

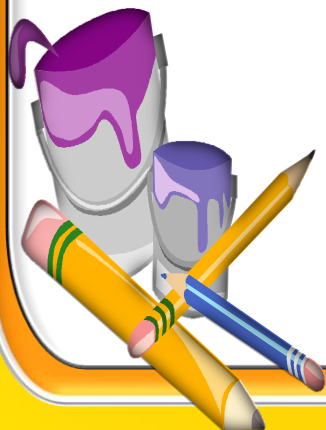
Report Prepared by:
MW CONSULTANTS, LLC.
137 Sidney Butts Rd. SE Milledgeville, GA 31061

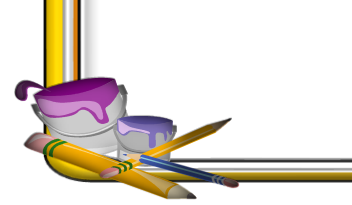
Boys & Girls Club of Valdosta
David S. Waller
21st Century Community
Learning Centers Program

FY19 Summative Evaluation Report

Prepared by :
Miranda Wilson, Ed.S.
MW Consultants, LLC.
137 Sidney Butts Rd. SE
Milledgeville, Georgia 31061

706-466-3028 (Phone)



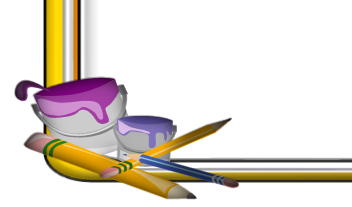


FY19 SUMMATIVE EVALUATION

BOYS & GIRLS CLUBS OF VALDOSTA'S DAVID S. WALLER UNIT 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

TABLE OF CONTENTS

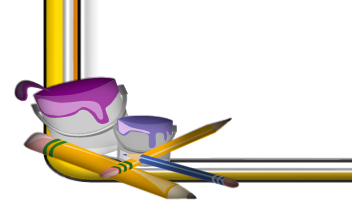
DESCRIPTION		PAGE NO.
i.	Overview and History of Program	3
I.	Student Attendance and Enrollment	4
II.	Program Operations	5
III.	Quality of Staffing	5
IV.	Assessment of Objectives	9
VI.	Other Observations	14
VII.	Progress towards Sustainability	16
VIII.	Overall Recommendations	18
IX.	Student Success Stories	19
X.	Common Data Elements Form	Separate



I. OVERVIEW AND HISTORY OF PROGRAM:

The Boys & Girls Club of Valdosta was initially awarded the 21st Century Community Learning Centers grant in July 2014 on behalf of the David S. Waller Unit to serve the needs of students in grades K-5. Students from the following feeder schools within the Valdosta City Schools District are eligible to enroll in the David S. Waller Unit: J.L. Lomax Elementary School, Pinevale Elementary School, S. L. Mason Elementary School, Sallas Mahone Elementary School, and W.G. Nunn Elementary School. With a targeted population of 250 youth in grades K-5, the program surpassed its targeted goal, registering a total of 391 students and maintained an average daily attendance of 246 students. The first session for the regular school year was held on Wednesday, August 8, 2018 and the last session was held on Friday, May 24, 2019, serving students for 176 school days. The Summer 2018 Program began on Tuesday, May 29, 2018 through Friday, July 27, 2018 for a total of 43 summer program days.

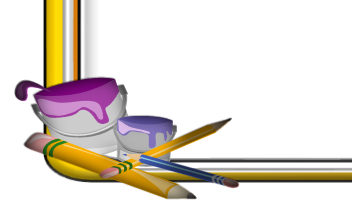
This report was generated to satisfy the Georgia Department of Education's 21st Century CLC grant requirement for an annual Summative Evaluation of the site's 21st Century Program. This evaluation will describe the subgrantee's progress towards meeting the approved program goals/objectives, and offer recommendations for improving the program in subsequent program years. Finally, this report will highlight some of the students whose lives have been touched by his/her participation in the Boys & Girls Club of Valdosta David S. Waller 21st Century Community Learning Centers Program.



II. STUDENT ATTENDANCE AND ENROLLMENT:

Although 391 students were registered, there were a total of 352 regularly participating students who attended the David S. Waller Unit for 30 days or more throughout the 2018-2019 school year. Of these, 162 were female and 190 were male. In addition, 95% of those served were African American, 1% White, 1% bi-racial, and 3% identified as other races. Twenty students were identified as Special Needs, and all students qualified for Free/Reduced Meals. See Table I below for the grade levels of all students served.

Enrollment	Grade Level Served
88	Kindergarten
48	1st Grade
56	2 nd Grade
56	3 rd Grade
52	4 th Grade
52	5 th Grade

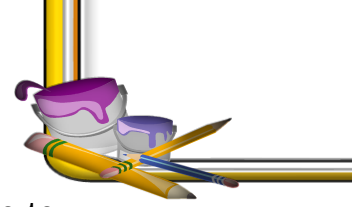


III. PROGRAM OPERATION:

The David S. Waller Unit operated Monday through Friday from 3:30PM to 6:45PM for approximately 176 days per school year. Unlike many 21st Century Community Learning Centers, the David S. Waller Unit operates each day that the local school district is in session but is not open during Christmas or Spring Breaks. The 21st Century CLC Program operates for approximately 36 weeks during the regular school year and 9 weeks each summer. The David S. Waller Unit's 21st Century Community Learning Centers Program implemented a variety of activities designed to provide expanded learning opportunities that would complement students' regular academic programs. The primary purpose of these activities was to increase students' learning capacity while supporting the opportunity for socialization, exposure to varied interests, and increase academic achievement. Among the activities provided on a weekly basis were mentoring, physical activity, homework assistance, character development, and tutoring services.

IV. QUALITY OF STAFFING:

As the Vice President of Operations, Mr. William "Bill" Holt is an integral component of the program's success, serving as a community advocate and liaison between the Boys & Girls Clubs of Valdosta and Valdosta City Schools. Ms. Pam Sherman, Program Director, came onboard in the role of an administrator after serving as a classroom instructor for over three years. Now serving in her third year as 21st CCLC Program Director, Sherman is familiar with the students, staff, and goals of the 21st Century Learning Centers Programs. Rashun Brown, the Site Supervisor, initially began with the Boys & Girls Club of Valdosta as a YDP in 2012. After demonstrating his leadership and commitment to growth of the program, he was named Site Supervisor in 2014 and has become the "glue" that holds the

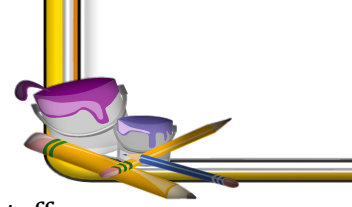


day-to-day operations of the Waller Unit together. Mr. Brown has become the “go-to-person” for parents, students, and staff and is thus seen as a vital component of the program’s continued success.

In addition to Holt, Sherman, and Brown, the program is staffed with 14 certified teachers and 12 Youth Development Professionals (Paraprofessionals) and other supportive staff members. One of the program’s greatest strengths was its use of certified teachers from local schools to provide academic instruction during the program’s Power Hour. Moreover, the program administrators consistently work to maintain a student-to-staff ratio of 10:1 for academic courses and 15:1 for enrichment courses. This has become increasingly difficult, however, with the over-enrollment of students participating in the program. The program’s initial target numbers were established to provide an opportunity for small-group interaction and allow time for one-on-one discussions when deemed appropriate. The small student-to-staff ratios also enable instructors to provide one-on-one assistance for students, necessary remediation, and even individualized attention when needed.

Among the professional development training provided to improve the capacity of the 21st Century CLC staff was:

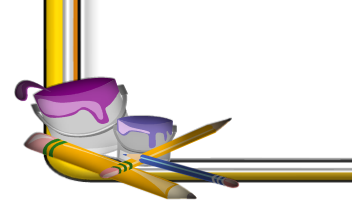
- The Site Supervisor attended the ASYD Conference
- BGC National Training facilitated by the David P. Weikart Institute
- Weekly Meetings with Site Coordinators and Program Administrators, with a focus on various topics including program implementation, classroom management, and planning for student fieldtrips.



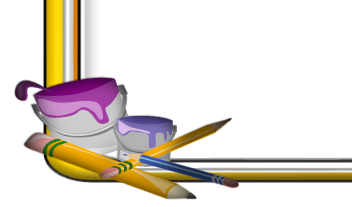
- New Staff Orientation took place in the Fall, Spring, and Summer as new staff members were hired.

In addition to having committed staff members that are in tune with the students' needs, the David S. Waller Unit provides the 21st CCLC program participants with exposure to a host of enriching activities to include:

- **Game room:** Students participating in the Big or Small Game room could engage in team games or activities using the X-Box or PlayStation. Students activities may range from participating in sports activities such as football, basketball, soccer, or basketball. During this class, students also participate in rock climbing and other related activities. Game room time gives students an opportunity to learn team building, socialize with peers, and develop character. Because the schedule allows for participation in either the big or small Game room, class sizes may range from 5-30 students with varying numbers of supervising adults to ensure that the proposed Teacher-to-Student ratio is maintained.
- **Technology Lab:** Students participating in the Technology Lab had the opportunity to use the Boys & Girls' Club of Valdosta computer lab to complete homework assignments, practice using the computer for word processing, research class assignments, and work to improve technology proficiency in preparation for completion of the Georgia Milestones Assessment System. This class is designed to assist students and parents with Microsoft applications. Students utilize technology applications to create PowerPoint presentations, create charts, graphs, and spreadsheets, and produce written manuscripts.
- **Club Day:** Each Friday, the Boys' and Girls' Club of Valdosta designates the entire program day to participating in varying clubs that cater to the interests of participating students and/or instructors. Among the clubs that students have had the opportunity to participate in are Chess, Culinary Arts, Chorus, Art, Nail Design, Foreign Language (Spanish and/or French), Fitness, and Hip Hop Dance. The clubs offered at the Boys & Girls Club of Valdosta alternate each semester giving students an opportunity to participate in a variety of clubs throughout the year.
- **Georgia Shape (formerly known as Triple Play):** Through the Let's Move Initiative, launched by First Lady Michelle Obama, and the Triple Play Program, a Boys & Girls Clubs of America comprehensive health and wellness initiative, students and their families learn to increase daily physical activity, employ good nutritional practices, and develop healthy relationships. Georgia SHAPE consists of three components: Mind, Body, and Soul. Each component features an age-appropriate module to teach youth about nutrition, healthy living, positive behaviors, promoting physical activity, and social recreation.



- **Academic Enrichment**: The academic enrichment program uses the Project Learn curriculum to reinforce school-day learning and improve academic performance. The key components of this evidence-based learning framework are high-yield learning activities/ projects, homework help, tutoring, parent involvement, collaboration with school professionals and student incentives developed through community partnerships. Students receive enrichment in English Language Arts/ Literacy, Science, Writing, Social Studies, and Mathematics.
- **Power Hour: Homework Assistance/ Tutoring**: Power Hour is an engaging homework help and tutoring program that encourages participants at every age to become self-directed learners. Power Hour helps participants develop academic, behavioral and social skills through homework completion, high-yield learning activities, and tutoring. Power Hour offers extended learning opportunities and educational enrichment programming in a fun, engaging out of school time setting and ultimately helps improve youths' academic performance and encourage them to graduate from high school, pursue a post-secondary education and develop a lifelong love of learning. Homework completion is a critical component of the 21st Century participants' academic success.
- **Healthy Meal/ Nutrition**: All students participating in the Boys & Girls Clubs of Valdosta 21st CCLC Program receive a hot, healthy meal at the culmination of the program each day.
- **Robotics**: This course is designed for Boys & Girls Clubs of Valdosta 21st Century participants who have expressed an interest in technology and programming. Each activity enables the participants to build and program customizable LEGO models that are fun to design. This course also enables participants to work either individually, in pairs, or as teams and provides students with the environment, tools, and tasks to complete challenging projects. The projects cover concepts in Science, Informational Technology, Engineering, and Mathematics (STEM) and prepares youth for success in challenging careers.
- **Art Education**: Students participating in the Boys & Girls Clubs of Valdosta 21st CCLC Art Education Program at the David S. Waller Site had the opportunity to explore creativity in all aspects of art. Students re-created real-life and abstract art through drawings, paintings, sketching, and drafting. This course enabled students to understand and value art expressions through life. Students were encouraged to respect each other's uniqueness and creativity and recognized many correlations between the arts and daily life.



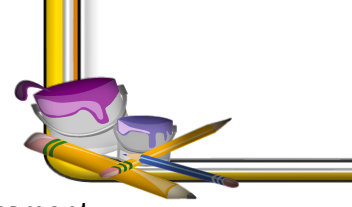
V. ASSESSMENT OF OBJECTIVES:

As described in the Boys & Girls Club of Valdosta's 21st Century Community Learning Center grant proposal, the objective assessment section is designed to evaluate the David S. Waller center's progress towards achieving each of the program's identified objectives. The program goals are:

OBJECTIVE 1.1: A minimum of 65% of the students **(who participate in the program for 30 days or more)** will improve their reading/language arts/literacy/English grades or maintain an A in these classes. **The BGCV David S. Waller 21st CCLC Program MET Objective 1.1.**

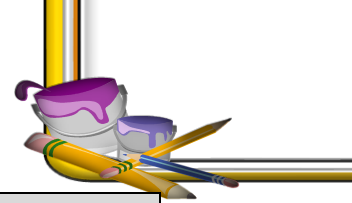
Data obtained from comparing English Language Arts report card grades for Semester I with those from Semester II were used to determine the program's success towards meeting Objective 1.1. There was a total of 352 regularly attending students. Of those, there were 276 students with both a first and second semester grade in English Language Arts. Of these, 63 students maintained an "A" average in his/her corresponding English Language Arts course throughout the school year. An additional 137 students had an increase of at least 1 point in his/her English Language Arts grade between the first and second semester. Thus, a total of 200/276 or 72% of the students participating in the program for 30 days or more improved his/her ELA performance by the end of the school year. Thus, **Objective 1.1 was met.**

OBJECTIVE 1.2: A minimum of 65% of the students **(who participate in the program for 30 days or more)** will score at the Developing Learners level or higher on the Reading/ Language Arts/ Literacy/ English section of the Georgia Milestones Assessment or state selected measurement test. **The Boys & Girls Club of Valdosta's David S. Waller 21st CCLC Program MET Objective 1.2.**



Objective 1.2 was measured by using the Spring 2019 Georgia Milestones Assessment (GMA) data for English Language Arts for all students in grades 3-5. Please note that because students in grades Kindergarten through 2nd grade are not assessed using the Georgia Milestones Assessment, the 192 students in grades KK-2nd grade are not included in this measure; only the 160 students in grades 3-5 were used to determine the program's progress towards meeting this goal. The Boys & Girls Club of Valdosta received data for the Spring 2019 Georgia Milestones Assessment in mid- August 2019, requiring the update of this report to provide the program's status on this objective. Of the 160 students eligible to participate in the Georgia Milestones Assessment, 20 students did not participate due to parents' requests, absenteeism, or documented illness.

Of those completing the Language Arts section of the Georgia Milestones Assessment, 54 students scored at the level of a Beginning Learner, 53 students scored at the level of a Developing Learner, 27 students scored at the level of a Proficient Learner, and 6 students performed at the level of a Distinguished Learner. As a result, 86/140 students or 61% of students scored at the level of a Developing Learner or higher on the initial Georgia Milestones Assessment. A total of 54 students, however, completed the Language Arts GMA Re-test with 41 students still scoring at the level of a Beginning Learner and 13 students improving to the level of a Developing Learner. Thus, once the ELA Re-test GMA scores are included, 67 students performed at the level of a Developing Learner, 27 students scored at the level of a Proficient Learner, and 6 students scored at the level of a Distinguished Learner for a total of 99/140 or 71% of students scoring at the level of a Developing Learner or higher. **Objective 1.2 was met.**

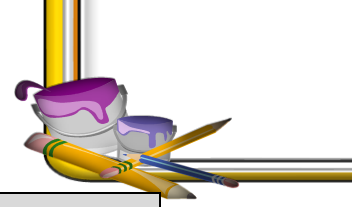


OBJECTIVE 1.3: A minimum of 65% of the students **(who participate in the program for 30 days or more)** will score at the Developing Learners level or higher on the math section of the Georgia Milestones Assessment or state selected measurement test. **The Boys & Girls Club of Valdosta's David S. Waller 21st CCLC Program MET Objective 1.3.**

Like Objectives 1.2, Objective 1.3 was measured by using the Spring 2019 Georgia Milestones Assessment (GMA) data for Mathematics for all students in grades 3-5. As noted with Objective 1.2, the 160 students in grades 3-5 were used to determine the program's progress towards meeting this goal. Of the 160 students eligible to participate in the Georgia Milestones Assessment, 19 students did not participate due to parents' requests, absenteeism, or documented illness.

Of those completing the Mathematics section of the Georgia Milestones Assessment, 36 students scored at the level of a Beginning Learner, 67 students scored at the level of a Developing Learner, 34 students scored at the level of a Proficient Learner, and 4 students performed at the level of a Distinguished Learner. As a result, 105/141 students or 74.5% of students scored at the level of a Developing Learner or higher on the initial Georgia Milestones Assessment in Mathematics. A total of 21 students who initially performed at the level of a Beginning Learner completed the Mathematics GMA Re-test with 10 students still scoring at the level of a Beginning Learner while 10 students improved, scoring at the level of a Developing Learner and 1 other student performed at the level of a Proficient Learner. Thus, once the Mathematics Re-test GMA scores are included, 77 students performed at the level of a Developing Learner, 35 students scored at the level of a Proficient Learner, and 4 students scored at the level of a Distinguished Learner for a total of 116/141 or 82.3% of students scored at the level of a Developing Learner or higher.

Objective 1.3 was met.



OBJECTIVE 2.1: A minimum of 90% of the students **(who participate in the program for 30 days or more)** will be absent for 15 days or less based on school attendance reports. **The Boys & Girls Club of Valdosta's David S. Waller 21st CCLC Program MET Objective 2.1.**

To determine whether Objective 2.1 was met, the External Evaluator reviewed the 2018-2019 Attendance Record provided by the Valdosta City School District for all students currently enrolled in the David S. Waller Unit. There was a total of 19 program participants who missed 15 days or more from their assigned regular day schools. Thus, 95% of the students participating in the program missed 15 days or less based on the 2018-2019 School Attendance Report. This is stark improvement from the 87% of students who missed 15 days or less during the FY18 school year. **Objective 2.1 was met.**

OBJECTIVE 2.2: A minimum of 65% of the students **(who participate in the program for 30 days or more)** will demonstrate improvement or continued consistency in homework completion based on teacher surveys. **The Boys & Girls Club of Valdosta's David S. Waller 21st CCLC Program MET Objective 2.2.**

A total of 241 teacher surveys were completed. Of those, teachers indicated that 107 students did not need to improve in his/her completion of homework assignments. In addition, teachers reported that 71 students demonstrated significant, moderate or slight improvement in his/her completion of homework assignments. Thus, 178/241 or 74% of students participating in the David S. Waller 21st Century CLC Program demonstrated improvement or continued consistency in homework completion. This is an improvement from the 2017-2018 rate of 70% of students demonstrating improvement or consistency in homework completion based on teacher survey results. **Objective 2.2 was met.**

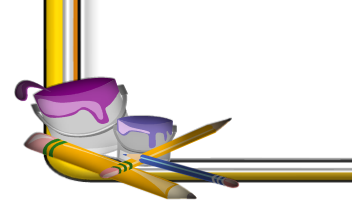
OBJECTIVE 2.3: A minimum of 65% of the students **(who participate in the program for 30 days or more)** will demonstrate improvement in behavior or maintain exemplary



behavior based on school disciplinary records. **The Boys & Girls Club of Valdosta's 21st CCLC David S. Waller Program MET Objective 2.3.**

When considering the program participants' ability to successfully meet Objective 2.3, the External Evaluator and program administrators reviewed and analyzed the 2018-2019 student disciplinary report and found that school personnel had a long range of consequences for disciplinary infractions that ranged from conferencing with the student to expulsion from school. To determine the success of Objective 2.3, the External Evaluator reviewed the discipline record of each David S. Waller 21st Century CLC Program participant to determine how many of the 352 regularly attending students had four or more disciplinary infractions resulting in a reprimand throughout the 2018-2019 school year. There were 43 participants of the 352 regularly attending students that had four or more infractions that resulted in one or more of the following consequences: in-school suspension, student conferences, team time out, morning or afternoon detention, out-of-school suspension, parent contact, loss of privileges, confiscating personal items, school bus suspension, change of assigned homerooms, referral to the school guidance counselor, lunch detention, parent conferences, re-assignment to an alternative school setting, or placement on a behavior contract. Thus, 88% of the students enrolled improved on or maintained an exemplary behavior record. This is an improvement from the 86% of participants that improved or maintained an exemplary behavior record during the 2017-2018 program period. **Objective 2.3 was met.**

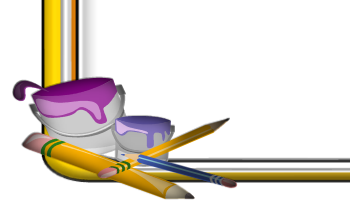
OBJECTIVE 3.1: A minimum of 65% of family members of students **(who participate in the program for 30 days or more)** will attend at least one of six parent education/involvement opportunities. **The Boys & Girls Club of Valdosta's David S. Waller 21st CCLC Program MET Objective 3.1.**



A total of 43 parent surveys were completed and submitted to the program staff to assist in evaluating the program's success in meeting its Family Engagement goals. Question 8 on the Parent Survey requires parents to indicate how many events hosted by the Boys & Girls Club they have participated in. Of those, 93% of parents stated that they had attended at least one parent event. This information was corroborated with Parent sign-in sheets from the 12 parent events held at the David S. Waller Unit. **Objective 3.1 was met.**

OBJECTIVE 3.2: A minimum of 65% of parents/guardians who have attended at least one family related session will state on satisfaction surveys that they have increased knowledge on how to encourage and support their child's academic success. **The Boys & Girls Club of Valdosta's David S. Waller 21st CCLC Program MET Objective 3.2.**

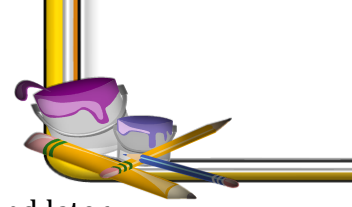
The 2018-2019 Parent Survey results indicated that 100% of the parents attending at least one event had increased knowledge about how to support their child's academic success. More importantly, 100% of the parents surveyed also indicated that they were more willing to volunteer in their child's school because of his/her participation in the family related 21st Century CLC sessions. This could have an overwhelming impact on students' future academic achievement since research shows that students of parents who are regularly and consistently involved in their child's education perform better, are less likely to drop out of school, and are more likely to enroll in post-secondary institutions of higher learning after graduation (Henderson, A.T. & Mapp, K. L., 2002). **Objective 3.2 was met.**



VI. OTHER OBSERVATIONS (OPTIONAL):

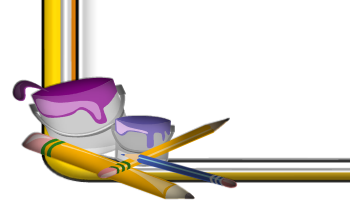
Perhaps one of the most outstanding components of the Boys & Girls Club of Valdosta's David S. Waller 21st Century CLC Program is its special attention to the success of parents. As has been done in the prior three years, the program sponsored a 12-week Parent University entitled, *Raising Highly Capable Kids*. This 12-week comprehensive program was designed to empower parents with proven strategies and tools to support the strong academic, social and emotional development of their children.

With the primary goal of helping their children attend college and/or become successful members of society, the program offers methods to lend support at home, in the classroom, and for parents to better interact with their child(ren) about school and future career choices. The program provides pertinent knowledge and information on College Readiness, general parenting skills, academic "best practices," gaining college admission, and navigating financial aid. It also integrates social/emotional skills through neuroscience-based practices and methods designed to improve focus and social intelligence. In this program, the focus rests on the 40 Developmental Assets in the areas of Support, Empowerment, Boundaries & Expectations, Constructive Use of Time, Social Competence, Positive Values, Commitment to Learning, and Positive Identify. Parental participation is vitally important since research has proven that it not only positively



impacts student achievement, but also influences continued school enrollment and later career choices.

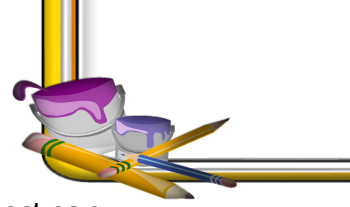
	NAME OF EVENT	DATE	Student Attendance	Parent Attendance
1.	Summer Presentation Program	July 19, 2018	67	38
2.	Fall Parent Orientation	October 30, 2018	48	39
3.	Spring Raising Highly Capable Kids:1 of 12	February 5, 2019	20	17
4.	Spring Raising Highly Capable Kids: 2 of 12	February 12, 2019	15	14
5.	Spring Raising Highly Capable Kids: 3 of 12	February 19, 2019	19	17
6.	Spring Raising Highly Capable Kids: 4 of 12	February 26, 2019	18	16
7.	Black History Program	February 28, 2019	54	43
8.	Spring Raising Highly Capable Kids: 5 of 12	March 5, 2019	17	19
9.	Spring Raising Highly Capable Kids: 6 of 12	March 12, 2019	18	19
10.	Spring Raising Highly Capable Kids: 7 of 12	March 19, 2019	20	18
11.	Spring Raising Highly Capable Kids: 8 of 12	March 26, 2019	20	19
12.	Spring Raising Highly Capable Kids: 9 of 12	April 9, 2019	15	17
13.	Spring Raising Highly Capable Kids: 10 of 12	April 16, 2019	13	18
14.	Spring Raising Highly Capable Kids: 11 of 12	April 23, 2019	19	18
15.	Spring Raising Highly Capable Kids: 12 of 12	April 30, 2019	17	18
16.	Summer Parent Orientation	May 23, 2019	43	27
	PARTICIPATION TOTALS	-----	423	357



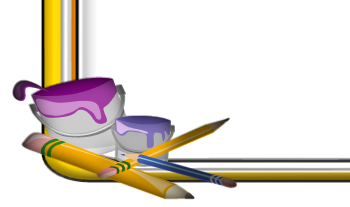
VII. PROGRESS TOWARDS SUSTAINABILITY:

The David S. Waller Unit has made great strides towards establishing greater sustainability for future programs by securing ongoing partnerships with local businesses, agencies, and through the ongoing support provided by the Boys & Girls Club of Valdosta oversight. With a total of 12 recorded partners, the Boys & Girls Clubs of Valdosta David S. Waller Unit collected a total of \$ 111,677 by partnering with:

- a. AmeriCorps/VISTA
- b. Boys & Girls Clubs Mentoring Youth at Risk (OJP)
- c. Boys & Girls Club Mission Youth Outreach (OJP)
- d. Boys & Girls Clubs of America/ Triple Play
- e. Boys & Girls Clubs of Valdosta
- f. The Michael Phelps Foundation
- g. Second Harvest of South Georgia
- h. Senior Corps Foster Grandparents
- i. Turner Center for the Arts
- j. United Way
- k. Valdosta City Schools
- l. Valdosta State University



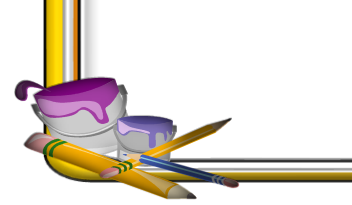
Moreover, the partnerships that the Boys & Girls Clubs of Valdosta have created act as a supportive interagency collaborative network that provides the 21st Century CLC program participants with a variety of educational opportunities, enhanced learning experiences, and a wealth of access to community resources that they would otherwise not have access to. This fact alone could have an enormous impact on student success as they matriculate through high school and consider post-secondary options.



VIII. OVERALL RECOMMENDATIONS:

The External Evaluator is pleased with the Boys & Girls Clubs of Valdosta 21st Century CLC Program's ability to consistently maintain high levels of student participation throughout the summer and regular school year program. Recommendations that may be able to improve the program's impact include the following:

- a. MW Consultants, LLC encourages the Boys & Girls Clubs of Valdosta to devote time to creating more opportunities to improve students' performance in literacy, writing, and mastery of such literary skills as comprehension, phonemic awareness and vocabulary expansion. To help improve student performance in literary and ELA, the Boys & Girls Club of Valdosta should consider providing more "small group" tutorial sessions and/or more one-on-one tutorial sessions for students to help improve literacy performance and assist with meeting the academically related program objectives.
- b. It is noteworthy to address the increased parental sessions sponsored by the Boys & Girls Club of Valdosta during the 2018-2019 school year in comparison to the 2017-2018 school year. Though there were only 3 documented Parent Events sponsored by the David S. Waller Unit last year, the program administrators implemented the recommendation of the External Evaluator in the FY18 Summative Evaluation and was able to increase the number of parent events to 16. This is over a 400% improvement from last year.



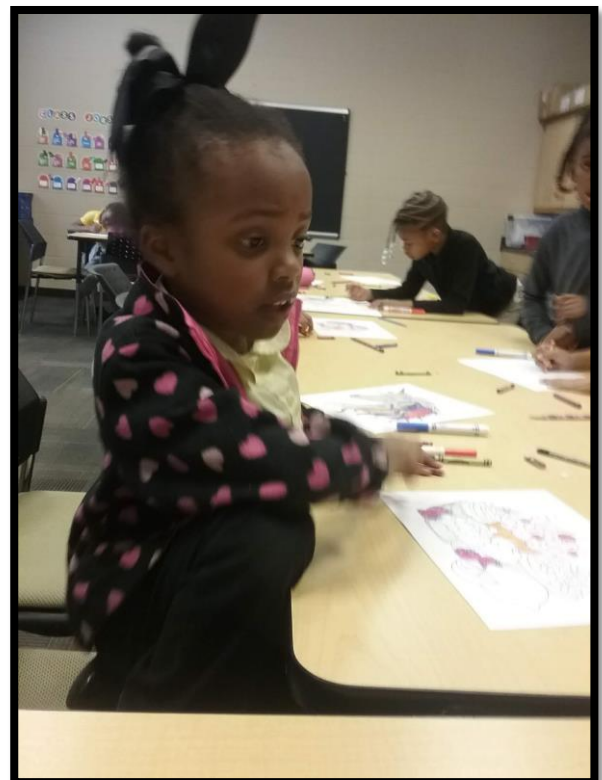
DAVID S. WALLER Scholars SHINE!

- There were 352 program participants who attended the David S. Waller program for 30 days or more. This accounts for 141% more students than the program was intended to serve.

SUCCESS STORY: Craig, a 1st Grade student, has made tremendous strides in controlling his temper. At the beginning of the year he was unable to calm himself down and not have to leave the room. He began going to sit with Mr. Rashun Brown, the Site Coordinator, each time he needed a break to calm down. The YDP for his group, Michael French, also spent a lot of time with him working on strategies for calming himself down. Craig employs these strategies now when he feels himself getting upset and has matured a great deal this year.



SUCCESS STORY: Haven, a 1st Grade student, was struggling with grades in all subjects at the beginning of the school year. She was having a particularly difficult time reading. Her counselor, Rosalie Vendrell, pulled her out into hall almost daily to read with her. By the end of the second semester all of her grades had improved and her ELA grades were consistently in the 80's and 90's. Additionally, Haven is now reading on grade level according to her Lexile score!



Report- David Waller