

Department/Project:

Additional Signatures

I have reviewed this request for an expenditure of city tax dollars, and have determined the funds will be used for a public purpose.

Council Member Signature and Amount

District 1	_____	\$ _____
District 2	_____	\$ _____
District 3	_____	\$ _____
District 4	_____	\$ _____
District 5	<i>Cheri B. Hamilton</i>	\$ <i>2,000.00</i>
District 6	_____	\$ _____
District 7	_____	\$ _____
District 8	_____	\$ _____
District 9	_____	\$ _____
District 10	_____	\$ _____
District 11	_____	\$ _____
District 12	_____	\$ _____
District 13	_____	\$ _____
District 14	_____	\$ _____
District 15	_____	\$ _____
District 16	_____	\$ _____
District 17	_____	\$ _____
District 18	_____	\$ _____
District 19	_____	\$ _____
District 20	_____	\$ _____
District 21	_____	\$ _____
District 22	_____	\$ _____
District 23	_____	\$ _____
District 24	_____	\$ _____
District 25	_____	\$ _____
District 26	_____	\$ _____

SEP 13 2015 10:51 AM
RAH

NDF, CIF, MAP OR PAV INTERAGENCY CHECKLIST

Interagency Name: Louisville Metro Housing Authority

Program/Project Name: The Beech, \$5000

	Yes/No/NA
Request Form: Is the Request Signed by all Council Member(s) Appropriating Funding?	Yes
Request Form: If matching funds are to be used, are they disclosed with account numbers in the request form description?	NA
Request Form: If matching funds are to be used, does the amount of the request exclude the matching fund amount?	NA
Request Form: If other funds are to be used for this project, are they disclosed with account numbers in the request form description?	NA
Funding Source: If CIF is being requested, does Metro Louisville own/will own the real estate, building or equipment? If not, the funding source is probably NDF.	NA
Funding Source: If CIF is being requested, does the project have a useful life of more than one year? If not, the funding source is probably NDF.	NA
Ordinance Required: Is the NDF request to a Metro Agency greater than \$5,000? If so, an ordinance is required.	No
Ordinance Required: Is the request a transfer from NDF to cost center? If so, is the amount given for the fiscal year \$25,000 or less?	NA
Supporting Documentation: Does the attachment include a valid estimate and description of cost?	Yes

Submitted by: _____ Keidra King

Date: 9/13/2015

King, Keidra

From: Tim Barry <Barry@LMHA1.org>
Sent: Friday, September 9, 2016 7:04 PM
To: King, Keidra; 'Rose Livingston'
Cc: Angela Sharp; Bonnie Marshall; Manfred Reid
Subject: RE: Beech, Inc. Funding Request
Attachments: image001.gif

We will accept

Sent from my Verizon Wireless 4G LTE smartphone

----- Original message -----

From: "King, Keidra" <Keidra.King@louisvilleky.gov>
Date: 09/09/2016 6:26 PM (GMT-05:00)
To: Tim Barry <Barry@LMHA1.org>, 'Rose Livingston' <roselivingston1@icloud.com>
Cc: Angela Sharp <Asharp@LMHA1.org>, Bonnie Marshall <bonnienm@bellsouth.net>, Manfred Reid <rhal5306@bluegrass.net>
Subject: RE: Beech, Inc. Funding Request

Thank you! Please confirm that you will accept 5,000 from district four for the Beech program.

Keidra D.C. King
Metro Council District Four
Councilman David Tandy
601 West Jefferson Street
Louisville, Kentucky 40202
Office: 502.574.1104
[Description: Description: lou_metro_logo75px]

*All meeting and public appearance request should be sent to
District4@louisvilleky.gov<<mailto:District4@louisvilleky.gov>>

From: Tim Barry [<mailto:Barry@LMHA1.org>]
Sent: Friday, September 9, 2016 2:57 PM
To: 'Rose Livingston'; King, Keidra
Cc: Angela Sharp; Bonnie Marshall; Manfred Reid
Subject: RE: Beech, Inc. Funding Request

Keidra we're happy to help.

From: Rose Livingston [<mailto:roselivingston1@icloud.com>]
Sent: Friday, September 09, 2016 2:53 PM
To: King, Keidra
Cc: Angela Sharp; Bonnie Marshall; Tim Barry; Manfred Reid

Subject: Re: Beech, Inc. Funding Request

Yes, they have been our fiscal keeper for the past two programs, until our 501c3 status is final. As referenced in the August 24th correspondence, Angela Sharp is the contact person.

Rose

On Sep 9, 2016, at 2:34 PM, King, Keidra <Keidra.King@louisvilleky.gov<<mailto:Keidra.King@louisvilleky.gov>>> wrote:
Did the housing authority agree to accept the funding. I believe you were going to check with them.

Keidra D.C. King
Metro Council District Four
Councilman David Tandy
601 West Jefferson Street
Louisville, Kentucky 40202
Office: 502.574.1104
<image001.gif>

*All meeting and public appearance request should be sent to
District4@louisvilleky.gov<<mailto:District4@louisvilleky.gov>>

From: Rose Livingston [<mailto:roselivingston1@icloud.com>]
Sent: Friday, September 9, 2016 2:28 PM
To: King, Keidra
Subject: Beech, Inc. Funding Request

Huge thanks Keidra.

I have a few questions.

- 1) Is this the form needed for the longer range program requests? 2) Will the \$5,000 be an interdepartmental transfer as has been discussed in the meeting?
 - 3) Do I need to attend some training in a certain time frame?
- Want to make sure that I am clear on expectations.

Rose

On Sep 8, 2016, at 8:14 PM, King, Keidra <Keidra.King@louisvilleky.gov<<mailto:Keidra.King@louisvilleky.gov>>> wrote:
Hello Rose,
Councilman Tandy has approved your request. Please fill out the attached NDF application and submit it back to us at your earliest convenience.

Keidra D.C. King
Metro Council District Four
Councilman David Tandy
601 West Jefferson Street
Louisville, Kentucky 40202
Office: 502.574.1104
<image001.gif>

SAMPLE

END-OF-PROGRAM REPORT

BEECHER TERRACE SPRING AND SUMMER ENRICHMENT PROGRAM BTSSEP



"The Beech"

*Five years of course recovery opportunities
Three years of partnership with Spalding*

2009-10

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Beecher Terrace Summer Enrichment Program (BTSSEP)

Dropout prevention, career exploration, character education, and practical living

Introduction, Collaborators, Contributions

Funds from the Western Kentucky University Grant (**\$12,500**) were used to augment the Beecher Terrace Spring and Summer Enrichment Program (BTSSEP). Funds from other sources (over \$50,000) were used to create an outdoor sanctuary and hands-on practical living laboratory. The outdoor sanctuary includes two vegetable garden beds, pavers, low-lying shrubbery, trees, rust iron fencing, knockout rose bushes, flowers that bloom throughout the year, and a rain barrel. Bernheim Forest has provided resource information as well as opportunities for our students to participate in nature walks for the upcoming year.

The Outdoor Sanctuary

The development of the outdoor space has not only been a symbol of creating hope, sustainability, and beauty right where our students reside, but also emerged as a portal of honest communication. We will continue to build on authentic collaborations.

Excerpts from the proposal "*Project Overview*" (below) indicate the proposed intent of the collaborative project.

The 2009-10 proposal for the Beecher Terrace Enrichment Program is an extension of last year's proposal and continues to be a collaborative effort among the Louisville Metro Housing Authority, Operation Brightside, Jefferson County Public Schools (Ballard High School and E-school), and Spalding University. This project, proposed to operate from Mid-October through July of 2010 on grant and other funds, is designed to utilize technological and human resources to offer hands-on and real-life approaches to learning that provide:

- An enriching education environment within students residential neighborhoods that supports holistic learning and self-sustainability
- An environment where parents are an integral part of the educational process supporting the education development of their children
- Varied opportunities for course recovery toward graduation and academic enhancement
- Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching
- Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice.

Achieving desired outcomes required collaborators having common beliefs about purpose, people, processes, culture, academic achievement, goal setting, accountability, and structure. Each collaborator focused on outcomes during conversations about programmatic needs.

Collaborator	Contributions
Jefferson County Public Schools <ul style="list-style-type: none"> ◦ Ballard High School ◦ Minority Teacher Recruitment Project ◦ Jefferson County High School ◦ JCPS E-school ◦ Department of Student Assignment ◦ Youth Services Center (Ballard) • 	<ul style="list-style-type: none"> ◦ 15 computers ◦ Ports for e-school ◦ Curriculum ◦ Instructional materials ◦ Furniture ◦ ACT study material ◦ Parent workshops ◦ Student recruitment ◦ Data analysis for program implementation ◦ Additional funds for supplies and incentives ◦ Incentives and refreshments ◦ Design of Outdoor classroom/sanctuary
Louisville Metro Housing Authority	<ul style="list-style-type: none"> ◦ 2 three-bedroom apartments ◦ Wiring for internet access ◦ Maintenance, cleanup, and utilities ◦ Fully functional kitchen in each apartment ◦ Funds for laptop computers ◦ Full development of Outdoor Classroom
Louisville Metro Operation Brightside	<ul style="list-style-type: none"> ◦ Materials & tools for community projects ◦ Plants for site beautification ◦ Community project assistance •
Spalding University (College of Education)	<ul style="list-style-type: none"> ◦ Management of grant from WKU/KDE ◦ Data analysis for program review ◦ End-of-Program Report ◦ Honoraria for tutors ◦ Instructional supplies ◦ Snacks for student lunches ◦ Proposal development and evaluation ◦ Career exploration materials ◦ Parent workshops ◦ Test taking skills workshops
Connect Kentucky	<ul style="list-style-type: none"> ◦ Printers for the center ◦ Opportunity to submit grant for additional computers
Metro Parks	<ul style="list-style-type: none"> ◦ Free use of Baxter Community Center for practical living activities

Additional Funds

In addition to the already mentioned partners, Debbie Wesslund, District 3 and Chair of the Board of Education has donated \$10,000.00 and District 4 Metro Council Representative David Tandy donating \$5,000.00. These funds will be apply towards the 2010-11 program year.

Using Data to Determine Instruction and Structure

Collaborators in the BTSSEP used student achievement, human resource, career aspiration, and housing authority data to determine areas of emphasis for the components of the BTSSEP. While each collaborator had specific ideas about program outcomes, all stakeholders identified *increased student achievement* as the primary catalyst for achieving the long range goal of having well educated and self-sufficient citizens. The chart below indicates desired outcomes of each collaborator.

Collaborator	Desired outcome
JCPS (Ballard, Department of Student Assignment, Youth Service Center, and MTRP)	<ul style="list-style-type: none"> • Academic growth • Increased student efficacy • Increased graduation rates among gap groups • Increased parental involvement in the education process • Dropout prevention • Decreased referrals • Closing the academic gap • Informed career choices
Louisville Metro Housing Authority	<ul style="list-style-type: none"> • Self-sustaining residents • Responsible residents • Community pride
Louisville Metro Operation Brightside	<ul style="list-style-type: none"> • Aesthetically appealing neighborhoods • Resident involvement in neighborhood pride projects
Spalding University (College of Education)	<ul style="list-style-type: none"> • College-ready students • Students with interest in teaching • Students interested in becoming special educators • Increased enrollment in the college of education • Acceptable test scores for college admission • Acceptable test scores for entry into teacher preparation programs • Regular and ongoing test-prep workshops for aspiring teachers
Metro Parks	<ul style="list-style-type: none"> • Educational and entertaining activities for students in the Beecher Terrace area
Connect Kentucky	<ul style="list-style-type: none"> • Narrowing of digital divide (technological access and competence) to students Beecher Terrace area

How Funds were Used

Funds from the grant were used, as proposed, to provide stipends and /or honoraria for educational advocates. The hourly rates were increased to more equitably represent increased job responsibilities and pay rate in alignment with Jefferson County Public Schools. Funds from other sources were used to purchase technology, refreshments for parent workshops, instructional materials, office supplies, student supplies, and supplies for the practical living component of the program. ACT and SAT materials were provided by the Minority Teacher Recruitment Project and the counseling department of Ballard High School. These materials supplemented testing books that were purchased during the 2007-08 year with grant funds. This year, students used these materials to prepare for tests. Below is an excerpt from the original grant outlining how funds should be used for test preparation.

Funds from the grant will be used to purchase participant supplies, provide stipends for tutors, provide refreshments for parent meetings, purchase materials for academic tutoring in core subjects (English, mathematics, science, and social studies), and purchase ACT and SAT study guides (2008).

The program directors used **Office Depot** as the major company for purchasing materials and supplies. This company was selected because of its willingness to accept purchase orders and to deliver needed supplies quickly. Directors also used SYSCO Food Services to purchase snacks and supplies for tutoring sessions, parent workshops, and the culminating activity. An exact and detailed summary of materials purchased will be provided from **Mike Marshall and Beth Nolte**, Spalding's financial and grant officers, in their final report to WKU.

As stated in the original grant (below), materials purchased for the site are maintained at the site for use by students and parents who utilize the site on an ongoing basis. While collaborators have always wanted to provide opportunities for course recovery, we also wanted to provide other opportunities. We wanted to be more proactive and look more deeply at dropout prevention. Therefore, it was our intent to open the site throughout the year to focus more on academic preparedness for college entry.

This proposed project will continue after the grant period expires as a result of continued support from the Jefferson County Public Schools and the City of Louisville. Because the project will continue, materials and supplies purchased with grant funds will remain in the center

(apartments) for use by residents and by Spalding pre-service teachers who will use the site to work with students using the site to fulfill some of their field experience requirements. Additionally, no grant funds will be used as compensation for services of Spalding coordinators.

"The Beech" opened two weeks before the opening of school for the 2009-10 providing additional opportunities for students to participate in course recovery activities.

Clear Goals and Expectations for Students and Parents

Success of the program is partially attributed to the structure that served as the guide for students, parents, and instructors. While each student was welcomed at BTSSEP, there were specific expectations of all students and parents. Students adhered to the rules and commented on how they liked knowing their limits and exactly what they could do if they were to participate at the center. Rules were posted and reviewed. Consequences were enforced. Positive results were realized.

The general rules for the 2009-10 year did not change from the ones that were established by the students and instructors (student and educational) at the onset of the program. One rule relating to the daily expectation of tending the garden and maintaining the newly developed outdoor area was added as a part of the practical living course.

Educational advocates were required to participate in an orientation to provide them with an overview of and/or re-enforce expectations of students participating in activities at "The Beech."

Expectations for Participation established by the On-site Staff

- Student is expected to complete all work by the end of the semester/summer 2010
- Student and parent must attend a brief orientation
- Student may be required to enroll in study skill sessions
- Independent Study course work will be completed on-site **only**
- Student will be removed from the program and not allowed to continue if any behavioral problems occur

Rules for "the Beech"

- Use of cell phones is prohibited (just as in regular school)
- Snacks will be served at the end of each session
- Students need to obtain permissions from one of the educational advocates to change apartments
- Students must clean up after themselves and take out the trash

Rules for "the Beech" continued

- A call to the home will be made immediately if there is a behavior problem
- All behavior problems will be noted on the student data cards
- No student is allowed behind the registration desk
- Tend plants/garden and maintain outdoor area --including removal of weeds

Meeting Goals and Objectives

The BTSSEP met its objectives of being a *dropout prevention, career exploration, character education, and practical living program* that operated as a collaborative effort among the Jefferson County Public Schools (Ballard High School, JCPD Department of Student Assignment, Ballard's Youth Service Center, and the Minority Teacher Recruitment Project), Louisville Metro Housing Authority, Operation Brightside, Metro Parks, Connect Kentucky, and Spalding University (College of Education). While the BTSSEP did not have initial involvement from Spalding University's College of Education until 2008, during the summer 2008, that initial involvement made it possible for an extension and enhancement of the already functional, off-campus *Course Recovery Program* supported by Ballard High School within the Beecher Terrace Housing Community.

BTSSEP utilized human and technological resources to provide alternative learning approaches to struggling and hard-to-engage students. Curricular and instructional strategies utilized in this enrichment program resulted in students being academically successful by recovering coursework to move them to the next grade, gaining confidence and obtaining a sense of self-efficacy, learning to function within relaxed and rigid structures, exploring career options, and participating in practical living activities that addressed needs of the "whole child." Again, intended outcomes outlined in the proposal exceeded expectations. Below are a few specifics about the BTSSEP.

- Hours of operation for the spring session were 4:00 to 6:30 PM on Mondays, Tuesdays, Wednesdays, and Thursdays and 9:00 to noon on Saturdays, May 19 – June 5.
- Hours of operation for summer session (1) were 9:00 AM to 4:00 PM Mondays through Fridays, June 1 – 15. Hours of operation for summer session (2) were 9:00 to Noon, July 5 – July 16; and Saturdays as needed. The Beech was also open for follow-up and consultation Tuesdays & Thursdays, July 20, 22, 27, and 29 from 3:00 – 6:00 PM.
- Course recovery options (expected as of August 30, 2010) included on-line courses through e-school and will result in at least 115 courses being recovered over the course of the program

- Conventional (face-to-face) instruction and e-school courses afforded opportunities for students to recover courses in mathematics, language arts, science, and social studies.
- Students with special needs who participated at the Beech were able to succeed because of *instructional strategies outlined for us by special educators. However, it was learned that strategies specifically designed for students with special needs also enhanced the learning of all students participating at The Beech.*
- Independent studies were offered in **English, Integrated Science, and Algebra I**

Formal/informal parent meeting sessions were held throughout the school year at either the school or Beech site. At least **71** parent conferences were conducted during the spring and summer. Over the course of the program, nearly **250** parent conferences occurred that related to participation at The Beech.

The culture of the BTSSEP was conducive for parental involvement. Parents often commented about how comfortable they felt entering the center and learning about their children's progress. Creating an inviting and welcoming culture was part of the training offered to instructors selected to work in this program. Among topics discussed during parent/teacher conferences are:

- *Acquiring skills needed for promotion to the next grade*
- *Navigating the JCPS system*
- *Being an advocate for my child*
- *Dealing with frustrations of poor academic performance*
- *Supporting versus enabling*
- *Attitude adjustments*
- *Taking responsibility for choices*
- *Connecting home and BTSSEP goals*
- *Building trust and relationships*
- *Coping with teachers who appear not to care*

Parents and students participated in the following activities/sessions that focused on the practical living component of BTSSEP

- *Understanding the grading system*
- *Calculating grades*
- *Accessing grades via the internet*
- *Being a positive self-advocate*
- *Understanding Progression of Civil Rights through Theatre Arts – Attended the Play “Hairspray”*
- *Gardening as a form of self sustainability*
- *Career explorations*
- *Drumming*

Self-expression

In addition to the 2008-09 program, where student journal writing was introduced, exit interviews were conducted at end of this year’s program. This provided valuable information concerning the interaction of staff and students as well as future needs and activities such as the following: earlier tutoring/intervention opportunities, formation of a step team and expanded arts/crafts/ practical living workshops throughout the year.

The Right Staff

Seven educational advocates, **Regina Bohanon, Dow Buford, Adriana Dame, Kristina Johnson, Marcus Wright, Antone Towns, and Portia Wright** under the leadership of **Rose M. Livingston**, regularly worked with parent and student participants at “The Beech.” It is interesting to note that five of seven of the teachers in this program were products of alternate route teacher certification programs. The on-site director continued to emphasize that she felt that having nontraditional route teachers was positive because these teachers were not afraid to think outside the box and do whatever it took to get students to learn. The staff was changed during the second term to give students expanded exposure.

Educational Advocates were carefully selected because of their:

- Credentials (fully certified or experienced teachers)
- Fundamental philosophies of education
- Humanism
- Strong sense of self-efficacy
- Strong sense teaching efficacy
- Focus on the understanding and implementation of the purpose, vision, and mission of the BTSSEP
- Willingness to use alternative instructional strategies that truly address student needs
- Appreciation and embrace of the culture of the neighborhood
- The following are excerpts of conversations with some of the staff during the “End-of-Program” celebration:

EDUCATIONAL ADVOCATES

Rose Livingston-assistant principal at Ballard High School

- Visionary for and director of “The Beech”—believes that access and opportunity can make a difference in the lives of students and their families
- Develop holistic curricular framework for alternative setting
- Seeks other stakeholders to further the idea of The Beech
- Communicates and collaborates with school district officials
- Communicates and collaborates with Louisville Metro Housing
- Designed and coordinated the development of the Outdoor Classroom/Sanctuary
- Communicates with teachers to determine areas of need
- Assesses work performance of educational advocates
- Collects, interprets, and uses data to make informed decisions

Regina Bohanon- Educational advocate and teacher at Newburg Middle School

- Began volunteering with The Beech from its inception
- Manages and maintains student files
- Provides warm and supportive presence to students
- Creates a welcoming climate for parents
- Teaches language arts and social studies

Dow Buford- Educational advocate and teacher at Farnsley Middle School

- Third year with The Beech
- Manages and repairs The Beech’s technology
- Teaches self-sustainability and scientific processes
- Focuses on critical thinking and problem-solving
- Compassionate yet focused on academic outcomes
- Often uses humor to teach or diffuse

Adriena Dame- Educational advocate and teacher at Seneca High School

- First year with The Beech
- Provides students with opportunities to approach problem solving from varied perspectives
- Creative and flexible in method of delivery
- Encourages students to think creatively
- Published Writer

Antone Towns-Educational Advocate and Exceptional Education teacher at Ballard High School

- First year with The Beech
- Exceptional teacher and coach
- Teaches students with special learning needs
- Provided a variety of strategies for students to approach learning tasks
- Excellent with individual and small group instruction

Marcus Wright - Educational Advocate and teacher at Norton Elementary School.

- Completing masters degree in special education
- Provides students with problem-solving strategies and critical thinking skills
- Encourages students to think
- Especially good with male students

Portia Wright – Educational Advocate and Language Arts teacher at Ballard High

- First year with The Beech
- Extremely creative
- Encourages students to think
- Especially proficient with technology

Kristina Johnson – Educational Advocate and Exceptional Education teacher at Moore Middle School

- First year with The Beech
- Risk-taker and very energetic
- Provided a variety of strategies for students to approach learning tasks
- Excellent with individual and small group instruction

PRACTICAL LIVING FACILITATORS

Sheri Carbone is well known for her musical talents. She shares history of musical instruments and provides opportunities for participants to make and play the drums. Students were able to demonstrate both natural and learned musical skills. She is a retired JCPS teacher.

Terry Newby helped students to develop and appreciate differences as well as tutored math. He shared with them salsa dancing and scuba dancing in previous sessions. Many of our students had never thought about scuba diving and the skills necessary to participate in such an activity. While they were all sure they could dance, students were thrilled to learn movements of salsa dancing. With each activity, Terry Newby provided them with a historical perspective. He is a former US Naval Officer and currently teaching computer and advanced mathematics courses at a local institution of higher education.

Celebrating Student Success – Celebrating Authentic Collaboration

A neighborhood-wide celebration has been planned to recognize the success of this year's students as well as the five-year existence of "The Beech." It is planned for September 25, 2010, 2:00 P.M. in the street and Center area of 434/442 South 11th Street, Louisville, Kentucky. All collaborators and past participants will be invited. Representatives from local, state and federal governments have also been invited.

The major purposes of the celebration are to recognize student success and to raise awareness of the importance of continuous collaborations between traditional and nontraditional method of instruction. A major strength of The Beech has been the ease and dignity with which parents and guardian can access and support educational services.

The Next Steps

This celebration is the starting point toward the next tier of development. Residents in the Beecher Terrace area have expressed a need and interest in the following services becoming available:

- GED program
- Assistance with the post graduate financial aid process
- Health care information and e
- Expanded tutorial services for all students in the area.

Alignment of Leadership Competencies

and

Core Practices for a Great School

with

BTSSEP's Vision

Approaches used for the BTSSEP aligned directly with the Jefferson County Public Schools' 2007 *Leadership Competencies and Core Practices for a Great School*. Our focused purpose, processes, culture, and people resulted in a successful learning environment for student, teachers, parents, and other community stakeholders.

Focused Purpose

*Establishes a mission and vision
Shapes a culture of ownership
Designs a data-driven strategic action plan*

1. An enriching educational environment within residential neighborhoods that supports holistic learning and self-sustainability (vision and mission)
2. Community commitment to and involvement (JCPS, Metro Housing, Operation Brightside, and Spalding University) in the educational process (**ownership, mission and vision**)
3. An environment where parents are an integral part of the educational process supporting the development of their children (**ownership**)
4. Varied opportunities for course recovery toward graduation and academic enhancement (**data driven**)
5. Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching (**vision and mission/social-emotional curriculum**)
6. Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice (**vision and mission /strengthens students' self efficacy**)

Focused Culture

*Structures social-emotional curriculum
Facilitates caring classroom environments
Fosters community service-learning opportunities*

1. That communicated a feeling of **“you can learn and demonstrate competency” (facilitates caring classroom environment)**
That required students to be responsible for their choices (structures social-emotional curriculum)
2. That required students to participate in the maintenance and upkeep both inside and outside the facility (fosters community service learning opportunities)
3. Of trust and respect for self, instructors, peers, learning, and community (fosters community service learning opportunities)
4. That was structured AND supportive (fosters community service learning opportunities, structures social-emotional curriculum, facilitates caring classroom environment)

Focused People

Structures and positions the right staff
Strengthens staff and student efficacy
Cultivates teamwork in a learning community

1. Effective, caring, structured, data-driven leadership and staff—experienced, certified, and committed (**the right staff**)
2. Leadership and instructors who believe in their abilities to teach students who struggle (**strong sense of self-efficacy and teaching efficacy**)
3. Instructors who plan collaboratively to address students' areas of improvement (**teaching efficacy and teamwork**)
4. Students who believe in their abilities to achieve (**self efficacy**)
5. Parents who demonstrate support and caring about their children's education (**teamwork and learning community**)
6. Community leaders who respond to needs of community (**teamwork**)

Focused Processes

Implements effective, efficient, and ethical operations

Implements systematic instructional change

Politically leverages systems for student results

1. District-approved curricular offerings designed to address specific learning objectives (effective, efficient, and ethical operations)
2. Highly structured learning environment (effective, efficient, and ethical operations)
3. Student and teacher accountability that is monitored and evaluated (effective, efficient, and ethical operations)
4. Dropout prevention, course recovery, grade promotion (politically leverages systems for student results)
5. High academic and social expectations for students from competent and caring instructors (systemic instructional change)
6. Instructional strategies and programmatic decisions generated as a result of examining student work (data driven)
7. Instruction offered in a familiar and safe environment (students' neighborhood/community) politically leverages systems for student results)
8. Parent/Caregiver activities designed to increase understanding of academic goals and expectations politically leverages systems for student results)
9. Immediate feedback to students coupled with rewards for successes and action plans for areas of improvement (effective, efficient, and ethical operations)
10. Regular and honest communication between parents/caregivers and center personnel (effective, efficient, and ethical operations)

Alignment with the Leadership Competencies and Core Practices for a Great School

Approaches used for the BTSSFP aligned directly with the Jefferson County Public Schools' 2007 *Leadership Competencies and Core Practices for a Great School*. Our focused purpose, processes, culture, and people resulted in a successful learning environment for student, teachers, parents, and other community stakeholders.

Focused Purpose

1. An enriching educational environment within residential neighborhoods that supports holistic learning and self-sustainability (vision and mission)
2. Community commitment to and involvement (UCPS, Metro Housing, Operation Brightside, and Spalding University) in the educational process (ownership, mission and vision)
3. An environment where parents are an integral part of the educational process supporting the development of their children (ownership)
4. Varied opportunities for course recovery toward graduation and academic enhancement (data driven)
5. Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching (vision and mission/social-emotional curriculum)
6. Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice (vision and mission /strengthens students' self efficacy)

Focused Processes

1. District-approved curricular offerings designed to address specific learning objectives (effective, efficient, and ethical operations)
2. Highly structured learning environment (effective, efficient, and ethical operations)
3. Student and teacher accountability that is monitored and evaluated (effective, efficient, and ethical operations)
4. Dropout prevention, course recovery, grade promotion (politically leverages systems for student results)
5. High academic and social expectations for students from competent and caring instructors (systemic instructional change)
6. Instructional strategies and programmatic decisions generated as a result of examining student work (data driven)
7. Instruction offered in a familiar and safe environment (students' neighborhood/community) politically leverages systems for student results)
8. Parent/Caregiver activities designed to increase understanding of academic goals and expectations politically leverages systems for student results)
9. Immediate feedback to students coupled with rewards for successes and action plans for areas of improvement (effective, efficient, and ethical operations)
10. Regular and honest communication between parents/caregivers and center personnel (effective, efficient, and ethical operations)

Focused Culture

A culture:

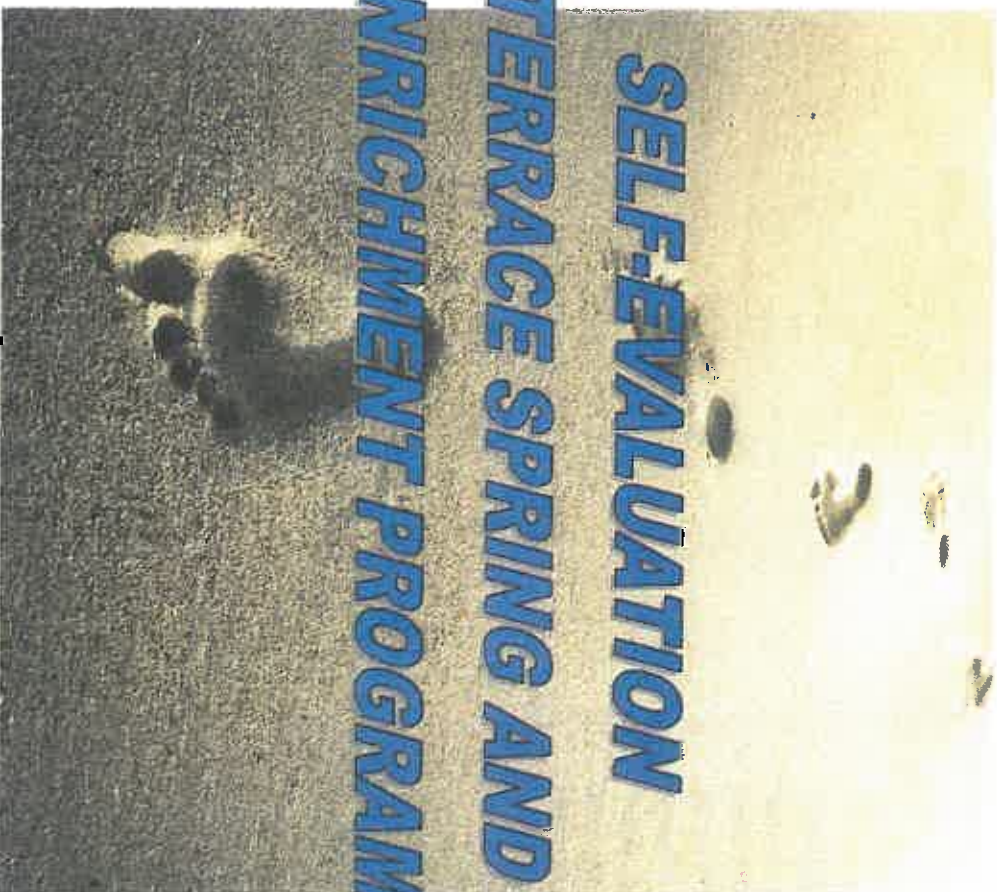
1. That communicated a feeling of *"you can learn and demonstrate competency"* (facilitates caring classroom environment)
That required students to be responsible for their choices (structures social-emotional curriculum)
2. That required students to participate in the maintenance and upkeep both inside and outside the facility (fosters community service learning opportunities)
3. Of trust and respect for self, instructors, peers, learning, and community (fosters community service learning opportunities)
4. That was structured AND supportive (fosters community service learning opportunities, structures social-emotional curriculum, facilitates caring classroom environment)

Focused People

1. Effective, caring, structured, data-driven leadership and staff—experienced, certified, and committed (the right staff)
2. Leadership and instructors who believe in their abilities to teach students who struggle (strong sense of self-efficacy and teaching efficacy)
3. Instructors who plan collaboratively to address students' areas of improvement (teaching efficacy and teamwork)
4. Students who believe in their abilities to achieve (self efficacy)
5. Parents who demonstrate support and caring about their children's education (teamwork and learning community)
6. Community leaders who respond to needs of community (teamwork)



**BEECHER TERRACE SPRING AND SUMMER
ENRICHMENT PROGRAM**



2009-10

PROJECT TREE SPECIAL EDUCATION TEACHER RECRUITMENT PROGRAM
Program Evaluation Tool for the Beecher Terrace Spring and Summer Enrichment Program (BTSSEP)

Curriculum

<p>The program develops and implements a curriculum that is rigorous, intentional, and aligned with program objectives.</p> <p><i>Comments: The Beech is a course recovery program with a curriculum that is established by the Jefferson County Public Schools. The objective of the program is to help students recover courses in an alternate setting that is within their neighborhood. The program provides online and face-to-face support. Students MUST successfully complete the coursework as outlined by the school district's online programs to receive credit. Specific objectives and goals are outlined for each student upon program entry. Teachers and counselors provide input into the curricular needs. Academic and behavioral guidelines are established with a signed contract upon entry. Students must be committed to course recovery and must demonstrate that commitment or they are asked to leave. Therefore, the curriculum is rigorous, intentional, and aligned with the program's objectives.</i></p>	
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<p>Program exhibits evidence reflecting a belief that all students can learn and develop</p> <p>Provides equitable learning opportunities for all students</p>	<p>Comments</p>
Empty cell for program evidence	<ul style="list-style-type: none"> • All students are provided with one-on-one support and equal access to needed online materials. • Pre-assessments, conferences with counselors, teachers, parents, and students help the director to establish goals for each student (based on academic needs) • Students and instructors monitor progress towards designated goals • Students are encouraged verbally and praised lavishly when goals are accomplished

CURRICULUM (CONTINUED)

Program exhibits evidence reflecting a belief that all students can learn and develop

Recognizes students' unique prior knowledge, life experiences, and interests are part of the contexts for student learning development.

Comments

- Pre-assessments, as mentioned above, address students' prior knowledge
- Instructors use knowledge of students' life experiences to augment students' assignments with real-life examples
- Students' interests are addressed through field trips, on-site activities related to expressed interests, and responses to journal entries.

Seeks out, develops, and implements the most appropriate methods to meet the diverse learning needs of the students

- Instructors working at The Beech are those who have experienced success in working with students who have diverse learning needs. They uses multiple strategies to assist students and help them achieve their goal. Instructors are free to use as many techniques as needed to address students' needs because they are not restrained by working with several students at one time.
- When more than one student is working on the same goal, the director groups students based on her prior knowledge of their learning styles and abilities.

CURRICULUM (CONTINUED)

<p>Program exhibits evidence reflecting a belief that all students can learn and develop self-directed thinkers.</p>	<p>Comments:</p>
	<ul style="list-style-type: none">Using real-life experiences, discussions, and projects in the practical living portion of the program, instructors are able to help students develop or hone problem-solving skills. For instance, students are able to address some of the discipline issues that arise at The Beech. They are able to have input into planning extra-curricular activities and address issues related to planning and assessing activities.One goal of The Beech's partnership with the Housing Authority and Project Brightside is to create "green space" within the urban area. The renovation of the outside area into a garden space with plants and vegetable was designed to address this real-life issue. Students were expected to maintain the area, plant and harvest the vegetables, and prune the flowering plants.Students were also expected to maintain the inside premises by cleaning the apartments before they left each day. The goal of these activities was to help students to take pride in their surroundings and to make it as aesthetically appealing as possible. In the housing areas where the majority of the students reside, there is not enough emphasis on self-help and maintenance.

Curriculum

In the space below, provide data that indicate the extent to which the curriculum:	
CRITERIA	SUPPORTING DOCUMENTATION
<p>Emphasizes a deep understanding of important concepts, development of essential skills, and the ability to make application to real-world problems in all subjects for all students</p>	<ul style="list-style-type: none"> • The curriculum is based on Kentucky's core content, program of studies, high school graduation requirements, • Specific attention is given to the practical living life skills and sustainability activities are geared for real-world skills
<p>Includes exploratory activities that extend and enrich all middle level students' academic and developmental experiences in all content areas</p>	<ul style="list-style-type: none"> • Self-reflective journals, problem solving activities, life skills/practical living instructions, and arts and humanities activities enhance students academic and developmental experiences in all content areas offered at the Beech • Goal of The Beech is to increase chances for graduation and thus increase chances for better life and career options
<p>Provides specific links to life and career options</p>	<ul style="list-style-type: none"> • Character education is used to provide opportunities for socially significant • Resource and seminar personnel were used to heighten personal interests and address socially significant issues relating to their life styles <ul style="list-style-type: none"> • African Drumming • Healthy eating • Budget and planning • Salsa dancing • Social etiquette • Derby Diner Playhouse (societal injustices)
<p>Is both socially significant and relevant to personal interests of young adolescents</p>	

CURRICULUM (CONTINUED)

In the space below, provide data that indicate the extent to which the curriculum:

CRITERIA

Provides students with continuous opportunities to learn about and appreciate their own and others' cultures

SUPPORTING DOCUMENTATION

- Program offered within the students' immediate residential area
- African drumming
- Muhammad Ali contributions to Louisville and the world
- Salsa dancing
- JCPS e-school courses

Provides multiple opportunities for students to explore a rich variety of topics and interests in order to develop their identity, discover and demonstrate their own competence, and plan for their future.

- Budget and planning
- Curriculum for English, Mathematics, Science, Practical Living
- (Etiquette 101, healthy living, and topics listed above)
- Study skills
- Components of art
- Simple mending and clothing repairing skills
- Gardening and landscaping (See before and after pictures)

Evaluation and Assessment

In the space below, provide data that indicate the extent to which:	
CRITERIA	SUPPORTING DOCUMENTATION
<p>Assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes</p>	<ul style="list-style-type: none"> • <i>Daily feedback on academic progress using conferences and response sheets to curriculum</i> • <i>Self-assessments through journals</i> • <i>Automatic feedback from the e-school system</i>
<p>Assessment allows students to evaluate their own and others' work against clearly articulated expectations</p>	<ul style="list-style-type: none"> • <i>Orientation with director to establish expectations for students and parents</i> • <i>Journals</i> • <i>Conferences</i> • <i>Goals for course recovery are set by the state</i> • <i>Observation and direct feedback for life-skills portions of the program</i>
<p>Assessment is used to continually meet students' diverse and changing needs.</p>	<ul style="list-style-type: none"> • <i>Curriculum is adjusted to meet the level of student progression</i> • <i>E-school courses provide remediation and continuous support</i> • <i>Immediate feedback from e-school</i>

Instruction

The Beecher Terrace Spring and Summer Enrichment Program (The Beech) actively engages all students by using effective practices to improve student academic performance:

CRITERIA	SUPPORTING DOCUMENTATION
<p>Provides integration that is rigorous, diversified, continuous, multicultural, exploratory, meaningful, and connected to real-life for all middle level students</p>	<ul style="list-style-type: none"> • Face-to-face instruction • Independent (e-school) • Guided practice (face-to-face) • Direct instruction • Exploratory • Pre-assessment, formative, summative assessments • Multiple learning styles considered during instruction • Technology used to enhance instruction • Collaboration among instructors enhances student learning • High level questioning techniques employed • Connections to real-life experiences are an integral part of instructional practices • Cross-curricular instruction used • Arts and humanities courses • Practical living
<p>Provides a variety of challenging and research-based strategies that reinforce important concepts and skills and addresses real-world problems across disciplines</p>	<ul style="list-style-type: none"> • Face-to-face instruction • Independent (e-school) • Guided practice (face-to-face) • Direct instruction • Exploratory • Pre-assessment, formative, summative assessments • Multiple learning styles considered during instruction • Technology used to enhance instruction • Collaboration among instructors enhances student learning • High level questioning techniques employed • Connections to real-life experiences are an integral part of instructional practices • Cross-curricular instruction used • Arts and humanities courses • Practical living

INSTRUCTION (CONTINUED)

The Beecher Terrace Spring and Summer Enrichment Program (The Beech) actively engages all students by using effective practices to improve student academic performance:

CRITERIA	SUPPORTING DOCUMENTATION
<p>Provides a wide variety of instructional strategies used to foster curiosity, exploration, creativity, and social skills for all middle-level students</p>	<ul style="list-style-type: none"> • Concrete-Representational-Abstract Sequence of Instruction • Continuous Monitoring/Charting of Student Performance • Dynamic Assessment for Mathematics • Explicit Teacher Modeling • Instructional Games • Planned Discovery Activities • Self-Correcting Materials • Scaffolding Instruction • Structured Language Experiences • Teach Concepts/Skills Within Authentic Context • Teach Using Big Math Ideas • Project Based Learning • Inquiry Based Learning • Problem Solving • Technology Skills • Learning Styles • Assessment • Collaborative Projects • Resources • Learning Centers • Online Learning • Maps, Photos, Graphics, Timelines, and Data
<p>Demonstrates attention to the individual needs (e.g. learning styles, developmental variations) of all students through a differentiated curriculum</p>	<ul style="list-style-type: none"> • Face to face and one-on-one instructions allows the teacher to address the learning needs for each student • Students are able to work at their own pace to accomplish their goal • Multiple opportunities to learn by doing

INSTRUCTION (CONTINUED)

The Beecher Terrace Spring and Summer Enrichment Program (The Beech) actively engages all students by using effective practices to improve student academic performance:

CRITERIA	SUPPORTING DOCUMENTATION
Utilizes age appropriate resources (e.g. textbooks, supplemental reading, technology) to effectively deliver the required curriculum to middle-level students	<ul style="list-style-type: none">• <i>A library of age and developmentally appropriate supplemental reading that addresses cultural and adolescent interests</i>• <i>Textbooks are those used in the school district</i>• <i>Novels used in the school are also used at the Beech</i>• <i>High interest low vocabulary books were purchased for students who are below average in reading</i>

Culture and Climate

<p>The program functions as an effective learning community and support a climate conducive to performance excellence:</p> <p>In the space below, provide data that indicate the extent to which:</p>	
<p>CRITERIA</p>	<p>SUPPORTING DOCUMENTATION</p>
<p>Instructors hold high academic and behavioral expectations for all students</p>	<ul style="list-style-type: none"> • <i>Instructors abide by rules established for course recovery by the Jefferson County Public Schools and the rules established for participation by leadership of The Beech (see attachment)</i> • <i>Instructors model expectations and share academic goals with students</i> • <i>Instructor provide immediate feedback that allows students to correct and modify</i> • <i>Instructors motivate students to believe in themselves through one-on-one conferences and knowledge of students prior experiences that provide opportunities for personal interactions</i> • <i>Instructors share personal interests and expertise outside academic ones</i> • <i>Consistent inappropriate behavior and lack of effort result in dismissal from the program</i>
<p>Curriculum, instruction, and resources reflect respect for the heritage, diversity, and individual needs of all students</p>	<ul style="list-style-type: none"> • <i>Instructors use knowledge of students cultures and beliefs to supplement required curriculum</i> • <i>Curriculum is offered in a location that is familiar and safe</i> • <i>Literature assignments are multicultural and reflect diversity of the schools and the community</i> • <i>Personnel and students share cultures</i> • <i>Practical living curriculum makes real-life connections</i>

CULTURE AND CLIMATE (CONTINUED)

The program functions as an effective learning community and support a climate conducive to performance excellence:

In the space below, provide data that indicate the extent to which:

CRITERIA	SUPPORTING DOCUMENTATION
<p>Instructional materials integrate positive, age appropriate depictions of multiple cultures</p>	<ul style="list-style-type: none"> • Materials are those identified by the Kentucky Department of Education and reflect diversity and age appropriate depictions of multiple cultures • Supplemental materials, purchased with funds from the grant, integrate positive, age appropriate depictions of multiple cultures • Life skills and practical living materials focus on helping students understand how they can become self-sufficient • Students used art lessons on proportion to create positive signs and banners throughout The Beech • Field trip to a play that focused on social issues provided opportunities for discussions on history, cultures, and appreciation of theirs and other cultures
<p>Staff care about students and inspire their best efforts</p>	<ul style="list-style-type: none"> • Instructors greet students as they enter, share experiences with them based on their interests, praise them lavishly for goals accomplished, communicate with parents regularly about advancement toward goals
<p>Student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies)</p>	<ul style="list-style-type: none"> • Praise and celebrations are held when students accomplish their goals. • Charts throughout The Beech reflect student growth and advancements toward goals
<p>There is leadership support for safe, orderly, and equitable learning environment (e.g. culture audits/school opinion surveys)</p>	<ul style="list-style-type: none"> • Metro Housing provides location within residential area of the students, wiring for technology, a security system • A councilman for the area provided funds to provide "Loaner" computers • Operation Brightside provided financial support outside sanctuary for practical living component • JCPS e-school system provided portal for online course • Director of Student Assignment provided funds for extended days (Salary for instructors) • Instructors and students established the rules for participation • The Beech is easily accessible to students and parents via walking or public transportation • Curriculum and instruction provide a direct connection between community and school

Student, Family, and Community Support

In the space below, provide data that indicate the extent to which:	
Criteria	Supporting Documentation
Planned programs are based on developmental characteristic characteristics of young adolescents	<ul style="list-style-type: none"> • <i>Age and developmentally appropriate lessons as outlined by the school district, teachers, and counselors</i> • <i>Face-to-face support is individualized</i>
Interdisciplinary teaming fosters interpersonal relationships among adults and students	<ul style="list-style-type: none"> • <i>Instructors collaborate on students progress, activities, and rewards, and consequences</i> • <i>Parents actively involved in the teaching and learning process</i> • <i>Instructors have personal knowledge of students' culture and experiences</i>
Program activities are designed to include and meet needs of all students	<ul style="list-style-type: none"> • <i>Structured learning as outlined by the school district</i> • <i>Face-to-face support using students' prior knowledge and learning styles</i> • <i>Parents involved in the process from entry to exit</i>

Organization and Fiscal Resources

In the space below, provide data that indicate the extent to which:	
Criteria	Supporting Documentation
Space is planned and utilized to ensure a healthy, safe, and positive environment where student contributions and diversity are showcased	<ul style="list-style-type: none"> • <i>See the attached report that identifies collaborators and contributions.</i>
Facilities provide spaces adaptable to age-appropriate co-curricular activities	
Space is planned and organized to provide an appropriate alternative placement for students removed from the classroom	

