



Bucks County Intermediate Unit

**Bristol Borough School District
21st Century Community Learning Center
Cohort 9 – Year 1**

Summative Evaluation Report

**Prepared by
The Bucks County Intermediate Unit
Doylestown, PA
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Overview

Bristol Borough School District (BBSD), in partnership with the Advisory Oversight Committee of Bristol Borough (AOC), received funding through the 21st Century Community Learning Center (CLC) Cohort 9 grant. Girotti Elementary School, Bristol Borough Middle/High School (BBHS), and St. Mark Catholic School. BBSD is an eligible Schoolwide Title 1 district where all at-risk students may participate in programs. Priority is given to students in grades K through 12 enrolled in public and parochial schools and whose families reside in the district. The Cohort 9 grant aims to serve a large number of students across the three sites.

The grant serves a community with low annual income and low educational attainment. The educational attainment of adults in the communities served is lower than the rest of Bucks County, and the average per capita income is well below the Bucks County average.

Important and noteworthy components of this Bristol Borough School District Cohort 9 three-school collaboration, as stated in the overview narrative of the grant application, are the strategies that past Bucks County 21st Century CLC cohorts have used to support student achievement. These successful practices for increasing positive student behaviors and achievement are:

1. The application and use of research-based instructional and learning strategies for increasing both student achievement and engagement.
2. Consistent program monitoring and evaluation by Bucks County Intermediate Unit (Bucks IU).
3. Implementation of ongoing staff development and rigorous hiring practices to support high rates of staff and program leadership retention.
4. A conscious and purposeful effort to recruit and select instructors, site coordinators, and program leadership from surrounding schools and community.

The Bristol Borough School District Cohort 9 grant includes the following PA Funding Priorities as frameworks for its program planning and activities at the Snyder-Girotti Elementary, Bristol Borough Middle/High, and St. Mark School sites:

- **STEM/STEAM:** A variety of STEM/STEAM activities, such as Challenge Zones, afterschool STEM clubs, afterschool STEM and Garden Club, Summer STEAM Camp, math enrichment lessons tied to curriculum concepts, and offering STEM-related seminars to students.
- **Credit Recovery:** This program was offered during the summer and school year and allowed students to combine face-to-face study sessions with certified teachers and with online lessons tailored to meet individual needs and credit deficiencies.
- **College & Career Readiness:** Overall, the intent of the grant is to offer college and career readiness opportunities to high school students. Student activities that increased career awareness and readiness include a Workplace Readiness Program, Model United Nations, Fine Arts Club, and Chemistry and Math clubs, among others.

Members of the Bucks IU evaluation team, Dr. Rachel Holler, Ronald Rolon, James LoGiudice, Dr. Suzanne Laverick-Stone, Kevin Munnely and Paul Beltz, collected and analyzed data derived from onsite observations and interviews with students, staff, parents, and cohort community partners.

- August 22, 2017: Jim LoGiudice, Ron Rolon and Dr. Suzanne Laverick-Stone attended and presented at the 21st Century Community Learning Center Cohort 9 Grant Meeting held at the Bucks County Technical High School.
- October 16, 2017: Jim LoGiudice, Ron Rolon and Paul Beltz conducted observations at St. Mark Catholic School. Ron Rolon visited the program at Snyder-Girotti Elementary School, and Paul Beltz and Jim LoGiudice visited Bristol Borough Middle/High School.
- December 12, 2017: Jim LoGiudice and Kevin Munnely conducted observations at Snyder-Girotti Elementary School and Bristol Borough Middle/High School.
- January 10, 2018: Dr. Suzanne Laverick-Stone, Kevin Munnely and Paul Beltz visited programs at Bristol Borough High School and St. Mark School.

- January 24, 2018: Jim LoGiudice, Paul Beltz, Kevin Munnely, and Ron Rolon attended a meeting with Darletta Berry Johnson and the site coordinators from each of the three sites to discuss current status of the implementation of the grants.
- April 5, 2018: Jim LoGuidice and Paul Beltz conducted observations at Snyder-Girotti and Bristol Borough High School. Also, a meeting was held with Mr. Gene Williams, Executive Director of the AOC, to discuss the AOC community involvement and support. The meeting was also attended by the district superintendent and 21st Century staff.

Findings—School Year 2017-2018

Bristol Borough Middle/High School (BBHS)

As the program continued throughout the school year, there was an increase in support and involvement from the high school staff to urge students to participate. It was reported that high school staff members were helpful in serving as instructors. Change in site leadership at the Middle/High School during the program year resulted in program improvements. Surveys of both students and staff were used to refocus the program and determine activities that were meaningful. Attendance increased and a more positive attitude about the program was noted.

One unique component of the 21st Century program in Bristol Borough is strong support from the director of the local Bristol Borough Advisory Oversight Committee (AOC) and his role in assisting with community outreach. This should be noted as a key effort to meet the Cohort's outcome of increasing community involvement. The AOC volunteers include residents, parents, students, and community stakeholders. The purpose of the AOC is to provide year-round programs and services at Learning Centers established in Bristol Borough to the youth attending public, parochial, and private schools. Its mission is to improve academic excellence. In April, the AOC Executive Director met with Bucks IU evaluation team members, the district superintendent, and 21st Century site staff to discuss the ways in which the AOC partnership strengthens programs for students.

Programs and Activities at the Middle/High School

Credit Recovery: The mission of the Credit Recovery program is to improve student achievement and graduation rates which meets the 21st Century Cohort goal of helping students be prepared for college. The Credit Recovery Program at Bristol Borough High School aimed to improve achievement by enabling students to make-up course work for failing or receiving an incomplete grade, and to increase their chances for graduating on time. The Credit Recovery program was supported through Edgenuity online course software.

It was noted that attendance increases at the end of marking periods when students recognize the need for assistance and improvement.

Some areas of the program have been revised to better ensure student success. For instance, to increase attendance, students were permitted to utilize the program at home and at school but are required to take quizzes on site.

Garden Club: Although this has been an ongoing part of the program since its inception during the 21st Century CLC Cohort 6A grant, student attendance and long-term engagement is a concern.

Study Hub: Students met in the library before attending other 21st Century activities. Time was provided to support homework completion.

Tutor Crew: This was a student-run tutoring program with sessions for high school students who needed additional help with academic tasks.

Book Club: A high school faculty member conducted reading/discussion activities for high school students. Round-table explorations and discussion focused on books that dealt with societal and current events issues.

Workforce Readiness: Two instructors prepared lessons focused on the skills needed by students in order to attain part-time jobs while in school and full-time employment upon graduation. Activities included, but were not limited to, accessing print and online job listings, completing job applications, writing resumes, role playing interviews, practicing technology applications often required for entry-level positions, and learning personal budgeting and financing. This club's goals met one of the 21st Century CLC Cohort 9 grant's priorities related to career development and job preparedness.

Village Arts (Grades 7, 8): Students joined instructors from Village Arts to create pieces of art.

Fitness Club: Students had the opportunity to participate in afterschool use of the weight room. This activity was supervised by a school coach.

Snyder-Girotti Elementary School

The 21st Century program at Snyder-Girotti Elementary School was characterized by a strong connection to the classroom curriculum and instruction. This provided support for academic goals and objectives in addition to social and emotional goals of the 21st Century grant. Of special note were the reading and mathematics tutoring programs which were led by Snyder-Girotti teachers with strong backgrounds in their areas of instruction.

There was also an emphasis on improving the program at Snyder-Girotti which was exemplified by their use of a consultant to observe the 21st Century programs and make recommendations for strengthening their work with students.

Snyder-Girotti Programs and Activities:

Adventure Quest: Time was limited to 25 minutes for students to receive assistance with assignments from class.

Math/Reading Tutoring: M-W Reading, T-Th Math

The reading program offered tutoring and individualized instructional support to different groups of students, differentiated by achievement and grade level. Tutoring was held from 90 minutes, and student placement was based on the levels of reading or math skills. The instructors utilized the Lexia program to increase reading levels by monitoring the acquisition of increased Lexile levels.

Math Scholars: The Math Scholars afterschool program was for students who struggled to master basic math skills. The learning activities in this program centered on assisting students to meet the assessment of the Pennsylvania Core Standards in Math. Small group instruction was aimed at increasing academic achievement in both math and other related STEM content areas and was able to target individual student's strengths and weaknesses. It was the intent of this program to measure student progress and outcomes via pre/post assessment of math facts. A Snyder-Girotti teacher/math specialist provided this tutoring for students with an emphasis on connection to grade level standards and congruency with classroom objectives and instruction.

Village Arts (Grades 4-6): This special activity was provided by the grant partner,

Village Arts, which provided tailored art experiences for children and adults. The intent of the art program was to promote creativity through the visual arts by engaging students in hands-on activities and expression. Knowledgeable instructors provided learning about color in the real world, how to blend color, and how colors make us feel. These learnings then connected to other academic art curricula.

Sound Science (Grades 1-3): These activities were held for first to third graders to learn about how sounds are made, how we hear them, and how to design their own instruments and use them to make various sounds, furthering their understanding of STEM concepts.

STREAM: Coordinators and monitors prepared STREAM activities for students.

Robotics (Grades 6, 7 at St. Marks and Grade 6 at Snyder-Girotti): Bristol Junior Robotics Club was for students interested in learning how to build their own robots.

Little Builders: This program was designed for second graders to engage in hands-on activities through building, sanding of wood to make bird houses and other simple projects.

Knitting Knewbies: Students in grades 4 to 6 learned the basic skills of knitting.

Nutrition Mission: The focus of this group was about living a healthy lifestyle. Students practiced exercises that can be used daily and used recipes to create easy, healthy snacks. Food for the club was provided by the Bristol Borough AOC.

Silver Lake Nature Center: Presentations by Nature Center staff introduced students to animals found at the Nature Center.

**21st Century Program— Bristol Borough School District
Cohort 9—2017-2018 Teacher Survey Data**

Note: Data provided to Bucks IU evaluation team by site staff

Cohort 9 Teacher Survey— Summary of Key Behaviors related to 21stCentury Grant	% of students rated as demonstrating improvement
Target Behaviors	Grades PK to 5
Homework Completion & Class Participation	66%
Student Behavior	69%
Target Behaviors	Grade 6-12
Homework Completion & Academic Performance	78%
Student Behavior	86%

St. Mark Catholic School

The St. Mark School 21st Century CLC Cohort 9 program served 5th and 6th grades. Efforts that were made to establish the program and promote regular attendance have been effective.

At the St. Mark School, Adventure Quest engaged students daily with Homework Help, small group STREAMS (Science, Technology, Revitalization, Engineering, Arts, Math, Scholarship) Club, and group recreation activities. Students used free time to access Grundy Library for reading and choosing books. Snacks were provided by the Archdiocese of Philadelphia. Through the Archdiocese's meal program, these students have been introduced to new and healthy foods.

The other program offerings included the following:

Tutoring: Students were selected based on assessment data to attend small group sessions of either mathematics or ELA tutoring.

Silver Lake Environmental Studies: Students participated in animal adaptation activities.

Calligraphy: Students practiced artistic handwriting skills.

Sound Science: Students explored the world of sound by playing instruments and building their own to create a sound unique to them.

History Club: This offering took advantage of the rich history of Bristol Borough. Students explored the past through mini research projects, reading and writing poetry, and hands-on activities.

Computer Laboratory: In the Mac lab, students used Google Docs to work on projects and send assignments electronically to teachers. Students also had access to iPads on which they use Quizlet, an online academic learning environment for students and teachers.

Nutrition Mission: The focus of this group was about living a healthy lifestyle. Students practiced exercises that can be used daily and used recipes to create easy, healthy snacks. Food for the club was provided by the Bristol Borough AOC.

Village Arts: This special activity was provided by the contract-based partner, Village Arts, which provides tailored art experiences for children and adults. The intent of the art program was to promote creativity through the visual arts by engaging students in hands-on activities and expression. Knowledgeable instructors used a variety of media to create scenes that taught a variety of drawing and painting techniques.

Get in the Loop Crocheting: The program was held to help students learn to crochet and develop concepts of mindfulness.

Tech Club: Students learned the basics of coding and created games on the computer.

Commendations and Recommendations

Overall Comments

- Strong support for the 21st Century program was provided by the superintendent. School district leadership understood and recognized the value of providing activities and support that were aimed at increasing student achievement and changing negative behaviors. This is a focus that is especially needed in a district where many students are under-performing and in need of extended and enriched academic support.
- A unique component of the Bristol Borough School District's 21st Century CLC grant's ongoing success was the partnership it has forged with the Grundy Foundation's Advisory and Oversight Committee (AOC). The mission of the AOC is to impact academic excellence, provide opportunities for social, emotional, and physical growth and foster civic pride and engagement. The mission and the concrete advocacy, actions, and funding were apparent in many aspects and details of the 21st Century CLC's programs in all three Bristol Borough public and private schools. This partnership was one that gave added value and support to reaching the outcomes of the grant and added an assuring dimension for its continued sustainability.
- Many of the staff providing instructional support to students were certified teachers. This facilitated instruction in connection to curricula. Staff also had a better understanding about how to implement activities to meet performance and achievement outcomes.
- The Bristol Borough School District and Ivins Outreach Center joint partnership for the implementation of 21st Century Cohorts 9 took significant steps to increase community communication about the many working aspects of these grants. The effect of this information sharing was evidenced in the increase of school staff engagement, increased student attendance, and the more focused connection to 21st Century programs and schoolwide instruction.

Bristol Borough Middle/High School

- Program leadership and staff were aware of the unique learning needs and deficits of the students. The structures used by the district and school to assess student progress were noteworthy. Furthermore, local and national assessment data were being used by Cohort 9 instructors to frame the many afterschool learning activities.
- The grant leadership made a concerted, successful effort to increase staff involvement and participation in both Cohort 9 programs, in recommending students for the program, and encouraging students to enroll in the program.
- Continue to promulgate awareness of afterschool programs to increase attendance.
- The SAT prep course was offered free-of-charge and has all the hallmarks of a quality program for both raising academic expectations and performance. To increase attendance, steps should be put in place to communicate to students and parents information about this unique offering, its value in terms of costs saved, and importance for securing college acceptance. Include the school counselor in this effort to work collaboratively with Cohort leadership to alert and inform teachers about this program, and then to encourage their students to attend.
- Set student attendance standards for the Garden Club for the upcoming program year to assess its viability as a 21st Century offering. A review of the purpose and intent of this ongoing program should take place in order to align the learning and activities more directly with the school's curriculum and the academic and career planning goals of the 21st Century grant.

Snyder-Girotti Elementary

- Snyder-Girotti teachers provided tutoring in both reading and mathematics as an extension of the classroom program. This connection to the classroom academic program goals through skilled tutoring is to be commended. The classroom was alive with up-to-date reading materials and other content-based books for additional enrichment aimed at various interests and reading levels.
- The teachers were both knowledgeable and experienced and knew how to engage students in various skill-building activities. It was obvious that the teachers and students were proud of the work that was accomplished.

- The ArtRageous drama program is a bridge between the afterschool 21st Century activities and the in-school program. This connection is to be encouraged.
- The Bucks IU evaluation team observed a concentrated effort to consistently improve the quality of existing program activities. A consultant was contracted to assess current levels in instruction and curriculum that took place in existing programs to determine to what extent best practices for increasing student achievement were connected to classroom content and related to Pennsylvania Academic Standards.

St. Mark School

- There was strong teacher support for 21st Century programs at St. Mark School.
- Attendance in the 21st Century program was strong with staff providing activities that were of interest to students and related to classroom learning.