

SCUSD After School Program

2012-2013

PROGRAM PLAN

Due Date: September 17, 2012

Based on State Program Plan Guide



Youth Engagement Services

2011-2012

AFTER SCHOOL PROGRAM PLAN

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Agency: Sacramento City Unified School District

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Name(s) of Site Employees

Name	Credentials
Jazmin Ridley	BA
Kevin Niman	NCLB passed
Charles Lawrence	NCLB passed
Rilisha Moore	NCLB passed
Zenobia Armstrong-Middle School	BA
Kayla Thuston – Middle School	48 units
May Chang	186 units (BA)
James Damiani	Americorps member (volunteer)

This program serves elementary and middle school students in grades Kindergarten through eighth grade. All of the students in this program are students who attend St. Hope Public Schools PS 7 K-8.

The population was predetermined by the school, since our program is open to all students who attend PS 7. This school is located in the Oak Park area, which is predominately a socioeconomically disadvantaged neighborhood. Teachers indicated which students they felt would really benefit from the program, and those recommendations were taken into account. Lastly, parents who voiced special needs of the program were also taken into account.

I. Program Goals and Requirements

First, the Program Coordinator reviewed the handbook for St. Hope Public Schools analyzing the API scores that the school received; looked over the School Report Card which gave detailed information about the population being served at PS7; reviewed a survey conducted by the school asking what sort of activities and

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academic components the parents would like to see in the Afterschool Program; and surveyed the fourth and fifth grade students, as well as the sixth-eighth grade students at the school to see what sort of needs and wants they had. At the conclusion of the program last year, an evaluation survey was handed out to the parents, and those answers were used to assess new needs as well as to evaluate which needs are being adequately met.

As a team, the staff wrote a mission statement that we felt encompassed the needs of the community, as well as our goals as an Afterschool Program.

Mission Statement: As the PS7 Afterschool Program team, we provide a quality enrichment program whose goal is to enhance the educational experiences of our students by being an extension of the PS7 values and excellence. With this, we strive to:

1. Provide and create a positive, productive, and safe learning environment
2. Embrace cultural diversity as a strength, and
3. Promote team work and innovation through critical thinking

Overall, our mission is to empower students to understand and believe that their potential is limitless!

Students were recruited in several ways. Flyers were handed out and posters were put up. Teachers and counselors recommended students. Additionally, parent meetings were held at both the elementary school and the middle school to inform parents about the program, and to recruit students. Special attention was paid to families with multiple children.

Attempts to retain students include providing engaging, active, and fun activities that the students want to participate in. However, our attendance policy is enforced to ensure that students are attending on a daily basis and are staying for the full length of the program. Parents are reminded constantly about the attendance requirements, and these requirements are also outlined in the Parent Manual provided for each of the parents. Also, parents are told that they are only allowed a combination of ten absences and early pickups, or they may lose their spot.

For the current year, we sent out emails informing parents about our PS7 Afterschool Program Lottery. We placed families into our program based on their attendance to our parent meeting, and then from the names we pulled from the lottery. The remaining students and the students whose forms I received later were placed on the waitlist on a first come, first served basis. Currently, PS 7 has a waitlist of over 50 students.

Our approach to addressing the achievement gap includes providing enrichment activities that review Math, Language arts, and Science. Additionally, we ask students to write by using writing prompts every day, which helps them practice their writing and handwriting skills. We will continue building academic opportunities by

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providing practice activities in preparation for the CST testing.. We will also use supplemental providers that give students a chance to practice their skills in different ways, and to acquire new skills. We plan to use Music and Science/Gardening for the elementary school, and Spanish and Music for the middle school. Thus, we try to address the achievement gap by providing a program that students look forward to coming to in order to learn, play, and have fun; and also as a motivation to continue to come to school.

II. Program Content/Quality

. In order to align to the regular day, Instructional Aides for the PS7 afterschool program observed the classroom during the regular day to watch how the teachers run their classrooms. Then, the IA's took those skills and now try to do similar techniques within their Afterschool program classrooms. For example, after seeing how a teacher uses a behavior chart to help the students with behavior issues, IA's plan to use the same sort of chart to keep the consistency. Additionally, we consider the principal and other teachers as resources as we work to align the regular day to the Afterschool Program. We enforce the same PS7 rules listed during the regular school day which include 1) Listen, 2) Respect, 3) Work hard. Lastly, one major way we try to align with the regular day is our use of pacing guides, which are the lesson plans the PS7 teachers create for the year. Our Afterschool Program lesson plans align directly with what the students are already learning in class.

The literacy elements of the program include reading, writing, and public speaking. For example, students will have opportunities to work individually or with the group as we do different activities that incorporate literacy. Activities that include spelling or reading problems will be utilized during the program. Additionally, students have the chance to do daily writing activities which also will help them strengthen their handwriting and writing skills. Students participate in hands-on and group activities with the other educational elements such as math, science, music, and art. One specific literacy activity includes "Dictionary Rumble" an activity where students work together to find words in the dictionary. The Instructional Aide calls out a word, and the students look up the word and have to find the definition, three synonyms, and three antonyms for the word.

Our program is always looking for ways to help students lead. One goal is to begin a Student Government program, where elected students will have a heavy hand in activities and events that our program participates in. Additionally, we have started our clubs, where the students picked the clubs they wanted the program to offer and then got to participate in their first or second choice. These clubs came directly from their voice!

Our program continuously solicits parent volunteers to step into our classrooms and lend their talents to us and our students. We always invite parents to events that we hold, and we are always asking parents for suggestions for programming. We maintain quarterly newsletters that inform parents about program offerings and

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opportunities, and also highlight student work. We hope to offer more workshops that are geared for students and parents, which gives parents an opportunity to actually come in and learn about strategies to prepare their students for college.

III. Collaboration and Partnerships

We work very closely with the school ensure a collaborative process. The principal and head teacher are very vocal in their suggestions and ideas, as well as the teachers. Program staff include their own ideas for the program development as well. Together, this has created a dynamic program that attempts to include different ideas into a program that serves the entire community well. We hope to become an even more integrated part of the school.

- Currently, the program's collaborative members include: PS7 school staff and administration, parents, Kerry Cottle (art instructor), Stevie Picket (choir) and the Youth Engagement Services team (The Sacramento City Unified School District). Each of these partners contribute in different ways. For example, the PS7 staff and administration give important data and documents as well as suggestions, the parents provide services in areas that they feel confident in (such as homework help), and the district provides support for the entire program. We are also strategizing to provide a Spanish program and math-based Fantasy Baseball program to the middle school students later this year.
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IV. Staffing

- The PS 7 staff was trained both on the district policies and procedures, St. Hope Charter School principles and protocols, as well as the ASES and PS7 duties. Additionally, ongoing training opportunities will occur through the remainder of the school year. Staff is constantly asked for their ideas in which areas they feel training would be advantageous to their professional development. Areas such as classroom management and activity implementation will be provided on an ongoing basis. The Program Coordinator holds weekly professional development meetings where the program strengths and weaknesses are discussed. Overall, the staff has attended the English Language Arts Modules (1-4), Classroom Management trainings, and several trainings provided by the Program Manager (Summer of Service Topics, Classroom Observations, Program Observations, Program Evaluation, Lesson Planning and Enrichment Programming, etc.)

V. Program Administration

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- Attendance is taken every day by the Instructional Aides. As students join the program, the Instructional Aides note that they are present. Then, at the end of the day, the parents sign out their student. Subsequently, the Program Coordinator logs the student attendance on a database that tracks their attendance and early sign outs.

Early Sign out policy:

The ASES (After School Enrichment and Safety) program will open at the end of the regular school day and will remain open until 6:00 p.m. Elementary students are expected to participate in the full day of the program and students in middle and junior high schools attend a minimum of nine hours a week and three days week to accomplish program goals. Children, however, may leave the program prior to the end of the program time at 6:00 p.m. based on the following conditions:

- Parent Choice (PC)
- Family emergencies (such as death in the family, catastrophic incidents, etc) (E)
- Attending a parallel program (programs in the school or community such as soccer, basketball, etc.) as long as an agreement has been obtained in writing. (P)
- Medical appointments (M)
- Weather conditions or at dusk (especially if the child walks home) (W)
- Child accidents or illness that occur during after school hours (staff will contact parent by phone in this event.) (A)
- Other conditions especially on safety as prescribed by school. (O)

The space in the after school program is limited. “Early Releases” should be kept to a minimum. Students who can attend the program full time should be given priority.

The Afterschool Program staff have observed several PS7 Classrooms and as well as other Afterschool Programs, and have taken detailed notes about classroom management. Additionally, this is a topic that the staff and Program Manager are consistently reviewing. Some specific strategies used include classroom agreements written by students and posted in the classroom, verbal redirection, utilization of the Program Manager, open communication with parents, behavior charts (Kindergarten and 1/ 2 grades) and the use of raffle tickets and prize boxes.

VI. Outcome Measures and Evaluation

Surveys will be administered to see whether students and parents are enjoying the program. Dialogues will also be carried out with parents and PS7 administrators to ensure the program is top notch. We also assess program retention and student academic and behavioral gains to inform our program.

The program plan will be reviewed continually, as program offerings may change based on student needs and interests. In addition:

- Evaluations can be administered mid-year and at the end of the year.
- Communication with PS7 administrators is constantly occurring.