

## Guiding Principle 1: Target Priority Groups of Students

Topics	Guiding Questions	Supporting Resources
<b>Identify Greatest Need</b>	What are the greatest needs in our district? (ie: 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?	
<b>Establish Priority Student Groups</b>	Who are our historically disadvantaged students?	District resources can be leveraged to support answering these questions.
	In addition, for whom was virtual learning or attendance challenging?	
<b>Naming A Vision</b>	What do we hope to accomplish in our summer programming as a result of our understanding of both district and student needs?	<a href="#">This resource</a> 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?	
<b>Attend to Logistics</b>	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 <a href="#">decision-making guide</a> 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 <a href="#">this paper from the RAND corporation</a> 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 the enrollment of our named priority students?	
	How will we encourage attendance?	

\*Adapted with permission from [Mississippi Considerations for Summer Programming](#)

