



BOARD OF SCHOOL TRUSTEES

## KELLER INDEPENDENT SCHOOL DISTRICT

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**3D. Report**

**Date: August 8, 2005**

**SUBJECT: ELEMENTARY AND SECONDARY SUMMER SCHOOL**

**BOARD GOAL: Academic Excellence**

**FISCAL NOTES: Revenues from Federal & State Sources; Registration Fees**

**Background Information:**

- Elementary Summer School served students in pre-kindergarten through fourth grade at Freedom Elementary from June 6 through July 1, 2005. Steve Armstrong served as elementary summer school principal.
- Intermediate and Middle School Summer School served students in fifth through eighth grade at Hillwood Middle School from June 6 through July 1, 2005. Bronwyn Sullenberger served as principal.
- High School Summer School served students in ninth through twelfth grade at Central High School from June 6 through July 1, 2005. Ross Roberts served as principal.

- Elementary Enrollment by Grade Level:

Pre-kindergarten	23 students
Kindergarten- ESL	65 students
Kindergarten	54 students
First Grade	107 students
Second Grade	40 students
Third Grade	40 students
Fourth Grade	53 students

Total number of students attended: 382

- Intermediate Enrollment by Grade Level:

Fifth Grade	119 students
Sixth Grade	51 students

Total number of student attended: 170

- Middle School Enrollment by Grade Level:  

Seventh Grade	93 students
Eighth Grade	73 students

Total number of student attended: 166 students

- High School Enrollment by School:  

Keller HS	131 students
Fossil Ridge HS	82 students
Central HS	50 students
Other	32 students

Total number of student attended: 295 students

### **Administrative Considerations:**

- Summer school activities concentrated on reading improvement in grades 1-4, and early literacy skills in pre-kindergarten and kindergarten. Math concepts were reinforced through problem solving activities and a review of critical math concepts. An ending assessment was administered to each student in attendance. A final grade report for each student was forwarded to all home campuses for Student Assistance Services (SAS) Committee decisions regarding grade advancement. As part of the Student Success Initiative 17 students took the 3<sup>rd</sup> administration of the 3<sup>rd</sup> Grade Reading TAKS Test (11 students met the standard).
- Limited English Proficient (LEP) students in pre-kindergarten and kindergarten were provided extended day summer school services in accordance with Texas statute. The focus of the activities during this extended time was language acquisition and development of English proficiencies.
- Summer school activities focused on reading skills improvement and math skills improvement in grades 5-6. As part of Student Success Initiative 46 students took the 3<sup>rd</sup> administration of the 5<sup>th</sup> Grade Reading TAKS Test (29 students met the standard). There were also 72 students who took the 3<sup>rd</sup> administration of the 5<sup>th</sup> Grade Math TAKS Test (37 students met the standard).
- Middle school offered classes in the four core areas, math, English, social studies and science. Instruction focused on activity participation from students through kinesthetic teaching strategies. Curriculum was based on accelerated learning to prepare students for the next grade level and TAKS remediation for those students needing additional assistance.
- High school classes offered were English I, II, III, IV, biology, geometry, world history, government, health, BCIS, algebra I, II, IPC, U.S. history economics, communication/applications, keyboarding and agriculture.

**Administrative Considerations: (continued)**

- Program feedback and evaluation has been provided by each of the summer school principals in order to identify areas for improvement for future summer school programs. In addition, written or verbal feedback was collected from summer school teachers. A timeline is being developed jointly between the departments of administration and curriculum and instruction for the 2006 summer school program. We will be evaluating the student target groups to be served, instructional materials to be utilized, instructional delivery models, and the overall organizational structure of summer school programs. We have also begun discussions of shifting the focus and philosophy of the extended year programming towards an intervention and acceleration model.

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Respectfully submitted,

Keith McBurnett  
Executive Director of Elementary Administration

Mark Smith  
Executive Director of Secondary Administration