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Getting Ready for Summer
Virtual Learning Series

Session #3: Developing Your Approach to Site Climate and Culture

May 2, 2023

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Getting Ready for Summer

Welcome & Introduction

Join us in the chat:

- Your name, state, district or organization, and role

- Share one thing that brings you joy as you look ahead to summer!

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Welcome & Introductions

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Region 8 Comprehensive Center Team

- Region 8 CC provides services that meet the needs of state educational agencies and those they support
  - States included in Region 8:
    - Indiana
    - Michigan
    - Ohio
- How to find Region 8 CC
  - Online – https://region8cc.org/
  - X (formerly Twitter) – @region8cc

Essential Elements of Summer Learning Programs and Planning

Planning	Teacher Selection & Professional Development	Time on Task	Student Recruitment

Academics & Enrichment	Positive Summer Climate	Summer Cost & Funding

Source: Rand Corporation (2018): *Getting to Work on Summer Learning.*
https://www.wallacefoundation.org/knowledge-center/Documents/Getting-to-Work-on-Summer-Learning-2nd-ed.pdf

Getting Ready for Summer Virtual Learning Series

Session 1: Setting up for Summer Success

- Reflect on previous summer learning experiences and consider the summertime learning needs and priorities of students in your community.

Session 2: Supporting Student and Family Recruitment

- Develop and align key messages tailored to the needs and interests of students and families for student recruitment.

Session 3: Developing Your Approach to Site Climate and Culture

- Discuss strategies to create a warm and welcoming summer learning environment, including ways to prepare staff and logistical considerations.

Session 4: Strategies to Accelerate Student Learning

- Focus on the importance of accelerating grade-level learning and reflect on summer learning program structures, practices and curricula.

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During Today's Session, We Will:

1. Discuss strategies for creating a warm and welcoming summer learning environment.

2. Outline components of a clear, positive message for the summer site culture.

3. Identify ways to equip, train, and support staff for summer academic and enrichment offerings.

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Developing a Positive Site Climate and Culture

Summer Program Reflection

1. Understand Your Audience

Understanding the summertime needs/priorities of young people and their families will help you develop the right messages to get them excited about your summer learning program.

Fill in the table below based on what you already know about your program's target audiences.

TARGET AUDIENCE	METHOD FOR GATHERING INPUT	SUMMERTIME NEEDS/PRIORITIES	DESIRED OUTCOMES/ACTION
Students			
Parents/Caregivers			

The _Understand Your Audience_ sub-section of the _Summer Learning Recruitment Guide_ offers a helpful checklist to follow as you define your audience's needs.

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Summer Learning Site Climate and Culture

What do we mean by site climate and culture?
>> Site norms
>> Goals and values
>> Relationships
>> Teaching and learning practices
>> Organizational structures

Summer programs with positive climates:
>> Offer an **inclusive**, **friendly** place where staff remain **engaged with students** throughout the day

Positive site climate and culture:
>> Support positive youth experiences
>> Promote regular attendance
>> Impact whether students appear to enjoy the day

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Practices for Building a Positive Summer Climate

✓ Support **strong relationships** between students and staff

✓ Develop a **clear, positive message** about the summer site culture

✓ Provide opportunities for **student voice and leadership**

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Source: Rand Corporation (2018): *Getting to Work on Summer Learning.*
https://www.wallacefoundation.org/knowledge-center/Documents/Getting-to-Work-on-Summer-Learning-2nd-ed.pdf

Tips for Establishing a Positive Site Climate and Culture

Communicate a Positive Message

✓ Communicate a **clear, positive message** of the summer site culture to staff, students, and families

✓ Structure time daily for **fun program rituals** and **celebrations**

Equip and Train Staff

✓ **Provide training** prior to the program; articulate **academic, social, emotional, and developmental goals**

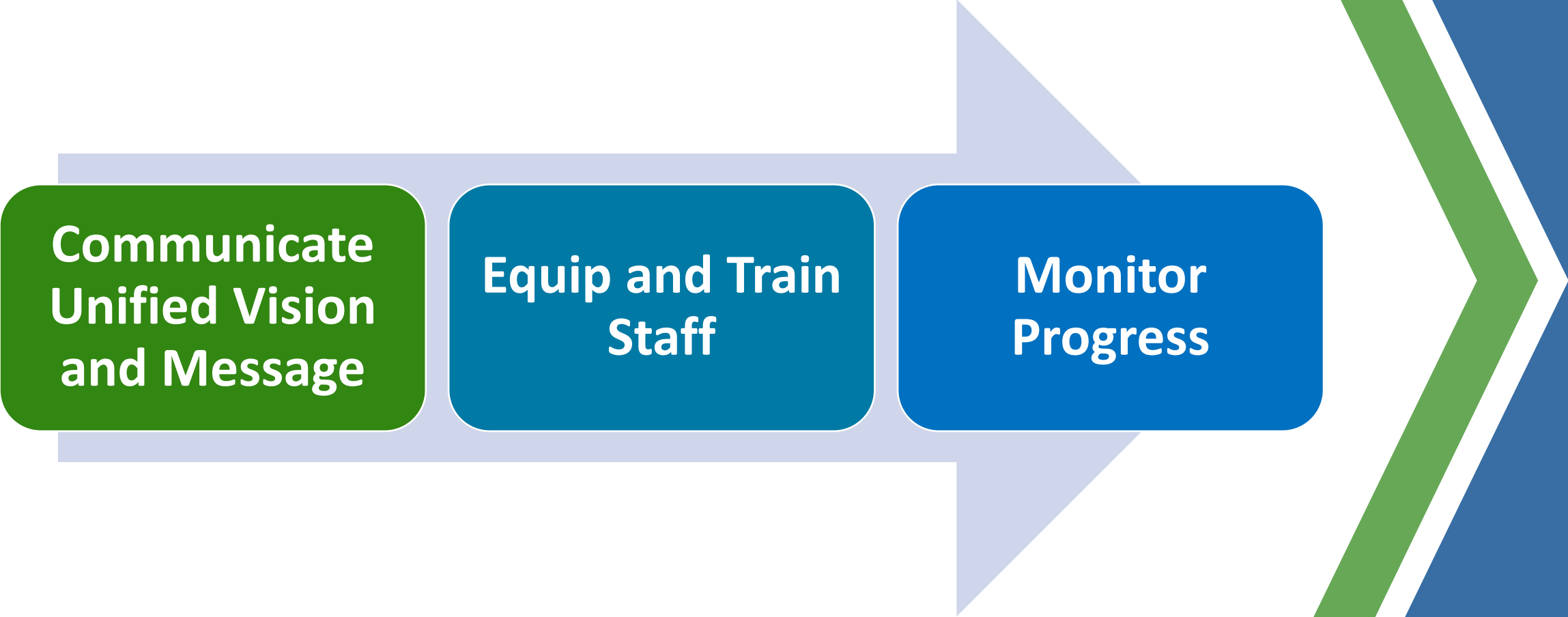✓ Train all staff on the **importance of positive adult engagement** with students throughout the day

Monitor Progress through Observation and Feedback

✓ Ensure that academic and enrichment teachers **actively engage with students** throughout the day

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Source: Rosenberg, J. (2018). *Summer Learning Recruitment Guide.* The Wallace Foundation. https://www.wallacefoundation.org/knowledge-center/Documents/Summer-Learning-Recruitment-Guide.pdf

Building Blocks for a Positive Climate & Culture

Communicate Unified Vision and Message

Equip and Train Staff

Monitor Progress

Communicate a Unified Vision and Message

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Positive Site Climate and Culture – Unified Vision

When creating your vision for positive site climate and culture, consider the following:

The Goals for Summer

1. Who is your target audience?
2. What do you want to be true for your target audience at the end of the summer learning program?
3. How are you going to achieve the outcome you set forth? Be as specific as possible.
4. What experiences must students have to achieve the outcome you stated?

Community Needs and Priorities

1. How does your vision align with the needs and priorities that your community expressed in the needs assessment?

Positive Site Climate and Culture – Unified Vision (cont.)

1. Understand Your Audience

Understanding the summertime needs/priorities of young people and their families will help you develop the right messages to get them excited about your summer learning program.

Fill in the table below based on what you already know about your program's target audiences.

TARGET AUDIENCE	METHOD FOR GATHERING INPUT	SUMMERTIME NEEDS/PRIORITIES	DESIRED OUTCOMES/ACTION
Students	Focus groups with past participants	Engaging and fun activities and targeted intervention	Purchase literacy intervention curriculum and partner with enrichment organizations
Parents/Caregivers	Focus groups with past participants	Engaging, fun cost-effective activities and transportation	Welcome event with enrichment organizations and offer busing

The Understand Your Audience sub-section of the Summer Learning Recruitment Guide offers a helpful checklist to follow as you define your audience's needs.

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Positive Site Climate and Culture – Unified Vision (cont., 2)

The Goals for Summer	Community Needs and Priorities
1. Who is your target audience? 2. What do you want to be true for your target audience at the end of the summer learning program? 3. How are you going to achieve the outcome you set forth? Be as specific as possible. 4. What experiences must students have to achieve the outcome you stated?	1. Based on the needs and priorities that your community expressed, what words would you use to describe the culture of your program? 2. What do you need from staff to execute the vision? 3. How will you maintain high levels of student engagement? 4. What does joy look like in your program? What (daily/weekly) routines or rituals will you include in the program to inspire joy for students and staff? 5. What do positive student-adult interactions look like?

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# Positive Climate and Culture – Unified Vision (cont., 3)

Work Time – 10 Minutes

Create an overview for your Summer Learning Program

- Consider your responses to questions in Section 1: The Goals for the Summer and Community Needs and Priorities

- Review the Sample Summaries from Dallas Independent School District and Pittsburgh Public Schools

Putting it All Together

- Document your **vision** and **goals** in your staff handbook

- Use your **language and tone** to reinforce the joy and fun you hope to create through your program

- **Train staff** on the policies and practices outlined in the handbook

Equip and Train Staff

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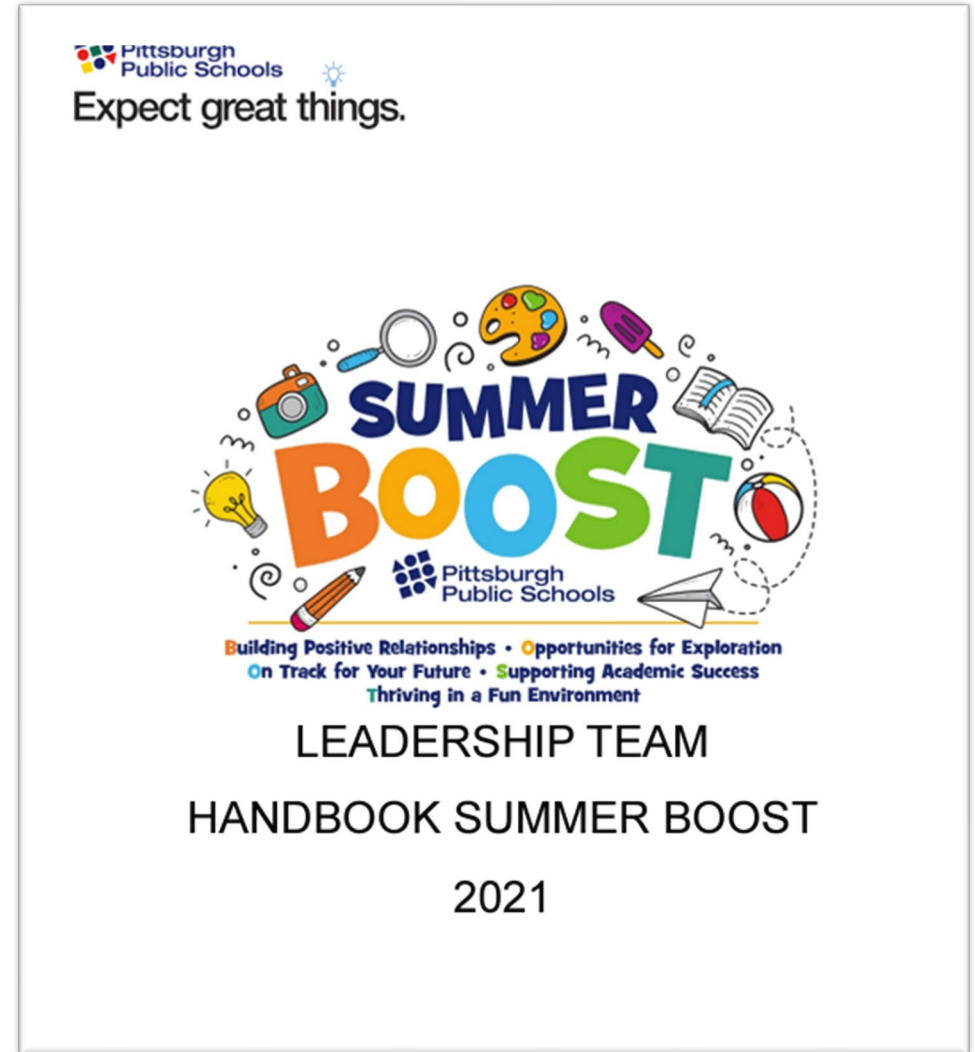
Positive Site Climate and Culture – Equipping Staff

When creating or refining your professional development plans, consider the following:

Timeline and Logistics

1. Where and when is training happening? Who needs to be there?
2. How often is training occurring?
3. Will participants be compensated?

Aligning the Content of Training to Goals

1. Are you adopting new goals or using new programs or technology? Do staff need to be trained to use technology?
2. What do the trainings look like?
3. How will you support staff to have positive student interactions?

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Positive Site Climate and Culture – Equipping Staff (cont.)

Timeline and Logistics	Content of the Training
1. Where and when is the training happening? Who are your participants? 2. Who is responsible for training staff? How will you ensure that training is high quality and impactful? **Page 3**	1. What do you need from adults to execute the vision? 2. How will you differentiate training for directors, coordinators, teachers? 3. Do you need to train staff to implement new technology or new programming? 4. How will train and support staff to have positive interactions with students? 5. How will you inspire joy in your training?

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Positive Climate and Culture – Equipping Staff (cont., 2)

Work Time – 10 Minutes

Create a Professional Development Plan for your Summer Learning Program

- If you already have a professional development plan:
  - What adjustment will you make to your professional development plans?
  - Where can you get more specific about the outcome, or about who's leading?
- Review the Sample Professional Development Plans from Dallas Independent School District and Pittsburgh Public Schools

Monitor Progress

Positive Climate and Culture – Monitoring Progress

The Research

- Districts that **collected and used data** to drive program reflection and planning made changes that resulted in substantial **improvement to the effectiveness and cost effectiveness** of the program.

Recommendations

- Build a process to collect and discuss data focused on:
    - program attendance
    - instructional practices
    - use of time, and
    - site climate.

Positive Site Climate and Culture – Monitoring Progress

When creating or refining your plans to monitor progress, consider the following:

Assess Learning

1. What data did you collect during past summer programing?
2. What are you measuring this summer? In what ways is it important for the goal of your summer program?
3. How will assess how students feel about their learning?
4. What curricula and supplemental programs are you using? How frequently do those programs report student data? What do you plan to do with that data?

Assess Student Engagement and Joy

1. What is your process for collecting, analyzing and sharing students' behavioral engagement and cognitive engagement data?
2. What is your process for assessing the quality of student-adult interactions. What are you looking for?

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Positive Site Climate and Culture – Monitoring Progress (cont.)

	KEY ACTIVITIES & TASKS	RECOMMENDED TIMELINE	OUR TIMELINE*	WHO'S RESPONSIBLE?	APPROVAL REQUIRED†	IF APPROVAL REQUIRED, BY WHOM	DEADLINE (M/DD/YY)	STATUS*	DATE COMPLETED	NOTES (Planning Dependencies, Challenges, or Delays)
	Develop new or refine existing program evaluation plan	**Sep-Feb**								
R	Begin to discuss the evaluation plan for next summer	Sep								
R	Define or update program goals and expected outcomes	Oct								
R	Finalize the program evaluation plan, including systems and processes for data collection, analysis, dissemination, and application	Nov								
E	Determine data sharing requirements and include relevant language in partner MOUs	Nov								
E	Select or develop assessments to measure program quality and student outcomes (e.g. youth academic and social emotional skills; instructional quality; effectiveness of professional development; and participant, staff, and stakeholder satisfaction, etc.)	Dec								
E	Develop mechanism to monitor fidelity of curriculum and enrichment implementation	Feb								
	Use data to inform instruction and program development	**Oct, May-Jun**								
R	Share end-of-summer data from previous summer with program stakeholders	Oct								
E	Conduct debrief with planning team and examine data from previous summer to identify improvements for next summer	Oct								
R	Collect spring reading and math data to form class groupings by ability levels	May								
R	Provide data in an easily accessible format to classroom teachers	Jun								
	Execute evaluation	**Sep, Apr-Aug**								
R	Collect and analyze fall student testing data and compare to previous spring testing data to assess student and program outcomes from the previous summer program	Sep								
R	Administer pre-assessments according to schedule (e.g. spring school-year assessments or in-program skills pre-assessment)	Apr								
E	Collect and analyze student daily attendance data	Jun-Aug								
E	Observe academic and enrichment instruction and provide feedback to staff during and at the end of the program	Jun-Jul								
R	Conduct end-of-program assessment (if applicable)	Jul								
R	Conduct focus groups to gather feedback from key stakeholders including students, families, staff, and partners	Jul-Aug								
E	Analyze collected data	Aug								
E	Develop list of students that met promotion criteria (if applicable)	Aug								
R	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 principals	Aug								

KEY
E **Essential Task**
R **Recommended Task**

Source: Rand Corporation (2018): *Getting to Work on Summer Learning.*
https://www.wallacefoundation.org/knowledge-center/Documents/Getting-to-Work-on-Summer-Learning-2nd-ed.pdf

Wrap-up & Next Steps

Optimistic Closure: One-Word Wrap-Up

Think of one word to describe your learning during today's session.

Share your word in the chat!

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Thank you!

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