

Migrant Summer School Program 2016

1. **Copy of student attendance**

Submitted by teachers via Q and Stephanie Naves to Migrant Ed

2. **Course Summary**

Each of the three classes--K-1, 2-3 and 4-6--covered ELA/Integrated ELD, Science and Math. The course consisted of two two-hour blocks of instruction:

- a) The first block was small-group instruction in reading and spelling, and we used The SONDAY System, an RTI program for struggling readers, which describes nearly all of our migrant and EL students. This was the first time we had utilized The SONDAY System, which we found to be generally effective and easy to implement. During the small-group lessons, other students rotated to stations at which they developed language skills while working on science activities and math problems.
- b) The second block was our physical science unit for which we used the Lawrence Hall of Science's FOSS curriculum to focus on balance and motion; sound and light (new Next Generation Science Standards version); circuits and electricity. We modified the curriculum as needed, using the strategies and techniques that we learned at the three-day ELD Framework Institute.
- c) The culmination of our Science units was our end-of-program field trip to San Francisco to experience the wonderful hands-on Exploratorium at Pier 15, creating a direct connection to our areas of scientific study.

3. **Suggestions/Recommendations:**

- a) We used the results of the placement and pretests to group the students in our classrooms. Each group received different leveled instruction according to their specific academic needs.
- b) Some of the barriers identified for this summer was the lack of technology, unreliable transportation, allocation, and too great of a gap between grade levels in each class requiring a great deal of differentiation.
- c) As to how we would like to see the SONDAY and ELA/ELD program utilized for maximum effectiveness next summer:
 - i. The pretesting stage, during which paraprofessionals and other volunteers pulled students to assess them individually, lasted over a week for some students. This really should be done, ideally, *before* the six-week summer school session starts, so that all of our students have at least five weeks' worth of instruction before reassessment.
 - ii. According to the SONDAY Program assessment results, many of our K-1 students should have begun their study in the "Let's Play Learn" component, which was not purchased; as a result, those students had to keep repeating the first few "The SONDAY System 1" lessons dealing with learning letter names. Let's Play Learn and SONDAY System 2 should be purchased.
 - iii. Teachers should receive training on the "Let's Play Learn" as well as System 2.

- iv. For all three classes, the sand trays were essential tools in the SONDAY program for kinesthetic learning of sounds and symbols but they were not included, so we borrowed them for other sites. These should be provided.
 - v. ELD language institute and CAFE conferences were of great influence and provided us with ideas, resources and effective strategies.
 - vi. Migrant students and non-migrant ELD students in the same program made things very complicated. If grouping migrant with non-migrant ELD it would be best if non-migrant ELD students are at emerging or expanding level.
- d) Collaboration among teachers was essential for this summer program, especially since, during much of the summer session, we did not have access to DJUSD support staff or other resources. Within our collaboration time, we discussed: student progress, student intervention, lesson planning, enrichment planning, resources, and parent contact
- e) Pre meeting for scheduling and lesson planning was essential
- f) Other summer school programs on campus had less than 15 students per class and working with one grade level; while we, Migrant Summer teachers, had about 25 students per class plus a great range of academic and grade levels. The inequity among programs was clear.
- i. We feel our students are the most at need and we would advocate for smaller class sizes
 - ii. Four teachers would be ideal (prek-k, 1-2, 3-4, 5-6) to minimize academic gap.
 - iii. Equity among staff is also important and if keeping large classes higher wages would be appropriate considering we would service almost twice as many students.
- g) Field trips and enrichments for our students are necessary. Music was great and the music teacher incorporated science into his music lesson.
- h) Items requesting to purchase for next year: New NGSS FOSS, Let's learn play , System 2, and Text Talk
- i) Terrible experience with the transportation company. We recommend a different company next summer.
- j) We were able to notice much progress in students, especially in their spelling and reading.
- k) Students, parents and staff love the Migrant Summer Program.
- l) This program has been improving. In order to continue to grow and have a strong program, continuity of staff from one year to the next would be a benefit.
- m) Imagine learning and Mobymax are a must for independent work
- n) Chromebooks are essential
- o) Preference for Montgomery Elementary location