PGCPS
Research & Evaluation

Prince George's County Public Schools

OUTCOMES REPORT

Summer Learning Programs, 2026

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Executive Summary

Summer learning loss describes a process that occurs during summer vacation where students experience a loss of academic knowledge and skills (Quinn & Polikoff, 2017). The effects of such loss vary, but the outcome of this phenomenon is students "starting the academic year with achievement levels lower than where they were at the beginning of summer break" (Quinn & Polikoff, 2017). To address this problem, school districts implement summer learning opportunities for students. In addition to ameliorating summer learning loss, students and their families may choose a summer learning program to help accelerate learning, experience an enrichment program, address an area in which the student struggles, make-up for a previously failed course or take classes for credit that may not fit into the school year schedule.

In the summer of 2026, Prince George's County Public Schools (PGCPS) offered these kinds of opportunities through various programs (Prince George's County Public Schools, 2024). Many of these were open to the more than 130,000 students in PGCPS elementary, middle, and high schools, while others were available to students meeting certain criteria or attending certain schools. This report presents information about these programs, including their type, their targeted student populations, and their impact on student outcomes.

Description of the Summer School Programs

Summer learning programs in PGCPS fall under one of four categories: 1) early childhood and elementary school programs; 2) middle school programs; 3) high school programs; and 4) cross-level programs. The first three types target students in, respectively, grades PreK-5, 6-8, and 9-12, while cross-level programs include students in each of these grade level categories.

While the purposes varied, the SY2026 summer learning programs sought to achieve one or more of the following purposes with its student population:

- Remediate gaps in students' knowledge and/or skills
- Offer extended learning experiences to students
- Provide opportunities for students to earn credits towards graduation for courses not previously taken (i.e., original credit)
- Provide additional opportunities to earn credits towards graduation for courses previously taken and failed (i.e., credit recovery).

Summer learning programs were delivered primarily in three ways. Most required students to report to a physical location, either a PGCPS site or an external partner's site (e.g., Prince George's Community College, etc.), while others were delivered virtually or through a hybrid model. In addition, program start, duration, and completion varied. Some programs, for example, ran for multiple weeks with various start dates beginning in early June, while others lasted only a week or just a few days.

Description of Participants

The students who attended PGCPS summer programs ranged in rising grade from prekindergarten to twelfth grade. The 78 programs highlighted in this report served more than 15,000 students. The demographic breakdown of all participants is shown here:

Student characteristics

	# of Students	Percent of Total
Male	8,630	57.5%
Female	6,320	42.1%
American Indian or Native Alaskan	50	0.3%
Asian	288	1.9%
Black or African American	7,758	51.7%
Hispanic	6,343	42.3%
Native Hawaiian or OPI	25	0.2%
White	350	2.3%
More than one race	179	1.2%
Special Education Students	5,928	39.5%
English Learners	4,115	27.4%
Free or Reduced-Price Meals	10,122	67.5%

Implications for Reporting

It is important to note that the summer school programs included in this report differ from one another in a variety of ways. The outcome data are discussed independently and include descriptions of the programs, demographic information on student participants, and changes in outcomes of interest.

It is also important to note that demographic information, such as gender and race and/or ethnicity, may not have been reported for all students. The Office of Research and

Evaluation attempted to cross-reference any missing data with PGCPS enrollment files; however, this approach did not always resolve the issue. It is for this reason that the numbers of students in the demographic tables may not total to the number of students served by the program.

Contact Information

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I. Early Childhood and Elementary School Programs



Content Area(s)
Reading

Student Identification Process
Students who score below grade level in DIBELS, iReady, and/or Benchmarks w/ teacher recommendations

Format
In person @ Berwyn Heights ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Reading growth rate – 14.2%
Attendance rate – 90.0%

Berwyn Heights ES Summer Learning Program

Description
The Berwyn Heights Elementary School Summer Learning Program supports multilingual learners (MLs) in developing reading skills in order to lessen the summer slide.

Purpose
The purpose of the program is to extend learning for our ML students who are approaching proficiency in reading.

Goals
By the end of the program, 70% of students will increase 10% from the pre-assessment to the post-assessment.

Details
- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 1 - 5
- Number of students served – 15

Student characteristics

	# of Students	Percent of Total
Male	9	60.0%
Female	6	40.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	1	6.7%
Hispanic	13	86.7%
Native Hawaiian or OPI	0	0.0%
White	1	6.7%
More than one race	0	0.0%
Special Education Students	1	6.7%
English Learners	15	100.0%
Free or Reduced-Price Meals	10	66.7%



Content Area(s)
Reading

Student Identification Process
Students who do not meet proficiency standards in Reading and/or Math on the MCAP assessment or District-level Benchmarks

Format
In person @ Bradbury Heights ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Reading growth rate – 67.7%
Math growth rate – 32.0%
Attendance rate – 50.0%

Bradbury Heights ES Summer Learning Program

Description
The Bradbury Heights ES All Star Academy is a targeted summer program that effectively improves academic student outcomes through strong instruction and SEL mentoring for all learners.

Purpose
To provide additional support in reading and math to prevent summer loss.

Goals
To provide summer enrichment activities to enhance academic development and prevent academic summer loss of skills.

Details
- Number of sessions – 17
- Hours per session – 5
- Grades served – Rising 2 - 6
- Number of students served – 33

Student characteristics

	# of Students	Percent of Total
Male	14	42.4%
Female	19	57.6%
American Indian or Native Alaskan	0	0.0%
Asian	1	3.0%
Black or African American	25	75.8%
Hispanic	7	21.2%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	8	24.2%
English Learners	6	18.2%
Free or Reduced-Price Meals	24	72.7%



Content Area(s)
Arts Integration in Literacy and Math

Student Identification Process
Students who do not qualify for the ESY program

Format
In person @ Calverton ES

Social-Emotional Learning Activities
Self-awareness, Relationship building, and Community integration

External Partnerships
Science Guys, Field Trips

Results
ELA growth rate – 7.3%
Math growth rate – 32.8%
Attendance rate – 82.1%

Calverton ES Shining Stars

Description
The Calverton ES Shining Stars is a three-week summer program that operates Monday through Thursday and is designed to provide targeted academic instruction and social-emotional supports for students with disabilities. The program extends learning beyond the traditional school year and offers individualized interventions aligned to students' IEP goals. Through structured instruction and supportive programming, students are supported in maintaining and advancing essential skills while strengthening their readiness for the upcoming school year.

Purpose
Data shows that students with disabilities often experience greater learning loss during breaks and require additional instructional time and supports to maintain progress toward IEP and grade-level standards. Summer programming addresses these gaps and builds continuity in learning.

Goals
To provide sustained academic instruction, specialized interventions, and structured social-emotional supports that promote continued progress for students with disabilities. The program aims to reduce summer learning loss, support meaningful advancement toward IEP goals, strengthen foundational academic and behavioral skills, and enhance students' readiness for success in the upcoming school year.

Details
- Number of sessions – 12
- Hours per session – 4
- Grades served – Rising 1 - 5
- Number of students served – 20

Student characteristics

	# of Students	Percent of Total
Male	13	65.0%
Female	7	35.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	6	30.0%
Hispanic	13	65.0%
Native Hawaiian or OPI	0	0.0%
White	1	5.0%
More than one race	0	0.0%
Special Education Students	18	90.0%
English Learners	11	55.0%
Free or Reduced-Price Meals	19	95.0%

Carmody Hills Rising Stars Summer Program



Content Area(s)
R/ELA and Math

Student Identification Process
Students will be identified through teacher referral. Students currently in the SIT process and our economically disadvantaged subgroup will be prioritized, as this group is a part of our SPP.

Format
In-person

Social-Emotional Learning Activities
Students will partake in cooperative learning activities that foster teamwork, communication, and problem-solving through movement. Some examples include River Crossing, parachute games, and group relay races, which emphasize trust and collective achievement.

External Partnerships
None

Results
R/ELA growth rate – 95.0%
Math growth rate – 115.0%
Attendance rate – 77.1%

Description
The Carmody Hills' Rising Stars Summer Academy provides in-person explicit instruction in language and literacy, mathematics, and social foundations to support students with demonstrating readiness for the 2026-2027 SY.

Purpose
To prepare rising first through fifth grade students with literacy and math enrichment activities that will help them succeed in SY2027.

Goals
Growth from pre- to post-test will exceed 20% in literacy and math.

Details
- Number of sessions – 16
- Hours per session – 2.5
- Grades served – rising 1 - 5
- Number of students served – 30

Student characteristics

	# of Students	Percent of Total
Male	22	73.3%
Female	8	26.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	43.3%
Hispanic	13	43.3%
Native Hawaiian or OPI	0	0.0%
White	4	13.3%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	9	30.0%
Free or Reduced-Price Meals	28	93.3%

Carole Highlands Summer Academy



Content Area(s)
R/ELA and Math

Student Identification Process
Students who score below grade level in DIBELS and Math Benchmarks, as well as teacher recommendations

Format
In person @ Carole Highland ES

Social-Emotional Learning Activities
Students will have circle time, team-building activities, emotional check-ins, and mindfulness and relaxation practice

External Partnerships
None

Results
R/ELA growth rate – 41.4%
Math growth rate – 168.4%
Attendance rate – 82.4%

Description
Carole Highlands Summer Academy is designated for Carole Highlands ES students only. Rising 2nd and 3rd grade students will receive explicit and systematic instruction in phonics, phonemic awareness and basic math addition and subtraction skills to prepare them for the next grade level while reviewing foundational skills and exploring strategies for success.

Purpose
To reinforce reading, writing, and math skills, strengthen weak subjects, and keep young minds active.

Goals
For 90% of students to increase in non-sense word fluency (phonics and phonemic awareness) by 20% in 4 weeks in Literacy and 90% of Rising 2nd graders to receive 80% or better in 1 digit addition and subtraction and 80% of Rising 3rd graders to receive 80% or better in 2 digit addition and subtraction in 4 weeks.

Details
- Number of sessions – 16
- Hours per session – 2.5
- Grades served – rising 2 - 3
- Number of students served – 11

Student characteristics

	# of Students	Percent of Total
Male	4	36.4%
Female	7	63.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	1	9.1%
Hispanic	9	81.8%
Native Hawaiian or OPI	0	0.0%
White	1	9.1%
More than one race	0	0.0%
Special Education Students	11	100.0%
English Learners	10	90.9%
Free or Reduced-Price Meals	11	100.0%

Chesapeake Champions @ Camp Schmidt

Content Area(s)
Science/Environmental Literacy

Student Identification Process
Students were selected by lottery

Format
In-person at Schmidt Outdoor Education Center.

Social-Emotional Learning Activities
Team-building took place daily, with students completing activities from the team-building kit at the Schmidt Center, culminating in a confidence course on Friday.

External Partnerships
MNCPPC, MD DNR

Results
Content Knowledge Growth – 32.4%
Awareness Growth – 5.1%
Attendance rate –94.5%

Description
The program was designed for incoming 4th, 5th, and 6th grade students interested in spending time outdoors and engaging with nature. The camp included team-building activities on the low and high ropes courses, environmental stewardship projects, eco-games, and arts and crafts. It provided students with opportunities to explore the county's green spaces while learning how to protect the environment.

Purpose
Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals
A 20% increase in pre and post-test scores designed to assess students understanding of environmental science indicators as well as their comfort in nature.

Details
- Number of sessions – 5
- Hours per session – 5
- Grades served – Rising 4 – 6
- Number of students served – 22

Student characteristics

	# of Students	Percent of Total
Male	13	59.1%
Female	9	40.9%
American Indian or Native Alaskan	0	0.0%
Asian	2	9.1%
Black or African American	13	59.1%
Hispanic	5	22.7%
Native Hawaiian or OPI	0	0.0%
White	1	4.5%
More than one race	1	4.5%
Special Education Students	2	9.1%
English Learners	0	0.0%
Free or Reduced-Price Meals	8	36.4%

Chillum ES Summer Program



Content Area(s)
R/ELA and Math

Student Identification Process
Students who score below grade level in DIBELS and Math Benchmarks.

Format
In-person @ Chillum ES

Social-Emotional Learning Activities
Would You Rather? - fun, low-stakes questions and have students explain their reasoning.

Mindful Moment - Deep breathing, stretching, and/or guided visualization followed by a quick reflection.

Team Challenge - Small groups complete a quick STEM or building challenge (cups, index cards, blocks) and discuss how they worked together.

Scenario Chat - Present a simple social situation (e.g., "Someone is left out at recess.") and discuss respectful ways to respond.

External Partnerships
None

Results
R/ELA growth rate – 17.5%
Math growth rate – 26.0%
Attendance rate – 80.8%

Description
The Chillum Summer Learning Program provides targeted support in math (Do the Math) and reading (Voyager) for academically at-risk and low-income students directly addressing school goals and Title I objectives to help close achievement gaps. Teachers are expected to utilize Assessment in Instruction (Danielson 3d) during all lessons. Students are expected to score 5% higher on their post-assessments compared to their pre-assessments.

Purpose
By using small-group instruction, progress monitoring, and family engagement, the program aims to boost math and reading proficiency and improve overall student confidence and academic outcomes.

Goals
Students are expected to score 5% higher on their post-assessments compared to their pre-assessments.

Details
- Number of sessions – 16
- Hours per session – 2.5
- Grades served – Rising 1 - 5
- Number of students served – 36

Student characteristics

	# of Students	Percent of Total
Male	18	50.0%
Female	18	50.0%
American Indian or Native Alaskan	1	2.8%
Asian	0	0.0%
Black or African American	10	27.8%
Hispanic	25	69.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	5.6%
English Learners	16	44.4%
Free or Reduced-Price Meals	25	69.4%



Content Area(s)
R/ELA and Math

Student Identification Process
Students with disabilities and economically disadvantaged students rising to second through sixth grade were targeted for participation.

Format
In-person @ Forest Heights ES

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
R/ELA growth rate – 37.4%
Math growth rate – -5.9%
Attendance rate – 71.4%

Forest Heights ES Mighty Wise Owl Academy

Description
Forest Heights ES Mighty Wise Owl Academy provided rising second through sixth grade students with the opportunity to explore computer science basics and learn coding.

Purpose
Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals
Students will improve their performance from Pre-Assessment to Post-Assessment by 50% over the course of the program. The attendance rate will be remain above 80%.

Details
- Number of sessions – 14
- Hours per session – 4
- Grades served – Rising 2 - 6
- Number of students served – 30

Student characteristics

	# of Students	Percent of Total
Male	14	46.7%
Female	16	53.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	15	50.0%
Hispanic	12	40.0%
Native Hawaiian or OPI	2	6.7%
White	1	3.3%
More than one race	0	0.0%
Special Education Students	3	10.0%
English Learners	13	43.3%
Free or Reduced-Price Meals	22	73.3%

Francis Scott Key ES Summer Enrichment



Content Area(s)
R/ELA and Math

Student Identification Process
Students enrolled in Francis Scott Key ES who performed below benchmark on their Benchmark or Dibels exam.

Format
In-person @ Francis Scott Key ES

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
R/ELA growth rate – 12.4%
Math growth rate – 121.6%
Attendance rate – 77.3%

Description
The Francis Scott Key ES Summer Enrichment Program was designed to help students enrolled in Francis Scott Key ES rising to grades second through fifth to improve their academic foundations in both Reading/English language arts (R/ELA) and Math, using research-based interventions.

Purpose
To accelerate student growth by addressing unfinished learning in foundational literacy and math skills. Through targeted intervention in small-group settings, to close achievement gaps, strengthen academic confidence, and ensure scholars are prepared to meet grade-level expectations at the start of the new school year.

Goals
Math and R/ELA performance will improve by at least 5% from Pre-Assessment to Post-Assessment; Attendance rate will be at least 80%

Details
- Number of sessions – 19
- Hours per session – 4
- Grades served – Rising 2 - 5
- Number of students served – 22

Student characteristics

	# of Students	Percent of Total
Male	10	45.5%
Female	12	54.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	12	54.5%
Hispanic	8	36.4%
Native Hawaiian or OPI	0	0.0%
White	2	9.1%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	10	45.5%
Free or Reduced-Price Meals	16	72.7%

Francis Scott Key Sp. Ed. Summer Enrichment

Content Area(s)
R/ELA and Math

Student Identification Process
Students enrolled in Francis Scott Key ES who performed below benchmark on their Benchmark or Dibels exam.

Format
In-person @ Francis Scott Key ES

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
R/ELA growth rate – 15.1%
Math growth rate – 103.6%
Attendance rate – 86.1%

Description
The Francis Scott Key ES Summer Enrichment Program was designed to help students enrolled in Francis Scott Key ES rising to grades second through fifth to improve their academic foundations in both Reading/English language arts (R/ELA) and Math, using research-based interventions.

Purpose
To accelerate student growth by addressing unfinished learning in foundational literacy and math skills. Through targeted intervention in small-group settings, to close achievement gaps, strengthen academic confidence, and ensure scholars are prepared to meet grade-level expectations at the start of the new school year.

Goals
Math and R/ELA performance will improve by at least 5% from Pre-Assessment to Post-Assessment; Attendance rate will be at least 80%

Details
- Number of sessions – 19
- Hours per session – 4
- Grades served – Rising 3 - 5
- Number of students served – 9

Student characteristics

	# of Students	Percent of Total
Male	7	77.8%
Female	2	22.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	7	77.8%
Hispanic	1	11.1%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	11.1%
Special Education Students	8	88.9%
English Learners	2	22.2%
Free or Reduced-Price Meals	2	22.2%

Highland Park ES Regal Eagles ELO Summer Program



Content Area(s)
R/ELA and Math

Student Identification Process
Students enrolled in Francis Scott Key ES who performed below benchmark on their Benchmark or Dibels exam.

Format
In-person @ Francis Scott Key ES

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
R/ELA growth rate – 20.0%
Math growth rate – 54.5%
Attendance rate – 88.3%

Description
The Francis Scott Key ES Summer Enrichment Program was designed to help students enrolled in Francis Scott Key ES rising to grades second through fifth to improve their academic foundations in both Reading/English language arts (R/ELA) and Math, using research-based interventions.

Purpose
To accelerate student growth by addressing unfinished learning in foundational literacy and math skills. Through targeted intervention in small-group settings, to close achievement gaps, strengthen academic confidence, and ensure scholars are prepared to meet grade-level expectations at the start of the new school year.

Goals
Math and R/ELA performance will improve by at least 5% from Pre-Assessment to Post-Assessment; Attendance rate will be at least 80%

Details
- Number of sessions – 19
- Hours per session – 4
- Grades served – Rising 2 - 5
- Number of students served – 23

Student characteristics

	# of Students	Percent of Total
Male	10	43.5%
Female	13	56.5%
American Indian or Native Alaskan	0	0.0%
Asian	1	4.3%
Black or African American	15	65.2%
Hispanic	6	26.1%
Native Hawaiian or OPI	0	0.0%
White	1	4.3%
More than one race	0	0.0%
Special Education Students	2	8.7%
English Learners	8	34.8%
Free or Reduced-Price Meals	20	87.0%



Content Area(s)
R/ELA and Math

Student Identification Process
ELD and SWD students

Format
In-person

Social-Emotional Learning Activities
None

External Partnerships
None

Results
R/ELA growth rate – 31.5%
Math growth rate – 71.8%
Attendance rate – 75.6%

Hillcrest Heights ES Summer ELO

Description
This summer program is designed to help students strengthen their skills in reading and math in a fun, supportive environment. Students will participate in engaging lessons, small group activities, and hands-on practice to build confidence and potentially close learning gaps. The program focuses on reviewing important skills, practicing new strategies, and helping students feel prepared for the upcoming school year. Focused on Hispanic/Latino ELD and SWD students.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content

Goals
The goal of this program is to improve students reading comprehension and math problem-solving skills and feel more prepared for success in the next grade level.

Details
- Number of sessions – 12
- Hours per session – 4
- Grades served – Rising 2 to 5
- Number of students served – 14

Student characteristics

	# of Students	Percent of Total
Male	8	57.1%
Female	6	42.9%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	1	7.1%
Hispanic	12	85.7%
Native Hawaiian or OPI	0	0.0%
White	1	7.1%
More than one race	0	0.0%
Special Education Students	1	7.1%
English Learners	13	92.9%
Free or Reduced-Price Meals	9	64.3%

Imagine Foundations Leeland PCS Summer Program

Content Area(s)
R/ELA and Math

Student Identification Process
Students with D or E grades in Reading and/or Math

Format
Virtual

Social-Emotional Learning Activities
None

External Partnerships
None

Results
R/ELA growth rate – 5.1%
Math growth rate – 9.3%
Attendance rate – 36.9%

Description
Imagine Foundations at Leeland is offering an exciting Intervention Program for scholars rising to grades 7 or 8 and have a D or E in Reading and/or Mathematics for the first three quarters of the instructional year. The summer program is designed to engage students in virtual lessons by a certified reading and mathematics teacher as well as provide fun, interactive and enjoyable online experiences to support their growth in one or both subjects.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content

Goals
The goal is to support student mastery of grade level standards and address any lagging gaps in skills.

Details
- Number of sessions – 17
- Hours per session – 4
- Grades served – Rising 7 - 8
- Number of students served – 3

Student characteristics

	# of Students	Percent of Total
Male	1	33.3%
Female	2	66.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	3	100.0%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	2	66.7%



Content Area(s)
R/ELA and Math

Student Identification Process
Students who had a substitute teacher in Reading and/or Math

Format
Virtual

Social-Emotional Learning Activities
None

External Partnerships
None

Results
R/ELA growth rate – 37.3%
Math growth rate – 3.2%
Attendance rate – 35.0%

Imagine Foundations Leeland PCS Enrichment

Description
Imagine Foundations at Leeland is offering an exciting Enrichment Program for scholars rising to 6th or 7th grade Reading and 6th grade Math that had a substitute for a part of the school year. The summer program is designed to engage students in virtual lessons by a certified reading and mathematics teacher as well as provide fun, interactive and enjoyable online experiences to support their growth in one or both subjects. The goal is to support student mastery of grade level standards and address any lagging gaps in skills.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content

Goals
The goal is to support student mastery of grade level standards and address any lagging gaps in skills.

Details
- Number of sessions – 17
- Hours per session – 4
- Grades served – Rising 6 - 7
- Number of students served – 13

Student characteristics

	# of Students	Percent of Total
Male	7	53.8%
Female	6	46.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	100.0%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	7.7%
English Learners	0	0.0%
Free or Reduced-Price Meals	8	61.5%

J Frank Dent ES CSI Summer Program

Description
The J Frank Dent ES CSI Summer Program provides SWD students rising to three through five grades with additional reading and math support.

Purpose
To prevent summer learning loss.

Goals
By the end of the program, participating students who attend at least 80% of the time will show an increase from pre to post assessment in math and reading by 3%.

Details
- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 3 - 5
- Number of students served – 22

Student characteristics

	# of Students	Percent of Total
Male	11	47.8%
Female	11	47.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	20	90.9%
Hispanic	2	9.1%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	13.0%
English Learners	2	8.7%
Free or Reduced-Price Meals	18	78.3%

Content Area(s)
R/ELA and Math

Student Identification Process
SWD students in need of extra reading and math support.

Format
In-person

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
R/ELA growth rate – 3.2%
Attendance rate – 77.6%

J Frank Dent ES Pride Academy

Content Area(s)
R/ELA and Math

Student Identification Process
Students in need of support in reading and math

Format
In-person

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
R/ELA growth rate – 4.8%
Attendance rate – 81.6%

Description
The J Frank Dent ES Pride Academy provides students rising to grades three through five with the opportunity to engage in an interactive summer in reading and math for remediation skills.

Purpose
To accelerate student growth by addressing unfinished learning in foundational literacy and math skills.

Goals
By the end of the summer program, participants will increase from pre-test and post-test assessments by 5%.

Details
- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 3 - 5
- Number of students served – 19

Student characteristics

	# of Students	Percent of Total
Male	11	57.9%
Female	8	42.1%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	16	84.2%
Hispanic	3	15.8%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	4	21.1%
English Learners	2	10.5%
Free or Reduced-Price Meals	14	73.7%

Judge Sylvania Woods ES Summer Academy

Content Area(s)
R/ELA and Math

Student Identification Process
Various data sources from SY26 such as Benchmark data, report cards, cycle assessments, Dibels, iReady

Format
In-person

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
R/ELA growth rate – 66.9%
Math growth rate – 78.3%
Attendance rate – 85.5%

Description
The Judge Sylvania Woods ES Summer Academy is a targeted, engaging academic enrichment initiative designed to close foundational skill gaps in reading and mathematics while preparing students for the academic expectations of the upcoming grade level. The program integrates evidence-based instructional practices with project-based learning and social-emotional supports to ensure students transition into the new school year equipped with the skills and mindset needed for success.

Purpose
To strengthen essential literacy and numeracy competencies, build learner confidence, and prevent summer learning loss.

Goals
By the end of the summer program, participants will increase from pre-test and post-test assessments by 10 percentage points.

Details
- Number of sessions – 12
- Hours per session – 5
- Grades served – Rising 3 - 5
- Number of students served – 76

Student characteristics

	# of Students	Percent of Total
Male	36	47.4%
Female	40	52.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	34	44.7%
Hispanic	42	55.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	10	13.2%
English Learners	42	55.3%

Judy Center Early Learning Hub @ Bradbury Heights ES

Content Area(s)
Literacy
Mathematics

Student Identification Process
Enrolled in PreK or K for SY2027 @ Bradbury Heights ES

Format
In-person @ Bradbury Heights ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Literacy growth rate – 33.2%
Math growth rate – 24.9%
Attendance rate – 64.1%

Description
Rising prekindergarten and kindergarten students who will attend Bradbury Heights Elementary School in SY2027 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The full-day, four-week program is designed to support school readiness through engaging learning experiences, social development, and family connections.

Purpose
To expose rising prekindergarten and kindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

Goals
Using a pre and post assessment on literacy and math, participants' performance in Math and Reading will increase by 20%.

Details
- Number of sessions – 16
- Hours per session – 7
- Grades served – rising Pre-K - K
- Number of students served – 10

Student characteristics

	# of Students	Percent of Total
Male	6	60.0%
Female	4	40.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	5	50.0%
Hispanic	3	30.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	2	20.0%
Special Education Students	0	0.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	4	40.0%

Judy Center Early Learning Hub @ Carmody Hills ES



Content Area(s)
Literacy
Mathematics

Student Identification Process
Enrolled in PreK or K for SY2027 @ Carmody Hills ES

Format
In-person @ Carmody Hills ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Literacy growth rate – 25.3%
Math growth rate – 8.3%
Attendance rate – 75.0%

Description
Rising prekindergarten and kindergarten students who will attend Carmody Hills Elementary School in SY2027 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The full-day, four-week program is designed to support school readiness through engaging learning experiences, social development, and family connections.

Purpose
To expose rising prekindergarten and kindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

Goals
Using a pre and post assessment on literacy and math, participants' performance in Math and Reading will increase by 20%.

Details
- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K - K
- Number of students served – 10

Student characteristics

	# of Students	Percent of Total
Male	7	70.0%
Female	3	30.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	4	40.0%
Hispanic	6	60.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	10.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	3	30.0%

Judy Center Early Learning Hub @ Cool Spring ES



Content Area(s)
Literacy
Mathematics

Student Identification Process
Enrolled in PreK or K for SY2027 @ Cool Spring ES

Format
In-person @ Cool Spring ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Literacy growth rate – 50.0%
Math growth rate – 34.3%
Attendance rate – 92.4%

Description
Rising prekindergarten and kindergarten students who will attend Cool Spring Elementary School in SY2027 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The full-day, four-week program is designed to support school readiness through engaging learning experiences, social development, and family connections.

Purpose
To expose rising prekindergarten and kindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

Goals
Using a pre and post assessment on literacy and math, participants' performance in Math and Reading will increase by 20%.

Details
- Number of sessions – 16
- Hours per session – 7
- Grades served – rising Pre-K - K
- Number of students served – 23

Student characteristics

	# of Students	Percent of Total
Male	11	47.8%
Female	12	52.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hispanic	23	100.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	4.3%
English Learners	7	30.4%
Free or Reduced-Price Meals	3	13.0%



Judy Center Early Learning Hub @ Hillcrest Heights ES

Content Area(s)
Literacy
Mathematics

Student Identification Process
Enrolled in PreK or K for SY2027 @ Hillcrest Heights ES

Format
In-person @ Hillcrest Heights ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Literacy growth rate – 158.6%
Math growth rate – 37.5%
Attendance rate – 94.4%

Description
Rising prekindergarten and kindergarten students who will attend Hillcrest Heights Elementary School in SY2027 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The full-day, four-week program is designed to support school readiness through engaging learning experiences, social development, and family connections.

Purpose
To expose rising prekindergarten and kindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

Goals
Using a pre and post assessment on literacy and math, participants' performance in Math and Reading will increase by 20%.

Details
- Number of sessions – 16
- Hours per session – 6
- Grades served – rising Pre-K - K
- Number of students served – 9

Student characteristics

	# of Students	Percent of Total
Male	5	55.6%
Female	4	44.4%
American Indian or Native Alaskan	0	0.0%
Asian	1	11.1%
Black or African American	7	77.8%
Hispanic	1	11.1%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	22.2%
English Learners	0	0.0%
Free or Reduced-Price Meals	2	22.2%

Judy Center Early Learning Hub @ Oxon Hill ES

Content Area(s)
Literacy
Mathematics

Student Identification Process
Enrolled in PreK or K for SY2027 @ Oxon Hill ES

Format
In-person @ Oxon Hill ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Literacy growth rate – 33.3%
Math growth rate – 314.6%
Attendance rate – 84.7%

Description
Rising prekindergarten or kindergarten students who will attend Oxon Hill Elementary School in SY2027 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The full-day, four-week program is designed to support school readiness through engaging learning experiences, social development, and family connections.

Purpose
To expose rising prekindergarten and kindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

Goals
Using a pre and post assessment on literacy and math, participants' performance in Math and Reading will increase by 20%.

Details
- Number of sessions – 16
- Hours per session – 7
- Grades served – rising Pre-K - K
- Number of students served – 9

Student characteristics

	# of Students	Percent of Total
Male	3	33.3%
Female	6	66.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	5	55.6%
Hispanic	4	44.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	1	11.1%

Judy Center Early Learning Hub @ Rosa Parks ES

Content Area(s)
Literacy
Mathematics

Student Identification Process
Enrolled in PreK or K for SY2027 @ Rosa Parks ES

Format
In-person @ Rosa Parks ES

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Literacy growth rate – 77.7%
Math growth rate – 31.1%
Attendance rate – 93.4%

Description
Rising prekindergarten or kindergarten students who will attend Rosa Parks ES Elementary School in SY2027 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program. The full-day, four-week program is designed to support school readiness through engaging learning experiences, social development, and family connections.

Purpose
To expose rising prekindergarten and kindergarten students to the school environment. Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level.

Goals
Using a pre and post assessment on literacy and math, participants' performance in Math and Reading will increase by 20%.

Details
- Number of sessions – 16
- Hours per session – 7
- Grades served – rising Pre-K - K
- Number of students served – 16

Student characteristics

	# of Students	Percent of Total
Male	8	50.0%
Female	8	50.0%
American Indian or Native Alaskan	0	0.0%
Asian	1	6.3%
Black or African American	0	0.0%
Hispanic	15	93.8%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	12.5%
English Learners	0	0.0%
Free or Reduced-Price Meals	2	12.5%



Content Area(s)
R/ELA and Math

Student Identification Process
iReady scores, DIBELS results, and Math & RELA benchmark assessments determine which students would benefit most from targeted support.

Format
In-person @ Lamont ES

Social-Emotional Learning Activities
During the Lamont Elementary Summer School Bridge, students participated in social-emotional learning (SEL) activities that promote self-awareness, positive relationships, and emotional well-being, including Morning Check-Ins & Reflection Circles, Team-Building Activities, and Mindfulness & Relaxation Practices.

External Partnerships
N/A

Results
R/ELA growth rate – 23.4%
Math growth rate – 175.4%
Attendance rate – 93.3%

Lamont ES Summer Bridge Program

Description
The Lamont Elementary School Summer Bridge is designed to provide engaging, standards-based instruction for students rising to grades one through five with a strong focus on strengthening skills in Reading/Language Arts and Mathematics. The program supports students in building foundational literacy skills, improving reading comprehension, expanding vocabulary, and developing strong writing abilities. In mathematics, students reinforce number sense, problem-solving strategies, and critical thinking skills.

Purpose
To provide targeted instruction that closes learning gaps, improves academic performance, and prevents summer learning loss.

Goals
Performance will improve by 10% in both reading and math from the pre-test to the post-test.

Details
- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 1 - 5
- Number of students served – 38

Student characteristics

	# of Students	Percent of Total
Male	17	44.7%
Female	21	55.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	2	5.3%
Hispanic	27	71.1%
Native Hawaiian or OPI	0	0.0%
White	9	23.7%
More than one race	0	0.0%
Special Education Students	1	2.6%
English Learners	24	63.2%
Free or Reduced-Price Meals	32	84.2%

Langley Park-McCormick Summer Soar to Success

Content Area(s)
R/ELA and Math

Student Identification Process
Students scoring just below grade level on DIBELS and iReady assessments who show high potential for growth

Format
In-person @ Langley Park-McCormick Elementary

Social-Emotional Learning Activities
Campfire: SEL Lessons built into the Scholastic LitCamp and MathCamp Programs; Grades (K-2)

External Partnerships
N/A

Results
R/ELA growth rate – 73.0%
Math growth rate – 141.1%
Attendance rate – 91.4%

Description
The Langley Park-McCormick ES Summer Soar to Success Program is designed to help students rising to grades one through four improve their literacy and numeracy skills. Through hands-on activities, interactive lessons, and small-group instruction, students will build confidence in early literacy, phonics, number sense, and problem-solving helping them get a strong start for the upcoming school year.

Purpose
To help participants strengthen their reading and math skills in a fun and engaging environment!

Goals
By the end of the program 70% of students will increase 10% from the LitCamp and MathCamp pre-assessment to the post-assessment.

Details
- Number of sessions – 15
- Hours per session – 4
- Grades served – Rising 1 - 4
- Number of students served – 90

Student characteristics

	# of Students	Percent of Total
Male	34	37.8%
Female	56	62.2%
American Indian or Native Alaskan	1	1.1%
Asian	0	0.0%
Black or African American	1	1.1%
Hispanic	86	95.6%
Native Hawaiian or OPI	0	0.0%
White	2	2.2%
More than one race	0	0.0%
Special Education Students	2	2.2%
English Learners	74	82.2%
Free or Reduced-Price Meals	77	85.6%



Content Area(s)
R/ELA and Math

Student Identification Process
Students who scored between 0-60% on Reading and Math Benchmarks.

Format
In-person @ Lewisdale ES

Social-Emotional Learning Activities
The Social Emotional Learning Activity is embedded in the daily schedule for 15 minutes each day.

External Partnerships
N/A

Results
R/ELA growth rate – 54.1%
Math growth rate – -65.1%
Attendance rate – 90.9%

Lewisdale ES Summer ELO

Description
The Lewisdale ES Summer ELO is open to rising first to fifth grade students. The Reading and Math Enrichment Program supports and challenges students by strengthening foundational skills and building academic confidence.

Purpose
The purpose of the Summer ELO Math and Reading Program is to prevent summer learning loss and strengthen foundational academic skills.

Goals
Participants will improve by 10% from the beginning of the summer program to the end of the program in reading and math.

Details
- Number of sessions – 9
- Hours per session – 5
- Grades served – Rising 1 - 5
- Number of students served – 49

Student characteristics

	# of Students	Percent of Total
Male	21	42.9%
Female	28	57.1%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hispanic	48	98.0%
Native Hawaiian or OPI	0	0.0%
White	1	2.0%
More than one race	0	0.0%
Special Education Students	4	8.2%
English Learners	46	93.9%
Free or Reduced-Price Meals	38	77.6%

Magnolia ES Summer School



Content Area(s)
R/ELA and Math

Student Identification Process
Performance on DIBELS - 1st- 3rd grade; iReady Data - 4th grade; and Math Benchmark 3 for all grades 1st-4th

Format
In-person @ Magnolia ES

Social-Emotional Learning Activities
30 minutes either in the morning or the middle of the school day.

External Partnerships
N/A

Results
R/ELA growth rate – 7.4%
Math growth rate – -70.8%
Attendance rate – 83.8%

Description
The Summer Extended Learning Opportunity (ELO) program helps prevent learning loss, especially in reading and math, by providing targeted academic support and enrichment. It offers students continued access to engaging instruction, social-emotional development, and hands-on learning—ensuring they stay on track and are better prepared for the upcoming school year. This program also promotes equity by giving all students access to high-quality summer learning experiences.

Purpose
The Summer Extended Learning Opportunity (ELO) program helps prevent learning loss.

Goals
Participants will improve by 10% from the beginning of the summer program to the end of the program in reading and math. Average attendance will exceed 80%.

Details
- Number of sessions – 12
- Hours per session – 3 hours
- Grades served – Rising 2 - 5
- Number of students served – 34

Student characteristics

	# of Students	Percent of Total
Male	14	41.2%
Female	20	58.8%
American Indian or Native Alaskan	1	2.9%
Asian	0	0.0%
Black or African American	17	50.0%
Hispanic	9	26.5%
Native Hawaiian or OPI	3	8.8%
White	4	11.8%
More than one race	0	0.0%
Special Education Students	1	2.9%
English Learners	11	32.4%
Free or Reduced-Price Meals	23	67.6%

Mary Harris 'Mother' Jones ES Summer ELO

Content Area(s)
French

Student Identification Process
No specific criteria. Parents enrolled students at will

Format
In-person

Social-Emotional Learning Activities
Week 1: Building Community

External Partnerships
N/A

Results
R/ELA growth rate – 86.9%
Math growth rate – -70.5%
Attendance rate – 83.7%

Description
The Mary Harris 'Mother' Jones Summer Scholars Program keeps students engaged and learning all summer long through a balanced blend of academic practice and enriching activities. Students will strengthen their reading skills through guided reading, fluency practice, vocabulary development, and comprehension strategies, while building math confidence with number sense, problem-solving, and interactive, hands-on lessons. In addition to daily academic instruction, children participate in creative enrichment experiences.

Purpose
Acceleration and scaffolding of upcoming content and prerequisite skills

Goals
By the end of the program, 50% of ELD students will increase their reading scores by 5 points on the pre- and post-tests using Voyager. By the end of the program, 50% of students will increase their score by 5 points on both the pre- and post-tests on Do the Math.

Details
- Number of sessions – 12
- Hours per session – 4.5
- Grades served – Rising 2 - 4
- Number of students served – 31

Student characteristics

	# of Students	Percent of Total
Male	12	38.7%
Female	19	61.3%
American Indian or Native Alaskan	1	3.2%
Asian	1	3.2%
Black or African American	5	16.1%
Hispanic	24	77.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	25	80.6%

Panorama ES Summer Enrichment



Content Area(s)
R/ELA and Math

Student Identification Process
Rising first to fifth grade students in need of extra support evidenced by benchmark scores of well-below benchmark and below benchmark

Format
In-person @ Panorama ES

Social-Emotional Learning Activities
We integrate daily "Morning Meetings" and "Team Challenges" to help students build the resilience and social skills they need to tackle difficult academic content. By explicitly teaching self-regulation and a growth mindset, we ensure that when students encounter a hard math problem or a complex text, they have the emotional tools to persist rather than shut down.

External Partnerships
N/A

Results
R/ELA growth rate – 101.3%
Math growth rate – 86.9%
Attendance rate – 70.5%

Description
The Panorama ES Summer Enrichment program provides a clear, strategic roadmap that transforms traditional summer school into a high-impact academic intervention. We are creating a dedicated space where remediation is replaced by acceleration. This description and goal statement serve to align our teachers, families, and administrators around a shared vision: using data-driven instruction and pre/post-assessments to bridge the achievement gap

Purpose
To foster a sense of mastery and "readiness" that allows every student to walk into their next grade level with the confidence and engagement they need to succeed.

Goals
By the end of the program, students will have accelerated skill mastery, increased grade-level proficiency, and boosted their confidence and engagement as measured by pre/post assessments, classroom teacher feedback, and improved readiness for the next school year.

Details
- Number of sessions – 10
- Hours per session – 4
- Grades served – Rising 1 - 5
- Number of students served – 71

Student characteristics

	# of Students	Percent of Total
Male	37	52.1%
Female	34	47.9%
American Indian or Native Alaskan	2	2.8%
Asian	0	0.0%
Black or African American	38	53.5%
Hispanic	28	39.4%
Native Hawaiian or OPI	0	0.0%
White	3	4.2%
More than one race	0	0.0%
Special Education Students	3	4.2%
English Learners	20	28.2%
Free or Reduced-Price Meals	45	63.4%



Content Area(s)
R/ELA and Math

Student Identification Process
Students were identified using Dibels (K-3) and iReady Reading (4-5) Scores.

Format
In-person

Social-Emotional Learning Activities
Each teacher chose social-emotional activities based on the needs of their class. Some classes discussed preferences, friendship, and responsibility. Activities varied from class discussions, writing/picture drawing, and role play.

External Partnerships
N/A

Results
R/ELA growth rate – 43.1%
Math growth rate – N/A
Attendance rate – 84.4%

Ridgecrest Rocket Summer Academy

Description
Ridgecrest Rocket Summer Academy focused on literacy foundational skills. We used the Really Great Reading Summer School Curriculum that is based in Science of Reading. Students engaged in whole group phonics skills, and small group lessons that focused on gaps in learning that were identified by the pre assessment. Pre and post assessments were provided by Really Great Reading and helped to identify the level of instruction.

Purpose
To provide a clear, strategic roadmap that transforms traditional summer school into a high-impact academic intervention. By specifically identifying students in grades K-4 who need extra support, to create a dedicated space where remediation is replaced by acceleration

Goals
The goal of the program was for participants to increase their post assessment score by 8 in comparison to their pre assessment score.

Details
- Number of sessions – 15
- Hours per session – 4
- Grades served – Rising 1 - 6
- Number of students served – 48

Student characteristics

	# of Students	Percent of Total
Male	22	45.8%
Female	26	54.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	5	10.4%
Hispanic	43	89.6%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	11	22.9%
English Learners	38	79.2%
Free or Reduced-Price Meals	28	58.3%



Content Area(s)
R/ELA and Math

Student Identification Process
Students were identified for participation based on a multi-metric data review, including i-Ready Fall and Winter diagnostic scores, Benchmark 1 and 2 assessments, and ongoing classroom formative assessments to determine academic need.

Format
In-person @ Riverdale ES

Social-Emotional Learning Activities
Lessons around Positive behavior around Safety, Taking Responsibility, Attitude, Respect, and Kindness were designed, implemented by weaving it into writing, visual arts and discussion daily for 30 minutes.

External Partnerships
N/A

Results
R/ELA growth rate – 9.5%
Math growth rate – 65.2%
Attendance rate – 81.0%

Riverdale ES Rising Stars

Description
The Riverdale Elementary Summer ELO program provides rising 2nd through 5th-grade students with intensive, in-person interventions in RELA and Mathematics. Utilizing research-based programs, the curriculum is designed to strengthen core academic skills and close achievement gaps.

Purpose
To provide a clear, strategic roadmap that transforms traditional summer school into a high-impact academic intervention. By specifically identifying students in grades K-4 who need extra support, to create a dedicated space where remediation is replaced by acceleration

Goals
To increase post-assessment scores by at least one proficiency level in Reading and a minimum of 20% in Mathematics.

Details
- Number of sessions – 15
- Hours per session – 4
- Grades served – Rising 2 - 5
- Number of students served – 45

Student characteristics

	# of Students	Percent of Total
Male	20	44.4%
Female	25	55.6%
American Indian or Native Alaskan	0	0.0%
Asian	3	6.7%
Black or African American	5	11.1%
Hispanic	33	73.3%
Native Hawaiian or OPI	0	0.0%
White	1	2.2%
More than one race	3	6.7%
Special Education Students	4	8.9%
English Learners	33	73.3%
Free or Reduced-Price Meals	37	82.2%

Robert R. Gray ES CSI Summer School



Content Area(s)
Mathematics
Reading/English Language Arts

Student Identification Process
Review of fall and winter bench mark data as well as review IEP accommodations

Format
In-person @ Robert R. Gray Elementary

Social-Emotional Learning Activities
Making Mindful Choices, Shake It Out, Grateful Light, Stop and Think, Buddy-Buddy Bingo. Lessons are 10 to 15 minutes long.

External Partnerships
None

Results
English/RELA growth – 67.6%
Math Growth rate – 133.1%
Attendance rate – 84.4%

Description
The Robert R. Gray ES CSI Summer School program provides intervention opportunities for Robert R. Gray rising 2nd - 5th grade students receiving special education services in the areas of reading and mathematics.

Purpose
To provide remediation in reading and math for select Special Education students.

Goals
80% of students who attend the summer enrichment program with 100% attendance will increase both their reading and math assessment scores by 5 points from the pre-assessment to the post assessment.

Details
- Number of sessions – 20 days
- Hours per session – 3 hours /day
- Grades served – Rising 2 - 5
- Number of students served – 9

Student characteristics

	# of Students	Percent of Total
Male	7	77.8%
Female	2	22.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	5	55.6%
Hispanic	4	44.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	9	100.0%
English Learners	4	44.4%
Free or Reduced-Price Meals	7	77.8%

Robert R. Gray ES Eagle Academy



Content Area(s)
Mathematics
Reading/English Language Arts

Student Identification Process
Lowest performance general education students.

Format
In-person @ Robert R. Gray Elementary

Social-Emotional Learning Activities
SEL activities will be performed daily M-Th at the start of the instructional day for 15 minutes.

External Partnerships
None

Results
English/RELA growth – 67.6%
Math Growth rate – 133.1%
Attendance rate – 82.0%

Description
The Robert R. Gray ES Eagle Academy summer program is aligned with both our Literacy, Math, and Wellness CSI goals as we are focusing on remediation in reading and math with a goal of preventing summer learning loss.

Purpose
To provide remediation in reading and math for the lowest performing general education students.

Goals
80% of students who attend the summer enrichment program with 100% attendance will increase both their reading and math assessment scores by 5 points from the pre-assessment to the post assessment.

Details
- Number of sessions – 20 days
- Hours per session – 3 hours /day
- Grades served – Rising K - 5
- Number of students served – 49

Student characteristics

	# of Students	Percent of Total
Male	23	46.9%
Female	26	53.1%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	27	55.1%
Hispanic	17	34.7%
Native Hawaiian or OPI	1	2.0%
White	3	6.1%
More than one race	1	2.0%
Special Education Students	2	4.1%
English Learners	12	24.5%
Free or Reduced-Price Meals	42	85.7%

Rosa L. Parks ES Summer Program



Content Area(s)
Mathematics
Reading/English Language Arts

Student Identification Process
DIBELS - Rising 3rd & 4th Grades,
I-Ready - Rising 5th

Format
In-person @ Rosa L. Parks ES

Social-Emotional Learning Activities
9:50-10:00 am Students were given scenarios in which they would discuss how they would handle the different scenarios using the STOP → THINK → FEEL → CHOOSE → REFLECT strategy. Students also completed puzzles together to practice working as a team.

External Partnerships
None

Results
English/RELA growth – 109.1%
Math Growth rate – 59.1%
Attendance rate – 81.6%

Description
The Rosa L. Parks ES Summer Learning Bootcamp is designed to help rising 3rd-5th grade students close learning gaps, strengthen foundational skills and have students return to school prepared and ready to succeed in the upcoming school year. This program provides targeted instruction to address unfinished learning, and build foundational skills. Students will participate in engaging small group lessons focused on reading comprehension, vocabulary development, fluency and writing. In mathematics instruction will emphasize number sense, problem solving strategies and math fact fluency.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content

Goals
80% of students who attend the summer enrichment program with 100% attendance will increase both their reading and math assessment scores by 5 points from the pre-assessment to the post assessment.

Details
- Number of sessions – 16 days
- Hours per session – 3 hours /day
- Grades served – Rising 3 - 5
- Number of students served – 45

Student characteristics

	# of Students	Percent of Total
Male	18	40.0%
Female	27	60.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	4	8.9%
Hispanic	38	84.4%
Native Hawaiian or OPI	0	0.0%
White	3	6.7%
More than one race	0	0.0%
Special Education Students	3	6.7%
English Learners	41	91.1%
Free or Reduced-Price Meals	34	75.6%

Samuel Chase ES Summer Program



Content Area(s)
R/ELA and Math

Student Identification Process
Students who performed 2 or more grade levels below on the iReady assessments and students who scored between 225 and 265 on the math benchmark.

Format
In-person @ Samuel Chase ES

Social-Emotional Learning Activities
Daily for 15 minutes

External Partnerships
None

Results
R/ELA growth rate = 6.4%
Math Growth Rate = 116.0%
Attendance rate = 74.3%

Description
The Samuel Chase ES Summer Program will provide reading and math instruction to rising 1st-5th grade students who are 2 or more grade level behind in reading and math.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals
The goal is for students to increase their score 5 or more percentage from pre-test to post-test by the end of the program.

Details
- Number of sessions – 20 days
- Hours per session – 2 hours/day
- Grades served – Rising 1 - 5
- Number of students served – 34

Student characteristics

	# of Students	Percent of Total
Male	16	47.1%
Female	18	52.9%
American Indian or Native Alaskan	1	2.9%
Asian	0	0.0%
Black or African American	12	35.3%
Hispanic	19	55.9%
Native Hawaiian or OPI	0	0.0%
White	2	5.9%
More than one race	0	0.0%
Special Education Students	4	11.8%
English Learners	18	52.9%
Free or Reduced-Price Meals	23	67.6%



Content Area(s)
Mathematics
Reading/English Language Arts

Student Identification Process
Students will be identified by the results of DIBELS, iReady, and District Benchmark assessments.

Format
In-person @ Vansville ES

Social-Emotional Learning Activities
Quaver Program

External Partnerships
None

Results
English/RELA growth – 5.2%
Math Growth rate – 83.0%
Attendance rate – 80.8%

Scotchtown Hills ES Summer Academy

Description
Scotchtown Hills Summer Academy is designed to support Rising 1st through Rising 5th Grade students. Students will engage using hands-on activities to prepare for the upcoming school year.

Purpose
Support students with increasing skills that will bridge the gap between SY26 and SY27.

Goals
60% of students will increase scores by 10% as measured by Reading and Math Pre and Post assessments.

Details
- Number of sessions – 12 days
- Hours per session – 5 hours
- Grades served – Rising 1 - 5
- Number of students served – 48

Student characteristics

	# of Students	Percent of Total
Male	25	52.1%
Female	23	47.9%
American Indian or Native Alaskan	1	2.1%
Asian	5	10.4%
Black or African American	15	31.3%
Hispanic	26	54.2%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	2.1%
Special Education Students	3	6.3%
English Learners	20	41.7%
Free or Reduced-Price Meals	35	72.9%



Content Area(s)
R/ELA and Math

Student Identification Process
Students will be identified for participation based on a review of multiple data sources, including assessment results, classroom performance, and teacher recommendations. Academic data will be analyzed to determine which students are performing below grade-level expectations in reading and mathematics.

Format
In-person @ Seabrook ES

Social-Emotional Learning Activities
Daily for 15 minutes

External Partnerships
None

Results
R/ELA growth rate = 6.4%
Math Growth Rate = 116.0%
Attendance rate = 74.3%

Seabrook ES Summer Enrichment

Description
Seabrook ES Summer Learning Program is designed to support rising 1st-5th grade students in strengthening their reading and mathematics skills. The program will provide targeted instruction to address learning gaps, reinforce essential grade-level standards, and build students' confidence and academic performance in preparation for the upcoming school year.

Purpose
The purpose of the Seabrook ES Learning Program is to provide targeted academic support in reading and mathematics for rising 1st-5th grade students. Through focused instruction and intentional skill-building, the program aims to address learning gaps, strengthen foundational skills, and prepare students for a confident and successful start to the upcoming school year.

Goals
The goal is for students to increase their score 5 or more percentage from pre-test to post-test by the end of the program.

Details
- Number of sessions – 12 days
- Hours per session – 4 hours/day
- Grades served – Rising 1 - 5
- Number of students served – 34

Student characteristics

	# of Students	Percent of Total
Male	16	47.1%
Female	18	52.9%
American Indian or Native Alaskan	1	2.9%
Asian	0	0.0%
Black or African American	12	35.3%
Hispanic	19	55.9%
Native Hawaiian or OPI	0	0.0%
White	2	5.9%
More than one race	0	0.0%
Special Education Students	4	11.8%
English Learners	18	52.9%
Free or Reduced-Price Meals	23	67.6%



Content Area(s)
Mathematics
Reading/English Language Arts

Student Identification Process
Benchmark, iReady, and Dibels EOY data.

Format
In-person @ Dora Kennedy French Immersion

Social-Emotional Learning Activities
SEL/PBIS Lessons as well as Arts Integration Lessons

External Partnerships
None

Results
English/RELA growth – 109.2%
Math Growth rate – 79.2%
Attendance rate – 93.1%

Springhill Lake ES Soaring Eagles

Description
The Springhill Lake ES Soaring Eagles Summer Scholars will offer a program to support educational opportunities to rising first through fifth grade students who were enrolled in Springhill Lake ES during SY2026. The program will support our students' academic needs in reading and mathematics as well as provide enrichment opportunities.

Purpose
Support students with increasing skills that will bridge the gap between SY26 and SY27.

Goals
Students will increase proficiency by 3 points in RELA and Math.

Details
- Number of sessions – 16 days
- Hours per session – 3.5 hours/day
- Grades served – Rising 1 - 5
- Number of students served – 83

Student characteristics

	# of Students	Percent of Total
Male	31	37.3%
Female	52	62.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	37	44.6%
Hispanic	45	54.2%
Native Hawaiian or OPI	0	0.0%
White	1	1.2%
More than one race	0	0.0%
Special Education Students	12	14.5%
English Learners	43	51.8%
Free or Reduced-Price Meals	72	86.7%

S.T.A.M.P. Camp

Content Area(s)
Math, Science, STEAM

Student Identification Process
4th & 5th Grade students with IEPs enrolled in Title I Schools

Format
In-person@ three sites throughout the county: Kettering ES, William W. Hall Academy, Cherokee Lane ES

Social-Emotional Learning Activities
SEL will be provided by PSC for 30 minutes per day.

External Partnerships
N/A

Results
Attendance rate = 78.8%
STAMP growth rate = 48.8%

Description
Summer S.T.A.M.P. Camp (Science Technology Aerospace and Math Program) is designed to inspire curiosity, creativity, and critical thinking in students through an engaging STEAM Summer Program that integrates hands-on LEGO engineering challenges and NASA BEST robotics experiences. Students will develop problem-solving, teamwork, and innovation skills while exploring real-world applications of science, technology, engineering, arts, and mathematics.

Purpose
To provide engaging, hands-on learning experiences that accelerate academic growth and spark curiosity through the integration of NASA BEST and LEGO Education curriculum. By combining STEM exploration, problem-solving, and collaborative learning, the program aims to strengthen students' critical thinking skills, deepen content understanding, and inspire confidence in their ability to innovate and achieve.

Goals
By the end of the summer camp program, at least 80% of participating students will demonstrate a minimum 15% increase in STEM awareness as measured by pre- and post-program assessments, and the program will maintain an overall attendance rate of 80% or higher throughout the camp duration.

Details
- Number of sessions – 15
- Hours per session – 6
- Grades served – rising 5th
- Number of students served – 313

Student characteristics

	# of Students	Percent of Total
Male	179	57.2%
Female	134	42.8%
American Indian or Native Alaskan	1	0.3%
Asian	8	2.6%
Black or African American	188	60.1%
Hispanic	104	33.2%
Native Hawaiian or OPI	2	0.6%
White	6	1.9%
More than one race	4	1.3%
Special Education Students	32	10.2%
English Learners	77	24.6%
Free or Reduced-Price Meals	238	76.0%



Content Area(s)
R/ELA and Math

Student Identification Process
Open to students with disabilities rising to second through fifth grade enrolled in Waldon Woods ES

Format
In-person @ Waldon Woods ES

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
Math growth rate = 285.1%
R/ELA growth rate = 33.4%
Attendance rate = 72.1%

Waldon Woods ES Summer Program

Description
The Waldon Woods Summer ELO Program focuses on providing explicit and direct instruction to students with disabilities in the areas of reading, mathematics and writing.

Purpose
The purpose of the Summer Learning Program is to provide targeted academic support in reading and mathematics for rising 1st-5th grade students. Through focused instruction and intentional skill-building, the program aims to address learning gaps, strengthen foundational skills, and prepare students for a confident and successful start to the upcoming school year.

Goals
By the end of the program, 75% of the students will increase 10% from the reading and mathematics pre-assessments to the post-assessments.

Details
- Number of sessions – 15
- Hours per session – 4.5
- Grades served – Rising 2 - 5
- Number of students served – 35

Student characteristics

	# of Students	Percent of Total
Male	16	45.7%
Female	19	54.3%
American Indian or Native Alaskan	1	2.9%
Asian	0	0.0%
Black or African American	30	85.7%
Hispanic	1	2.9%
Native Hawaiian or OPI	0	0.0%
White	1	2.9%
More than one race	2	5.7%
Special Education Students	13	37.1%
English Learners	2	5.7%
Free or Reduced-Price Meals	27	77.1%



Content Area(s)
R/ELA and Math

Student Identification Process
The opportunity to attend will be presented to scholars currently in 1st through 4th grade identified as multilingual learners.

Format
In-person @ William Beanes ES

Social-Emotional Learning Activities
Brain breaks and/or recess

External Partnerships
N/A

Results
Math growth rate = 148.6%
R/ELA growth rate = 34.6%
Attendance rate = 82.3%

William Beanes ES Summer Program

Description
Our Summer ML Program is designed to support Multilingual Learners in grades 2-5 by strengthening reading, writing, speaking, and listening skills in a fun, engaging environment. Students will build confidence in English while reinforcing grade-level academic skills to prepare for the upcoming school year.

Purpose
The purpose of this program is to close opportunity gaps by providing targeted, standards-aligned instruction in reading, writing, speaking, and listening, while building students' confidence and ability to engage in grade-level academic discourse.

Goals
At least 75% of participating students will demonstrate measurable growth in English language proficiency as evidenced by:

- An increase of at least one proficiency band on program-aligned pre/post language assessments (reading and writing tasks aligned to WIDA standards),
- Improvement in speaking and listening as measured by a structured rubric during academic discussions.

Details
- Number of sessions – 15
- Hours per session – 4.5
- Grades served – Rising 2 - 6
- Number of students served – 33

Student characteristics

	# of Students	Percent of Total
Male	19	57.6%
Female	14	42.4%
American Indian or Native Alaskan	1	3.0%
Asian	0	0.0%
Black or African American	3	9.1%
Hispanic	28	84.8%
Native Hawaiian or OPI	1	3.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	33	100.0%
Free or Reduced-Price Meals	28	84.8%

William Paca ES CSI Summer Program



Content Area(s)
R/ELA and Math

Student Identification Process
Open to students with disabilities rising to first through sixth grade enrolled in William Paca ES

Format
In-person @ William Paca ES

Social-Emotional Learning Activities
N/A

External Partnerships
N/A

Results
Math growth rate = 3.7%
R/ELA growth rate = 1.9%
Attendance rate = 65.6%

Description
The William Paca ES CSI Summer Program was designed for students with disabilities rising to first through sixth grade. The program focused on foundational skills in Reading/English language arts and math.

Purpose
To provide academic engagement and targeted intervention in R/ELA and Math as well as remediation or reteaching of missed or missing grade-level content based on each student's IEP.

Goals
Participants will increase their performance on the pre- and post-assessment to the post-assessment. The attendance rate will be at least 80%.

Details
- Number of sessions – 15
- Hours per session – 4
- Grades served – Rising 1 - 6
- Number of students served – 31

Student characteristics

	# of Students	Percent of Total
Male	19	61.3%
Female	12	38.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	16	51.6%
Hispanic	14	45.2%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	3.2%
Special Education Students	9	29.0%
English Learners	13	41.9%
Free or Reduced-Price Meals	26	83.9%

II. Middle School Programs

Middle School Intervention & Enrichment



Content Area(s)
Mathematics and R/ELA
ESOL

Student Identification Process
Students with an "E" average in two of the four core subjects by the end of the 3rd quarter, or an "E" average in two of the four core subjects by the end of the 4th quarter.

Format
Virtual

Social-Emotional Learning Activities
Students participated in a 15-minute daily mindfulness break designed to support social-emotional learning (SEL). These structured breaks provided students with opportunities to practice self-awareness, self-management, and emotional regulation through activities such as guided breathing, reflection, and intentional pauses from academic tasks. The mindfulness breaks were intended to help students manage stress, refocus their attention, and return to instruction

External Partnerships
N/A

Results
R/ELA growth rate = 90.0%
Math growth rate = 70.1%

Description
The Middle School Intervention and Enrichment (MSIE) Summer Virtual Learning Program offered students the opportunity to participate in a virtual experience designed to provide programming for 6th, 7th and 8th grade students focused on Reading/English Language Arts (R/ELA) and mathematics. Additionally, a social-emotional learning component supported the wellness of students participating in the program.

Purpose
Remediation or re-teaching of missed or missing grade-level content, for students who are identified as behind on grade-level content; support for student mental health and well-being; English language instruction and/or language skills for students who are English Learners.

Goals
The goal is to provide middle school students currently failing the opportunity to be promoted to the next grade level.

Details
- Number of sessions – 18
- Hours per session – 3.5 hours
- Grades served – Rising 6th thru 8th
- Number of students served – 592

Student characteristics

	# of Students	Percent of Total
Male	355	60.0%
Female	237	40.0%
American Indian or Native Alaskan	0	0.0%
Asian	9	1.5%
Black or African American	289	48.8%
Hispanic	268	45.3%
Native Hawaiian or OPI	2	0.3%
White	17	2.9%
More than one race	7	1.2%
Special Education Students	63	10.6%
English Learners	202	34.1%
Free or Reduced-Price Meals	435	73.5%



Content Area(s)
Creative and Performing Arts

Student Identification Process
Artsploration was open to ALL rising PGCPS 6th - 8th graders who have a strong interest in the visual, media, and performing arts. Students were accepted on a first-come, first-serve basis.

Format
In-person @ Fairmont Heights HS

Social-Emotional Learning Activities
Students will engage in daily energizers for twenty minutes each morning to support social emotional learning. Some of the SEL activities planned for students include, but are not limited to: mindfulness exercises, community circles, journaling, team building activities, role-playing games, and goal-setting.

External Partnerships
CAAPA - Spark the Arts workshop; Toby's Theatre field trip

Results
Attendance rate = 91.0%

Artsploration

Description
Artsploration is a free and exclusive summer arts-based learning experience designed to provide a full, immersive experience in Visual, Media, and the Performing Arts for rising 6th, 7th, and 8th grade students. The curriculum is designed to boost students' creativity, collaboration, and confidence. The curriculum supports artistic growth across eight arts disciplines - Band, Dance, Media Arts, Orchestra, Piano, Theatre, Visual Art, and Vocal Music.

Purpose
To provide students with immersive, hands-on experiences in various artistic disciplines, fostering creativity, collaboration, and skill development.

Goals
To expand equitable access to high-quality visual, media, and performing arts education by providing historically underserved middle school students with immersive, interdisciplinary learning experiences led by educators and professional artists.

Details
- Number of sessions – 16
- Hours per session – 7
- Grades served – Rising 6 - 8
- Number of students served – 119

Student characteristics

	# of Students	Percent of Total
Male	35	29.4%
Female	84	70.6%
American Indian or Native Alaskan	0	0.0%
Asian	3	2.5%
Black or African American	106	89.1%
Hispanic	7	5.9%
Native Hawaiian or OPI	0	0.0%
White	3	2.5%
More than one race	0	0.0%
Special Education Students	7	5.9%
English Learners	0	0.0%
Free or Reduced-Price Meals	61	51.3%

Benjamin D. Foulois CPA Summer Bridge



Content Area(s)
Dance, Instrumental Music, Media Arts, Theatre, Visual Arts; Math and English Language Arts

Student Identification Process
Middle school students newly accepted to the CPA Programs via audition; Rising 6th through 8th Graders currently enrolled at Benjamin D. Foulois CPA Academy

Format
In-person @ Benjamin D. Foulois CPA Academy

Social-Emotional Learning Activities
15 minutes per day - Students effectively engaging in Arts Learning together in preparation for a collaborative performance with peers!

External Partnerships
N/A

Results
Piano growth – 45.2%
Still life growth – 100.9%
Media arts growth – 53.5%
Ballet growth – 9.1%
What is Theatre? growth – 8.9%
Rhythmic sight reading growth – 75.3%
IM Vocabulary growth – 18.1%
Portrait growth – 22.9%
Modern growth rate – 10.2%
Melodic sight reading growth – 141.3%
Attendance rate – 78.6%

Description
The Benjamin D. Foulois CPA Summer Bridge program serves rising/new-incoming sixth, seventh, and eighth grade students accepted to our program for the 2026-27 school year. Participants will be introduced to the CPA learning experience in Dance, Instrumental Music, Media Arts, Theatre, and Visual Arts.

Purpose
To bridge the gap for students who are transitioning into our Creative and Performing Arts program for their middles school arts learning experience.

Goals
To provide newly enrolled (and currently enrolled) students with the extended opportunity to practice their arts skills with their arts educators in order to prepared for the specialized learning experience provided within the Creative and Performing Arts program.

Details
- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 6 - 8
- Number of students served – 78

Student characteristics

	# of Students	Percent of Total
Male	29	37.2%
Female	49	62.8%
American Indian or Native Alaskan	1	1.3%
Asian	1	1.3%
Black or African American	74	94.9%
Hispanic	1	1.3%
Native Hawaiian or OPI	1	1.3%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	2.6%
English Learners	0	0.0%
Free or Reduced-Price Meals	26	33.3%

Block BOT Academy

Content Area(s)
Math, Science, and STEAM

Student Identification Process
Students attending a Title I School rising to fifth or sixth grade in SY 2027

Format
In Person@ Cherokee Lane ES, Kettering ES, and William W. Hall Academy

Social-Emotional Learning Activities
The key objective for the Social and emotional learning (SEL) Block BOT program is to provide fun yet educational and student focused sessions that engage and challenge campers to acquire and apply the knowledge, skill, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

External Partnerships
None

Results
Lego growth rate – %
Bullet Journaling growth rate – %
Engineering by Design growth rate – %
Attendance rate –82.7%

Description
The Block BOT Academy Summer enrichment program provides a unique summer enrichment experience to inspire curiosity, creativity, and critical thinking in students through an engaging STEAM curriculum that integrates hands-on LEGO engineering challenges and NASA BEST robotics experiences. Students will develop problem-solving, teamwork, and innovation skills while exploring real-world applications of science, technology, engineering, arts, and mathematics.

Purpose
To provide enrichment through instruction in advanced or elective skills and content that extended beyond required grade-level standards.

Goals
By the end of the summer camp program, at least 80% of participating students will demonstrate a minimum 15% increase in STEM awareness as measured by pre- and post-program assessments, and the program will maintain an overall attendance rate of 80% or higher throughout the camp duration.

Details
- Number of sessions – 15
- Hours per session – 5 hours
- Grades served – Rising 5 and 6
- Number of students served – 250

Student characteristics

	# of Students	Percent of Total
Male	141	56.4%
Female	109	43.6%
American Indian or Native Alaskan	1	0.4%
Asian	10	4.0%
Black or African American	152	60.8%
Hispanic	80	32.0%
Native Hawaiian or OPI	0	0.0%
White	4	1.6%
More than one race	3	1.2%
Special Education Students	22	8.8%
English Learners	39	15.6%
Free or Reduced-Price Meals	183	73.2%

Buck Lodge MS Summer Adventures

Description
The Buck Lodge MS Summer Adventures program is designed for students entering grades 6-8 who want to program rockets, build rockets, and strengthen their core math and reading skills in a supportive, engaging environment. The program focuses on reinforcing essential concepts, closing learning gaps, and building the confidence students need to succeed in middle school and beyond.

Purpose
To increase basic reading skills and math fluency.

Goals
The Summer Adventures Program strives to help students demonstrate improved academic skills, stronger study habits, and increased confidence in both math and reading. Additionally, we want to ensure students return to school prepared, motivated, and ready to succeed.

Details
- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 6 - 8
- Number of students served – 57

Student characteristics

	# of Students	Percent of Total
Male	36	63.2%
Female	21	36.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	28	49.1%
Hispanic	28	49.1%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	1.8%
Special Education Students	7	12.3%
English Learners	14	24.6%
Free or Reduced-Price Meals	45	78.9%

Content Area(s)
Reading, Math, and Robotics

Student Identification Process
The program was open to all rising 6th, 7th, and 8th grade students, with priority given to struggling students who were recommended by classroom teachers.

Format
In person @ Buck Lodge MS

Social-Emotional Learning Activities
Second Step

External Partnerships
Latin American Youth Center

Results
R/ELA growth rate – 60.4%
Math growth rate – 49.4%
Attendance rate – 70.1%



Content Area(s)
RELA and Math

Student Identification Process
Students are identified for participation in the Summer Extended Learning Program through a comprehensive review of multiple data sources to ensure targeted and equitable access. Selection is based on analysis of MCAP results, district benchmark assessments, iReady diagnostic data, IEP goals and progress monitoring reports, classroom performance, and teacher recommendations. Priority is given to Students with Disabilities who demonstrate significant skill gaps in mathematics and/or reading or who would benefit from structured intervention to meet grade-level expectations.

Format
In-person @ Dwight D. Eisenhower MS

Social-Emotional Learning Activities
Social-Emotional Learning (SEL) is implemented through the use of the Second Step curriculum to intentionally support students' emotional regulation, relationship skills, and responsible decision-making.

External Partnerships
None

Results
R/ELA growth rate – 9.1%
Math growth rate – 169.5%
Attendance rate – 89.1%

Dwight D. Eisenhower MS Summer ELP for SWD

Description
The Dwight D. Eisenhower MS Summer Extended Learning Program is designed to provide targeted academic support in mathematics and reading for Students with Disabilities (SWD). Through small-group instruction, differentiated lessons, and individualized learning plans, the program focuses on strengthening foundational skills, closing achievement gaps, and building student confidence. Instruction will be data-driven and aligned to grade-level standards, incorporating evidence-based interventions and progress monitoring to ensure measurable growth. By creating a structured, supportive learning environment, the program aims to accelerate academic achievement while fostering independence and long-term success.

Purpose
The purpose of the Summer Extended Learning Program is to provide targeted, data-driven instruction in mathematics and reading for Students with Disabilities (SWD) to address unfinished learning and strengthen foundational skills. Through differentiated small-group instruction and evidence-based interventions, the program is designed to accelerate academic growth, increase student confidence, and ensure students are better prepared to meet grade-level expectations in the upcoming school year.

Goals
By the end of the Summer Program, at least 70% of participating Students with Disabilities (SWD) will demonstrate measurable academic growth by increasing their scores by a minimum of 5 percentage points from the pre-assessment to the post-assessment in math and/or reading, as measured by program-aligned diagnostic assessments.

Details
- Number of sessions – 16
- Hours per session – 2.5
- Grades served – Rising 7 - 8
- Number of students served – 13

Student characteristics

	# of Students	Percent of Total
Male	9	69.2%
Female	4	30.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	9	69.2%
Hispanic	3	23.1%
Native Hawaiian or OPI	0	0.0%
White	1	7.7%
More than one race	0	0.0%
Special Education Students	11	84.6%
English Learners	3	23.1%
Free or Reduced-Price Meals	7	53.8%



Content Area(s)
RELA and Math

Student Identification Process
Students with IEPs

Format
In-person @ Dr. Henry A. Wise, Jr. HS

Social-Emotional Learning Activities
None

External Partnerships
None

Results
R/ELA growth rate – 25.2%
Math growth rate – 30.4%
Attendance rate – 88.8%

Ernest Everett Just MS Summer Program

Description
The Ernest Everett Just Summer Bridge Academy is an engaging academic program designed to prepare students for the upcoming school year by strengthening foundational skills in Reading/English Language Arts (RELA) and Mathematics. The program provides students with targeted instruction, skill-building activities, and enrichment opportunities that support academic growth and confidence.

Purpose
To help students develop confidence, strengthen peer relationships, and build the skills necessary for success in middle school.

Goals
By the end of the program, students will leave the Ernest Everett Just Summer Bridge Academy better prepared academically, more confident in their abilities, and ready to transition successfully into the next school year.

Details
- Number of sessions – 10
- Hours per session – 6
- Grades served – Rising 6
- Number of students served – 17

Student characteristics

	# of Students	Percent of Total
Male	8	47.1%
Female	9	52.9%
American Indian or Native Alaskan	0	0.0%
Asian	1	5.9%
Black or African American	16	94.1%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	17.6%
English Learners	1	5.9%
Free or Reduced-Price Meals	11	64.7%

G. James Gholson MS Knights CSI Summer Program

Description
The G. James Gholson MS Knights CSI Summer Program is designed for selected students to participate in math and reading remediation.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals
Students who attend at least 80% of the session will show an increase in Math and Reading from pre to post assessment by at least 3%.

Details
- Number of sessions – 10
- Hours per session – 4
- Grades served – Rising 6 - 8
- Number of students served – 58

Student characteristics

	# of Students	Percent of Total
Male	37	63.8%
Female	21	36.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	50	86.2%
Hispanic	7	12.1%
Native Hawaiian or OPI	0	0.0%
White	1	1.7%
More than one race	0	0.0%
Special Education Students	7	12.1%
English Learners	6	10.3%
Free or Reduced-Price Meals	51	87.9%

Content Area(s)
Reading and Math

Student Identification Process
The program was open to all rising 6th (from pre-selected feeder schools), 7th and 8th grade students, with priority given to struggling.

Format
In person @ G. James Gholson MS

Social-Emotional Learning Activities
None.

External Partnerships
None

Results
R/ELA growth rate – 52.6%
Math growth rate – 73.8%
Attendance rate – 80.5%

G. James Gholson MS Scholars Summer Program

Description
The G. James Gholson MS Scholars Summer Program is designed for selected students to participate in math and reading remediation.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals
Students who attend at least 80% of the session will show an increase in Math and Reading from pre to post assessment by at least 3%.

Details
- Number of sessions – 10
- Hours per session – 4
- Grades served – Rising 6 - 8
- Number of students served – 52

Student characteristics

	# of Students	Percent of Total
Male	34	65.4%
Female	18	34.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	44	84.6%
Hispanic	7	13.5%
Native Hawaiian or OPI	0	0.0%
White	1	1.9%
More than one race	0	0.0%
Special Education Students	7	13.5%
English Learners	6	11.5%
Free or Reduced-Price Meals	46	88.5%

Content Area(s)
Reading and Math

Student Identification Process
The program was open to all rising 6th (from pre-selected feeder schools), 7th and 8th grade students, with priority given to struggling.

Format
In person @ G. James Gholson MS

Social-Emotional Learning Activities
None.

External Partnerships
None

Results
R/ELA growth rate – 67.3%
Math growth rate – 43.4%
Attendance rate – 92.1%

Jaguar Nation Thomas Johnson MS Summer Bridge

Content Area(s)
Reading and Math

Student Identification Process
Recruitment from feeder schools

Format
In Person @ Thomas Johnson MS

Social-Emotional Learning Activities
Students will participate in SEL regularly

External Partnerships
None

Results
R/ELA growth rate – 43.9%
Math growth rate – 159.3%
Attendance rate – 74.1%

Description
The Jaguar Nation Thomas Johnson MS Summer Bridge Program is designed to prepare students for a successful start to middle school by reinforcing Core Academic Skills in Reading, English Language Arts (RELA), and Mathematics.

Purpose
The program provided remediation for students below grade level, as well as enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective. Summer bridge or transition programs to ease transitions between school levels by strengthening academic, behavioral, and social skills.

Goals
By the end of the program, at least 50% of the students will increase by 10% from the pre-assessment to the post-assessment.

Details
- Number of sessions – 16
- Hours per session – 4
- Grades served – rising 6
- Number of students served –33

Student characteristics

	# of Students	Percent of Total
Male	17	51.5%
Female	16	48.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	14	42.4%
Hispanic	18	54.5%
Native Hawaiian or OPI	0	0.0%
White	1	3.0%
More than one race	0	0.0%
Special Education Students	4	12.1%
English Learners	10	30.3%
Free or Reduced-Price Meals	26	78.8%

Stephen Decatur MS Summer Program

Content Area(s)
Reading and Math

Student Identification Process
Data from MCAP and SPP/ATSI plan

Format
In Person @ Stephen Decatur MS

Social-Emotional Learning Activities
None

External Partnerships
None

Results
R/ELA growth rate – 27.0%
Math growth rate – 153.2%
Attendance rate – 85.6%

Description
The Stephen Decatur MS Summer Extended Learning Program is designed to strengthen students' foundational academic skills and provide targeted, data-driven instruction aligned to the expectations of the State Assessment (MCAP). Through structured lessons, small-group intervention, and individualized skill development, the program supports students in closing learning gaps and deepening mastery of essential literacy and mathematics competencies. By the end of the program, students will be better equipped with the knowledge, strategies, and confidence necessary to demonstrate proficiency on the MCAP and to succeed in the upcoming academic year.

Purpose
The program provided remediation for students below grade level, as well as enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective. Summer bridge or transition programs to ease transitions between school levels by strengthening academic, behavioral, and social skills.

Goals
By the end of SDMS ELO program, 60% of students will increase their Math assessment score by at least 20% in the area of math number sense, and their Reading score by at least 10% in the area of reading comprehension

Details
- Number of sessions – 16
- Hours per session – 3.5
- Grades served – rising 6 - 8
- Number of students served – 10

Student characteristics

	# of Students	Percent of Total
Male	4	40.0%
Female	6	60.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	5	50.0%
Hispanic	5	50.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	10	100.0%
English Learners	5	50.0%
Free or Reduced-Price Meals	10	100.0%

Thurgood Marshall MS Summer Academy



Content Area(s)
Mathematics
Reading/English Language Arts

Student Identification Process
Students who need support in math and reading.

Format
In-person @ Thurgood Marshall Middle School

Social-Emotional Learning Activities
None

External Partnerships
None

Results
English/RELA growth – -2.8%
Math Growth rate – -0.6%
Attendance rate – 63.9%

Description
The Thurgood Marshal MS Summer Academy Program is designed for elect students who need to increase their academic skills in reading and math.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals
Students attending at least 80% of the session will show an increase in reading and mathematics by at least 10% from pre to post assessment.

Details
- Number of sessions – 16 days
- Hours per session – 4
- Grades served – Rising 7 - 8
- Number of students served – 46

Student characteristics

	# of Students	Percent of Total
Male	23	50.0%
Female	23	50.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	32	69.6%
Hispanic	14	30.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	5	10.9%
English Learners	9	19.6%
Free or Reduced-Price Meals	31	67.4%

William Wirt MS Soar Academy



Content Area(s)
Mathematics
Reading/English Language Arts

Student Identification Process
Students who scored three grade levels below grade level on the I-Ready reading diagnostic, or those who earned emerging or developing learner on their math benchmark.

Format
In-person @ the new William Wirt MS

Social-Emotional Learning Activities
None

External Partnerships
None

Results
English/RELA growth – 1.0%
Math Growth rate – 0.3%
Attendance rate – 67.2%

Description
The William Wirt MS Soar Academy Summer Program is designed for elect students who need to increase their academic skills in reading and math.

Purpose
Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

Goals
Students who attend at least 80% of the sessions will show an increase in reading and math from pre to post assessment by at least 3 percent.

Details
- Number of sessions – 16 days
- Hours per session – 5
- Grades served – Rising 6 - 8
- Number of students served – 49

Student characteristics

	# of Students	Percent of Total
Male	25	51.0%
Female	24	49.0%
American Indian or Native Alaskan	0	0.0%
Asian	13	26.5%
Black or African American	13	26.5%
Hispanic	19	38.8%
Native Hawaiian or OPI	0	0.0%
White	4	8.2%
More than one race	0	0.0%
Special Education Students	4	8.2%
English Learners	22	44.9%
Free or Reduced-Price Meals	43	87.8%



3D Scholars Summer Bridge Program

Content Area(s)
Academic Readiness, College & Career Readiness, Social-Emotional & Leadership Skills, & Academic Mindset & Metacognition

Student Identification Process
9th grade students selected from the lottery for the 3D Scholars Program are identified to participate in this program.

Format
Hybrid. In person @ PGCC with a virtual component

Social-Emotional Learning Activities
Responsible Decision-Making, Relationship Skills & Communication, Social Awareness & Empathy, Self-Management & Stress Reduction, & Team-Building & Cohort

External Partnerships
Prince George's Community College (PGCC), University of Maryland Global Campus (UMGC)

Results
Attendance rate –94.0%

Description
The 3D Scholars Summer Bridge Program is a structured, pre-collegiate transition initiative designed to prepare rising ninth-grade students for successful participation in the highly selective Prince George's 3D Scholars Program. With an annual cohort limited to 50 students, the Summer Bridge experience serves as the foundational entry point into a rigorous, accelerated academic pathway culminating in the attainment of three postsecondary credentials.

Purpose
The purpose of the 3D Scholars Summer Bridge Program is to ensure that rising ninth-grade students selected for the Prince George's 3D Scholars Program enter high school academically prepared, socially supported, and fully informed about the expectations of an accelerated dual-enrollment pathway leading to three degrees.

Goals
Ultimately, the program's goal is to ensure the academic readiness of students expand equitable access to higher education, promote college persistence, and cultivate the next generation of career-ready, socially responsible scholars.

Details
- Number of sessions – 5
- Hours per session – 5
- Grades served – Rising 9th
- Number of students served – 51

Student characteristics

	# of Students	Percent of Total
Male	25	48.1%
Female	26	50.0%
American Indian or Native Alaskan	0	0.0%
Asian	1	2.0%
Black or African American	38	74.5%
Hispanic	11	21.6%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	2.0%
Special Education Students	1	1.9%
English Learners	0	0.0%
Free or Reduced-Price Meals	23	44.2%

Academy of Health Sciences Summer Bridge

Content Area(s)
Self-Efficacy

Student Identification Process
Based on PSAT 8/9 scores, 7th-grade report card, 8th-grade first semester report card, first-generation college student status, and eligibility for Free and Reduced-Price Meals (FaRMs).

Format
In-person @ AHS

Social-Emotional Learning Activities
For 30 minutes per week through classroom sessions and covered topics such as imposter syndrome, social and communication skills, adjusting to new environments, building healthy relationships, and appreciating diverse perspectives.

External Partnerships
PGCC and Employ Prince George's

Results
Self-Efficacy growth rate – 29%
Attendance rate – 99.0%

Description
The Summer Bridge program at the Academy of Health Sciences (AHS) @ Prince George's Community College was for incoming Year 1 students who had been accepted and registered at AHS in either the Health Sciences or Teacher Preparation Pathways. The Academy of Health Sciences' Summer Bridge program prepared students for the transition from middle school to college.

Purpose
Summer bridge or transition programs, for students who are transitioning between middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

Goals
Participants' knowledge of transition skills will improve by at least 50%. 75% of AHS @PGCC Summer Bridge participants will earn a college credit for their first required college class--Planning for Academic Success (PAS 1000).

Details
- Number of sessions – 12
- Hours per session – 6
- Grades served – Rising 9th
- Number of students served – 129

Student characteristics

	# of Students	Percent of Total
Male	26	20.2%
Female	103	79.8%
American Indian or Native Alaskan	1	0.8%
Asian	11	8.5%
Black or African American	82	63.6%
Hispanic	29	22.5%
Native Hawaiian or OPI	0	0.0%
White	5	3.9%
More than one race	1	0.8%
Special Education Students	2	1.6%
English Learners	0	0.0%
Free or Reduced-Price Meals	59	45.7%



Content Area(s)
Leadership skills
Personal health and wellness
Physical training

Student Identification Process
JROTC Instructor identified/ approved participation.

Format
In-person, overnight @ Wise HS

Social-Emotional Learning Activities
Daily - Healthy lifestyles, Nutritional strategies and Physical Fitness tips

External Partnerships
N/A

Results
Leadership development growth = 16.5%
Attendance = 98.6%

Cadet Officer's Leadership Program (COLP)

Description
The JROTC cadre and staff conducted a 4-day summer leadership program for those cadets assuming positions of greater responsibility within their units. Cadets are required to participate in team building exercises, obstacle courses, and other fitness activities. In the future it is expected that Cadets will experience the pressure of a military training environment; therefore, they must be mentally and physically ready for these challenges.

Purpose
Develop and prepare JROTC cadets for advanced leadership roles by providing structured, experiential training that strengthens character, discipline, decision-making, and teamwork. Through realistic challenges and guided mentorship, COLP equips cadets with the skills, confidence, and ethical foundation necessary to lead effectively within their units, schools, and communities..

Goals
Prepare cadets to assume officer-level leadership roles within their JROTC units. Enhance cadets; ability to think critically and make sound decisions under pressure. Foster collaboration, communication, and trust among cadets..

Details
- Number of sessions – 4
- Hours per session – Overnight
- Grades served – Rising 10 - 12
- Number of students served – 151

Student characteristics

	# of Students	Percent of Total
Male	72	47.7%
Female	79	52.3%
American Indian or Native Alaskan	0	0.0%
Asian	6	4.0%
Black or African American	74	49.0%
Hispanic	63	41.7%
Native Hawaiian or OPI	1	0.7%
White	6	4.0%
More than one race	1	0.7%
Special Education Students	8	5.3%
English Learners	31	20.5%
Free or Reduced-Price Meals	93	61.6%



Content Area(s)
CCMA and PLTW Biomedical Sciences

Student Identification Process
Incoming or current PLTW and CCMA students

Format
In-person @ Howard B. Owens Science Center

Social-Emotional Learning Activities
The Connection Web is an SEL activity where students in a circle toss a ball of yarn to peers after sharing a personal strength or goal, creating a visual network of their collective skills. This exercise illustrates the interconnectedness of the PLTW and CCMA cohorts, emphasizing how individual reliability and mutual support are essential for the team's overall success.

External Partnerships
None

Results
HCCE growth rate – 33.2%
Attendance rate – 84.1%

CTE Health & Biosciences Summer Program

Description
The Summer Bridge Program provides a foundational jump-start for students entering the district's most rigorous academic pathways. Incoming 9th graders in PLTW Biomedical Science will master essential lab safety and scientific inquiry, while 10th graders in the CCMA program focus on medical terminology and clinical ethics. By front-loading these core competencies, the program ensures students possess the technical literacy and confidence required to succeed in these high-stakes, certification-bound tracks.

Purpose
The Summer Bridge Program bridges the gap between general coursework and the district's most rigorous technical pathways. By front-loading lab safety and scientific inquiry for PLTW Bioscience and medical terminology for CCMA, the program builds the foundational literacy and confidence students need to thrive in these high-stakes, certification-bound tracks.

Goals
The goal of the Summer Bridge Program is to establish a robust academic and technical foundation for students entering high-stakes pathways by front-loading essential lab safety, scientific inquiry for PLTW Bioscience, and clinical terminology for CCMA.

Details
- Number of sessions – 4
- Hours per session – 3
- Grades served – Rising 9 - 10
- Number of students served – 22

Student characteristics

	# of Students	Percent of Total
Male	3	13.6%
Female	19	86.4%
American Indian or Native Alaskan	0	0.0%
Asian	2	9.1%
Black or African American	17	77.3%
Hispanic	2	9.1%
Native Hawaiian or OPI	0	0.0%
White	1	4.5%
More than one race	0	0.0%
Special Education Students	1	4.5%
English Learners	1	4.5%
Free or Reduced-Price Meals	13	59.1%

High School Summer Learning Program



Content Area(s)
High School Courses

Student Identification Process
All students enrolled in grades 9 through 12 were eligible to participate.

Format
In-person @ 8 sites throughout the county.

Social-Emotional Learning Activities
None

External Partnerships
None

Results
enrolled and Percent earning credit by subject area:

	# enrolled	%earning credit
ART	236	87.3%
ELA	2,869	90.9%
Finance	359	90.0%
MATH	2,447	89.3%
PE-Health	843	92.8%
Science/Tech	1,747	91.4%
Social Studies	1,681	91.8%
World Languages	597	89.8%
Coll., Career & WorkExp	94	86.2%

Description
The PGCPS High School Summer Learning Program offered students opportunities to earn original credits and/or recover failed credits towards fulfilling graduation requirements. Students completed courses in-person and/or online with daily instructional support provided by a PGCPS certified content teacher.

Purpose
Credit recovery for students who did not pass courses; Acceleration and scaffolding of upcoming content and prerequisite skills; Opportunities for advanced coursework.

Goals
By the end of summer, 90% of students enrolled in a credit recovery/original credit course will earn a passing score.

Details
- Number of sessions – 4
  - Session 1 – 6 days
  - Session 2 – 10 days,
  - Session 3 – 10 days
  - Session 4 – 16 days
- Hours per session – Session 1 & 4, 2 hours; Session 2 & 3, 4 hours
- Grades served – 9th through 12th
- Number of students served – 6,208 enrolled in at least one course, including 4,665 enrolled in two or more

Student characteristics

	# of Students	Percent of Total
Male	3,433	55.3%
Female	2,767	44.6%
American Indian or Native Alaskan	11	0.2%
Asian	89	1.4%
Black or African American	2,731	44.0%
Hispanic	3,182	51.3%
Native Hawaiian or OPI	8	0.1%
White	117	1.9%
More than one race	63	1.0%
Special Education Students	672	10.8%
English Learners	1,974	31.8%
Free or Reduced-Price Meals	4,145	66.8%

Dual Enrollment Summer Program – Central HS



Content Area(s)
English 1010
Math 1250

Student Identification Process
Rising 11th and 12th grade students who meet all admission and application requirements to participate in the Dual Enrollment program

Format
In-person @ Central HS

Social-Emotional Learning Activities
While Dual Enrollment does not have any direct Social Emotional Learning Activities, student will be able to learning time management, problem solving, peer connection, and help seeking skills.

External Partnerships
PGCC

Results
Attendance rate = 89.1%

Description
Summer Dual Enrollment gives high school students the opportunity to earn college credits while completing their summer coursework in a familiar, supportive environment. Courses are taught by qualified instructors and follow college-level expectations, helping students build the skills needed for success after graduation.

Purpose
The purpose of the Summer Dual Enrollment program is to provide students with access to college-level courses during the summer, allowing them to earn college credit while strengthening the academic skills needed for success after high school.

Goals
The goal of the Summer Dual Enrollment program is to increase student access to college-level coursework by providing opportunities for high school students to earn transferable college credits while strengthening their academic readiness for postsecondary success.

Details
- Number of sessions – 24
- Hours per session – 4 hours
- Grades served – Rising 11 - 12
- Number of students served – 13

Student characteristics

	# of Students	Percent of Total
Male	7	53.8%
Female	6	46.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	11	84.6%
Hispanic	2	15.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	7.7%
English Learners	0	0.0%
Free or Reduced-Price Meals	6	46.2%



Content Area(s)
English 1010
Math 1250

Student Identification Process
Rising 11th and 12th grade students who meet all admission and application requirements to participate in the Dual Enrollment program

Format
In-person @ Eleanor Roosevelt HS

Social-Emotional Learning Activities
While Dual Enrollment does not have any direct Social Emotional Learning Activities, student will be able to learning time management, problem solving, peer connection, and help seeking skills.

External Partnerships
PGCC

Results
Attendance rate = 82.8%

Dual Enrollment Summer Program – ERHS

Description
Summer Dual Enrollment gives high school students the opportunity to earn college credits while completing their summer coursework in a familiar, supportive environment. Courses are taught by qualified instructors and follow college-level expectations, helping students build the skills needed for success after graduation.

Purpose
The purpose of the Summer Dual Enrollment program is to provide students with access to college-level courses during the summer, allowing them to earn college credit while strengthening the academic skills needed for success after high school.

Goals
The goal of the Summer Dual Enrollment program is to increase student access to college-level coursework by providing opportunities for high school students to earn transferable college credits while strengthening their academic readiness for postsecondary success.

Details
- Number of sessions – 24
- Hours per session – 4 hours
- Grades served – Rising 11 - 12
- Number of students served – 33

Student characteristics

	# of Students	Percent of Total
Male	13	39.4%
Female	20	60.6%
American Indian or Native Alaskan	1	3.0%
Asian	3	9.1%
Black or African American	25	75.8%
Hispanic	2	6.1%
Native Hawaiian or OPI	0	0.0%
White	2	6.1%
More than one race	0	0.0%
Special Education Students	1	3.0%
English Learners	1	3.0%
Free or Reduced-Price Meals	12	36.4%



Content Area(s)
English 1010
Math 1250

Student Identification Process
Rising 11th and 12th grade students who meet all admission and application requirements to participate in the Dual Enrollment program

Format
In-person @ Oxon Hill HS

Social-Emotional Learning Activities
While Dual Enrollment does not have any direct Social Emotional Learning Activities, student will be able to learning time management, problem solving, peer connection, and help seeking skills.

External Partnerships
PGCC

Results
Attendance rate = 84.8%

Dual Enrollment Summer Program – OHHS

Description
Summer Dual Enrollment gives high school students the opportunity to earn college credits while completing their summer coursework in a familiar, supportive environment. Courses are taught by qualified instructors and follow college-level expectations, helping students build the skills needed for success after graduation.

Purpose
The purpose of the Summer Dual Enrollment program is to provide students with access to college-level courses during the summer, allowing them to earn college credit while strengthening the academic skills needed for success after high school.

Goals
The goal of the Summer Dual Enrollment program is to increase student access to college-level coursework by providing opportunities for high school students to earn transferable college credits while strengthening their academic readiness for postsecondary success.

Details
- Number of sessions – 8
- Hours per session – 4 hours
- Grades served – Rising 11 - 12
- Number of students served – 26

Student characteristics

	# of Students	Percent of Total
Male	15	57.7%
Female	11	42.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	19	73.1%
Hispanic	5	19.2%
Native Hawaiian or OPI	1	3.8%
White	0	0.0%
More than one race	1	3.8%
Special Education Students	0	0.0%
English Learners	1	3.8%
Free or Reduced-Price Meals	11	42.3%

Fairmont Heights HS Hornets Summer Bridge

Content Area(s)
Intensive math and English skills

Student Identification Process
Incoming freshman and struggling rising 10 – 12 grade students

Format
In-person @ the new Fairmont Heights HS

Social-Emotional Learning Activities
None

External Partnerships
N/A

Results
Math growth = 28.8%
English growth
Attendance rate = 66.3%

Description
The Summer Bridge Program is designed to support rising 9th grade students as they transition into high school. The target population includes incoming freshmen who may benefit from additional academic preparation and exposure to high school expectations.

The curriculum focuses on intensive math and English skill development to strengthen foundational competencies necessary for success in high school coursework. Instruction is aligned to 9th grade standards and emphasizes key literacy and numeracy skills, including problem solving, reasoning, reading comprehension, and written communication. Students engage in targeted lessons, guided practice, and collaborative learning experiences that reinforce core academic concepts.

Purpose
To increase readiness in mathematics and English, improved academic confidence, and stronger preparation for the rigor of high school coursework. The program aims to ensure that students begin their freshman year with the skills, knowledge, and academic momentum needed for success in their core courses.

Goals
Student progress will be measured through pre- and post-assessments in math and English, allowing the program to evaluate growth in foundational skills and overall academic preparedness.

Details
- Number of sessions – 8
- Hours per session – 4
- Grades served – Rising 9 - 12
- Number of students served – 55

Student characteristics

	# of Students	Percent of Total
Male	22	40.0%
Female	33	60.0%
American Indian or Native Alaskan	0	0.0%
Asian	1	1.8%
Black or African American	35	63.6%
Hispanic	17	30.9%
Native Hawaiian or OPI	0	0.0%
White	2	3.6%
More than one race	0	0.0%
Special Education Students	3	5.5%
English Learners	7	12.7%
Free or Reduced-Price Meals	42	76.4%

High Point HS Summer Enrichment Program



Content Area(s)
Barbering, Cosmetology, Culinary Arts and Fashion, Homeland Security, SAT Prep, and Robotics and Gaming

Student Identification Process
Rising 10 – 12 grade students with fewer than 35 absences in SY2026

Format
In-person @ High Point HS

Social-Emotional Learning Activities
Our summer SEL program features biweekly "Wellness Wednesday" and Friday mindfulness sessions led by a specialized instructor during Advisory. Delivered via Google Meets with upcoming in-person options, these interactive breaks support student and staff well-being, with attendance tracked through mandatory exit tickets.

External Partnerships
Latin American Youth Center

Results
Barbering growth = 20.1%
Cosmetology growth = 5.8%
Culinary Arts & Fashion growth = 2.6%
Homeland Security growth = 10.9%
Robotics and Gaming growth = 12.5%
SAT Prep growth = 9.6%
Attendance rate = 85.7%

Description
The High Point HS Summer Enrichment program is designed to be a dynamic experience that exposes students to topics such as Barbering, Cosmetology, Culinary Arts and Fashion, Homeland Security, SAT Prep, and Robotics and Gaming.

Purpose
To provide enrichment opportunities for rising tenth through twelfth grade students.

Goals
Students participating in the program will increase their knowledge and skills in the subject by 10%.

Details
- Number of sessions – 20
- Hours per session – 2.1
- Grades served – Rising 10 - 12
- Number of students served – 84

Student characteristics

	# of Students	Percent of Total
Male	27	32.1%
Female	55	65.5%
American Indian or Native Alaskan	0	0.0%
Asian	2	2.4%
Black or African American	19	23.2%
Hispanic	61	74.4%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	9	10.7%
English Learners	32	38.1%
Free or Reduced-Price Meals	63	75.0%

High Point HS Summer School



Content Area(s)
Core content courses and enrichment classes

Student Identification Process
Incoming freshman and struggling rising 10 – 12 grade students

Format
In-person @ High Point HS

Social-Emotional Learning Activities
The Professional School Counselors will lead preplanned interactive multimedia SEL Advisory sessions (40 mins.) regarding life skills, mindset, and wellness to promote academic success.

External Partnerships
N/A

Results
Percent of participants earning 2 credits = 91.5%
Attendance rate = 83.2%

Description
The High Point HS Summer School program offers a valuable opportunity for students to recover lost credits, reinforce learning, and enhance academic skills. Students will be able to stay on track for graduation and promotion, as well as receive an introduction to college and career options. The program features smaller class sizes and more individualized attention, making it especially beneficial for those who need extra support. There is also a two-week career enrichment component for select students to explore technical and/or trade training. Overall, HPSP is a valuable resource that can help students achieve academic success.

Purpose
To give students the opportunity to earn/recover credits and explore different career and college pathways that align with their goals and interests.

Goals
By the end of the High Point Summer Program, 80% of students will earn and/or recover 2 credits toward promotion and/or summer graduation as measured by the progress report and final summer grade passing rates.

Details
- Number of sessions – 20
- Hours per session – 2.1
- Grades served – Rising 10 - 12
- Number of students served – 293

Student characteristics

	# of Students	Percent of Total
Male	144	49.1%
Female	149	50.9%
American Indian or Native Alaskan	0	0.0%
Asian	10	3.4%
Black or African American	21	7.2%
Hispanic	260	88.7%
Native Hawaiian or OPI	0	0.0%
White	1	0.3%
More than one race	1	0.3%
Special Education Students	31	10.6%
English Learners	189	64.5%
Free or Reduced-Price Meals	206	70.3%

IHS @ Langley Park ME & CR Summer Program

Content Area(s)
ELA, Math, Social Studies, Science, PE, Health, Technology, Arts

Student Identification Process
Students who did not pass a graduation required course during SY26

Format
In-person @ International High at Langley Park (Annapolis Road Academy)

Social-Emotional Learning Activities
We build in opportunities for students to formally check in with counselors and social workers.

External Partnerships
N/A

Results
Completion Rate = 100%

Description
The IHS @ Langley Park Mastery Extension and Credit Recovery Summer Program provides one-on-one support for students who did not pass a course during SY2026. Students often need extra support due to their language levels.

Purpose
We will help all eligible students complete enough mastery projects to stay on track to pass their class.

Goals
One hundred percent of students participating will complete their required number of mastery projects to earn a passing grade in the course they did not pass during SY2026.

Details
- Number of sessions – 16 or fewer depending on student progress
- Hours per session – 4 hours
- Grades served – Repeating 9th and Rising 10th thru 12th
- Number of students served – 30

Student characteristics

	# of Students	Percent of Total
Male	17	56.7%
Female	13	43.3%
American Indian or Native Alaskan	1	3.3%
Asian	3	10.0%
Black or African American	0	0.0%
Hispanic	26	86.7%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	10.0%
English Learners	30	100.0%
Free or Reduced-Price Meals	19	63.3%



Content Area(s)
ELA, Math, Social Studies, Science, PE, Health, Technology, Arts

Student Identification Process
Students with a 1.5 to 1.9 GPA

Format
In-person @ Largo HS

Social-Emotional Learning Activities
None

External Partnerships
N/A

Results
Attendance Rate = 58.7%

IHS @ Largo ME & CR Summer Program

Description
The IHS @ Largo Mastery Extension and Credit Recovery Summer Program provides one-on-one support for students who did not pass a course during SY2026. Students often need extra support due to their language levels

Purpose
We will help all eligible students complete enough mastery projects to stay on track to pass their class.

Goals
To increase the graduation rate

Details
- Number of sessions – 16 or fewer depending on student progress
- Hours per session – 4 hours
- Grades served – Repeating 9th and Rising 10th thru 12th
- Number of students served – 9

Student characteristics

	# of Students	Percent of Total
Male	8	88.9%
Female	1	11.1%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	1	11.1%
Hispanic	8	88.9%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	6	66.7%
Free or Reduced-Price Meals	4	44.4%

Oxon Hill HS Summer Program

Content Area(s)
English Language Arts

Student Identification Process
Referral from the Professional School Counselors at Oxon Hill Middle School (first come-first served)

Format
In-person @ Oxon Hill HS

Social-Emotional Learning Activities
None

External Partnerships
None

Results
R/ELA growth rate – 69.2%
Math growth rate – 40.1%
Attendance rate – 61.4%

Description
The Oxon Hill HS Summer Bridge Program empowers multilingual learners to conquer the transition to high school by mastering academic language and essential navigational skills. Through collaborative projects and campus immersion, students build the confidence and community needed to lead as bilingual scholars from day one. By cultivating a safe harbor through mentorship and peer-cohort building, we ensure that students enter the new academic year not merely as participants, but as empowered and confident scholars.

Purpose
This program for Multilingual Learners (MLs) is designed to accelerate academic readiness by fostering high-impact relationships between students, faculty, and peers within a low-stakes, supportive environment. By prioritizing early intervention, the program establishes the linguistic confidence and social-emotional foundations critical for a successful transition into the secondary education setting.

Goals
The primary goal of this initiative is to mitigate the period where many MLs face the highest risk of academic failure.

Details
- Number of sessions – 8
- Hours per session – 4 hours
- Grades served – Rising 9 - 12
- Number of students served – 14

Student characteristics

	# of Students	Percent of Total
Male	8	57.1%
Female	6	42.9%
American Indian or Native Alaskan	0	0.0%
Asian	1	7.1%
Black or African American	1	7.1%
Hispanic	12	85.7%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	7.1%
English Learners	14	100.0%
Free or Reduced-Price Meals	10	71.4%



Content Area(s)
R/ELA and Math

Student Identification Process
Incoming 9th-grade P-TECH students and current P-TECH students are invited to participate.

Format
In-person @ Frederick Douglass High School

Social-Emotional Learning Activities
None

External Partnerships
None

Results
R/ELA growth rate – 69.2%
Math growth rate – 40.1%
Attendance rate – 92.4%

P-TECH Summer Bridge

Description
The P-TECH Summer Bridge Program is designed to support incoming ninth-grade P-TECH scholars at Frederick Douglass High School as they transition from middle school to both high school and early college, while also providing targeted academic enrichment. For continuing P-TECH scholars, the program provides academic support, ACCUPLACER preparation, college admissions guidance, and opportunities to enhance workplace learning and employability skills, including communication, collaboration, and problem-solving. These experiences help ensure students are fully equipped for the demands of early college coursework and future career pathways.

Purpose
Acceleration and scaffolding of upcoming content and prerequisite skills, Summer bridge or transition programs, for students who are transitioning between school levels (ex: prekindergarten to kindergarten, elementary to middle, middle to high school) to familiarize them with school environments, focus on academic and behavioral skills, etc., Opportunities for career and technical education students such as work-based learning experiences, preparation for credentialing exams, earning required hours for industry credentials, technical skills development, and/or career exploration.

Goals
By the end of the program, participants' performance in English and Math will increase by at least 20% compared to their baseline assessments.

Details
- Number of sessions – 8
- Hours per session – 4.5 hours
- Grades served – Rising 9 - 11
- Number of students served – 94

Student characteristics

	# of Students	Percent of Total
Male	26	27.7%
Female	68	72.3%
American Indian or Native Alaskan	1	1.1%
Asian	1	1.1%
Black or African American	88	93.6%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	2	2.1%
More than one race	2	2.1%
Special Education Students	2	2.1%
English Learners	0	0.0%
Free or Reduced-Price Meals	26	27.7%



Content Area(s)
Information Technology

Student Identification Process
Students are identified based on their interest in Information Technology and a minimum GPA of 3.0

Format
Virtual

Social-Emotional Learning Activities
Team building, peer collaboration, and mentorship opportunities with current TalentReady students and program staff.

External Partnerships
PGCC

Results
Attendance rate = 97.2%

IT Awareness growth rate = 18.3%

TalentReady Summer Bridge

Description
TalentReady Summer Bridge is a targeted transition experience designed to support rising 9th graders who have been selected for the TalentReady Information Technology Program. This multi-day summer initiative helps students successfully move from middle school to high school by introducing them to key academic expectations, technology pathways, and the TalentReady culture in a supportive, low-stakes environment.

Purpose
The Summer Bridge Program fosters social and emotional readiness for rising 9th graders to help students build relationships, understand school expectations, and feel connected to their future high school community before the first day of classes.

Goals
Students will have an increase of 10% in their Information Technology Awareness.

Details
- Number of sessions – 5
- Hours per session – 4
- Grades served – rising 9
- Number of students served – 18

Student characteristics

	# of Students	Percent of Total
Male	7	38.9%
Female	11	61.1%
American Indian or Native Alaskan	0	0.0%
Asian	1	5.6%
Black or African American	14	77.8%
Hispanic	2	11.1%
Native Hawaiian or OPI	0	0.0%
White	1	5.6%
More than one race	0	0.0%
Special Education Students	2	11.1%
English Learners	0	0.0%
Free or Reduced-Price Meals	8	44.4%

VPA Summer Bridge @ Northwestern HS

Description
The Visual and Performing Arts (VPA) Summer Bridge Program is a dedicated initiative designed to provide a comprehensive orientation and foundational experience for students entering the specialized VPA curriculum.

Purpose
The Summer Bridge Program fosters social and emotional readiness for rising 9th graders to help students build relationships, understand school expectations, and feel connected to their future high school community before the first day of classes.

Goals
The primary goal is to familiarize new Visual and Performing Arts students with the school's general expectations and the specific requirements for their chosen art form within the VPA program.

Details
- Number of sessions – 4
- Hours per session – 4
- Grades served – rising 9 - 10
- Number of students served – 51

Student characteristics

	# of Students	Percent of Total
Male	11	21.6%
Female	40	78.4%
American Indian or Native Alaskan	0	0.0%
Asian	2	3.9%
Black or African American	21	41.2%
Hispanic	17	33.3%
Native Hawaiian or OPI	0	0.0%
White	8	15.7%
More than one race	3	5.9%
Special Education Students	3	5.9%
English Learners	5	9.8%
Free or Reduced-Price Meals	30	58.8%

Content Area(s)
Visual and Performing Arts

Student Identification Process
All incoming 9th and 10th graders who applied, auditioned and were accepted into the VPA program at Northwestern HS

Format
In-person @ Northwestern HS

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Dance growth rate = 80.0%
Media arts growth rate = 28.6%
Band growth rate = 6.0%
Orchestra growth rate = 3.1%
Piano growth rate = 11.1%
Voice growth rate = 12.5%
Theatre growth rate = 17.0%
Visual arts growth rate = 2.7%
Attendance rate = 89.0%

VPA Summer Bridge @ Suitland HS

Description
The Visual and Performing Arts (VPA) Summer Bridge Program is a dedicated initiative designed to provide a comprehensive orientation and foundational experience for students entering the specialized VPA curriculum.

Purpose
The Summer Bridge Program fosters social and emotional readiness for rising 9th graders to help students build relationships, understand school expectations, and feel connected to their future high school community before the first day of classes.

Goals
The primary goal is to familiarize new Visual and Performing Arts students with the school's general expectations and the specific requirements for their chosen art form within the VPA program.

Details
- Number of sessions – 5
- Hours per session – 4
- Grades served – rising 9 - 10
- Number of students served – 52

Student characteristics

	# of Students	Percent of Total
Male	19	36.5%
Female	33	63.5%
American Indian or Native Alaskan	0	0.0%
Asian	1	1.9%
Black or African American	44	84.6%
Hispanic	6	11.5%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	1	1.9%
Special Education Students	5	9.6%
English Learners	0	0.0%
Free or Reduced-Price Meals	21	40.4%

Content Area(s)
Visual and Performing Arts

Student Identification Process
All incoming 9th and 10th graders who applied, auditioned and were accepted into the VPA program at Suitland HS

Format
In-person @ Forestville HS

Social-Emotional Learning Activities
None

External Partnerships
None

Results
Dance growth rate = 5.8%

Visual arts growth rate = -2.3%

Attendance rate = 85.6%

Teen Adventure Summer Camp



Content Area(s)
Career Awareness

Student Identification Process
Designed for students with IEPs and 504 plans

Format
In-person @ various parks throughout the National Capital Region

Social-Emotional Learning Activities
This program infuses SEL throughout the day. Campers are encouraged to find calm using their senses before we make observations. We begin each day with a friendship circle where we share how we are feeling. Throughout the day, campers create dances to both demonstrate understanding and share their feelings.

External Partnerships
M-NCPPC

Results
Attendance rate – 93.7%

Description
The Camp specially designed for teens with special needs. Our program, in partnership with M-NCPPC, provides activities including games, challenge courses, outdoor environmental education, woodland/stream ecology, arts and crafts. The staff to participant ratio is 1:4

Purpose
To allow campers to developing social skills and build confidence, and explore each person's ecological footprint and climate change.

Goals
Participants will improve their knowledge of environmental science indicators as well as their comfort in nature. From the pretest to the post test our goal is to see an increase in scores by 20%.

Details
- Number of sessions – 5
- Hours per session – 3.5
- Grades served – Rising 8 - 12
- Number of students served – 19

Student characteristics

	# of Students	Percent of Total
Male	14	73.7%
Female	5	26.3%
American Indian or Native Alaskan	0	0.0%
Asian	1	5.3%
Black or African American	18	94.7%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	19	100.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	8	42.1%

Inspiring Young Minds Summer Youth Academy

Content Area(s)
Technology

Student Identification Process
Campers are accepted on a first-come, first-served basis, with most being returning participants.

Format
In-person @ Samuel P. Massie Academy

Social-Emotional Learning Activities
Conflict Resolution; Choices and Consequences; Cultural Sharing Circle; Goal-setting journals.

External Partnerships
N/A

Results
Tech. Growth rate – -21.3%
Attendance rate – 74.2%

Description
Inspiring Young Minds is a mentoring-based summer camp for middle school students. The program will foster a love for learning in STEM and art. Additionally, students will build meaningful mentoring relationships; enhance critical thinking and problem-solving skills; promote self-expression and creative confidence; cultivate social-emotional growth and leadership.

Purpose
Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

Goals
Increase campers' enthusiasm for learning, improved problem-solving abilities, and a stronger sense of identity and possibility in STEM and creative fields.

Details
- Number of sessions – 19
- Hours per session – 2 hours and 10 minutes
- Grades served – Rising 6 - 11
- Number of students served – 37

Student characteristics

	# of Students	Percent of Total
Male	16	43.2%
Female	21	56.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	36	97.3%
Hispanic	1	2.7%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	8.1%
English Learners	0	0.0%
Free or Reduced-Price Meals	25	67.6%



Content Area(s)
Custom course of study

Student Identification Process
Students with current IEPs who were determined eligible by IEP Teams during the Annual Review process. This determination is made by the team and includes parent(s)/guardian(s)

Format
Virtual and in-person@ various sites throughout the county

Social-Emotional Learning Activities
Instruction was based on IEP goals. Those students with social/behavioral IEP goals received targeted instruction in social/emotional learning.

Results
Average Weekly Attendance rate = 51.3%

Special Education Extended School Year

Description
This program was an individualized extension of specific services beyond the regular school year. It was customized for each student to meet specific goals included in the student's Individualized Education Program (IEP).

Purpose
To provide individualized specially designed instruction that is an extension of specific special education goals and related services beyond the regular school year for those students determined eligible through the IEP process.

Goals
Provide individualized extension of specific special education goals and related services beyond the regular school year. It was designed to sure that eligible students with disabilities meet specific goals and objectives as identified in the student's Individualized Education Program (IEP).

Details
- Number of sessions – Individual student determined
- Hours per session –1 to 7, IEP determined
- Grades served – Pre-K through 12
- Number of students served – 4,995

Student characteristics

	# of Students	Percent of Total
Male	3,345	67.0%
Female	1,600	32.0%
American Indian or Native Alaskan	23	0.5%
Asian	102	2.1%
Black or African American	3,133	63.4%
Hispanic	1,481	29.9%
Native Hawaiian or OPI	3	0.1%
White	122	2.5%
More than one race	81	1.6%
Special Education Students	4,905	98.2%
English Learners	900	18.0%
Free or Reduced-Price Meals	3,547	71.0%

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