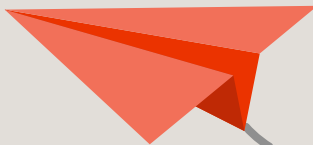


EQR

Educational Divide Reform

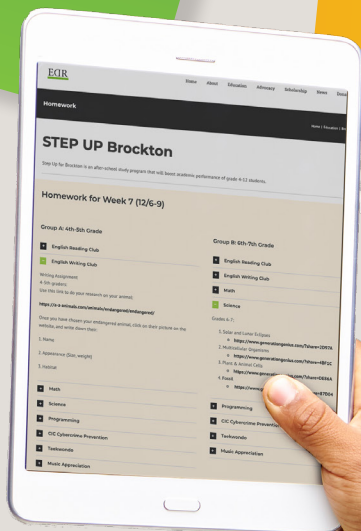
EDUCATIONAL DIVIDE REFORM



THE REVIEW REPORT OF THE FALL 2020

STEP UP

AFTER SCHOOL PROGRAM FOR
BROCKTON, MA



Teaching for
Economically
Disadvantaged
Immigrant Students



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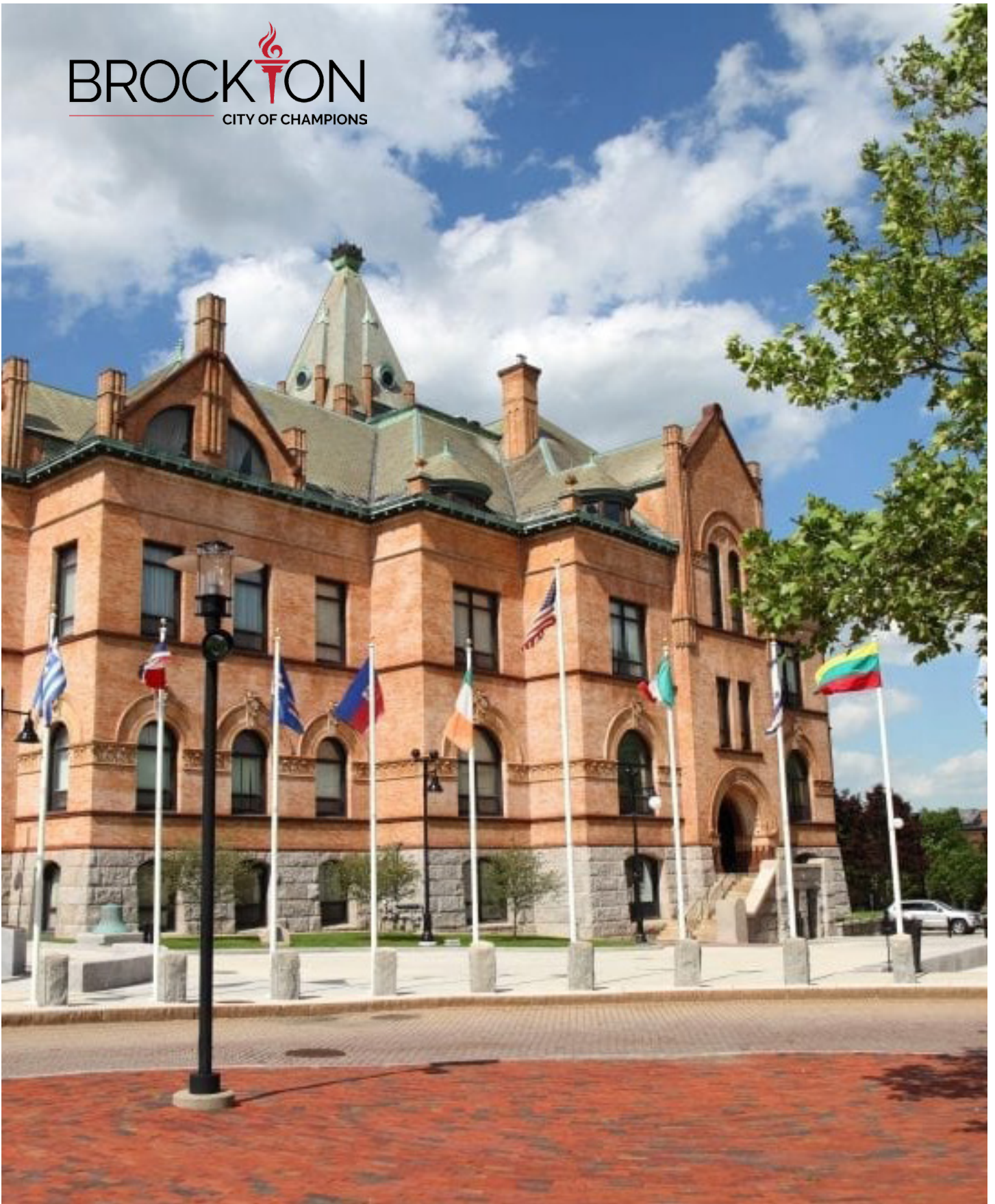
EDR

Educational Divide Reform

Educational Divide Reform

EDR (www.edrworld.org) is a nonprofit, 501(c)(3) organization aiming to contribute to human development and social harmony through youth education of both intercultural compatibility and universal humanity. EDR serves underserved populations who face educational opportunity inequality due to cultural/economic and English language barriers. In particular, our Step Up program is designed to improve economically disadvantaged/immigrant students through academic tutoring and mentoring.

BROCKTON
CITY OF CHAMPIONS



Educational Challenge

Based on the 2018-19 school year test scores released by the Massachusetts Department of Elementary and Secondary Education, Brockton Public School's ranks 352 out of 365 Massachusetts districts.

The City of Brockton is considered "the City of Champions" and has a great potential for economic development as the seventh largest city in the Commonwealth. Brockton has been home to major investment, business expansion, and planning. The boom to the housing market and the migration of new families to Brockton have brought more than 50 spoken languages into the City. The Brockton Public Schools (BPS) serve approximately 17,000 students in grades K-12. The City has a high number of economically disadvantaged students. Based on the 2018-19 school year test scores released by the Massachusetts Department of Elementary and Secondary Education, Brockton Public School's ranks 352 out of 365 Massachusetts districts. The graduation rate is 78%, which is considerably lower than the state average of 89%. BPS students' educational performance is directly attributed to a number of

factors such as English language barriers and poverty, which have further implications on more societal challenges such as crime control, public health, inter-generational poverty, business development, and property value. In addition, Brockton has suffered more than other cities in Massachusetts from the COVID-19 pandemic. Brockton city leadership has a great vision for social and economic development, and EDR believes that Step Up can contribute to the academic development of BPS students, providing a long-term positive approach to current academic challenges that many students face on a day to day basis.



2019 Step Up Program with Boston Public Schools

Program Overview

Step Up for Brockton is an after-school study program that will boost academic performance of grade 4-12 students many of whom face English language, cultural, and economic barriers to their academic success. While the program’s direct and explicit goal is academic development, the program integrates both teaching and mentoring to achieve positive academic as well as social-emotional/behavioral development. Step Up’s curriculum is differentiated from other after-school programs (such as Boys & Girls Club) which are not focused on academics.



Curriculum Map

Conversational English			
Academic English			
Math			
Science			
Computer Coding, CIC Cybercrime Prevention			
Music			
Taekwondo			
Grade 4-5	Grade 6-8	Grade 9-11	Grade 12

Curriculum Outline

The Step Up curriculum is designed to build students’ self-confidence in academic abilities and potential. The curriculum addresses both academic and emotional development by offering a rich and varied program to address students’ academic needs as well as their social/emotional development. Courses include Conversational English (for English as Second Language learners), Academic English (to improve students reading and writing), Math, Science, Computer/Coding and CIC Cybercrime Prevention, Music (optional course for middle school students), and Taekwondo (optional course for elementary and middle school students).

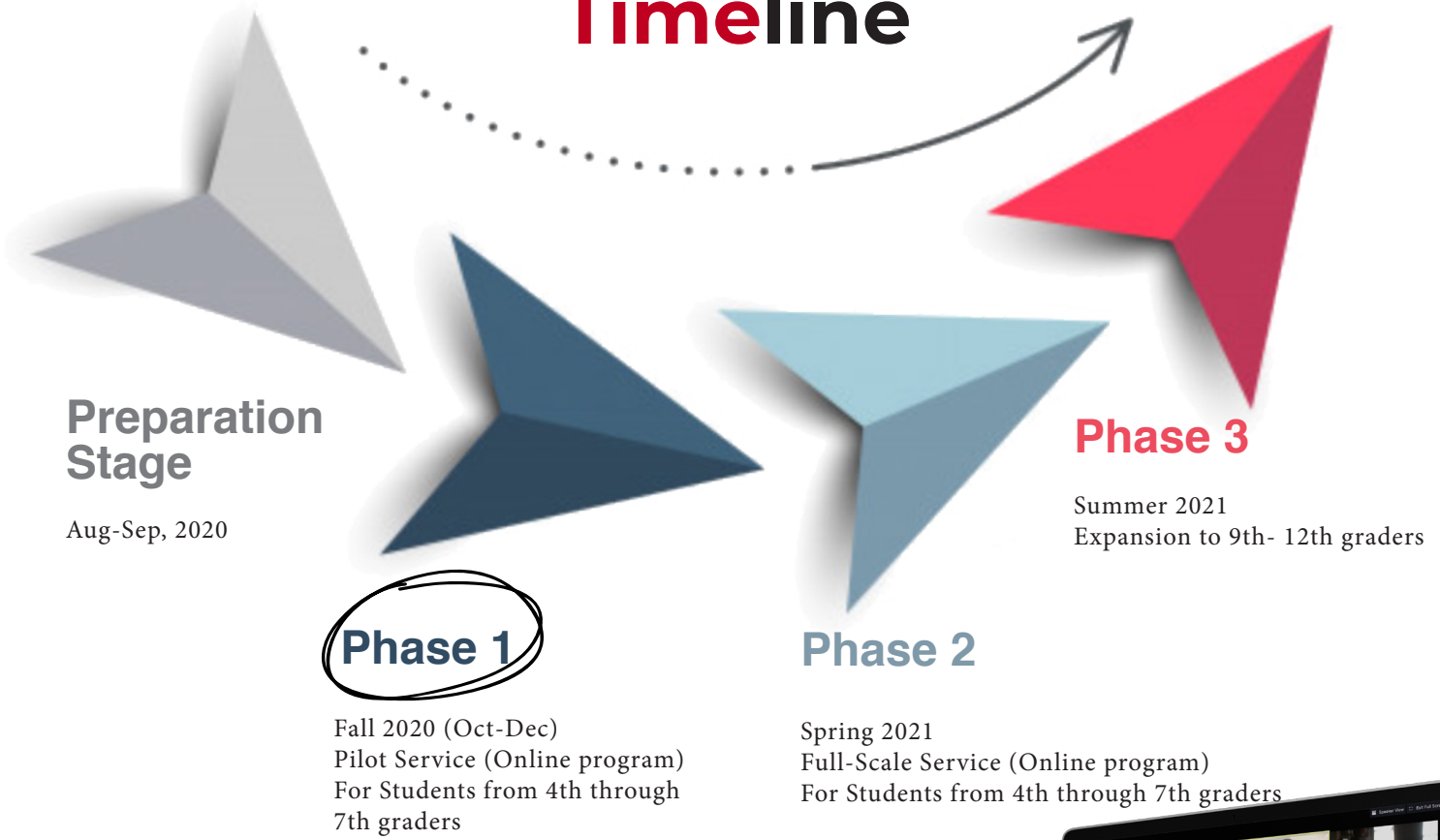
Phase 1 Review



October 19-December 17, 2020
in partnership with
Brockton Public Schools, MA

In the fall semester 2020 (Phase 1), due to the pandemic of COVID-19, the Step Up program was delivered through an online platform.

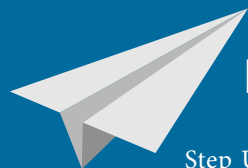
Timeline



Target Students for the Pilot Program



	Group A	Group B
# of Students per Class	15 students	15 students
Grade	4th – 5th	6th – 7th
English Proficiency	Intermediate - High	Intermediate - High
School GPA	Mid-High	Low-Mid
Class Goal	Step Up Aspiration	Step Up Motivation



Educational Goal

Step Up for Brockton ran a pilot online 8 week after-school study program from October 19 through December 17, 2020 to boost academic performance and English language proficiency of participating grade 4 through 7 Sheltered English Immersion SEI students. While the program’s direct and explicit goal is academic development, the program integrates both teaching and mentoring to achieve positive academic as well as social-emotional/behavioral development. Step Up’s curriculum is differentiated from other after-school programs (such as Boys & Girls Club) which are not focused on academics.

High Demand

EDR requested the BPS Director of the Department of Bilingual/ESL Services to recommend 30 students for the Step Up Pilot Program. After receiving the names, the Director of Community Schools at BPS sent out program information to families of Sheltered English Immersion (SEI) students at the East Middle School and Baker Elementary School. Surprisingly, in only two days, many parents expressed interest in having their children join the program at a rate that exceeded the enrollment limit by 63% capturing the need for after school programs such as Step Up.

163%
(49 Applicants)

100%
(30 Accepted)

Student-Parent Orientation

Prior to the fall sessions, EDR had a student-parent orientation workshop, where students and their parents participated in an online orientation session together to learn how to make the best use of the virtual learning model. The orientation was offered in four different languages (1.5 hrs each in Spanish, Cape Verdean Creole, French, and English) on October 13, 14, 15 and 17.



Class Schedule

4TH - 5TH GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
15 min (3:30-3:45)	Taekwondo	Taekwondo	Music Appreciation	Taekwondo
30 min (3:50-4:20)	Academic English -RD	Academic English -WR	Academic English -RD	Academic English -WR
30 min (4:25-4:55)	Math/Science	Computer Coding	Math/Science	Computer Cybercrime

6TH - 7TH GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
20 min (3:00-3:20)	Taekwondo	Taekwondo	Music Appreciation	Taekwondo
40 min (3:25-4:05)	Math/Science	Computer Coding	Math/Science	Computer Cybercrime
40 min (4:10-4:50)	Academic English -RD	Academic English -WR	Academic English -RD	Academic English -WR

Instructors

ENGLISH

WENDY XIN M.Ed., Teaching English to speakers of other languages (TESOL), University of Pennsylvania
MOLLY LIAO M.Ed., Teaching English to speakers of other languages (TESOL), University of Pennsylvania
ALICE CHO B.A candidate, Education & Psychology, Gordon College

MATH/SCIENCE

SEAN SMELAND B.S., Biology, Yale University, M.A., International Relations, Columbia University, MIT Researcher

CYBER SECURITY

HANNARAE LEE Professor and Director in Cybercriminology and Cybersecurity graduate program in Bridgewater State University

PROGRAMMING

YOUNG EUN PARK M.S. candidate, Cybersecurity, Northeastern University

MUSIC

YOO-KYUNG KIM M.A., Organ Performance, New England Conservatory (NEC)

TAEKWONDO

MASTER JAY JANG EDR Managing Director / 4th Degree Black Belt
MASTER CARTER NAMKUNG B.A. candidate, Yale University / 4th Degree Black Belt

Course Description

Grade 4-5

ACADEMIC ENGLISH – BOOK CLUB



In this interactive book club, students read and discussed books in a meaningful way. In each session, students read different books and explored their characters and major themes. Students learned how to engage with books by discussing how characters interact with each other as the story develops. Each lesson was highly interactive. Discussion questions facilitated effective group discussion skills and boosted critical thinking.

Key Lessons

- Interpret information or data
- Find details that support main ideas
- Identify how each character interacts with other characters and fits into the story.
- Cooperate and recognize others' ideas
- Approach issue using appropriate communication and skills

Books, read in the fall semester

Fantastic Mr. Fox, The Magic Finger, and James and the Giant Peach

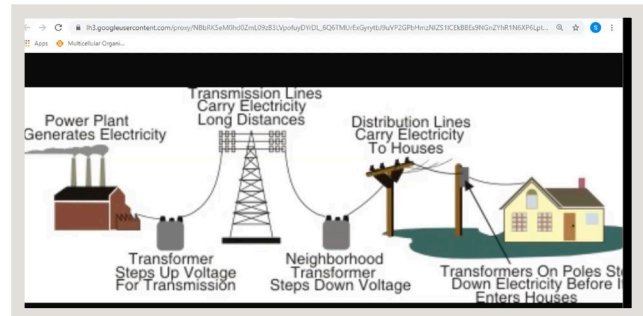
ACADEMIC ENGLISH - WRITING CLUB

Students had a chance to release their inner writer by creating fun short stories. This class was designed to help students expand their creativity and write a well-structured short story. Students learned how to create their story's plot, character, setting, conflict, and theme. Examples of famous short stories were used to see the 5 elements of a plot. Class teachings included verb tense, sentence structure, and the general art of overall storytelling.

Key Lessons

- Summarize information from graphics or notes
- Edit and revise writing
- Create original ideas or detailed responses
- Be able to write in complete sentences.
- Use Sentence patterns characteristic of content areas (language arts)
- Use feedback from others reflectively
- Recognize differences in opinion are acceptable

SCIENCE



This class was designed to help students communicate information, ideas and concepts necessary for academic success in the content area of science.

Key Lessons

Earth Science - Weathering & Erosion

- Identify what process caused weathering or erosion given a description of the scenario
- Define weathering, erosion, and name the processes that can cause those processes

Earth Science - Earth's Spheres

- Identify each of Earth's spheres and their purposes.
- Understand how one sphere affects the others.

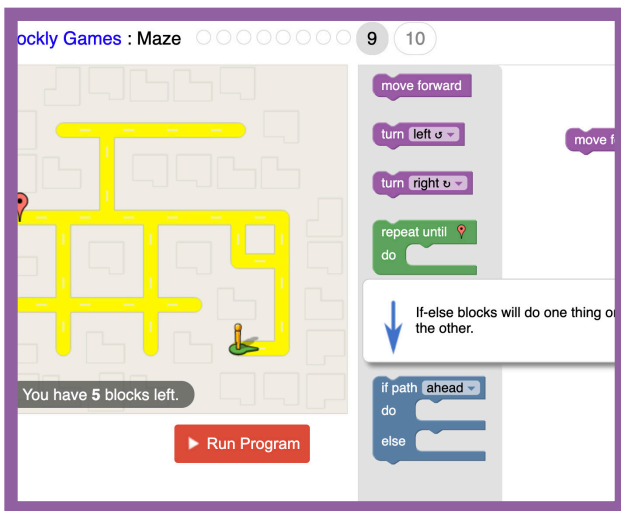
Earth Science - Rock Layers & Fossils

- Understand how the landscape can change over time
- Use rock layers and fossils to determine progression over time

Renewable vs. Non-renewable Energy

- Define renewable and nonrenewable sources and be able to name examples of each one.
- Identify the pros and cons of each type of source.

COMPUTER PROGRAMMING



In this course, the teacher focused to improve students' programming logic. She used *Blockly Games* to promote their logical thinking which is the foundation of coding. After this courses, students were ready to learn conventional text-based languages such as HTML, Java, and Python.

Key Lessons

Code stacks and Logic

- Understand each code blocks
- Explain given code stacks' logical flow
- Able to find efficient code stacks

Create Code stacks

- Arrange code blocks to solve the problem

CIC CYBERCRIME PREVENTION



CIC Cybercrime courses helped students learn how to prevent computer-related crimes and understood trends in cybercrime. This course introduced students to the many different types of cybercrime. Students learned how to identify cybercriminal activity and learned how companies and law enforcement agencies are responding to the dangers these crimes present.

Key Lessons

- Be aware of online environment and privacy
- Be aware of online safety preventive techniques
- Learn how to react in an online setting (victim & up-stander perspectives)

TAEKWONDO



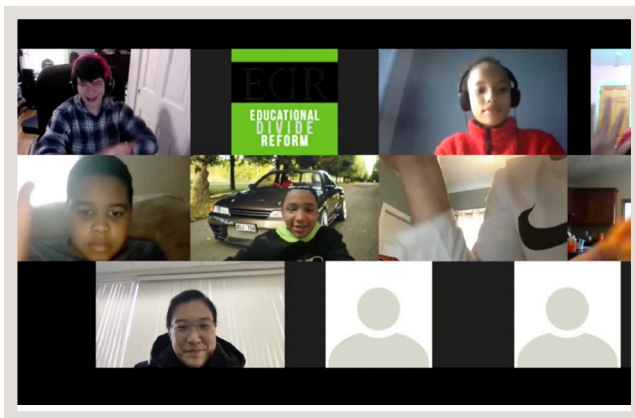
Students learned about how taekwondo encourages physical and emotional discipline. Students practiced several, very basic taekwondo stances and moves. This course was taught at moderate physical intensity so that all participants could comfortably tailor their training to their own ability and a level that maximized their enjoyment and

progress. Aspects of health, self-defense, sport, Taekwondo's history and philosophy, and self-development were integrated into the curriculum to enhance the student experience beyond physical practice.

Key Lessons

- Attention Position
- Correct Bowing Position.
- Ready Position/Breathing Control
- Forward Stance
- Sitting Stance
- Stepping foot to foot
- Stepping Forward
- Turning
- Balance Exercises
- Formation of feet for front snap kick.
- Kicking then regaining balance.

MUSIC APPRECIATION



Music appreciation was learning to enjoy music by understanding what makes songs likeable and interesting by engaging in active listening. Students focused on a variety of genres during the 8 weeks. Students interacted and played musical games during each class. They explored how to make music on their own by finding and using common household items representative of their favorite genre. Students' creation was put together and showcased during the final week.

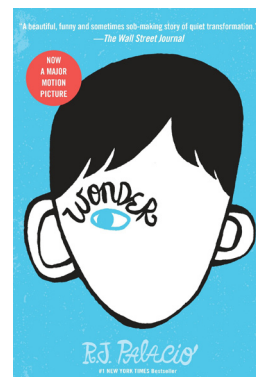
Key Lessons

- Week 1. Introduction to Music Appreciation and Interactive Musical Games.

- Week 2. Genre: Modern Pop and Hip-Hop Music
- Week 3. Genre: Rock Music
- Week 4. Genre: Country Music
- Week 5. Genre: Jazz Music
- Week 6. Genre: Latin Music
- Week 7. Describing and Playing Instruments from Household Items
- Week 8. Showcasing students' musical work and knowledge relative to chosen musical genre

Grade 6-7

ACADEMIC ENGLISH – BOOK CLUB



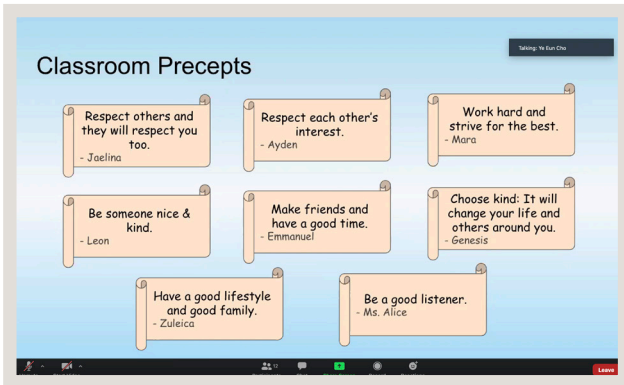
In this interactive book club, students read and discussed "*Wonder*" book in a meaningful way. In each session, students read the chapters from the book and explored their characters and major themes. Students learned how to engage with books by discussing how characters interact with each other as the story develops.

Each lesson was highly interactive. Discussion questions facilitated effective group discussion skills and boost critical thinking.

Key Lessons

- Interpret information or data
- Find details that support main ideas
- Identify how each character interacts with other characters and fits into the story.
- Cooperate and recognize others' ideas
- Approach issue using appropriate communication and skills

ACADEMIC ENGLISH – WRITING CLUB

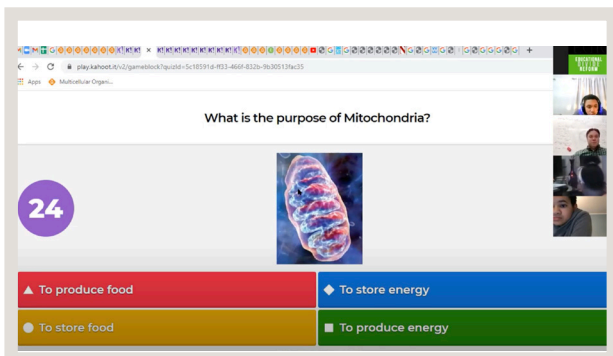


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Key Lessons

- Summarize information from graphics or notes Edit and revise writing
- Create original ideas or detailed responses
- Be able to write in complete sentences.
- Use Sentence patterns characteristic of content areas (language arts)
- Use feedback from others reflectively
- Recognize differences in opinion are acceptable

SCIENCE



Key Lessons

Earth Science - Orbits & Eclipses

- Understand the Sun-Earth-Moon system and how each element relates to the others
- Identify lunar and solar eclipses and basic dynamics

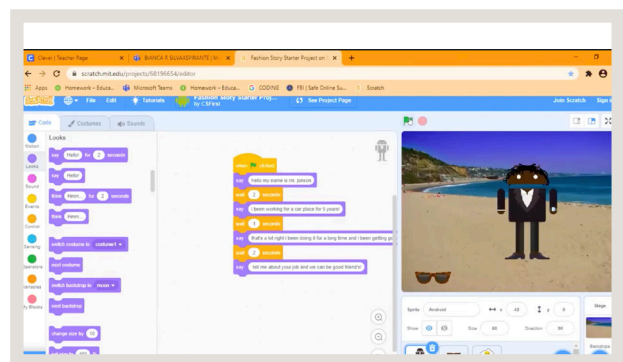
Biology - Multicellular Organisms

- Understand the cellular basis of life and the difference between unicellular and multicellular life
- Understand the 5 levels of organism organization, from cell to organism
- Identify 5 major organ systems in humans and how these systems interact with each other in bodily activities

Biology - Plant & Animal Cells

- Identify the qualities that characterize something as an organism
- Identify differences and similarities between plant cells and animal cells
- Understand the concept of organelles, identify two (mitochondria and chloroplasts), understand the basics of respiration

COMPUTER PROGRAMMING



Students learned powerful programming concepts by using Scratch’s easy-to-use interface. Every lesson was spent creating a game or animation that teaches skills that are crucial to programming, such as utilizing and creating variables, implementing loops, and using conditionals. After this course, students had the ability to code simple

Scratch games and animations.

Key Lessons

- Student can create a program in Scratch and share it.
- Understand Efficient Code stacks
- Understand Code stack's flow
- Understand codeblocks

CIC CYBERCRIME PREVENTION

CIC Cybercrime courses helped students learn how to prevent computer-related crimes and understood trends in cybercrime. This course introduced students to the many different types of cybercrime. Students learned how to identify cybercriminal activity and learned how companies and law enforcement agencies are responding to the dangers these crimes present.

Key Lessons

- Be aware of online environment and privacy
- Be aware of online safety preventive techniques
- Learn how to react in an online setting (victim & upstander perspectives)

TAEKWONDO



Students learned about how taekwondo encourages physical and emotional discipline. Students practiced several, very basic taekwondo stances and moves. This course was taught at moderate physical intensity so that all participants could comfortably tailor their training to their own

ability and a level that maximized their enjoyment and progress. Aspects of health, self-defense, sport, Taekwondo's history and philosophy, and self-development were integrated into the curriculum to enhance the student experience beyond physical practice.

MUSIC APPRECIATION



Music appreciation was learning to enjoy music by understanding what makes songs likeable and interesting by engaging in active listening. Students focused on a variety of genres during the 8 weeks. Students interacted and played musical games during each class. They explored how to make music on their own by finding and using common household items representative of their favorite genre. Students' creation was put together and showcased during the final week.

Key Lessons

- Week 1. Introduction to Music Appreciation and Interactive Musical Games.
- Week 2. Genre: Modern Pop and Hip-Hop Music
- Week 3. Genre: Rock Music
- Week 4. Genre: Country Music
- Week 5. Genre Jazz Music
- Week 6. Genre: Latin Music
- Week 7. Describing and Playing Instruments from Household Items
- Week 8. Showcasing students' musical work and knowledge relative to chosen musical genre

Homework Support System



Homework

STEP UP Brockton

Step Up for Brockton is an after-school study program that will boost academic performance of grade 4-12 students.

Homework for Week 7 (12/6-9)

Group A: 4th-5th Grade

English Reading Club

1. Book:

- [The Magic Finger by Roald Dahl](#)
- [Fantastic Mr. Fox](#)
- [James and the Giant Peach](#)

- Read James and the Giant Peach- Chpts 14-20

2. Quizlet: Run the Quizlet below at least 3 times!

<https://quizlet.com/971xht?x=1int&i=sc2sk>

Programming

4-5th Graders homework:

Maze Game : <https://blockly.games/maze?lang=en>

Finish this game till level 10.

You should prepare your answers for next class, so you can share your answers with your friends.

CIC Cybercrime Prevention

- Play video games on the FBI website!
- <https://sos.fbi.gov/en/>

Taekwondo

Music Appreciation

Create Your Own Homemade Musical Instrument

Use things found in your homes and be prepared to present your instrument for the next class!

Group B: 6th-7th Grade

English Reading Club

English Writing Club

Math

Science

Grades 6-7:

1. Solar and Lunar Eclipses

- <https://www.generationgenius.com/?share=2D97A>

Programming

Activity 2: Fashion Walk

- If you forgot your login username and password, see the "How to log in for 6-7th Graders".
- If you have problems signing in, or logging in, see the "How to log in for 6-7th Graders".
- Scratch – <https://scratch.mit.edu> , Make sure to sign in when you open Scratch.
- How to find your last project? How to save your scratch? See the "How to

CIC Cybercrime Prevention

- Play video games on the FBI website!
- <https://sos.fbi.gov/en/>

Taekwondo

Music Appreciation

Create Your Own Homemade Musical Instrument

Use things found in your homes and be prepared to present your instrument for the next class!

EDR created the one-stop homework web page at the EDR (edrworld.org) website to help students see all Step Up homeworks in one page. This page was updated every week so the students can follow up the work.

Assessment

The WIDA English Language Development (ELD) Standards Framework, adapted in most of the states, provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12. The Step Up report cards based on WIDA standards were sent to the parents of the participants on January, 2021. The assessment analysis was conducted by Dr. Mary Cazabon, Lesley University.



Educational Divide Reform
 stepup@edworld.org | 617-492-2722
 http://edworld.org | 30 JFK Street, Cambridge, MA 02138



STEP UP Report Card

STUDENT NAME		GROUP	A
STUDENT GRADE	GRADE 4	PARTICIPATION	Excellence
ATTENDANCE RATE	96%	DATE	12/17/2020

SUBJECT	Goals/Contents	Oct 19- Dec 17, 2020		
		Meets or Exceeds Expectations	Approaching Expectations	Does not meet expectations
English_Listening				
WIDA PREK-12 CAN DO DESCRIPTORS	Identify key words and important points from educational videos.			
	Analyze and apply oral information			
	Understand main lessons for each class from oral discourse			
SOCIOEMOTIONAL LEARNING	Identify and reflect on own emotions and triggers			
	Responds to own and others' emotions with respect and understanding			
English_Speaking				
WIDA PREK-12 CAN DO DESCRIPTORS	Discuss stories, issues, concepts			
	Able to speak coherently.			
	Offer creative solutions to issues, problems			
SOCIOEMOTIONAL LEARNING	Identify problem or challenge and possible solution or alternative			
English_Reading				
WIDA PREK-12 CAN DO DESCRIPTORS	Interpret information or data			
	Find details that support main ideas			
	Identify how each character interacts with other characters and fits into the story.			
SOCIOEMOTIONAL LEARNING	Cooperate and recognize others' ideas			
	Approach issue using appropriate communication and skills			
English_Writing				
WIDA PREK-12 CAN DO DESCRIPTORS	Summarize information from graphics or notes			
	Edit and revise writing			
	Create original ideas or detailed responses			
	Be able to write in complete sentences.			
	Use Sentence patterns characteristic of content areas (language arts)			
SOCIOEMOTIONAL LEARNING	Use feedback from others reflectively			
	Recognize differences in opinion are acceptable			
Science				
Earth Science - Weathering & Erosion	Identify what process caused weathering or erosion given a description of the scenario			
	define weathering, erosion, and name the processes that can cause those processes			
Earth Science - Earth's Spheres	Identify each of Earth's spheres and their purposes.			
	Understand how one sphere affects the others.			
Earth Science - Rock Layers & Fossils	Understand how the landscape can change over time			
	Use rock layers and fossils to determine progression over time			
Renewable vs. Non-renewable Energy	Define renewable and nonrenewable sources and be able to name examples of each one.			
	Identify the pros and cons of each type of source.			

Step Up General Student Rubric is:

- Based on WIDA Student Proficiency Level 4
- Co-created with Brockton Public Schools Department Head of Elementary Bilingual/ESL Programs K-8
- Combines WIDA PreK-12 Can Do Descriptors (Listening, Speaking, Reading, and Writing) & Social Emotional Learning (SEL)
- SOCIAL-EMOTIONAL LEARNING- (SA) Self Awareness; (SM) Self-management; (SOA) social awareness; (RM) Relationship management; (RDM) Responsible decision making

		Meets or Exceeds Expectations	Approaching Expectations	Does not meet expectations
Cyber Security				
Security Alert	Be aware of online environment and privacy			
	Be aware of online safety preventive techniques			
	Learn how to react in an online setting (victim & upstander perspectives)			
Computer Programming				
Code stacks and Logic	Understand each code blocks			
	Explain given code stacks' logical flow			
	Able to find efficient code stacks			
Create Code stacks	Arrange code blocks to solve the problem			
Music Appreciation				
Class discussion skills				
Participation in games				
Final assessment				
Taekwondo				
Participate in class and Understand the importance of Warm Ups				
Be able to perform hands techniques				
Be able to perform kicks				

Teachers' Comments

English	- always completes his readings beforehand and participates well in class. He has done a great job in this semester!
Science	- was an excellent student. He did his homework excellently. He was also very cooperative with classmates and tried to help them when possible.
Cyber Security	- is a passionate student who studies very hard throughout the entire program.
Computer Programming	- is very hard-working and focused. Though programming is challenging, he has made a big progress.
Music	- is enthusiastic about participating.
Taekwondo	This student has shown excellent learning attitudes with high motivation and concentration. I believe that this student can make high achievements in Taekwondo. Please keep up your good work.

General Rubric Data* for 4-5th Grade English

4-5th Grade English Listening

87.5% meet/exceed or approach WIDA CAN DO:	87.50%
Identify key words and important points from educational videos	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Analyze and apply oral information	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Understand main lessons for each class from oral discourse	
100% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	100.00%
Identify and reflect on own emotions and trigger	
75% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	75.00%
Responds to own and others' emotions with respect and understanding	

4-5th Grade English Speaking

100% meet/exceed or approach WIDA CAN DO:	100%
Discuss stories, issues, concepts	
100% meet/exceed or approach WIDA CAN DO:	100%
Able to speak coherently	
100% meet/exceed or approach WIDA CAN DO:	100%
Offer creative	
87.5% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	88%
Identify problem or challenge and possible solution or alternative	

4-5th Grade English Reading

100% meet/exceed or approach WIDA CAN DO:	100.00%
Interpret Information or data	
87.5% meet/exceed or approach WIDA CAN DO:	87.50%
Find details that support main ideas	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Identify how each character interacts with other characters and fits into the story	
87.5% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	87.50%
Cooperate and recognize others' idea	
87.5% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	87.50%
Approach issue using appropriate communication and skills	

4-5th Grade English Writing

100% meet/exceed or approach WIDA CAN DO:	100.00%
Summarize information from graphics or notes	
87.5% meet/exceed or approach WIDA CAN DO:	87.50%
Edit and revise writing	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Create original ideas or detailed responses	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Write in complete sentences using proper connectives and conjunctions.	
50% meet/exceed or approach WIDA CAN DO:	50.00%
Use Sentence patterns characteristic of content areas (language arts)	
87.5% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL):	87.50%
Use feedback from others reflectively	
87.5% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL):	87.50%
Recognize differences in opinion are acceptable	

General Rubric Data* for 6-7th Grade English

6-7th Grade English Listening

91% meet/exceed or approach WIDA CAN DO:	91.00%
Identify key words and important points from educational videos	
91% meet/exceed or approach WIDA CAN DO:	91.00%
Analyze and apply oral information	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Understand main lessons for each class from oral discourse	
100% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	100.00%
Identify and reflect on own emotions and trigger	
100% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	100.00%
Responds to own and others' emotions with respect and understanding	

6-7th Grade English Speaking

100% meet/exceed or approach WIDA CAN DO:	100.00%
Discuss stories, issues, concepts	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Able to speak coherently	
91% meet/exceed or approach WIDA CAN DO:	91.00%
Offer creative	
91% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	91.00%
Identify problem or challenge and possible solution or alternative	

6-7th Grade English Reading

100% meet/exceed or approach WIDA CAN DO:	100.00%
Interpret Information or data	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Find details that support main ideas	
91% meet/exceed or approach WIDA CAN DO:	91.00%
Identify how each character interacts with other characters and fits into the story	
91% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	91.00%
Cooperate and recognize others' idea	
100% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL)	100.00%
Approach issue using appropriate communication and skills	

6-7th Grade English Writing

100% meet/exceed or approach WIDA CAN DO:	100.00%
Summarize information from graphics or notes	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Edit and revise writing	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Create original ideas or detailed responses	
100% meet/exceed or approach WIDA CAN DO:	100.00%
Write in complete sentences using proper connectives and conjunctions.	
91% meet/exceed or approach WIDA CAN DO:	91.00%
Use Sentence patterns characteristic of content areas (language arts)	
100% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL):	100.00%
Use feedback from others reflectively	
100% meet/exceed or approach SOCIOEMOTIONAL LEARNING(SEL):	100.00%
Recognize differences in opinion are acceptable	

*This data is based on twenty students who were actively participated the program. (Eight students from 4-5th Grade Class and twelve students from 6-7th Grade Class)

STRENGTHS CHALLENGES, AND OPPORTUNITIES



STRENGTHS

- There was an abundance of enthusiasm created by the students, parents, and teaching staff for continuing the program.
- Teachers/TAs indicated that students were improving their English skills and social emotional well being by their participation in the program.
- The BPS collaborating Bilingual/ESL and Community School partners were supportive and encouraging to the Step Up leadership team offering ongoing assistance, advice and offering to meet through zoom whenever needed.
- There seems to be a strong need for the type of program that EDR's Step Up After School can offer Brockton 's immigrant student population. Many students and their parents were disappointed that the program was ending in December and asked for it to continue.
- There is district-wide commitment among educators and parents to improve teaching and learning for ELs and Former ELs.



CHALLENGES

There were ongoing unavoidable technological issues:

- Some students had difficulty logging on at times.
- Student attendance suffered when students needed to switch their location to a different house after school or attend to other family needs.
- Communicating with parents who have limited use of technology themselves made it difficult to ensure smooth transmission of information about their children at times.



OPPORTUNITIES

- Continue to collaborate with BPS Bilingual and ESL Department and Community Schools to build on the Step Up After School Program success to build commitment and capacity to serve an expanded number of students in Spring 2021.
- Continue to build effective community coalitions such as the one with SABURA to help address the needs of BPS immigrant families in their after school needs
- Explore ways to create and sustain reciprocal family engagement in their children's learning
- Develop an EDR Step Up After School Model of "Collaborative Autonomy"

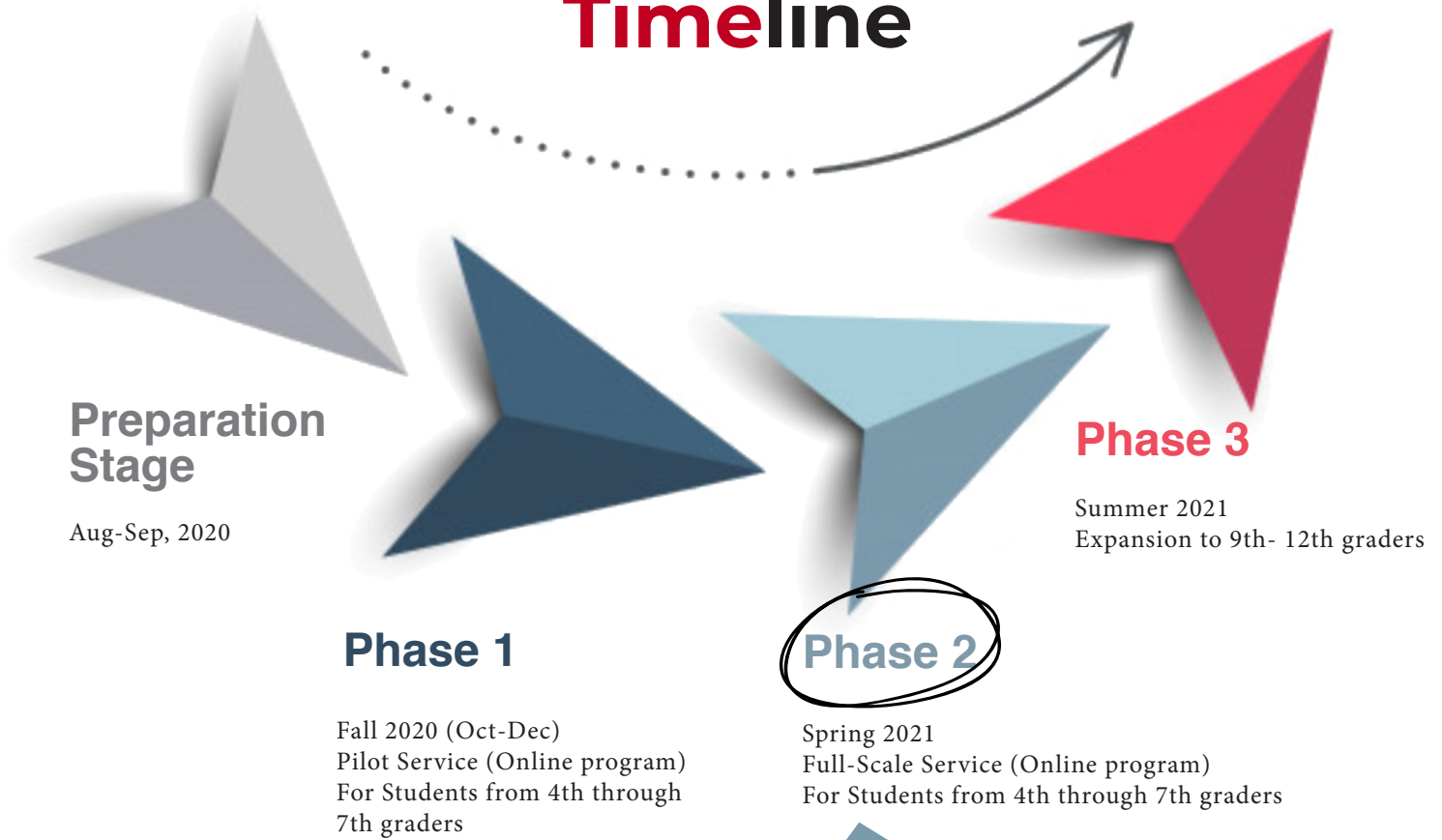
Phase 2 Overview



February 22-June 10, 2021
in partnership with
Brockton Public Schools, MA

Due to the pandemic of COVID-19,
the Step Up program in Phase 2 will be delivered
through an online platform.

Timeline



Overview for Phase 2

	GROUP A		GROUP B	
Grade	4th	5th	6th	7th
# of Students	25	25	25	25
English Proficiency	ACCESS Level 3 & 4			
Pedagogical Approach	Content-based Instruction & Student-Centered Learning			
Standards	WIDA Can Do Standards			
Assessment	ACCESS-simulation Test			
Exit	Test results, Final report cards			

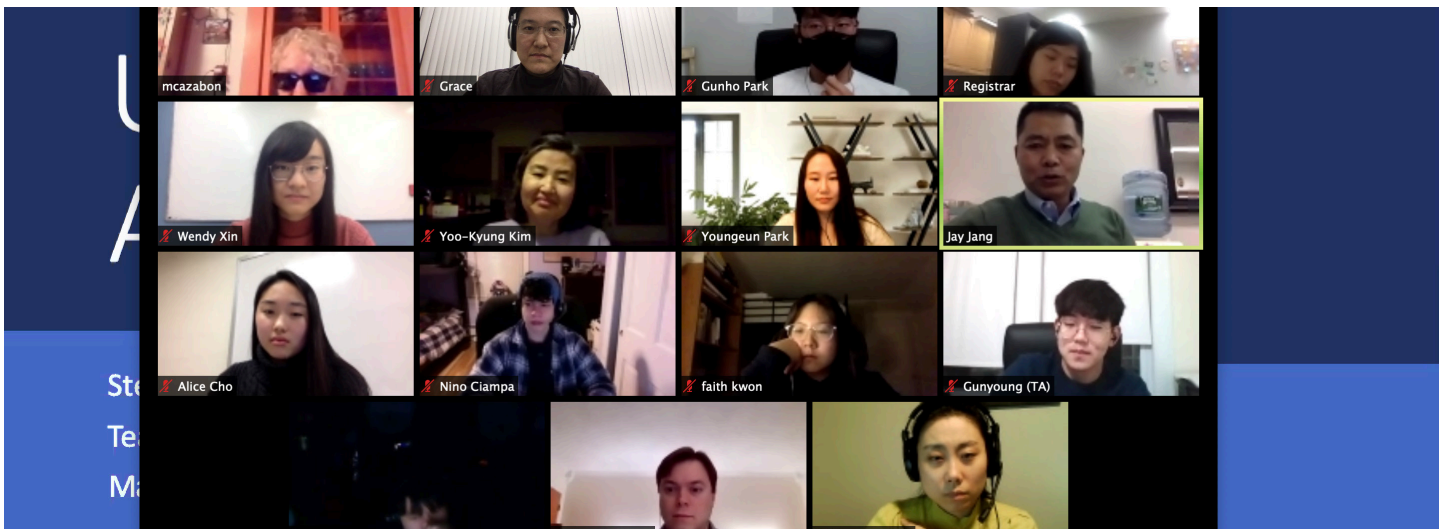
Class Schedule



4TH - 5TH GRADE	MONDAY		TUESDAY		WEDNESDAY		THURSDAY	
	4th	5th	4th	5th	4th	5th	4th	5th
30 mins (3:30-4:00)	English Writing	Science	Coding / Cybersecurity		Music		English Writing	Science
40 mins (4:10-4:50)	Science	English Writing	English Reading	Math	Math	English Reading	Science	English Writing

6TH - 7TH GRADE	MONDAY		TUESDAY		WEDNESDAY		THURSDAY	
	6th	7th	6th	7th	6th	7th	6th	7th
30 min (3:00-3:25)	Introduction to computer		Coding / Cybersecurity		Music		Introduction to computer	
30 min (3:25-4:05)	Math	English Reading	Science	English Writing	Math	English Reading	Science	English Writing
40 min (4:10-4:50)	English Reading	Math	English Writing	Science	English Reading	Math	English Writing	Science

Professional Development in 2020 Fall



Course Description

Grade 4

ACADEMIC ENGLISH- READING

This class is designed to help 4th grade ELL students to develop intermediate - low level reading skills through analysis of assigned narratives and informative texts. Throughout the courses, students will use strategies (like context cues and knowledge of text genres) to understand how coherent contexts are created; determine the main idea and key details; describe key attributes and qualities of characteristics; explain how authors use evidence and reasons to support particular points.

Key Lessons

- Cite text evidence
- Identify character, settings, and major events
- Retell stories in sequencing order
- Identify topic and main ideas
- Summarize main ideas with corresponding supporting details

ACADEMIC ENGLISH- WRITING

This class is designed to help 4th grade ELL students to develop writing skills through intensive practice in informative and narrative texts. Throughout the courses, students will create stories with an event sequence that unfolds naturally; elaborate events with dialogues, descriptions and details; write informational pieces that introduces topics, groups related details and facts in paragraphs.

Key Lessons

- Narrate a single event with details
- Recount two events in sequencing order
- Sketch people and their main features
- Display people and personality traits through dialogues
- Introduce culture with related details

MATH

This class is designed to help students to persevere in

solving problems whether in the form of mathematical equations or word problems through creative problem solving strategies. The students will learn to use the four mathematical operations with whole numbers to solve problems, and use place value understanding to perform multi-digit arithmetic. Fraction equivalence, ordering and decomposing fractions according to its denominators, solve word problems in relation to converting larger units to smaller units, draw and identify lines and angles. Students will also be prompted to evaluate the different strategies used in problem solving and give appropriate reasonings using relative terminologies.

Key Lessons

- Operations & Algebraic thinking
- Numbers & Operations in Base 10- multi-digit whole numbers
- Fractions- equivalence, denominator, decimals
- Measurement & Data- conversion of units
- Geometry- shapes, angles, perimeters

SCIENCE

This class is designed in a student interactive model, where students are encouraged to describe their observations from a scientific stance and communicate results with appropriate evidence. The course would be taught around these three main topics: (1) Earth and Space Sciences, (2) Life Science, (3) Physical Science. Under these topics, students will learn about the role of erosion in the formation of landscape, compare renewable vs. non-renewable resources, construct an argument on the internal and external structures of animals and plants, and use evidence to create an explanation on the speed and energy of an object.

Key Lessons

- Earth's Place in the Universe/ Earth's Systems
- Collisions & Energy Transfer
- Renewable vs. Nonrenewable resources
- Weathering and Erosion- natural disasters
- Wave Properties

Grade 5

ACADEMIC ENGLISH- READING

This class is designed to help 5th grade ELL students to develop intermediate level reading skills through participation in grade-appropriate informative texts. Throughout the courses, students will identify central ideas and key supporting details; understand how coherent texts are constructed through generic organizational patterns; determine textual information and make logical inferences; assess how point of view shapes the styles of texts.

Key Lessons

- Summarize key ideas with explicit textual evidence
- Explain and draw inferences from the text
- Identify relationship between main ideas and generic patterns
- Use contextual information to understand new concepts
- Interpret writers' positions with textual evidence

ACADEMIC ENGLISH- WRITING

This class is designed to help 5th grade ELL students to develop writing skills through intensive practice. Throughout the course, students will write opinion pieces that state their opinions with reasonings and evidence. Students will write narratives that describe real or imagined experiences with supporting details and clean event sequences. Students will write informative texts to examine a topic and elaborate ideas with a variety of complex grammatical structures and some academic vocabulary.

Key Lessons

- Recount a real or imagined event with details
- Write two events in a sequencing order with details
- Compose short articles about information gathered in interviews with family members
- Construct opinion pieces that state their opinions with reasons
- Write short informative articles using transition words, and conjunctions and compound sentences

MATH

This class is designed in a student interactive model, where students are encouraged to exert their creativity in solving math problems and use oral discourse to explain and reason mathematical concepts to each other. Students will be instructed in the areas of writing and interpreting numerical expressions, understanding the place value system and decimals to hundredths, adding and subtracting fractions. Solving the basic-level of multiplying and dividing fractions with whole numbers, calculating volumes of a cube, and plotting points on a coordinate plane.

Key Lessons

- Operations and Algebraic thinking
- Numbers & Operations in Base 10
- Fractions- add, subtract fractions, basic multiplication and division of fractions
- Measurement & Data- line plot, measuring units (volume)
- Geometry- coordinate plane, 2D figures

SCIENCE

This class will give opportunities for students to enhance their abilities in observing, investigating, obtaining evidence, and analyzing data in the area of science. Students will have a chance to communicate their opinions based on evidence and question hypotheses and findings using proper scientific language. Students will also be instructed in the topics of water cycle under earth's systems, the industrial and agricultural influence on the world, food and energy dynamics within the ecosystem, exploration on the particle model of matter, and the gravitational force exerted by earth on objects.

Key Lessons

- Gravitational Forces of earth
- Conservation of Matter
- Food Webs
- Moon and its phases; Earth's orbit and rotation
- Particle Nature of Matter (model & properties)
- Water Cycle

Grade 6

ACADEMIC ENGLISH- READING

This class is designed to help 6th grade ELL students to develop reading skills through intensive participation in informative texts and narratives. Throughout the course, students will identify themes, main ideas and summarize their relationships to supporting details. Students will analyze observations and descriptions in textual evidence for key attributes. Students will also evaluate the impact of authors' key word choices over the course of texts.

Key Lessons

- Describe character and objects using figure of speeches
- Identify and describe relationship among themes, ideas and information
- Interpret multiple sources of information with textual evidence
- Summarize key attributes and draw inferences
- Examine authors' point of view with the key word choices

ACADEMIC ENGLISH- WRITING

This class is designed to help 6th grade ELL students to develop writing skills through intensive participation in argumentative, informative and narrative texts. Throughout the course, students will write arguments in which the claims are clearly stated with supporting evidence and reasons and the counterclaims are acknowledged. Students will construct informational texts to examine topics, and convey ideas. Students will also write narratives that develop stories and describe characters and their relationships.

Key Lessons

- Introduce and define concept with examples
- Compare and contrast traits of characters and objects
- Construct opinions with supporting evidence
- Apply comparative reasoning to respond to different opinions
- Elaborate real or imagined experiences in a coherent and cohesive manner

MATH

This class is designed to help students become active learners who seek to develop creative strategies, construct viable arguments, and critique the reasoning of others. Students will be instructed to understand the ratio concepts, multiply and divide fractions by fractions, reason about and solve one-variable equations and inequalities, solve real-world mathematical problems involving area, surface area, and volume, and develop an understanding of statistical variability. Students will also have the opportunity to learn the appropriate mathematical terms and phrases to describe the process and concepts of problem-solving approaches.

Key Lessons

- Ratios and Proportional Relationships
- The Number System- common factors & multiples
- Expressions & Equation- one variable equations, inequalities
- Geometry- area, surface area, volume
- Statistics & Probability

SCIENCE

This class is designed to help students analyze data, interpret results, construct explanations on findings, and design creative solutions. Throughout the course, students will be encouraged to become active learners through student interactive such as class discussions, experiments, and debates using scientific reasonings, passive voice, and declarative statements, Students will be instructed to develop an understanding of the Earth-Sun-Moon system, provide evidence that all organisms (unicellular and multicellular) are made of cells, plan and conduct an experiment involving exothermic and endothermic chemical reactions, and research on the relationship between gravitational forces and mass.

Key Lessons

- Solar & Lunar Eclipses
- Solar System
- Plant & Animal cells- Multicellular organisms
- Comparative Anatomy (fossil record)
- Gravitational Forces- relationship with mass of objects
- Wave Reflection, Absorption, & Transmittance

Grade 7

ACADEMIC ENGLISH- READING

This class is designed to help 6th grade ELL students to develop reading skills through intensive use of reading strategies in literature and informational texts understanding such as using context clues, connecting ideas, visualizing comprehension, recognizing story structure, etc. Throughout the course, students will Read and comprehend grade level literature independently and proficiently. Students will understand how texts are constructed, ideas are connected and elaborated. Students will also understand how meanings are extended or enhanced through use of compound sentences and well-chosen words.

Key Lessons

- Identify the theme
- Analyze character attributes development through actions and events
- Evaluate impact of word choices
- Determine the theme of a text as well as the author's purpose
- Analyze elements and style of different genres of literature

ACADEMIC ENGLISH- WRITING

This class is designed to help 6th grade ELL students to develop writing skills through intensive participation in argumentative, informative and narrative texts. Throughout the course, students will construct argumentative pieces that contain topics, reasoning, and evidence. Students will compose informative texts that examine and convey complex ideas through the effective selection, organization and analysis of the content. Students will also write narrative texts that develop real or imagined experiences with well-structured event sequences and precise details.

Key Lessons

- Write fictional or autobiographical narratives that develop a standard plot line
- Compose narratives include themes with complication and resolution
- Articulate claims with supporting reasons and evidence
- Write persuasive passages with stance, opinions supported by evidence
- Write argumentative passages to compare and contrast different objects to orient audience

MATH

This class is designed to help students become active learners in Math and learn to be creative in analyzing possible ways to represent and solve problems. The class will also expose students to form their own reasonings and interpretations both abstractly and quantitatively in order to explain how they have solved the problem. Students will be instructed and given practice in the areas of analyzing proportional relationships to solve real-world problems, solving mathematical operations with rational numbers, constructing and describing geometrical figures, and evaluating probability models and applying its use in real-life situations.

Key Lessons

- Ratios and Proportional Relationships
- The Number System- add, subtract, multiply, divide rational numbers
- Expressions and Equations- algebraic expressions and equations
- Geometry- angle measure, area, surface area, volume
- Statistics & Probability- random sampling, probability models

SCIENCE

In this class, students will learn to define investigable questions or design problems based on observations, information, and/or data about a phenomenon. They will also have a chance to determine and explain the central ideas in complex evidence and learn to support or refute a claim based on data and evidence. Students will be instructed to explain how the energy of the sun and earth's gravity drives the cycling of water, learn how historical geologic events could be used to forecast the likelihood of future catastrophic events, and discuss the various factors involving the successful reproduction of animals and plants. In addition, students will analyze data on electric forces, construct and interpret data and graphs to describe the relationships among kinetic energy, mass, and speed of an object.

Key Lessons

- Water Cycle- sun and earth's gravity
- Predicting Natural Disasters
- Human impacts on the environment
- Competition in Ecosystems- symbiosis
- Food Webs- cycling of matter & flow of energy
- Potential vs. Kinetic Energy

Project Committee Members

The committee members constitute a decision-making in the highest level to determine the strategic directions and to oversight the administrative members, often applying each member's expertise in various areas such as curriculum design, public relations, real estate management, music education, taekwondo education, and more. Each member's brief bio and his/her focused area for advice and contribution is as follows:

JAY JINSEOP JANG, PH.D.

Project Design and Coordination, Business/Financial Management

Dr. Jinseop Jang will be responsible for the overall planning and management of the project. Dr. Jang has held leadership positions in the non-profit sector, government and business sectors for the past 20 years. After graduating the Harvard Kennedy School and the NYU Stern School of Business in 2003, he founded an educational institution for global entrepreneurship and English learning. In 2013, he also founded the Educational Divide Reform (EDR), a non-profit, 501(c)(3) organization. He has developed

the projects of human security and global citizenship education. Since 2015, he has designed the Step Up Program to help at-risk immigrant students of public high schools in the Boston area for a solution to the social problem of educational inequality caused by English/cultural barrier. In addition, he has organized the public events called "Bridging Generations: With Heroes of the Forgotten War" to invite and connect Korean War veterans to both Korean and American children in order to teach the history of U.S.-Korea alliance. He also started the program of "Power of Hope: Global Entrepreneurship Education for North Korean Refugee Students" to produce role models of young entrepreneurs for the North Korean community inside South Korea since 2016.

MARY CAZABÓN, ED.D.

ESL Education, Parent/Community Engagement

Dr. Mary Cazabón will be responsible for the

2018 Step Up
Summer
Camp @ MIT



design and evaluation of the curriculum, particularly in the area of American culture and English education. She is one of the founders of EDR, and she brings experience in design and inception of innovative research-based programs for the most at-risk vulnerable populations. Holding an advanced degree in Applied Linguistics and a doctorate in Urban School Leadership, she has extensive experience in conducting educational research and evaluation, in developing academic content and English as a Second Language curricula, and in delivering technical assistance to schools, districts, universities, and state departments of education. From 2002-2004, she designed the business English multimedia self-learning material drawing from “content-based English learning theory.” From 1994-2008, she served as Director of Bilingual/ESL Programs (Kindergarten through Grade 12) in Cambridge, MA. She renders technical services to language and instructional programs for ELLs. In 2001, she participated in an official educational delegation to Cuba headed by a US government official to distribute educational materials to schools and libraries throughout the country. She has also directed two Graduate Certificate Programs through the Applied Linguistics Department at University of Massachusetts Boston. She has received commendation for her service to the education of ELLs in Massachusetts from the MA Department of Elementary and Secondary Education. She is currently the Assistant Director of the Lesley University English Language Teacher/Parent Certificate Project that is partnering with the Brockton Public Schools Department of Bilingual/ESL Services and the Brockton-based community agency, SABURA .

LINDA CHAMPION, ESQ.

Government and Public Relations, Legal Compliance

Ms. Linda Champion graduated from Suffolk Law School in 2001 and has spent the past 15 years working in the area of labor, industrial accidents, consumer protection, real estate and business transactions practicing in both the state and



federal systems. Linda was a Democratic primary candidate for Suffolk County District Attorney in 2018. Linda is a former Suffolk County Assistant District Attorney and currently represents the Commonwealth’s Workers’ Compensation Trust Fund as an Assistant General Counsel at the Department of Industrial Accidents. Linda serves as an Advisor to the President of Whittier Street Health Center, Member of the OKTA-Korean Trade Association, Vice Chair to the Board of Advisor of CUE Realty, LLC, a wholly owned subsidiary of Urban Edge, and is the Board Chair to Sira Naturals Board of Advisors.

MR. WON RA

Facility Management

Mr. Won Ra, a licensed real estate broker, has an extensive knowledge of the Boston real estate market. Mr. Ra has been the CEO of Premier Realty Group since 2014. He specializes in Property Management, Commercial and Residential Investment Opportunities. In addition, Mr. Ra is the director of business development at the Boston OKTA Korean Business Association.

KYUNG-SHICK CHOI, PH.D.

Computer Education, Crime Prevention Education & Research, Collaboration with Boston University

Dr. Kyung-Shick Choi is the Cybercrime Investigation & Cybersecurity (CIC) Program Director at Boston University. He designed and oversees the Master of Science in Criminal Justice

concentration and certificate in Cybercrime Investigation & Cybersecurity(CIC), offered jointly by the Department of Applied Social Sciences and Department of Computer Science at Boston University. Dr. Choi established track record in designing and delivering law enforcement training programs in cybercrime investigations, including child exploitation investigations. He delivered invited lectures at the INTERPOL and the AMERIPOL Summit and also testified in support of a cybersecurity bill (No. H2814) for the Massachusetts Statehouse as a cybercrime expert. Dr. Choi currently facilitates the International Journal of Cybercrime and Cybersecurity Intelligence as the Editor-in-Chief. He has been rigorously conducting federally-funded cybercrime projects and his own academic research, focusing on the intersection of human behavior and technology and how criminal justice can respond effectively to the challenges of cybercrime.

HANNARAE LEE, PH.D.

Data Analysis and Measurement, Research, Collaboration with Bridgewater State University

Dr. Hannarae Lee is an Assistant Professor and a Director of the Cybercriminology and Cybersecurity Graduate Certificate Program at Bridgewater State University in Massachusetts. Dr. Lee has co-authored journal articles and book chapters regarding cybercrime and cybersecurity. Additionally, she serves as an editor of the International Journal of Cybersecurity Intelligence and Cybercrime and a treasure of the Korean Society of Criminology in America.

YOO-KYUNG KIM

Music Education

Ms. Yoo-Kyung Kim has the master's degree in organ performance at the New England Conservatory and studied further in the Netherlands. She is a founding board member of the Korean Cultural Society of Boston, a non-profit organization. As a music committee chair of KCSB, she has been responsible for producing numerous meaningful concerts. She worked as a music director at West Parish Church in Andover in 2018,

after diligently making vigorous choir programs in various churches for 30 years. She has performed solo organ recitals including the First Night performance at the Trinity Church in Boston. She has also been singing in the Tanglewood Festival Chorus for 20 years. She sang with TFC, along with the Boston Symphony orchestra, which include several Carnegie hall performances.

JORGE ALLEN, PH.D.

Multi-cultural and Foreign Language Education

Dr. Jorge Allen is the PreK-12 Coordinator for English Learner Education & World Language Programs, District Global Pathways Senior Advisor, and the District Cultural Climate Committee Chair at Andover Public Schools in Massachusetts. He has taught Spanish classes and was the Advisor to Black and Latino students at Phillips Academy Andover. He was an Assistant Professor of Spanish at Southwest Minnesota State University, where he was a supervising professor for the university's high school-college concurrent enrollment program. Dr. Allen currently serves as the Presidential appointee for the Urban District Engagement and Advocacy Committee for the Massachusetts Foreign Language Association. He is also a member of the Task Force on Racial Justice for the Massachusetts Association of Teachers of Speakers of Other Languages, and a member of the Massachusetts Department of Elementary & Secondary Education Secondary Teacher & Principal Advisory Cabinet. He is the Past President of the Massachusetts Foreign Language Association and past chair of the Massachusetts Foreign Language Association 2017 Conference. Dr. Allen offers dynamic, engaging, and results-driven workshops for educators in his district, focusing on anti-racism, diversity, and inclusion initiatives.



EDR
Educational Divide Reform

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