



CONSIDERATIONS FOR MISSISSIPPI SUMMER PROGRAMMING



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INTRODUCTION

The Mississippi Department of Education has partnered with a group of eight superintendents from a diverse range of school districts to outline the key issues districts need to consider as schools are operating during COVID-19.

The issues are divided into six topics:



This document, Considerations for Mississippi Summer Programming, is a continuation of [Considerations for Reopening Mississippi Schools](#) and [Considerations for Coherent and Equitable Instructional Systems](#). These documents released quarterly are designed to help district and school leaders adjust to the unpredictable and changing nature of the COVID-19 outbreak.

Members of the Superintendents' Workgroup and MDE will lead a virtual meeting on March 2, 2021 to discuss the specifics of this document and facilitate sharing.



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MISSISSIPPI SUPERINTENDENTS' WORKGROUP MEMBERSHIP

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Considerations for Mississippi Summer Programming

This summer presents a prime opportunity to begin the work of accelerating student learning, especially for those most impacted by the COVID-19 pandemic. Important to the conversation around accelerating student learning is the concept of expanded learning time (ELT), defined by Linda Darling-Hammond as time that “complements the learning that takes place during the typical school day in ways that support essential curricular standards and the learning activities developed to achieve those standards.”

A synthesis from the Wallace Foundation has found that quality ELT programs offer the following key features: targeted instruction focused on academic and/or social and emotional skills; a warm, positive climate; consistent and frequent participation and a stable group of trained instructors. The guidance provided in this tool is meant to support districts in two ways: (1) planning for summer programming through guiding questions and (2) resources and examples to support district thinking during planning. While the guidance provided in this document contains guidance around essential guiding principles, it is not intended to be an exhaustive list of all the decisions districts will need to make for summer programming.

Finally, when engaging in preparation for summer programming, districts should deeply consider the emotional readiness of their staff, teachers, families, and students to engage in additional summer work.

¹ <https://restart-reinvent.learningpolicyinstitute.org/provide-expanded-learning-time>

² <https://www.wallacefoundation.org/knowledge-center/Documents/The-Value-of-Out-of-School-Time-Programs.pdf>

Summer Programming Guiding Principles:

- Target priority group of students
 - Priority Groups of Students: Students who are historically disadvantaged and therefore disproportionately impacted by COVID-19, including students of color, students in poverty, students learning English, and students with disabilities
- Engage a cross-functional team in front-end planning, including community members
- Prioritize summer learning in a few critical areas
- Hire effective staff to support students
- Attend to the social/emotional needs of both students and staff

Guiding Principle 1: Target Priority Groups of Students

Topics	Guiding Questions	Supporting Resources
Identifying Greatest Need	What are the greatest needs in our district right now? (example: early literacy, credit recovery, etc.)	District resources can be leveraged to support answering these questions.
	What evidence do we have of that being the greatest need?	
Establishing Priority Student Groups	Who are our historically disadvantaged students?	District resources can be leveraged to support answering these questions.
	In addition to those who are historically disadvantaged, for whom was virtual learning challenging? For whom was attendance challenging in the 20-21 school year?	
Naming A Vision	What do we hope to accomplish in our summer programming as a result of our understanding of both district and student needs?	This resource provides a sample of a vision for learning that can be used as a guide to setting summer programming priorities.
	How will summer programming attend to those needs?	
Attend to Logistics	Based on student access to the internet and relevant devices, along with district health and safety protocols, will we pursue a digital, hybrid, or in-person model for summer learning?	This decision making guide for leaders can help you determine the right model for your summer programming.

	What will the schedule be for our programming?	The Key Findings from this paper from the RAND corporation includes recommendations for hours of mathematics and ELA.
	What adjustments need to be made to our model based on lessons learned from the school year?	
	How will we fund summer programming? What CARES Act funding do we have available? What current programming or grants can we leverage?	
	Will we offer transportation and/or meals? How will our ability to offer these impact our targeted student groups?	
	How will we prioritize enrollment of our named priority students?	
	How will we encourage attendance?	

Guiding Principle 2: Engage a cross-functional team in front-end planning, including community members

Topics	Guiding Questions	Supporting Resources
Establishing a Team	Based on your vision and student need, how do we encourage cross departmental teams: curriculum, transportation, facilities, human resources, IT, community and site leadership?	District resources can be leveraged to support answering these questions.
	How will the perspectives and experiences of families and the community be integrated into your planning process?	
	How will we ensure our named priority student groups are central to the planning process?	
Establishing Routines and Charge	What is the charge for this team?	
	When and how often will this team meet?	
	How will the work of this team be communicated to the broader community, including sign ups for summer programming?	

	What are the roles and responsibilities of each team member?	
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Guiding Principle 3: Prioritize summer learning in a few critical areas

Topics	Guiding Questions	Supporting Resources
Naming a Focus	What are the academic foci for summer programming? Will they be different by grade level, grade band, or consistent across grades?	This guidance from Student Achievement Partners can support determining academic foci based on priority content.
	Does our current assessment data, formative and summative, support our foci?	District resources can be leveraged to support answering these questions.
	How does that focus center the needs of the named priority student groups and district need?	
Establishing Materials	What materials will be used to support student academic development?	This resource from CCSSO provides guidance on HQIM with aligned remote resources.
	What materials will be used to support student academic development?	
	How will we plan to remove any barriers so that students who need additional support can access that support?	
Monitoring Progress	How will we monitor student progress during summer programming?	This resource from ANET provides guidance on assessment during reentry, which can be used to support summer programming decision making.
	How will we communicate progress to students and families?	
Attend to Logistics	How will we ensure students have access to enrichment opportunities beyond core academics?	This resource from CCSSO provides guidance on HQIM with aligned remote resources.
	What materials need to be purchased, identified, or developed, if any? How can we leverage HQIM and/or technology resources?	Wallace Foundation - The National Summer Learning Recruitment Guide includes information

Guiding Principle 4: Recruit and hire effective staff to support students

Topics	Guiding Questions	Supporting Resources
Consider Wraparound Staff	Will we provide counseling and/or other support services over the summer?	School Social Work Association of America Priorities and Guidance provides a summary of essential issues and ideas to consider that best support students, families, communities and staff
	Will these services be available to all students or only those enrolled in summer programming?	
	How will staff know how to refer students to any wraparound services?	National Wraparound Initiative - Wraparound Basics provides a brief description of key elements
Recruit Qualified Staff	How will we recruit qualified academic teachers? How will we recruit staff to support enrichment?	Education Elements - Teacher Recruitment and Retention Wallace Foundation - The National Summer Learning Recruitment Guide
	What will we pay staff? What other benefits can we provide?	
	Will we prioritize current teachers in our district? Will we be able to hire staff from outside of our district?	Education Elements - Teacher Recruitment and Retention Wallace Foundation - The National Summer Learning Recruitment Guide
Target Staff Expertise	What is our ideal student to staff ratio?	
	What knowledge and skills will we prioritize in staff to meet our intended summer programming outcomes?	
	What are the expectations for summer programming instructors? Will they receive feedback? Will they plan collaboratively? How will they communicate with families?	

Topics	Guiding Questions	Supporting Resources
Train Staff	How will staff be trained to meet the expectations?	Wallace Foundation Summer Learning Toolkit - Staffing and Professional Development
	How, when, and from whom will staff receive feedback and growth opportunities?	Wallace Foundation Summer Learning Toolkit - Staffing and Professional Development
Attend to Logistics	When will we train staff?	
	Who will be responsible for training staff?	

Guiding Principle 5: Attend to the social/emotional needs of both students and staff

Topics	Guiding Questions	Supporting Resources
Define Your Vision	What SEL programming already exists that can be leveraged over the summer?	This CASEL roadmap provides valuable resources in determining plans and next steps for SEL programming.
	Do we know how our community, students and staff, are doing currently? If not, how can we get a pulse check to inform our planning?	Tools for Educators to Listen and Learn from Families during COVID-19 school closures
	What are our aspirations for student and staff SEL during the summer?	This study from RAND identifies that establishing a clear, positive message about summer culture is essential. Staff need to be clear in the communication and follow-through.
Establishing Materials	What are the opportunities during the learning schedule to attend to students' social and emotional learning?	This CASEL roadmap provides valuable resources in determining plans and next steps for SEL programming.

	How is social and emotional learning integrated into lessons?	
Establishing Supports for Students	How will we identify students who have had traumatic experiences and help them access local and culturally relevant supports?	This CASEL roadmap provides valuable resources in determining plans and next steps for SEL programming.
	How will we prioritize creation of a space for students to collectively process their experiences over the past year?	
	What work do we need to do with staff to ensure they are equipped to support students' social/emotional needs?	
	How will we encourage student connection and engagement in informal community times?	
	What formal structures will we put in place to ensure a culture is built throughout summer programming that prioritizes relationships and ensures all students feel safe, supported, and belong?	
Establishing Supports for Staff	How will we identify staff who have had traumatic experiences and help them access local and culturally relevant supports?	This CASEL roadmap provides valuable resources in determining plans and next steps for SEL programming.
	How will we prioritize creation of a space for staff to collectively process their experiences over the past year?	
	How will we encourage staff connection and engagement in informal community times?	
	What formal structures will we put in place to ensure a culture is built throughout summer programming that prioritizes relationships and ensures all staff feel safe, supported, and belong?	