



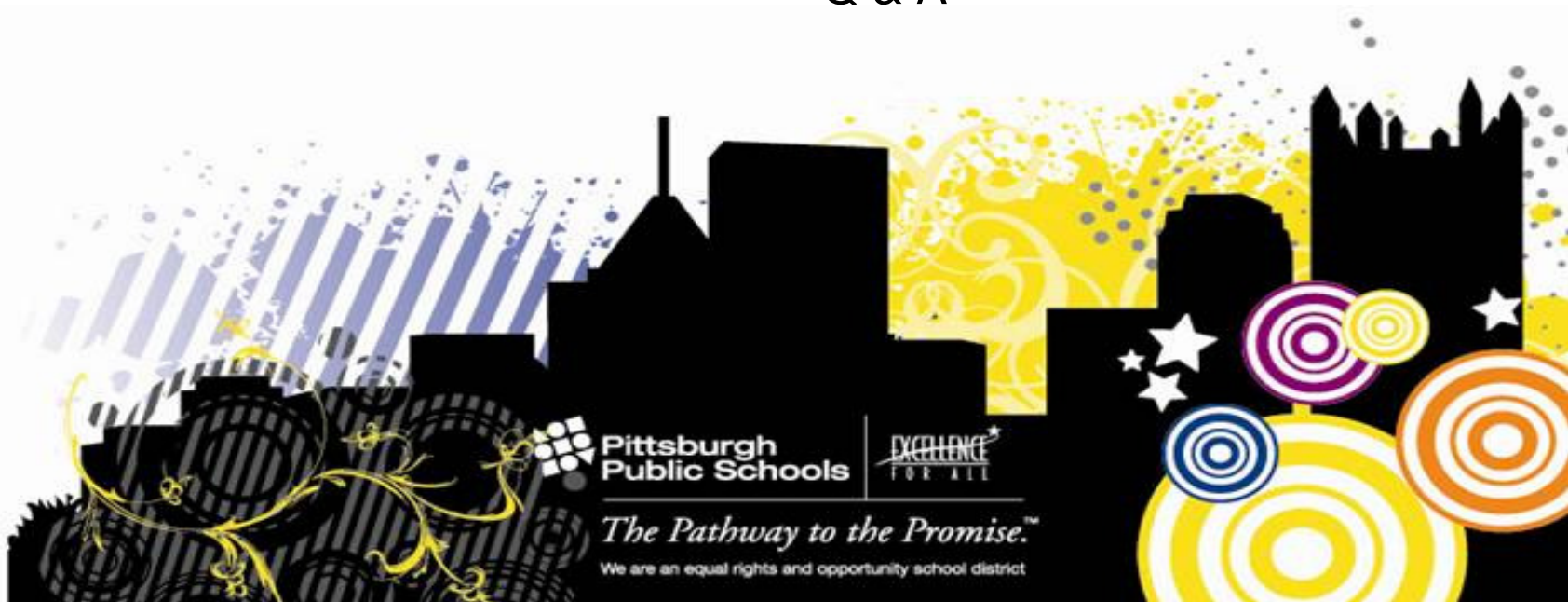
“Developing Readers, Leaders, and Big Dreamers.”



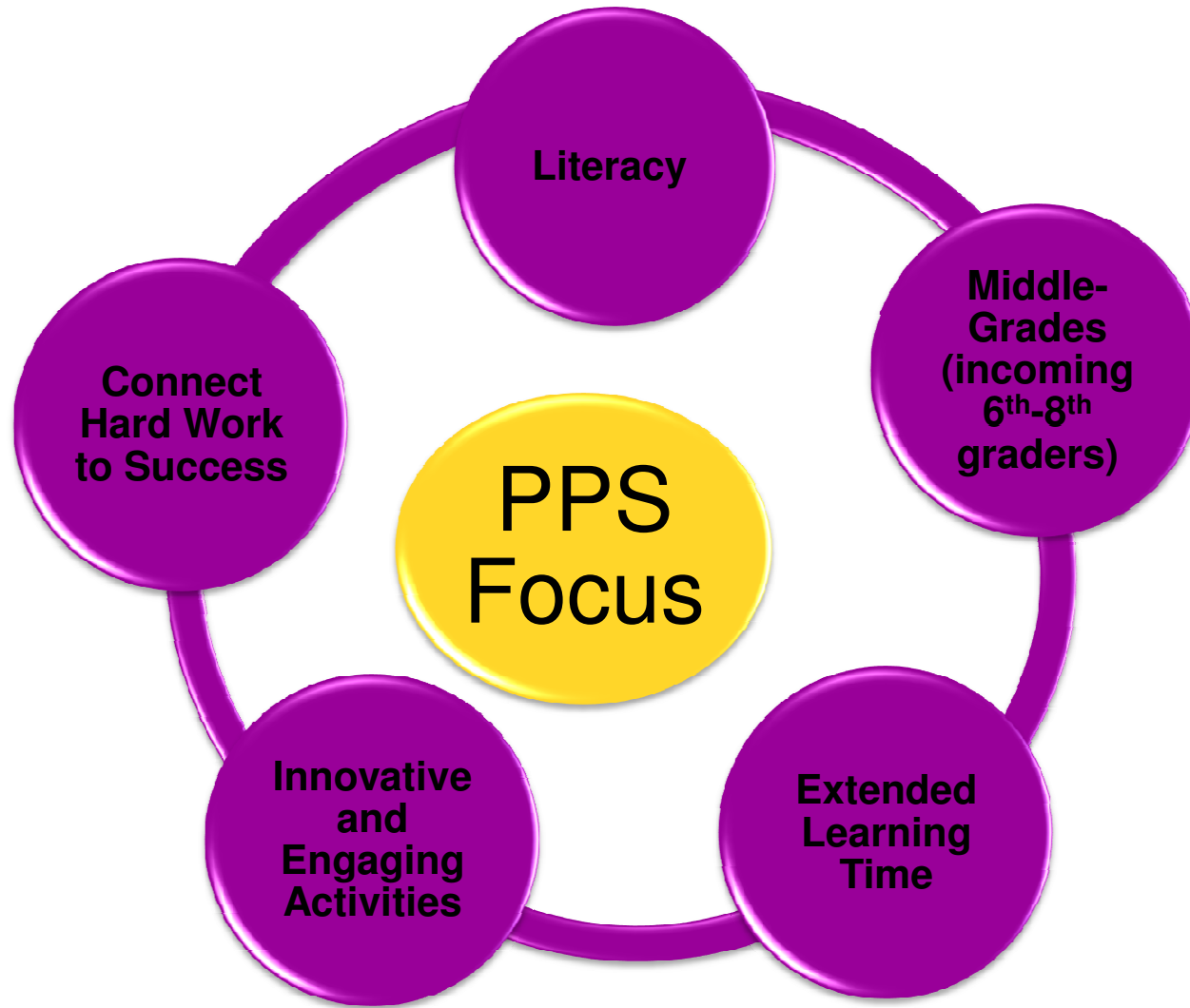


Agenda

- Introductions
- Vision (review)
- Camp Funding Update
- The Camper Experience
- Overview of New RFPs
- Literacy Component
- Q & A



Vision: A Premier Middle-Grades Summer Camp for Free



Camp Goals: Campers will...

**Middle-Grades
Literacy**

**Enter 9th
grade at or
above grade
level in
literacy**



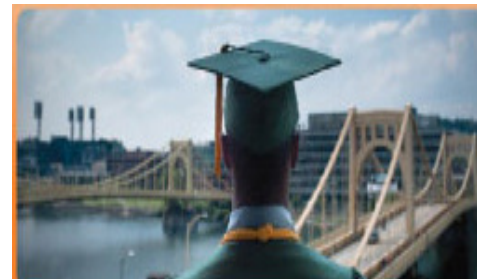
**Extended
Learning Time**

**Develop skills
and knowledge
that will allow
them to thrive
in and after
high school**



**Gain a new
passion that
they can
continue
beyond the
summer**

**Innovative and
Engaging
Activities**



**Connect Hard
Work to
Success**

**Become more
motivated to
succeed and
have a concrete
vision for their
lives in and out
of high school**



Original Funding for Summer Middle-Grades Camp

	Camp Elements	Funding
MORNING	<ul style="list-style-type: none">• School & non-school sites• Themed instruction• 3-hour literacy block• Homogeneous groups• Daily centers• Need-specific intervention• Academic electives & workshops• Technology-based projects	Title I Stimulus: \$10.6 M over 2 years
AFTERNOON	<ul style="list-style-type: none">• Fun, unique activities led by community partners on site and offsite• Field trips & college visits	State Fiscal Stabilization Funds (SFSSF): ~\$6M over 2 years



Current Funding for Summer Middle-Grades Camp

	Camp Elements	Funding
MORNING	<ul style="list-style-type: none"> • School sites, Themed instruction • 3-hour literacy block, • New innovative curriculum 	Title I Stimulus: \$10.6 M over 2 years
AFTERNOON SCENARIO #1	<ul style="list-style-type: none"> • Fun activities (evidence-based literacy focus) led by community partners & teachers • Additional Academic Electives & Workshops 	
AFTERNOON SCENARIO #2	<ul style="list-style-type: none"> • Fun, unique activities (not necessarily literacy-based) led by community partners • Field trips & college visits 	Fundraised Funds



Camp Basics

	2010 Middle-Grades
High Needs Students	Open to All 2009-2010 5th-7th Grade Students but focus on Basic & Below Basic students
Extended Learning Time	5 weeks, M-F, 25 days
	Up to 9 Sites: 8:15am-3:00pm
	Literacy Instruction from 9:15-12:15
Sites	July 12, 2010-August 13, 2010
	<ul style="list-style-type: none"> •Tentative Themed Sites* •Arts: CAPA, Brashear, Greenway, Reizeinstein •Science: Carrick, King, Peabody •Cultures: South Brook, Milliones U Prep

The Camper Experience

	Student Choice & Engagement	Curriculum Approach	Schedule
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy 3 hour block</p>	<ul style="list-style-type: none"> •Themed instruction •Technology-based projects •Centers • Academic workshops •Technology-based projects •Culturally relevant literature 	<ul style="list-style-type: none"> •Comprehension Strategy and Eligible Content Focus •Homogeneous groups •Differentiated curriculum •Need-specific intervention 	<ul style="list-style-type: none"> •Typical Day (Mon-Thurs) <ul style="list-style-type: none"> 10 Minute Quick Write 20 Minute Comprehension Strategy/ Eligible Content Mini Lesson 30 Minute Comprehension Strategy/Eligible Content Activity 30 Minute Novel Exploration or Literature Circles 65 Minutes Centers & Games 25 Minutes Vocabulary Focus •Typical Friday <ul style="list-style-type: none"> 10 Minute Quick Write 50 Minute Reader’s Theater 60 Minute Workshop 1 60 Minute Workshop 2

Camper Experience (Cont.)

Innovative &
Engaging Activities

Middle-Grades Camp

- Choice-driven literacy-infused activities and extracurricular activities provided via partnerships with community organizations
- Choice-driven academic electives allow students to explore history, social sciences, humanities, and other subjects

Camp Culture

- Daily All Camp Meetings
 - Camp Cheers
 - Motivational Speakers
 - Camper Recognition & Awards
 - Camper-led Rallies & Skits
 - Promise Readiness
 - High School Readiness
- Weekly Promise Paychecks: Paychecks are used to purchase incentives at the end of camp
- Paychecks are earned for camper conduct in the areas of: effort, attendance, attitude
- End of Camp Culminating Events Celebration
- Parent Handbook



Camp Schedule

Time	Camper Activity
8:15 – 8:40	Arrive at School Sites & Eat Breakfast
8:40 – 9:10	All Camp Meeting
9:15 – 12:15	Literacy
12:20 – 1:00	Lunch
1:05 - 2:55	Activities (both Title I eligible and non Title I eligible)
3:00	Dismissal and Transport Home



New RFP Directions

Organizations/individuals now have 2 choices:

1. Submit a New Proposal that aims to meet Title I Guidelines
2. Submit a New Proposal that is within budget guidelines but that does not aim to meet Title I Guidelines



Key Elements-Title I Proposal

- 1:00-3:00p.m. afternoon block
- Funds that the District already has
- Evidence-based curriculum or model must be used
- Budget constraints as outlined in RFP
- Highly qualified staff required
- 15:1 Camper : highly qualified staff member ratio
- **MUST BE LITERACY FOCUSED!!!**



Key Elements-Activities Proposal

- 1:00-3:00p.m. afternoon block
- Funded through alternative funds that we are in the process of pursuing
- Only the best can be accepted due to funding
- Budget constraints as outlined in RFP
- Requesting the maximum number of campers that providers can serve

Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening

■ 1.1 Learning to Read Independently

- Basic reading goals (e.g., comprehension, vocabulary, and fluency)

■ 1.2 Reading Critically in All Content Areas

- Applying general skills (e.g., compare and contrast, find main idea and details, make inferences)

■ 1.3 Reading, Analyzing, and Interpreting Literature

- Applying more specific skills (e.g., analyzing literary elements, identifying literary devices, interpreting poetry and drama)

■ 1.4 Types of Writing

- Creating narrative, informational, and persuasive pieces



Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening (Cont.)

- **1.5 Quality of Writing**

- General areas to address when writing

- **1.6 Speaking and Listening**

- Participating in and listening to discussions and presentations

- **1.7 Characteristics and Functions of the English Language**

- Word origins and current usage

- **1.8 Research**

- The process of completing a research project from selecting sources to creating the final presentation



Summer Connections

- Some standards that could potentially be addressed by providers:

1.3 Reading, Analyzing, and Interpreting Literature

- **1.3B** Use and understand a variety of media and evaluate the quality of material being produced
- **1.3C** Describe how the author uses literary devices to convey meaning.
- **1.3D** Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form)
- **1.3E** Analyze drama as information source, entertainment, persuasion, or transmitter of culture.
- **1.3F** Read and respond to nonfiction and fiction including poetry and drama.



Summer Connections (Cont.)

1.4 Types of Writing

- **1.4A** Write poems, plays, and multi-paragraph stories.
- **1.4B** Write multi-paragraph informational pieces (e.g. essays, descriptions, letters, reports, instructions).

1.6 Speaking and Listening

- **1.6A** Speak using skills appropriate to formal speech situations.
- **1.6E** Participate in small and large group discussions and presentations.



Disciplinary Literacy (DL)

- Used in Pittsburgh Public Schools Core Curriculum
- Will be used in morning portion of summer camp
- The DL Design Principles (See Handbook p.1)
 - Five research-based principles
 - Importance of core concepts (the facts) and habits of thinking (the actions)
 - Students are apprentices
 - Rigorous academic activity
 - Socialized intelligence
 - Formative and summative assessments guide instruction
- The DL Pattern (See Handbook p. 2 and p. 5)
- Inquiry-Based Discussion and Accountable Talk (See Handbook pages 8, 9, and 16)



Closing

Feedback/Q&A



Appendix A: Literacy Themes

McDonald’s, Mars, and Flying Cars: Spectacular Science	Let Your Creative Juices Flow: Exploring The Arts	It’s a Small World After All: Global Cultures
<p>•Weeks 1 and 2 Look Into My Crystal Ball: A Glimpse of the Future</p> <p>•Week 3 Space Jam: Studying the Solar System</p> <p>•Week 4 Mirror, Mirror On the Wall, Who’s the <i>Fittest</i> of Them All?: Health and Nutrition</p> <p>•Week 5 Go Green! Saving the Planet One Day at a Time</p>	<p>•Weeks 1 and 2 From the Page to the Stage: Add Some Drama to Your Life</p> <p>•Week 3 Lights, Camera, Action: Media and Film Production</p> <p>•Week 4 So You Think You Can Dance?: Putting Movement Into Words</p> <p>•Week 5 From Beethoven to Beyonce: Please Don’t Stop the Music</p>	<p>•Weeks 1 and 2 Move Over Hercules! Make Way for Modern Day Heroes</p> <p>•Week 3 Coming to America: Immigrants in the US</p> <p>•Week 4 Real-Life Nightmares: Surviving Disasters Around the World</p> <p>•Week 5 Jollof Rice, Ratatouille, Grilled Steak Topped with Chimichurri: Good Eats All Over the Globe</p>



Appendix B: Eligible Content - Summer Focus

Eligible Content	Anchor	Description	Number of Appearances in 10 Lowest Pieces of E.C.	Average % Correct Across 07-08 and 08-09	
Text Organization	R.B.3-Understand concepts and organization of nonfictional text	Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.	7 07-08: 5 th , 6 th , 7 th 08-09: 5 th , 6 th , 7 th , 8 th	51.9%	
Headings	R.B.3-Understand concepts and organization of nonfictional text	Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.	6 07-08: 5 th , 6 th , 7 th 08-09: 5 th , 6 th , 7 th	57.4%	
Point of View	R.B.2-Understand literary devices in fictional and nonfictional text	Identify and describe the point of view of the narrator as first person or third person point of view.	4 07-08: 6 th , 7 th 08-09: 6 th , 7 th	51%	
Inferences	R.A.2-Understand nonfiction appropriate to grade level	Make inferences and/or draw conclusions based on information from text	5 07-08: 6 th , 7 th , 8 th 08-09: 7 th , 8 th	60.2%	
Context Clues	R.A.1-Understand fiction appropriate to grade level	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	3 07-08: 5 th , 6 th 08-09: 5 th	65.5%	Addressed Through Vocabulary Activities
Antonyms	R.A.1-Understand fiction appropriate to grade level	Identify and/or apply a synonym or antonym of a word used in text.	6 07-08: 6 th , 7 th , 8 th 08-09: 6 th , 7 th , 8 th	45.5%	

Appendix C: Sample Literacy Schedule

Title	Minutes	Example/Description	Vision Component
Quick Write	10	Jeffery “Maniac” Magee ran 200 miles to escape the stress at his aunt and uncle’s house. Describe a time when you felt like running away from a situation in your life.	Writing
Comprehension Strategy / Eligible Content Mini-Lesson	20	• Making Connections – Finding ways to relate the text to your life, other books you’ve read, and the world around you	Comprehension
Comprehension Strategy / Eligible Content Practice	30	• Connections Web – Brainstorm connections among the text, your life, other books, and the world. Draw pictures or bring in photographs, newspaper articles, and magazine pictures to symbolize various events. Use yarn to physically connect your items to each other.	Comprehension
Novel Exploration or Literature Circles	30	•Group discussion about Chapters 1 and 2 • Write About: In <i>Maniac Magee</i> Jerry Spinelli often uses short sentences to emphasize certain parts of the story. Choose one short sentence from Chapter 1. How does that sentence draw the reader’s attention to a certain topic? How does using short sentences affect the voice and mood of the chapter? • Write Like: Tell about an important event in your life, and use short sentences to bring the reader’s attention to the most important parts of the story.	Comprehension and Writing
Centers	65	•Novel Project •Writing Project (brainstorming, rough draft, editing, conferencing, final draft) •Literacy Games •Reader’s Theater Practice •Intervention Time	Comprehension, Writing, and Fluency
Vocabulary	25	Text-Specific Vocabulary Activities	Vocabulary



Appendix D: Sample Academic Electives & Workshops

21 st Century Skill and High-School/ College Readiness Workshops	Writing Workshops	Eligible Content Workshops	Academic Electives
<ul style="list-style-type: none"> •Juggling a Million Things Without Losing Your Mind: How to Manage Your Time •Spending Your 40 Grand: How to Pick the Perfect College 	<ul style="list-style-type: none"> •Release Your Inner Drama Queen (or King!): Playwriting 101 •Criminal Mastermind: Writing the Perfect Getaway Scene •A Picture’s Worth 1,000 Words: The Art of Description 	<ul style="list-style-type: none"> •Where to Buy an Umbrella If It’s Raining Cats & Dogs: Everyday Idioms •Us, He, Them, They, Huh?: Understanding Point of View 	<ul style="list-style-type: none"> •Best Friends and Bitter Enemies: The Psychology of Friendship •Can You Make the Cut? Becoming a Surgeon •Lift Every Voice and Sing: Music in the Black Community •Not So Wicked Witches?: The Salem Witch Trials

Appendix E: Middle-Grades Camp Sites

