

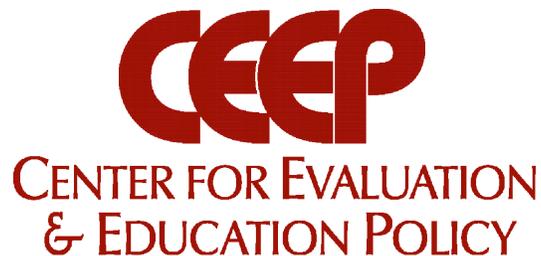
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EVALUATION OF THE  
**Kentucky 21<sup>st</sup>**  
**CCLC Initiative**

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ELEMENTARY/MIDDLE SCHOOL SITE VISIT SUMMARY REPORT:  
**SOUTH LIVINGSTON ELEMENTARY**  
**SCHOOL/MUSTANG ROUND-UP ACADEMY**  
LIVINGSTON COUNTY

**April 2012**



1900 East Tenth Street, Bloomington, Indiana 47406  
tel: 1.800.511.6575 fax: 1.812.856.5890 web: [ceep.indiana.edu](http://ceep.indiana.edu)

**Focus Area 1: Program activities are geared toward rigorous academic enrichment**

Elements of Strong Programs	Site Visitor Rating				
	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
<b>1. HIGH QUALITY HOMEWORK TIME:</b> Program provided appropriate space and climate for homework completion, alternatives for those without homework, and individual assistance for those who needed it.	1	<b>2</b>	3	4	NR

On the day of the site visit, students were divided into groups by grade for homework help. While the younger children had ample space and a quiet space to complete their homework, the older students were in the same room with all other students who were working on computers. This space was somewhat noisy and two of the three students were off task. Individual assistance was provided when students needed it and those who were not working on homework used educational websites. Only three out of twenty 3<sup>rd</sup> – 6<sup>th</sup> graders were working on homework – it was unclear if these were the only students with homework or if some students had chosen to play computer games instead of doing their homework.

<b>2. SUPPLEMENTAL ACADEMIC ENRICHMENT:</b> Academic activities other than homework were offered to students that promoted engagement and stimulated thinking.	1	<b>2</b>	3	4	NR
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On the day of the site visit, the first hour and a half of programming consisted of recess, snack time with a television turned to cartoons, and an ice cream-making activity. Although there were two enrichment activities observed on the day of the site visit (technology and a science experiment), the activities were not very cognitively challenging. Additionally, although the ice cream activity was fun, there was no clear link to educational content.

<b>3. OPPORTUNITIES FOR ACTIVE LEARNING:</b> Students were active participants and frequently engaged in hands-on activities which had a clear link to the real world.	1	<b>2</b>	3	4	NR
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On the day of the site visit, some of the activities included a hands-on component (e.g. the science experiment, ice cream-making). Activities were not part of an ongoing theme or projects. Also, many of the activities involved students engaging one-on-one with technology for an extended period of time, some of which were on the computer for over an hour (e.g. students playing iPad games, students in the computer lab).

**Focus Area 2: Program activities are linked to the regular school day**

<b>4. LINKS TO THE SCHOOL DAY CURRICULUM/ SCHOOL STANDARDS:</b> Program staff incorporated school curriculum into after school programming and aligned activities with school standards.	1	2	<b>3</b>	4	NR
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Homework help was the direct link to the school day for the program. Additionally, the teachers involved in the program turned in lesson plans that were linked to state academic standards. Behavioral expectations and the school day code of conduct were carried into the after school program.

<b>5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM:</b> School-day teachers and other school personnel participated directly or indirectly in the administration of the program to support academic enrichment.	1	2	3	<b>4</b>	NR
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Six teachers and a classroom aide currently rotated and worked directly for the after school program. In addition, the school secretary, janitor, cafeteria workers and principal indirectly supported the program. The site coordinator was communicative on nearly a daily basis with those school teachers not directly involved with the program.

<b>6. ACADEMIC ACTIVITIES TAILORED TO INDIVIDUAL STUDENT NEEDS:</b> Program staff systematically identified students in need of academic support and utilized school data to plan programming.	1	2	<b>3</b>	4	NR
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The site coordinator reviewed student-level data and also listened to teacher and parent recommendations to support those students who needed extra help. Additionally, activities were chosen in each group of students (K-2, 3-4, 5-6) based on targeted levels from the Discovery assessment testing.

<b>Focus Area 3: Program provides youth individual support and positive interactions</b>					
<b>Elements of Strong Programs</b>	<b>Site Visitor Rating</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
	<b>Must Address and Improve</b>	<b>Some Progress Made</b>	<b>Satisfactory</b>	<b>Excellent</b>	<b>Cannot rate based on information gathered</b>
<b>7. OPPORTUNITIES FOR INDIVIDUAL SUPPORT:</b> Individual, small group tutoring or one-on-one time was available for students who needed additional academic or emotional support.	1	2	<b>3</b>	4	NR
Students were identified for additional tutoring during the after school program based on the Discovery assessment program. Mentoring opportunities were not available. It was reported that tutoring was offered two times per week.					
<b>8. OPPORTUNITIES FOR POSITIVE INTERACTION WITH ADULTS:</b> Program staff created an environment that allowed youth to receive support and encouragement.	1	2	<b>3</b>	4	NR
For the majority of the time, staff members were respectful of students and tried to maintain neutral or positive interactions. On the day of the site visit, however, there were a few isolated negative interactions between adults and peers. One example was when a staff member called out a student for poor behavior in front of an entire table of peers rather than pulling the student aside discretely to have a conversation. Additionally, it was observed that due to the high volume of the staff walkie-talkies, students could hear staff communication regarding disciplinary matters.					
<b>9. OPPORTUNITIES FOR POSITIVE INTERACTION WITH PEERS:</b> All students were provided the opportunity to get to know each other and build positive social skills with peers.	1	2	<b>3</b>	4	NR
Students were provided with structured (e.g. the science project) and unstructured time (e.g. recess) to interact with one another. Youth exhibited inclusive relationships with one another and were respectful most of the time. However, opportunities for students to publically acknowledge the work of peers or to tutor one another—were not observed.					
<b>Focus Area 4: Program builds relationships with schools, parents, and community partners</b>					
<b>10. PROGRAM IS WELL-INTEGRATED WITH SCHOOL AND SHARES SCHOOL RESOURCES:</b> Program staff regularly communicated with school day teachers, had access to school resources, and spent ample time in the school during the school day.	1	2	3	<b>4</b>	NR
The site coordinator was very communicative with the principal and school teachers. The after school program had access to nearly the entire school as needed. Additionally, the program had an entire classroom, complete with desks for the full time staff, places to store supplies and space for students.					
<b>11. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH PARENTS:</b> Program staff communicated regularly with parents and provided opportunities for program involvement.	1	2	3	<b>4</b>	NR
The program staff regularly communicated with parents at pick-up, through email, letters and phone calls. Parents received a monthly newsletter created in part by the students, and had the opportunity to attend two parent nights per year. Communication was therefore quite frequent. Parents volunteered during parent nights.					
<b>12. PROGRAM STAFF ACTIVELY DEVELOP RELATIONSHIPS WITH COMMUNITY PARTNERS:</b> Program staff conducted outreach activities to engage community partners and involve them in the program.	1	2	3	<b>4</b>	NR
The program staff had established a number of volunteer-based community partners, including local churches, the extension office, Family First and with the Parent-Teacher Organization. In addition, there were karate and piano lesson opportunities on a paid-basis by interested parents. The site coordinator had reached out to establish more partnerships by attending advisory council meetings, inter-agency meetings and through phone calls/word of mouth.					

