2011/2012 21st CCLC Program
Site Evaluation – Pueblo Gardens K-8 School
Continuous Improvement Worksheet

Objective 1.1: At the completion of the first year of the project, 60 percent of the 6th-8th grade students attending the 21st CCLC program 30 days or more will meet or exceed state performance objectives in math as measured by the AIMS test. Every year following, 6th – 8th grade regularly attending students will increase their AIMS math scores by 3%.			
Area: Academics	2011/2012 Data Findings:		
Strengths	Weaknesses	Opportunities	Threats
Math Student Data Notebooks to monitor student academic progress Pre- and post-assessments aligned with state standards as well as interim assessments for monitoring student achievement Teacher calls parents if students are missing (Teacher recommendation for high risk students) Small group instruction Family Math Curriculum Nights offered to students and parents in order to work together at home using a variety of mathematical tools and strategies. High attendance rate for Saturday tutoring that provided assistance designed to increase students' academic	Limited access to technology Low attendance rate for students not meeting or achieving state performance objectives. Limited inclusion of STEM (science, technology, engineering and mathematics) in the lessons.	Foster distributed leadership, collaborative decision making, and regular data analysis to realize and sustain a common vision for focused learning and continual improvement. Share Math Student Data Notebooks to monitor student academic progress Provide High-quality and ongoing professional development Update website and include a 21st CCLC link Identify best practices in STEM education and provide Professional Development training for teachers to prepare them so they can include science, technology,	Failing or not meeting the goals that are established on the grant.

achievement. Success-Maker software was available to all teachers as a tool to monitor and assess students' progress. Success-Maker training was provided to all teachers. Data collection and analysis across grade level teachers to identify students below benchmark and develop an individual intervention plan to improve student academic achievement. Student and Teacher surveys to improve communication and identify students' needs and interests.		engineering, and mathematics (STEM) within their lessons. Schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families. ATI (Galileo) Middle School	

Strategies for Improvement
Engage families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student academic achievement.
Meet the needs of middle grades students by developing a rich set of courses and enrichment opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service- and project-based learning, and multicultural experiences.
Contact Tutoring Agency and UCATS for volunteer math tutoring work with Middle School Students Research city-wide competitions focused on math and science. (Participation in various contests, such as: Math Counts, Science Fair, etc.)
Contact Mr. Bill Islas from Raytheon and Mr. David Cisneros from "Geek Squad" to see if they are available to work with our Middle School Students.