

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 needs?	
Establishing Materials	What materials will be used to support student academic development?	This resource from CCSSO provides guidance on HQIM with aligned remote resources.
	How will we plan to remove any barriers so that students who need additional support can access that support?	
Monitor 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

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