



Building the Bridge Between Afterschool and School Administration

Tony Petito

Executive and Artistic Director

Arts and Education Center

Andrew Kaskiw

Homework Club Coordinator

Michelle Mendoza

Coordinator of Academic Enrichment and Character Education



THE ARTS & EDUCATION CENTER

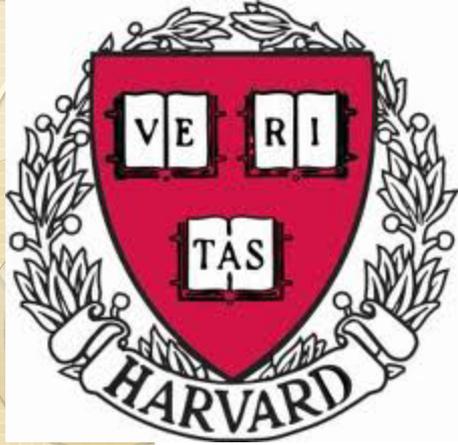
- Primarily A Provider Of Arts Education For Gifted & Talented Children In Public Schools In NJ
- Organization Is Over 30 Years Old
- Utilizes Professional Artists As Teachers in Visual Arts, Dance, Theatre, Music & Creative Writing





In 2007, We Successfully Applied For a 21st CCLC Grant

- The Purpose Of The Grant Was To Establish An Afterschool Program For Middle School Children In Carteret, NJ.
- The Program Was Called CASA (Carteret Arts & Sports Academy)
- The Grant Was For A Five Year Period
- We Currently Serve 180-200 Students Each Day

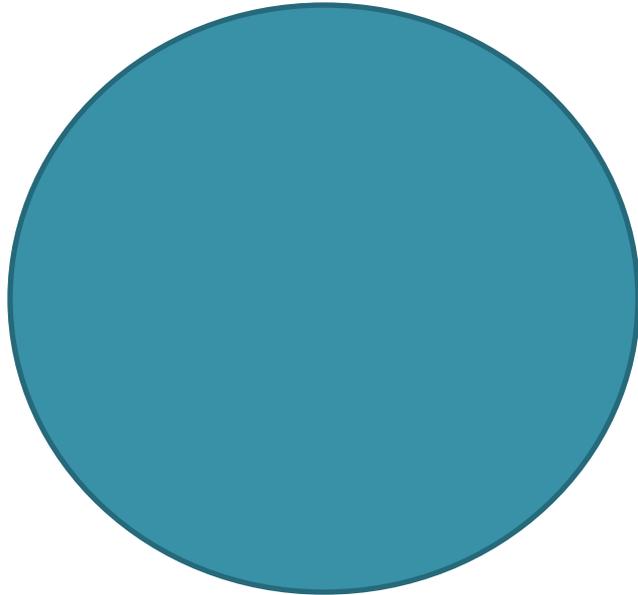


Harvard University Study

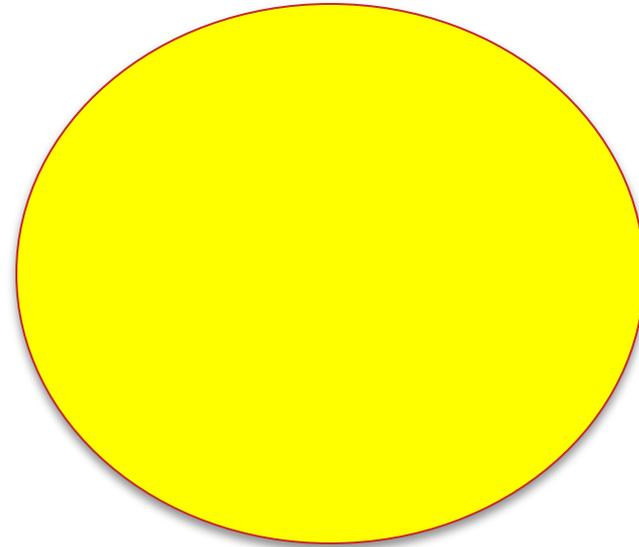
What do you look for and admire in a leader?

- Honesty
- Forward Looking (Has a vision of where we're headed)

ALIGNING VISIONS

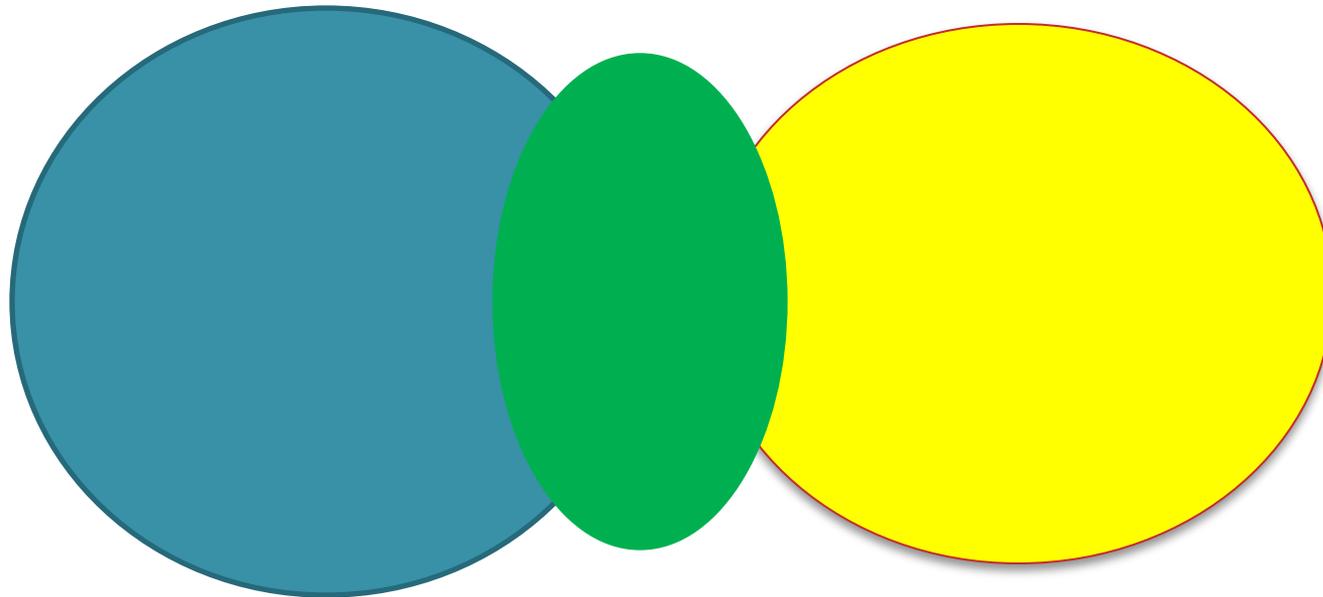


Your Vision &
Expectation
Of The Program



Other Visions &
Expectations Of The
Program

SHARED VISIONS



Your Vision &
Expectation
Of The Program

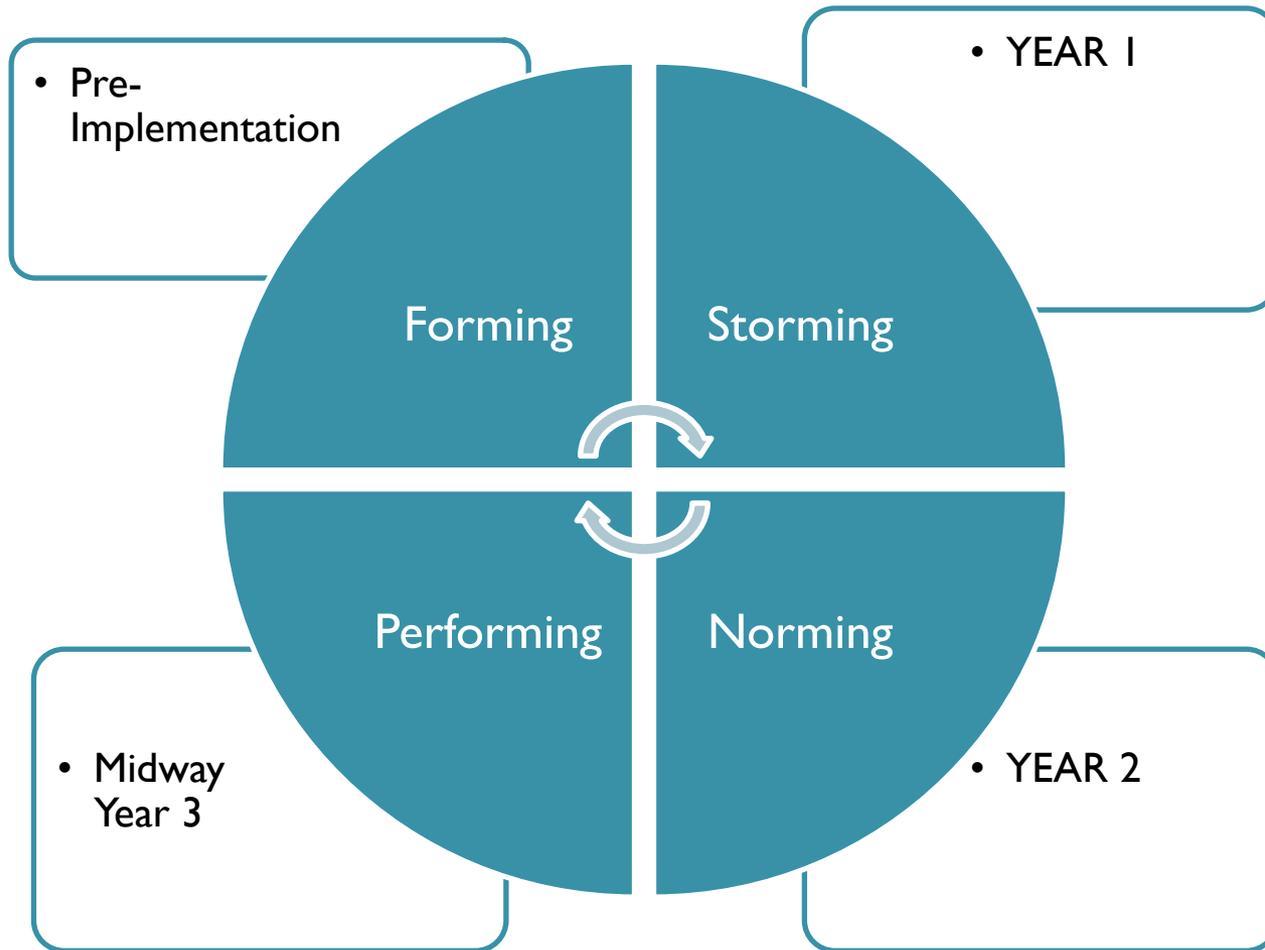
Other Visions &
Expectations Of The
Program

The Grant Stipulated Certain Activities The Program Had To Offer

- Academic Remediation & Enrichment
- Cultural Activities
- Physical/Sports Activities
- Character Education
- Parental Involvement



Bruce Tuckman's Stages Of Development



FORMING

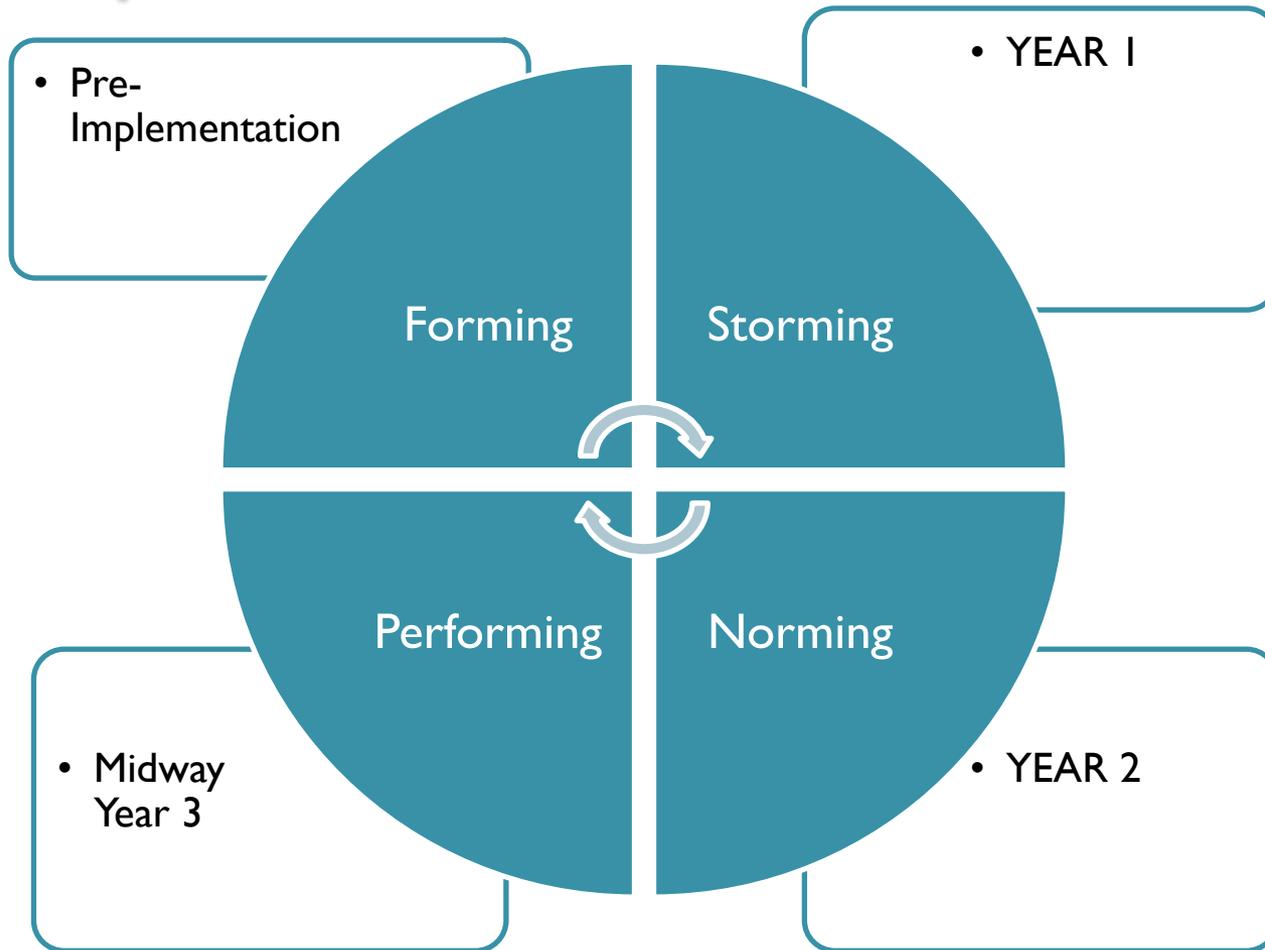
Leader's Role

To clearly communicate his/her vision of what the program will be and what it can accomplish

School Personnel/Potential Program Staff

- Try to understand the Leader's vision
- Learn each other's skills and expectations
- Test each other's commitment and attitude
- Begin to define tasks and roles
- Focus on symptoms and problems not related to the task

Bruce Tuckman's Stages Of Development



STORMING

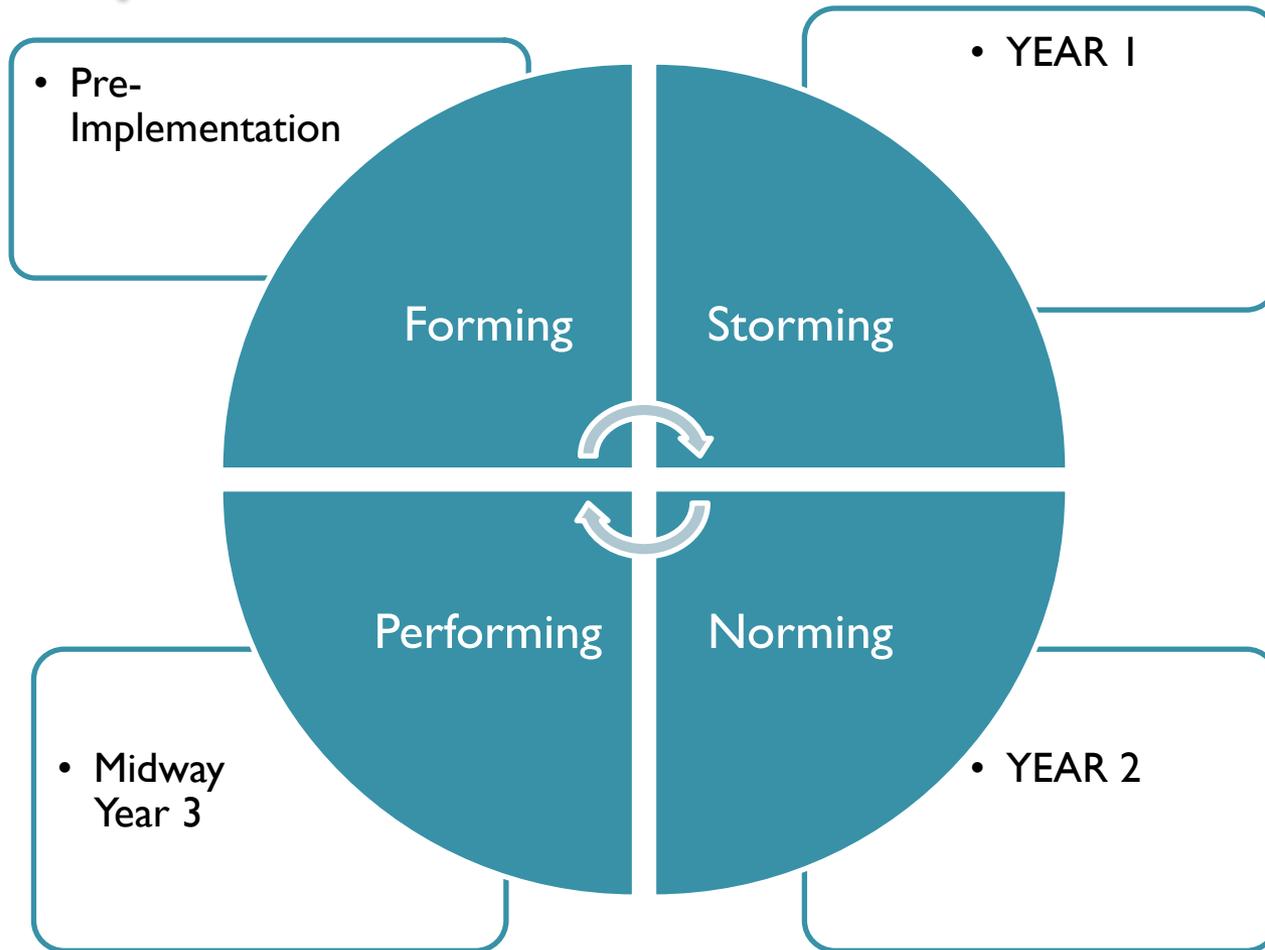
Leader's Role

Continual Fire Fighting Mode Who Had Time For Vision

School Personnel/Program Staff

- **Infighting and power plays by different cliques**
- **High Staff Turnover/Absenteeism**
- **Everyone Was Testing Boundaries**
- **Little cooperation between Program Staff and School Day Teachers**
- **Teachers hired to run the homework clubs would use the time to correct papers**
- **Students liked the activities hated everything else**
- **Homework Clubs were a disaster**

Bruce Tuckman's Stages Of Development



NORMING

Leader's Role

Listen –Created a shared vision with School Principal on How to Improve Homework Clubs.

She joined the staff of the After School Program and Became Homework Supervisor

School Personnel/Program Staff

- **Started to take the work seriously**
- **Focus shifted from fighting to problem solving**
- **Higher staff retention rate**
- **Higher level of Cooperation From School Day Teachers**



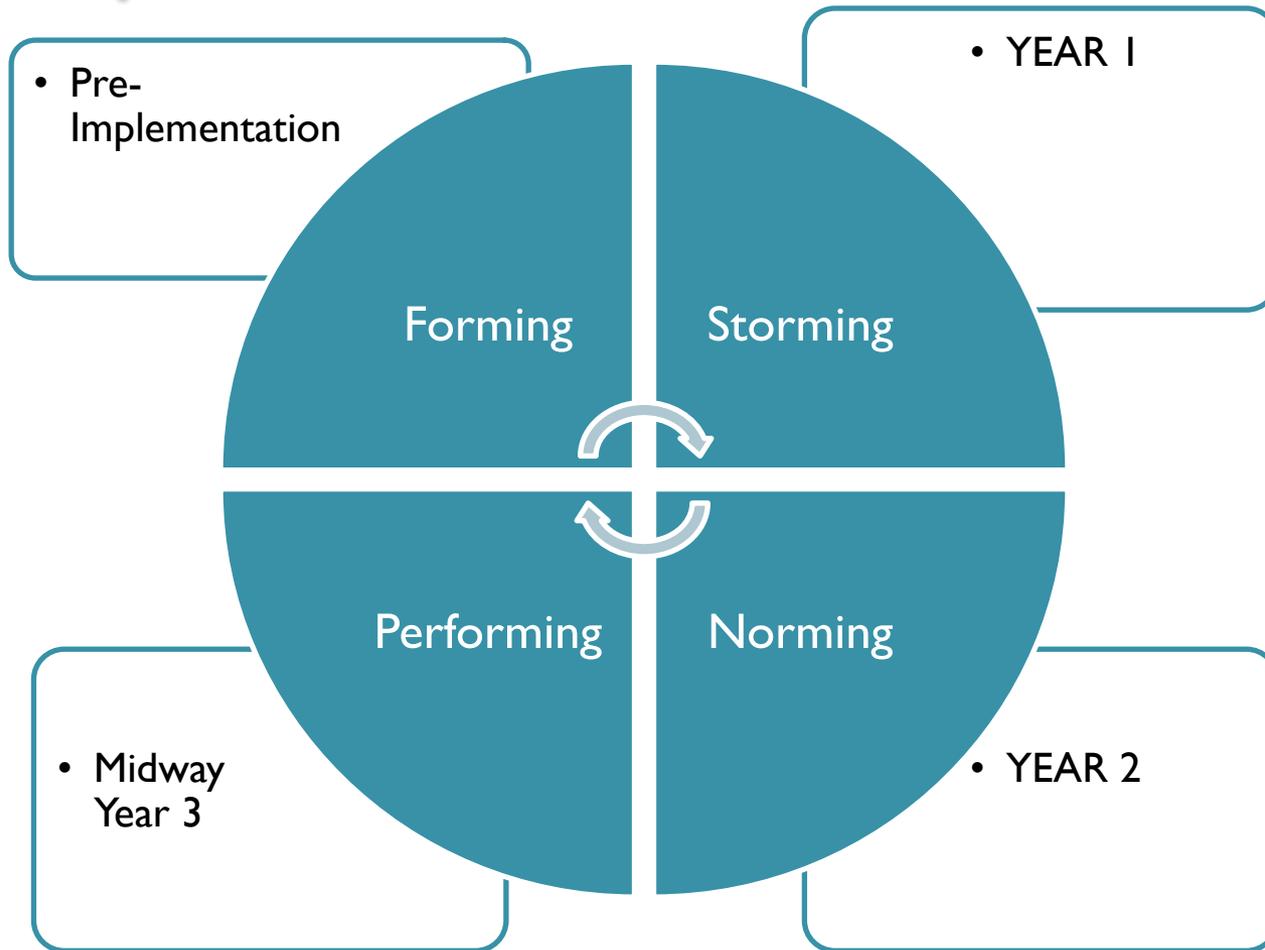
The Vision Thing

- Tip 1 In Paul Young's Book *Principal Matters: Create A Powerful Vision*
 - Vision: An ideal and unique image of the future.
- TIP 10: Dream Big

Commitment Vs. Compliance

Committed People	Compliant People
Want The Vision	Accept The Vision
Enroll In The Vision-A Personal Choice	Sold A Vision-An Act Of Coercion
A Willingness To Listen To All Points Of View As Well As Sharing Your Own	Sell The Rightness Of A Particular Point Of View
Find Common Ground In Collective Visions	Are Talked To More Than Listened To

Bruce Tuckman's Stages Of Development



PERFORMING

Leader's Role

To Provide Honest Feedback On Every Aspect Of The Program And Wider Program Ownership

School Personnel/Program Staff

- **Program Staff Attends Meeting With Teachers To Discuss Student Progress**
- **An atmosphere of collaboration and trust between Program Staff and School Day Teachers**
- **High degree of risk taking & experimentation**
- **Almost 100% retention of staff from year to year**
- **CASA students achieving higher on state scores**

How To Create A Shared Vision

- Shared vision begins with everyone's personal vision: Involve relevant stakeholders
- Determine core values, define purpose, and envision future: "What should be the purpose of the afterschool program?"
- Build agreement step by step: Find consensus on the small problems: Success breeds success
- A vision is akin to a living organism: it requires sustenance. Continually reflect on it, test it, and reshape it. The vision will die without on-going honest dialogue.
- Patience, Perspective, and Perseverance

Andrew Kaskiw

Homework Club Coordinator

akaskiw@carteretschools.org

- **Homework Club Groupings**
- **Homework Distribution**
- **School Day Teacher Communication**
- **Room 129**
- **Cusp Students**
- **Self Assessment**

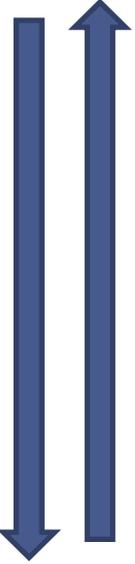
NEED

- Logical & Effective Student Grouping System

PLAN

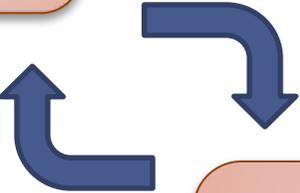
- Group Students by school day Math class
- Powerschool
“Internet based student data information system designed to share information between parents, students and teachers, regarding student grades and attendance”
- Obtain Administrative Rights for certain CASA personnel

Building
Principal



Deputy
Superintendent

Homework Club



	MATH	LAL	SS	SCI
Washington, George				
Adams, John				
Madison, James				
Monroe, James				
Adams, John Quincy				
Jackson, Andrew				
Van Buren, Martin				
Harrison, William Henry				
Tyler, John				
Polk, James				
Taylor, Zachary				
Fillmore, Millard				

	MATH	LAL	SS	SCI
Washington, George	JA	JA	DF	RS
Adams, John	JA	MC	RT	MC
Madison, James	CB	DH	DF	RS
Monroe, James	AA	MC	RT	MC
Adams, John Quincy	JA	DB	RT	MC
Jackson, Andrew	JA	MC	RT	MC
Van Buren, Martin	JA	MC	RT	MC
Harrison, William Henry	AA	MC	RT	MC
Tyler, John	JA	MC	RT	MC
Polk, James	CB	DH	DF	RS
Taylor, Zachary	CB	DH	DF	RS
Fillmore, Millard	CB	DH	DF	RS

	MATH	LAL	SS	SCI
Monroe, James	AA	MC	RT	MC
Harrison, William Henry	AA	MC	RT	MC
Madison, James	CB	DH	DF	RS
Polk, James	CB	DH	DF	RS
Taylor, Zachary	CB	DH	DF	RS
Fillmore, Millard	CB	DH	DF	RS
Washington, George	JA	JA	DF	RS
Adams, John	JA	MC	RT	MC
Adams, John Quincy	JA	DB	RT	MC
Jackson, Andrew	JA	MC	RT	MC
Van Buren, Martin	JA	MC	RT	MC
Tyler, John	JA	MC	RT	MC

6A – Room III	MATH	LAL	SS	SCI
Monroe, James	AA	MC	RT	MC
Harrison, William Henry	AA	MC	RT	MC
Madison, James	AA	MC	RT	MC
Polk, James	AA	MC	RT	MC
Taylor, Zachary	AA	MC	RT	MC
Fillmore, Millard	AA	MC	RT	MC
Washington, George	AA	MC	RT	MC
Adams, John	AA	MC	RT	MC
Adams, John Quincy	AA	MC	RT	MC
Jackson, Andrew	AA	MC	RT	MC
Van Buren, Martin	AA	MC	RT	MC
Tyler, John	AA	MC	RT	MC

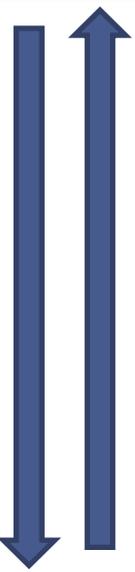
NEED

- Distribute homework assignments effectively

PLAN

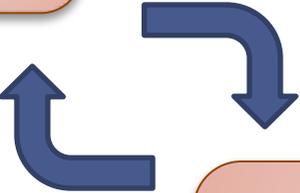
- Develop a daily homework sheet
- Create a special CASA Duty Period for Homework Club

Building
Principal



Deputy
Superintendent

Homework Club



7A - 201

Carrie Senatore

Tara Romero	Grade	Math	LAL	SS	SCI
Cleveland, Grover	7	MM	BC	TR	MC
Fillmore, Millard	7	MM	BC	TR	MC
Madison, James	7	MM	BC	TR	MC
McKinley, William	7	MM	BC	TR	MC
Polk, James	7	MM	BC	TR	MC
Taylor, Zachary	7	MM	BC	TR	MC
Truman, Harry S.	7	MM	BC	TR	MC

Math - Mendoza

LAL - Cansian

Soc. Studies - Romero

SCI - Cirelli

Ms. Cansian's 7th Grade Language Arts Class

Carteret Middle School
Teacher (Language Arts)

Mrs. Cirelli's Website

Carteret Middle School
Teacher (Science)

Mrs. Mendoza's Webpage

Carteret Middle School
Teacher (Mathematics)

Mrs. Romero's Site

Carteret Middle School
Teacher (Social Studies)

14-Mar

15-Mar

16-Mar

17-Mar

18-Mar

**Family Matters
Performance Task due**

**"What is a
Newspaper?"
Reading and
Questions**

**Final Draft of
Persuasive
Essay**

**Prepositions
Packet**

7A - 201					
Carrie Senatore					
Bianca Muniz	Grade	Math	LAL	SS	SCI
Cleveland, Grover	7	MM	BC	TR	MC
Fillmore, Millard	7	MM	BC	TR	MC
Madison, James	7	MM	BC	TR	MC
McKinley, William	7	MM	BC	TR	MC
Polk, James	7	MM	BC	TR	MC
Taylor, Zachary	7	MM	BC	TR	MC
Truman, Harry S.	7	MM	BC	TR	MC

Math - Mendoza

5-8 Study Guide & Practice

LAL - Cansian

"What is a Newspaper?" Reading & Questions

Soc. Studies - Romero

Great Depression

Packet

see:

www.pearsonsuccessnet.com

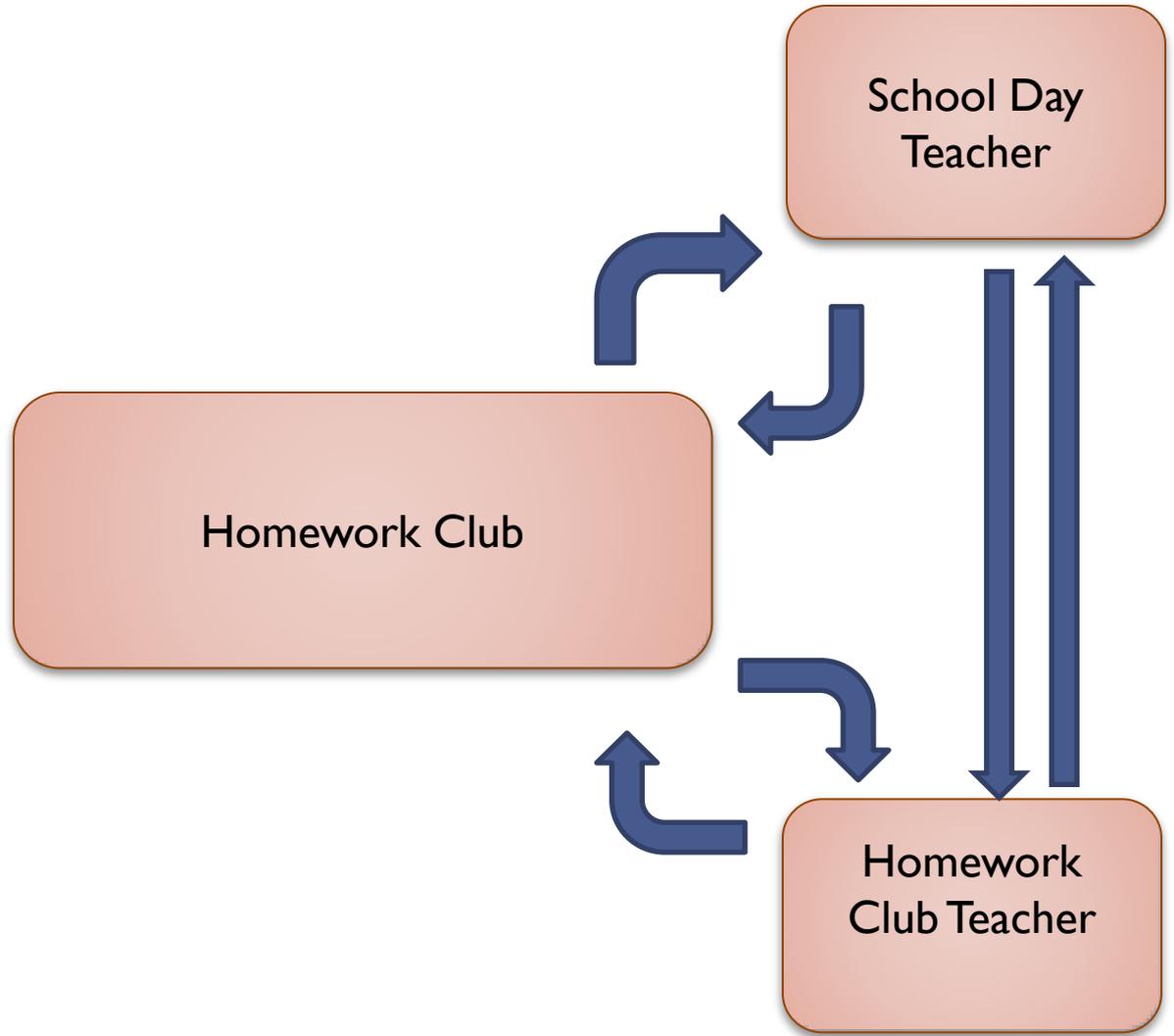
Complete "Atmosphere"

NEED

- Effective way to communicate with School Day Teachers

PLAN

- Survey School Day Teachers regarding their students
 - Failing
 - Falling behind
 - Not completing homework
 - Positive comments



George and Harry are both doing very poorly in math. George needs much assistance in getting his homework done. All students need to study the multiplication facts. Most of the other students are in my advanced class and would be excellent peer tutors!

**Ms. Charlene Brown
6th Grade Math Teacher**

Hi Andrew,

James - Inconsistent with homework and classwork assignments, incomplete homework and classwork assignments

Zach - Inconsistent with homework and classwork assignments, incomplete homework and classwork assignments

William - Must improve test and quiz grades – he is failing

Thanks,

**Mrs. Sharifipour
8th Grade Science
Clara Barton House
Carteret Middle School**

Due Date	Category	Assignment	Score	%	Grade
3/18/2011	PPPLCP	Class work for 3-14 Pi Centers	8/10	80	B
3/18/2011	HW	Home work week ending 3-18	.5/3	16.67	F
3/18/2011	PPPLCP	Do nows for week ending 3-18	3.8/4	95	A
3/25/2011	PPPLCP	Class work week ending 3/25	30/30	100	A
3/25/2011	PPPLCP	Class work word problems proportions	13.5/14	96.43	A
3/25/2011	PPPLCP	Do nows week ending 3/25	5/5	100	A
3/25/2011	HW	Homework week ending 3/25	1/5	20	F

NEED

A location to enhance student success

- behavior issues
- chronic homework abuser
- advanced students

PLAN

Request an additional location from the Building Principal

Building
Principal



Homework Club

ROOM 129

Location for all extraordinary situations

The “ANYTHING GOES” room

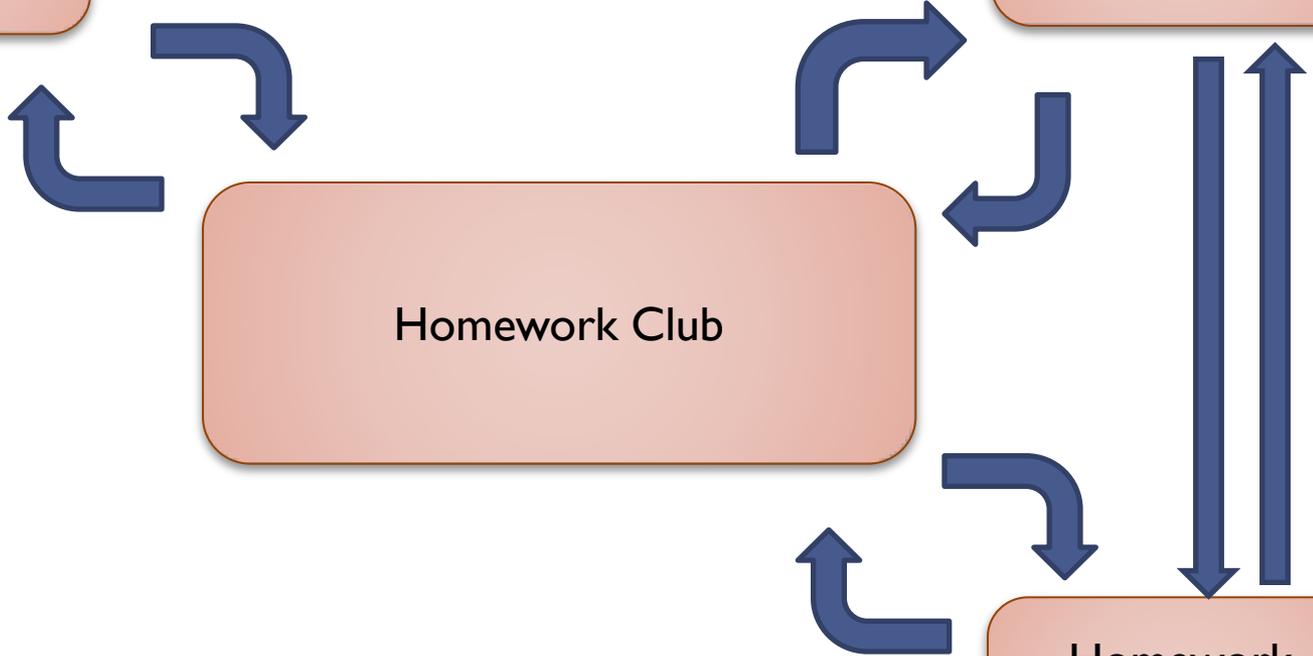
- **Students on edge**
- **Behavior issues**
- **Chronic disregard for homework**
- **Extra help with classwork**
- **Homework help**
- **Work on projects**
- **Resource for Homework Club Teachers**
- **Resource for School Day Teachers**

Building
Principal

School Day
Teacher

Homework Club

Homework
Club Teacher



NEED

Assist “CUSP” students and help improve/maintain their Test Scores

PLAN

Identify and target “Cusp” students for improvement

CASA “CUSP” Students	MATH	LAL
Adams, John	181	195
Adams, John Quincy	192	200
Fillmore, Millard	177	195
Harrison, William Henry	219	197
Jackson, Andrew	185	208
Madison, James	209	200
Monroe, James	257	203
Polk, James	205	192
Taylor, Zachary	188	195
Tyler, John	200	192
Van Buren, Martin	219	200
Washington, George	209	189

How Do We Measure Our Success?

Final Teacher Survey

Final Student Survey

What Grade are you in?	
6th grade	45%
7th grade	29%
8th grade	26%
Overall, do you enjoy being a part of the CASA Program	
Yes, I enjoy it very much	71%
Sometimes I enjoy, sometimes I don't	27%
I don't really enjoy the program	1%
I don't enjoy the program at all	1%
Do you enjoy your Monday/Thursday activity?	
Yes, I enjoy it very much	75%
Sometimes I enjoy, sometimes I don't	18%
I don't really enjoy my Mon/Thurs. activity	7%
I don't enjoy the activity at all	0%
Do you enjoy your Tuesday/Friday activity?	
Yes, I enjoy it very much	79%
Sometimes I enjoy, sometimes I don't	14%
I don't really enjoy my Tues/Fri activity	4%
I don't enjoy the activity at all	3%
Do you enjoy your Discovery Club (Wednesday) ?	
Yes, I enjoy it very much	70%
It was just OK	20%
I didn't really enjoy this club	5%
I didn't enjoy this club at all	5%

How much do you enjoy your homework club?

Yes, I enjoy it very much	65%
Sometimes I enjoy it, sometimes I don't	25%
I don't really enjoy my homework club	5%
I don't enjoy the activity at all	5%

Do you think homework club is helping your academic work?

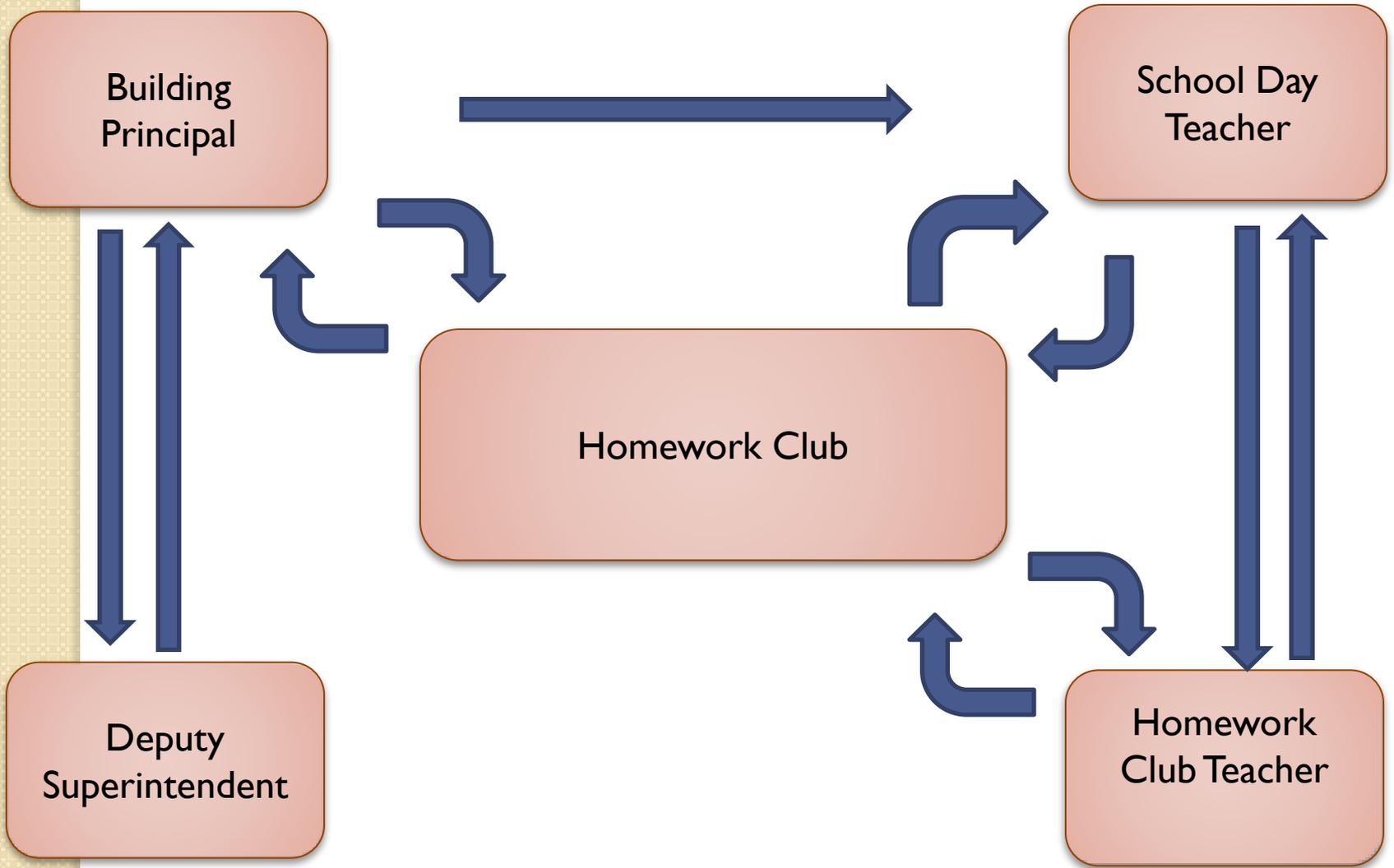
Yes, it helps a great deal	70%
It helps a little	24%
It doesn't really help very much	1%
It doesn't really help at all	5%

What about **CASA do you dislike?**

Activities	8%
Inability to change activity	2%
Charter Education	2%
Homework	7%
Teachers	4%
Mixing Grade Levels	2%
cell phone ban	1%
Nothing	45%
Snack	20%
Too long/get home too late	9%

Are you planning to continue with **CASA next trimester?**

Yes	79%
No	6%
Don't know	15%





Michelle Mendoza
Carteret Arts and Sports Academy

mmendoza@carteretschools.org

My Story...

- **CMS**
 - 7th Grade Math Teacher at Carteret Middle School
- **CASA**
 - Homework Teacher
 - Dance Lab, Cooking and Arts & Crafts Instructor
 - Coordinator of Academic Enrichment and Character Education



Benefits of a School Day Teacher

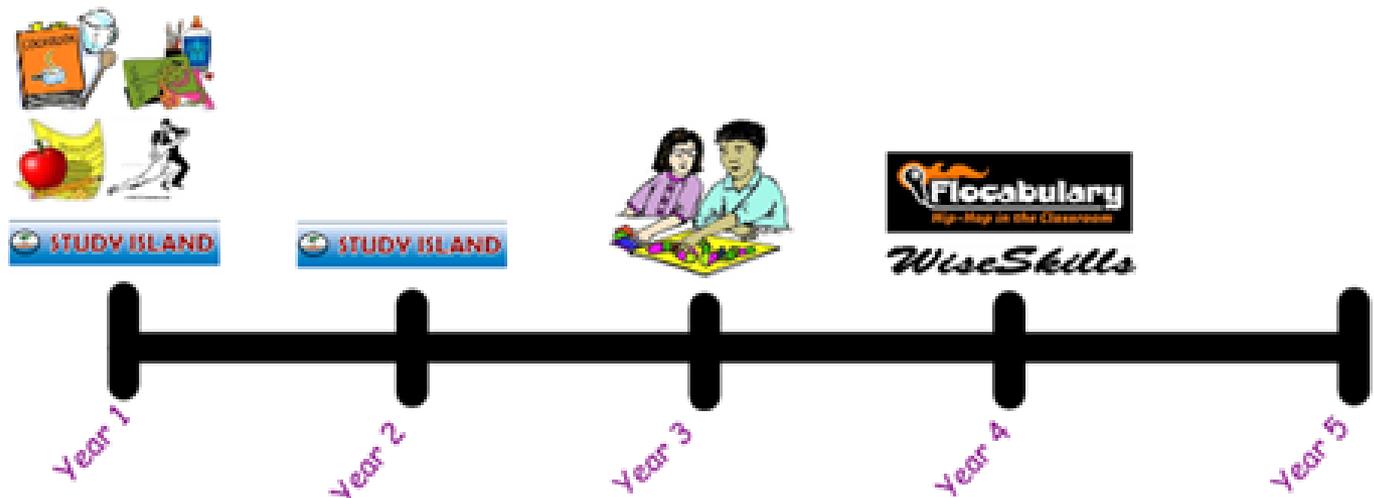
- Established rapport with students
- Quality homework help
- Liaison between CASA and CMS
- Resource

More Than Just Daycare...

- Safe environment for them to try new activities and express themselves
- Resource for struggling students
- Help, time and opportunity students need on homework
- One-on-one with students
- Presence in extra-curricular activities

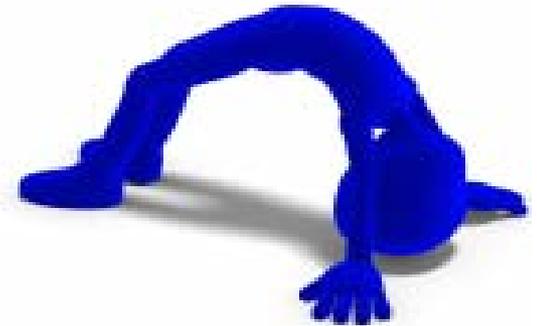
Invested...

- Active participant in CASA for the last 4 years
- Opportunities to help fill the achievement gap through CASA
- Different strategies to fill this gap
 - Motivate our students to succeed
 - Raise NJASK Scores



Be Flexible!

- Our academic enrichment programs have changed over the years to accommodate our students' learning styles and growing needs
 - Study Island 2007-2009
 - Enrichment Activities/Games 2009-2010
 - Flocabulary 2010-present





STUDY ISLAND

- Web-based instruction, practice, assessment and reporting built from OUR state's standards
- www.studyisland.com



Enrichment Activities and Games

- Evaluate and Adjust
 - “Is this a right fit for our students?”
 - “Are we addressing their needs?”
- Games/Activities enforced Basic Skills



- Evaluate and Adjust (again!)
 - Analyzed NJASK Scores
- FLOCABULARY
 - www.flocabulary.com

Contributing More...

- Homework Resources
- Evaluation form

CASA Evaluation Form

Date: _____ Time: _____ Evaluator: _____

HW Club: _____ Room #: _____ Team Leader: _____ Teacher: _____

How many students were in the classroom? _____		What activity were the students doing?	<input type="checkbox"/> Homework <input type="checkbox"/> Flocabulary <input type="checkbox"/> Character Education <input type="checkbox"/> Other (specify): _____ _____
Did the Teacher/Team Leader know (without counting)?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Position of the Teacher:	<input type="checkbox"/> In the front of the classroom <input type="checkbox"/> Working with students <input type="checkbox"/> Circulating throughout the classroom <input type="checkbox"/> Not in room <input type="checkbox"/> Other: _____ _____	What was the overall appearance of the classroom?	<input type="checkbox"/> Students were quietly working individually <input type="checkbox"/> Students were working productively in groups <input type="checkbox"/> Students were engaged in whole-group instruction <input type="checkbox"/> Other: _____ _____ _____
Position of the Team Leader:	<input type="checkbox"/> In the front of the classroom <input type="checkbox"/> Working with students <input type="checkbox"/> Circulating throughout the classroom <input type="checkbox"/> Not in room <input type="checkbox"/> Other: _____ _____		Commendations: _____ _____ _____ _____
Teacher/Team Leader offered post-homework activities	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	Recommendations: _____ _____ _____ _____	

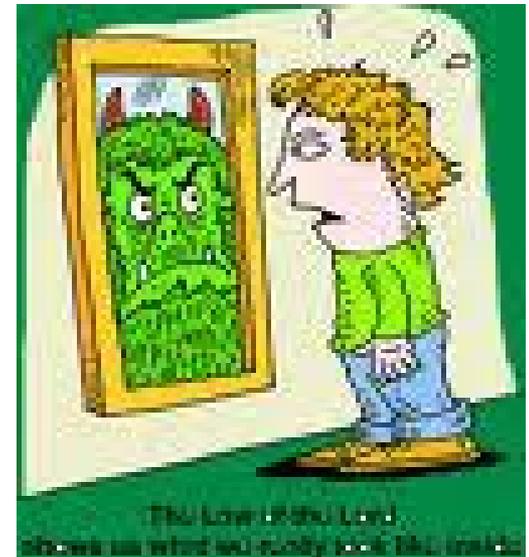
CHARACTER EDUCATION

- 2007-2010: Character Counts
- 2010-2011: WiseSkills



Behavior Management...

- Retention
- Similar Disciplinary Actions
- Self-Reflection Form (for Students)



Name: _____ Date: _____

Student Reflection Form

HW CLUB/Team Leader: _____

Where were you when the incident occurred? _____

What you were doing at this time? _____

In your own words, describe this situation. _____

How do you feel right now about this situation? Why? _____

How do you think the other person/teacher feels about this situation? _____

Do you HONESTLY feel that you acted in good character at this time? Why? _____

What could you have done differently in this situation? _____

What can you do to resolve this situation? _____

ONE COMMON GOAL...

- Relate to your students
- Be a resource to teammates
- Feel free to express ideas about programs/activities that benefit the students
- Don't be afraid to try new strategies
- Be honest with your work



Benefits Of A Shared Vision

- A Shared Vision emerges from personal visions.
- A Shared Vision creates a sense of community
- A Shared Vision uplifts people's aspirations.
- A Shared vision fosters risk taking and experimentation.
- A Shared Vision is fluid
- A Shared Vision will reflect organizational aspirations as well as individual visions