

LDOE's Vision

All students can achieve high expectations regardless of their background, family income, or zip code.

LDOE's Mission

Ensure every Louisiana student is on track to a college degree or professional career.

LDOE's Beliefs

- Children are our highest priority.
- Families are our partners.
- Educators are valued professionals.
- Graduates must be ready.
- Equity matters.
- Choice expands opportunities.
- Schools are invaluable to communities.
- Our future is bright.

LDOE's Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly-effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

LDOE's Critical Goals

- Students enter kindergarten ready.
- Students will achieve Mastery level on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students will achieve Mastery level on eighth-grade assessments and enter ninth grade prepared for grade-level content.
- Students will graduate on time.
- Graduates will graduate with a college and/or career credential.
- Graduates will be eligible for a TOPS award.

Summer Learning Program Overview

Summer learning programs (SLPs) are designed to provide students with additional opportunities for learning and growing during the summer months. Systems should strive to create opportunities for all students to access a summer learning program.

There are various short- and long-term benefits of summer learning programs, especially for children in low-income families.

- Acceleration, maintenance, or extension of academic skills
- Allows students to explore activities and interests that develop the whole child
- Helps prevent summer learning loss
- Provides a safe, positive environment
- Enhances overall student well-being
- Builds student-teacher relationships
- Decreases discipline referrals
- Decreases likelihood of students repeating a grade
- Increases attendance
- Stronger academic performance (standardized test scores and GPA)

To support school systems in providing summer learning programs for incoming K-8 students, this guide includes:

- The structure and elements of a summer program
- Resources for implementing elements
- Staffing and scheduling considerations
- Sample schedules
- Checklists for action steps during the year
- Funding information

Summer Learning Program Structure

Systems should offer at least five weeks of programming inclusive of academics, enrichment activities, physical education, and other opportunities to foster joy and engagement. Programs can have a summer or weekly themes to encourage creativity in activities and foster a camp-like environment.

Systems are encouraged to invite all incoming Kindergarten through 8th grade students to participate in a summer learning program. If not possible, systems should prioritize students using data from the 2020-2021 school year or based on new student data from the 2021-2022 school year.

School systems should determine the needs of students in their schools and design an approach that eliminates barriers for students to access summer learning and also addresses student well-being. When available, and to the extent possible, systems should also incorporate transportation, child nutrition services, medical services through school-based health clinics, and direct student services.

To increase program effectiveness and maximize return on investment, systems should focus on ensuring strong student attendance and productive use of high quality instructional time.

LEAs who decide to offer SLPs to students within their jurisdictions must also offer the same SLP program access and opportunity to participate to students with disabilities. Participating LEAs, to comply with the IDEA, federal disability anti-discrimination laws, and related Department regulations, must provide any IEP related modifications or reasonable 504/ADA accommodations to its students with disabilities. IEP Teams and SBLCs, working collaboratively with parents, should make individualized, appropriate SLP related decisions.

Elements of a Summer Learning Program

Academics

SLPs should include at least three hours of academics per day. Academics should include ELA and math [tutoring](#) along with other opportunities for students to engage with all core content areas.

During time allotted for academics, SLP teachers should utilize the research-based strategy of [Accelerate](#), Louisiana's tutoring strategy, while providing other resources and services for students, as needed and appropriate for various student populations. For summer ELA tutoring, schools should select an ELA Guidebook unit that was not taught during the school year (e.g., an incoming 2nd grader learns an extra 1st grade unit). This extra unit provides an additional opportunity to prepare students for the next grade level by building context knowledge and reinforcing skills.

The academic tutoring provided can be delivered in person or virtually. Since tutoring should be done one-on-one or in small groups not larger than five at the elementary level and not larger than fifteen at the secondary level with students with common needs, tutoring during the SLP will need to be strategically scheduled. Two examples of how to schedule tutoring are below.

1. Students can receive tutoring virtually or in person **at the same time** during scheduled tutoring time (e.g., 12 students in 4 groups of 3 are tutored by 4 teachers).

Tutoring Block			
Tutor 1	Tutor 2	Tutor 3	Tutor 4
Jakairick	Brennan	James	Elsie
Macie	Jayden	Rayne	Lynn
Violet	Cheyenne	Collier	Jonrye

2. Students can receive tutoring virtually or in person **during rotations** (e.g., 12 students are in 4 groups of 3 and rotate to tutoring as a station).

Tutoring as a Rotation				
	Group 1	Group 2	Group 3	Group 4
Station 1	ELA Tutoring	Creative Writing	Math Tutoring	Literacy Choice Board
Station 2	Creative Writing	Math Tutoring	Literacy Choice Board	ELA Tutoring
Station 3	Math Tutoring	Literacy Choice Board	ELA Tutoring	Creative Writing
Station 4	Literacy Choice Board	ELA Tutoring	Creative Writing	Math Tutoring

Enrichment

Other components of the day should include opportunities for students to engage and experience enrichment activities. Systems are encouraged to build time into schedules for enrichment activities that are typically found in a school day, and they can also include offerings that could be unique to this summer experience. Activities could include:

- [Arts](#)
- [Physical Education and Health](#)
- [STEM](#)
- [Outside activities](#)
- Computer Skills
- Teambuilding
- Field Trips/Guest Speakers
- Creative Writing
- [Literacy](#)
- Project-based Learning
- [Career and College Exploration](#)
- Well-being
- Learning Stations

Scheduling and Staffing

Schools should engage their teacher leaders, mentor teachers, and content leaders in the planning and implementation of SLP. Full day programs are encouraged as a way to provide quality care for students and include as many supports and experiences for students as possible.

Staff for SLPs could include current school staff, paraprofessionals, high school students on the pre-educator pathway, students in teacher preparation programs, and members of community organizations as deemed safe and proper for working with children.

ELA and math tutors should be content-strong and rated Highly Effective or Effective: Proficient Effective in the grade and content area they are tutoring. Tutors can be hired for in-person or virtual tutoring. Other staff members can teach enrichment activities or monitor child play. Schedules should be determined by what available staff exists in enrichment areas. Systems may also select high quality ELA and math tutors from the [Tutoring Service Providers](#) Vendor Guide.

Schedules for summer learning programs should be built in consideration of appropriate time allocations for the age of the child and include sessions for English Language Arts and Math [tutoring](#). Schedules should include a preparation time for tutoring teachers to plan for upcoming tutoring sessions. This can be built into the daily schedule or be in the form of paid planning time before or after the student schedule.

A sample weekly plan and daily schedules are below.

Elementary Sample Weekly Plan					
Week 1: Wild for Learning! -- Kindergarten					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast
8:30-9:30	Learning Stations	Learning Stations	Learning Stations	Learning Stations	Learning Stations
9:30-10:30	Arts Block	Arts Block	Arts Block	Arts Block	Arts Block
10:30-11:30	Learning Stations	Learning Stations	Learning Stations	Learning Stations	Learning Stations
11:30-12:00	Lunch	Field Trip to the Zoo	Lunch	Lunch	Lunch
12:00-12:30	Outside Play		Outside Play	Outside Play	Outside Play
12:30-1:00	Well-being		Well-being	Well-being	Well-being
1:00-2:00	STEM Lab in the Jungle		Guest Speaker from Animal Hospital	Safari Field Day Activities	Animal Puppet Show Production
2:00-2:30	PE		PE		PE
2:30-3:30	Computer Lab		Computer Lab	Computer Lab	Computer Lab
3:30-4:00	Daily Huddle	Daily Huddle	Daily Huddle	Daily Huddle	Daily Huddle
4:00-5:00	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal

Sample Grades K-5 Daily Schedule		
Time	Activity	Description
8:00-8:30	Arrival and Breakfast	Students transition into classrooms and/or breakfast. Classrooms include independent activities.
8:30-9:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, choice boards, literacy activities, or social studies and science centers.
9:30-10:30	Arts Block	Students participate in visual art, dance, theatre, culinary, or music class. Students could participate in a different art each day or week.
10:30-11:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, choice boards, literacy activities, or social studies and science centers.
11:30-12:00	Lunch	Students eat lunch.
12:00-12:30	Outside Play	Students play on playground equipment or outdoor toys and participate in outside activities.
12:30-1:00	Well-being	Students participate in activities from the school's Social and Emotional Learning Program or other well-being activities.
1:00-2:00	STEM Lab in the Jungle	Students participate in STEM activities.
2:00-2:30	PE	Students participate in physical education or health activities.
2:30-3:30	Computer Lab	Students participate in computer activities that build keyboarding and application skills.
3:30-4:00	Daily Huddle	Students participate in a team building/closing activity for the day.
4:00-5:00	Free Play/Dismissal	Students pack belongings and dismissal transition occurs. Students participate in free play until families arrive to check students out.

Sample Grades 6-8 Daily Schedule		
Time	Activity	Description
8:00-8:30	Arrival and Breakfast	Students transition into classrooms and/or breakfast. Classrooms include independent activities.
8:30-9:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, project based learning activity, career exploration, or social studies and science projects.
9:30-10:30	Arts Block	Students participate in visual art, dance, theatre, culinary, band, choir, or music class. Students could participate in a different art each day or week.
10:30-11:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, project based learning activity, career exploration, or social studies and science projects.
11:30-12:00	Lunch	Students eat lunch.
12:00-12:30	Outside Play	Students play organized sports and participate in outside activities.
12:30-1:00	Well-being	Students participate in activities from the school's Social and Emotional Learning Program or other well-being activities.
1:00-2:00	STEM Lab in the Jungle	Students participate in STEM activities.
2:00-2:30	PE	Students participate in physical education or health activities.
2:30-3:30	Computer Lab	Students participate in computer activities that build keyboarding and application skills.
3:30-4:00	Daily Huddle	Students participate in a team building/closing activity for the day.
4:00-5:00	Choice Activities/ Dismissal	Students pack belongings and dismissal transition occurs. Students participate in independent or group activities until families arrive to check students out.

Checklists

The planning checklists below include tasks that the SLP Coordinator should consider when planning.

Planning Checklist: August - October	
	Host a debriefing session to review and analyze program data collected from students, teachers, parents, and school leaders
	Establish core planning team for next year
	Determine Summer Learning Program Goals
	Create a SLP meeting schedule for the year
	Begin planning your SLP

Planning Checklist: November - December	
	Release SLP dates to educators and families
	Outreach for preliminary community support
	Develop and distribute an interest survey for students
	Develop and distribute an interest survey for staff
	Develop a needs assessment with stakeholder input

Planning Checklist: January - April	
	Develop a projected budget
	Create schedules for grade levels/grade bands
	Determine staffing needs including site leaders, nurses, faculty for proposed schedules, and all support staff
	Create applications for staff hiring
	Create a registration process and timeline for students including the collection of accommodations and medical plans
	Develop a communication plan for parents and families
	Engage with partners for support (local government, organizations, public library, universities, etc.)
	Determine school site locations
	Prepare for transportation needs
	Prepare for food and nutrition needs for meals
	Set dates for professional development for staff
	Begin a resources and materials needed list
	Take stock of available enrichment opportunities in staff to determine which enrichment activities can be made available in schedules

Planning Checklist: April - May	
	Plan professional development content
	Hire staff
	Set parameters and guidelines for how time is utilized
	Purchase supplies
	Preview summer tutoring sessions with teachers for planning purposes
	Plan enrichment activities
	Provide training and professional development for staff
	Create student rosters based on registered students
	Develop bus routes based on registered students
	Communicate SLP details to families
	Confirm community involvement

Measuring Effectiveness - More information coming soon.

Funding

Multiple funding sources can support the implementation of Accelerate. School systems can use funds from their General Fund, Title I, CARES, CAA, ESSER II and III, and Direct Student Services allocations.

For more details on funding sources, reference the [Federal Funding Guide](#) or contact LDOE.GrantsHelpDesk@la.gov.

Support

More information will be shared in the weekly and monthly newsletters and the System Leader Planning calls. The National Institute for Excellence in Teaching (NIET) will also host a free webinar titled, Setting-up Effective Summer Learning Opportunities, to support schools and school systems. The webinar is a full day and the sessions will be offered virtually and in person several times from January 31 - March 10, 2022.

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