

ESSER ARP III – After School Program

Section 1 – Needs Assessment

Indicators of Impact

The district will identify learners for inclusion to after-school programming, below are the indicators used in the decision-making process.

The district has adopted and implemented the diagnostic assessment NWEA Map tool for K-6 and the Renaissance STAR tool for 7-12 that specifically identifies what each learner knows and is ready to learn. This data is triangulated with DIBELS, PVAAS, PSSA, and Keystone data. Each grade level, grade band and department utilize this data to group and assign learning instruction tracking their growth by administering the assessments multiple times throughout the year. Those learners that are not on grade level per the data and/or not showing progress in their present course content are identified for Tier II and III MTSS supports and “summer school”. Indicators: Modular below proficiency in the following modules: -CKLA Amplify (K-5), Amplify ELA (Gr. 6); K-5 Reading; Eureka Squared; Below Grade Level in: -MAP Diagnostic K-6 20th percentile or lower; mClass/DIBELS 8 K-6 well below benchmark; STAR Diagnostic, Secondary course work failing a course for credit or promotion to next grade or elementary grade level work for promotion.

Section: Narratives – After School Program

Below, the district describes the activities we have designed to provide after-school programming for our learners.

Learners Group	Area of Focus	Number of Learners Served	Specific Strategies that are used to identify and measure impacts
Children from Low-Income Families	Academic Growth	100	The Student Information System (SIS) class level academic data, behavior data, attendance data, district level diagnostic progress monitoring data and state assessment data is all fed into our data warehousing system called On-Hand. The system provides a “risk factor” number which helps identify those most at need. This along with other facilitator/teacher and staff feedback feeds into each week’s “Academic Support Team” (AST) meetings to identify and monitor those at most academic risk and emotional risk to ensure supports are in place. These teams monitor all learners under all the categories this grant’s learner groups listed.

Evidence-based resources that will be used to support learner growth during the after-school program is as follows:

After School Program: Each week, learners have the opportunity to build valuable skills and receive individualized academic support at the After School Program. This program includes a set time for homework completion where staff and volunteers are available to help learners with any questions, assignments, or projects. In addition, learners are able to engage in resource development workshops that promote practical skills and education in areas such as employment, finances, post-secondary education and more. Those assisting have access to each learner’s progress to work with the learner. The majority of the staff has also been trained in Ruby Payne’s “Bridges Out of Poverty” training, ELL support training and diversity training to better be equipped with the strategies needed to relate and communicate most effectively with each learner. Outline: Brave Buddies Mentoring Program at Together Community Center in partnership with Paradise & Salisbury Elementary school offers a safe and positive environment where learners will benefit from one-on-one mentoring focused on gaining a growth mindset and increasing self-efficacy. During this 8-week program each mentor will be paired with an elementary learner. Each week the mentor is responsible to go through the provided curriculum form the “Big Life Journal”. Most importantly mentors will talk, listen, and offer feedback and encourage learners. Academic support for K-6th grade, scheduled as needed: This provides in-person or virtual academic and emotional support for learners. A plan is put together with the parents in collaboration with their facilitator/teacher from PV. There is a set 6-week social emotional curriculum for the learner and parent to participate in.

The staff that will provide the after-school program is stated below:

Number of Staff Members	Internal/Outside Provider	Role
10	Internal Provider	After school tutors

10	External Provider	The Factory Advocate Services
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The district will assess the success of the after-school program as indicated below:

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Sapphire Information System	Weekly	1. At or above grade level/Passing all course work. 2. 10 or fewer absences. 3. No behavior issues.
Academic Support Team	Weekly	Learners will exit from the monitoring of the AST team and are independently successful.
NWEA MAP and Renaissance STAR Diagnostic Assessing	Three times (beginning of year, middle of year, end of year)	On or above grade level or showing progress growth towards being on or above grade level within two levels of that benchmark.
Achieve 3000 Literacy Level set	Three times (beginning of year, middle of year, end of year)	Literacy is at grade level on the Achieve 3000 literacy scale or a minimum of 50 Lexile points have been achieved in growth in a trimester.
MClass/DIBELS Progress Monitoring	Three times (beginning of year, middle of year, end of year)	On or above grade level or evidence of growth towards that benchmark.

The district will engage families in the after-school program as indicated below:

The district communicates heavily with parents through the learner management system Schoology and Class Dojo as our adopted learning management system and communication tools. As learners are identified as needing support, parents are called, emailed and texted based on their preference to be made aware of the supports needed and to ensure the participation and engagement of the learner.