



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
21st Century Community Learning Centers
FY 25 Common Data Elements Form



Subgrantee: Rockdale Bridges Afterschool Program					Date: 6/2/25					
1. Attendance										
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour			# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending	
Number:	150	Number:	189	Number:	162	Number:	12	Number:	241	
2. Objectives										
Total Objectives		Met			Not Met			Other		
Number:	6	Number:	6	Number:	0	Number:	N/A			
3. GTID										
Number of Student GTIDs Reported in Transact/Cayen				245						
4. Report Card Grades										
4A. English Language Arts										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester ELA Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
28	5	3	15	8	34	7	5	13	9	
Identify the preferred if it is not letter grades										
4B. Math										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st Semester Math Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester Math Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
31	4	13	11	13	36	10	15	8	5	
Identify the preferred if it is not letter grades										
5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5										
Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	0	%	5	%	13	%	59	%	23
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	2	%	5	%	0	%	66	%	27
	Survey Question #3: Demonstrates a motivation to learn?									
Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
56	%	0	%	7	%	4	%	61	%	29
6. Partners										
Number of Partners	Total Amount of Contributions									
8	\$204,500									

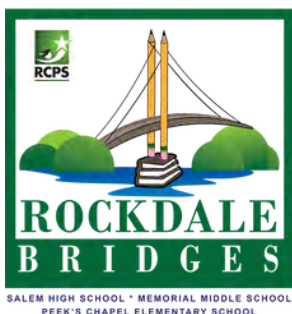
2024 2025



Rockdale County Schools

Nita M. Lowey 21st Century Community Learning Centers

Rockdale Bridges Program



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Introduction

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend low-income and low-performing schools. The purpose of the 21st CCLC program, as described in federal statute, is to provide or expand community activities that improve academic achievement to reinforce the regular school curriculum, and to encourage families to be actively engaged in their children's education.



Program Overview

Rockdale County Public Schools (RCPS) is the 23rd largest school district in Georgia, serving over 15,500 students. With the 21st CCLC grant, RCPS implemented the Rockdale Bridges Program in 3 schools, Peek's Chapel Elementary School, Memorial Middle School, and Salem High School. Rockdale Bridges is part of the 2024 21st CCLC funding cohort.

Rockdale Bridges serves students in grades 2 through 12, focusing on students in need of academic support in reading and math.

Rockdale Bridges served a total of 189 students this year. The average daily attendance was 125 students during the school year, and 162 attended for at least 30 days.

189

Total Students Served this Year

125

Average daily attendance

162

Attended for at least 30 days

“

*I feel at home
when I'm at the
after school
program and I'm
glad I joined.”*

85%

of students at the end
of the school year said,
“I like the way I am.”



Program History

The Rockdale Bridges Program has been in operation since 2019. Based on an assessment of objective data regarding the need for before- and afterschool programs and activities in schools and communities, Rockdale Bridges aims to meet 2 identified critical needs for the feeder schools of Peek's Chapel Elementary, Memorial Middle, and Salem High School:

- increased academic achievement
- increased parental engagement

These needs are addressed through a multifaceted approach, including expanding academic enrichment and intervention programs, removing barriers such as transportation and childcare for parent engagement activities, and building stronger partnerships with parents through increasing access to parent resources. The afterschool program is critical for helping to close achievement gaps and allowing for more opportunities for students to take ownership and monitor their own learning.

Peek's Chapel Elementary School has over 500 students, of which 98% are non-White, with an 87% free and reduced lunch rate (58% are directly certified, meaning they receive SNAP/TANF or are homeless, unaccompanied youth, foster, or migrant). Data from 2022-23 indicated a number of student risk factors:

- nearly 25% were chronically absent
- nearly 15% of all ISS/OSS incidents districtwide originated in this school
- only 16% of 5th grade students performed at Proficient and above on the Georgia Milestones assessment for English Language Arts
- ~50% were in the Beginning Learner category on the End of Grade assessment

Memorial Middle School has 700 students, of which 98% are non-White, with an 87% free and reduced lunch rate (42% are directly certified). In 2022-23, nearly 20% of Memorial students received an ISS/OSS referral, compared to the district-wide rate of less than 10%, and 28% were also chronically absent.

Memorial has experienced high teacher and leadership turnover over the past few school years, resulting in inconsistent academic achievement for students. End of Grade assessments show that 54% of 6th graders are reading well below grade level. On the End of Grade assessments, there were high rates of students at the Beginner Learner level:

- 30% in Language Arts
- 36% in Math
- 54% in Science

On the 2023 Georgia Health Survey, 39% of Memorial students reported that they do not feel safe at school and 49% reported that they have felt stressed about schoolwork and grades.

Program History

Salem High School has 800 students, of which 97% are non-White. Salem has an 80% free and reduced lunch rate and more than 34% of students were chronically absent in 2022–23.

The 2022–23 Georgia Milestones Assessment revealed that more than 50% of Salem students taking American Literature are reading below grade level (up from 37% 5 years ago). In addition, 59% were Beginning Learners in Coordinate Algebra and 52% were Beginning Learners in Biology. On the 2023 Georgia Health Survey, 39% of Salem students said they do not feel safe at school and 39% said they do not feel connected to others at school.

Students at these schools in grades 2–12 who scored in the Beginning or Developing Learner categories on any subject area of the 2023 Milestone EOG or EOC assessments were recommended for the Rockdale Bridges Program. Additionally, students scoring in the Proficient Learner category were targeted for enrichment opportunities.

While poverty levels and family environments affect a child's ability and desire to learn, a comprehensive, safe afterschool program can meaningfully influence students and help them overcome educational weakness through a systemic approach that combines simultaneous interventions by families, teachers, mentors, peers, technology, and the community. Rockdale Bridges provides concrete learning experiences that develop students' competencies and skills, particularly for those students at risk of academic failure.

In the face of these challenges, Rockdale Bridges has served students in these schools since 2019. The program's successes have included:

- serving 94 regular attenders in 2019–20 and achieving 1 out of 8 objectives, despite having to operate only virtually due to COVID
- serving 29 regular attenders in 2020–21 and achieving 4 out of 8 objectives, despite having to operate only virtually due to COVID
- serving 145 regular attenders in 2021–22 and achieving 5 out of 8 objectives
- serving 157 regular attenders in 2022–23 and achieving 4 out of 10 objectives
- serving 156 regular attenders in 2023–24 and achieving 2 out of 7 objectives

With this new grant cycle, Rockdale Bridges updated their objectives, so they are not exactly comparable to those of prior years.

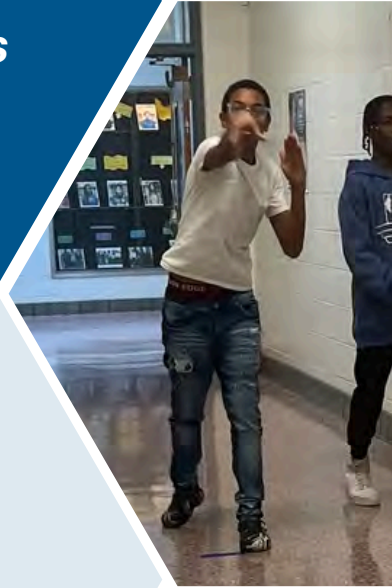
Evaluation Methods

The evaluation of the 2024–25 program included both quantitative and qualitative methods:



- Surveys of students, parents, and the regular day teachers of students
- Analysis of student demographics
- Analysis of student program attendance data
- Analysis of student academic data
- 2 site observations completed by the external evaluator
- Input from program staff, director, and advisory board

“
*I like this
afterschool
program
because it has
a lot of
activities to
do.”*



Program Students



100%

of parents who attended
an engagement event said
they are happy with the
afterschool program.

Demographic Profile – Regular Attenders

This year, there were 245 students registered for Rockdale Bridges. Of those, 189 attended the program for at least one day, and 162 students attended for 30+ days. The 30+ day students are termed “regular attenders.” This was an increase of 6 students from 2023–24.

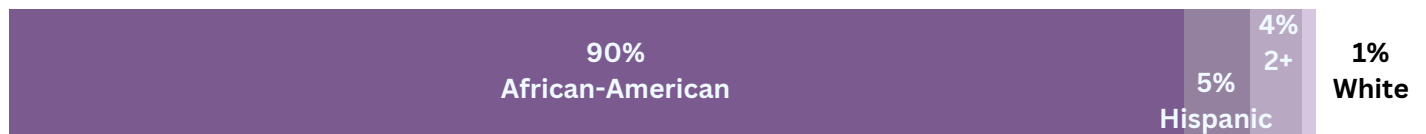
The majority of the regular attenders come from disadvantaged circumstances: 100% qualified for Free/Reduced Price School Meals. Out of regular attenders, 13% receive special education services.

Most of the regular attender students this year were African-American. Slightly more than half were male. The program had more elementary school participants than middle or high school participants. Nearly a quarter of this year’s students were 5th graders.

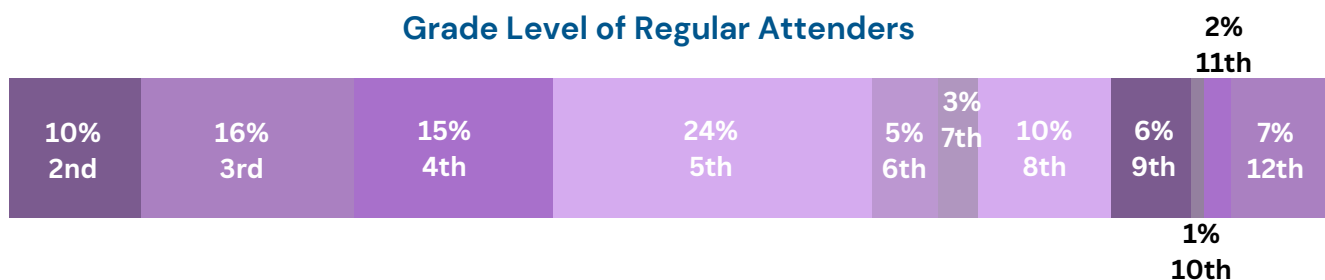
Gender of Regular Attenders



Ethnicity of Regular Attenders



Grade Level of Regular Attenders



Schools Represented

There were 3 different schools represented at the program this year. Of those 3, Peek's Chapel Elementary School had the most regular attenders, making up 65% of the population (106 students). Memorial Middle School students made up 18% of regular attenders (29 students) and Salem High School students made up 17% of regular attenders (27 students). Enrollment increased slightly from last year – Peek's Chapel decreased by 1 student and Memorial decreased by 9 students, but Salem increased by 11 students.

Regular Attenders by School

● Peek's Chapel ES ● Memorial MS ● Salem HS



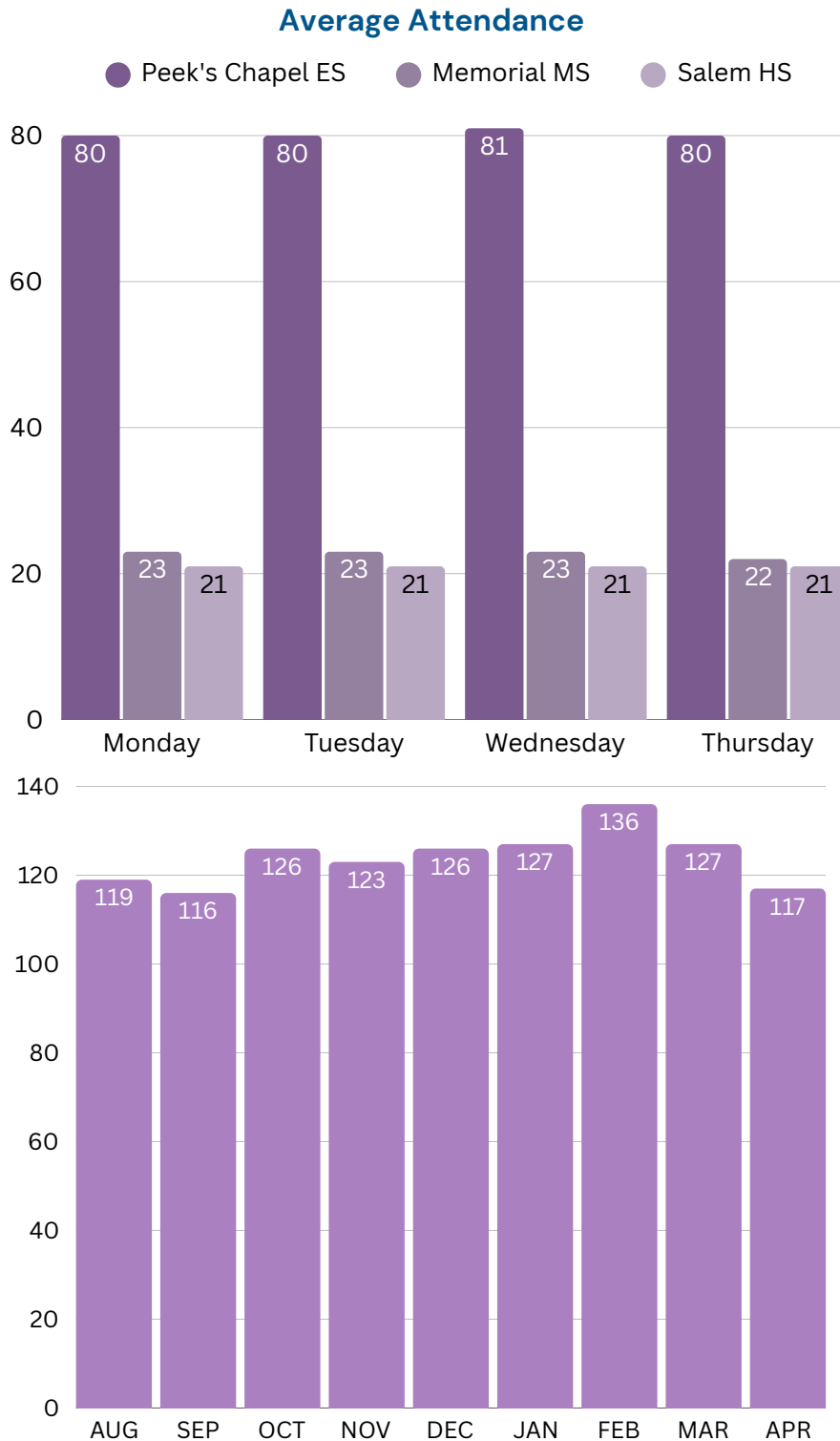
Student Average Attendance

On the 1st day of program operation, 114 students attended Rockdale Bridges. Most students who attended for at least 1 day of programming became regular attenders (86%). For the year, daily attendance averaged 125 students. The average daily attendance was highest in February (136), January (127), and March (127).

	Peek's Chapel ES	Memorial MS	Salem HS	Total
Total Enrolled	145	59	41	245
Attended at least 1 Day	114	45	30	189
# Regular Attenders	106	29	27	162
Average Daily Attendance	81	23	21	125

Student Attendance

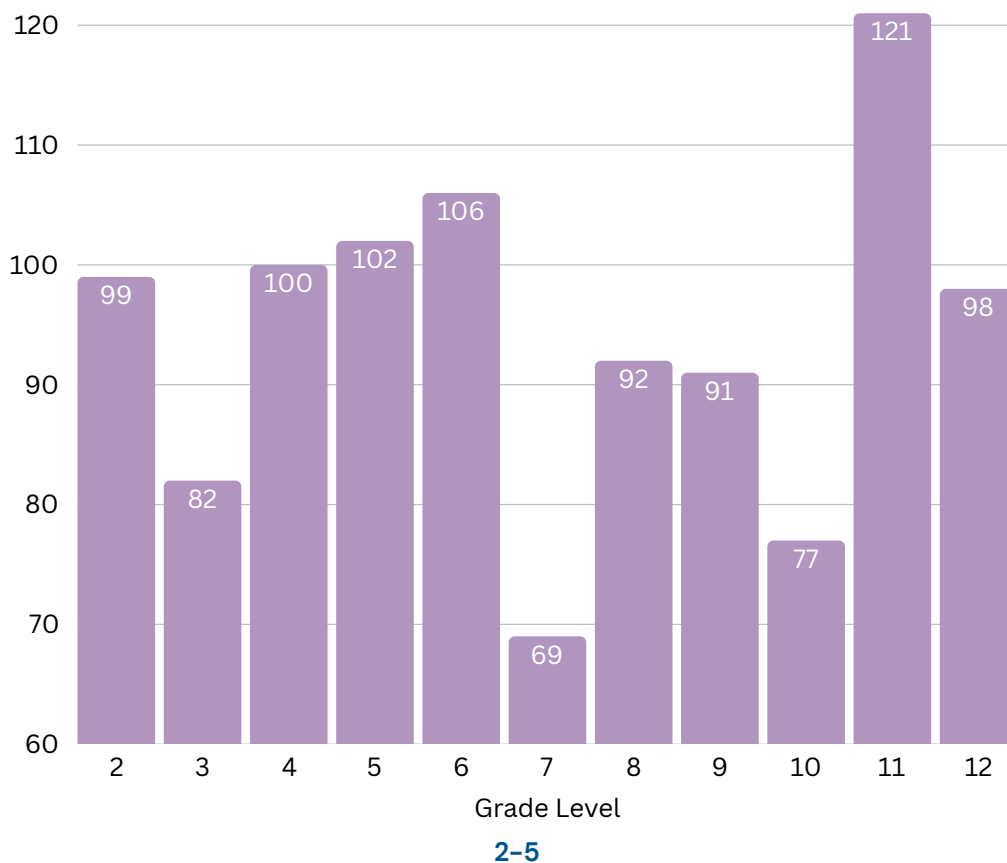
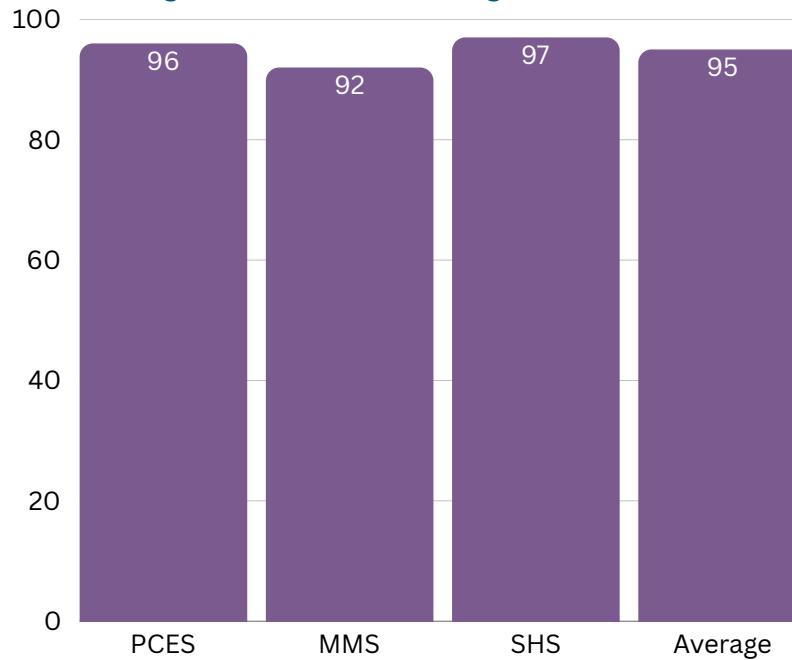
On average, Rockdale Bridges had 125 students attend each day. When analyzed with respect to day of the week, average attendance was similar across all days with a slight favor for Wednesdays. When analyzed with respect to month, February had the highest average attendance (136 students).



Student Attendance

On average, regular attenders attend 95 days throughout the program year. This varied only slightly by school, with Peek's Chapel averaging 96 days, Memorial at 92 days, and Salem at 97 days. When analyzed with respect to grade level, Grade 11 had the highest and Grade 7 had the lowest number of average days attended.

Regular Attender Average Attendance



Attendance Trends

When analyzed by school year, Rockdale Bridges has experienced an increase in regular attenders each year since 2021. This year, the program had its highest ever number of registrants and regular attenders. It also had its highest ever average daily attendance. The number of regular attenders increased by 2 percentage points (6 students) over last year.

Trend in Attendance

School Year	Total Registered	# Regular Attenders	% Regular Attenders	Average Daily Attendance
2019-20	190	94	49%	84
2020-21	91	29	32%	27
2021-22	250	145	58%	92
2022-23	164	157	96%	107
2023-24	244	156	64%	122
2024-25	245 ↑	162 ↑	66% ↑	162 ↑



Program Operations

Rockdale Bridges operated from 3 sites, Peek's Chapel Elementary School, Memorial Middle School, and Salem High School. Typical program operations are below. Each site operated 3 hours per day, Mondays through Thursdays. Memorial MS operated 1 hour before school and 2 hours after school while Peek's Chapel and Salem each operated for 3 hours after school. Peek's Chapel ES also operated for 20 Saturdays, 3 hours per day, throughout the year. The regular schedule was interrupted in October 2024 due to a large chemical fire in the area. This forced Rockdale Bridges to close in-person programming for 3 weeks. During that time, programming was offered virtually.

Program Operations

School	Weekly Schedule	Start Date	End Date	# Operating Days
Peek's Chapel ES	Monday - Thursday 2:30 - 5:30 PM	8/5/2024	4/30/2025	128
	Saturday 8:30 - 11:30 AM	8/10/2024	2/15/2025	20
Memorial MS	Monday - Thursday 7:15 - 8:15 AM 4:15 - 6:15 PM	8/5/2024	4/30/2025	128
Salem HS	Monday - Thursday 3:00 - 6:00 PM	8/5/2024	4/30/2025	128

All students were served at their day school site. Rockdale Bridges activities offered matched those listed in the grant application, including tutoring in core subjects (Reading, English Language Arts, Mathematics, and Science), as well as wellness and mental health activities.

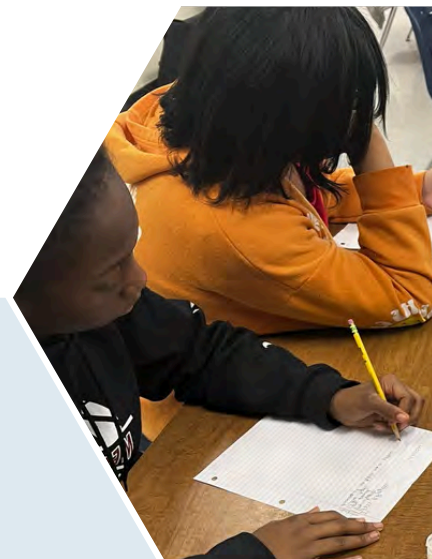
Once students arrived to Rockdale Bridges, the typical daily schedule was:

- Snack/Homework
- Academic Class/Enrichment
- Academic Enrichment Rotations/Clubs
- Wrap Up



Students participated in many activities, including:

- Entrepreneurship
- Physical Education/Self Care
- Character & Team Building
- Cooking
- STEM/Tech
- Crafts



Site Operations

This year, the external evaluator completed 2 observations, 1 in October 2024, and 1 in March 2025. The rubric includes assessments of a number of areas:



Environment/Climate
5 items



Relationships
6 items



Programming/Activities
3 items



Activities
4 items for each activity observed



Administration/Organization
4 items

Items were scored from 1 to 4 (unsatisfactory, needs improvement, satisfactory, and excellent). Overall, in the October and March observations, the program scored a 4 out of 4, with only a few items not able to be observed each time.

Area	Fall Average	Spring Average
Environment/Climate	4.0	4.0
Administration/Organization	4.0	4.0
Relationships	4.0	4.0
Programming/Activities	4.0	4.0
Enrichment Activities	4.0	4.0
Overall	4.0	4.0

The evaluators observed during both visits that students were properly supervised, staff modeled respectful interactions, and students were appropriately and respectfully reminded of behavioral expectations. Students were engaged in age-appropriate activities.

Student Success Snapshot

Various – Peek’s Chapel Elementary School

There are multiple students at Peek’s Chapel to highlight this year. A is a 2nd grade student who started the year very shy with low participation. Once they started to attend the afterschool program and gain confidence, their participation became more consistent. They are now excited to attend every day. B was a 3rd grade student in a similar situation. They did not want to attend Rockdale Bridges at the start of the year. After some encouragement and support from parents and staff, they are now a regular attender and they enjoy the various enrichment activities available. C is a 4th grade student and a foster child who started the program in the middle of the school year. Being able to attend Rockdale Bridges made the transition to a new school easier and they were able to make new friends outside the regular school day. D is a 5th grade student who has made great gains in becoming more social and achieving better grades. They have moved to A/B honor roll after their time in the program. The Rockdale Bridges staff is excited to see what D will accomplish in middle school.

James* – Memorial Middle School

James is a special education student whose parents wanted him to join the program to gain social skills. While he received extra support for academics during his time afterschool, he was also able to interact and build relationships with other students across various grade levels. He has been thriving and enjoying his time in the program and will continue to attend in preparation for the transition to high school.

Overall, students have been opening up throughout the year, and Rockdale Bridges staff have been encouraging those who expressed interest in school sports. The program has given them confidence to try new things as well as the discipline needed to maintain their academics in order to remain on the sports teams.

Michael* – Salem High School

Michael was a 9th grade student this year that found the transition to high school to be challenging. He struggled to keep up with academics. He maintained consistent attendance in Rockdale Bridges and utilized the extra academic support. By the end of the year, he achieved A/B honor roll and was able to attend the end of year celebration for his hard work

Overall, students at Salem are branching out from academics and trying new things, such as school sports. Rockdale Bridges has given them the confidence to try new things.

*name has been changed.

Quality of Staffing

Rockdale Bridges benefitted from having 24 staff during the 2024-25 school year. Of these staff, 16 have a Georgia teacher certification and are school day teachers.

Program Staff

Staff Type	Peek's Chapel ES	Memorial MS	Salem HS	Total
Certified Teachers	11	3	2	16
Classified	7	0	1	8
Total	18	3	3	24

It is a priority in Rockdale Bridges to maintain a 1:15 teacher-to-student ratio in all instructional activities and a 1:15 ratio for all other activities in the program. In site observations, the evaluator observed those ratios or better being met.

During the school year, teachers, site coordinators, and non-teaching program staff had the opportunity to attend trainings provided by the school district. Training focused on problem-based learning, issues facing students of poverty, engaging parents in the school setting, and quality afterschool programming. Training also allowed staff to have a voice in the program, engage with other staff members, share ideas, and remain aware of key factors, such as deadlines, progress being made in recruitment, and attendance behavior.

In addition to periodic staff meetings, Rockdale Bridges required the following training sessions throughout the year.

August 2024	Staff Orientation – What is 21 st CCLC? Rockdale Bridges – Fraud, Waste and Abuse
September 2024	What is Social-Emotional Learning? Helping Everyone Cross the Bridge
November 2024	Student Engagement: Finishing Strong
February 2025	Positive Learning Environment and Behavior
April 2025	STEM: Why is it Important Today?

This year, examples of additional professional learning opportunities, both in-person and online, included:

- Social Emotional Learning and Enrichment
- Summer Bridge Strategies
- Preparing for Milestones
- Youth Mental Health First Aid
- Project-Based Learning
- Strategies for Making the Most of Homework Time
- Bringing STEM to Life
- Designing Intentional Activities
- After School Math and Reading Strategies
- Emergency Procedures
- Classroom/Behavior Management

Progress Towards Sustainability

Rockdale Bridges laid the foundation for generating local support through the formation of an active advisory committee. The advisory committee includes students, parents, school administration and staff, collaborating interagency organizations, businesses and partners such as Rockdale Coalition for Children and Families, the Rockdale County Sheriff's Office, Communities in Schools, and BOLD Ministries. The program has a commendable group of partners that continue to support the program. Contributions from RCPS and the community totaled \$204,500 for 2024–25.

Organization	Organization Type	Contribution Type	Total Funds Received
BOLD Ministries	FBO	In-Kind	\$10,000
Communities in Schools	CBO	In-Kind	\$5,000
Rockdale Coalition for Children and Families	CBO	In-Kind	\$3,000
Rockdale County Sheriff's Office	CNT	In-Kind	\$2,000
Peek's Chapel Elementary School	SD	In-Kind	\$41,000
Memorial Middle School	SD	In-Kind	\$13,500
Salem High School	SD	In-Kind	\$15,000
Rockdale County Public Schools	SD	In-Kind	\$115,000

The sustainability plan involves high-quality programming, yet minimal expenses, to help continue afterschool services beyond 21st CCLC funding. Current and future activities to support these efforts include:

- 21st CCLC staff communicates with school staff to ensure that Rockdale Bridges' academic focus aligns with skills taught during day. The 21st CCLC staff stay abreast of students' academic progress and reinforce student positive behaviors.
- 21st CCLC staff supports the day school by encouraging parents to engage in activities.
- The school district provides office and programming space as in-kind contributions.

Program Outcomes



Goals and Objectives

The program has 3 goals and a total of 6 objectives concerning students who are regular attenders.

Goals	Objectives
Goal 1: Improve academic achievement levels in Mathematics and Reading for students who attend the program for 30 days or more annually.	1.1: 55% of participating students in grades 2–12, attending 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Math.
	1.2: 55% of participating students in grades 2–12, attending 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Reading.
Goal 2: Increase positive student development and healthy lifestyle choices for those who attend the program for 30 days or more annually.	2.1: 75% of regularly participating students in grades 2–12, attending 30 days or more annually, will report an increase in social emotional skills.
	2.2: No more than 25% of regularly participating students in grades 2–12, attending 30 days or more annually, will receive discipline referrals during the afterschool program.
Goal 3: Increase family engagement of participating students who attend the program for 30 days or more annually.	3.1: 50% of parents of students, attending 30 days or more annually, will participate in at least two parent workshops or parent engagement events.
	3.2: 50% of the parents attending the parenting events will report increased knowledge of the subject matter.

Progress Towards Goal 1

Goal 1 evaluates student academic performance based on standardized testing through the STAR Assessment. The school district administers the STAR multiple times per year to all students. The data for Rockdale Bridges students was made available to program staff so that activities and remediation efforts could be tailored to students' needs.

Objective 1.1 evaluates student performance on the Mathematics section of the STAR assessment. At the beginning of the year, 75 students displayed math proficiency at the beginning of the year, a 53% proficiency rate. At the end of the year, 81 students displayed math proficiency, a proficiency rate of 60%. This surpasses the objective of 55%.

Among the 67 students who scored as Beginning in August, 15 improved to Developing, 1 improved to Proficient, and 1 improved to Distinguished by April/May.

Proficiency Rate in Mathematics (STAR Assessment)

Level	AUG	DEC	FEB*	APR/MAY
Number Tested	142	137	118	135
Beginning	67	63	57	54
Developing	53	41	43	49
Proficient	15	23	13	22
Distinguished	7	10	5	10
% Proficient	53%	54%	52%	60%

At the site level, both Peek's Chapel and Salem also individually met the objective. By the end of the year, 63% of Peek's Chapel and 67% of Salem students demonstrated math proficiency on the STAR. Memorial nearly met the objective, falling short of reaching 55% by just 2 students.

All 3 sites also showed growth in math proficiency over the year. Of the 39 Peek's Chapel students who scored as Beginning in August, 8 improved to Developing or better by April/May. Of the 18 Memorial students who scored as Beginning in August, 6 improved to Developing or better by April/May. Of the 10 Salem students who scored as Beginning in August, 3 improved to Developing or better by April/May.

Proficiency Rate in Mathematics (STAR Assessment)
Peek's Chapel ES

Level	AUG	DEC	FEB	MAY
Number Tested	96	96	96	96
Beginning	39	40	45	36
Developing	39	30	35	37
Proficient	13	20	11	18
Distinguished	5	6	5	5
% Proficient	59%	58%	53%	63%

Proficiency Rate in Mathematics (STAR Assessment)
Memorial MS

Level	AUG	DEC	FEB	MAY
Number Tested	25	25	22	24
Beginning	18	14	12	13
Developing	7	10	8	8
Proficient	0	1	2	2
Distinguished	0	0	0	1
% Proficient	28%	44%	45%	46%

Proficiency Rate in Mathematics (STAR Assessment)
Salem HS

Level	AUG	DEC	MAY
Number Tested	21	16	15
Beginning	10	9	5
Developing	7	1	4
Proficient	2	2	2
Distinguished	2	4	4
% Proficient	52%	44%	67%

As a complement to the STAR Assessments, the evaluator also analyzed results on students' progress reports. This year, there were 137 analyzable progress reports for regular attenders. When comparing 1st quarter to 3rd quarter grades, 85% of regular attenders either maintained an A/B or improved their Math grade – 99 students improved and 17 students maintained the same grade for both quarters. Another 13 students did not improve their Math grade, but still achieved a C or above each quarter.

Proficiency Rate in Mathematics (Progress Reports)

Level	Total
# with 1st & 3rd Quarter Grades	137
C or above	13
Improved	99
Maintained	17
% Improved or Maintained	85%

Objective 1.2 evaluates student performance on the Reading section of the STAR assessment. At the beginning of the year, 88 students displayed reading proficiency, a 64% proficiency rate. At the end of the year, 90 students displayed proficiency, a proficiency rate of 68%. This surpasses the objective of 55%.

Among the 50 students who scored as Beginning in August, 14 improved to Developing and 1 improved to Distinguished by April/May.

Proficiency Rate in Reading (STAR Assessment)

Level	AUG	DEC	FEB*	APR/MAY
Number Tested	138	135	119	133
Beginning	50	44	39	43
Developing	44	41	42	48
Proficient	33	39	33	33
Distinguished	11	11	5	9
% Proficient	64%	67%	67%	68%

At the site level, each also individually met the objective. By the end of the year, 65% of Peek's Chapel, 68% of Memorial, and 67% of Salem students demonstrated reading proficiency on the STAR.

All 3 sites also showed growth in math proficiency over the year. Of the 33 Peek's Chapel students who scored as Beginning in August, 7 improved to Developing or better by April/May. Of the 12 Memorial students who scored as Beginning in August, 6 improved to Developing or better by April/May. Of the 5 Salem students who scored as Beginning in August, 1 improved to Developing or better by April/May.

Proficiency Rate in Reading (STAR Assessment)
Peek's Chapel ES

Level	AUG	DEC	FEB	MAY
Number Tested	96	96	96	96
Beginning	33	33	34	34
Developing	32	25	29	33
Proficient	22	31	28	25
Distinguished	9	7	5	4
% Proficient	66%	66%	65%	65%

Proficiency Rate in Reading (STAR Assessment)
Memorial MS

Level	AUG	DEC	FEB	MAY
Number Tested	24	25	23	22
Beginning	12	8	5	7
Developing	7	13	13	10
Proficient	5	4	5	5
Distinguished	0	0	0	0
% Proficient	50%	72%	78%	68%

Proficiency Rate in Reading (STAR Assessment)
Salem HS

Level	AUG	DEC	APR
Number Tested	18	14	15
Beginning	5	3	2
Developing	5	3	5
Proficient	6	4	3
Distinguished	2	4	5
% Proficient	72%	79%	87%

This year, there were 139 analyzable progress reports for regular attenders. When comparing 1st quarter to 3rd quarter grades, 79% of regular attenders either maintained or improved their ELA grade – 101 students improved and 8 students maintained an A/B for both quarters. Another 20 students did not improve their ELA grade, but still achieved a C or above.

Proficiency Rate in ELA (Progress Reports)

Level	Total
# with 1st & 3rd Quarter Grades	139
C or above	20
Improved	101
Maintained	8
% Improved or Maintained	79%

**Rockdale
Bridges
achieved
Goal 1 this
year.**

Progress Towards Goal 2

Goal 2 evaluates students' social emotional development using student self-reported data and staff reported discipline data.

For Objective 2.1, success was measured via results on the student social emotional survey, using a weighted average of positive responses to a subset of the survey questions.

Analyzing the responses to the 6 skills-based social-emotional learning statements and determining a weighted average, 87% of students reported an increase in social-emotional learning on the end of year survey. This exceeds the goal of 75%.

Statement	Agree/Strongly Agree								+/-
	Peek’s Chapel ES		Memorial MS		Salem HS		Total		
	Pre n=72	Post n=81	Pre n=20	Post n=24	Pre n=18	Post n=19	Pre n=110	Post n=124	
I know how to be a good partner and friend.	93%	88%	80%	92%	94%	84%	89%	88%	-1%
If I have a problem, I can solve it or find someone in the afterschool program who can help me solve it.	81%	85%	55%	100%	89%	89%	75%	92%	+17%
When I make mistakes, I learn from them.	85%	86%	60%	100%	94%	100%	80%	95%	+15%
I can understand how other people feel.	78%	83%	65%	79%	83%	79%	75%	80%	+5%
I can work well with others in my class and the afterschool program.	83%	81%	55%	92%	83%	84%	74%	86%	+12%
I work and play well with people that are different from me.	74%	84%	65%	83%	89%	79%	76%	82%	+6%
Weighted Average	82%	85%	63%	91%	89%	86%	79%	87%	+8%

For Objective 2.2, success was measured via the number of students who received discipline referrals during the afterschool program. Of the analyzable data, 7% of regular attenders (11/162) received discipline referrals during the afterschool program. This was lower than the goal of 25%.

Grade Level	Program Referrals	% Referrals
2	1	<1%
3	0	0%
4	1	<1%
5	4	2%
6	1	<1%
7	0	0%
8	2	<1%
9	1	<1%
10	0	0%
11	1	<1%
12	0	0%
Total	11	7%

**Rockdale
Bridges
achieved
Goal 2 this
year.**

Progress Towards Goal 3

Goal 3 evaluates family engagement using data on parent attendance and student representation by parents at engagement events.

For Objective 3.1, a total of 13 parent education/family activities were held throughout the school year to showcase literacy and enrichment activities offered to students in the program. Success was measured based on the percentage of parents/guardians whose students participate in the program 30 days or more that attended at least 2 parent education or family activities. A total of 91 parents (56%) attended 2 or more events, exceeding the 50% objective.

Event	Attendance
Parent Orientation (All Sites)	69
Winter Celebration (All Sites)	40
Paint Your Impression (Salem HS)	4
Parent Academy (All Sites)	43
Spring Fling (All Sites)	85

	Total
# Regular Attenders whose parents attended 2+ events	91
% Regular Attenders whose parents attended 2+ events	56%

For Objective 3.2, success was measured based on survey responses of parents who attended the parenting events. A total of 172 parents (86%) reported increased knowledge of the subject matter as a result of attending parent education and/or family activities, exceeding the 50% objective.

Survey Question	% Agree
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	86%



**Rockdale
Bridges
achieved
Goal 3 this
year.**

Conclusions and Recommendations



90%

of students said they
feel safe at afterschool.

“

*I love learning
about different
colleges.”*

Conclusions

The Rockdale Bridges Afterschool Program had a successful year in many areas. It used tools designed to support teachers and student learning, such as IXL, ALEKS, iReady, and Progress Learning.

Rockdale Bridges served 189 students this year, of which 162 attended for at least 30 days. Among the regular attenders, students attended an average of 95 days.

Rockdale Bridges offered many enrichment activities such as tutoring, cooking, crafting, entrepreneurship and various sports. The program offered a variety of enrichment activities through relationships with local organizations, community partners, parents, and Rockdale County Public Schools.

As noted by observations throughout the year, programming is organized and successfully tied to the regular school day. The emphasis on social-emotional learning and development and relationship-building for all students is commendable and has been successful as evidenced by responses to the student survey.



This year, Rockdale Bridges achieved 6 out of its 6 objectives with positive gains in math, reading, student development, and parental engagement.

Objective	Actual	Objective Met?
1.1 55% of participating students in grades 2–5, attending 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Math.	60%	Met
1.2 55% of participating students in grades 2–5, attending 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Reading.	67%	Met
2.1 75% of regularly participating students in grades 2–5, attending 30 days or more annually, will report an increase in social emotional skills.	87%	Met
2.2 No more than 25% of regularly participating students in grades 2–5, attending 30 days or more annually, will receive discipline referrals during the afterschool program.	7%	Met
3.1 50% of parents of students attending 30 days or more annually will participate in at least two parent workshops or parent engagement events.	56%	Met
3.2 50% of the parents attending the parenting events will report increased knowledge of the subject matter.	86%	Met

Recommendations

To continue to improve, the external evaluator makes these recommendations:

- **Continue to emphasize regular attendance.** Research indicates that students must attend 21st CCLC regularly in order to reap the benefits. The program should approach parents during preplanning for 2025–26 and encourage enrollment beginning on the 1st day of school. The program should consider implementing a recognition program for students who regularly attend.
- **Offer consistent academic support to address gaps in student learning specific to criterion measured by the STAR Assessment.** The program should consider developing additional focused activities for students who score at the Beginning levels on the August STAR Assessment.
- **Offer differentiated parent engagement activities.** While it met objective, even higher parent attendance at engagement events would be desirable, particularly since few parents attended all 4 events hosted at each site. Program staff should explore ideas for more regular meetings and could consider holding monthly events to support families in educational games and activities. The program should consider asking parents for preferred day(s) and time(s) for events to be scheduled. Regular day school teachers could also be invited to events of this type to engage with parents, and offer curricular support.

Appendix



Rockdale Bridges Student SEL Pre Survey

(n=110)

1. Which site do you attend?

Peek's Chapel ES (n=72)	65%
Memorial MS (n=20)	18%
Salem HS (n=18)	16%

2. How much do you agree/disagree with the following statements? (1 being the lowest, 5 being the highest)

Statement	1-2	3	4-5
I like coming to school every day	5%	21%	75%
I feel safe at afterschool.	5%	17%	79%
I have friends at afterschool.	5%	5%	91%
People care about each other in my class.	24%	16%	60%
My afterschool teachers like and care about me.	12%	5%	82%
Adults treat students kindly and fairly in our afterschool program.	10%	7%	83%
I'm interested in what I'm learning in class.	12%	14%	74%
I'm a good student and a strong thinker.	3%	13%	85%
I know how to be a good partner and friend.	1%	8%	91%
If I have a problem, I can solve it or find someone in the afterschool program who can help me solve it.	10%	14%	77%
When I make mistakes, I learn from them.	6%	13%	82%
I can understand how other people feel.	4%	20%	76%
I can work well with others in my class and the afterschool program.	8%	15%	78%
I work and play well with people that are different from me.	12%	14%	74%
I sometimes get to choose what I want to learn or do in class and afterschool.	22%	19%	59%
I like the way I am.	8%	7%	85%
I feel like I belong in my classroom and afterschool program.	7%	13%	81%

18. What else would you like your teacher to know about how you feel about your classroom and afterschool program?

- ◆ *About peoples wellness*
- ◆ *After school is fun*
- ◆ *Ask how they are feeling*
- ◆ *Ask me how I feel and remove people that I don't like*
- ◆ *Class is not that bad and not that good, it's like in the middle.*
- ◆ *Different snacks*
- ◆ *Everything I love this place so much their kind people nice teachers and everyone and this place makes me super happy when I'm sad and I love this place so thank you so much for letting me in this afterschool program.*
- ◆ *Go outside more*
- ◆ *good and nice i want to stay in the program*
- ◆ *I like my friends and teachers.*
- ◆ *Honestly, I don't have to say anything else other than after school is great.*
- ◆ *I appreciate that the teachers check on me during the school day*
- ◆ *I don't think that afterschool program is useful to me in any way I could think of, and I'd rather not come to the program as I also don't talk to most of the people in the program.*
- ◆ *I don't work well with people I don't know too well.*
- ◆ *I feel good about me*
- ◆ *I feel happy because the program is fun and it has club's like arts and crafts, cooking, and dance*
- ◆ *I feel like this is life itself. I love afterschool it is perfect for me.*
- ◆ *I feel my teachers need to know a lot about me*
- ◆ *I feel safe*

- ◆ *I feel safe and happy with my teachers*
- ◆ *I feel that my class does not like some of the lunch*
- ◆ *I feel the school okay, and everyone can be better*
- ◆ *I have fun*
- ◆ *I have made some close friends in afterschool and love that I have someone to talk to*
- ◆ *I hope we have field trips like last year*
- ◆ *I like afterschool*
- ◆ *I like afterschool programs*
- ◆ *I like it*
- ◆ *I like my teachers*
- ◆ *I like playing with my friends*
- ◆ *I like the activities.*
- ◆ *I like the after program*
- ◆ *I like the after school program a lot.*
- ◆ *I like this afterschool program because it has a lot of activities to do and fun activities to do also in this program.*
- ◆ *I like it when they tell me good job*
- ◆ *I love bridges*
- ◆ *I love it here*
- ◆ *I love it! I LOOVE IT BECAUSE I CAN HAVE EXTRA RESSES*
- ◆ *I love my teachers, and I belong in my class room, and I have a lot of friends that are nice and my teacher is nice*
- ◆ *I love the afterschool program it gives me a great sense of family we all help teacher other succeed and it's a great environment.*

- ◆ *I need better food options*
- ◆ *I really like cooking club. I wish we could do it everyday*
- ◆ *I think my classroom is VERY loud, but I like being there with my friends.*
- ◆ *I want my teacher to know that I like it there.*
- ◆ *I want to have more clubs*
- ◆ *I wish I joined sooner*
- ◆ *I wish we could stay longer*
- ◆ *I'm cool with the class*
- ◆ *I'm grateful.*
- ◆ *In my opinion when I'm in my classroom I feel happy because I'm happy to learn.*
- ◆ *When I'm in afterschool program I feel happy because I get to learn good things.*
- ◆ *It is fun*
- ◆ *More homework time*
- ◆ *My teacher will know that I'm feeling safe*
- ◆ *My teachers are cool*
- ◆ *My teachers are nice*
- ◆ *My teachers check on me*
- ◆ *Sometimes we get fussed at a lot*
- ◆ *Sometimes I want to tell them how I feel but I am just scared so I just act happy.*
- ◆ *Sometimes I feel tired the longer I stay in school*
- ◆ *Sometimes I feel down because I just need some time to think and be alone sometimes*
- ◆ *Sometimes I'm tired*
- ◆ *That I struggle with science or biology*
- ◆ *That someone keeps bullying me.*

- ◆ *The food is ok but not great*
- ◆ *We have really nice discussions about life*
- ◆ *Work more on the computers*

Rockdale Bridges Student SEL Post Survey

(n=124)

1. Which site do you attend?

Peek's Chapel ES (n=81)	65%
Memorial MS (n=24)	19%
Salem HS (n=19)	15%

2. How much do you agree/disagree with the following statements? (1 being the lowest, 5 being the highest)

Statement	1-2	3	4-5
I like coming to school every day	1%	10%	89%
I feel safe at afterschool.	2%	8%	90%
I have friends at afterschool.	1%	4%	95%
People care about each other in my class.	7%	13%	80%
My afterschool teachers like and care about me.	1%	11%	88%
Adults treat students kindly and fairly in our afterschool program.	4%	11%	84%
I'm interested in what I'm learning in class.	8%	12%	79%
I'm a good student and a strong thinker.	1%	5%	95%
I know how to be a good partner and friend.	1%	11%	88%
If I have a problem, I can solve it or find someone in the afterschool program who can help me solve it.	2%	10%	88%
When I make mistakes, I learn from them.	2%	6%	91%
I can understand how other people feel.	5%	13%	82%
I can work well with others in my class and the afterschool program.	1%	15%	84%
I work and play well with people that are different from me.	1%	16%	82%
I sometimes get to choose what I want to learn or do in class and afterschool.	11%	7%	82%
I like the way I am.	3%	12%	85%
I feel like I belong in my classroom and afterschool program.	10%	13%	76%

18. What else would you like your teacher to know about how you feel about your classroom and afterschool program?

- ◆ *My teacher can know more about me in afterschool or class is when I need help on my homework sometimes and on other work if I don't have homework and they give me work that is math.*
- ◆ *cool teachers*
- ◆ *I like the nasa stuff we learning*
- ◆ *I love my teachers*
- ◆ *I like my teachers*
- ◆ *I like it here but sometimes people are mean to me*
- ◆ *i like being there with my friends*
- ◆ *happy and good*
- ◆ *after school is great.*
- ◆ *i love it!*
- ◆ *depends*
- ◆ *good*
- ◆ *GOOD*
- ◆ *they are nice and smart and idk there just great*
- ◆ *they need to teach us something*
- ◆ *I wish we could choose our clubs again and I wish we still had board games.*
- ◆ *Keep all doors locked or closed.*
- ◆ *i feel alright*
- ◆ *LET THE STUDENTS EXPLAIN AND NOT GET BLAMED FOR SOMEONE ELSE'S ACTION.*
- ◆ *clubs are fun*

- ◆ *so excited for summer*
- ◆ *I made friends*
- ◆ *the teachers are cool*
- ◆ *clubs are awesome*
- ◆ *good*
- ◆ *we are making friends and learning new stuff to*
- ◆ *wish I had more time for homework*
- ◆ *everything is great*
- ◆ *I like my teachers!!!!*
- ◆ *I like coming to bridges*
- ◆ *I feel like i belong in afterschool programs.*
- ◆ *Your feelings and preferences: Understanding your emotional state and what you enjoy or dislike about the classroom and afterschool program can help tailor the experience to your needs*
- ◆ *there is nothing they need to know*
- ◆ *They are nice*
- ◆ *to stop punishing people who did not do anything also let students explain when they get in trouble*
- ◆ *I need to know why do i do so much*
- ◆ *Nothing, I like afterschool.*
- ◆ *I feel good*
- ◆ *I fell like afterschool have good kids here and i am glad to joined the afterschool .*
- ◆ *I feel like some of the teachers sometimes do too much and that they blame some of the students for things they don't even do, I get we are a 5th grade as a whole, but just because a group of people do something means the other group did it as well.*

- ◆ *for us to get along together and the teacher see the problem*
- ◆ *They need to feel how I feel in afterschool and in my class room and I feel strong and pretty save*
I guest
- ◆ *They need to know that we have fun learning new things and having fun with my friends*
- ◆ *they need to feel how i feel afterschool*
- ◆ *they know im a good person*
- ◆ *I feel mad when some one do to mmuch*
- ◆ *In my class we get lots of homework.*
- ◆ *I feel like we should pick are clubs and we should bring back cooking club*
- ◆ *I feel safe at afterschool*
- ◆ *nothing really besides the fact i really enjoyed my time at this program and if i could go back in*
time and start this program again i would most definitely do it
- ◆ *Nothing, I feel very comfortable in after-school and even though I'm not there a lot when I am*
there I'm glad
- ◆ *they are funny and i like being around them, bridges taught me a lot*
- ◆ *Rockdale Bridges is always relaxing for me, I can get my work done easily without any stress or*
distractions. My teachers also make it enjoyable to be in the classroom with other students.
- ◆ *I feel at home when I'm at the after school program and I'm glad I joined*
- ◆ *I don't work well with people I don't know too well.*
- ◆ *What I like what people do and like say or if they do something.*
- ◆ *my teachers check on me*
- ◆ *That someone keeps bullying me.*
- ◆ *ask how there feeling or say hey are are u ok*
- ◆ *I like afterschool programs*

- ◆ *I REALLY don't understand this question, sorry :(*
- ◆ *feel okay*
- ◆ *I like this afterschool program because it has a lot of activities to do and fun activities to do also in this program.*
- ◆ *I like the after program*
- ◆ *sometimes i fell down because i just need some time to think and be alone sometimes*
- ◆ *Ask me how I feel and remove people that I don't like*
- ◆ *I like the after school program a lot.*
- ◆ *i feel that my class does not like some of the lunch*
- ◆ *I'm happy when I get stuff wrong I get mad and sleepy*
- ◆ *Nothing really. I really enjoyed being a part of the after school program when I was able to attend and I'm glad I met the people that I did.*
- ◆ *I sometimes get nervous when I have to speak in front of the class and I love learning about different colleges.*
- ◆ *It's good.*
- ◆ *We are a family*
- ◆ *I have made new friends that I wouldn't have if it wasn't for Bridges*
- ◆ *the teachers are cool*
- ◆ *sad that I am about to graduate but I will definitely visit*
- ◆ *we work and have fun*
- ◆ *I feel great and can accomplish anything in life.*
- ◆ *afterschool helps me get my work done*
- ◆ *The Afterschool program is a place I can enjoy spending time with friends, get necessary information from the adults, all while doing any work needed from my class without worrying*

about doing it when I reach home. I enjoy the afterschool program and always attend whenever I have the time or availability.

- ◆ *the teachers are awesome and check on us during the day*
- ◆ *I enjoy coming to afterschool*
- ◆ *I wish I would have joined sooner*
- ◆ *I am definitely going to join this summer*
- ◆ *thank you so much for helping me get a job*

Rockdale Bridges Parent Engagement Survey

1. Parent Orientation – Peek’s Chapel ES, Memorial MS, Salem HS (n=61)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in Rockdale Bridges Afterschool Program?	70%	21%	8%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	80%	18%	2%	0%	0%
Has your child's participation in school improved while attending Rockdale Bridges?	92%	8%	0%	0%	0%
Overall, I am happy with the Rockdale Bridges Afterschool Program?	79%	21%	0%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	80%	20%	0%	0%	0%

2. Winter Celebration (Math Night) – Peek’s Chapel ES, Memorial MS, Salem HS (n=32)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in Rockdale Bridges Afterschool Program?	47%	53%	0%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	78%	22%	0%	0%	0%
Has your child's participation in school improved while attending Rockdale Bridges?	88%	13%	0%	0%	0%
Overall, I am happy with the Rockdale Bridges Afterschool Program?	44%	56%	0%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	59%	41%	0%	0%	0%

3. Paint Your First Impression – Salem HS (n=3)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in Rockdale Bridges Afterschool Program?	100%	0%	0%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	100%	0%	0%	0%	0%
Has your child's participation in school improved while attending Rockdale Bridges?	100%	0%	0%	0%	0%
Overall, I am happy with the Rockdale Bridges Afterschool Program?	100%	0%	0%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	100%	0%	0%	0%	0%

4. Parent Academy (What is 21st CCLC?) – Peek's Chapel ES, Memorial MS, Salem HS (n=31)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in Rockdale Bridges Afterschool Program?	94%	6%	0%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	87%	13%	0%	0%	0%
Has your child's participation in school improved while attending Rockdale Bridges?	90%	10%	0%	0%	0%
Overall, I am happy with the Rockdale Bridges Afterschool Program?	94%	6%	0%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	94%	6%	0%	0%	0%

5. Spring Fling (Milestone Ramp Up) – Peek's Chapel ES, Memorial MS, Salem HS (n=76)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in Rockdale Bridges Afterschool Program?	82%	14%	4%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	92%	8%	0%	0%	0%
Has your child's participation in school improved while attending Rockdale Bridges?	83%	13%	4%	0%	0%
Overall, I am happy with the Rockdale Bridges Afterschool Program?	89%	11%	0%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	95%	5%	0%	0%	0%

Peek's Chapel ES: After School Site Observation

Name of Observer: Reagan Hull

Date: 23OCT24

1: Unsatisfactory

2: Needs Improvement

3: Satisfactory

4: Excellent

Environment/Climate

	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Classrooms are safe, clean, large, and well-equipped for the program. Students are comfortable in their space and adequately supervised.

Student behavior expectations are clear (same as school) and posted throughout the site.

Administration/Organization

	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Supplies are maintained in each room utilized for the program. Storage closet is not available, but may not be necessary.

Staff ensures that students utilize their method of transportation home at dismissal – bus or parent/guardian.

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

Did not observe any parent interactions or community collaborations this visit.

Staff communicates respectfully and encourages students to do the same, especially when they are completing activities together.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Activity #1 Name: Money Word Problems – 4th grade

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:16 students

Students completed word problems that required adding and subtracting money.

Activity #2 Name: Calculating Sales Tax – 5th grade

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:16 students

Nearpod lesson – Students set up multiplication boxes to calculate sales tax. They used the smart board to practice individually and as a class.

Activity #3 Name: Counting Money – 2nd grade

Activity #3	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:8 students

Students watched a video to learn about money denominations. They then used fake money to practice counting.

Activity #4 Name: Money Jeopardy – 3rd grade

Activity #4	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:12 students

Students worked in 3 groups to solve questions in Jeopardy. They used fake money to practice answering the word problems presented.

Activity #5 Name: _____

Activity #5	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

Memorial MS: After School Site Observation

Name of Observer: Reagan Hull

Date: 22OCT24

1: Unsatisfactory

2: Needs Improvement

3: Satisfactory

4: Excellent

Environment/Climate

	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

6-8th grade in one room (small site)

Administration/Organization

	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Daily lesson plan/schedule is available to be reviewed on the smart board

Staff ensures that students safely make it to the bus or to their parent/guardian at dismissal.

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

Did not observe any parent interactions or community collaborations this visit.

Staff communicates respectfully and encourages students to do the same.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Connections to the school day are made and those connections could also be applied to students' personal lives.

Activity #1 Name: Second Step: Fixed vs. Growth Mindset

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:18 students

Utilized Second Step platform to complete fixed vs. growth mindset activity. Warm-up: students wrote about a time they made a mistake, then followed videos and discussions from Second Step. They made connections to their warm-up activity and determined how to move from a fixed mindset to a growth mindset to improve.

Activity #2 Name: Current Events

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:18 students

Students watched CNN 10 about current events around the world and wrote three facts they learned from the video. They then shared some of the things they learned with the class and discussed why those were important.

Activity #3 Name: _____

Activity #3	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

Activity #4 Name: _____

Activity #4	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

Activity #5 Name: _____

Activity #5	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

Salem HS: After School Site Observation

Name of Observer: Reagan Hull Date: 22OCT24

1: Unsatisfactory 2: Needs Improvement 3: Satisfactory 4: Excellent

Environment/Climate	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Site utilizes one main classroom due to number of students (13 total observed today). Space is safe, clean, and suitable for the activities being conducted. Students can spread out and have their own "space" if needed when doing independent work.

Administration/Organization	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Daily lesson plan/schedule is available to be reviewed on the smart board

Large storage room connected to the classroom. Supplies are maintained and easily accessible.

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

Did not observe any parent interactions or community collaborations this visit.

Staff have created a respectful environment and interactions (staff to student, student to student) are a reflection of that.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Activity #1 Name: Homework Time

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:13 students

Students worked on homework and staff gave help as needed. Staff made sure students were on task and provided additional resources to ensure adequate help was received.

Activity #2 Name: Emails to Teachers

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:13 students

Students with a 75% or below were instructed to draft an email to their teacher(s) requesting additional tutoring time or other opportunities to improve their grade(s). They were given sample emails and students tailored them to their specific class/needs.

Activity #3 Name: _____

Activity #3	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

Activity #4 Name: _____

Activity #4	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

Activity #5 Name: _____

Activity #5	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

Peek's Chapel ES: After School Site Observation

Name of Observer: Reagan Hull Date: 6MAR25

1: Unsatisfactory 2: Needs Improvement 3: Satisfactory 4: Excellent

Environment/Climate	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Classrooms are safe, clean, large, and well-equipped for the program. Students are comfortable in their space and adequately supervised.

Student behavior expectations are clear (same as school) and posted throughout the site.

Administration/Organization	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Staff ensures that all students make it to their assigned bus or parent/guardian at dismissal.

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Staff communicates respectfully and encourages students to do the same.

There is good family engagement and staff speaks with parents regarding student needs and well-being, especially with those who pick up their student from the program.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

There are activities that allow students to learn something new during the program.

Reflections and school day connections are apparent.

Activity #1 Name: Math Milestone Review/Spelling Test Prep – 5th Grade

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:7 students

Some students worked on Math Milestone Review – multiplying decimals. Others practiced spelling words in preparation for an upcoming test. The spelling words were directly related to their readings about the American Revolution.

Activity #2 Name: Math Milestone Review/Spelling Test Prep – 5th Grade

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:16 students

1 small group worked on Math Milestones with staff. They worked on a Generalize Price Value worksheet relating to decimal places. Another small group worked on vocab/spelling and using those words in a sentence for comprehension. Some students worked individually on homework or ALEKS on their laptops to practice math – multiplying fractions.

Activity #3 Name: Reading Comprehension – 3rd Grade

Activity #3	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:11 students

Students read independently or with staff and staff asked questions for comprehension.

Activity #4 Name: Tech Club – Math Jeopardy

Activity #4	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:15 students

Students competed in 3 groups to solve Jeopardy questions relating to Math – geometry, multiplying/dividing fractions, adding/subtracting, time/money.

Activity #5 Name: Arts & Crafts

Activity #5	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:10 students

Under staff supervision, students mixed ingredients together to make their own slime. Students loved this activity.

Memorial MS: After School Site Observation

Name of Observer: Reagan Hull

Date: 4MAR25

1: Unsatisfactory

2: Needs Improvement

3: Satisfactory

4: Excellent

Environment/Climate

	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Safe, clean, and supportive environment for students with clear behavior expectations.
Students are always adequately supervised.

Administration/Organization

	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Attendance is recorded and daily lesson plan is posted.

Staff ensures that students safely make it to the bus or to their parent/guardian at dismissal (or earlier).

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

School site has partnerships with NASA, so students have been able to do virtual field trips with them as well as a virtual field trip for the National Museum of African American History & Culture.

Site has good family engagement.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Observed students for CPR training. Connections to the school day were made during the presentation and worksheet portion of the lesson.

Activity #1 Name: CPR Training

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

3 staff:18 students

CPR powerpoint and worksheet to highlight importance of CPR and best practices, then practiced on CPR manikins. Students were very engaged for this activity.

Activity #2 Name: CNN 10 – Current Events

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:11 students

Students watched CNN 10 about current events around the world and discussed important takeaways with the group.

Salem HS: After School Site Observation

Name of Observer: Reagan Hull Date: 4MAR25

1: Unsatisfactory 2: Needs Improvement 3: Satisfactory 4: Excellent

Environment/Climate	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Space is always safe, clean, appropriately equipped, and suitable for the activities being conducted. Students have access to anything they need to complete homework and activities.

Administration/Organization	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Daily lesson plan/schedule is posted on the smart board.

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

Supportive and respectful environment noted during Fall observations is still apparent.

Some students from Rockdale Bridges (21st CCLC) are now mentors for the PAST Project – 8th graders are transported to the HS after school.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Activity #1 Name: Homework/Focus on GA Milestones

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:13 students

Students focused on completing homework and work relating to the GA Milestones. This included Progress Learning and IXL programs to work on specific Math, ELA, and Social Studies needs. One senior worked on their resume for a class assignment.

Activity #2 Name: Thank you cards – Social-emotional

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:13 students

Students started working on creating thank you cards to present to anyone of their choosing toward the end of the year (parents, coaches, mentors, etc.). This allowed them to start thinking about who has made an impact on them throughout the year/high school, especially for the graduating seniors.