

WCCUSD Expanded Learning Programs

Quarter 4

Helms Middle School

Boys and Girls Club

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Program Attendance and Enrollment



154

Unduplicated Youth Served

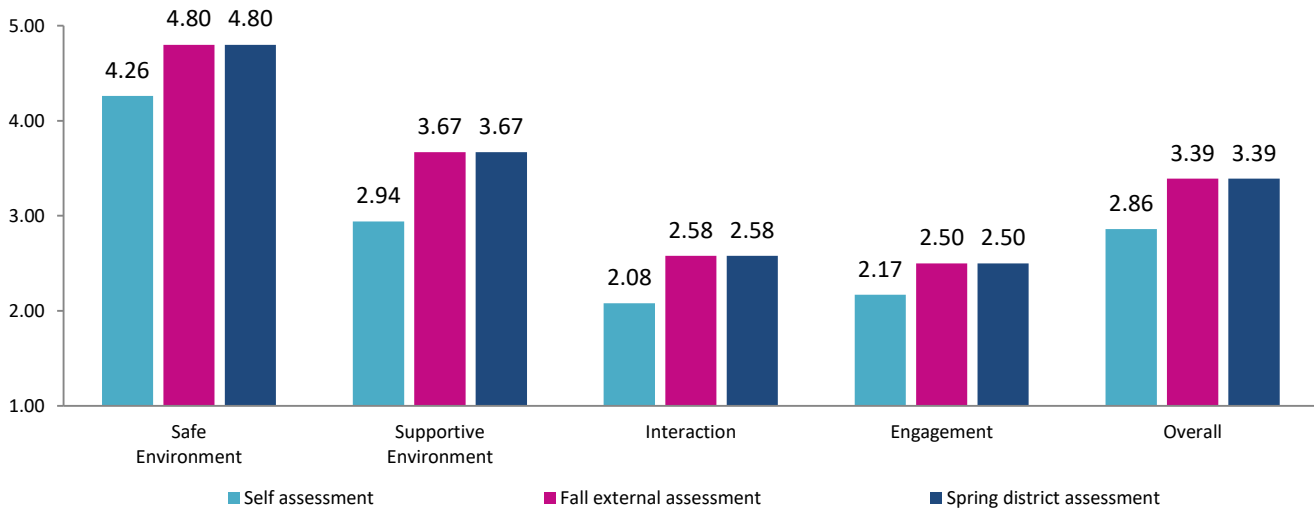


71%

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.

Sources: Self-Assessment, Fall and Spring External Assessments 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?

Goal 1) All students will work towards gaining one year of growth in math proficiency as measured by the Math Interim Assessment Benchmarks for Number Sense & Expressions and Equations.

Goal 2) All students that regularly attend E.L.P. will be given opportunities to participate in leadership/mentorship roles. This will be measured through Youth Surveys, YPQA assessments, and NYOI (National Youth Outcome Initiative). 75% or more youth will show increased participation in leadership programs and express said impact in Youth Surveys and NYOI.

Goal 3) By the end of the 2018/19 S.Y. 75% of parents will report increased awareness of school day activities, special events, and additional opportunities in the school community, as well as gain deeper connection to the overall school community. This will be measured through Parent Surveys.

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

Goal 1) 7th and 8th Grade students have continued to use Dreambox, a self-paced online program to develop and strengthen their math skills. Half of our students in 7th and 8th grade are completing two Dreambox lessons daily. Group Leaders have continued to facilitate lesson plans on math skill building 5 days a week for 25 minutes a day.

Goal 2) ELP students continue to have opportunities to gain leadership through sports activities and athletics by leading warm-ups and assisting with drills. ELP students continue to have leadership opportunities in Academic Periods to help lead classroom activities (demonstrations and examples). ELP has added a leadership program that meets twice a week. ELP students participated in a Tobacco Use Prevention Education course for 10 weeks to gain tools to mentor their peers in drug and alcohol prevention.

Goal 3) ELP has sent out a Newsletter every month to all families enrolled in the ELP highlighting school day events. ELP continued to participate in Sunday Robocalls, which disseminates important information to Helms Families. ELP has made frequent use of the Remind App to notify parents of upcoming events and volunteer opportunities. ELP has conducted more formal outreach (face to face interaction) to parents to raise awareness of school-day and after school activities and events.

Data review of progress towards primary goals.

Goal 1) 71% of 8th grade math students showed growth on the Number System (IAB) benchmark test. 44% of 8th grade math students showed growth on the Expressions and Equations (IAB) benchmark test. 65% of 7th grade math students showed growth on the Number System (IAB) benchmark test. 60% of 7th grade math students showed growth on the Expressions and Equations (IAB) benchmark test. During Quarter 4 ELP Academic period lessons have been closely aligned with school day curriculum. Program Staff and ELP Site Director are working closely with faculty to maintain consistency with school-day instruction, and will continue to do so next year.

Goal 2) All students were given the opportunity to participate in our Tobacco Use Prevention Education course. Seventy students in the ELP completed the course which armed them with tools and information to combat drug and alcohol usage. 88 students attended our Helms Youth Summit on April 24th. Students were given an opportunity to take on leadership roles for their peers in the upcoming school year. 16 students in our leadership class contributed to several community service projects. The class most recently made blankets to give to the Calli House Youth Shelter.

Goal 3) According to the data compiled by Public Profit, an external auditing agency: 85% of parents surveyed reported: "Because my child is in this program, I know more about what goes on in the school day." 68% of parents surveyed reported: "Because my child is in this program, I am more involved at my child's school."

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

Goal 1) Next year, ELP staff will continue working with the ELP Lead Teacher to establish more direct communication with the English and Math teachers at the school. Next year, ELP staff will continue to observe classroom instruction, and work directly with school-day teachers to further alignment with school day instruction.

Goal 2) ELP will continue using BGCA Programming Guides (Torch Club/Triple Play Leadership) to implement and promote leadership/peer mentoring programs. ELP will implement more comprehensive Service Learning opportunities for all students in the 2019-20 school year. ELP will continue to hold weekly meetings next school year to discuss the best practices for implementing Leadership items in the YPQA.

Goal 3) ELP will continue sending texts alerts using the "Remind App" next year to increase awareness around sports events, school performances, and upcoming special events next year. ELP will continue to conduct more formal outreach (face to face interaction) to parents to raise awareness of school-day and after school activities and events during the 2019-2020 school year.