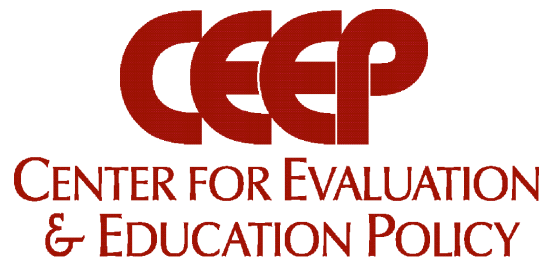

EVALUATION OF THE
Kentucky 21st
CCLC Initiative

ELEMENTARY SCHOOL SITE VISIT SUMMARY REPORT:
NORTH LIVINGSTON ELEMENTARY
(NORTH STAR ACADEMY)
LIVINGSTON COUNTY

April 2012



1900 East Tenth Street, Bloomington, Indiana 47406
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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
1. HIGH QUALITY HOMEWORK TIME: Program provided appropriate space and climate for homework completion, alternatives for those without homework, and individual assistance for those who needed it.	1	2	3	4	NR
Homework help was not observed on the day of the site visit and therefore a rating could not be provided.					
2. SUPPLEMENTAL ACADEMIC ENRICHMENT: Academic activities other than homework were offered to students that promoted engagement and stimulated thinking.	1	2	3	4	NR
While some of the enrichment activities clearly incorporated science concepts (e.g. the life cycle of the frog), several of the other enrichment activities were less academically oriented.					
3. OPPORTUNITIES FOR ACTIVE LEARNING: Students were active participants and frequently engaged in hands-on activities which had a clear link to the real world.	1	2	3	4	NR
Most of the activities observed consisted of having children engage with the materials. Although not explicitly stated, it appeared that at least some of the activities were part of an ongoing theme or unit. These activities were also applicable to real world concepts.					
Focus Area 2: Program activities are linked to the regular school day					
4. LINKS TO THE SCHOOL DAY CURRICULUM/ SCHOOL STANDARDS: Program staff incorporated school curriculum into after school programming and aligned activities with school standards.	1	2	3	4	NR
The afterschool program actively communicated with school day staff, reported assisting students with homework completion, and also incorporated school day academic standards in programming.					
5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM: School-day teachers and other school personnel participated directly or indirectly in the administration of the program to support academic enrichment.	1	2	3	4	NR
The vast majority of the afterschool staff also worked for the school during the school day and was very familiar with the students and their academic and behavioral needs. Teachers reportedly offered student tutoring and helped recruit students to participate in the program.					
6. ACADEMIC ACTIVITIES TAILORED TO INDIVIDUAL STUDENT NEEDS: Program staff systematically identified students in need of academic support and utilized school data to plan programming.	1	2	3	4	NR
While the site coordinator and teachers who worked in the program were aware of student academic needs, it did not appear that struggling students were specifically being targeted to participate in the program. While there were plans to offer activities that would be tailored to the individual needs of the students, this computer program was not yet in use.					

Focus Area 3: Program provides youth individual support and positive interactions					
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
7. OPPORTUNITIES FOR INDIVIDUAL SUPPORT: Individual, small group tutoring or one-on-one time was available for students who needed additional academic or emotional support.	1	2	3	4	NR
While the program did not offer mentoring opportunities for students, school day teachers routinely provided tutoring opportunities. These opportunities tended to occur twice per week. Additionally, there were some high school students who came in on occasion to tutor younger students.					
8. OPPORTUNITIES FOR POSITIVE INTERACTION WITH ADULTS: Program staff created an environment that allowed youth to receive support and encouragement.	1	2	3	4	NR
It was evident that the students and adults in the program worked well with one another. There was a culture of mutual respect between the children and adults and there were several instances observed on the day of the site visit when students sought out support or praise from the adults in the program.					
9. OPPORTUNITIES FOR POSITIVE INTERACTION WITH PEERS: All students were provided the opportunity to get to know each other and build positive social skills with peers.	1	2	3	4	NR
Although there were not formalized opportunities for the youth to recognize the achievements of their peers, the youth interacted with one another positively and there were no cliques or conflict observed on the day of the site visit.					
Focus Area 4: Program builds relationships with schools, parents, and community partners					
10. PROGRAM IS WELL-INTEGRATED WITH SCHOOL AND SHARES SCHOOL RESOURCES: 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	4	NR
It was evident that the site coordinator has worked diligently to establish and maintain strong communication with school personnel including teachers and the principal. While the site coordinator reported emailing, talking with, and stopping by classrooms, it did not appear that the program used more formal communication methods such as homework slips or teacher specific newsletters and the site coordinator did not attend staff meetings.					
11. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH PARENTS: Program staff communicated regularly with parents and provided opportunities for program involvement.	1	2	3	4	NR
The site coordinator appeared to have good communication with students' parents and reported talking with parents on the phone, during pick up times, as well as during school open houses or parent teacher conferences. The program did not appear to actively recruit parent volunteers nor did they have regular parent nights.					
12. PROGRAM STAFF ACTIVELY DEVELOP RELATIONSHIPS WITH COMMUNITY PARTNERS: Program staff conducted outreach activities to engage community partners and involve them in the program.	1	2	3	4	NR
The program had numerous community partners who contributed substantially to the type of programming offered. Examples of community partners included the extension office, a local animal rescue, retired community members, as well as fish and wildlife officials.					

