

**Site Visit Summary:** East Columbus Boys & Girls Club  
November 18, 2020, 3:20 pm - 4:30 pm

**KSU Staff:** Kelleigh Trepanier, Associate Director  
**Number of Students:** 121 observed; 160 registered  
**Target Number:** 175

**Number of Staff Observed:** 13, not including Program Director Madeline Pieper-Wolff and Outreach Coordinator Gina Dorman

## Context

Upon arrival we had our temperatures taken. All COVID safety procedures were in place during our visit. Students were wearing masks, and attempts were made to space the students apart. We observed 10 classrooms. The schedule did not include staff names, so in some cases B&GC staff are referred to by their titles. Student attendance was particularly impressive during these times as many sites are struggling due to COVID.

## Art Room



*Art Room students in math lesson*

Eleven K-1 grade students and one staff member were in a math lesson when we entered. The staff person was trying to engage the students in the lesson and get them on task, but the students were all over the place.

**Recommendation:** An additional staff member would have been helpful. I believe the group originally had two staff members, but the students were split into two rooms due to COVID restrictions. The next room we visited, the Recreation Room, was doing a similar subtraction

exercise, but the staff member was much more successful in keeping students engaged in the lesson and in their seats. Perhaps the two staff members could collaborate and share what is working well/not working for them, or the more successful staff member could take the larger group.

**Recommendation:** See above.

## Recreation

In the recreation room, eight K-1 grade students were seated at the ends of tables, spaced apart. The staff member was leading a whole group math lesson, giving students addition and subtraction problems. Students were participating by offering answers and engaging in the lesson. The staff member checked for understanding by going over the problems with the group.



*Rec Room students participating*

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### Education

In the education room, 13 3<sup>rd</sup> grade students and two staff members, including the Head Tutor Ms. Tee Tee, were participating in a multiplication facts math game with a football. Ms. Tee Tee was asking the students multiplication facts and the other staff member was recording whether or not the student answered correctly. Some of the students seemed excited about the activity, but others were not participating. Some appeared to be working on other tasks. This activity may have worked better in two smaller groups so that more students could participate.



*Football math game*

In one case, the Head Tutor was observed using an inappropriate strategy to assist a student with the math problem  $6 \times 11$ . She repeatedly told the student “One times the number is the number.” The student seemed confused. Although this strategy would be appropriate for multiplying by 1, when used with the number 11 it is more of a memory trick rather than a math strategy. Given that students were in the larger numbers already (multiplying by 11), this strategy would collapse when students tried to do  $11 \times 10$ ,  $11 \times 11$ , or  $11 \times 12$ . A better strategy for multiplying by 11 would be to multiply by 10 and then add the number.

**Recommendation:** Have staff review effective strategies and games for teaching multiplication, e.g.,

<https://community.ksde.org/LinkClick.aspx?fileticket=i9usY2yqtNI%3D&tabid=6036&mid=14879>, <https://shelleygrayteaching.com/effective-strategies-teaching-basic-multiplication-facts/>.

### Technology

Fourteen students were participating in a math lesson with Ms. Cindy when we entered the technology room. Ms. Cindy was using the whiteboard to present addition and subtraction problems from a worksheet and calling on students to answer. The students in the front of the room were more engaged than students in the back, but most students seemed to be paying attention. The students seemed to want to answer the questions as shown by students raising their hands and some calling out. One student who did not raise their hand did not have a response when called on. The teacher said, “You can just guess if you don’t know.” This was a missed opportunity to work through the problem with the student/class.



*Math problems on the board*

**Recommendation:** Encourage more discussion among students about the problems and answers by asking questions, “Is 5 the right answer? Why is it the right answer? How did you get that?”

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## Pod Rooms (403, 402, 404, 405)

Fourth and 5<sup>th</sup> grade students were building catapults in the Pod Rooms. Room 403 held 2 staff members and 18 5<sup>th</sup> grade students. Room 402 held one staff member and 12 5<sup>th</sup> grade students. Room 405 consisted of one staff member and 15 4<sup>th</sup> grade students, and Room 404 contained one staff member and 12 4<sup>th</sup> grade students.

When we entered the classrooms, students were in the later stages of putting together their catapults, in some cases waiting on glue to dry and in others making adjustments. We did not observe the instructions for the activity. There were no diagrams or written instructions provided during our observation. Students in one of the rooms seemed to have constructed the catapults incorrectly.



*Student catapult*

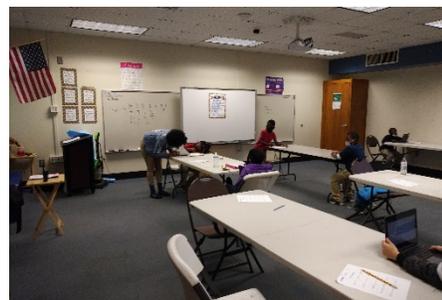


*Students building catapults*

**Recommendation:** While the students were finishing up and waiting for the glue to dry, it would have been a good time for a discussion of the learning objectives (simple machines?) or to show a video about catapults in action. This was also a good opportunity to discuss how variations in design or materials might affect the performance of the catapult (longer sticks, heavier ball, etc.).

## Pod Room 407

Eleven 2<sup>nd</sup> grade students and one staff member were working on addition and subtraction problems when we arrived. I believe they were using the same worksheet that Ms. Cindy was using, but each student had a copy of the paper. It looked like they were correcting their work. Some students were working on the computer. Students were quiet but not particularly engaged.



*2<sup>nd</sup> graders doing math*

## Tween Center

When we entered the Tween room, seven students were seated quietly. One of the two staff members announced that they had two minutes left for snack. Then the staff started preparing for the next activity. One of the staff members was passing out disposable plates instructing students not to throw them away. The other pulled up a picture of different emojis on the screen. Staff explained to the students that they were going to decorate a cookie to look like one of the emojis. Apparently, the students had picked which emoji they



*Students in the Tween Room*

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wanted to do the previous day, but staff indicated that they might be able to do two cookies and could pick a 2<sup>nd</sup> emoji. One of the staff explained which colors they had to work with, and they went around distributing the cookies and yellow icing. The staff member introducing the activity talked a little about mood and personality, and both staff members chose cookies of their own to decorate. Students were still decorating their cookies when we left.



*Tween decorating emoji cookie*

**Recommendation:** While the activity was designed to encourage social emotional learning, the room set up was not conducive to student interaction. Although students need to remain 6 feet apart, the desks/tables could be arranged so that they face each other. In addition, there was a lot of time spent passing things out with students just waiting. Some of the setup and introduction could have begun earlier during snack and possibly encouraging the students to talk to each other. The students may have opened up a bit after we left.

### Additional Observations

Teens had placed positive post-it notes around the building for students to read and claim if they wanted to. The site is also doing a “Thursday’s Child” activity where they choose a student and write encouraging notes for that student.

### Overall Recommendations

A number of students had shoelaces that were untied. Perhaps try to add a shoelace check when students arrive on site or periodically throughout the day if necessary.

The Recreation Room and Pod Room 405 were not included in the schedule. Please try to provide a Daily Schedule that includes all spaces being used and staff names if possible.

There were really nice smart boards in the classrooms, but I didn’t see anyone using them. If necessary, provide professional development and support on how to use the boards.



Madeline Pieper-Wolff <pieperwolff\_madeline@columbusstate.edu>

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## We have received your response for 21st CCLC Virtual Site Visit Observations

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**21st CCLC** <noreply@jotform.com>  
Reply-To: 21stCCLC@doe.k12.ga.us  
To: pieperwolff\_madeline@columbusstate.edu

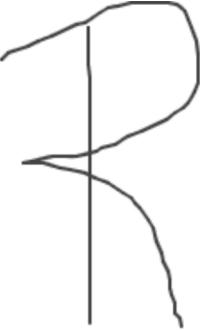
Fri, Jan 22, 2021 at 6:52 AM



 **21st CCLC Virtual Site Visit Observations**

Virtual Site Visit Date	01-21-2021
Start Time	3:40 PM
Finish Time	4:20 PM
FY20 Subgrantee	Columbus State University
FY20 Site Name	East Boys & Girls Club
Program Director/Local Staff	Madeline Pieper-Wolff
Program Director/Local Staff Email	<a href="mailto:pieperwolff_madeline@columbusstate.edu">pieperwolff_madeline@columbusstate.edu</a>
GaDOE Observer*	Ritchie Ray
GaDOE Observer Email*	<a href="mailto:rray@doe.k12.ga.us">rray@doe.k12.ga.us</a>
Site Demographics Goal: ADA	73
Site Demographics Goal: Registered	159
Site Demographics Goal: Target	175

Site Demographics	
Goal: Student Teacher Ratio	10-1
Program Operations	On-site
Activity #1	Enrichment
Grade Level	3
Type of Activity	Independent Learning
Please describe the teacher engagement?	The teacher was assisting students as needed
Student : Teacher Ratio	7-1
Please describe the student engagement?	The students were completing individual homework assignments as they ate their snack.
Observed Attendance	7
Comments, Ideas, Suggestions, Recommendations	-I really like the "Thursday's Child" program this teacher has installed. It is great to see students in 21st CCLC get recognized for hard work, kindness, and good behavior.
Do you have another activity/session to add?	Yes
Activity #2	Reading
Grade Level	K 1
Type of Activity	Whole-Class Instruction
Please describe the teacher engagement?	The teacher was reading aloud a book to the students
Student : Teacher Ratio	11-1
Please describe student engagement?	The students were engaged in listening to the reading of the book as they ate their snacks.
Observed Attendance	11
Comments, Ideas, Suggestions, Recommendations	-I was amazed with 100% student engagement while the teacher was reading the book aloud to the students.
Do you have another activity/session to add?	Yes
Activity #3	Gym
Grade Level	4 5
Type of Activity	Physical Fitness
Please describe the teacher engagement?	The teachers were facilitating the activities
Student : Teacher Ratio	10-1
Please describe the student engagement?	The students were preparing to play volleyball (4th Grade) and hockey (5th grade)
Observed Attendance	31

Comments, Ideas, Suggestions, Recommendations	Great classroom management by the staff!!
Do you have another activity/session to add?	Yes
Activity #4	Enrichment
Grade Level	2
Type of Activity	Whole-Class Instruction
Please describe the teacher engagement?	The teachers were facilitating activities
Student : Teacher Ratio	9-1
Please describe the student engagement??	The students were playing various games set up around the room as a reward for participating in a previous academic activity.
Observed Attendance	9
Activity #5	Enrichment
Grade Level	3 4
Type of Activity	Whole-Class Instruction
Please describe the teacher engagement?	The teachers were facilitating activities
Observed Attendance	19
Comments, Ideas, Suggestions, Recommendations	-The students were having fun playing various games set up around the room. -I really like the "Conversational Art Cards" !!!
What are your recommendations and points for discussion during site visit follow-up?	-Great visit -Excellent variety of activities
Were there any connectivity issues when accessing the virtual platform(ERES, student, or site-based when visit is 100% virtual?	No
GaDOE Staff Signature	 

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**Site Visit Summary:** East Boys and Girls Club  
April 13, 2021, 5:00 pm – 6:00 pm

**KSU Faculty:** Diana Gregory, Ph.D., Professor Art Education

**Number of Students:** 30 observed; 160 registered

**Target Number:** 175

**Number of Staff Observed:** 7, not including Program Director Madeline Pieper-Wolff

## Context

We arrived at the East Boys and Girls Club site at 5 pm and were admitted after our temperatures were taken. The building, a former elementary school, was brightly painted and signage indicated each activity occurring in the classrooms. We visited the art room first where Ms. Hannah was working with six 4<sup>th</sup> grade students on an Egg Drop Challenge. During the visit, Mrs. Madeline provided a tour of the facility, pointing out the individual classrooms and the activities scheduled in the rooms. EYC Head Tutor and 3<sup>rd</sup> grade lead, Ms. Tee Tee, had taken her class outside to play on the sidewalk after working on the EYC Olympic Challenge, the Straw Tower. While touring the building, we encountered Mr. Marvin and his 5<sup>th</sup> grade College and Career class who were working on bullying prevention. We also spoke with Ms. Cindy, the K-1<sup>st</sup> grade lead, who was in the gym with Mr. Walter, who was playing basketball with a large group of students. Then we visited Mr. Brandon and Mr. Burch in the Teen Center. Although Mr. Burch is not part of the EYC staff he showed us the STEM /Solar Powered Cars project 8<sup>th</sup>-12<sup>th</sup> grade students are working on, and Mr. Brandon showed us the snack stand and how it operated with student assistants.

## Art Room

Six students were working on the Egg Drop Challenge in the art room. Individually wrapped supplies were placed on each table with students wearing masks and working quietly. One student stopped working, lowered his mask, and ate his snack at the worktable. Ms. Hannah asked him to step away from the table and return when he finished eating.

Ms. Hannah explained the process of the challenge and showed the students a bird's nest she had found to stimulate creative thinking about their designs for the project.

The group was engaged, working through the design process, and trying out different strategies to accomplish the task. They seemed open to the challenge and were not afraid to try different approaches, a sign of risk-taking that usually occurs when students feel safe to explore and fail.

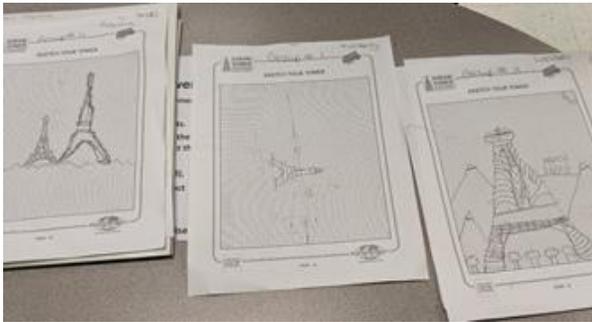


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## Sidewalk Art Activity and Straw Tower Challenge

We moved outside where Ms. Tee Tee had taken her 3<sup>rd</sup> graders after working on the EYC Olympics Straw Tower project. While Ms. Tee Tee stayed with the eight students participating in a chalk drawing project on the sidewalks in the courtyard, one student, Neomia, took us to the classroom to show us the work done by the groups before we arrived. While some groups copied the example shown, one student produced a 2-dimensional design of her tower and was also able to describe how it would look in 3-D. She described the entire Straw Tower project in detail and was eager to show other artwork completed by the students. She gave us an enthusiastic tour of the classroom.



## Gym

We walked over to the gym where Mr. Walter and Ms. Cindy were supervising students who were playing while waiting to be picked up. Mr. Walter was playing basketball with six students, and Ms. Cindy was watching eight students who were constructing various shapes with large building blocks. While the students continued to play in an orderly way, Ms. Cindy came over to tell me about the Thomas Jefferson lesson she presented to her K-1<sup>st</sup> grade students. While we were walking over to the Teen Center, we came across Mr. Marvin's 5<sup>th</sup> grade class in the hall as they were moving back to their classroom. The students had been practicing bullying prevention and easily answered questions about tactics and strategies to stop bullying behavior.

## Teen Center

In the Teen Center, Mr. Brandon showed me the snack room and explained how students ran the operation. He and Mr. Burch showed me the STEM/Solar Powered Car project on which 8<sup>th</sup>- 12<sup>th</sup> graders are working. We left the facility at 6:00 pm.

## Overall Observations/Recommendations

The students were productive, and the atmosphere was relaxed. It was great to see students and staff enjoying the beautiful spring weather. Keep up the great work!