



TRANSITION

10.1

BACK TO ROADMAP

PROVIDE EARLY PREPARATION FOR HIGH SCHOOL ENTRY

► INSTITUTE AN 8TH TO 9TH GRADE ORIENTATION

CHSS SUMMER TRANSITION PROGRAM PLANNING GUIDE

STUDENT RECRUITMENT: QUESTIONS TO CONSIDER AS YOU DEVELOP YOUR STUDENT RECRUITMENT PLAN:

- What is your definition of high-need (consider the academic, attendance, and behavioral thresholds that will qualify a student as high need in your school/district)?
- Who is/are your main feeder school(s) and how will you engage them in the student recruitment process?
- How will you engage families and community partners in the student recruitment process?
- What data will you need to inform your student recruitment and enrollment decisions and practices?
- When will this data become available to you and other relevant personnel?
- What specific personnel will you need to develop and implement a successful student recruitment drive?
- Do these staff members have protected time to complete relevant recruitment tasks?
- Who will be responsible for coordinating and managing the entire student recruitment process to ensure timely and effective task completion?

What specifically will you do to identify, target, recruit, and enroll your high need students?	Who will be responsible for these action(s)? List role/title.	What is the expected completion date for this task?	To whom will this person(s) give account for task completion?	How will this person(s) evidence task completion?

CHSS SUMMER TRANSITION PROGRAM PLANNING GUIDE (CONTINUED)

STAFFING RECRUITMENT ONBOARDING AND SUPPORT: QUESTIONS TO CONSIDER AS YOU MAKE YOUR STAFFING PLAN:

- ▶ What are your contractual obligations and teachers' contractual rights regarding summer work and pay?
- ▶ What is your staffing budget for the summer?
- ▶ What are your specific staffing needs in terms of roles and number of FTE?
- ▶ What specific criteria will we use to determine teacher fit for our summer bridge program?
- ▶ What is/are the most effective modes and methods for communicating summer staffing opportunities to staff?
- ▶ What desirable incentives can we put in place to encourage our best-fit educators to apply for summer positions?
- ▶ What is our summer substitute plan?
- ▶ How can you leverage volunteers, our organizations like CityYear, AmeriCorps etc to optimize adult to student ratios?
- ▶ How can you leverage innovative scheduling models to lower classroom size or optimize adult-student ratios?
- ▶ What is your summer staff orientation and onboarding plan?
- ▶ How will you support and supervise staff throughout the summer?
- ▶ Have you built in protected time for staff to analyze data, develop responsive plans, and collaborate with colleagues?

What specifically will you do to identify, recruit, incentivize, and hire qualified highly effective teachers and support staff for your SBP?	Who will be responsible for these action(s)? List role/title.	What is the expected completion date for this task?	To whom will this person(s) give account for task completion?	How will this person(s) evidence task completion?

CHSS SUMMER TRANSITION PROGRAM PLANNING GUIDE (CONTINUED)

FUNDING/BUDGET: QUESTIONS TO CONSIDER AS YOU MAKE YOUR FUNDING PLAN:

- ▶ What available funds can you leverage to support summer programming?
- ▶ Who in your district can provide clarity on available funding for summer programs?
- ▶ What is your timeline for completing a draft budget for review?
- ▶ What are your enrollment projections (overall and by instructional program type--ELL, IEP students etc)
- ▶ What are your staffing projections and salary schedules?
- ▶ What are the major direct and indirect costs for summer programs?
- ▶ How can we leverage community-based organizations, other schools or partner orgs to defray program costs or achieve savings?

How specifically will you leverage existing funds to support the implementation of a high-impact summer bridge program?	Who will be responsible for these action(s)? List role/title.	What is the expected completion date for this task?	To whom will this person(s) give account for task completion?	How will this person(s) evidence task completion?

CHSS SUMMER TRANSITION PROGRAM PLANNING GUIDE (CONTINUED)

INSTRUCTION: QUESTIONS TO CONSIDER AS YOU MAKE YOUR INSTRUCTIONAL PLAN:

- ▶ Does your program and instructional design meet the criteria for awarding Math and or ELA credits to program completers?
- ▶ Have you identified instructional targets that are aligned with your district's curriculum standards?
- ▶ What is your plan to deliver pre-assessments to determine each student's level of mastery with each target?
- ▶ How will you track and communicate students' progress throughout your summer program?
- ▶ Do you have a ready-made project-based Math or ELA curriculum that aligns with your district's curriculum standards or will you create one?

What specifically will you do to advance towards your program's instructional goals?	Who will be responsible for these action(s)? List role/title.	What is the expected completion date for this task?	To whom will this person(s) give account for task completion?	How will this person(s) evidence task completion?

CHSS SUMMER TRANSITION PROGRAM PLANNING GUIDE (CONTINUED)

SEL SUPPORT: THINGS TO CONSIDER AS YOU PLAN YOUR SEL SUPPORTS:

- ▶ Have you established focus SEL competencies for the summer?
- ▶ Have you established targets for student SEL growth throughout your summer program?
- ▶ How will you track student progress towards SEL growth targets during your summer program?
- ▶ Do you have a vetted SEL curriculum for teaching the socioemotional competencies most closely associated with academic success?
- ▶ Is your program optimally staffed (social workers, guidance counselors, teachers etc.) to meet the SEL needs of your students?

What SEL competencies will you prioritize for your summer program?	How will you teach/promote these SEL competencies?	Who will be responsible for teaching these SEL skills and competencies?	How will you assess baseline SEL levels for program participants?	How will you assess SEL growth throughout your program?

CHSS SUMMER TRANSITION PROGRAM PLANNING GUIDE (CONTINUED)

DATA: THINGS TO CONSIDER FOR YOUR DATA ANALYTICS PLAN:

- ▶ What data do you currently have on your incoming 9th graders?
- ▶ What additional data will you need to inform planning decisions and what's your plan to obtain this data?
- ▶ Have you built in time to analyze and make placement and support decisions based on your 8th-9th grade transition data?
- ▶ Have you built in time to administer, review, and make instructional decisions with your pre-assessment data?
- ▶ Have you established Key Performance Indicators (KPI) for your summer program?
- ▶ Have you developed or do you currently have tools for collecting and analyzing your KPI data?
- ▶ Have you established check points for analyzing and responding to KPI trends?

What data will you collect and analyze before, during and after your summer transition program?	Is this data currently available or will you have to collect this data from outside source(s)?	What decision(s) will this data inform or impact?	Who will need access to this data?	How frequently will they need to review this data?

CHSS SUMMER TRANSITION PROGRAM PLANNING GUIDE (CONTINUED)

PROGRESS MONITORING: THINGS TO CONSIDER AS YOU DEVELOP YOUR PROGRESS MONITORING PLAN:

- ▶ Have you established a clear set of academic and Socioemotional learning targets for summer?
- ▶ Do you have or have you developed tools for collecting, tracking, and reporting SEL and Academic progress data to relevant stakeholders?
- ▶ Have you established benchmarks and checkpoints for tracking progress
- towards your socioemotional and academic learning targets?
- ▶ Have you established a plan for sharing timely SEL and academic progress data with teachers, support staff, students, and families?
- ▶ Have you established enrollment, attendance, student retention, and student satisfaction goals for the summer?
- ▶ Have you developed, or do you currently have tools for tracking and reporting enrollment, attendance, student retention, and student satisfaction data?
- ▶ Have you established family engagement and family satisfaction goals for the summer?
- ▶ How will you track and report family engagement and family satisfaction?

What specific academic or SEL benchmarks will you track over the course of the summer?	What tools and or processes will you use to track this data?	How frequently will your team review this data?	How frequently will you report this data?	To whom? (What stakeholder groups)