MAKING LEAP'S INTO STRIDES

Student Success

Teamwork

Resources & Relationships

Ingenuity

Determination

Education & Evaluation

Sustainability

Naima Smith Moore, Program Director
NSmithMoore@peekskillcsd.org

Dr. Marcia Delcourt, Program Evaluator
marcydelcourt@gmail.com

Statewide Meeting
December 2 & 3, 2014
New York State Museum, Madison Avenue, Albany, NY

MAKING LEAP'S INTO STRIDES

Student Success,

Teamwork,

Resources & Relationships,

Ingenuity,

Determination,

Education,

Sustainability

Keys to Program Success

- Understanding the district's philosophy of learning

- Communicating and Coordinating with the administrators and staff of the school day.

NYS Common Core Standards Shifts Impact NYS Assessments

6 *Shifts* in ELA Literacy

Common Core Implementation

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

Common Core Assessments

1 & 2:	Non-fiction Texts Authentic Texts
3:	Higher Level of Text Complexity Paired Passages
4&5:	Focus on command of evidence from text: rubrics and prompts
6:	Academic Vocabulary

6 *Shifts* in Mathematics

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Applications
6. Dual Intensity

1:	Intensive Focus
2:	Linking Back
4, 5, 6:	Mathematical Modeling

Understanding the District's Philosophy of Learning

- Know the district/building priorities

- Speak the language

- Seek common ground with administrators and teachers

STUDENT SUCCESS

- Participate in the school's PBIS (Positive Behavior Intervention Support) by incorporating the same theme into the after school program.

- Recognition ceremonies/assemblies during the after school program.

- Encourage staff members to attend any award nights and student recognition activities throughout the school year (school and community).

TEAMWORK

- Include all stakeholders in the decision making process. (Use of NYSAN and survey's)

- Support staff members during the regular school day as well as in the community.

- Encourage staff members to present Professional Development.

- Open Dialogue and Communication.

RESOURCES & RELATIONSHIPS

- Foster Community Relationships
  (Internal and External)

- Seek out non-traditional relationships within the community (Businesses/ Community Organizational Groups/ Alumni)

- Work closely with your Grant Evaluator

- Always think about Sustainability when planning.

THINK, INK, PAIR, SHARE

Directions:

1. Think about some examples of how you celebrate student success, foster teamwork, build positive relationships and resources. (1 min.)

2. Write down some notes (1 min.)

3. Find a Partner (someone you don't know) and talk about your examples. (3 min.)

4. Share out with the whole group.

Examples of Coordinating with the School Day

- Coordinators are full time in the schools and are active participants in school meetings such as School Safety Team, PBIS, grade level meetings.

- Staff "push-in" during the school's 37 1/2 minute extended learning period at the end of the school day so that teachers and CBO staff can collaborate. This also helps to further reduce the staff to student ratio for small group instruction.

Examples of Coordinating with the School Day

- Teachers (Program Specialist) are employed by the school during the day. We are able to get participant's grades and test scores and where necessary, connect them with a teacher who specializes in the subject area where they may be experiencing challenges.

Ingenuity

- Be creative in how you target your audience.

Examples:

  - Offer a summer enrichment that targets our ELL and SPED population.

  - Offer a non-traditional Saturday Academy and Summer Program, pro-actively versus reactively.

- Again Think OUTSIDE the box and seek input from the students on program choices.

Determination

- Always look for ways to gain a slow YES versus a fast NO!

- Be the SERVANT LEADER!

LEAP – What's working

- Academic support – organized by regular day teams and based on student academic support needs (i.e. Humanities, Math, Science).

- All classes have a literacy focus.

- LEAP instructors collaborate with grade level teachers to come up with best strategies to help their students.

- Target Students that are 1's and 2's for special instructional settings. Use of Local College students as volunteers and tutors.

EDUCATION

- Aligning learning experiences with the Common Core Standards.

- Scheduling of students should be strategic and not haphazard.

- LEARNING SHOULD BE FUN!

- Clear Communication about expectations both to staff and students.

THINK, INK, PAIR, SHARE

<u>Directions:</u>

1. Think about some examples of what is working in your program and what programs need additional support.

2. Write down some notes (1 min.)

3. Find a Partner (someone you don't know) and talk about your examples. (3 min.)

4. Share out with the whole group.

EVALUATION

- **Keep Stakeholders informed** about the objectives and benchmarks.

- Work together to **form strategies** for meeting the benchmarks.

- Discuss **expectations for observations**.

- **Use the data** as a basis to discuss strengths and weaknesses.

- Regularly revisit objectives, strategies, and outcomes.

EVALUATION: Keep Stakeholders Informed

Table of Contents

- **LEAP Objectives**
- **Evaluation Questions**
- **Evaluation Plan**
- **Quick Summary Annual Timeline for NYSED Local Program Evaluation Framework**

- **Instruments**
  - **Short-Term Student Outcomes Survey (SSOS)**
  - **Staff Performance Evaluation Form**
  - **Professional Development Survey**
  - **LEAP Program Parent Survey:**
  - **English and Spanish versions**
  - **LEAP Program Parent Workshop Survey:**
  - **English and Spanish versions**
  - **Teacher Survey**

- **Appendices**
  - **Out-of-School Time (OST) Observation Instrument**
  - **Activity Plans and Lesson Descriptions**
  - **Program Quality Self-Assessment Tool**

EVALUATION: Form Strategies

LEAP Evaluation Procedures

The purpose of this session is to discuss the goals of LEAP and how we will achieve those goals.

What do you think is the purpose for the LEAP program? What are we trying to achieve?

Your input:

- On the pink post-it note, write 1 goal of LEAP.
- On the blue post-it note, write 1 way that you can achieve this goal.

Activity 1: Example Responses

Community Member#	Teacher #	Goal Category	Goal (Pink)	Way to Achieve the Goal (Blue)
6		Academics: Communication	Communication	All of the other suggestions can be used to help students to communicate and present their ideas
	24	Academics	Increase teacher contact time and enhance the school experience for students	In my case, I hope to make core class material more accessible to my English language learners
	20	Academics and Emotional Behavior	To improve students' learning academically and emotionally	Create an environment/relationship where student students feel safe and comfortable enough to take risks, to enjoy learning

EVALUATION: Expectations for Observations

- OUT-OF-SCHOOL TIME (OST)

- OBSERVATION INSTRUMENT

- If you were asked to observe the following activities in a classroom, what could you look for as evidence of each practice. <u>Choose 2 practices</u> below and explain what you might be seeing in the classroom. There will be many possible responses.

- Refer to an explanation of each practice on p. 13 of the OST OBSERVATION INSTRUMENT.

- EXAMPLES

Practice	Evidence
Encourage youth to share their ideas, opinions, and concerns about the content of the activity	
Guide positive peer interactions	
Assist youth without taking control	
Challenge youth to move beyond their current level of competency	

Activity 2: Example Responses

Teacher	Encourage youth to share their ideas, opinions, and concerns about the content of the activity	Guide positive peer interactions	Assist youth without taking control	Challenge youth to move beyond their current level of competency
1	How they are helping each other to work together to be on the same page			That the student was able to do and one on one that class as they are teacher for the day

EVALUATION: USE the DATA

- **Improving Student Outcomes**

- **Directions:** The Student Outcomes Survey has 6 sections, which are listed below along with the results from the 2013-2014 survey. As you read the sections and items-
  - **Circle 3 Topics that you think you can improve in your students for this year**.
  - **Write one idea that you could do to address each circled topic in your classes.**

Q1. Coming to LEAP has helped me to . . .

Topic	Yes	Kind of	Not Really	Rating Average	Response Count
a. Do better in school	148	78	18	2.53	244
b. Improve my grades in school	122	104	22	2.40	248
c. Try harder in school	146	71	25	2.50	242
d. Participate more in class activities	131	79	33	2.40	243
e. Become more interested in going to school	133	65	46	2.36	244
f. Care more about my school	130	78	37	2.38	245
g. Get along better with my classmates	158	59	26	2.54	243
h. Get along better with my teachers	176	43	25	2.62	244
i. Spend more time doing my homework	159	66	19	2.57	244

SUSTAINABILITY

- Over 20 enrichment activities available for students to participate (i.e. Robotics, Drama,, Dance, Chess, Jewelry Making, Fishing, Peer Mediation, CSI, Yoga, Police Academy, Build a Boat, Z-Recording Studio, Intramurals, Girl Scouts, Settlers of Catan, Step Team, Girls on the Run, Music Technology, Baking & Cooking, Intro to Agriculture, Young Chefs, Fabric Crafts and Quilting).

- Significant decrease in the number of incidences of negative behaviors (37%)

- Average overall program rating was good and or excellent program.

- Each year, 5% of the active participants increased their standard scores in ELA, Math and Science.

- At least 80% of active participants meet or exceeded the school attendance rate of 90%.

- Students maintained an average LEAP program attendance rate of 70%.

VIDEO PRESENTATION LEAP ENRICHMENTS

Take-Away Questions

- What can I change about my after school program to change LEAP's into STRIDES?

- How can I "talk about" my program to communicate the ways that our work impacts student achievement?