

WCCUSD Expanded Learning Programs

Quarter 3

Lincoln Elementary
 Bay Area Community Resources
 Prepared by: Samantha Jeandebien

Program Attendance and Enrollment



84

Unduplicated Youth Served

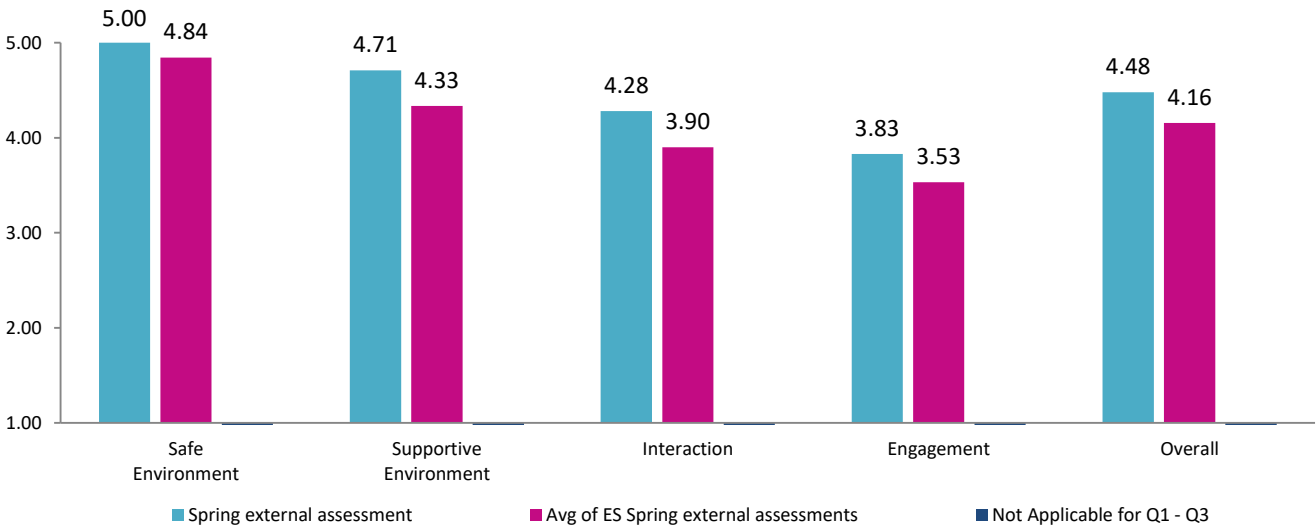


94%

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?

GOAL 1: By June 2018, 80% of 1st-2nd grade students will know 100% of their site words as measured by ELP class assessments. This will allow for the students to have faster fluency and increased reading comprehension.

GOAL 2: By June 2018, 80% of 3rd-6th grade students will know 100% of their basic multiplication math facts as measured by ELP class assessments. This will allow for students to be able to perform higher level math.

GOAL 3: By May 2018 1st, 2nd, and 3rd grade girls will increase 10% in their letter name fluency (LNF) and blend recognition, as measured by Dibels Next assessments.

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

GOAL 1: Implementation has been consistent by providing students the opportunity to practice their sight words every Monday, Wednesday, and Friday's through the facilitation of academic games by 1st and 2nd grade instructors. In addition, 1st and 2nd grade instructors have used the "sight words tracking" data and incorporated both individual and small group leveled activities.

GOAL 2: Implementation has been consistent by providing students the opportunity to practice their math facts every Monday, Wednesday, and Friday through the facilitation of academic games by the 3rd-6th grade instructors. In addition, 3rd-6th grade instructors have used the "multiplication fact test tracking" data and incorporated both individual and small group leveled activities.

GOAL 3: GirlSMART Instructor has been facilitating WTW activities and games that practice LNF at least 3 days a week.

Data review of progress towards primary goals.

GOAL 1: After reviewing data from our "sight word tracking" tool, 63% of 1st and 2nd grade students know 63% of their sight words. 37% of 1st and 2nd grade students know between 30% and 62% of their sight words.

GOAL 2: After reviewing collected data from our "multiplication fact test tracking" tool, 60% of 3rd-6th grade students know 100% of their math facts and 30% of students know 75% of their math facts. 10% of students know between 41% and 59% of their math facts.

GOAL 3: Assessments have been conducted and evaluated for each girl in the program. Data shows that 1st grade have seen a 9% gain in LNF, 2nd grade have seen a 7% gain in LNF, and 3rd grade have seen a 9% gain in recognizing blends.

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

GOAL 1: Continue implementing academic activities three times a week (Monday's, Wednesday's, and Friday's) for students to practice sight words. Also, continue using the "sight word tracking" tool to track students' progress. Also, based on teacher feedback and suggestions, 1st and 2nd grade instructors will reduce the number of sight words that are being reviewed per week. In addition, Site Supervisor will meet with at least one teacher from 1st and 2nd grade to review students' individual progress and if necessary develop supporting strategies with those teachers' to better align ELP program with day school. Furthermore, Lead Teacher will continue to observe 1st and 2nd grade instructors during Academic Skill Building and meet with Site Supervisor to discuss observations and consider future strategies, if any, that will better support students as well as to make any necessary changes.

GOAL 2: Continue implementing academic activities three times a week (Monday's, Wednesday's, and Friday's) for students to practice their multiplication facts. Also, continue using the "multiplication fact test tracking" tool to track students' progress. In addition, instructors will use this data to pull individual multiplication activities for students and groups. Furthermore, Site Supervisor will meet with at least one teacher from each grade 3rd-6th to discuss students' progress and if necessary develop strategies with teachers' to better align ELP program with day school. Lead Teacher will observe 3rd-6th grade instructors during Academic Skill Building and then meet with Site Supervisor to discuss observations as well as to develop necessary, if any, strategies to better support students'.

GOAL 3: Students will continue to practice their LNF and blends through varied academic games. In addition, the GirlSMART Instructor will use each girl's progress to pull individual WTW activities that the girls can work on alone as well as in a group. Furthermore, GirlSMART instructor will incorporate guided reading in small leveled groupings. In addition, Site Supervisor will work with Lead Teacher to incorporate more hands on activities to reinforce blending.