

DOINGWHATWORKS



Video

FULL DETAILS AND TRANSCRIPT

Creating the School Structures That Support Alignment

Glover Community Learning Center, Ohio • November 2009

Topic: Increased Learning Time: Beyond the Regular School Day
Practice: Align Instruction

Highlights

- Glover Community Learning Center aims to provide interventions to all students, not just the ones who are struggling most. The after-school program is one of the interventions provided.
- Collaboration between after-school and regular school teachers is done through common planning time periods.
- Students who are struggling during regular school hours are more engaged, focused, and responsive in the after-school program because they are more comfortable and feeling more successful.

About the Site

Glover Community Learning Center
Akron, OH

Demographics

48% Black

30% White

94% Free or Reduced-Price Lunch

7% English Language Learners

16% Special Education

Glover Community Learning Center operates the district's after-school program to help students progress academically at school. The school's approach includes the following:

- Students receive daily academic interventions followed by enrichment classes of their choice.
- The program director aligns the after-school instruction with the school curriculum.
- School-day and after-school teachers collaborate to identify students' needs.
- Students attend small classes aligned with their ability level.
- The district continually refines the program based on student data and feedback from parents.

Full Transcript

I am Becca Cacioppo, and I am principal here at the Glover Community Learning Center, in Akron, Ohio.

When we do our interventions for students, first we look at the whole population of the school. And we want kids that are not just at risk and at the bottom level, but we want the kids that are basic and we want to help move them up. So interventions go across each level that our students are at.

In order to have a successful Akron after-schools program, you have to have collaboration and you have to do that through the common planning time. And so when you go from beginning of the school year and you are thinking how many teachers do I have, what grade levels, and how do I get them all together. So you use the kids' time for their specials, which is art, music, gym, and library time, and coordinating it so all the fifth-grade teachers can have the same time period. And in doing that, it can be a challenge for schools because I have maybe five teachers in one grade level and only four specials. So they at least have two to three days each week where they could meet if they would choose to, to do the collaboration and talk about what's going on, to see where they are on the pacing guide, and to see where their students are, and coordinating together what they would do for a pullout or pushout tutor, what they would do together for instruction in the Akron after-schools learning time.

My kids that are challenges during the day are just happy as can be in their after-school program. I will go into that room, and they are not struggling, and they are working on something, and they are getting focused, and they are communicating with the teacher. And they are responding because they are more comfortable, because they are feeling successful, because they are getting something a second time around in a different way and the light bulb will go off because they go, "Oh, I got it now." And it's because of the extra time that somebody is able to give to them. And so if you spend a day with us here, and every day is like that, you can walk through any grade level and you see them learning and they are working hard;

students are working hard all day long. And they still want to be at school after school, and they still want to learn after school. That says a lot about how positive that program is for them. And I am very lucky to have it here, very lucky for my students.