



# WOOD DALE

## SCHOOL DISTRICT 7

STRIVE FOR EXCELLENCE

### Intervention Summer School Program Summary 2021

**Session:** June 28-August 5, Monday - Thursday

**Time:** AM Session, 9:00-11:00 or PM Session, 12:00-2:00

**Instructional Delivery:** In-person and remote

**Enrollment:** 124 students

**Grades:** Kindergarten - 7th Grade

- Kindergarten: 6 students
- First Grade: 13 students
- Second Grade: 13 students
- Third Grade: 25 students
- Fourth Grade: 11 students
- Fifth Grade: 12 students
- Sixth Grade: 21 students
- Seventh Grade: 21 students

**Subjects:** English Language Arts, Spanish Language Arts, and Mathematics

#### Staffing

This year we were fortunate to have 16 certified staff members work Summer School.

Early Childhood	Oakbrook	Westview	Wood Dale Junior High	Out of District
2 Classroom Teachers <ul style="list-style-type: none"> <li>● 1 Monolingual</li> <li>● 1 Dual</li> </ul>	4 Classroom Teachers <ul style="list-style-type: none"> <li>● 1 Monolingual</li> <li>● 3 Dual</li> </ul>	1 Classroom Teacher <ul style="list-style-type: none"> <li>● 1 Dual</li> </ul>	6 Classroom Teachers <ul style="list-style-type: none"> <li>● 6 Monolingual</li> </ul>	3 Classroom Teachers <ul style="list-style-type: none"> <li>● 1 Monolingual</li> <li>● 2 Dual</li> </ul>

**Support Staff included:** 4 paraprofessionals, one health clerk, and substitutes

#### Cost

Busing for students was offered at no cost to the families. 88% of students utilized the busing services for Summer School compared to 74% in 2019, 77% in 2018, 63% in 2017, while in 2016 73% of students were bused. The bus drivers did an excellent job of getting the students to and from school safely and on time each day.

## Breakfast and Lunch Program (Arbor)

2,830 breakfasts and lunches were served. This includes the extra meals students took home on Thursdays for the weekend. This number also includes the students getting a "10 day pack" on the last day of summer school.

**Progress Monitoring Data:** The data represented below is based on students' individual, measurable, learning goals in Language Arts and Mathematics. Students were assessed every two weeks on their reading and math abilities. In Language Arts, students read instructional level texts and responded to literal and inferential questions. In Math, students were assessed through observational data, activities, and quizzes.

Grade Levels	Language Arts			Mathematics		
	Moved one or more levels NM to AP NM to MA	Made Progress by percentage (went up in percentage)	No Progress*	Moved one or more levels NM to AP NM to MA	Made Progress by percentage (went up in percentage)	No Progress*
K-1	8/17 = 47%	6/17=35%	3/17=18%	11/17=65%	2/17=12%	4/17=24%
2-3	27/38=71%	7/38=18%	4/38= 11%	20/30=67%	7/30=23%	3/30=10%
4-5	19/24=79%	1/24=4%	4/24=17%	19/24=79%	1/24=4%	4/24=17%
6-8	28/35=80%	4/35=11%	3/35=9%	22/35=63%	10/35=29%	3/35=9%

\*71% of students who made no progress missed more than 9 days of summer school

**Principal's Report:** The Summer School Program provided an opportunity for students to work on unfinished learning in the areas of math and language arts. While technology is typically utilized throughout Summer School and the school year, this summer focused on hands-on manipulatives and students working with authentic and tangible books. Here is a summary of the resources used throughout Summer School:

- **ELA: Leveled Literacy Intervention by Fountas and Pinnell**  
Leveled Literacy Intervention provides effective small-group instruction for students who find reading and writing difficult. With engaging leveled books, fast-paced systematically designed lessons, and a high level of built-in professional development, *LLI* empowers both teachers and students as together they work toward attaining reading and writing proficiency.
- **SLA: Soluciones by Benchmark Literacy**  
Soluciones is an early literacy intervention that utilizes authentic resources in Spanish. Soluciones follows the Spanish phonics sequence and embeds these skills in both fiction and nonfiction texts. Soluciones not only focuses on early literacy instruction, but comprehension, strategies, and developing academic language and content knowledge.
- **Mathematics: Do the Math Intervention by Marilyn Burns**  
Do The Math provides flexible, classroom instruction for building numerical reasoning and confidence. Do The Math helps students in Grades 1–5 rebuild their math foundation. Designed for at-risk and struggling students, as well as those who require more practice. With scaffolded instruction, students progress from basics to more complex operational work and rebuild their understanding of key math concepts.

All students enrolled in Summer School had an individualized learning goal for math and language arts. Student progress was measured every two weeks. Based on the progress monitoring data in language arts, 82% of K-1

students, 89% of grades 2-3 students, 83% of grades 4-5 students, and 91% of grades 6-8 students made progress towards their goal.

In the area of mathematics, 77% of K-1 students, 90% of grades 2-3 students, 83% of grades 4-5 students, and 92% of grades 6-8 students made progress toward their goal.

Students, attending summer tutoring, will begin their interventions on the first day of school. The district set up procedures to seamlessly transfer notes and student goals to the intervention teachers so instructional time is held to a maximum.

**Attendance Report**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Overall Attendance
88%	82%	78%	79%	79%	74%	80%

**Respectfully Submitted:**

*Ms. Gina DiFiglio*