**21st CCLC Outside Evaluation**

**Guided Reflection Documentation**

The 21st CCLC grantee’s program administrator and certified local evaluator must complete this reflection tool as the official documentation of the 21st CCLC Outside Evaluation. The program administrator and local evaluator should meet twice to reflect on 1) the local context and 2) the data reports in relation to the Cohort 8 Goals and Objectives of the grant. Additional staff may be involved at the discretion of the program administrator and with the agreement of the local evaluator.

**Instructions**

The local evaluator should complete all sections of this report using the framework and charts provided.

The Review of Data Reports chart should be completed as it is presented. The cells in the Review of Data Reports chart should expand as information is entered.

The Guided Reflection Documentation is due to DESE on 10/15/16. The local evaluator should submit the documentation to the grantee prior to 10/15/16. The grantee will then turn in the Guided Reflection Documentation to their DESE Supervisor.

**Grantee/Evaluator Information**

21st CCLC Grantee: Eldon R-1 Project LEAP

Cohort #: 8

Year in the grant: 5

External Evaluator: Heather Edwards

Date of Local Context Meeting: May 12, 2016

Attendees at Local Context Meeting: Heather Edwards & Colleen Abbott

Date of Status of Goals and Objectives Meeting: October 11, 2016

Attendees at Status of Goals and Objectives Meeting: Heather Edwards & Colleen Abbott

**Program Overview**

Names of sites:

* South Elementary - grades K-3.
* Eldon Upper Elementary - grades 4-6.
* Eldon Middle School - grades 7-8.
* Eldon High School - grades 9-12.

Please provide a 2-3 paragraph description of the program that includes at minimum the grades/ages served (Elementary, Middle, High School), how often the youth at each site meet, the types of activities provided, and approximate attendance and enrollments

The Learning Enriched Afterschool Program (LEAP) is the Eldon School District's afterschool program.  LEAP's mission is to provide a safe environment in the hours immediately following school for children grades K-8.   Eldon School District focuses on education while providing a valuable service for the community.  Students attending High School LEAP, are in a credit recovery program.

The program runs four nights a week, Monday-Friday, except Wednesdays, due to Professional Learning Communities early release at 2:00 on Wednesdays. They meet from 3:00 until 5:45 P.M. daily. Students are provided with homework help, daily reading and math instruction, as well as given enrichment opportunities, such as robotics, intramural athletics, and community impact opportunities.

In addition to the academics, students are given a snack and dinner nightly through the Missouri Department of Health and Senior Services Bureau of Community Food and Nutrition Assistance Program. Transportation is also provided on a modified schedule (highways only).

**Local Context**

The Local Context section of the Guided Reflection document should be completed by the external evaluator following a face-to-face discussion that takes place before June 30th.

1. Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to successfully increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.

When you walk into South Elementary and Upper Elementary you can feel the warmth and happiness of the students. The elementary students love coming to LEAP. The staff at these sites are absolutely all about the kids, and that in itself is a success. They have had numerous community members come in throughout the year and read to the students, have targeted students that do not get extra support at home and make personal connections with students. iReady reading and math, assess and personalize instruction to track student growth and performance consistently. This is the second year of implementation for this program at Eldon, K-8th grade. Students receive 20-40 minutes of practice per day. They have seen great growth in the elementary settings.

At the middle school and high school level, they provide additional opportunities at making meaningful life choices. The middle school has incorporated i-Ready into their rotations for a communication arts intervention. The high school is no longer just a credit recovery program. They still offer it, but offer enrichment clubs as well. Pinners Club (Pinterest type activities), driver’s education, robotics, and ACT prep are just a few. Attendance at Upper Elementary was lower than in the previous year at the 60-day standard. At the high school, it has been very low as well, due to clubs that do not meet for 30 and 60 days and credit recovery students who only have to attend the number of days it takes to complete their credits.

Local community members and businesses are now calling the director to ask how they can help the students and school, versus the director calling and asking if they can help the school. This is a major change in culture for this community. One example is the local Nike store sends eight of their workers to come and mentor students and show them they can work, be great students and just “be” good kids.

1. Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement (this could include, but is not limited to staffing, continuous improvement, engaging instruction, family communication, and school alignment).

Students enrolled in Project LEAP feel safe and secure at Eldon R-1. Staff at the two elementary schools are committed to maintaining a quality program for their youth. They have developed positive relationships with the administration and community. Most of their activities have been in partnership with their volunteer program, AmeriCorps, and the wellness grant committee. Each grade level did a community impact project each semester. Examples of these projects: rang bells with during the holidays; volunteered with AmeriCorps members at the Mustang Closet; prepared Mustang Packs, which are sent home to students for weekend meals. The Elementary sites also participated with AmeriCorps members for Good Deeds Day. On this day, students made and baked dog biscuits for the city animal shelter, worked on school landscape, and made cards and stress balls for school counselors. South Elementary students also chose to participate in Serve Eldon and students decoupaged and filled vases with flowers. They then presented them to the local nursing home residents and read to them. Students also worked at the animal shelter. The Robotics team presented to the local Lions Club, while students who participated in Newspaper in Education, wrote articles on local patrons about their career paths and were then published in the Eldon Advertiser. Intramural sports continued to be added as enrichment clubs this past year for Upper Elementary students. This has been a huge draw for students that would normally not get to play sports outside of the school, due to transportation or financial issues. The intramural sports program has also been a good way to get parents into the building and see how the afterschool program operates.

Twenty teachers, four site coordinators and the program director attended the Mini Planning with Data workshop, learning to use PQA data. Teachers examined reports; they noticed that student voice continued to be an area of concern as well as reflection. They used the PQA cards from the workshop during staff meetings in order for the remainder of the staff to get buy into the program. South Elementary continued to incorporate student choice through a Fun Friday and surveyed students to get their opinions on club choices. Students came up with Animal Club, Pokémon Club, and Serve Eldon Club. Upper Elementary used the data as evidence they need to have bulletin boards and other student work visible. The Middle School and High School teams both identified trying to get youth involved in programming choices. The Middle School included student choice through the Lights On activities and various cooking and other enrichment throughout the year. Through the process, staff learned, PQA data should not be looked at just once a year; it is a document that should be used to drive instruction.

With all the great things that have happened at Eldon come a few negatives as well. While newsletters go home, sometimes it is important to talk with parents. This is difficult when phones are turned off, numbers have been changed and the office is not informed. Eldon also has a high rate of transient students. Both elementary buildings have had a turnover and move in administration. The principal at the Upper Elementary moved to South School and the assistant at Upper moved up to principal. It should be noted that the Assistant Principal was also the UE site coordinator. The hope is that a boost of moral will help make an even bigger transition between the regular school day and the after school program.

Staffing has been an issue this year for Eldon schools. Teachers signed up and then could not follow through, which led to having two teachers who were not certified, but work in the private school sector. Two additional paraprofessionals helped teach as well, who are working on being certified. The high school and middle school each had their own site coordinator, instead of having to share one between them. They also had a hard time getting community volunteers to want to work with students at the secondary level. At the high school level, students are not seeing the value of the whole LEAP experience. They have a preconceived notion that it is for kids who are behind. It still carries the stigma of just credit recovery classes, not a program that can help focus and enrich their future.

1. Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to enhance youth’s college and career readiness skills and behaviors, including positive school behaviors, (attendance, program attendance, out of school suspensions), personal and social skills (communications, team work, accountability), and commitment to learning (initiative, study skills, homework completion).

Both elementary schools and the middle school have introduced various careers and job trades to their students. The thought is to get students thinking about their futures. They have had AmeriCorps and volunteers from their community talk with students about their jobs and what skills they need to do that job. The town mayor, FFA members and Lions Club members are just a few that donated their time. At the elementary levels, the school has focused on the Leader in Me/7 Habits of Happy Kids program. This is also followed through into the afterschool program. The middle school has practiced filling out job applications and focused on personal appearances and the demeanor one should use in presenting themselves.

Character lessons are also taught through the day and followed through from elementary to high school. Middle school team building was incorporated when students were not getting along.

With all juniors now having to take the ACT, ACT Prep is being offered afterschool. It is a 12-day program that focuses on ways to read the questions, how to approach problems, and what to do when unsure. High school also had students look at college application essays and what they were looking for in them. A+ students accumulated hours being tutor role models for the elementary and middle school.

All sites have a designated snack, reading, and homework completion time. If no homework for that day, students can read or get help from tutors in small group settings in classes that they are not doing well in.

**Review of Progress on Selected Goals and Objectives**

1. How has the program used the previous years’ External Evaluation to improve and refine the afterschool program? What specific areas (use objective numbers 1.1-3.5) did the program work on this year based on last year’s data. How did the program try to make changes in that area? Please give specific examples.

LEAP is continuously trying to improve through reflection. They use the data that is provided to them, student and parent surveys, PQA Reports, and all other reports to identify changes needed and look ahead for the next year. I love that the director of LEAP said, “ We are using the data daily, it is becoming part of our culture.” They also are working on objectives 1.4-1.6, academic efficacy. They want students to have more confidence the older they get. It seems now, that the older they get, the less confidence they have. The director stated that they want to continue to build positive behavior, personal and social skills, as well as their commitment to learning. These will play hand in hand in their confidence.

**Review of Data Reports**

The Review of Data section of the Guided Reflection document should be completed by the local evaluator following the release of the data reports and prior to the face-to-face Status of Goals and Objectives discussion.

1. Using the data provided, mark the status of this year’s goals and objectives and make comments to contextualize the responses.

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Status: Met or Not Met (at all sites) | If Not Met, which site(s) | Data (for all sites) or missing data comments |
| 1.1 – Reading Grades | Met |  | All sites met Goal 1.1 with well over 50%.  South Elementary – 96.9%  Upper Elementary – 70.7%  Middle School – 69.4%  High School - 64.9%  The four sites averaged 75.4%. |
| 1.2 – Math Grades | Met |  | All sites met Goal 1.2. They averaged 76.2%.  South Elementary – 98.4%  Upper Elementary – 73.3%  Middle School – 73.5%  High School - 59.6% |
| 1.3 – Science Grades | Met |  | All sites met Goal 1.3 with an average of 71.6%.  South Elementary – 100%  Upper Elementary – 76.7%  Middle School – 57.1%  High School - 52.6% |
| 1.4 – Reading Efficacy | Not Met | Upper Elementary  Middle School  High School | South Elementary is the only school to meet Goal 1.4 with 82.4%.  Upper Elementary - 69.1%  Middle School – 43.2%  High School – 61.5% |
| 1.5 – Math Efficacy | Not Met | Middle School  High School | South Elementary - 85%  Upper Elementary - 75.3%.  Middle School – 61.4%  High School – 61.5% |
| 1.6 – Science Efficacy | Not Met | High School | South Elementary - 78.3%  Upper Elementary - 81.3%  Middle School - 73.3%  High School – 61.5% |
| 2.1 – PQA | Met | High School  -STEM Skill Building | South Elementary – 4.10  Upper Elementary - 4.43  Middle School – 3.81  High School – 3.83 |
| 2.2 – Organizational Context | Met |  | All sites scored above the 3.0 average in all categories.  South Elementary – Staffing Model 3.86 & Continuous Improvement 3.54  Upper Elementary - Staffing Model 4.47 & Continuous Improvement 3.85  Middle School - Staffing Model 4.69 & Continuous Improvement 4.20  High School - Staffing Model 4.51 & Continuous Improvement 3.05 |
| 2.3 – Instructional Context | Met |  | All sites met goal 2.3.  South Elementary – Academic Press 4.32 & Engaging Instruction 3.85  Upper Elementary – Academic Press 3.84 & Engaging Instruction 4.02  Middle School – Academic Press 3.99 & Engaging Instruction 3.69  High School – Academic Press 3.89 & Engaging Instruction 3.15 |
| 2.4 – External Relationships | Not Met | South Elementary   * School Alignment   Middle School   * Family Engagement   High School   * Family Engagement | South Elementary – Family Engagement 3.59 & School Alignment 2.40  Upper Elementary – Family Engagement 3.17 & School Alignment 3.63  Middle School - Family Engagement 2.75 & School Alignment 4.50  High School - Family Engagement 2.82 & School Alignment 4.02 |
| 3.1 – School Day Attendance | N/A |  |  |
| 3.2 – Program Attendance | Not Met | Upper Elementary  Middle School  High School | South Elementary was the only school to meet the attendance goal with 71.6% of their students being in attendance 60 days or more.  Upper Elementary - 40.4%  Middle School - 49%  High School - 12.8% |
| 3.3 – Behavior | N/A |  |  |
| 3.4 – Personal and Social Skills | Met |  | All sites scored over 70% of the 3.4 goal.  South Elementary - 89%  Upper Elementary - 90.7%  Middle School - 77.8%  High School - 100% |
| 3.5 – Commitment to Learning | Met |  | All sites scored over 70% on the Commitment to Learning goal.  South Elementary - 87%  Upper Elementary - 95.9%  Middle School - 82.2%  High School - 92.3% |

1. Using the previous evaluation(s) and this year’s data, fill out the longitudinal chart. Mark items that were “Met” or “Not Met” (with M or N). List the sites that did not meet the objective.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Objective | Year 1 – M/N | Sites Not Met | Year 2 – M/N | Sites Not Met | Comments |
| 1.1 – Reading Grades | M |  | M |  |  |
| 1.2 – Math Grades | M |  | M |  |  |
| 1.3 – Science Grades | M |  | M |  |  |
| 1.4 – Reading Efficacy | N | Middle School | N | Upper Elementary  Middle School  High School | South School increased their reading efficacy from 78.2% to 82.4%.  Upper Elementary decreased their reading efficacy goal from 75.9% to 69.1% the second year.  Middle School decreased from 55% to 43.2%.  High School decreased from 77.8% to 61.5%. |
| 1.5 – Math Efficacy | N | Middle School | N | Middle School  High School | Middle School decreased their goal 1.4% from the previous year.  High School decreased 27.4% from the previous year’s Math Efficacy goal. |
| 1.6 – Science Efficacy | N | Middle School | N | High School | Middle School increased their goal by 28.3% from the previous year, while the High School decreased their goal by 38.5%. |
| 2.1 – PQA | N | Middle School | M |  | Middle School increased their PQA score from 2.28 to 3.81, +1.53. |
| 2.2 – Organizational Context | N | High School | M |  | High School met their objective goal. The 1st year they had no scores submitted for the Staffing Model, this year they scored 4.51. |
| 2.3 – Instructional Context | M |  | M |  |  |
| 2.4 – External Relationships | N | Middle School  High School | N | South Elementary  Middle School  High School | South Elementary scored lower in the sub-category School Alignment by 1.50. This was enough to pull their average down to 2.99, not meeting the 3.0 goal. The Middle School did not submit scores the 1st year in Family Communication, the 2nd year they scored 2.75. The High School had no scores submitted for the Family Communication for the 2nd year. |
| 3.1 – School Day Attendance | N/A |  | N/A |  |  |
| 3.2 – Program Attendance | N | Upper Elementary  Middle School  High School | N | Upper Elementary  Middle School  High School | Attendance for Upper Elementary decreased from 47.8 to 40.4 (-7.4).  Middle School increased their attendance from 17% to 49% (+32%).  High School increased from 4.2% to 12.8% for the 2nd year, with a +8.6%. |
| 3.3 – Behavior | N/A |  | N/A |  |  |
| 3.4 – Personal and Social Skills | M |  | M |  |  |
| 3.5 – Commitment to Learning | M |  | M |  |  |

**Status of This Year’s Goals and Objectives**

**The Status of Goals and Objectives section of the Guided Reflection document should be completed by the local evaluator following a face-to-face discussion with the grantee.**

1. **Goal 1 – Grades (1.1-1.3) and Self-efficacy (1.4-1.6) – What trends can be seen across all sites? In which subjects are youth succeeding? In which subjects do they need more assistance? How does the self-efficacy survey data fit/not fit with the grades data? Are there particular sites that do better/worse than others? How does the local context fit this data?**

All four sites met the academic goal in the areas of communication arts, math and science! South Elementary continued to meet all self-efficacy goals. For the first year, Upper Elementary did not meet the Reading Efficacy goal, but was very close with 69.1%. The Middle school did not meet the reading and math goals, but did meet the science goal this year. The thought is that possibly with the staff being inconsistent and middle school students having low self-confidence, they just did not feel good about their academics.

South elementary continues to wow us with their scores. They had amazing reading scores. 97% of their students maintained or showed growth in their reading pre/post grades. They have worked hard and the data shows. Upper elementary had 71% of their students maintain or show growth with middle school at 69% and high school with 65%. While several percentages went down this past school year, they still met the 50% goal.

Math goals were met at all sites. Kindergarten-8th grade were in the second year of a new math program and the new vocabulary had to be continually taught before the concepts. Afterschool staff had to work in conjunction with regular school day teachers to make sure all were on the same page.

Science goals were also met at all four sites. South elementary took the lead with 100% of their students meeting their science pre/post grades. Upper elementary averaged 77%, middle school skimmed by at 57% and high school scored 53%. Robotics has been a nice STEM activity for LEAP students. The gifted teacher from a neighboring district brought their high school competition students in to demonstrate how to build and program when they first started. Students loved the Super Science rotations at the elementary and middle schools, and middle school worked on a computer STEM engineering program and really enjoyed the building a roller coaster game. South Elementary students have also enjoyed the Maker Space option and there are plans to expand this to all sites in the coming year. Keeping the students engaged in science and math has been the toughest. They do not want a worksheet, they want to move, interact and be engaged. This is the most difficult for this group of teachers, they have less confidence. The director is working on this, she is doing many in services to help them.

South School was above the state average in all grades and academic efficacy goals.

Upper Elementary was below the state averages in all academic goals and the reading efficacy goal. They were above the state average in Math (+ .5%) and Science Efficacy (+ 10.2%).

Middle School was below state averages in all academic and academic efficacy goals except for Science Efficacy. They were 2.25% above the state average.

High School was below the state averages in all academic and academic efficacy goals.

1. **Goal 2 – PQA (2.1) – What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?**

The PQA data shows that all four sites feel they have a safe and secure environment. Both elementary schools and the Middle school scored over 2.9 on each sub-category in the PQA report. Middle school was below the 2.9 cut off in the categories of: Interaction, Engagement and STEM Skill Building, with all subcategories below the target. High school was only below the average 2.9 in STEM Skill Building category (2.63). This is a huge improvement from last year, 1.17.

The director and staff continue to look at the data and use it to make clear decisions about what is best for students, through a continual process.

South Elementary and Upper Elementary were both above the state PQA average. Middle School and High School were both below the state PQA average.

1. **Goal 2 – Leading Indicators (2.2-2.4)**

**Organizational Context (Staffing Model and Continuous Improvement) – What does the survey data say across all sites related to the Organizational Context? Are there management trends that surface?**

The Staffing Model and Continuous Improvement models at Eldon are pretty solid. The elementary would like to have more time to plan and collaborate while the high school would like to have adequate orientation for new staff. If your staffing model is going well, it will trickle through to continuous improvement. At all four sites they scored low in being trained in the 4-H Youth Development Academy and the MOSAC2 Youth Development Credential.

The high school and middle school did not have to share a site coordinator this past year and that was an improvement. The site coordinator at the Middle School made changes to the program, not all were academic, some were made to enhance the enrichment part of the Middle School program. Once the site coordinator at the High School would leave, staff did not know how to engage students or handle behavior issues the way the site coordinator would have. The building as a whole was not a positive, upbeat place that kids wanted to be at and I believe the attendance data shows this. Staff had conversations about what they could do to make improvements, but the follow through did not always occur. Since then, changes have been made with site coordinators at the High School. They are excited for the new year and the changes that have occurred.

South Elementary and Upper Elementary staff had a positive outlook and were excited to be with their students. They developed engaging, thought provoking activities, as well as, interventions for students that did not get pulled during the normal school day for any type of intervention. Many of the high school clubs met anywhere from 12-20 days and their attendance did not count. Some students were enrolled, but never came to the program or attended for less than a week.

South School was below the state average in all Goal 2 Objectives, except for Academic Press and Family Communication.

Upper Elementary was also below the state average in all Goal 2 Objectives, except for the Staffing Model, Continuous Improvement and Engaging Instruction.

Middle School was above the state average in the Staffing Model, Continuous Improvement and School Alignment.

High School

**Instructional Context (Academic Press and Engaging Instruction) – Looking at the responses for the Instructional Context, does this match the perception of the program staff? Are there site specific issues?**

I believe that the data does support the perception of the staff. High school scored low in the planning in advance. South Elementary scored low in allowing student feedback. Three sites: South Elementary, Middle School and High School all scored 1.0 on section: Students will work on GROUP PROJECTS THAT TAKE MORE THAN FIVE SESSIONS to complete.

South Elementary scored above the Academic Press state average, while the Upper Elementary scored above the state average in Engaging Instruction. Middle and High School both scored below the state average in both objectives.

**External Relationships (Family Communication and School Alignment) – What trends are seen in the External Relationships section? How does the survey data in the External Relationships section relate to the local context outlined above?**

All four sites reported low scores in the communication sub section, third question. “An adult in our family has been personally recruited to participate in and /or lead sessions at the afterschool program. Unfortunately, numerous parents can’t be on school grounds due to being belligerent with school staff, being incarcerated, on the sex offender list. The director did say that they strive to have a parent from each site on their Advisory Council.

South Elementary scored above the state average in Family Communication, while scoring below the state average and the 3.0 goal in School Alignment.

Upper Elementary was below average in Family Communication and tied School Alignment with 3.63.

Middle and High School was below the state average and the 3.0 goal in Family Communication, while the Middle School scored well above the state average in School Alignment, with 4.50 and the High School at 4.02.

1. **Goal 3 – Attendance (3.1-3.2) and Behavior (3.3) – What are the attendance trends across all sites? Are there particular sites that are doing well/struggling with attendance and school behaviors (out-of-school suspensions)? What factors impact the attendance and suspension rates? (*Note: Data is only provided for 3.2 – Program Attendance. You may still discuss the program’s impression of school day attendance and school day suspensions, but are not required to do so.*)**

South Elementary had a strong attendance rate at 71.6%. Upper Elementary struggled at 40.6%. The thought is that most intramurals were not 60 days in length. They know that it affected their attendance, but loved that it gave students an opportunity that they might not get any other way, due to transportation or financial reasons. They have made every effort to make Robotics and Intramurals at least 30 days, hoping to get them hooked on the program so they will come 60.

The middle and high schools enrolled any student that showed up. It did not matter if it was for one night, one week, or 29 days. Many of the clubs at the high school and middle school didn’t meet for 30 or 60 days. For example, ACT Prep was a 12-day curriculum. Credit recovery students only have to be there for the number of days that they have to be at a passing level.

South Elementary was 19.8% above the state average for attendance, while the Upper Elementary, Middle School and High School were below the state average.

1. Goal 3 – Personal and Social Skills (3.4) and Commitment to Learning (3.5) – Across all sites, what are the trends on the youth surveys? Which areas might warrant more focus? Are there individual site differences? How does the local context fit this data?

At the elementary and middle school sites they have introduced and made connections with social skills. They are trying to show how your actions have rewards and consequences. For the older students, seeing how you behave now can have implications later. Hopefully, these skills will help in shaping productive citizens. Many of the enrichment activities and projects like Fun Fridays, let students have a say in their choice of activities. Once students make a choice, it might be tough, but the staff letting students know that they believe in them and that they can do this is a huge asset. Sometimes we have to fail before we succeed. Staff is incorporating the Leader in Me program into their character building and career units. All students are learning about setting goals and how to obtain them. They are setting goals during the school day, as well as, during the afterschool program. They have conducted research on famous and successful people, looking for skills that have made them successful.

South Elementary was above the state average for Personal and Social Skills. Upper Elementary and the high School were above the state average for both Personal and Social Skills and Commitment to Learning. Middle School was below average in both objectives.

1. **Additional Family, Staff, School Administrator, and Community Partner data – Does this data support the other data already reviewed? Are there specific concerns (at one site or across all sites) that the program should consider (e.g., families connected, staff supported, school administrators and community partners informed)?**

A few items that the program director feels could make a positive change within Project LEAP: changing staff that do not want to be there, working with administration to see what they feel are the biggest needs of their buildings, helping staff at the middle school to help students become more confident in themselves and who they want to become, educating families and teachers on the balance of the program. Example: homework, enrichments, activity nights, it is not a homework catchall; it is also an enrichment program. She would also like to take advantage and be intentional about communicating what Project LEAP is and not have the media publish about kids doing things after school without the connection that those students/activities are a part of the afterschool program.

They have had many positives this past year, as well. The program director seems to have more support than the previous director with administration. She also has had many deep conversations with the superintendent about the program and being present in it. Various staff members and students have been to the board of education meetings to show projects they have worked on in LEAP. The Robotics Club started a recycling program in all school buildings and even into sporting events. They have utilized social media and our local politicians, David Wood and Rocky Miller, by having them tweet, post on Facebook various highlights of the program.

**Longitudinal Progress**

1. **What trends are noted across time related to the specific objectives (1.1-3.5)?**

* Middle and high school students continue to not feel confident in their academic abilities.
* The middle school’s Robotics has been beneficial in the science department in building their self-confidence and it shows. 73.3% feel they have a medium to high interest and engagement in STEM activities.
* Site coordinators setting the building tone, especially at the Middle School level this past year.
* Attendance

1. **For the specific objective(s) that the program identified to work on during the past year, what progress can be seen in the available data? What factors contributed to or detracted from the progress? How does this fit with the local context?**

* Attendance – After school programming is not just for at-risk students, it is for ALL. Losing the stigma of all academics, STEM and enrichments are a vital part of the program.
* Effective Interventions for struggling learners that are not just worksheet. Make it engaging and interactive.
* Parent Involvement – having parents from each site on the Advisory Council and volunteering through the afternoon.
* Student voice and reflection.

1. **For the next year, which objective(s) might the program select for improvement? (Note: Action plans will be developed with the Afterschool Regional Educator.)**

* Attendance continues to be an issue at the middle and high school levels. It is tough with sports and afterschool activities. Students attending LEAP before wrestling starts are there for 26 days. This is unavoidable since it is an extracurricular sport run through the school.
* Student Lead Inquiry Based Learning – Having students plan activities for the school/grade level.
* Continue to work on Personal and Social Skills.
* Help raise student’s awareness and confidence in the learning…they can do it.
* Middle School – focus on engagement and have parent volunteers.
* More teacher professional development for afterschool. Teachers are rotating the conferences they are attending. Instead of sending all staff, one set will go, come back and share and then the next group will go and then come back and share.