



# Oak Park Elementary School District 97

260 Madison Oak Park Illinois 60302 ph: 708.524.3000 fax: 708.524.3030 www.op97.org

**To:** District 97 Board of Education  
Dr. Carol Kelley, Superintendent of Schools

**From:** Dr. Amy Warke, Chief Academic and Accountability Officer  
Dr. Tawanda Lawrence, Senior Director of Curriculum, Instruction and Assessment

**Re:** Summer Programming 2019 BOE Update

**Date:** January 15, 2019

Purpose of Update: The purpose of this update is to provide the Board of Education with additional information to answer questions that were posed on December 11 around Summer Programming 2019 for grades K-8. The information in this update is divided into the following six sections:

- Serving English Learners in the Summer
- Incoming 6th Grade Math Bridge Course
- Summer Launch Student Enrollment and Program Capacity
- SMART Summer Student Empowerment Program
- E-Team Summer Launch Program
- Revised Proposed Budget

**Summer programming will be on the January 15 Board agenda for BOE approval so that the teaching and learning department can move forward with timelines and staff hiring.**

### **Serving English Learners in the Summer:**

<b>Students Served</b>	<b>Program</b>	<b>Criteria</b>
English Learners (1-8)	Summer Launch	ACCESS scores 2.5 to 3.0
Newcomers (1-8)	Newcomer	ACCESS scores 2.5 and below

This year, English Learners (EL) will be joining in the Summer Launch program. Students with ACCESS scores of 2.5 to 3.0 will be invited to the Summer Launch program. Additionally, the Newcomer English Learner Summer Program, which is a new program we are proposing this year, is designed to support students in grades 1-8 who are new to the United States and acquiring the English language.

### *Title III Funding*

Title III, Part A of the Elementary and Secondary Education Act is officially known as the Language Instruction for English Learner and Immigrant Students Act. The overarching purpose is to ensure

that EL students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet.

The local educational agency (LEA) must use Title III funds to supplement state language instruction educational programs, designed to assist EL students' achievement goals. The state educational agency (SEA), LEAs, and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students.

The funds for Title III must be used for professional development for staff and administration, summer school to increase students English Language Proficiency and after school tutoring. These are the only expenses for which Title III funding can be used. D 97 informed the Board of Education last spring that we were applying for the Title III grant to increase funding to assist our vulnerable population. Providing summer programming and after school tutoring along with professional learning for staff are the ways we are strengthening instruction to assist our learners.

### *Rationale for English Learner Newcomer Summer Program<sup>1</sup>*

English learners who are recent immigrants are often at risk of educational failure or early dropout due to underdeveloped first language literacy skills, limited English language skills, or weak academic skills. The needs of these students often surpass the resources of English as a second language (ESL) or bilingual programs. Generally speaking, newcomer programs are designed to prepare immigrant students to participate successfully in a district's language support program. Several specific and often overlapping considerations and beliefs influence the decision to establish a Newcomer program:

- The need to address the unique literacy needs of English learners more effectively than is possible in a classroom with both literate and non-literate students.
- The belief that a welcoming and nurturing environment is beneficial to older immigrant students (those of secondary school age, 12–21 years old) who may have limited prior experience with schooling.

Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

Currently we have no Newcomer Programs in D97 for students arriving here with very limited English skills. They are placed in a classroom beside students, many Native English speakers, and receive approximately 30 mins a day of ELL instruction with an EL certified teacher throughout the school year. Summer school is an opportunity to provide daily instruction, for a month, from an EL teacher with proper scaffolding in place to increase learning in both academic and social language. This opportunity will begin to address the unique needs of ELs with equity and the whole child in mind.

---

<sup>1</sup> [High Quality Programs for Newcomers: US Dept of Ed](#)

NASSP Bulletin I Vol. 84 No. 619 November 2000

Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics University of Houston

[Developing ELL Programs: US Dept of Ed](#)

Practical Guidelines for the Education of English Language Learners

RESEARCH-BASED RECOMMENDATIONS FOR INSTRUCTION AND ACADEMIC INTERVENTIONS

David J. Francis, Mabel Rivera

NASSP Bulletin I Vol. 84 No. 619 November 2000 35

## *Staff and Student Ratio*

There are 8 languages represented in the 17 students that are eligible to enroll in the program.

Students invited: Newcomers (English Language Proficiency 1.0-2.5)

17 students in grades 1st to 8th (Fall 2019) as of 12/17/18

**Group 1:** students entering grades 1-2 (9)

Languages: Spanish, Arabic, Polish, Farsi, Vietnamese

**Group 2:** students entering grades 3-4 (4)

Languages: French, Mandarin, Telugu

- 2 teachers for elementary

**Group 3:** students entering grades 5-8 (4)

Languages: Spanish

- 1 teacher for grades 5-8

The general teacher/student ratio for summer school is 10:1. Adhering to the general education guidelines for our students is not adequately addressing the unique language and cultural needs of Newcomers. It would be best practice for EL students to start the Newcomer Program with 3 teachers for the 17 students, allowing students to be in the same building with their age appropriate peers (elementary 1st to 4th at elementary and 5th to 8th at middle school). However, the teaching and learning department requests that if the number of Newcomers increases during the second half of the year that the number of teachers needed be reassessed.

### **Incoming 6th Grade Math Bridge Course:**

The teaching and learning department is recommending that a bridge course for incoming 6th grade students is developed to provide an opportunity for students to take Math 6/7 during the summer. Students will be provided additional support by taking the Math 6/7 course during the summer to provide a bridge for students who are interested in accelerating into Math 7/8 for the 2019-2020 school year. This opportunity is designed to increase access to advanced course taking for as many students as possible.

Fifth grade students will know how they performed on the placement test by the end of the school year to determine if they want an opportunity to take part in the challenge of the summer course. This course is also in response to parents' requests. Previously, parents were paying for tutors and non-district teachers to tutor students over the summer, which presents an equity concern. Now D 97 is offering this course for all students who desire to take the class ameliorating the need for parents to seek tutoring outside of the district. When the 6th grade courses were collapsed, it was important for the district to provide our students access to this course with D 97 staff as opposed to families seeking tutoring opportunities on their own.

### **Summer Launch Student Enrollment and Program Capacity:**

### *Student Enrollment*

In order to support student participation and retention, the invitation letter to families will include the importance of students attending the Summer Launch program, highlights of new program offerings, and success stories of students who have attended Summer Launch. Additionally, the teaching and learning department will encourage the principal and/or student's teacher to make a personal call to the parent/guardian to ensure parents understand the significance of their child attending summer school and how it can impact their performance during the following school year.

The first round of invitations will be sent to families on February 4. At the end of February, the teaching and learning department will determine if a second round of invitations should be sent to students on March 4. A third round of invitations will be sent to families on April 1. Summer Launch registration will close on May 15.

### *Summer Launch Program Capacity*

The Summer Launch program is designed as a targeted program for a targeted student population in need of Tier 3 academic support. Our current capacity is 110 students in the K-4 program, 50 students in the 5-8 program, and 50 EL students. An additional 17 students would be eligible to participate in the Newcomer program.

Adding students to the program would increase staffing costs for the program. At \$3,500 per teacher stipend, each new classroom of students would add \$3,500 to the overall cost for the program. To double the size of the program would bring the total costs up to \$172,000. However, historically D97's summer programs have not attracted enough students or staff to accommodate a larger program. To keep class sizes low, it is imperative to have adequate staffing available for the program.

While we believe this program can be a benefit to the targeted students it is intended for, and while we are pleased to offer this program to the community, we do not believe a larger investment in the program is needed at this time. The most significant impacts to student learning occur during our school year, and additional investments in supporting our teachers and interventionists in differentiating and intervening with students during the school year would be a more impactful way to spend additional dollars intended to serve students currently performing below grade-level expectations.

### **SMART Student Empowerment Program Update:**

The SMART Summer Student Empowerment Program is a partnership program between District 97, the Oak Park Township, Fellowship Community Services/Friday Night Place (FNP), and Concordia University Chicago (CUC). The teaching and learning department is excited to continue this full-day summer learning opportunity for our students, with the primary goals of addressing literacy skills and developing social-emotional learning with mentorship. The SMART Summer Student Empowerment Program will provide a schedule of organized activities, which include academic support, leadership development, enrichment, sports, games, and field trips.

<b>Program</b>	<b>SMART Summer Student Empowerment Program</b>
<b>Participants</b>	Rising 6th, 7th, 8th, and 9th grade students invited to the program, who are Oak Park residents and registered D97 students

<b>Dates</b>	June 10 – July 19, 2019 Monday through Friday ( <i>No program on July 4 &amp; 5</i> )
<b>Times</b>	9:00 am to 3:00 pm
<b>Location</b>	Julian Middle School, Friday Field Trips to Concordia University Chicago
<b>Cost</b>	Free to participants (cost covered by the Oak Park Township)

## **E Team Summer Launch Update:**

### *Family and Student Engagement*

E-Team professionals will provide the following services for Summer Launch

#### **Prior to program start date:**

- Direct outreach to all families enrolled in summer school (K-8) before the program begins. (25 hours)
- Plan and deliver a welcome event to connect with enrolled families. (15 hours)
- Create and deliver training for teachers on the topics of family engagement and restorative justice practices. Session (2.5 hours) will include specific strategies for building community in the classroom with students and relationships with families.
- A half-day of training is not optimal for this training but content will be condensed due to time constraints as teachers will attend weekly follow up sessions and have access to ongoing support. (18 hours)
- E-Team will create and provide teachers with daily, age-appropriate classroom activities for community building and strategies for parent outreach, including set-up and training on an APP such as Bloomz. (10-12 hours)

#### **During program:**

- Weekly one-hour group meetings with teachers in both the K-4 and 5-8 programs to reflect on progress with students and families. These sessions will provide time to discuss successes and challenges and address specific teacher needs, which E-Team will support. (8 hours)
- Ongoing support for teachers and families for the length of the program. (50 hours)
  - In-person support for teachers and families individually and in groups to strengthen communication and relationships.
  - Troubleshooting with families and teachers when issues arise (for example, a breakdown in communication or need for additional academic, social, or emotional support).
  - Connection for families to community resources and services where needed.

#### **At program conclusion:**

- E-Team will create survey questions for the D97 assessment of the program as it relates to family and student engagement. In addition to creating survey questions, our team will conduct outreach to families to increase survey responses. (10-12 hours)
- In order to continue to strengthen the school/home relationship and build student connection to school, E-Team will be available to reflect on program results and discuss opportunities to build on the summer work with the District. (4 hours)

*E-Team Approach*

E-Team works to build trust and respect between our students, families, teachers, schools, and community to create a sustainable collaboration and continuum of support that improves outcomes for students. This work includes weekly updates/progress reports, home visits, phone conferences,

videos/photos of students at work, celebrations and family events all focused on building connections and promoting strengths of students and families. E-Team’s work follows the Dual Capacity-Building Framework for Family-School Partnerships developed by Karen L. Mapp and Paul J. Kuttner: “In particular, research shows that initiatives that take on a partnership orientation – in which student achievement and school improvement are seen as a shared responsibility, relationships of trust and respect are established between home and school, and families and school staff see each other as equal partners – create the conditions for family engagement to flourish.”

*Example of E-Team Work with D 97*

Power of Partnerships Summer 2018:

During the summer of 2018, the E-Team created the Power of Partnerships summer program in partnership with Dominican University, the Oak Park Public Library, and District 97.

Fifty students in the Oak Park School District grades 2-8 attended this program at the Oak Park Public Library. The summer school model included an inquiry-based approach to academic instruction taught by reading specialists, combined with a half day of enrichment (music, dance, coding, chess, and other activities). The students were administered a pre-assessment and another post assessment by the same reading specialists after the four weeks of the camp to determine gains in reading levels (vocabulary and comprehension), with 73% achieving a year’s growth in one month.

The success of this program was contributed to the E-Team’s focus on outreach to families, professional development, and ongoing support to build relationships between families, teachers, students, and program organizers over the course of the program.

**Revised Proposed Budget:**

- \$132,000

Item	Budget
<b>(19) Teacher Stipends</b>	<b>\$72,000</b>
<b>(5) Coordinator Stipends</b>	<b>\$25,000</b>
<b>Math Enrichment Consultant Fee</b>	<b>\$10,000</b>

<ul style="list-style-type: none"> <li>● Curriculum Development</li> <li>● Training</li> <li>● Learning Lab</li> </ul>	
<b>HEPH ED Steam</b> <ul style="list-style-type: none"> <li>● Curriculum Development</li> <li>● Training</li> </ul>	<b>\$5,000</b>
<b>HEPH ED Steam</b> <ul style="list-style-type: none"> <li>● Resources/Materials</li> </ul>	<b>\$10,000</b>
<b>E Team</b> <ul style="list-style-type: none"> <li>● Training</li> <li>● Learning Lab</li> </ul>	<b>\$10,000</b>