



# Summer Learning Framework

Designing for High-Quality Summer Learning Work Planning Tool



The following tables include high-level planning milestones and associated tasks that typically occur during the spring and summer months. For the full list of planning tasks, review the [Summer Learning Work Plan Template](#).

## Designing for High Quality Summer Learning - Planning Categories

- [Designing & Planning](#)
- [Student Recruitment](#)
- [Staffing and Professional Development](#)
- [Site Climate](#)

## Designing & Planning (March - July)

Key Activities and Tasks	Timeline*	Assigned to
Outline cross-departmental leadership structure for planning	August - October	
Determine planning process and timeline	September - July	
Collect feedback on the delineation of roles and responsibilities for planning, program management, and evaluation during annual debrief with district staff, site leadership, and partners (applicable after first program year)	July	
Facilitate regular planning meetings	January - July	
Develop goals and strategies for program sustainability	November -February	
Develop new or refine existing program evaluation plan	Augusts - February	
Use data to inform instruction and program development	October - June	
Collect spring reading and math data to form class groupings by ability levels	May	
Provide data in an easily accessible format to classroom teachers	June	
Execute evaluation	September - July	
Administer pre-assessments according to schedule (e.g. spring school-year assessments or in-program skills pre-assessment)	April	
Collect and analyze student daily attendance data	June - July	

Observe academic and enrichment instruction and provide feedback to staff during and at the end of the program	June - July	
Conduct end-of-program assessment (if applicable)	July	
Conduct focus groups to gather feedback from key stakeholders including students, families, staff, and partners	July	
Analyze collected data	July	
Develop list of students that met promotion criteria (if applicable)	July	
Begin to prepare end-of-summer data reports on enrollment, attendance, program quality, student outcomes, and satisfaction surveys (staff, student, families, and partners) for various stakeholder groups, including district leadership, campus principals, school board, and students and families	July	

\*Task list includes tasks and milestones expected to occur in the spring and summer months. For a full list of planning tasks, review the [Summer Learning Work Plan Template](#).

## Student Recruitment (March - July)

Key Activities and Tasks	Timeline*	Assigned to
Develop intentional marketing and recruitment strategies	October - November	
Prepare student identification and recruitment process and materials	October - December	
Execute recruitment	February - May	
Equip teachers or other designated recruitment specialists to conduct individualized outreach to eligible students and families	March	
Begin registration	March	
Facilitate phone calls to homes (robocalls or personalized)	March	
Send second communication home with registration deadline reminder	April	
Facilitate final reminder calls to families who have not registered yet (robocalls or personalized)	April	
Utilize test results to identify students who will be mandated to attend summer school for grade promotion (if applicable)	April	
Close registration	May	
Notify parents of enrollment status	March - June	
Send confirmation letters or postcards to families and students who enrolled, notifying them that their spot has been reserved	March-May	

Maintain waiting list and notify parents of enrollment if applicable	March-June	
Share behavior management policy, attendance expectations and incentives, and transportation schedule with students and families through pre-program mailer	May	
Make final reminder calls to families immediately prior to the program launch	June	
<b>Develop and execute strategies to promote attendance and retention</b>	<b>November - July</b>	
Develop process to submit daily attendance	March	
Share student attendance tracking process and behavior management procedures with site leadership, if applicable	April	
Use student rosters to create attendance tracking system	May	
Develop process for tracking staff attendance and hourly payroll	May	
Call parents of registered students who have not shown up to remind them of the program	June	
Send mid-program newsletter to families	July	
Send notification or reminder about culminating event(s) to families	July	
Send thank-you letters to students and families	July	

*\*Task list includes tasks and milestones expected to occur in the spring and summer months. For a full list of planning tasks, review the [Summer Learning Work Plan Template](#).*

## Staffing and Professional Development (March - July)

Key Activities and Tasks	Timeline*	Assigned to
Determine staffing needs and hiring timeline	October - February	
Recruit or identify and hire campus leaders	December - February	
Recruit or select and hire district-level operations staff	December - February	
Recruit or select and hire instructors	February - April	
Review instructor applications	March	
Interview top candidates for instructor positions	March	
Make selection decisions, including assigning instructors to schools, subject areas, and grade levels according to	April	

experience		
Make offers and secure commitments from selected instructors	April	
Recruit or select and hire other campus operations and support staff	April	
Meet with district departments regarding additional staffing needs to identify positions and select staff (e.g. health services, food service, etc.)	April	
Manage the process for confirming staff for these positions	April	
Plan professional development	November - April	
Confirm location and professional development logistics, including materials and technology needs	March	
Share professional development schedule with campuses	March	
Develop plan for providing instructional support once the program begins	April	
Recruit or select and hire other campus operations and support staff	May - June	
Provide orientation and training for all professional development providers, including teachers and instructional staff who will lead components of campus-level trainings	May	
Deliver materials necessary for professional development to training sites, including curriculum, lesson plans, program policies or handbooks, etc.	May	
Conduct professional development on curriculum for all teachers	May	
Hold campus-level orientation for all staff (academic and enrichment) to review and discuss site logistics, culture and climate, behavior system, and operating procedures	June	

*\*Timeline includes the recommended month for each task based on a year-round planning timeline. Use this column to update your actual timeline.*

## Site Climate (March - July)

Key Activities and Tasks	Timeline	Assigned to
Define program culture and operating policies and procedures		
Define expectations for program culture and classroom climate that communicate program values and aspirations	December	
Develop or update behavior management policies that include expectations, infractions, and steps staff should take for each level of infraction	January	
Update and finalize program manual	February	
Prepare campus management procedures		
Develop plan for culture-building activities that promote a warm and inclusive environment (e.g. daily rituals, culminating events, etc.)	March	
Assign one person per site to oversee implementation of behavior management procedures	April	
Produce materials and décor to brand program space	May	
Coordinate process for collecting health forms in collaboration with school-year nurses and/or district personnel in charge of oversight	May	
Review all operating policies and procedures during staff professional development and onsite orientation	June	
Invite families to field trips and culminating events, as appropriate	June	

*\*Timeline includes the recommended month for each task based on a year-round planning timeline. Use this column to update your actual timeline.*