Lab for elementary math.
* Visit the county fair for hand-on science experience; Campbell #1
* A number of districts use various brain-based activities.
* Use a core project to integrate reading, math, writing and study skills.
* Incorporate activity periods into the day to increase engagement.
* Multi-level classes based on ILP goals.
* Counsellors meet individually with students recommended for summer school. During the meeting they determine needs and set schedules.
* Offer 30 minutes twice a week of music and art.
* Elementary teachers divide the core curriculum teaching different content areas. Students move from teacher to teacher.
* Daily use of movement and music.
* Daily integration of technology.
* Secondary students are responsible to plan, prepare & clean up snacks.
* Community service learning project.
* Virtual field trips.
* STEM lessons using K’nex.
* Use culture to create interest and teach skills.
* Summer garden.
* Students keep and track their own data.
* Wyoming Game & Fish Outdoor Recreation Education Opportunities (OREO).
* Project-based teamwork training; #25
* PBIS approach to attendance; Fremont #25
* Adult mentors from the community assigned to middle school students with common interests; Johnson #1
* Flexible grouping within and among classrooms.
* Develop math skills by building wood items (ie: planters, tables); Park #1
* Blended learning; Park #1, Uinta #1
* Middle school students explore the performing arts; Park #6
* Start the day with a fun, high energy activity. Late students will know they missed out; Park #6
* Home visits with parents prior to summer school has increased attendance; Park #6
* iPad apps used to practice skills.
* Heavy machine certification program for high school; Platte #1
* English and vocational education team teaching for middle school; Platte #1
* Three-month summer school; Sheridan #1
* “Head Start” on school in August that includes a separate 9th grade program; Sheridan #2
* GeoCache; Sheridan #3
* Scavenger hunts.
* Set daily goals with students and track progress; Sweetwater #1
* Use Des Cartes data to target leaning needs.
* Double sessions for K-6; Sweetwater #2
* Competency based credit recovery; Uinta #1
* Use Google Earth to learn about the states; Washakie #1

**General Tips:**

* Trouble with tardy students? Begin your day with group activities, like making healthy snacks, or games that include teachers and students. If some are late, it is less of a problem.
* If you have students invited to summer school who do not come, continue to reach out to them through weekly newsletters detailing the activities summer students are enjoying and include ideas for at-home activities parents could do with students in order to continue learning.
* Keep in mind that if needed, programs can concentrate on a single subject when the student’s learning plan so indicates. The grant requires language arts and math be available to those students who need both, but if a student only needs one subject, focus the full program time on bringing them up to level and pre-teaching for the next year.
* Work with your summer teachers to establish dates convenient for them to teach. Additionally, allow them to teach during only a part of the session and share that position with another teacher.
* Personally call students (or parents) if they don’t come to school. Let them know they are important, and that you miss them.
* Fewer hours per day or week + more weeks = better results. Shoot for 6 weeks and more hours than the minimum.
* Start school later in the day. Start at noon, particularly for secondary students.
* If possible within your community, delay the start of the summer session for elementary and junior high/middle school students. Research says “jump start” programs scheduled toward the beginning of school are more effective for students than those which start immediately after the end of the school year.
* After the end of the school day, bus your students to a 21st Century Learning Program or activities at the YMCA, the Boys & Girls’ Club, etc.
* Summer school transportation can be reimbursed. Providing transportation boosts attendance.
* Encourage attendance by holding “surprise days” where students receive special treats, or special trips.
* Try some theme days. Backwards day, PJ day, Wear Green day, etc.
* Be sure your instruction is relevant and full of hands-on activities. What real things are you teaching?
* Ask your students what they would like to do on a “special” day. Cook (emphasize wellness and measuring)? Make bottle rockets? Put on a play?
* Consider cross-age peer tutoring in your classroom.