

WCCUSD Expanded Learning Programs

Quarter 3

Fairmont Elementary

Love Learn Success

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Program Attendance and Enrollment



90

Unduplicated Youth Served

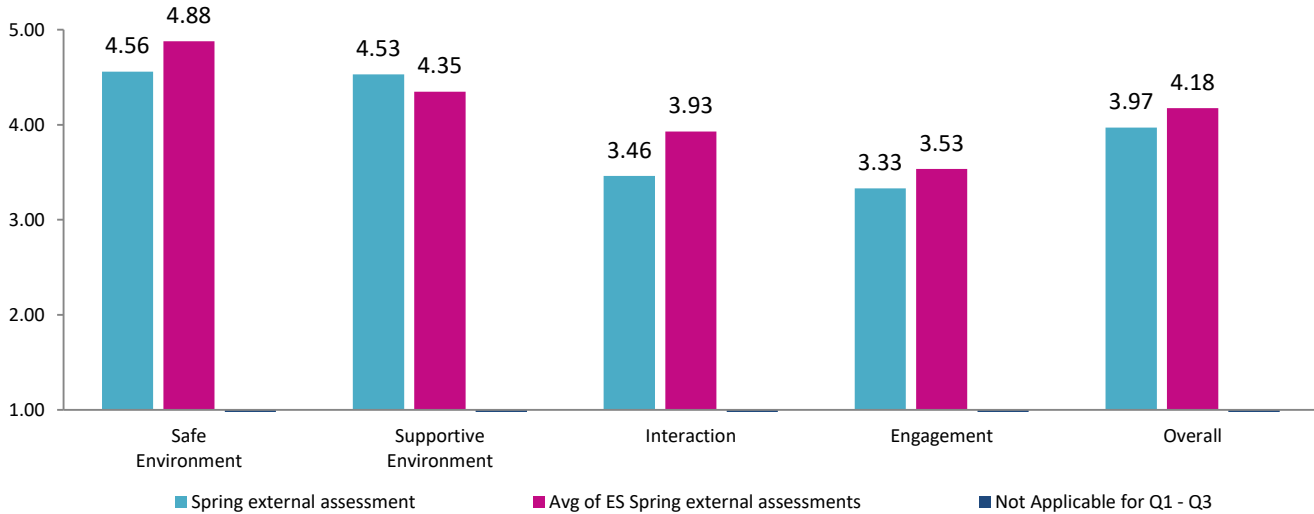


96%

Progress Toward Grant Goal

Source: Cityspan Attendance System.

Site Visit Summary



Observations used the Program Quality Assessment (PQA), a research-validated observation tool used in youth development programs around the country.

What the domains mean

- **Safe Environment** – Students experience both physical and emotional safety; the program environment is safe and sanitary; the social environment is safe.
- **Supportive Environment** – Adults support children to learn and grow; adults support children with opportunities for active learning, for skill building, and to develop healthy relationships.
- **Interaction** – There is a positive peer culture in the program. Children support each other and experience a sense of belonging, participate in small groups, and partner with adults.
- **Engagement** – Children experience positive challenges and pursue learning. Children plan, make choices, and learn from their experiences.

What the ratings mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed during the observation, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice was implemented relatively consistently across staff and activities, based on the observation.
- A rating of five (5) indicates that the practice was implemented consistently and well across staff and activities, based on the observation.

Source: Spring External Assessment PQA scores, 2018-19. Elementary schools used the School-Age PQA; middle and high schools used the Youth PQA. Grade level average was calculated by averaging domain level scores.

Expanded Learning Program Goals

What are the three primary goals for the 2018-19 Expanded Learning Program?

Love. Learn. Success. (LLS) programs are designed to encourage safe, positive and educationally enriching alternatives for students in the after-school hours. The variety of high quality academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop 21st Century and social-emotional skills that will nurture students' interests, talents, and the love for learning.

Goal 1- Student Engagement: All Staff will use daily lesson plans for all classes so that all activities are meaningful, collaborative, supports mastery, active and fun for students. Students will have the opportunity to choose their preferred enrichment classes three times this year. Staff will participate in regular coaching and training to improve the quality of instruction. 90% of students will state that they learned a lot of new things in classes each session. (Exit Tickets)

Goal 2- Family Engagement: LLS will continue to build the Family Advisory Board (FAB) in order to increase family and community participation at Fairmont Elementary. All parents will attend an orientation before enrollment in order to receive program information and policies. Newsletters will be distributed regularly so that parents are informed about program updates and events. 90% of parents will state that they are satisfied with the Expanded Learning Program. (Annual Surveys)

Goal 3- School Day Partnership: LLS will continue to work closely with Fairmont's key staff members to align our quality improvement goals. Staff will use Academic Hour Logs to track student progress. Classroom checklists will be used in all shared classrooms. Site Director will attend faculty meetings throughout the year. 75% of school day staff will state that "After School program staff reach out to teachers to identify student needs". (Annual Surveys)

Provide an implementation update for each of the three primary goals.

After reviewing the progress towards achieving the stated goals, LLS took the following steps in order to support the successful implementation of program structures and practices:

Goal 1- Student Engagement: In March, students planned and participated in their second showcase of the school year. Program instructors reflected on Session II lesson plans in order to revise and improve them for Session III. Students completed LLS Exit Tickets to provide feedback on classes that they took in Session II. Students had the opportunity to choose their preferred enrichment classes for Session III. Staff continues to participate in regular coaching and training weekly.

Goal 2- Family Engagement: In late March, families attended the culminating event. Families participated by bringing food donations and overseeing the potluck portion of the program. The site director distributed a newsletter to communicate with families about the showcase for Session II. Parents of new students who entered the program attended an orientation meeting before enrollment in order to receive program information, policies and benefits of our expanded learning program.

Goal 3- School Day Partnership: Program instructors continue to fill out homework logs and classroom checklists. The site director continues to check in with both the principal and the lead teacher. The site director meets with the principal when available and she approaches the site director informally to communicate information. The site director distributed invitations to the day school staff for the showcase.

Data review of progress towards primary goals.

LLS participates in a cycle of continuous program quality improvement in order to monitor progress towards accomplishing the stated goals.

Goal 1- Student Engagement: 100% Students had the opportunity to fill out an Exit Ticket for each class they participated in to provide feedback about their classes. 77.5% of students stated that they learned a lot of new things in class.

Goal 2- Family Engagement: The site director distributed one newsletter and a flyer to the ELP families communicating information about the student showcase for Session II. The site director sent out a flyer to the whole school for recruitment into our program resulting in the addition of six new students. 80% of families attended the showcase and 25% contributed to or helped with the potluck portion of the event.

Goal 3- School Day Partnership: The site director communicates with the principal and lead teacher regularly through email and check ins. The site director informally met with the lead teacher 3 times in session II. 100% of program instructor are using Homework Logs. 100% of program instructors are using daily classroom checklists.

Recommendations and next steps for each of the primary goals, informed by data.

Goal 1- Student Engagement: In May, students will finish planning for and participate in the third and final showcase to close out Session III, and the year. Students will complete LLS Exit Tickets to provide feedback on classes offered in Session III to plan for next school year. Staff will participate in weekly coaching and training to improve the quality of instruction. 90% of students will state that they learned a lot of new things in classes each session. (Exit Tickets)

Goal 2- Family Engagement: The FAB will hold one official meeting during the session in order to begin working together with the site director on planning for the Student Showcase and potluck, Fundraising and other upcoming events. The Site Director will continue to create and distribute newsletters to communicate with families so that parents are informed about the program updates and events.

Goal 3- School Day Partnership: The new site director will schedule regular meetings with both the principal and the lead teacher. The site director will attend at least one Fairmont faculty meeting and share updates and information about the Fairmont ELP. The site director will attend PTA meetings to bridge the gap in relationship with the day school. An invitation to the student showcase in May will be distributed to all Fairmont teachers and staff. Homework logs will be shared with day school teachers, and communication will take place via classroom checklist and regular check ins with teachers whom we are sharing space. We will continue to talk with day school teachers about our students regarding academic or behavioral support.