**Crowley ISD 21st CCLC After-School Program Grantee Report**

**Crowley Independent School District**



**Texas 21st Century Community Learning Centers/Texas ACE**

*presented to:*

**Ms. Kimberly Sherfield**

**21st Century Project Director**

*prepared by:*



**The Tillis Group**

Independent Evaluator

3540 E. Broad Street, Unit 120-295

Mansfield, TX 76063

Telephone: 682.666.3558

E-mail: tillisgrp@yahoo.com

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**Executive Summary**

Crowley ISD was awarded a 21st CCLC grant in the summer of 2018. The 2020-2021 school year was the third year of the grant which targeted students in grades kindergarten through six and was led by a Project Director, a Site Coordinator at each site, and a Family Engagement Specialist. The grant provided funds for seven centers: Parkway Elementary School, Jackie Carden Elementary School, Oakmont Elementary School, J. A. Hargrave Elementary School, Poynter Elementary School, David Walker Elementary School, and Mary Harris Elementary School. The school year was a continuation of the unprecedented times experienced by the pandemic with delays in the start of school for both staff and students. With a virtual start at the beginning of the school year on September 8 through the first day of in-person learning on October 8, and the last day of learning on June 11, 2021, the program served a total of one thousand one hundred and eighty- three (1,183 students in kindergarten through sixth grade, and five hundred twenty-nine (529) of those students had forty-five (45) days or more of attendance, which constitutes a regular student. Each site provided activities to support the Academic, Enrichment, Family and Parental Support, and College and Workforce Readiness components with goals to improve student academic performance, attendance, behavior, and promotion rates.

This was a unique school year; district leadership made a paradigm shift to the overall welfare and compliance of CDC guidelines augmented with PPE gear and protocols for the safety of staff and students. Even in areas where best practices were adhered many sites were still impacted by positive coronavirus test results which cause sites to refocus. The transition to At Home or distance learning was a banner accomplishment riddled with a network of family and community engagement activities to support the home and school connection. Activities were posted on google classroom, and virtual field trips were offered. Also, office hours were kept to provide homework help for students and to create activities for distance learning. Staff made phone calls to all families to see if they had needs. Zoom meetings were held with students, and the staff maintained contact with school day staff, attending their PLC and grade level meetings

The chart below shows some of the intermediate outcomes for the 2020-2021 sites.

**Table 1A: Intermediate Outcomes for Regular Students by Sites**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intermediate Outcomes of Regular Students** | **Carden** **ES** | **Hargrave ES** | **Harris** **ES** | **Oakmont** **ES** | **Parkway ES** | **Poynter ES** | **Walker** **ES** |
| Average Core GPA | 3.10Fall | 3.00Fall | 2.94Fall | 3.08Fall | 3.45Fall | 3.35Fall | 2.94Fall |
| % Passed All Core Classes  | 100%Fall | 100%Fall | 100%Fall | 93%Fall | 95%Fall | 100%Fall | 99%Fall |
| Average % of Days Present | 95.88%Fall | 97.47%Fall | 97.60%Fall | 97.36%Fall | 95.71%Fall | 97.48%Fall | 98.27%Fall |
| Average # of Behavior Referrals | 0.00Fall | 0.03Fall | 0.19Fall | 0.14Fall | 0.02Fall | 0.14Fall | 0.12Fall |
| % with No Behavior Referrals | 100%Fall | 97%Fall | 87.7%Fall | 93%Fall | 98%Fall | 88%Fall | 99%Fall |
| % Passed STAAR Reading Standard | 61% | 65% | 49% | 60% | 59% | 47% | 25% |
| % Passed STAAR Math Standard | 52% | 65% | 52% | 60& | 56% | 39% | 27% |
| % Passed STAAR Writing Standard | 41% | 67% | 25% | 54% | 36% | 34% | 22% |
| % Passed STAAR Science Standard | 58% | 53% | 64% | 45% | 29% | 38% | 14% |

**Table 1B: Outcomes for Regular Students with Both Semesters of Data for Two Consecutive Years**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intermediate Outcomes of Regular Students** | **Carden** **ES** | **Hargrave ES** | **Harris** **ES** | **Oakmont** **ES** | **Parkway ES** | **Poynter ES** | **Walker** **ES** |
| % Who Did not Pass STAAR Reading Standard Last Year, but Passed Standard This Year | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| % Who Did not Pass STAAR Math Standard Last Year, but Passed Standard This Year | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

**Stakeholder Perceptions**

The program valued stakeholder feedback. Selected student, parent, 21st CCLC YDI teacher, and Language Arts teacher feedback is listed in the charts below.

**Table 2A: Stakeholder Perceptions**

**Source: Student Surveys, Parent Surveys, and Rating of Student Behavior by Language Arts Teachers**

|  |
| --- |
| **Related Survey Questions about Homework Completion:****Student Survey**: This program helps me complete my homework.**Parent Survey**: The program helps my child complete his/her homework.**Language Arts Teacher Rating** of Student Behavior: To what extent has your student changed his/her behavior in completing homework? |
| School | **Student Responses**% SA & A | **Parent Responses**% SA & A | **Language Arts Teacher Rating**% Improved |
| **Carden ES** | 96% | 78% | 80% |
| **Hargrave ES** | 94% | 81% | 78% |
| **Oakmont ES** | 95% | 88% | 83% |
| **Parkway ES** | 100% | 76% | 86% |
| **Poynter ES** | 100% | 67% | 86% |
| **Harris ES** | 94% | 67% | 76% |
| **Walker ES** | 93% | 62% | 78% |

SA=Strongly Agree, A=Agree

**Table 2B: Stakeholder Perceptions**

**Source: Student Surveys and Parent Surveys**

|  |
| --- |
| **Related Survey Questions about Academic Performance:****Student Survey**: Since I have been coming to this program, my grades have improved.**Parent Survey**: The program has helped my child improve his/her school work. |
| School | **Student Responses**% SA & A | **Parent Responses**% SA & A |
| **Carden ES** | 78% | 87% |
| **Hargrave ES** | 82% | 94% |
| **Oakmont ES** | 84% | 95% |
| **Parkway ES** | 77% | 95% |
| **Poynter ES** | 69% | 96% |
| **Harris ES** | 72% | 83% |
| **Walker ES** | 71% | 80% |

SA=Strongly Agree, A=Agree

**Table 2C: Stakeholder Perceptions**

**Source: Parent and 21st CCLC YDI Teacher Surveys**

|  |  |  |
| --- | --- | --- |
| School | **Parent Survey**: This program has helped me be more involved in my child’s education.% SA & A | **21st CCLC YDI Teacher Survey**:The 21st CCLC After School program provided beneficial services for our students.% SA & A |
| **Carden ES** | 75% | 96% |
| **Hargrave ES** | 82% | 100% |
| **Oakmont ES** | 100% | 100% |
| **Parkway ES** | 100% | 100% |
| **Poynter ES** | 94% | 100% |
| **Harris ES** | 81% | 100% |
| **Walker ES** | 78% | 100% |

SA=Strongly Agree, A=Agree

**Table 2D: Stakeholder Perceptions**

**Source: Rating of Student Behavior by Language Arts Teachers**

|  |  |  |
| --- | --- | --- |
| School | **Rating of Student Behavior by Language Arts Teacher:**% Improved Class Participation | **Rating of Student Behavior by Language Arts Teacher:**% Improved Classroom Behavior  |
| **Carden ES** | 81% | 63% |
| **Hargrave ES** | 80% | 68% |
| **Oakmont ES** | 66% | 62% |
| **Parkway ES** | 80% | 79% |
| **Poynter ES** | 62% | 59% |
| **Harris ES** | 67% | 63% |
| **Walker ES** | 94% | 78% |

**Evaluator Recommendations and Next Steps:**

**Carden Elementary School 21st CCLC After School Program Recommendations:**

* The Site Coordinator is commended for implementing recommendations, noting that the school year 2020-2021 presented unique challenges because of the pandemic. 1) To improve students’ writing skills, writing was incorporated into the beginning of the program with topics or story starters for writing in their journals. 2) To increase Reading STAAR passing rates, the students read during the beginning hour. Also, identified students who attended reading tutorials and had access to supplemental programs targeting their areas of weakness. 3) Students were encouraged to attend at least forty-one days during the fall semester. As a result, the percentage of students that fell into the 41+ attendance percentage range for the 21st CCLC program increased from 73% last year in the fall to 84% of the students this year in the fall.
* Continue to provide support for reading achievement and to provide tutoring and extended day enrichment in the fall and spring. Closely review the beginning of the year student assessments to identify students with needs and to determine the TEKS to target. Also, provide some reading activities to impact children’s love of reading. Since Carden Elementary has expanded to include fifth grade, the Site Coordinator will collaborate with the campus specialists and school day teachers to identify the fifth graders needs.

Next Steps:

* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing skills. Tutorials will be provided for writing, and writing will be integrated into other activities.
* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support struggling readers. In addition to the older students, the site will focus on early literacy development. Tutoring will continue in the fall and the spring to help meet students’ needs.
* The Site Coordinator decided to focus on social-emotional learning as unique needs were observed due to the COVID-19 pandemic.
* From the Capacity Development training in the spring of 2020, the Crowley ISD 21st CCLC staff will continue to implement developed goals which include 1) strengthening family engagement through collaborative planning, 2) creating collaborative teams or cohorts of Site Coordinators to facilitate program planning and to provide strategic professional development, and 3) increasing school/community engagement and relationships. Progress on the goals continue, including collaborative work among Site Coordinators and the seven sites providing joint family engagement events. Combined, the Site Coordinators are experienced in facilitating the program and have many strengths among them.

**Hargrave Elementary School 21st CCLC after School Program Recommendations:**

* The Site Coordinator is commended for following up on the prior year’s recommendations. 1) to improve students’ writing skills, Writing Club and tutoring was provided. Also, writing was incorporated into the science activities. 2) To increase academic achievement in reading, reading games and materials to improve reading comprehension and vocabulary were purchased. Ready Readers, homework help, and tutoring were provided along with integrating Reading TEKS into the science activities and World Culture. 3) To increase student choice, students were allowed to choose their activities on Fun Friday.
* Closely review the beginning of the year student assessments to identify students with needs and to determine the TEKS to target.
* Provide opportunities for student/teacher writing conferences and the engagement of self-selected independent reading materials where writing assignments are assigned.
* Consider materials to support students throughout the summer and any unfinished learning losses.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

 Next Steps:

* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing skills. Tutorials will be provided for writing, and the program will continue to integrate writing into other activities.
* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support struggling readers. Tutoring will continue in the fall and the spring to help meet students’ needs, and the program will continue to incorporate reading into other activities such as science activities and those related to culture.
* In looking forward, the Site Coordinator wants to focus on math and writing. Beginning of the year benchmarks and assessments will help identify students that would benefit from support and the TEKS that need strengthening.
* From the Capacity Development training in the spring, the Crowley ISD 21st CCLC staff developed goals which include 1) strengthening family engagement through collaborative planning, 2) creating collaborative teams or cohorts of Site Coordinators to facilitate program planning and to provide strategic professional development, and 3) increasing school/community engagement and relationships. The new school year will dictate to what extent these are developed, depending on how the schools function while the coronavirus is prevalent. Some progress has been made this year on these goals including collaborative work among Site Coordinators and the seven sites providing some joint family engagement events. The Site Coordinators are experienced in facilitating the program and have many strengths among them.

**Harris Elementary School 21st CCLC after School Program Recommendations:**

* The Site Coordinator is commended for following up on last year’s recommendations. 1) To improve students’ reading skills, tutorials were taught by Harris certified teachers selected by the Principal and campus specialist. Extra reading support was provided during Academic Enrichment, Homework/Brainteaser activities, Read2Win, IStation and Achieve 3000 provided individualized support for students. 2) To improve science achievement, STEM/Science activities and STEM Experiments were provided, and The University of North Texas Health Science Center provided activities for the fifth and sixth grade students. 3) To reduce the number of behavior referrals, all students were enrolled in a social-emotional learning activity, and behavior folders were monitored regularly.
* Continue to select school day teachers to tutor small groups of students and closely review the beginning of the year benchmarks and assessments to identify struggling students and to target the appropriate TEKS.
* Continue to support science and STEM achievement. Provide project-based STEAM activities next year and continue the program’s relationship with the University of North Texas Health Science Center.
* Continue to support the students’ social-emotional learning. Social-emotional learning activities might be beneficial for many students. Just as this year, enroll all students in SEL classes.
* Consider materials to support students throughout the summer and any unfinished learning losses.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

Next Steps:

* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support students’ reading and science achievement. She will continue to provide reading activities and integrate reading into other activities. The Site Coordinator will also continue to provide science activities and experiments and to collaborate with local partners, such as the UNT Health Science Center and/or the Botanical Research Institute of Texas. The beginning of the year benchmarks and assessments will be closely reviewed to identify academic gaps and ways to address them.
* All students will be enrolled in social-emotional learning activities, and the program will continue to enlist the School Counselor and Communities in Schools staff to work with the afterschool students.
* In looking forward, the Site Coordinator wants to focus on literacy development next year and to monitor student data to identify students needing support in the core subjects.
* The Site Coordinator is commended for following up on last year’s recommendations. 1) To improve students’ reading skills, Harris certified teachers were hired to teach most of the academic courses and to tutor small groups of students. Also, campus specialists reviewed student data to identify students in need of help and the TEKS that needed strengthening. 2) To improve students’ math skills, Harris certified teachers were hired to teach most of the academic courses and to tutor small groups of students. The specialists helped identify resources and hands-on games to support math achievement. 3) To prepare for the younger grades of students that came to Harris this year, the Site Coordinator worked closely with the Principal to identify regular school day teachers to work in the afterschool program during the academic hour of the program so that it would be aligned with the school day curriculum.
* Continue to work with the campus specialists to identify students for extra math and reading support and to target the math and reading TEKS that need strengthening. Integrate reading into other activities and encourage the use of reading and math games and manipulatives during activities.
* Because pre-kindergarten, kindergarten, first, second, third, and fourth grades were added to the student population last year, continue collaborating with school personnel to provide activities to meet their needs. The usage of regular school day teachers has helped provide a rich learning environment for the younger students.
* Consider materials to support students throughout the summer and any unfinished learning losses.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

**Oakmont Elementary School 21st CCLC after School Program Recommendations:**

* The Site Coordinator is commended for following up on prior year’s recommendations. 1) To improve students’ writing skills, a class was designated specifically for writing, focusing on writing good sentences using the Spivey Method and some of Lucy Calkins’ writing strategies. Also, students had a daily writing prompt at the beginning of the program each day. 2) To improve student behavior, G.I.R.L.S. was provided to support their social-emotional development and was taught by a teacher working towards a Counselor Certification. Also, students identified with behavior issues were invited into the program to receive support.
* Continue to provide support for writing achievement. Closely review the beginning of the year assessments to identify students with needs and to determine the TEKS to target.
* Closely work with campus staff at the beginning of the school year to identify students that are in need of help with specific core subjects and determine activities to strengthen their knowledge and skills with a personalized plan inclusive of online and classroom assignments.
* Consider materials to support students throughout the summer and any unfinished learning losses.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

Next Steps

* The Site Coordinator will continue to work with campus specialists and teachers to provide opportunities to improve writing skills and to solicit teachers or other certified teachers to work with small groups of students.
* The Site Coordinator will be intentional in identifying subjects, students, and TEKS to support for the coming year and will be aware of the students’ needs for social-emotional development when planning the activities and adjusting the activities as the year progresses.
* In looking forward, the Site Coordinator wants to serve more first and second graders next year to support literacy development, because the afterschool program can provide the extra face-to-face time that is so important for young children.
* From the Capacity Development training in the spring, the Crowley ISD 21st CCLC staff developed goals which include 1) strengthening family engagement through collaborative planning, 2) creating collaborative teams or cohorts of Site Coordinators to facilitate program planning and to provide strategic professional development, and 3) increasing school/community engagement and relationships. The new school year will dictate to what extent these are developed, depending on how the schools function while the coronavirus is prevalent. Some progress has been made this year on these goals including collaborative work among Site Coordinators and the seven sites providing some joint family engagement events. The Site Coordinators are experienced in facilitating the program and have many strengths among them.

**Parkway Elementary School 21st CCLC After School Program Recommendations:**

* The Site Coordinator is commended for following up on prior year’s recommendations.1) to improve students’ writing skills, Writing Rangers was offered. A Parkway certified teacher worked with small groups of fourth and fifth grade students. Each day, students wrote in a writing journal about what they did for the day, and each group wrote its own play. 2) To increase reading achievement, students read during a designated time in Homework Help; Reader’s Theater was incorporated into Drama Club; and Let’s Pretend offered younger students opportunities to increase their early literacy development. 3) To increase parent involvement, student performances were offered. Parent and child together time was provided through ZOOM events.
* Provide opportunities for students to work in small groups with certified teachers to target specific Writing TEKS. Closely work with campus specialists to review beginning of the year benchmarks and assessments to identify students with needs and to identify writing strategies to meet their needs.
* Continue working with the school day teachers and specialists to identify struggling readers and to target their individual needs. Also, provide some activities that help increase students’ love of reading.
* Consider materials to support students throughout the summer and any unfinished learning losses.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

Next Steps:

* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing skills including providing writing activities both semesters. Tutorials will be provided, and writing will be integrated into other activities.
* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support struggling readers. Continue to integrate reading into other activities.
* In looking forward, the Site Coordinator wants to focus on in-person and virtual learning to be prepared for uncertain times in education. Also, classes to help parents support their child’s education, whether the children are learning at school or at home, will be provided.
* From the Capacity Development training in the spring, the Crowley ISD 21st CCLC staff developed goals which include 1) strengthening family engagement through collaborative planning, 2) creating collaborative teams or cohorts of Site Coordinators to facilitate program planning and to provide strategic professional development, and 3) increasing school/community engagement and relationships. The new school year will dictate to what extent these are developed, depending on how the schools function while the coronavirus is prevalent. Some progress has been made this year on these goals including collaborative work among Site Coordinators and the seven sites providing some joint family engagement events. The Site Coordinators are experienced in facilitating the program and have many strengths among them.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

**Poynter Elementary School 21st CCLC after School Program Recommendations:**

* The Site Coordinator is commended for following up on last year’s recommendations. 1) To improve writing achievement, the program focused on foundational writing skills, provided writing activities, and followed the district’s new writing rubric. 2) To improve reading development, the program Reading Specialist wrote lesson plans for third, fourth, and fifth grade activities; reading was integrated into science and math activities; and several reading activities were provided. 3) To decrease behavior referrals, a district Behavior Specialist and School Counselor worked with groups of identified students to meet their needs and to facilitate SEL activities.
* Continue to support students’ writing development incorporating the district’s new rubric with Lucy Calkins’ writing strategies. Closely work with campus specialists to review beginning of the year benchmarks and assessments to identify students in need of extra help and to identify appropriate writing strategies to meet their needs.
* Continue to help strengthen students’ reading skills. Provide activities to support reading and continue to integrate reading into other activities. Closely work with campus specialists to review beginning of the year benchmarks and assessments, to identify students in need of extra help, and to identify appropriate reading strategies to meet their needs.
* Continue to support the students’ social-emotional learning. With the abrupt end of in-person school and the changes to daily life since closing due to the coronavirus, social-emotional learning activities might be beneficial for many students.
* Consider materials to support students throughout the summer and any unfinished learning losses.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

Next Steps:

* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing and reading skills. Flexibility with grouping students and designing classes will be important as the students begin the new school year with unknown challenges. For next year, the structure of school is uncertain and students may have gaps in learning from last year because of schools closing and the quick implementation of distance learning.
* In looking forward, the Site Coordinator wants to focus on delivering a quality program, whether the district chooses to provide in-person or distance learning, for students and to be flexible to changes as the year progresses.
* From the Capacity Development training in the spring, the Crowley ISD 21st CCLC staff developed goals which include 1) strengthening family engagement through collaborative planning, 2) creating collaborative teams or cohorts of Site Coordinators to facilitate program planning and to provide strategic professional development, and 3) increasing school/community engagement and relationships. The new school year will dictate to what extent these are developed, depending on how the schools function while the coronavirus is prevalent. Some progress has been made this year on these goals including collaborative work among Site Coordinators and the seven sites providing some joint family engagement events. The Site Coordinators are experienced in facilitating the program and have many strengths among them.

**Walker Elementary School 21st CCLC After School Program Recommendations:**

* The Site Coordinator is commended for following up on last year’s recommendations. 1) To improve students’ reading skills, Walker certified teachers were hired to teach most of the academic courses and to tutor small groups of students. Also, campus specialists reviewed student data to identify students in need of help and the TEKS that needed strengthening. 2) To improve students’ math skills, Walker certified teachers were hired to teach most of the academic courses and to tutor small groups of students. The specialists helped identify resources and hands-on games to support math achievement. 3) To prepare for the younger grades of students that came to Walker this year, the Site Coordinator worked closely with the Principal to identify regular school day teachers to work in the afterschool program during the academic hour of the program so that it would be aligned with the school day curriculum.
* Continue to work with the campus specialists to identify students for extra math and reading support and to target the math and reading TEKS that need strengthening. Integrate reading into other activities and encourage the use of reading and math games and manipulatives during activities.
* Because prekindergarten, kindergarten, first, second, third, and fourth grades were added to the student population last year, continue collaborating with school personnel to provide activities to meet their needs. The usage of regular school day teachers has helped provide a rich learning environment for the younger students.
* Consider materials to support students throughout the summer and any unfinished learning losses.
* As virtual options may remain viable for campuses, teacher preparation should include online assignments which allow enrichment, such as virtual field trips to extend program dimensions. Such accommodations will allow students time on-task whether in-person learning or if virtual school per CDC guidelines.
* All staff should be trained and well-versed on safety measures and district protocols for classroom management in a pandemic environment.

Next Steps

* The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s reading and math skills and to target low-performing students. The program will continue to use Walker school day teachers so that the afterschool program aligns with the regular school day, and activities will be offered that promote more than one core subject, such as math and science. This year, writing was integrated into social-emotional learning activities through the use of reflective journals.
* Continue the work to provide activities for the younger grades that were enrolled in Walker this year. The program was reimagined to include them in the afterschool program.
* In looking forward, the Site Coordinator wants to focus on providing intentional activities for the students, providing field trips to enhance learning to places such as the Botanical Research Institute of Texas, and enhancing family engagement, especially for the entire family.
* From the Capacity Development training in the spring, the Crowley ISD 21st CCLC staff developed goals which include 1) strengthening family engagement through collaborative planning, 2) creating collaborative teams or cohorts of Site Coordinators to facilitate program planning and to provide strategic professional development, and 3) increasing school/community engagement and relationships. The new school year will dictate to what extent these are developed, depending on how the schools function while the coronavirus is prevalent. Some progress has been made this year on these goals including collaborative work among Site Coordinators and the seven sites providing some joint family engagement events. The Site Coordinators are experienced in facilitating the program and have many strengths among them.