

Summer School Report

Dates: July 1, 2026 - July 30, 2026

Total Days of Instruction: 17

Schedule

Monday through Thursday

AM Session: 9:00-11:45am

PM Session: 12:30 - 2:30pm

Enrollment

Number of Students Enrolled July 30: 88 (73 AM and 15 PM)

Enrollment Breakdown

Grade Level	EC	K	1	2	3	4	5	6	7	Totals
Number of Students	7	12	13	10	15	6	13	7	5	88
AM	7	12	13	9	7	3	10	7	5	73
PM	0	0	0	1	8	3	3	0	0	15

Teacher Assignments

Classroom Teachers	8 Monolingual Teachers 3 Oakbrook 3 Westview 2 WDJH	5 Dual Language Teachers 1 ECEC 1 Oakbrook 1 Westview 2 WDJH	1 Special Education Teacher 1 WDJH	1 Enrichment Teacher 1 IC
Paraprofessionals	1 Classroom	1 LMC		
Nurse	1 District-wide			

Attendance

Week	1	2	3	4	5	Overall Avg.
AM	91%	86%	84%	87%	84%	86%
PM	77%	80%	88%	73%	68%	77%

Student Outcomes

Overarching Goal: Through targeted small group instruction in math and reading 100% of students will show growth in both areas.

Math:

Each student was given a numeracy pre-assessment with focused skills based on the grade level they just completed and was expected to show growth on that assessment by the end of summer school.

Reading:

Each student grades K-7 was administered a running record at the start of summer school and was expected to show growth in a specific area on a subsequent running record at the end of summer school.

K-2: Fluency

3-5: Literal comprehension

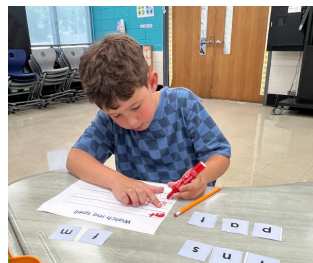
6-8: Inferential comprehension

Early childhood students were given a letter name and sound assessment at the beginning of summer school and expected to show growth in the number of letter names and sounds they knew at the end of summer school.

Extracurricular Opportunities

- Twice a week all students attended “Beyond the Books” an enrichment opportunity focused on logic, problem solving, and collaboration skills.
- In partnership with the Wood Dale Public Library all students had the opportunity to check out books weekly and engage in planned learning activities of various types (including read-alouds with interactive activities, 3D printing pens, and more).
- The gym and playground were also available for movement and play-based activities

Grade Level SY25-26 (Number of students)	Met Goal Math	Met Goal Reading	Met Both
ALL STUDENTS (85)	93%	95%	88%
EC (7)	71	100	83%
K (12)	92	73	64%
1 (12)	100	92	92%
2 (10)	90	100	90%
3 (14)	93	100	93%
4 (5)	100	100	100%
5 (13)	92	100	92%
6 (7)	100	100	100%
7 (5)	80	100	80%





Summary

The Summer School program offered an opportunity for students to continue their learning over the summer. Students had dedicated time each day for math and reading instruction as well as a plethora of opportunities for collaboration, play, and movement. Teachers utilized a wide variety of hands-on tools and strategies to engage students and create a vibrant and joyful learning environment.

To streamline math instruction this year, numeracy assessments were developed for each grade level along with a corresponding alignment document to help teachers know where to find lessons to support students instructionally. These assessments were developed based on year-end skills, and aimed to set students up for success at the start of next year. To focus reading instruction this year, grade bands focused on different high-leverage skills that would set students up for success in the upcoming grade level. Students were assessed at the start of Summer School to gather baseline data and then a final assessment was given the last week of Summer School. Eliminating the midpoint assessment allowed for additional, focused instructional time for all students. Teachers wrote progress reports for each student and copies of these documents will be shared with the building at which the student will begin school for the 2026-2027 school year.

In addition to the extracurricular opportunities included above, additional services that enhanced the program included busing and food service. Busing was offered to all Summer School students. The Transportation Department was responsive and fast-acting when questions came up or changes were requested. We also coordinated with the Wood Dale Park District to ensure students attending camp were able to attend Summer School as well. Each day breakfast was available for all students. The Whitsons staff prepared and delivered these breakfasts each day to classrooms. Teachers were trained on food service protocols to ensure all students had access to breakfast daily.

It is difficult to capture the amount of positivity of both students and staff who were involved in the Summer School program. Daily I saw teachers collaborating with colleagues, working with small groups, bringing in fun connections to student interests, laughing with students, supporting students with non-academic skills, and developing social emotional competencies (especially: self-awareness, self-management, and relationship skills). All students benefitted as a result of their time with us for Summer School.

Respectfully submitted:
Teresamarie Loxas