



# Oak Park Elementary School District 97

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**To:** District 97 Board of Education  
Dr. Ushma Shah, Superintendent of Schools

**From:** Dr. Eboney Lofton, Chief Academic and Accountability Officer  
Dr. Tawanda Lawrence, Senior Director of Curriculum, Instruction and Assessment  
Donna Middleton, Senior Director of Student Services  
Tracy Hamm, Director of Student Services  
Emilie Creehan, Director of Multi-Tiered Systems of Support

**Re:** D97 2022 Summer Program Summary and D97 Summer Program 2023  
Recommendations Board of Education Report

**Date:** Tuesday, December 13 , 2022

**Type of Report:** Informational

**Purpose of Report:** The purpose of this report is to provide the Board of Education with a summary of the district's 2022 summer programs as well as Summer 2023 programming recommendations for students in pre-kindergarten through eighth grade. The information in this report is divided into two parts.

- **PART ONE:** 2022 Summer Program Summary includes the following seven sections:
  - Summer Launch (1-8)
  - EL Summer Boost Program (1-8)
  - Middle School Summer Math Enrichment (6-8)
  - Summer Music Camp (5-8)
  - Extended School Year Program (EC- 7)
  - Summer Boost (Special Education: EC - 7)
  
- **PART TWO:** 2023 Summer Program Recommendations includes the following five sections:
  - D97 2023 Summer Program Schedule
  - Summer Launch Student Selection Criteria
  - 2023 Summer Program Recommendations
  - Proposed Timeline
  - Proposed Budget

**Introduction:**

District 97 provides a variety of summer programming that reflects our district’s vision to create a **positive learning environment for all students that is equitable, inclusive, and focused on the whole child**. Our summer programming also contributes to helping all of our students experience or achieve the following goals:

- **Known, nurtured, and celebrated LEARNER**
- **Empowered and passionate SCHOLAR**
- **Confident and persistent ACHIEVER**
- **Creative CRITICAL THINKER & GLOBAL CITIZEN**

**PART ONE: 2022 Summer Program Summary**

The summer programming offered in 2022 included seven programs:

- Summer Launch (1-8)
- EL Summer Boost Program (1-8)
- Middle School Summer Math Enrichment (6-8)
- Summer Music Camp (5-8)
- Extended School Year Program (EC - 7)
- Summer Boost (special education) (EC-7)

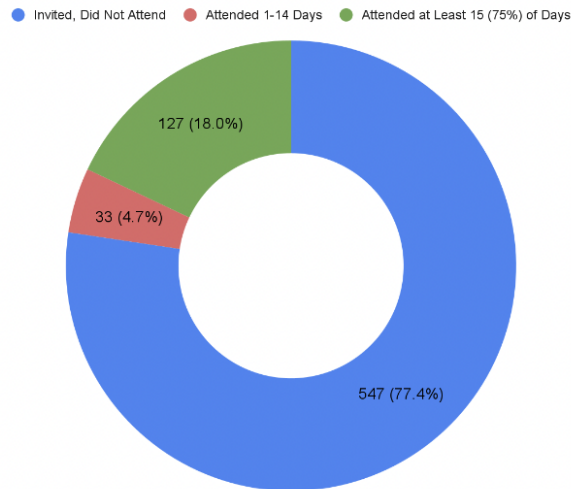
**Summer Launch (Incoming 1st-8th grade students):**

Summer Launch was held in person this past summer beginning June 15, 2022 and continuing through July 14, 2022. The table below provides additional details for each program, including the incoming grade levels of participating students, location, program focus, hours, and entry criteria.

<b>Summer Launch June 15 - July 14, 2022 Monday through Friday</b>		
<b>Incoming Grade Levels of Participating Students</b>	<b>Grades 1 - 3</b>	<b>Grades 4 - 8</b>
<b>Location</b>	In person, Holmes Elementary	In person, Holmes Elementary
<b>Program Focus</b>	Reading, Writing, and Math Workshop and Intervention	Reading, Writing, and Math Workshop and Intervention
<b>Program Hours</b>	8:00 a.m. - 12:00 p.m.	8:00 a.m. - 12:00 p.m.
<b>Entry Criteria</b>	Students identified as needing Tier 3 interventions through the school-based Multi-Tiered Systems of Support process	
<b>Community Partnerships</b>	<ul style="list-style-type: none"> <li>● Golden Apple Foundation</li> <li>● Oak Park Public Library</li> </ul>	

Students invited to participate in the Summer Launch program were identified by their home schools as needing and receiving Tier 3 or Tier 2 interventions and support after winter 2022 testing. A total of 707 students were invited; 160 students enrolled in the Summer Launch 2022 summer program; and 127 students completed the program.

## What % of Invited Students Attended at Least 1 Day of Summer School? What % Attended At Least 15 (75%) Days?



Note: Students who did not enroll at D97 in Fall are removed from the analysis.

Verbal feedback that was received indicated that middle school students were less likely to attend Summer Launch because the program was housed in an elementary school building.

Given this qualitative data, the department will survey families during the 2023 program who have a student that drops out or has low attendance to gain a better understanding of why the program didn't fit their needs. Families of those students who were invited, but did not attend the program will also be surveyed.

*In the next sections, general information about the Summer Launch programs and subsequent evaluations will be reviewed.*

### **Summer Launch:**

#### **Summer Launch Staffing**

Two coordinators and eighteen teachers were hired for the Summer Launch program. An open application was sent to all D97 teachers. The following factors were considered in the hiring process:

- application questions/responses
- grade currently teaching
- past experience with the district's literacy and math curricular resources
- recommendations and feedback

The following is a list of our selected staff for the program:

- **Coordinator (1st - 3rd):** Faith Harris, Longfellow
- **Coordinator (4th - 8th):** Arnetta Thompson, Lincoln/Longfellow
- **Teachers (1st - 3rd):**
  - Nicole Decancq, Lincoln
  - Brent Lopez, Holmes
  - Denise Conley, Whittier
  - Rasheeda Williams, Hatch
  - Taylor Bowman, Hatch
  - Johanna Cousin, Whittier
  - Virginia Nagano, Lincoln
  - Stephanie Goulding, Holmes
  - Elena Awe, Hatch
  - Raven McGill, Holmes
  - Nichelle Stigger, Brooks
- **Teachers (4th - 8th):**
  - Patrick Schulte, Holmes
  - Rebecca Meilinger, Lincoln
  - Mary Kelly, Irving
  - Soundara Roberts, Brooks
  - Yolanda Manns, Lincoln
  - Steven Hoskins, Brooks
  - Megan Wilson, Brooks
- **Social Worker (1st - 8th):**
  - Donna Glover, Whittier

#### *Summer Launch Curriculum and Professional Learning*

The Summer Launch program serves students who are receiving Tier 3 or Tier 2 intervention support in their schools during the school year. The program is designed to extend learning over the summer, while providing engaging and interactive experiences for students.

The reading and writing workshop curriculum focused on the components of literacy instruction, including mini lessons, shared reading, small group instruction, and read alouds. These lessons are developed by the teachers and align to grade level standards. Teachers have a variety of resources to use to enhance their instruction, such as LLI (Leveled Literacy Interventions), Unit of Study resources, classroom libraries, writing journals, etc. The K-2 Summer Launch staff also utilized Wilson Reading System's Foundations program during their reading and writing workshop for word study support.

The math curriculum consisted of specially-designed math lessons tailored to improve students' skills. Bridges Intervention curriculum was used during math workshops to provide students with individualized lessons based on data and presenting needs.

Prior to the Summer Launch program, the 1-3 coordinator and teachers participated in the following professional learning opportunities:

- Level Literacy Intervention (LLI), Foundations, and Reading & Writing Workshop - 2 hours (Lisa Hanna)
- Bridges Training - 2 hours (Molly Graber)
- Grade level planning time - 1.5 hours
- Curriculum planning and implementation- 8 hours

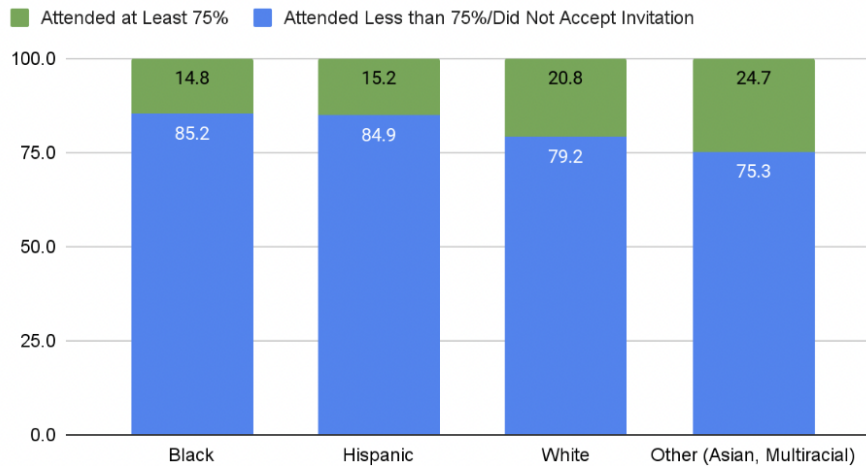
### *End-of-Program Reports for Families*

At the conclusion of the program, an End-of-Program Student Report was sent home with students which provided families with information on the standards covered during the session. [A sample of the progress report can be found here.](#)

### *Student Enrollment by Demographics*

## **Are students of different demographic groups more likely to attend at least 75% of days?**

% of Students who Attended at Least 75% of Days by Race



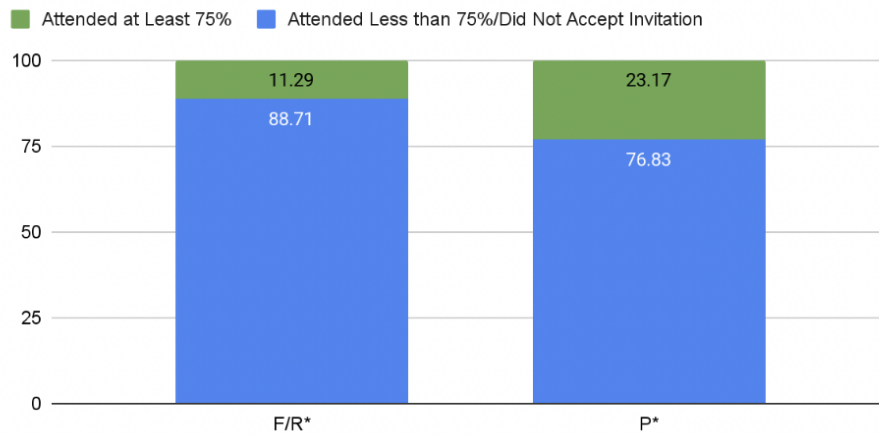
No statistically significant differences by race

*Note:* Because of small cell sizes, Asian and Multiracial categories are collapsed.

The race with the largest share of students to attend Summer Launch was Asian/Multi-racial (24.7%) (categories are collapsed because of small cell sizes), while Black students had the lowest percentage of students who attended (14.8%). However, differences by race were not statistically significant.

## Are students of different demographic groups more likely to attend at least 75% of days?

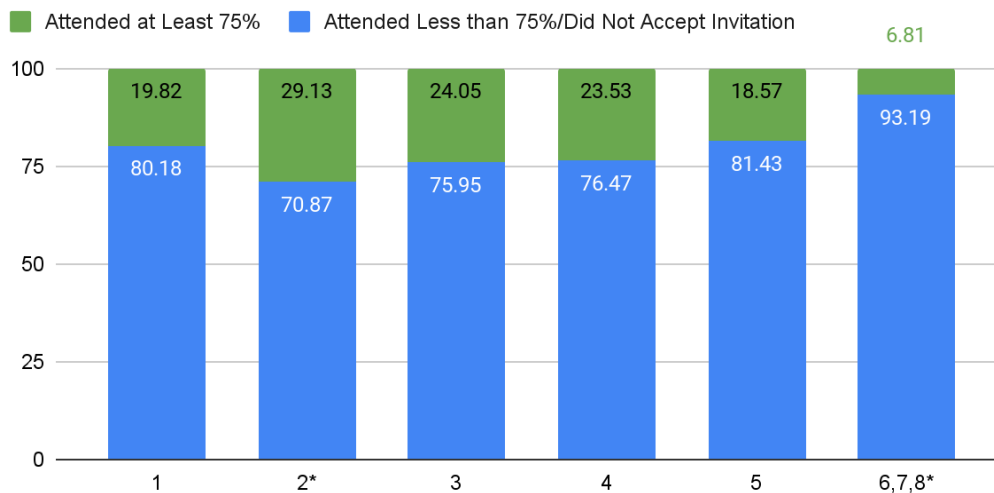
% Students who Attended at Least 75% of Days by Free/Reduced Price Lunch Status



Higher income (students not qualified for FRL) are more likely than lower income students to attend at least 75% of days

The data reveals that students who are not eligible for free or reduced lunch were more likely to attend Summer Launch.

% of Students who Attended at Least 75% of Days by SY23 Grade Level



2nd graders are more likely than students other grades to attend 75% of days, and middle school students (6-8 graders) are less likely to attend 75% of days compared to other grades

A larger percentage of primary grade students attended when compared to middle school grade levels; Students in grades 6, 7, 8 (collapsed because of small cell sizes) were less likely to attend compared to students in lower grades, and second grade students were more likely than other students to attend. The department aspires to increase the number of students in 6th, 7th, and 8th, by moving the 4th - 8th program to a middle school.

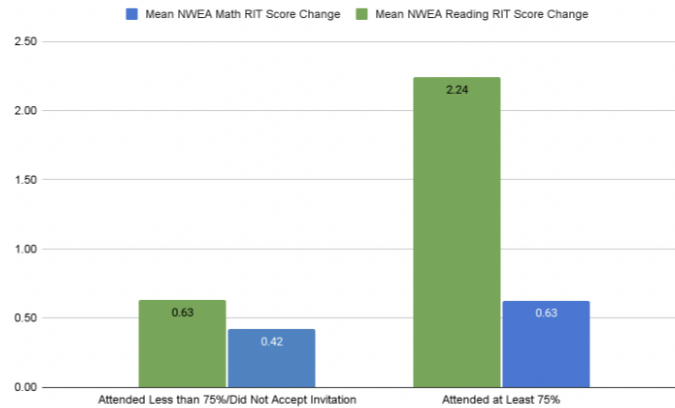
### *Student Assessment Data Analysis*

As mentioned above, the student assessment data collected for instructional purposes is also useful in determining the effectiveness of the program. Summer Launch teachers assessed students with the following:

- Running Records
- Spring to Fall MAP data
- Student survey
- Parent survey

### *NWEA/MAP Data*

**Did students who attended summer school at least 75% of the time grow more on Math and/or Reading RIT scores (Spring to Fall) compared with students who attended less or not at all?**



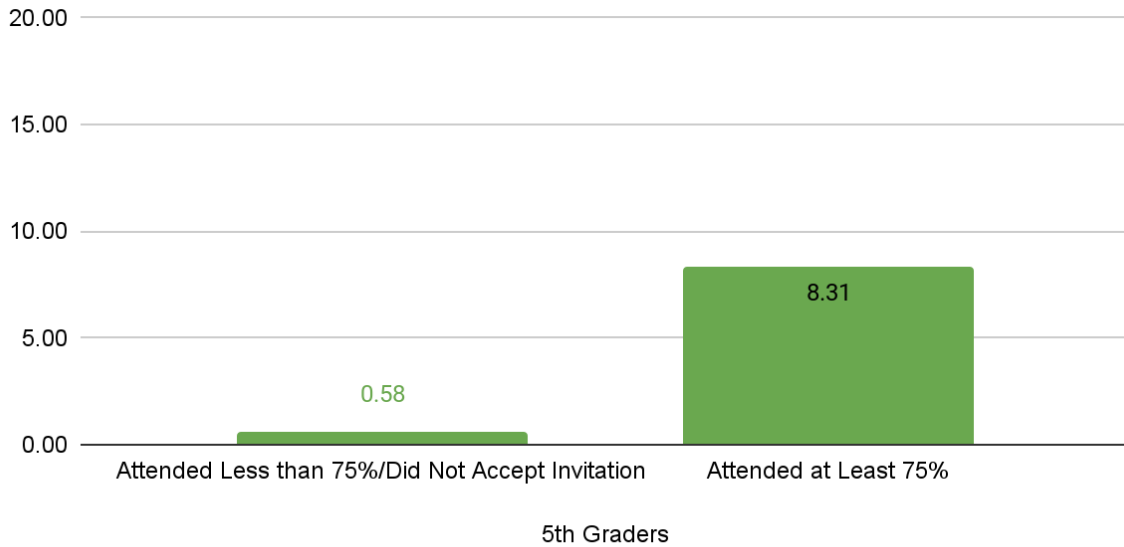
No statistically significant differences overall in Math or Reading

*Note:* Prior to SY23, K and 1st graders were not administered NWEA assessments. As a result, no comparison measures are available for this group of students; This analysis includes rising 3rd-8th graders only.

*Note:* RIT score growth is not necessarily comparable across subject areas or grade levels.

On average, students who attended Summer School at least 75% of days grew on NWEA Reading RIT scores by 2.24 points compared to average increase of only .63 among students who were invited but did not attend. In Mathematics, students who attended Summer School grew an average of .63 Math RIT score compared to an average growth of .42 among students who were invited but did not attend. However, although the data is trending in the direction we expect (higher scores among Summer School attendees), these differences do not reach statistical significance when we combine all grade levels.

## 5th Graders Only: Mean Reading RIT Score Change by Attendance Level



*Note:* Prior to SY23, K and 1st graders were not administered NWEA assessments. As a result, no comparison measures are available for this group of students. This analysis includes rising 3rd-8th graders only. RIT score growth is not necessarily comparable across subject areas or grade level.

There are statistically significant differences when we examine scores among fifth graders only. Those fifth graders who attended at least 75% of summer school days saw statistically significant gains on NWEA MAP Reading RIT scores when compared to students in their grade who attended less than 15 days of summer school - an average difference of 7.73 RIT score points.

Although caution should be used in interpreting these results in part because of small sample sizes, these findings offer some tentative evidence that Summer Launch program participation may be related to increases in NWEA RIT scores.

### ***Parent Survey Data***

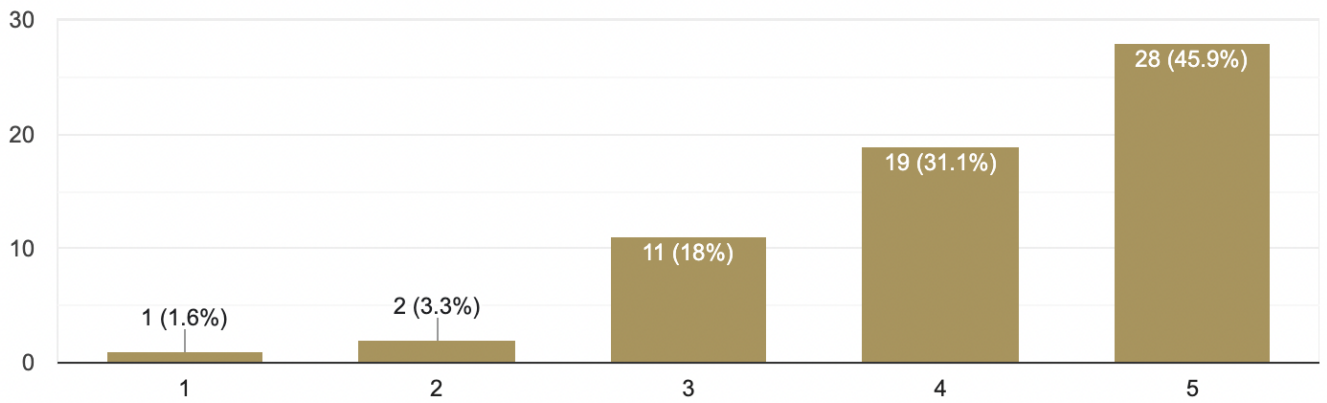
61 parents completed the Family Survey. Parents overwhelmingly agreed that the Summer Launch program was beneficial to their students and believed it positively impacted their learning. Questions were designed using likert scale with 1 being strongly disagree and 5 being strongly agree.



The Summer Launch Program provided my child with math instruction that supported their current learning level.



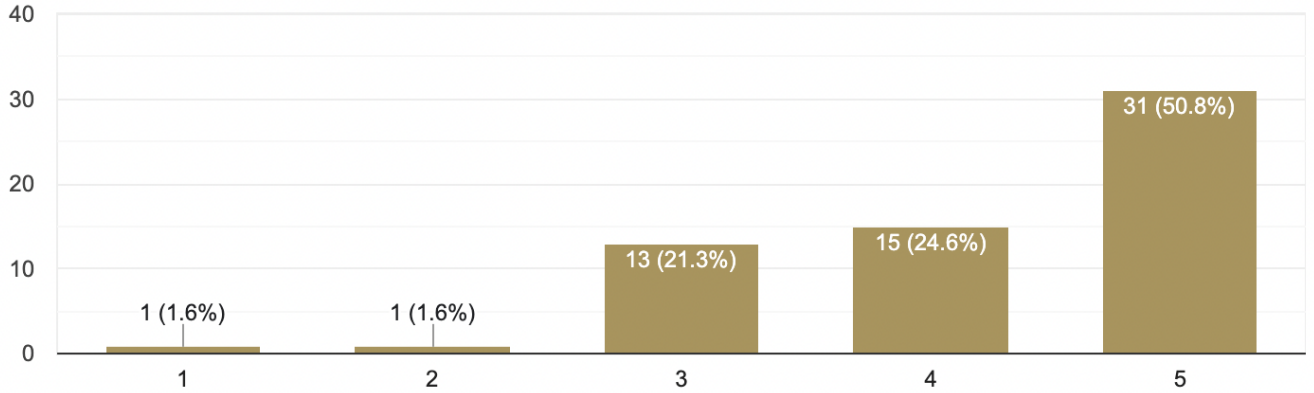
61 responses



The Summer Launch Program provided my child with reading and writing instruction that supported their current learning level.



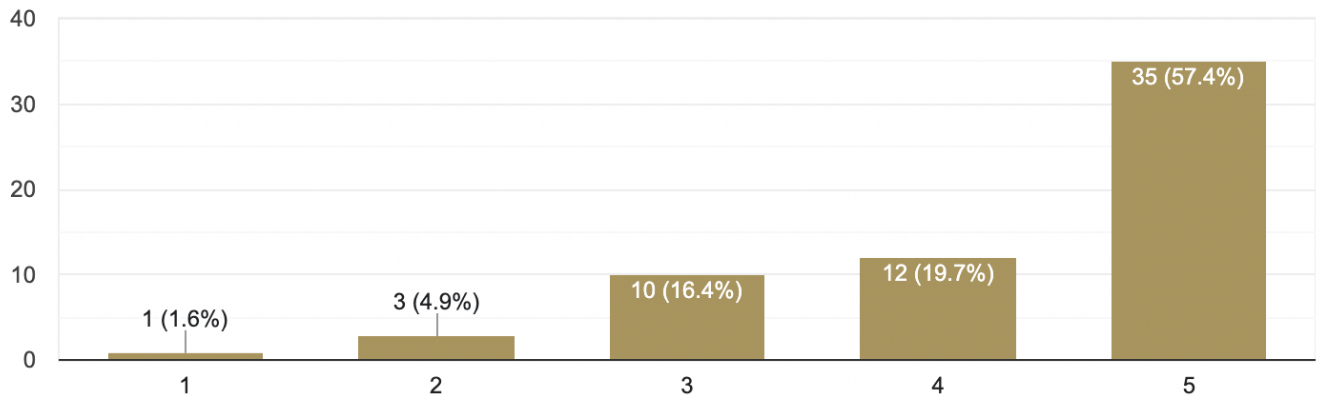
61 responses



I feel that my child was engaged in the learning this summer.



61 responses



### *1-3 Summer Launch Successes and Future Considerations*

Strengths:

- Recruited and hired highly skilled teachers.
- Strengthened curriculum for 1-3 program by utilizing reading and math workshop
- Implemented Kagan strategies throughout the program.

Areas of Opportunity:

- Continue to further develop reading, writing, and mathematics curriculum for grades 1-3.

### *4-8 Summer Launch Successes and Future Considerations*

Strengths:

- Revamped curriculum from the previous school year provided more hands-on and engaging learning opportunities for students.
- Professional learning was provided during the school year to prepare teachers for the program.
- Necessary materials were provided and technology was readily available.
- Additional time was provided during training for teachers to discuss daily activities and lesson pacing.

Areas of Opportunity:

- Continue to further develop reading, writing, and mathematics curriculum for grades 4-8.

### **EL Summer Boost Program:**

The Summer Boost English Learner Programs serve to support English Learners (EL). Last summer the program supported students that were new to the English Language as well as EL students identified based on performance on the ACCESS assessment. Previously, the program was only designed to support students who were new to the United States and acquiring the English language.

Coordinator and teacher recruitment began in early February with an application sent to all D97 teachers. The following is a list of our selected staff for the Newcomer EL Summer program:

- **Coordinator:** Tracy Hamm
- **Teachers:**
  - Eliza Lopez from Lincoln (Primary Age)
  - Jacqueline Pastovic, Lincoln (Intermediate Age)

***EL Summer Boost Program Curriculum and Professional Learning***

This program provided an opportunity for students to strengthen their English language skills and receive direct instruction with a focus on oracy in a small group environment. The Student Services department purchased the National Geographic curriculum to support student achievement. Students received instruction Monday through Thursday from 8:00 AM to 12:00 PM and attended three field trips to enhance their learning on Fridays. The EL Summer Boost field trips were funded through the District’s Bilingual Education Award that was received in October 2021.

**EL Summer Boost Program Evaluation:**

According to our student demographic data for the EL Summer Boost program, 11 students were enrolled in the program.

The largest percentage of students who participated in the program were enrolled at Holmes followed by Hatch.. Concepts relating to comprehension, listening and speaking were part of the content covered for the four weeks of class.

***1-8 ML Summer Boost Program Student Enrollment and Attendance***

	<u>K</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
<b><u>Enrollment - EL Summer Boost 2022</u></b>	<u>2</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b><u>Enrollment - EL Summer Boost 2021</u></b>	<u>0</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>

The largest percentage of students attending the EL Summer Boost Program were from first grade ( 5 of the 11 students). The next largest groups of students were in kindergarten, second and fourth grades. Studies have shown that this program has the greatest impact for students in the primary grades. As such, the EL team felt that this group of students would benefit the most from the additional programming in this summer program.

## *1-8 EL/ML Summer Boost Program Successes and Future Considerations*

### Strengths:

- Implemented the National Geographic EL Curriculum to actively engage and immerse students in a connected, expanding, and dynamic language environment. The National Geographic was used to monitor progress around their curriculum. that was shared with parents
- Narrative progress reports were provided to every family about their student's individual progress relating to reading, writing and oracy.
- Smaller group sizes per classroom for Summer 2022 due to enrollment
- Students participated in field trips in the area, at the Brookfield Zoo and the Morton Arboretum that enhanced their conversational and content area language skills.
- Allowed EL students to attend multiple programs (Summer Launch, ESY, etc.)

### Areas for Opportunity:

- Tracking quantifiable student growth in the areas of writing and oracy. We have just begun using the TELL program (part of AimsWeb+) to monitor progress this school year. Students will continue to use this tool before and after the next ML Summer Boost Program 2023 to provide more specific progress
- Encouragement for more student involvement, especially for older students.
- Consideration for a part time ML coordinator to support parent/family communication, field trip set up and material acquisition.

### **Middle School Math Enrichment Program:**

#### *Reimagining the Middle School Summer Math Enrichment Program*

During the 2021-2022 school year, the teaching and learning department established a mathematics course framework design team that met regularly throughout the school year and consisted of middle school principals, mathematics department chairs, and an elementary student support specialist. One of the priorities for this team centered around revamping the Middle School Summer Math Enrichment program in response to the middle school math department's proposal to the teaching and learning department. In the proposal, the math department identified the following areas of opportunity for the teaching and learning department to consider to ensure equitable access for all students to receive a pathway to Algebra I:

- The two-week bridge courses offered through the Middle School Summer Math Enrichment program did not provide adequate time for students to learn and process a year of mathematics content.
- The district-wide adopted program, Connected Mathematics Project 3, was not consistently implemented during bridge courses.
- The end of program exams administered during bridge courses were not an accurate measure of standard acquisition.

### **Math Enrichment Bridge Courses for Acceleration:**

Prior to the 2021-2022 school year, the Middle School Summer Math Enrichment program provided students in grades 5-7 an opportunity to participate in two-week bridge courses during the month of June to learn course content to advance to the next level of math instruction. Beginning last year, the Middle School Math Enrichment program was expanded to ensure students who are interested in advancing to the next level of mathematics were afforded additional instructional time to complete one year of learning.

All Bridge Courses for Acceleration began in Trimester 3 (March 4 - June 7) and continued during the summer (June 14 - July 1 (M-F) 8:00 AM - 10:00 AM or 10:00 AM - 12:00 PM). During Trimester 3, 6th and 7th grade students received two bridge course options either during the school day at their home school or virtually on Saturdays. Fifth grade students were provided this course after school at their respective schools. All students in grades 5-7 who participated in a Trimester 3 bridge course were required to continue their learning during the summer at Brooks Middle School (June 14 - July 1 (M-F) 8:00 AM - 10:00 AM or 10:00 AM - 12:00 PM) in order to conclude the course content and take the end of the program exam.

The course content focused on the Illinois Learning Standards in mathematics for grades 6-8, Connected Mathematics Project 3 was the core resource utilized, and the end of program exams were redesigned by the math department and administered on the last day of school. All students who scored 80% or higher on the end of program exam, advanced to the next level of mathematics during the 2022-2023 school year. The table below includes the Bridge Courses for Acceleration offered to students in 2022.

<b>2022 Bridge Courses for Acceleration (Trimester 3 + summer)</b>	
Math 6 Acceleration	Current 5th grade students <ul style="list-style-type: none"> <li>• Test into Math 7</li> </ul>
Math 7 Acceleration	Current Math 6 students <ul style="list-style-type: none"> <li>• Test into Math 8</li> </ul>
Math 8 Acceleration	Current Math 7 students <ul style="list-style-type: none"> <li>• Test into Algebra I</li> </ul>

Summer Math Review Courses:

Similar to previous years, the math review courses were offered to all students in grades 5-7 during the summer only. These courses provided opportunities for students to review grade level Illinois Learning Standards in mathematics and engage in challenging performance tasks. The Summer Math Review Courses were offered at Brooks Middle School (June 14 - July 1 (M-F) 8:00 AM - 10:00 AM or 10:00 AM - 12:00 PM). The table below includes the Summer Math Review courses offered to students in 2022.

<b>2022 Summer Math Review Courses</b>	
Introduction to Middle School Math	Current 5th grade students
6th Grade Review	Current 6th grade students
7th Grade Review	Current 7th grade students

*Middle School Math Enrichment Program Structure & Staffing*

Student enrollment for the Middle School Math Enrichment program began in January with communication being sent to families of students in grades 5-7. The course fee was \$180 and scholarships were provided for students receiving free or reduced-price lunch.

Coordinator and teacher recruitment also began in January with an application sent to all D97 teachers. The table below includes the list of selected staff for the Middle School Math Enrichment program.

<b>Coordinator: Anna Kinnaman, Brooks</b>		
<b>Trimester 3</b>		<b>Summer</b>
Melissa Barone, Brooks	David Wawzenek & Lindsay Heide, Whittier	Courtney Tyler, Lincoln
Edgar Roman, Brooks	Nina Williams, Hatch	Melissa Barone, Brooks
Elizabeth Kiefer, Julian	Natalie Bauman, Beye	Elizabeth Kiefer, Julian
Kate Tysse, Julian	Delfidio Narvaez & Monica Ruzicka-Stout, Mann	Courtney Southward, Julian
Nancy Guarino, Julian	Sparkle Gibson & Juan Rodriguez, Longfellow	Karri Spillane, Lincoln
Paul Packer, Irving	Paula Andries & Melissa Manuel, Holmes	Natalie Bauman, Beye
Karri Spillane, Lincoln		Mark Hausfeld, Brooks
Juan Carlos Domecq, Lincoln		Caroline Delia, Brooks

During scheduled class time, students participated in whole group instruction, small groups, and worked independently. Teachers maintained regular communication with families through detailed weekly updates regarding what was addressed in class. Additionally, individual student updates were provided that included formative quiz scores, observations about participation in class as well as any other vital information for parents to know.

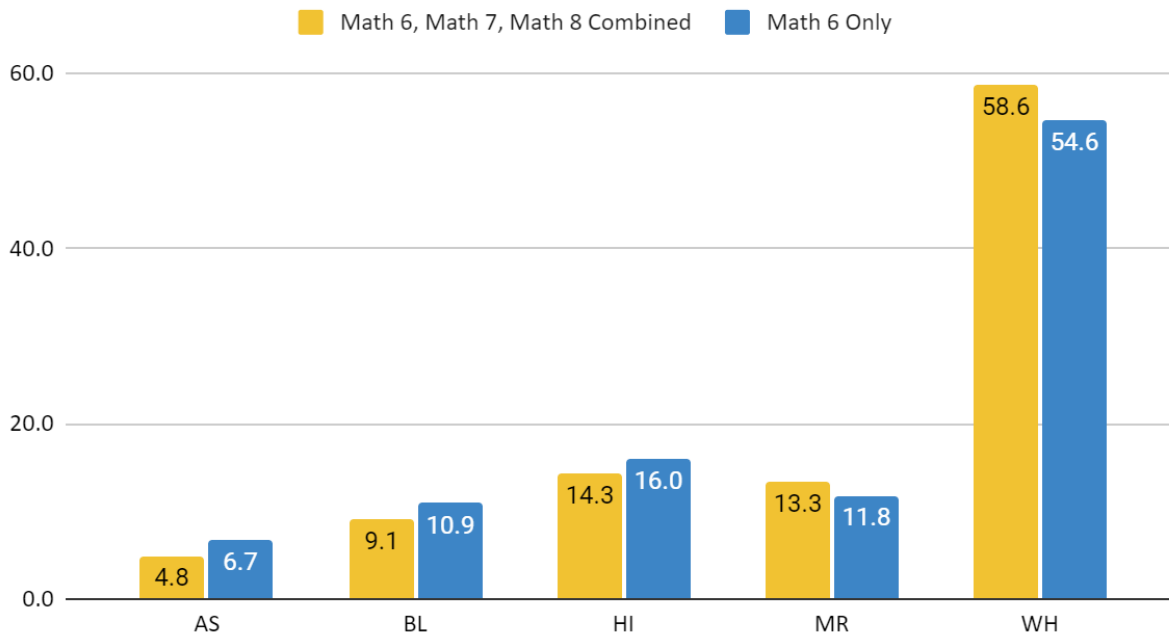
### *2022 Middle School Math Enrichment Program Evaluation*

#### Bridge Courses for Acceleration:

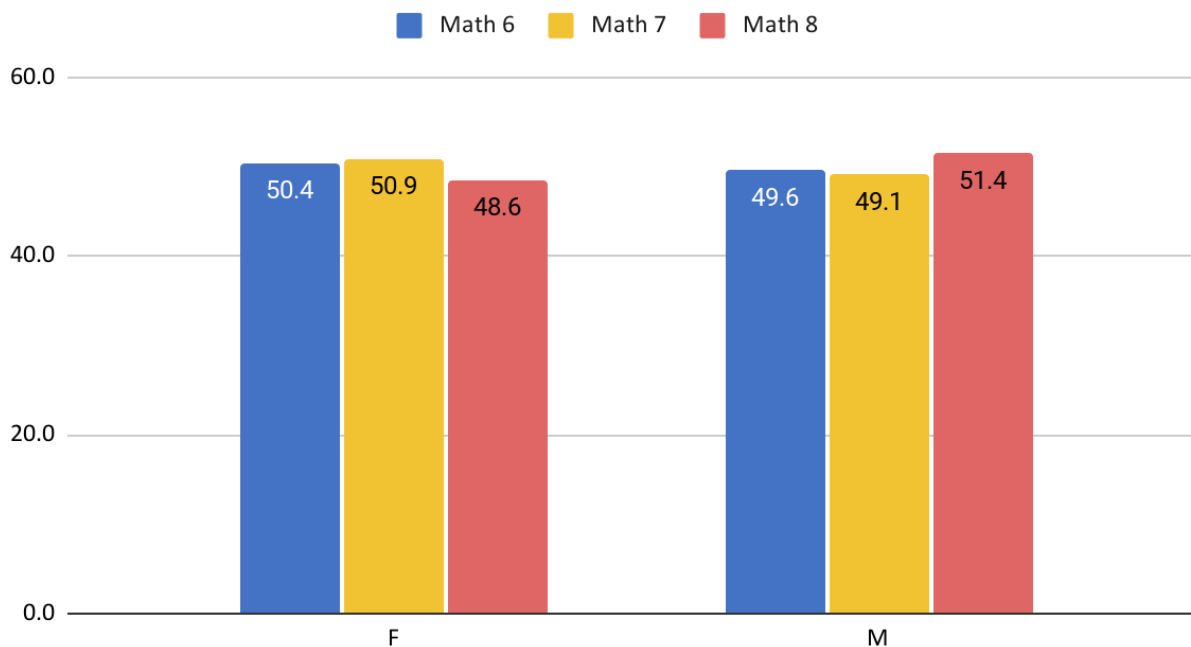
The data below captures student enrollment, race/ethnicity, and gender for Bridge Courses for Acceleration.

<b>Course Title</b>	<b>2022 Student Enrollment</b>
Math 6 Acceleration	119
Math 7 Acceleration	55
Math 8 Acceleration	36

### Race/Ethnicity of Math 6, 7, and 8 Bridge Participants



### Gender of Bridge Participants



The Math 6 Acceleration course had the highest student enrollment with 119 students compared to the Math 7 and Math 8 Acceleration courses with 55 students and 36 students respectively.

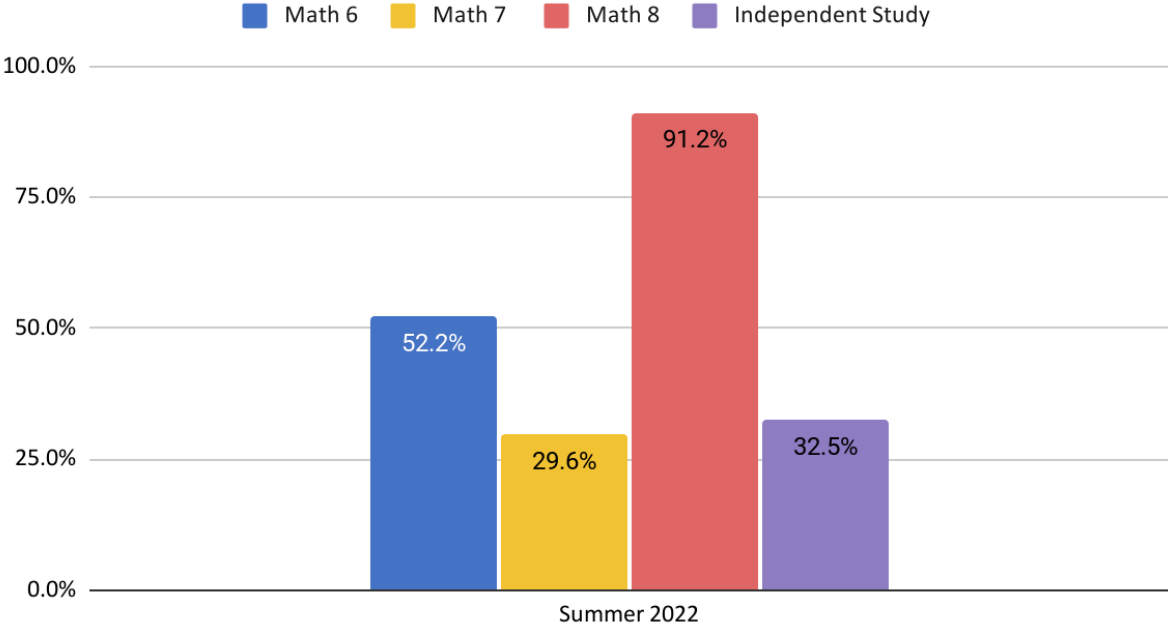
In terms of race/ethnicity of students who participated in bridge courses, the most noticeable difference was the percentage of students of color who participated in the Math 6 Acceleration course

when compared to racial/ethnic distribution across all acceleration courses combined. (Because of small cell sizes across most races/ethnicities in Math 7 and 8, we show race/ethnicity categories across all 3 courses separately and compared to Math 6 alone.) Due to various recruitment efforts, the participation percentage for the Math 6 Acceleration course was higher for most students of color and closer to the district demographic percentages. The Math 6 Acceleration course consisted of 54.6% of White students which is similar to the district demographic percentage of 54. The Hispanic student participation at 16.0% and Asian student participation at 6.7% in the Math 6 Acceleration course were higher than the district demographic percentages and the highest enrollment of Hispanic and Asian students out of all three bridge courses. Although the percentage of Black student participation at 10.9 was slightly lower than the district demographic percentage, it was the highest enrollment of Black students out of all three bridge courses.

Participation in bridge courses as it relates to gender was closer to a 50/50 split in Math 6 and Math 7, with Math 8 having a higher percentage of Male students than Female students. (Because of small cell sizes, Non-Binary students are removed from this chart only.)

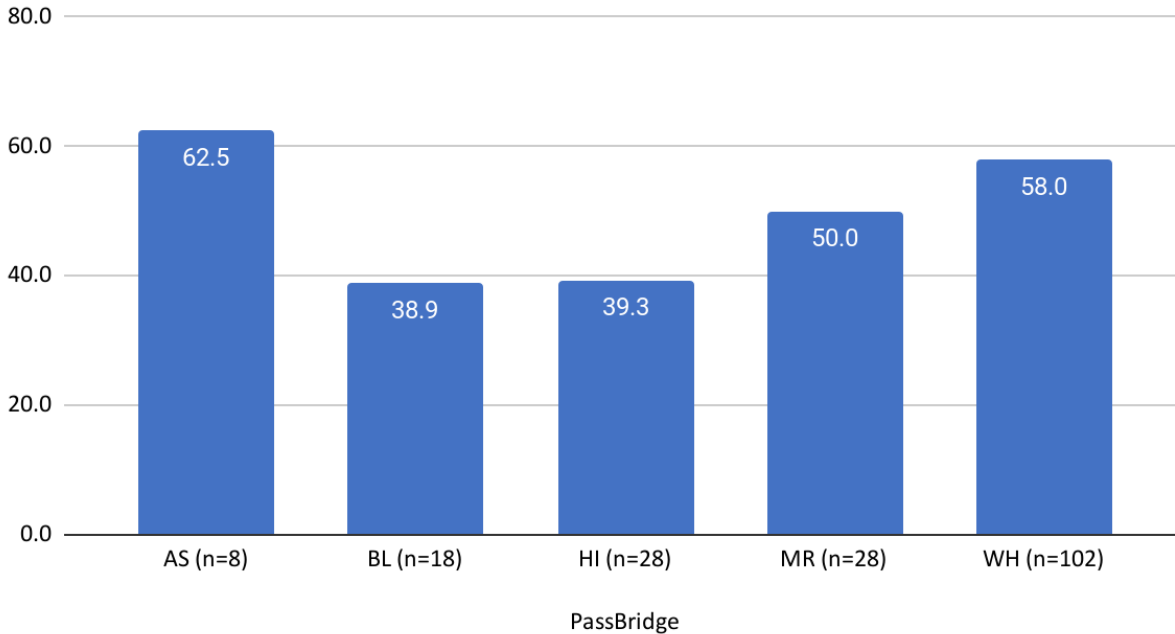
The data below includes pass rate percentages for Bridge Courses for Acceleration.

**Pass Rate for Bridge Courses**





## Pass Rate Among Bridge Participants of Various Race/Ethnicity



Students who participated in the Math 8 Acceleration course received the highest pass rate of 91.2% out of all three bridge courses. The Math 6 Acceleration course received the second highest pass rate of 52.2%, while the Math 7 Acceleration course received the lowest pass rate of 29.6%. The pass rate of Independent Study students was 32.5%.

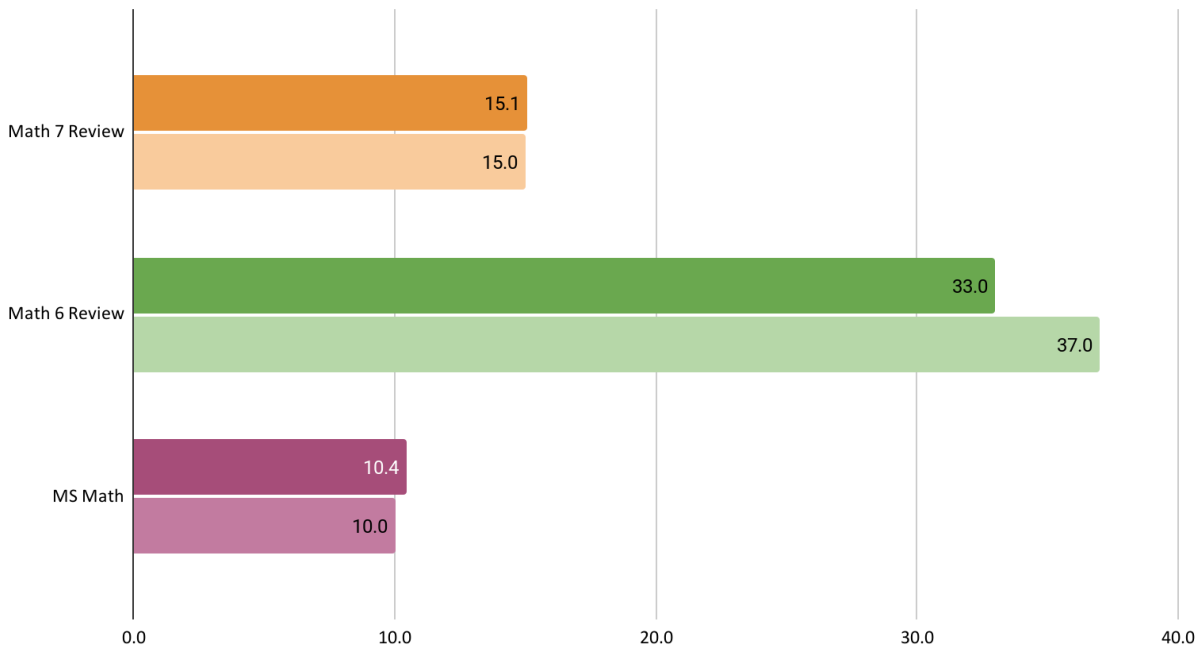
The pass rate among bridge participants as it relates to the race/ethnicity reveals Asian students had the highest pass rate at 62.5%, followed by White students at 58%, Multi Race students at 50%, Hispanic students at 39.3%, and Black students at 38.9%.

### Summer Math Review Courses:

The data below captures student enrollment and pre/post assessment growth for Summer Math Review courses.

Course Title	2022 Student Enrollment
Introduction to Middle School Math	30
6th Grade Review	20
7th Grade Review	14

### Mean (Darker) and Median (Lighter) Increase in Percentage Points by Review Course

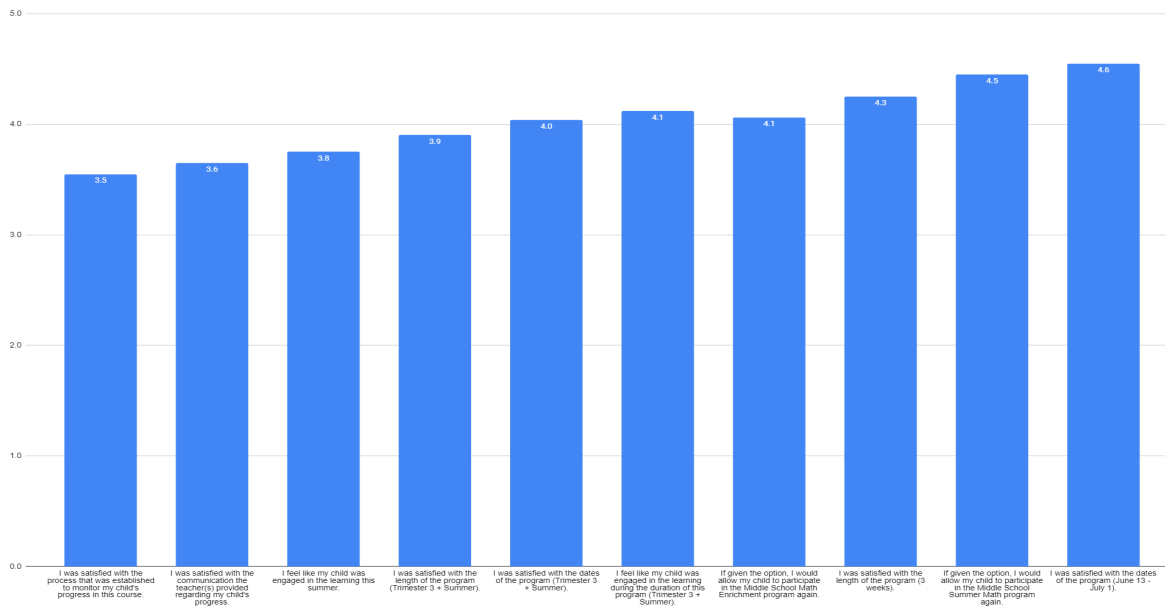


Introduction to Middle School Math had the highest student enrollment with 30 students compared to the 6th Grade Review and 7th Grade Review courses with 20 students and 14 students respectively.

Overall, students who participated in review courses demonstrated growth during the Math Enrichment program according to the pre and post assessments. Fifth grade students enrolled in the Introduction to Middle School Math course increased an average of 10.4 percentage points, sixth grade students who participated in the 6th Grade Review course increased an average of 33 percentage points, and seventh grade students who engaged in the 7th Grade Review course increased an average of 15.1 percentage points.

#### Family Survey:

The data below captures feedback from the families of students who participated in the Middle School Math Enrichment program at the end of the program.



The survey was based on a 5 point Likert scale. The survey questions encompassed communication regarding student progress, student engagement, length of program, strengths, and areas of opportunity. The survey revealed that families were overall satisfied with the program answering on average a score of 3.5 or above on all questions.

### *Middle School Math Enrichment Program Successes and Future Considerations*

#### Strengths:

- The teaching and learning department worked in partnership with the math department and principals to ensure all students receive access to Algebra I through the redesign of the Middle School Math Enrichment program.
- Middle School Math Enrichment teachers shared the following areas of strength via survey completed at the end of the program:
  - The scope & sequence developed by the math department was helpful.
  - Elementary teachers enjoyed the professional learning provided prior to the start of Trimester 3 on Connected Mathematics Project 3.
  - All teachers felt supported based on the communication and assistance from the coordinator.
- Recruitment efforts for 5th grade students resulted in higher bridge course participation of students of color.
- Families were overall pleased with the changes to the Middle School Math Enrichment program based on the end of program family survey results.

#### Areas of Opportunity:

- The teaching and learning department will continue to collaborate with the math department and principals as adjustments are made to improve the program.
- Middle School Math Enrichment teachers shared the following areas of opportunity via survey completed at the end of the program:
  - Additional fine tuning of curricular resources was requested to ensure content is delivered consistently across all schools.

- Streamlining formative assessments utilized across schools to ensure students are completing the same checks for understanding.
- Pacing may need to be adapted for various bridge courses to ensure all units of instruction are covered before the end of program exam.
- The teaching and learning department will work with schools to expand the recruitment of students of color in all bridge courses.

**Summer Music Camp Program:**

District 97’s Summer Music Camp provides students in grades 4-8 with additional music experience that complements what they are learning in our general music and instrumental music programs. This year’s program was held in person with five specialty areas rotating between five sessions and a lunch break. All students were provided two sessions in their specialty area (choir, Orff ensemble and either jazz or ukulele instruction). The fee for Summer Music Camp was \$225 and scholarships were provided for students receiving free or reduced-price lunch. You may watch the Music Camp concert [here](#).

**2022 Summer Music Program Enrollment**

Classes	2022 Enrollment
Elementary Band	68
Middle School Band	60
Voice	25
Elementary Orchestra	21
Middle School Orchestra	13

*Summer Music Camp Successes and Future Considerations*

Strengths:

- Students and staff returned to a non-cohort schedule, providing students an opportunity to participate in multiple ensembles.
- All students performed in their major performance area, sang in choir, participated in Orff ensemble and either jazz or ukulele.
- An emphasis was placed on diversity of music, students were able to explore instruments and genres from around the world.

Areas of Opportunity:

- Provide additional opportunities for activities during break times or build activity time throughout the day to build student comradery and alleviate fatigue from playing or singing long hours. This area of opportunity continues to be a need, as students need a break and additional staff could assist in activities beyond music, which include, but not limited to supervision at lunch and breaks. Two teacher assistants will be required to support this area of opportunity.

## Extended School Year Program 2022

### Extended School Year (ESY)

The Illinois State Board of Education requires that school districts hold an Extended School Year Program for students with IEPs who have shown difficulty retaining the skills that they were taught during the academic school year. This program is free of charge and includes special education transportation from Lakeview Bus Company to and from school for students who need that service.

ESY was held in person this past summer beginning June 15, 2022 and continuing through July 14, 2022. The table below provides additional details for each program, including the incoming grade levels of participating students, location, program focus, hours, and entry criteria.

<b>Extended School Year June 15 - July 14, 2022 Monday through Friday</b>		
<b>Incoming Grade Levels of Participating Students</b>	<b>Grade EC</b>	<b>Grades K - 7</b>
<b>Location</b>	In person, Holmes Elementary	In person, Holmes Elementary
<b>Program Focus</b>	Individual student's IEP goals  Curricular Resources included: Teaching Strategies Gold Heggerty Handwriting Without Tears Unique Learning  Related Services are provided: Adapted PE Nursing Occupational Therapy Physical Therapy Speech & Language Therapy Social Work	Individual student's IEP goals  Curricular Resources included: Foundations/Wilson LLI Unique Learning Eureka Math Moby Max  Related Service are provided: Adapted PE Nursing Occupational Therapy Physical Therapy Speech & Language Therapy Social Work
<b>Program Hours</b>	8:00 a.m. - 10:30 a.m.	8:00 a.m. - 12:00 p.m.
<b>Entry Criteria</b>	The IEP team determines eligibility for ESY	
<b>Community Partnerships</b>	<ul style="list-style-type: none"> <li>● Oak Park Public Library</li> <li>● West Suburban Special Recreation Association</li> <li>● Park District</li> </ul>	

Students are recommended for the ESY program at their Annual Review IEP meetings based on collected data that indicated the regression that would take place over extended breaks and how long it would take for the student to recoup the identified skill(s).

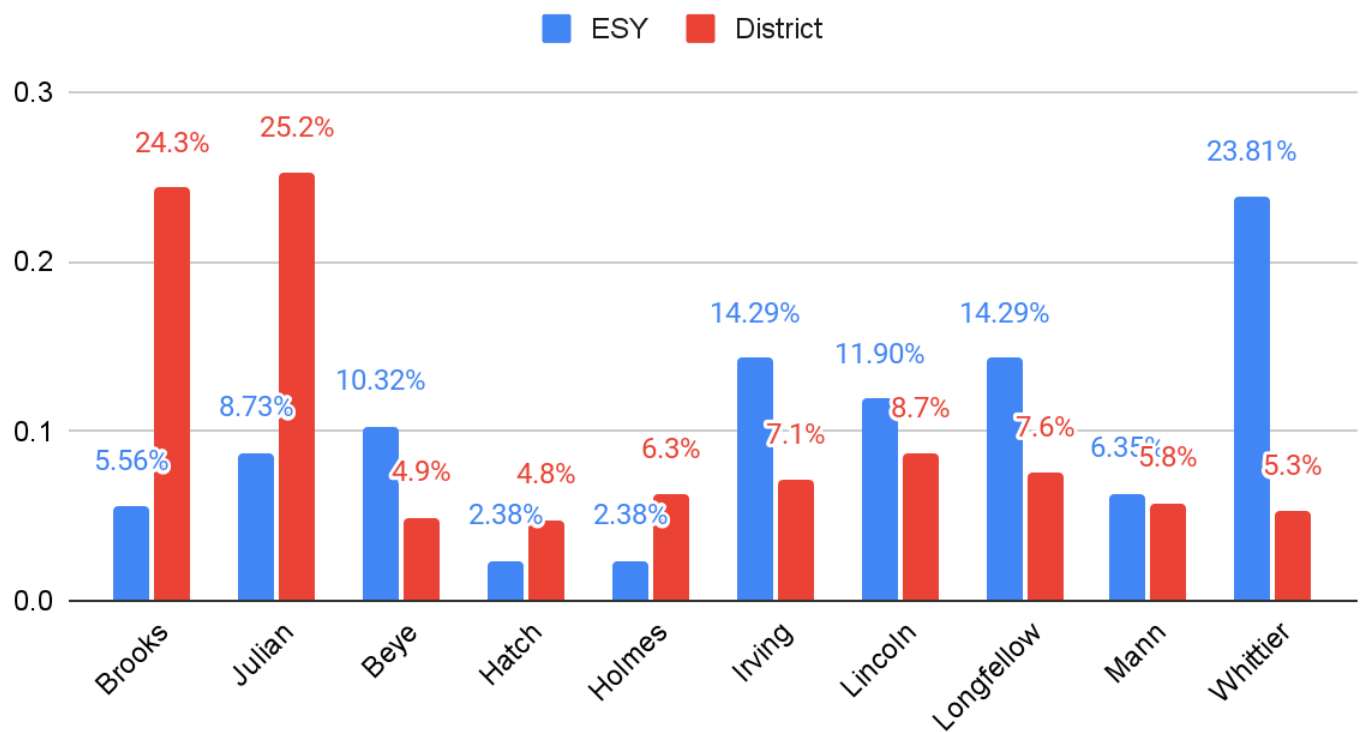
Selected Staff for the ESY programs:

- **Coordinators:**
  - EC-7 Lauren Trout
  - EC-7 Porsche Winfield
  
- **Teachers:**
  - Paula Andries
  - Caroline Carbray
  - Michael Colucci
  - Jordan DeSanto
  - Hannah Gallup
  - Natalie Grillo
  - Rosa Hoak
  - Lindsey Kiska
  - Olivia Miller
  - Corynne Romine
  - Sean Ryan
  - Therese Tencate
  - Kelly Valle
  - Tess Weigel
  - Jill Wilhite
  - Jillian Williams
  - Mary Yocius
  
- **Related Service Providers**
  - Anneliese Chiapetta, Speech and Language Pathologist
  - Sari Haro, Speech and Language Pathologist
  - Tim McDonald, Adapted Physical Education
  - Nayeli Mendoza, Occupational Therapist through a contract agency
  - Rebecca Pepp, Social Worker
  - Shannon Polega, Social Worker
  - Hilary Winkelhake, School Nurse
  
- **Teacher Assistants**
  - There were 55 TAs in total from all ten of our schools. Of the 55 TAs, 50 served as 1:1 teaching assistants for students who are afforded this service during the regular school term.
  
- **Administrative Assistant**
  - Etta Johnson

According to our student enrollment data for the ESY program, **130** students were enrolled in the EC-7 program. This is an increase of 16 more students than last year. Early childhood had a high ratio of students attending. One reason for this may be that two of their teachers during the school year were teaching the program during the summer.

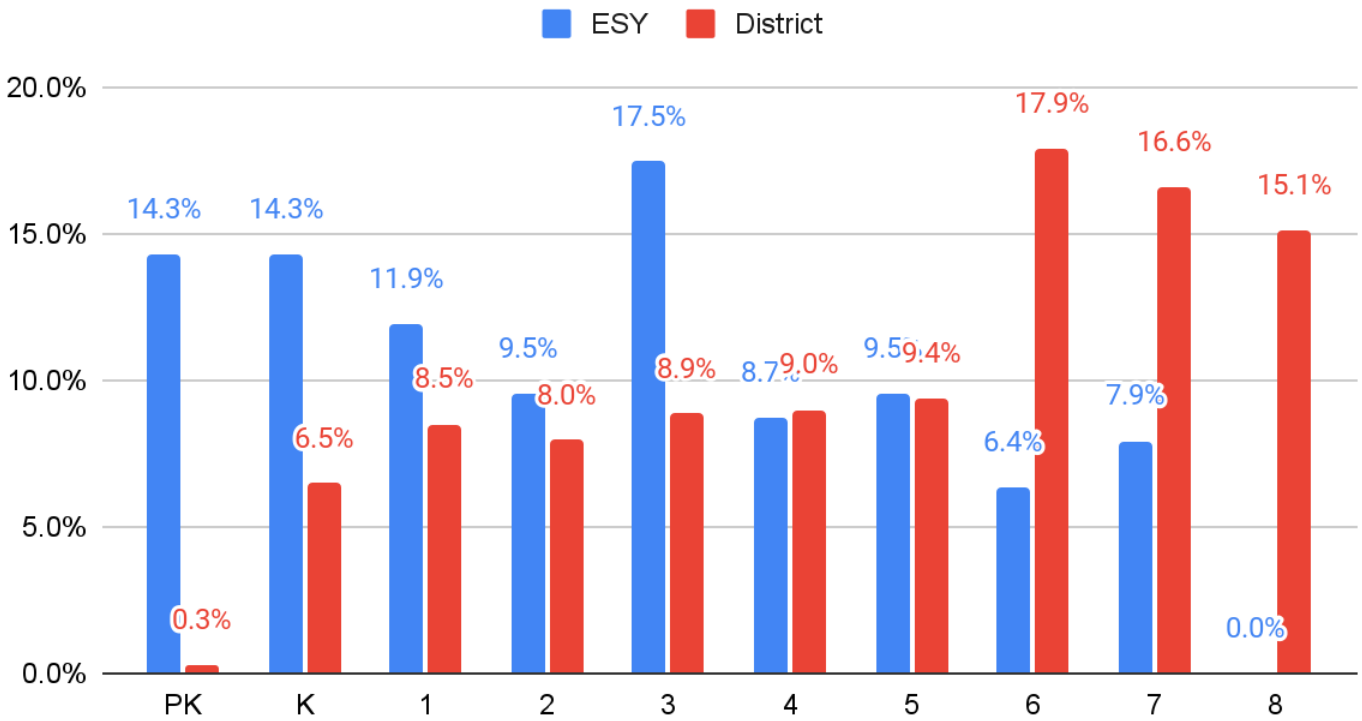
Grade Levels	ESY Invitations
EC	25 students invited 23 students participated
Rising 1st - 8th grade	133 students invited 107 students participated
Total	158 students invited 130 students participated

## ESY versus District Enrollment by School



Students at Whittier School account for a large percentage of students attending ESY because the Early Childhood Special Education Program is available at that school. Irving is home to our students in the multineeds K-5 classrooms. Hatch, Holmes and Mann have smaller percentages of students attending because they do not currently provide instructional level services, reducing the number of students typically found eligible for ESY.

## ESY versus District Enrollment by Grade Level

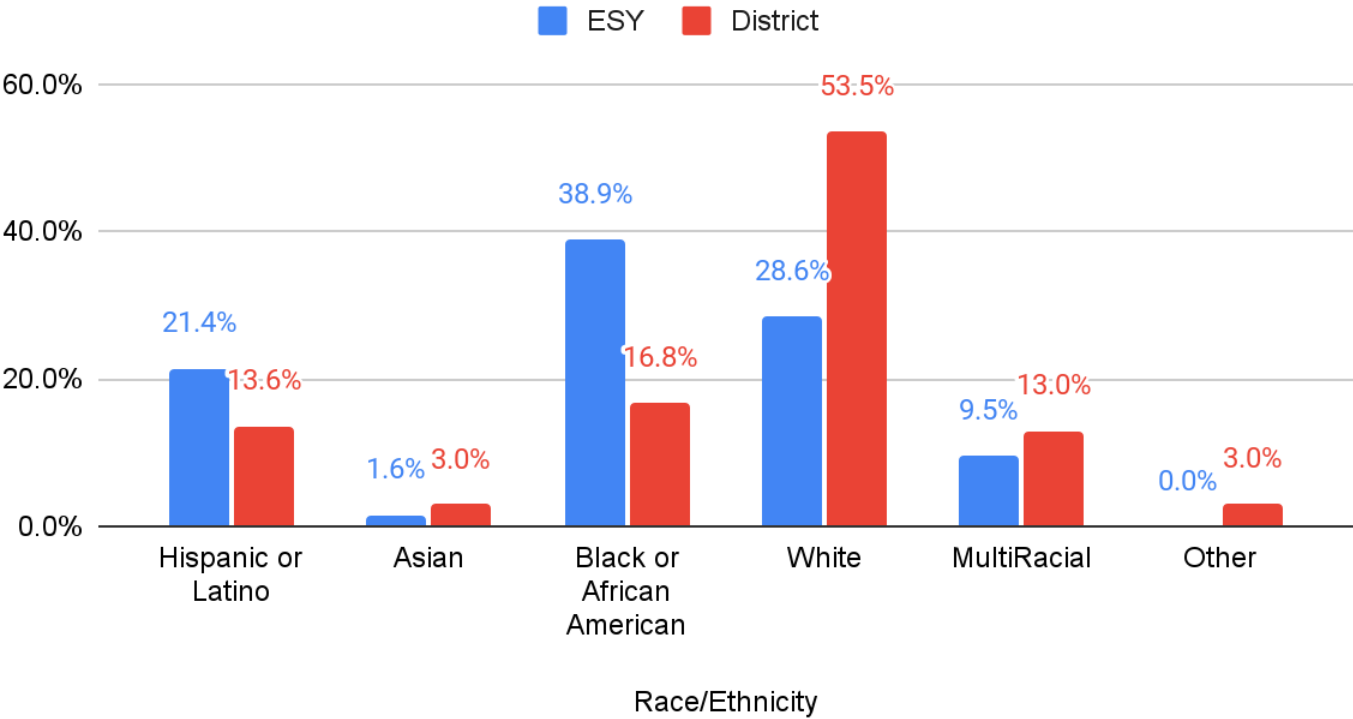


\*Students in 8th grade graduate from District 97 on the last day of school. Those that are found eligible for ESY attend the programming at the high school.

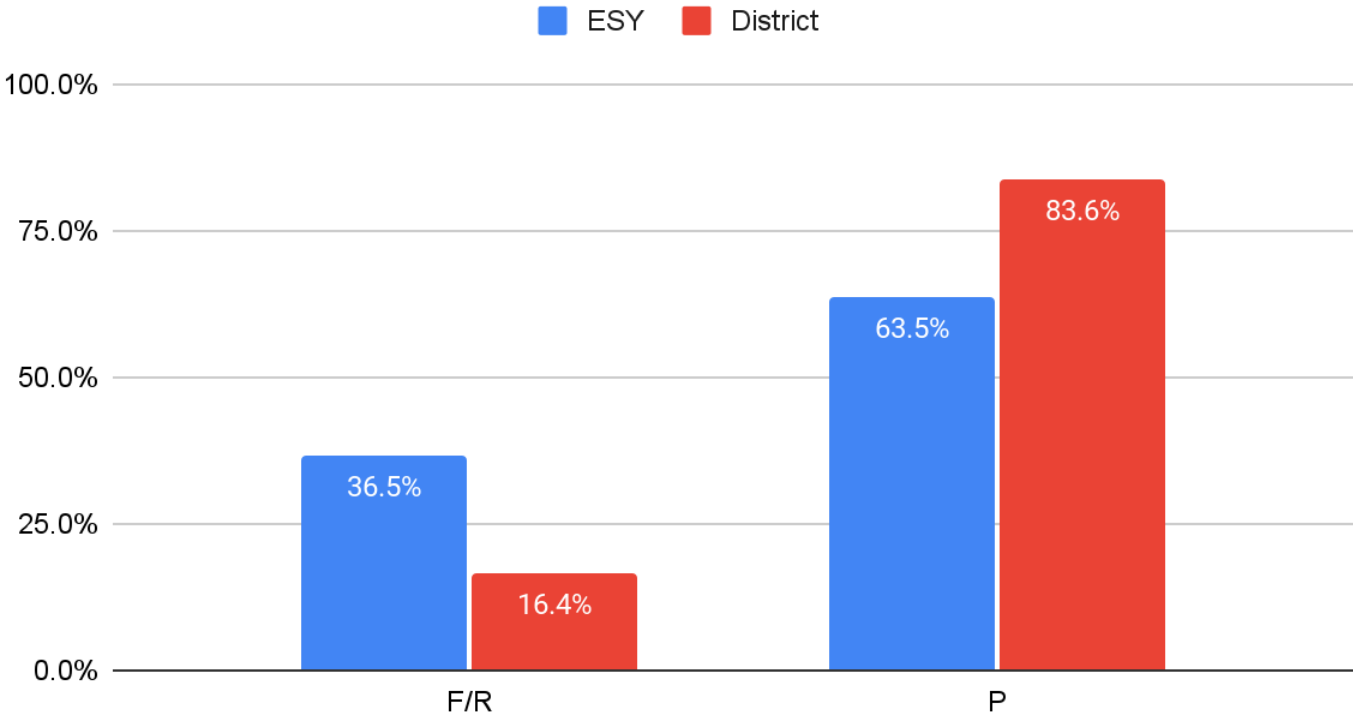
ESY Enrollment of Students With 75% Attendance or Greater									
84% of students in the ESY program had attendance 75% or greater									
	Pre K	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade
Enrollment - ESY 2022									
Total: 84% of students in the ESY program had attendance 75% or greater	14	14	13	10	20	9	12	10	7



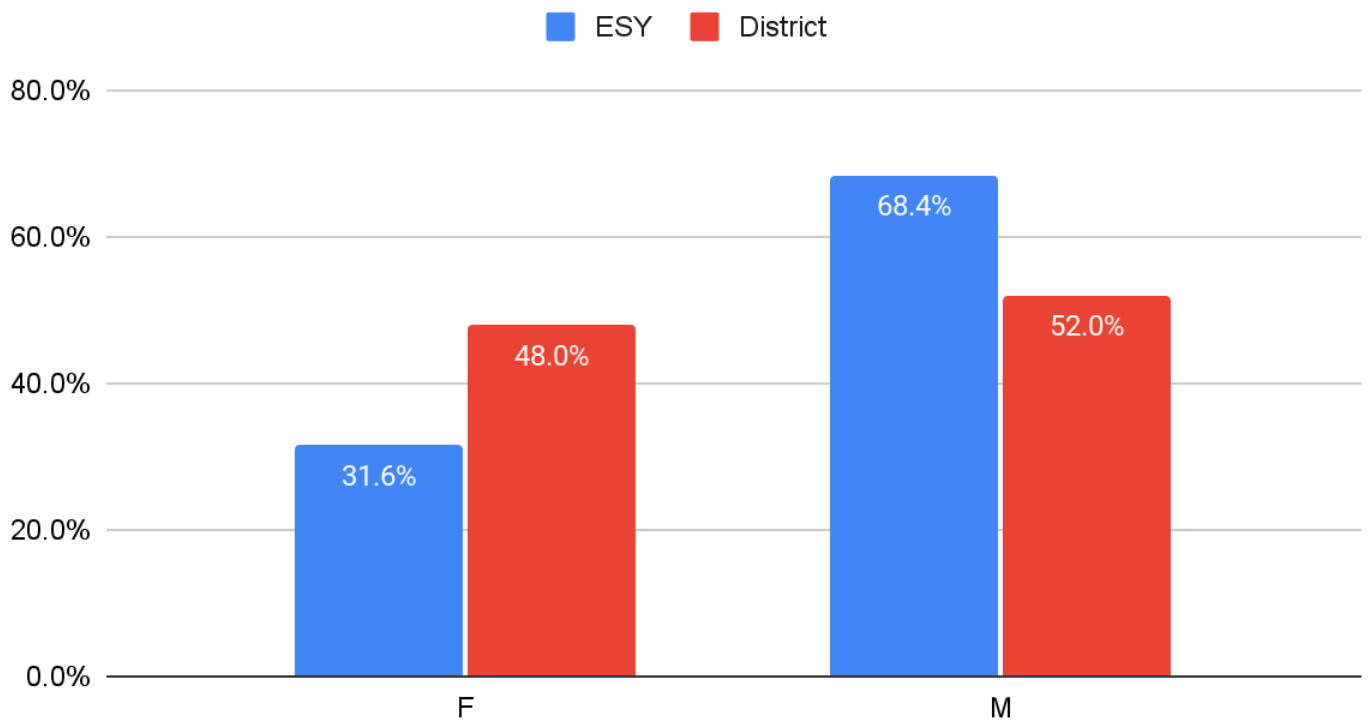
# ESY versus District Enrollment by Race/Ethnicity



# ESY versus District Enrollment by Lunch Status



## ESY versus District Enrollment by Gender

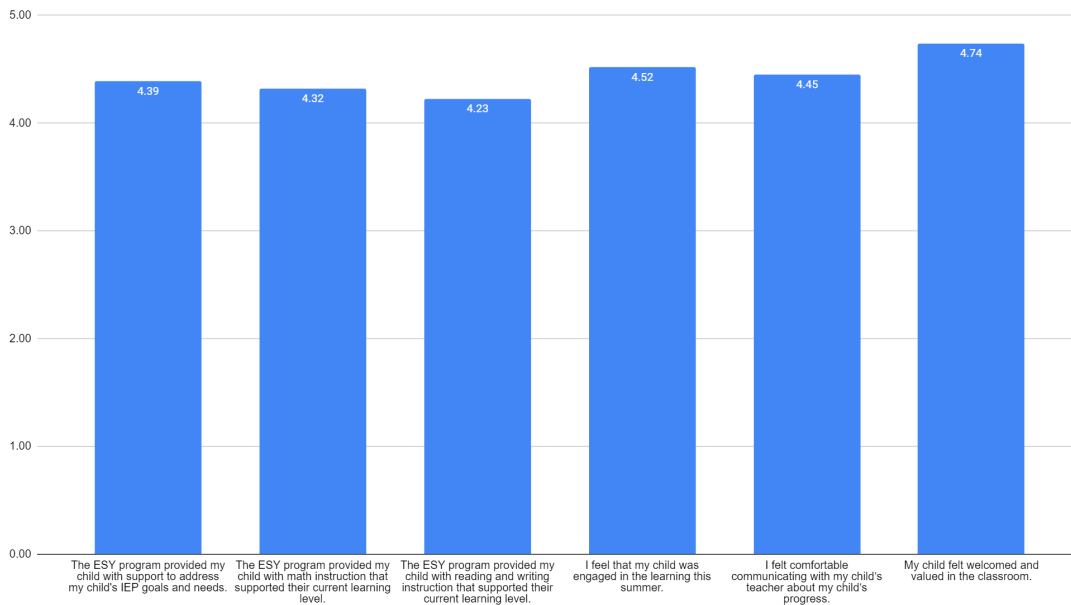


(Because of small cell sizes, Non-Binary students are removed from this chart only.)

### *Parent Survey Data*

Parents overwhelmingly agreed that the ESY program was beneficial to their students and believed it positively impacted their learning. Questions were on a likert scale with 1 being strongly disagree and 5 being strongly agree. " On average, parents answered each question above a "4".

Average Scores Family Survey Items



### *ESY Curriculum and Professional Learning*

The ESY program serves students who are found eligible for special education during the extended school year through the IEP process. Students typically show regression over extended breaks and have a more challenging time recouping those skills. The program is designed to extend learning over the summer on student's identified IEP goals.

An array of curricular resources and interventions are implemented to address individualized student goals. Teachers use progress monitoring tools to ensure maintenance of skills over the summer months.

Prior to the ESY program, the coordinators and teachers participated in the following professional learning opportunities:

- Articulation meeting is held in the spring between current case managers and those that will be teaching the students during ESY. IEPs are shared with ESY staff.
- Staff training is focused on what each teacher will need based on the students placed in their class and their previous knowledge and experience with the programs.
- Teachers/providers given opportunity to set up their classrooms
- Processes and procedures/expectations are provided (ie. transportation arrival and dismissal, attendance, report cards, crisis structures, communication expectations)
- Welcoming students and their families to visit the classroom and meet their teacher prior to school beginning
- Ensuring teachers had access to curricular materials and individual students had access to their equipment

### *End-of-Program Reports for Families*

At the conclusion of the program, an End-of Program Student Report was sent home with students which provided families with information on the goals covered during the session. [A sample of the progress report can be found here.](#)

ESY teachers were required to collect benchmark data at both the start and end of the program to assess maintenance, growth, or regression of overall skills. Teachers used a variety of benchmark tools such as EasyCMB, Unique Learning, and AimswebPlus to administer beginning-of-program and end-of-program benchmarks in both reading and math.

Based on these benchmarks:

- Reading: 93% of students attending ESY maintained or grew in achievement from the pre-reading assessment to the post-reading assessment.
- Mathematics: 93% of students attending ESY maintained or grew in achievement from the pre-math assessment to the post-math assessment.

### *ESY Successes and Future Considerations*

Strengths:

- Teachers were surveyed and shared the following glows:
  - connecting with students
  - feeling supported and that everyone functioned as a team, some who had worked the program before commented it was their “best year ever.”
  - access to materials/equipment
- Partnership/Alignment with Summer Launch Program (same school, students were in morning meeting with general education peers, shared theme)
- D97 highly skilled staff worked in the summer program- many other nearby districts had to limit their ESY programs based on lack of staffing
- Coordination with Summer Boost afternoon programming
- Allocation of certified teachers to focus only on Wilson Reading System, our multisensory reading program to support decoding/fluency goal areas, benefited students
- Provision of social/emotional support to our students
- Nursing support provided to all students at Holmes in the summer
- Continued implementation of progress monitoring and reporting out on individual student goals
- Collaboration with Lakeview Bus Company
- Partnership between ESY Coordinators and Summer Launch Coordinators
- Improved communication with families
- Culminating Field Day

Areas of Opportunity:

- Uploading summer progress reports to our online IEP system
- Ensure current teachers are making recommendations as early as possible in the school year
- Consider having middle school students attend a middle school versus an elementary school
- Teachers were surveyed and shared the following grows:
  - more guidance on classroom management and handling significant behavior
  - properly working air conditioning
  - consider calling weekly prize winners for each class
  - more time to set up classroom

## **Summer Boost (Special Education) 2022**

### ***Summer Boost (Special Education)***

Recognizing the complexity of the last couple of school years due to COVID-19 and the varying impact on our students, families, teachers and related service providers, the Student Services Department wanted to provide an additional opportunity for students to learn. For many of our students, in-person learning is necessary.

The goals of Summer Boost for students with disabilities included:

- to provide a hands-on, project-based approach to learning
- to provide learning opportunities for students who do not qualify for ESY
- to extend learning opportunities for students who do qualify for ESY
- to provide additional intervention time in reading

Students were tasked with putting on a STEAM job fair focused on all areas of design. Students explored areas of interest that related to the task of teaching others about STEAM careers in our community. Students participated in both ELA interventions with a qualified instructor as well as projected-based learning throughout Summer Boost.

Letters were sent to families of children receiving special education services through a special education teacher informing them of this unique opportunity for their child and they were asked to reply back if their child would be attending. The program was held in person at Holmes School.

The Summer Boost program ran for 4 weeks from June 15th through July 14th, 2022. Students attended class from 1:00 PM - 3:00 PM.

### ***Transportation***

Transportation was provided for students who receive that service according to their IEP.

### ***Lunch & Recess***

Lunch was supervised and provided by the district for students who participated in both ESY (8-12) or Summer Launch (8-12) and were staying for Summer Boost (1-3). We collaborated with Beyond Hunger and Oak Park River Forest High School to provide lunches for students.

In addition to lunch, the District provided organized recess activities by our Adapted Physical Education Teacher. We had 76 students participating in lunch/recess.

### ***Cost for Families***

Summer Boost was provided at no cost to parents/guardians of the child.

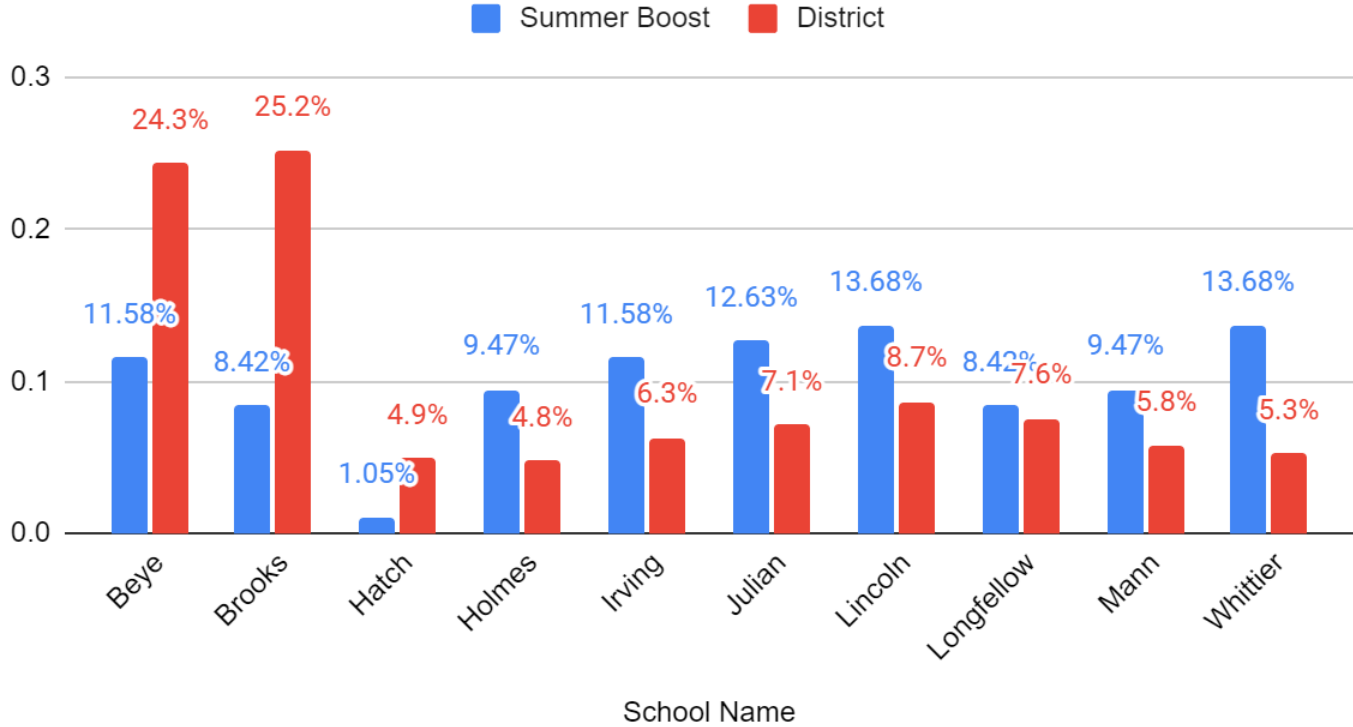
### ***Summer Boost Student Enrollment and Staffing***

According to our student enrollment data for the Summer Boost program, 103 students were enrolled. A few families had shared anecdotally that their child did not attend because they had other summer plans or the time frame was not long enough.

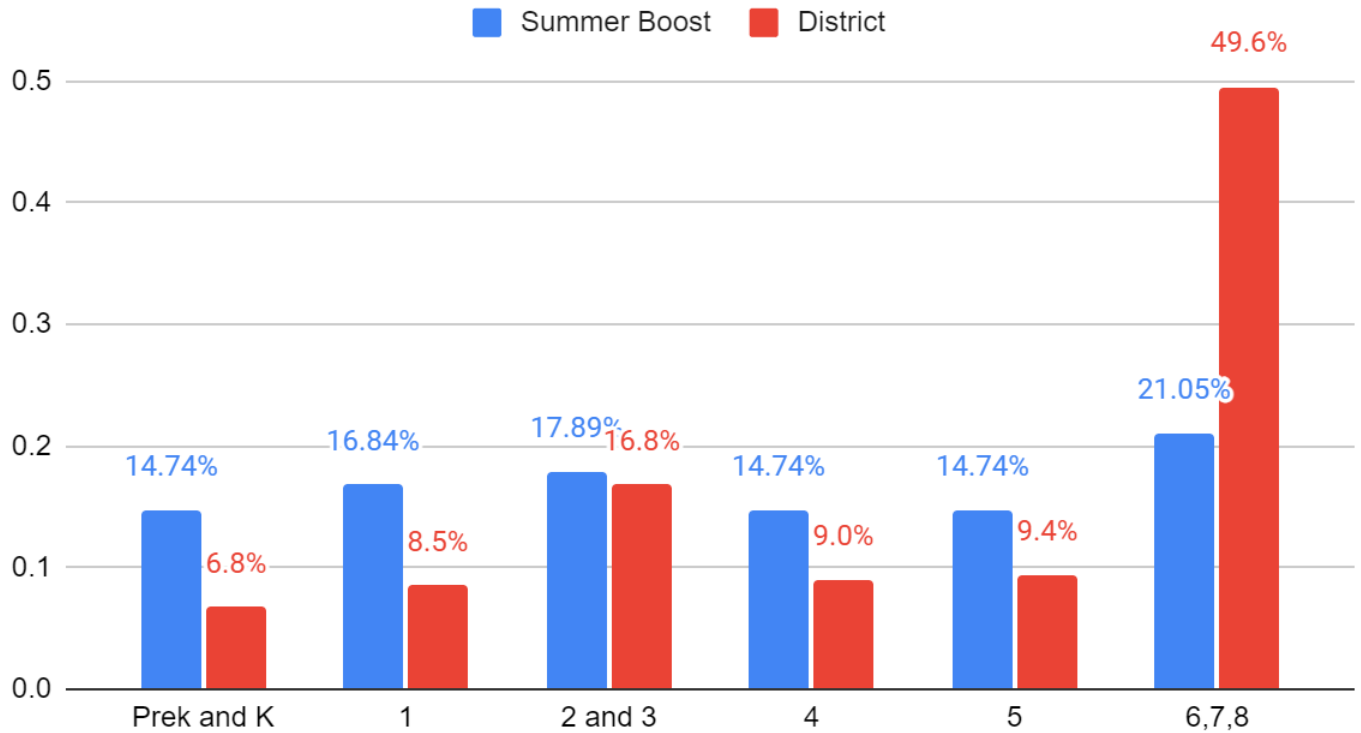
Grade Levels	Summer Boost Invitations
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EC	13 students invited 7 students participated
Rising 1st - 8th grade	620 students invited 96 students participated
Total	633 students invited 103 students participated

## Summer Boost versus District Enrollment by School

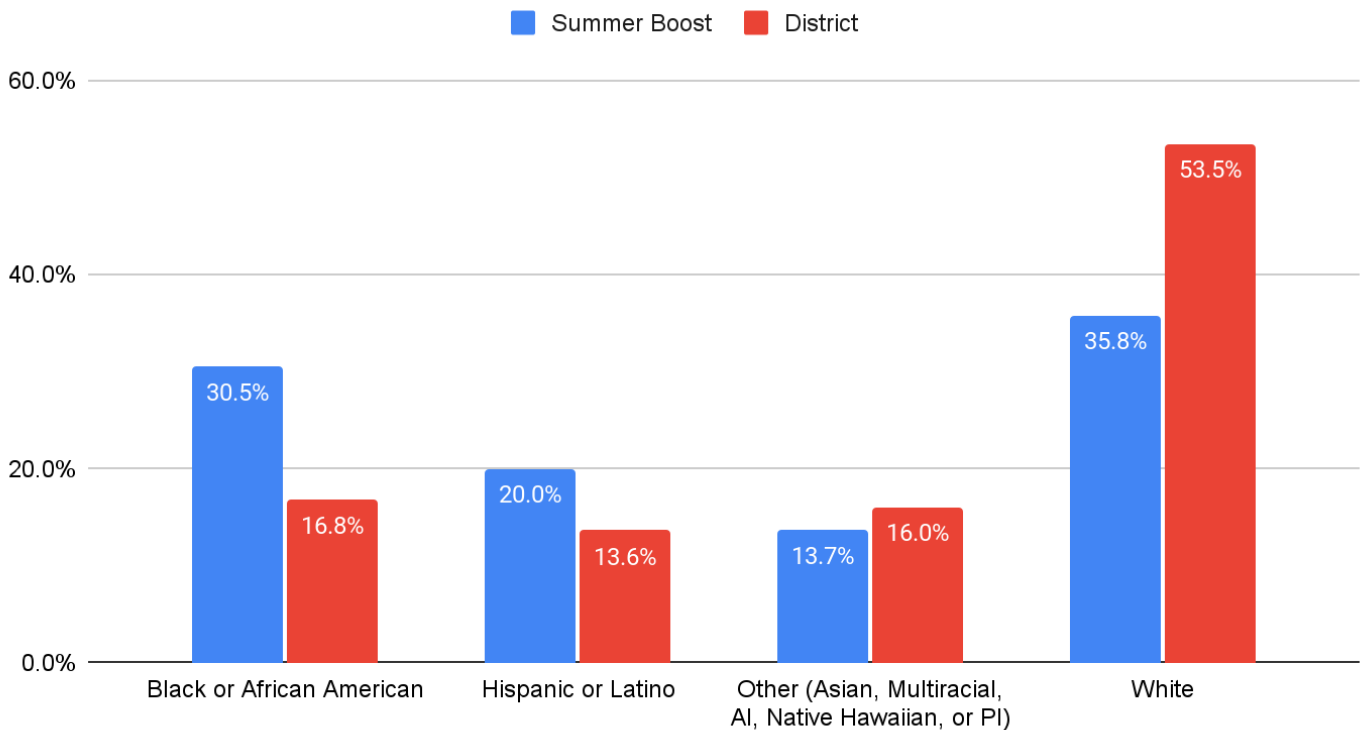


## Summer Boost versus District Enrollment by Grade Level



(Because of small cell sizes, we collapsed some grade levels together)

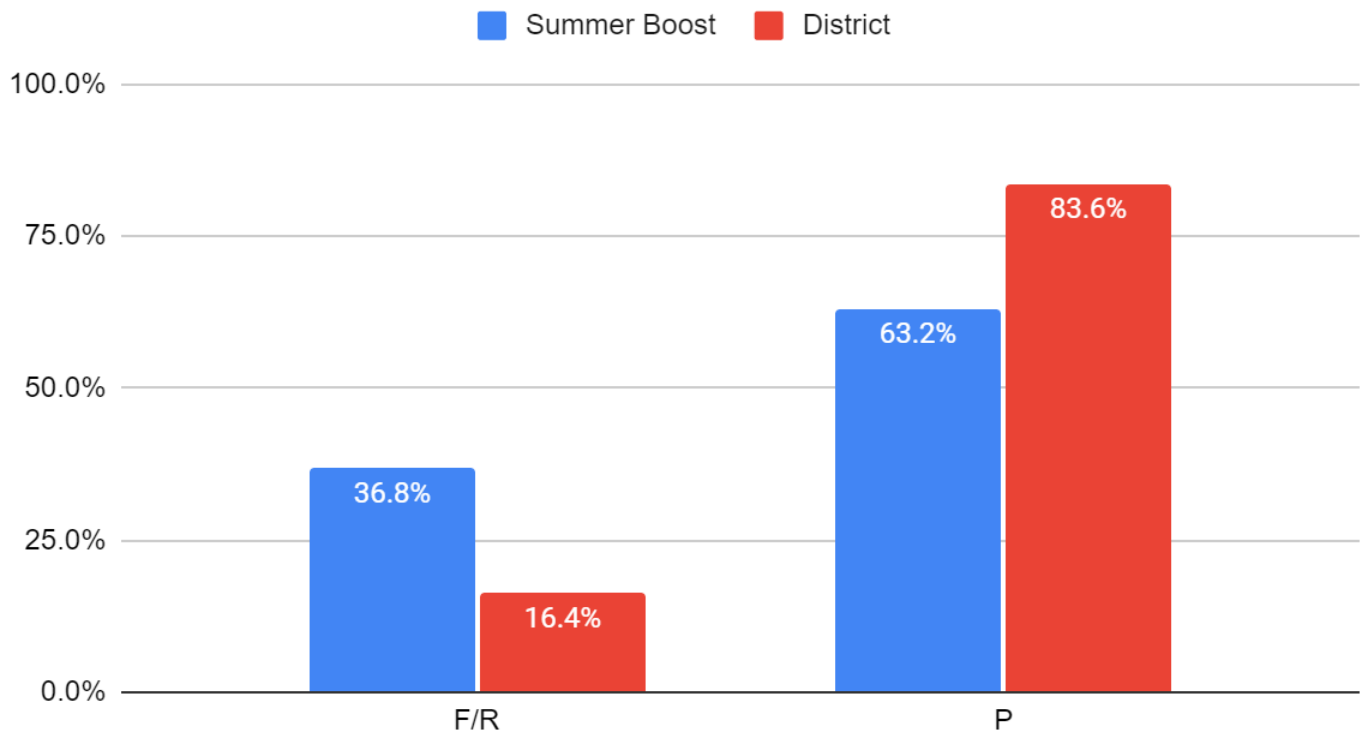
## Summer Boost versus District Enrollment by Race/Ethnicity



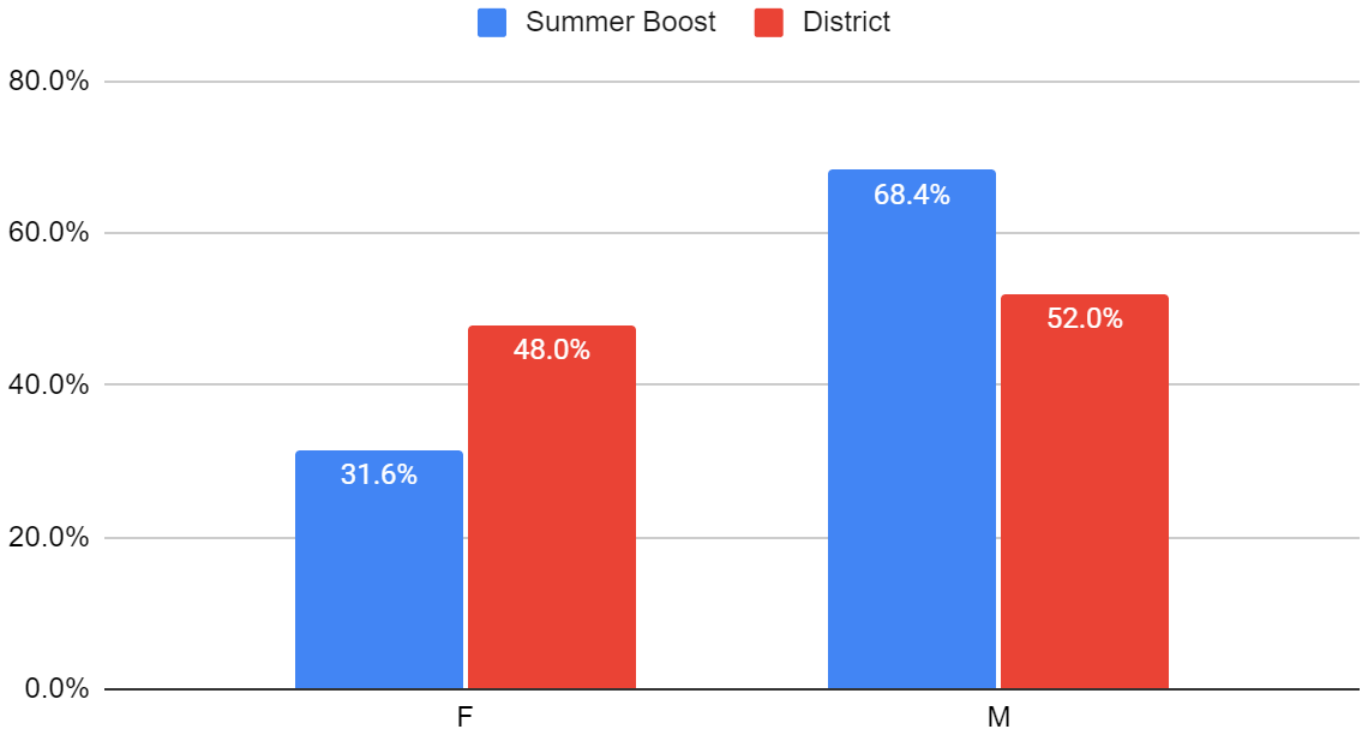


(Because of small cell sizes we collapsed several categories into "Other")

## Summer Boost versus District Enrollment by Lunch Status



# Summer Boost versus District Enrollment by Gender



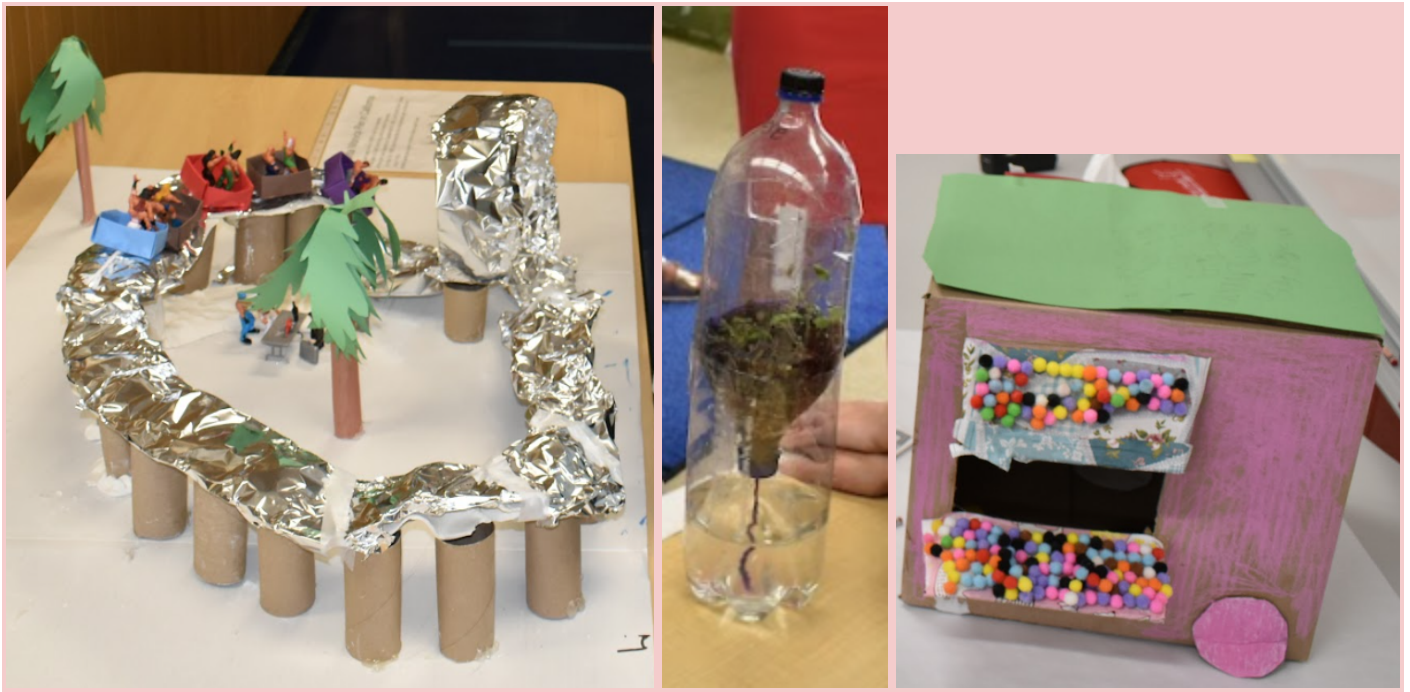
(Because of small cell sizes, Non-Binary students are removed from this chart only.)

Selected Staff for the Summer Boost program:

- **Coordinator:**
  - Laura Reeves
- **Teachers:**
  - Olivia Miller, Retired D97 Teacher
  - Lindsey Kiska, Lincoln
  - Kelly Valle, Hatch
  - Taylor Bowman, Hatch
  - Elena Awe, Hatch
  - Paula Andries, Holmes
  - Micaela Lucas, Chicago Public School Teacher and former D97 Student
  - Clare Jolicoeur, Chicago Public School Teacher and former D97 Student
  - Rasheeda Williams, Whittier
  - Melissa Barone, Brooks
- **Related Service Providers (worked alongside classroom teachers to provide guidance and support within the project based structure)**
  - Dr. Donna Glover
  - Anneliese Chiappetta
  - Hannah Boudreau
  - Colleen Kearns

- Hilary Winkelhake
- Christi Driscoll
- Tim McDonald
- **Teacher Assistants**
  - There were 33 TAs in total from all ten of our schools
- **Administrative Assistant**
  - Kassandra Munoz

### *Summer Boost Projects*

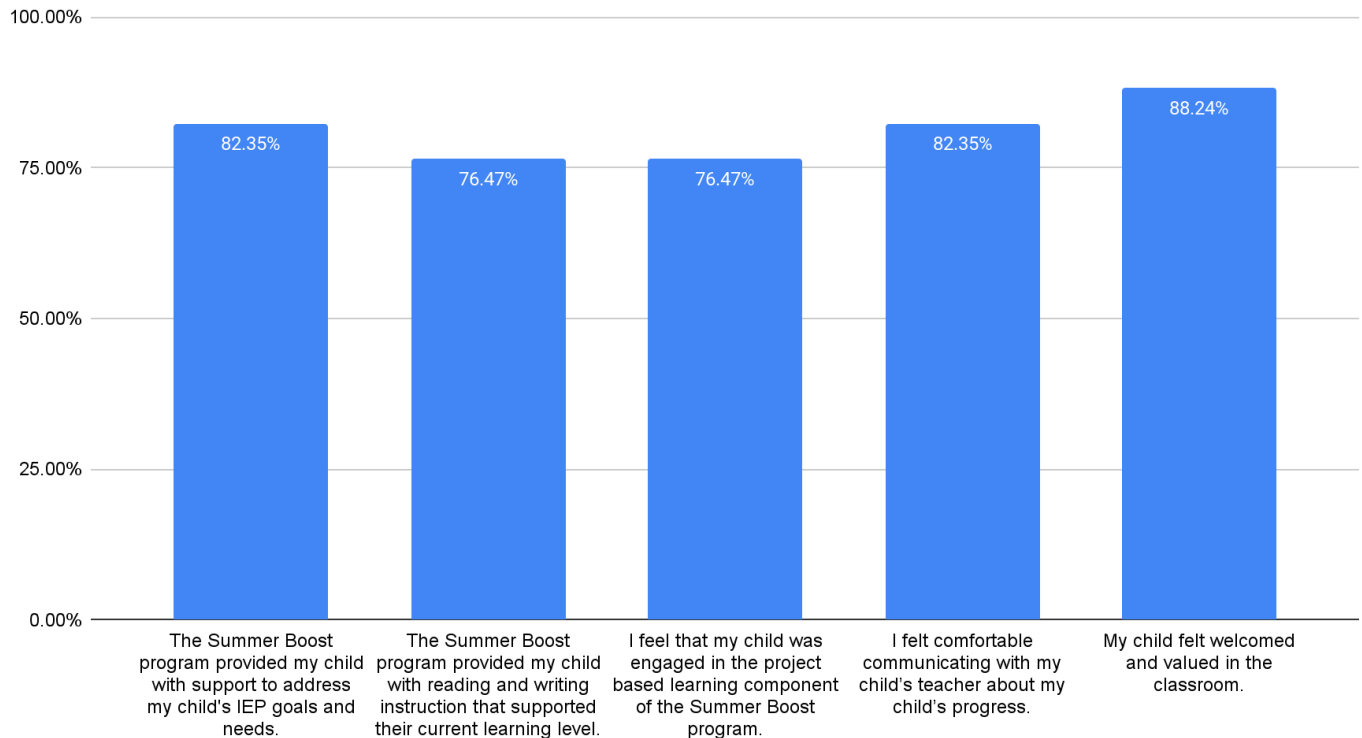


Topics of exploration included: building rainforest terrariums, creating a Summer Camp, developing Food Trucks, inventing Rube Goldberg Machines, exploring Route 66, creating miniature golf courses and making biodomes.

### *Family Survey Data*

Families agreed that the Summer Boost program was beneficial to their students and believed it positively impacted their learning. The survey contained 5 questions with possible responses being "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree." Over three-quarters of respondents answered "Neutral", "Agree", or "Strong Agree" to each of the five questions.

## Percent of Respondents Answering "Neutral", "Agree" or "Strongly Agree"



### *Summer Boost Successes and Future Considerations*

#### Strengths:

- Teachers were surveyed and shared the following glows:
  - reading instruction in small groups tailored to student need
  - working alongside colleagues and students on projects
  - staff is responsible and supportive
- Constructivist approach was introduced to all students
- Certified teachers were allocated to focus only on Wilson, our multisensory reading program to support decoding/fluency goal areas for continued progress over the summer months
- Students/teachers/related service providers/teaching assistants all worked toward a common goal
- Students created projects that they shared with an audience (parents/peers/staff) at the end of the program
- Sixty-two ESY and Summer Launch students were provided with full day instruction (8am - 3pm) While this is a strength, for some students a full day was behaviorally challenging as many were in a new school and working with new staff.
- Classrooms were inclusive and represented the full continuum of special education services

#### Areas of Opportunity:

- Communication by teachers to families (some students are non-verbal and parents rely on teacher communication)
- Recruiting more teachers/related service providers/teaching assistants particularly from our multi-needs program
- Teachers were surveyed and shared the following grows:

- more coverage for students with Behavior Intervention Plans
- better articulation between regular school year and summer school staff

## **PART TWO: 2023 Summer Program Recommendations**

The information in this section of the report is divided into the following five sections:

- D97 2023 Summer Program Schedule
- Summer Launch 2022 Student Selection Criteria and Recommendations
- 2023 Summer Program Recommendations
- Proposed Timeline
- Proposed Budget

### **D97 Summer 2023 Summer Program Schedule:**

*No School - June 19 & July 4*

- **1-4 Summer Launch:** June 14 - July 12
  - Monday through Friday, 8:00 am - 12:00 pm
- **5-8 Summer Launch:** June 14 - July 12
  - Monday through Friday, 8:00 am - 12:00 pm
- **EC - 3 Extended School Year:** June 14 - July 12
  - Monday through Friday, 8:00 am - 12:00 pm
- **4-7 Extended School Year: June 14 - July 12**
  - Monday through Friday, 8:00 am - 12:00 pm
- **6-8 Middle School Math Enrichment:**
  - Trimester 3 (*Bridge Courses only*) - March 9 - June 9
  - Summer (*Bridge and Review Courses*) - June 13 - June 30 (Monday through Friday, 8:00 am - 10:00 am OR 10:00 am - 12:00 pm)
- **English Learner Summer Boost Program:** June 14 - July 12
  - Monday through Friday, 8:00 am - 12:00 pm
- **4-8 Summer Music Camp:** July 24 - July 28
  - Monday through Friday, 8:00 am - 3:00 pm

### **2023 Summer Program Recommendations**

This section will highlight the teaching and learning department's summer program recommendations for 2023 which includes summer program staffing, Summer Launch, Middle School Math Enrichment, English Learner Summer Boost Program, Extended School Year, and summer community partnerships.

## **Summer Launch 2023 Student Selection Criteria and Recommendations:**

### ***Summer Launch***

All students invited to Summer Launch must be identified as receiving Tier 3 (first round of invites) or Tier 2 (second round of invites) interventions during the school year based on at least one of the following benchmark assessments:

- MAP (NWEA)
- AimsWeb+
- MasteryConnect

### ***Multilingual Learners***

Students with ACCESS scores of 3.0 and below will be invited to the Summer Launch program. Additionally, the Multilingual Learner Summer Boost Program will be implemented again this year to support students who are new to the United States and acquiring the English language.

### ***Students with Disabilities***

Students with an Individual Education Program (IEP) will continue to be included in the Summer Launch program if they qualify for tier 3 services and are not invited to attend Extended School Year per their IEP.

### ***Summer Launch Program Communication***

Summer Launch invitation letters will be sent to families after our winter benchmark assessment period and parent-teacher conferences (early February) pending Board of Education approval. We will determine if invitations will be re-sent to families in late March. Summer Launch registration will close in late April.

### ***Summer Launch Curriculum Development and Professional Learning***

The Summer Launch program is designed to extend learning over the summer, while providing engaging and interactive experiences for students. Each day, students will engage in reading, writing, and mathematics workshops.

Professional learning opportunities will be provided to teachers in June before the program begins.

## **Middle School Math Enrichment 2023 Recommendations:**

The Middle School Math Enrichment program offers an opportunity for fifth through seventh grade students interested in reviewing math content or seeking to advance a math level. The focus of the Middle School Math Enrichment program is to provide a structure that will allow students to deepen their understanding of math skills and previously learned concepts, as well as giving students a preview of content for the upcoming school year.

### ***Math Enrichment Bridge Courses for Acceleration and Summer Math Review Courses***

**Math Enrichment Bridge Courses for Acceleration:**

This year, the Middle School Math Enrichment program will continue to ensure students in grades 5-7 who are interested in advancing to the next level of mathematics are afforded additional instructional time to complete one year of learning.

All bridge courses will begin in Trimester 3 (March 9 - June 9) and continue during the summer (June 13 - June 30 (M-F) 8:00 AM - 10:00 AM or 10:00 AM - 12:00 PM). During Trimester 3, 6th and 7th grade students will explore the Illinois Learning Standards for the bridge course during the school day. The virtual session on Saturdays will not be offered again this year due to low enrollment last year. Fifth grade students will be provided this course after school. All students in grades 5-7 who participate in a Trimester 3 bridge course must commit to continuing their learning during the summer in order to conclude the course content and take the end of the program exam. Students who score 80% or higher on the end of program exam will advance to the next level of mathematics for the next school year.

Summer Math Review:

Summer Review Courses will continue to be offered to all students in grades 5-7 during the summer only to provide opportunities for students to review grade level Illinois Learning Standards in mathematics and engage in challenging performance tasks. Similar to previous years, review courses will be offered during the summer only (June 13 - June 30 (M-F) 8:00 AM - 10:00 AM or 10:00 AM - 12:00 PM).

Math Enrichment Bridge and Math Review Course Offerings:

Beginning this school year, the middle schools transitioned from six mathematics courses (Math 6/7, Math 7/8, Math 7/8, Math 8/9, Algebra I, and Geometry) to five mathematics courses (Math 6, Math 7, Math 8, Algebra I, and Geometry) to ensure all students are taught grade level content before advancing to the next level of mathematics. Exposing students to the Illinois Learning Standards for their respective grade levels will eliminate the challenge of moving at a faster pace to cover all grade level content with limited time for students to build in depth conceptual understanding.

Bridge Courses for Acceleration and Summer Review Courses are aligned with the 5 course mathematics framework and will be offered to students in grades 5-7 as identified in the chart below.

2023 Bridge Courses for Acceleration (Trimester 3 + summer)	
Math 6 Acceleration	Current 5th grade students <ul style="list-style-type: none"> <li>● Test into Math 7</li> </ul>
Math 7 Acceleration	Current Math 6 students <ul style="list-style-type: none"> <li>● Test into Math 8</li> </ul>
Math 8 Acceleration	Current Math 7 students <ul style="list-style-type: none"> <li>● Test into Algebra I</li> </ul>
2023 Summer Math Review Courses	
Introduction to Middle School Math	Current 5th grade students
6th Grade Review	Current 6th grade students
7th Grade Review	Current 7th grade students

## *Family Communication*

The registration for Bridge Courses for Acceleration (Trimester 3 + summer) and Summer Review Courses will be communicated to District 97 families by January 20.

## *Curriculum Development and Professional Learning*

### Curriculum Development:

Connected Mathematics Project 3 will be the primary resource utilized for all Bridge Courses for Acceleration (Trimester 3 + summer). The Summer Math Review Courses will entail selected Illinois Learning Standards for mathematics, activities from Connected Mathematics Project 3, and Khan Academy modules.

### Professional Learning:

- Professional learning opportunities will be provided to teachers supporting the Bridge Courses for Acceleration and Summer Math Review Courses prior to the start of each program.

### **Multilingual Learner Summer Boost 2023 Recommendations:**

#### *Multilingual Learner (ML) Summer Boost Program*

Students will receive instruction Monday - Thursday from 8:00 am -12:00 pm and attend a field trip to enhance their learning every Friday (virtual or in person as permitted)

The teaching and learning department will collaborate with ML teachers to select an appropriate resource to meet the needs of Multilingual Learner students. This resource is being funded through the Title III grant.

Professional learning opportunities will be provided to teachers during the months of May and June.

### **Extended School Year 2023 Recommendations:**

#### *Extended School Year (ESY)*

Federal and state laws require school districts to provide ESY services, as necessary, to meet our obligation of a free appropriate public education (FAPE) for students with disabilities. ESY provides special education and related services, beyond the normal school calendar year, for students with disabilities. It is provided at no cost to the parent.

Students are recommended for the ESY program at their Annual Review IEP meetings. All decisions are made on an individual basis and documented in the student's IEP. Students who qualify for transportation will continue to receive this service during ESY. The Illinois State Board of Education recommends looking at the following factors for determining ESY:

- Student progress
  - Did the student make progress on IEP goals?
  - To what extent were IEP goals met?
  - Does the data and other relevant information reflect that any decline in the student's rate of progress occurred after breaks in instruction?
  - Was the student's rate of progress commensurate with his/her ability?



- Is the student beginning to master an important skill such that instruction cannot be interrupted without loss of mastery?
- Regression/recoupment
  - Does data indicate that the student’s loss of acquired skills over breaks are severe and that it would take a period of time for lost skills to be regained upon return that is longer than that of a nondisabled student (i.e., 30 school days after summer break)?

ESY hours are from 8:00 am - 12:00 pm Monday through Friday. The program lasts four weeks. Teachers and related service providers instruct on the student’s IEP goals.

Articulation meetings are held before the program begins to ensure staff has an opportunity to review the student’s IEP and ask questions of their current teachers and related service providers. Professional learning is provided to all ESY staff and time is spent welcoming students and families before the program begins.

### *Summer Program Staffing*

In an effort to recruit and hire highly skilled staff, applications will be sent to District 97 staff in January and positions will be secured by the end of February. The following positions will be available for D97 staff:

Coordinator Positions	Teacher/Social Worker/Nurse Positions
(2) 1-8 Summer Launch 1. 1-3rd grade 2. 4th - 8th grade	(18) K-8 Summer Launch Teachers
	(2) K-8 Summer Launch Social Workers
(1) Middle School Math Enrichment (Trimester 3) (1) Middle School Math Enrichment (Summer)	(8-9) Middle School Math Enrichment Teachers to Support 5th Grade After School (Trimester 3) (8) Middle School Math Enrichment Teachers (Summer)
(1) Summer Music Camp	(6) Summer Music Camp Teachers
	(2) Summer Music Camp Teacher Assistants
	(1) Summer Music Camp Nurse, 1 week on call
(2) Extended School Year 1. EC-3rd grade 2. 4th grade - 7th grade	(17) ESY Teachers
	(55) ESY Teacher Assistants
	(7) ESY Related Service Providers
	(2) Summer Program Nurses (one at elementary and one at the middle school to cover ESY, Newcomers)

	and Summer Launch)
	(2) Summer Program Administrative Assistant (one at elementary and one at the middle school to cover ESY, Newcomers and Summer Launch)
	(3) Multilingual Teachers for Newcomers, Tracy Hamm will continue to Coordinate

### *Summer Community Partnerships*

As in the past, the teaching and learning department will continue to partner with the Park District of Oak Park, West Suburban Special Recreation, Oak Park Education Foundation, and the Oak Park Public Library.

### **2023 Summer Programming Proposed Timeline:**

The teaching and learning department will implement the proposed timeline to prepare for our upcoming summer programs.

Tasks	Timeline
Develop summer program curriculum and professional learning	November - March
Determine which schools will host the D97 programs and assign rooms	January
Send applications to D97 staff for summer positions	January 27 (Pending BOE Approval)
Send Middle School Math Enrichment communication to grades 5-7	January 20
Send invitation letters/communication for 1-8 Summer Launch & Newcomer EL	February (after P/T Conferences)
Send invitation letters/communication for Summer Music Camp	February - March
ESY recommendations finalized	February 17
Send invitations out for ESY	before February 28
Select teachers for summer positions and send notifications to staff	March 15
Determine if invitations should be re-sent for K-8 Summer Launch	March 31
Close Middle School Math Enrichment registration <ul style="list-style-type: none"> <li>• Math Enrichment Bridge for Acceleration (Trimester 3 + summer)</li> <li>• Summer Math Review</li> </ul>	February 10 April 14

Close K-8 Summer Launch registration	April 28
Follow-up with families for final count on ESY	April 28
Work with Buildings & Grounds for furniture/equipment/material delivery	May and June
Determine class assignments (ESY, Newcomer and Launch)	May
Hire additional staff as needed based on ESY	May 15
Staff articulation meeting and IEP disbursement	before May 30
Arrange ESY transportation	before May 30
Provide teacher training for Summer Launch, Newcomer, Extended School Year, Middle School Summer Math Enrichment & Summer Music Camp	Spring/Summer 2023

**2023 Proposed Budget - Summer Launch Program, Middle School Summer Math Enrichment, and Summer Music Camp:**

Total Budget = \$213,187\*

\*Prior year's budget without Summer Boost: \$197,225

Item	Allocation
(18) Summer Launch Teacher Stipends	\$3,895/Teacher = \$70,110
(9) Middle School Math Enrichment Teacher Stipends - Trimester 3 to Support 5th Grade Students After School	\$2,040/Teacher = \$18,360
(8) Middle School Math Enrichment Teacher Stipends - Summer	\$2,813/Teacher = \$22,504
(6) Summer Music Camp Teacher Stipends	\$2,001/Teacher = \$12,006
(2) Summer Launch Coordinator Stipends	\$5,405/Coordinator = \$10,810
(1) Middle School Math Enrichment Coordinator Stipend to Support Grades 5-7 (Trimester 3)	\$4,680
(1) Middle School Math Enrichment Coordinator Stipend (Summer)	\$4,027
(1) Summer Music Camp Coordinator Stipend	\$2,593
(2) Summer Music Camp Teacher Assistants	\$805.00/Teacher Assistant = \$1,610 (estimate based on average TA hourly rate)
(2) Nurses (Summer Programs: Launch/ESY/Newcomer)	\$3,895/Nurse = \$7,790
(1) Summer Music Camp Nurse (on call)	\$1750
(2) Social Workers (Summer Launch)	\$3,895/SW = \$7,790
(2) Administrative Assistant (Summer Programs: Launch/ESY/Newcomer )	\$2078.5/AA = \$4157
Middle School Math Enrichment Professional Learning & Student Materials: 5th Grade	\$5,000

Middle School Math Enrichment 5th Grade Transportation	\$40,000
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**ESY Program Budget**

The ESY budget (staff and transportation) is funded through IDEA grant funding. In accordance with federal law and state guidelines it is offered at no cost to families. ESY coordinators, teachers and related service providers will be paid stipends matching those of Summer Launch. Teaching assistants will be paid at their current hourly rate.

**ML Summer Boost Budget**

The ML Summer Boost Program budget will require funding for two teachers at \$3895.00 per teacher. Curriculum for the program was purchased during the 2021-22 school year. The ML Summer Boost Program budget is funded through Title III grant funding.