



Annual Report 2009-10



Step UP Annual Report 2009–10

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From the Executive Director

As I reflect on this academic year, I can't help but note the comfort level I have seen between the school and university personnel. Just walk down a school corridor behind Natalie Hagel, Tufts' Director of School-based Initiatives and professor of public health, and you will hear a chorus of greetings from teachers, students, and administrators as she passes. Or, look in on the open and honest dialogue between Dr. Maria Brisk from Boston College and teachers at the Russell School and you will experience educators working

collaboratively to look at student writing in order to develop a dynamic writing curriculum that is genre based. At English High School, the respect given Boston University Professor John McCarthy as he counsels his student athletes about how to feed their bodies and their minds again reflects this depth of relationship that has been nurtured with time. Over the past three years, Step UP university and school faculty, administrators and students have become partners working together to create more opportunities for children and youth in Boston, and we're seeing these partnerships pay off in many ways through:

- increased enrollment in the dental program from 520 to 600 students. The number of procedures performed grew substantially. Tufts University School of Dental Medicine (TUSDM) staff cleaned and applied more sealants and doubled the number of fluoride varnishes. In addition they expanded their work to include facilitating more family nights focused on personally educating parents about the program and the importance of maintaining good dental health.
- record-breaking attendance at family nights run by the Harvard Achievement Support Initiative (HASI). Over 2,700 adults and children in ten Step UP schools across Boston attended a HASI *SmartTALK* Family Night to learn more about how to support learning at home.
- expansion of *Science Across the City* (SATC) activities in two Step UP schools. At the Russell School, SATC activities shifted from a one-day activity to a multi-week co-led experience between third grade teacher, Ed Ballard and the faculty of the Environmental Studies Program and Research at Boston College. Through this unique partnership, the third grade students temporarily adopted three terrapin turtles on behalf of the school. At Orchard Gardens, Northeastern faculty and service-learning students assisted teachers in the classrooms in creating their first-ever science fair.
- leadership coaches facilitating professional development in Step UP schools. Leadership coaches have facilitated MCAS nights for parents and supported teachers by attending grade level team meetings while working side-by-side with school leaders.

This year, the partnership took a new step as we collaborated on one of our strategic goals identified last year: *supporting the Step UP schools' efforts to improve student performance in literacy*. Working together, the universities provided a series of workshops for teachers in the Step UP schools focused on the foundations of reading and on implementing *Reading Street*. We also held a 13-week institute for Step UP principals focused on identifying effective strategies in literacy across the curriculum.

Work continues in the remaining areas of our strategic plan namely to *support schools' efforts to improve student performance in math, to address nonacademic barriers to student success and to use data as a tool for improving instruction*. I look forward to our work in these areas in the upcoming academic year and to watching this collaboration continue to support students, teachers and school leaders across Boston.

Karen Daniels, Executive Director, Step UP

Step UP Strategic Goal Two Literacy

This year, Boston Public Schools introduced Scott Foresman's **Reading Street Elementary Reading Comprehension Program**, designed to unify the literacy approach and training for teachers in elementary schools across the district. With the launch of Reading Street, the district offered two courses for teachers—**Core Instructional Practices in Foundational Reading Skills (K-2)** and **Core Instructional Practices to Support Comprehension (3-5)**. In order to insure that Step UP schools could both access and keep pace with the district professional development, we offered those same courses to our K-5 teachers. Beginning in January 2010, 32 teachers from grades K-5 participated in 30 hours of core practices in five major strands of literacy instruction. Working with two Boston University advanced doctoral interns, teachers learned the latest research on literacy then shared how best to incorporate this into practical strategies using the *Reading Street* curriculum. The feedback from teachers who took the courses was both positive and constructive, ranging from excitement about learning how to use non-fiction texts to spark students' interests, to a desire for more support around unit-by-unit planning, to general appreciation for the opportunity to talk with colleagues about best practices.

Additionally, to insure that school leaders shared the same fundamental knowledge about literacy and the new *Reading Street* curriculum, Step UP offered the Principals' Institute: "**Acting on What We Know about Instruction that Accelerates Literacy Learning.**" Led by Boston University Professor Jeanne Paratore and Dr. Patrick Proctor, Assistant Professor from Boston College, Step UP principals met at Harvard University from January to May to focus on effective instructional routines in a literate classroom. Through interactive lectures and discussions on topics such as, "Does effective literacy instruction differ for English language learners?" and "What is the role of vocabulary in language and literacy development?", the institute introduced the ways in which Step UP principals and instructional leaders can coach and support teachers in implementing effective instructional rounds for diverse learners. The principals' evaluations of the Institute was so positive that they asked that Step UP expand this work to include both teachers and school leaders learning together for the 2010-2011 school year.



Louis Agassiz Elementary

20 Child Street

Jamaica Plain, MA 02130

Maria Cordon, *Principal*

Step UP Activities

- This year at the Agassiz, Harvard supported the City Year (CY) Starfish afterschool program in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.
- During August 2009, HASI held a two-day Train-the-Trainer Institute for afterschool directors and staff members for schools implementing *SmartTALK*.
- HASI conducted seven *SmartTALK* on-site professional development sessions for Agassiz staff and CY corps members throughout the year, including one five-hour session in the fall specifically focused on effectively helping transition students from school to afterschool.
- A HASI staff member conducted regular coaching visits to the Agassiz CY corps members, as well as limited visits to the Community Center staff, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and corps members examined ways to improve program quality by implementing consistent homework/learning time structures and routines.
- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DELTAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for afterschool directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided additional homework supplies, learning centers, and other materials to supplement and refresh the *SmartTALK* kits from 2007–08.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting their children's academic success. During the 2009–10 academic year, HASI held three *SmartTALK* Family Events at the Agassiz, one of each focused on Homework Support, Math and English Language Arts. Nearly 450 Agassiz teachers, students and their families attended the three events.
- Northeastern University facilitated a Family Math Night for more than 100 parents and students. Parents were provided with an overview of MCAS mathematics requirements, in addition to being introduced to resources and games to use at home. Harvard provided HASI *SmartTALK* math materials for every family attending the event.

- Tufts University School of Dental Medicine provided preventative treatment, including oral screenings, fluoride varnishes and dental sealants to 94 Agassiz students. Dental referrals were made if the child required off-site treatment. Dental education was provided to all kindergarten and second grade classrooms.
- Two afterschool programs that serve the Agassiz participated in the Healthy Eating Active Time (HEAT) Club. In the fall, program leaders at the Agassiz Community Center and the Franklin Hill Boys and Girls Club were invited to a training workshop led by a Tufts nutrition graduate student. Throughout the school year, the leaders received weekly updates and tips from the Tufts graduate student and they were routinely asked for feedback. The HEAT Club curriculum provides afterschool leaders with the tools to educate students about nutritious foods and the importance of exercise. The curriculum is comprised of 26 hands-on activities including milk tasting, salad preparation and games incorporating physical activity.



- As part of Step UP's third annual *Science Across the City* event, fourth and fifth grade students from the Agassiz and Greenwood schools visited Harvard University's School of Engineering and Applied Sciences (SEAS) to explore polymers, our sneakers, and even our bodies. Students learned about the many different types of polymers, how they are made, and their many uses in *Squishy, Goopy, Stretchy: The Secret World of Polymers*. For the second half of their visit, students visited the Harvard Museum of Natural History to attend *The Changing Earth*. Examining rocks, fossils, and other specimens they traveled back 600 million years to uncover the geological history of the New England landscape. They also discovered how plate tectonics, erosion, and mountain building have all shaped this region.

- Responding to a direct request from Principal Cordon, HASI helped fund "Acceleration Academy," a targeted before-school MCAS tutoring support program for students on the cusp of achieving targeted performance levels.
- Paula Finklestein, a former principal and Harvard leadership coach, provided more than 375 hours of on-site support to Principal Maria Cordon throughout the year. Ms. Finklestein conducted data-driven analysis of the 2009 MCAS and provided tools for performance and school improvement planning; engaged parents in workshops about MCAS preparation; and supported the principal in preparing and facilitating meetings with the district, school staff, and school partners.

"The support of Step UP has impacted the Agassiz in so many ways. Having Paula Finklestein here has been instrumental, working with us on data analysis and being the objective ear to listen to ideas. And those HASI Family Nights...just incredible! Our parents are thirsty to help their children with academics, and the family events help them tremendously by giving them the bags of materials to use at home. Plus, our kids are getting to show what they know to their families! I'm looking forward to next year...I feel like it's going to be a transformative year." –Maria Cordon, Principal

James J. Chittick Elementary

154 Ruskindale Road

Mattapan, MA 02126

Michelle Burnett-Herndon, *Principal*

Step UP Activities

- Tufts University School of Dental Medicine (TUSDM) faculty and staff treated 124 Chittick students during the 2009–2010 school year, an increase of 18% from 2008–2009. In an effort to drive up enrollment, TUSDM staff attended the back-to-school Family Night to answer questions about the program and hand out permission forms. During the year, two students were referred to and treated by outside dentists after TUSDM staff diagnosed critical abscesses which can lead to serious infection.



- Tufts arranged for a student from Simmons College School of Social Work to intern at the Chittick. The intern facilitated group sessions with students and worked with them on social skills.

“These two examples illustrate the importance of promoting the well being of our children in concert with providing the best educational environment.” –Michelle Burnett-Herndon, Principal

- Two afterschool programs affiliated with the Chittick participated in the Healthy Eating Active Time (HEAT) Club program led by a Tufts nutrition graduate student. In the fall, afterschool coordinators at the Mattahunt Boys & Girls Club and the Chittick After School Program were invited to a HEAT Club training session led by a Tufts nutrition graduate student who introduced the curriculum to be taught by the program staff. In November, Tufts nutrition students participated in the Mattahunt Club’s Family Feast by preparing vegetarian chili and distributing nutrition education materials. One hundred and fifty parents and students attended the event.
- In January, Tufts arranged for members of the critically acclaimed Handel and Haydn Society to perform at the Chittick. Teachers were provided with advance materials to prepare the students for the “Voices of History” performance.
- Graduate students from Tufts and Boston University returned to the Chittick in March to coordinate the second annual Physical Activity Month. Every Thursday, the students taught interactive workshops on physical activity and nutrition to Chittick students and parents. Various sessions focused on yoga poses, muscle strengthening exercises and reading nutrition labels. Each week, the instructors introduced a healthy snack and explained the nutritional benefits of that food. The young students delighted in using pedometers to record how many steps they took during the 90-minute sessions. With assistance from the Tufts and BU students, each family set specific goals around eating healthier and becoming more physically active.

- In June, the Chittick String Players, led by volunteer Betsy Hinkle of the Boston Public Quartet, performed in the Tufts Community Music Program's end-of-semester concert on the Medford/Somerville campus. Eleven students participated in the concert and performed "Lean on Me," "Ode to Joy," "Beat It," and "Blue Note Boogie." Tufts provided transportation.
- Twenty fifth-grade students visited Tufts University School of Dental Medicine for the annual *Science Across the City* program. Following a greeting from Dean Lonnie Norris, faculty, staff and dental students guided the group through hands-on lessons in oral health including the application of sealants, the plastic material that is bonded to teeth to prevent cavity-causing plaque. Using a dental tool, the Chittick students applied the sealants to plastic teeth and then watched as dental students gave them a personal demonstration of the ultraviolet light that molds the sealant to the tooth.

"Step UP has provided supports to increase students' academic achievement and well being for overall success." –Michelle Burnett-Herndon, Principal

- This year at the Chittick, Harvard supported the YMCA afterschool program in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.
- HASI conducted three *SmartTALK* on-site professional development sessions for afterschool staff members throughout the year.
- A HASI staff member conducted regular coaching visits to the Chittick afterschool program, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and director examined ways to improve program quality by implementing consistent homework/learning time structures and routines.



- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DELTAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for afterschool directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided additional homework supplies, learning centers, and other materials to supplement and refresh the *SmartTALK* kits from 2007-08.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children's academic success. During the 2009-10 academic year, HASI held three *SmartTALK* Family Events at the Chittick, one of each focused on Homework Support, Math and English Language Arts. More than 160 Chittick teachers, students and their families attended the three events.



Curley K-8 Elementary School

493 Centre Street

Jamaica Plain, MA 02130

Mirna Vega-Wilson, Jeffrey Slater, *Co-principals*

Step UP Activities

- Northeastern provided funding for two mathematics coaches from MathPOWER, a nonprofit organization housed at the university that has a long history of collaboration with BPS. Coaches worked on site with 27 Curley elementary and middle school teachers over the course of the 2009–10 academic year.

- Thirty-five Northeastern University students enrolled in education, biology, and Spanish classes, and participating in the university's service-learning program, were placed at the Curley. Students worked in classrooms, in the main office and in the Parent Resource Center. They also worked virtually, translating documents and providing translation assistance during open house events.
- Three Northeastern University student teachers were placed at the Curley lower school. There is a plan to increase the number of Northeastern students to be placed at the Curley for the fall of 2010.
- Under the direction of the Center for STEM Education's RE-SEED Program, retired university employee volunteers were placed in Curley classrooms and provided on-site support in preparation for the Curley Elementary School Science Fair. Volunteers also served as judges for the culminating science fair event.
- Curley students had the opportunity to participate in several field excursions during the academic year. During the Fall semester, students attended Science Exploration Day, which was held in collaboration with Harvard Medical School. During the Spring semester students attended the third *Science Across the City* day. Both events introduced students to engineering by offering activities which included designing and testing wind turbines and building structures to withstand earthquakes.
- Staff from the Center for STEM Education produced a vacation and summer programming brochure—available in both English and Spanish – for families at all at all Step UP schools.
- Northeastern volunteers and Center for STEM Education staff participated in resource fairs at the Curley designed to inform students and their parents of upcoming summer opportunities for students.
- Staff members of the Center for STEM Education served on the Curley Consortium. The Consortium has introduced new faculty from across the university to the Step UP partnership.
- This year at the Curley, Harvard supported the YMCA afterschool program in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.
- During August 2009, HASI held a two-day Train-the-Trainer Institute for afterschool directors and staff members for schools implementing *SmartTALK*.
- HASI conducted four *SmartTALK* on-site professional development sessions for afterschool staff members.

- A HASI staff member conducted regular coaching visits to the Curley afterschool program, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and director examined ways to improve program quality by implementing consistent homework/learning time structures and routines.
- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DELTAS), HASI held five two-hour *SmartTALK*, Learning Community Meetings for the afterschool directors who attended the Train-the-Trainer Institute, as well as any new directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided a new *SmartTALK*: Homework Support for Kids kit to the Curley Lower School in September 2009.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK*, Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children's academic success. During the 2009-10 academic year, HASI held three *SmartTALK* Family Events at the Curley, one of each focused on Homework Support, Math and English Language Arts. More than 150 Curley teachers, students and their families attended the three events.
- Tufts University School of Dental Medicine provided preventative treatment, including oral screenings, fluoride varnishes and dental sealants to 47 Curley students. Dental referrals were made if a child required off-site treatment. Dental education was provided to all kindergarten and second-grade classrooms.
- An afterschool program that serves students at the Curley participated in the Healthy Eating Active Time (HEAT) Club. In the fall, program leaders at the Franklin Hill Boys and Girls Club were invited to a training workshop led by a Tufts nutrition graduate student. Throughout the school year, the leaders received weekly updates and tips from the Tufts graduate student and were routinely asked for feedback. The HEAT Club curriculum provides afterschool leaders with the tools to educate students about nutritious foods and the importance of exercise. The curriculum is comprised of 26 hands-on activities including milk tasting, salad preparation and games incorporating physical activity.
- Northeastern provided leadership coaching support to both school principals one day per week throughout the academic year.

“I appreciated the help I received this year from both the Step UP leadership coach and math coach. They both helped to keep the staff and myself focused on the work. They analyzed the data and helped to steer the conversation during common planning time towards improving instruction. With all the roles we play on a given day, I appreciated the help in keeping me focus on teaching and learning!” —Mirna Vega-Wilson, Co-Principal



English High School

144 McBride Street

Jamaica Plain, MA 02130

Sito Narcisse, Ed. D, *Headmaster*

In the past academic year, the Step UP collaboration between English High School (EHS) and the Boston University School of Education has included Team Support, a program focused on teaching athletic responsibility, and providing professional development seminars and a BU student tutoring program. According to Head-

master Sito Narcisse, the BU partnership element that has helped his school grow the most this past year has been the focus on faculty development.

“Boston University faculty has worked specifically with our content area directors in building teacher capacity in the classroom. For example, Professor Dan Davis has collaborated extensively with the history department and my program director, Andy Hall, with the Universal Design approach in teaching. Dean Hardin Coleman has collaborated with me in setting up effective structures of providing professional development support to directors on increasing teacher pedagogy in the classroom. Additionally, the Step UP partnership with BU has helped me recognize other best practices done throughout the country, which helps to improve student instruction.” –Sito Narcisse, *Headmaster*

Step UP Activities

- Graduate students from the Boston University School of Social Work spent the academic year as trainees at EHS. Providing one-on-one social/emotional counseling under the auspices of the Student Support Office, the BU interns expanded the capacity for direct student service.
- The Boston University Goldman School of Dental Medicine continued the *Smart Smiles* program at EHS. Fifty-nine high school students, received oral health screenings and preventative dental services.
- Athletic trainers from Boston University’s Sargent College of Health Professions supported team practice for the major EHS sports: football, men’s and women’s soccer, volleyball and cheerleading. In addition, physicians from the School of Medicine provided medical personnel for the inter-mural games throughout the year to ensure that injured athletes received appropriate assessment and medical attention.
- Graduate students from the School of Education Guidance Program and the COACH program worked with the guidance office to provide students with individualized support for the college search and application process, as well as assisted with course selection and assignment. Graduate students also provided academic triage when needed.
- Through the GK12 Fellows program, two graduate students worked collaboratively with English High physics teachers to provide classroom enrichment by means of prepared lessons and instructional materials. In addition, the fellows analyzed the previous year’s MCAS results to determine areas in which students lacked an understanding of the material or the approach required to respond to questions.

- The Dual-Enrollment initiative continued with a select group of seven English High students enrolled in a BU freshman-level writing course. Taught by a member of the BU Writing faculty, the course met twice a week on-site at the high school. Students were expected to follow the curriculum which mirrored a similar class taught on campus.



- The Team Support program continued for a third year becoming further integrated into the schedule for sports advisories. Meeting with students once a week, graduate students from the BU School of Education programs in Sports Psychology and Sports Coaching were paired with advisories designated for athletes. Using the Teaching Personal and Social Responsibility model, which focuses on building effective relationships and student empowerment as the foundation for their work, the graduate students used writing activities as a means for exploring students' values. Graduate students also focused on physical conditioning and games to build athletic performance. BU's sports teams, including men's and women's basketball, volleyball and soccer provided additional support.
- Boston University launched a comprehensive approach to professional development for teachers at English High School. Pairings between University faculty and EHS program directors were made for the departments of history, English, special education and English language learners. Additional pairings for science, mathematics and student support will be added in the 2010–11 school year.
 - > *English*—Work continued for a second year with faculty from the English Department of the BU College of Arts and Sciences focusing on reading comprehension and student writing. Professional development sessions were planned and jointly led by BU and EHS faculty focused on the skills of paraphrasing, summarizing and integrating grammar instruction using classic texts from the curriculum. In addition, full-time lecturers from the BU Writing Department were recruited to work in the newly launched EHS writing center.
 - > *Special Education*—Working with the program director for special education, University faculty engaged in extensive planning to expand the use of inclusive practices by EHS faculty. Through meetings, visits to exemplary schools and collection of relevant articles, the team created a resource book for the EHS faculty and a proposal for professional development for the 2010-11 school year.
 - > *History*—Faculty from the School of Education met throughout the school year with the EHS history department. BU faculty facilitated classroom observations, conversations with teachers, and professional development sessions to develop a better understanding of current history instruction at the EHS and to bring new ideas for reform. Approaches such as Understanding by Design, which are being implemented at the high school and taught in University methods courses, were studied. Prospective BU student teachers were identified for placement at EHS for the 2010–11 school year.
 - > *English Language Learners*—Faculty from the School of Education visited ELL classes, reviewed curriculum, assessed resources and met with students to determine areas of focus for professional development. This assessment concluded that “there is a pressing need to increase the amount of time devoted to literacy instruction and to increase students’ opportunities to read.” An extensive plan for professional development for the 2010–11 school year was developed.
- In late summer 2009, BC hosted EHS’ four-day professional development institute.
- Boston College, Northeastern University and Boston University faculty and staff met with EHS administrators and teachers to initiate a discussion on how best to support the EHS goal of science literacy.



Elihu Greenwood Leadership Academy

612 Metropolitan Avenue

Hyde Park, MA 02136

Maudlin Wright, *Principal*

“This year, the professional development opportunities provided by Step UP have been just tremendous. I believe that you cannot thrive based on what you know today. You have to work with colleagues, learn new ideas, techniques. Through Step UP, and specifically our work with Dr. Jeanne Paratore and the literacy initiative, I have been able to work on my growth and development in an area that’s critical to our students’ success.” –Maudlin Wright, Principal

Step UP Activities

- This year at the Greenwood, Harvard supported the YMCA afterschool program and the school-run before-school program in the use of *SmartTALK*, the Harvard Achievement Support Initiative’s (HASI) signature homework support program.
- During August 2009, HASI held a two-day Train-the-Trainer Institute for out-of-school-time directors and staff members for schools implementing *SmartTALK*.
- HASI conducted three *SmartTALK* on-site professional development sessions for Greenwood out-of-school-time staff.
- A HASI staff member conducted regular coaching visits to the afterschool and before-school programs, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and directors examined ways to improve program quality by implementing consistent homework/learning time structures and routines.

- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DELTAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided a new *SmartTALK: Homework Support for Kids* kit to be used by the out-of-school-time staff.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children's academic success. During the 2009-10 academic year, HASI held three *SmartTALK* Family Events at the Greenwood, one of each focused on Homework Support, Math and English Language Arts. Nearly 250 Greenwood teachers, students and their families attended the three events.
- Two afterschool programs that serve the Greenwood participated in the Health Eating Active Time (HEAT) Club. In the fall, program leaders at the Hyde Park YMCA and the Franklin Hill Boys and Girls Club were invited to a training workshop led by a Tufts nutrition graduate student. Throughout the school year, the leaders received weekly updates and tips from the Tufts graduate student and they were routinely asked for feedback. The HEAT Club curriculum provides afterschool leaders with the tools to educate students about nutritious foods and the importance of exercise. It is comprised of 26 hands-on activities including milk tasting, salad preparation and games incorporating physical activity.
- Tufts University School of Dental Medicine provided preventative treatment, including oral screenings, fluoride varnishes and dental sealants to 130 students. Dental referrals were made if a child required off-site treatment. Dental education was provided to all kindergarten and second grade classrooms.
- As part of Step UP's third annual *Science Across the City* event, fourth and fifth grade students from the Agassiz and Greenwood schools visited Harvard University's School of Engineering and Applied Sciences (SEAS) to explore polymers, our sneakers, and even our bodies. Students learned about the many different types of polymers, how they are made, and their many uses in *Squishy*, *Gooney*, *Stretchy: The Secret World of Polymers*. For the second half of their visit, students visited the Harvard Museum of Natural History to attend *The Changing Earth*. Examining rocks, fossils, and other specimens they traveled back 600 million years to uncover the geological history of the New England landscape. They also discovered how plate tectonics, erosion, and mountain building have all shaped this region.
- Paula Finklestein, a former principal and Harvard leadership coach, provided more than 300 hours of on-site support to Principal Maudlin Wright throughout the year. Ms. Finklestein conducted data-driven analysis of the 2009 MCAS and provided results and tools for performance and school improvement planning; engaged parents in workshops about MCAS preparation; and supported the principal in preparing and facilitating meetings with the district, school staff, and school partners.

John Marshall Elementary

35 Westville Street
Dorchester, MA 02124
Teresa Harvey-Jackson,
Principal

Step UP Activities

- A Tufts University of Dental Medicine School (TUSDM) faculty member and a nutrition student participated in two evening family events

at the beginning of the school year to increase the visibility of the Tufts dental treatment available to students at no out-of-pocket cost to parents. By personally introducing parents to the program and answering questions, enrollment increased from 62 during the 2008–2009 school year to 82 in 2010. Fifteen third-year TUSDM students assisted with the in-school treatments as part of their pediatric rotation. TUSDM faculty also visited all kindergarten and second grade classrooms where they presented a program on oral health for the students.



“I think the dental program is fantastic. The children are so proud of their clean teeth after their dental appointments.” –Teresa Harvey-Jackson, Principal

- To help fulfill the need for student teachers, Tufts arranged for Wheelock College students to complete their pre-practicum at the Marshall, with the expectation that some will begin their practicum there in January 2011.
- For two weeks in June, two members of Tufts’ Department of Education taught an intensive multimedia course to 19 fourth and fifth graders at the on-site afterschool program. The students spent four hours per day learning to tell stories through a combination of technology, photography, video and words. For example, the students created animated images of themselves, and they became the stars of their own self-authored stop motion animation shorts. Another project focused on photography techniques, culminating with the students taking home disposable cameras and then working with the Tufts staff to create a storyboard using the photographs they had taken.

“What the course did for the students was absolutely amazing. One day I walked into the room and all of the students were absorbed in a writing exercise and the pictures they took at home were fantastic. I couldn’t believe the kids were the photographers.” –Teresa Harvey-Jackson, Principal

- In February, Tufts arranged for members of the critically acclaimed Handel and Haydn Society to perform at the Marshall. Teachers were provided with advance materials to prepare the students for the “Voices of History” show.

- The Franklin Hill Boys and Girls Club and GRASP, two afterschool programs that serve Marshall students, joined the Tufts-run Healthy Eating Active Time (HEAT) Club. In the fall, afterschool coordinators were invited to a HEAT Club training session where a Tufts nutrition graduate student introduced the curriculum. Tufts nutrition graduate students and dietetic interns visited GRASP twice during the year to teach afternoon classes to students and to meet with the GRASP program coordinators.
- Twenty fifth-grade students visited Tufts University School of Dental Medicine for the annual *Science Across the City* program. Following a greeting from Dean Lonnie Norris, faculty, staff and dental students guided the group through hands-on lessons in oral health including the application of sealants, the plastic material that is bonded to teeth to prevent cavity-causing plaque. Using a dental tool, Marshall students applied the sealants to plastic teeth and then watched as dental students gave them a personal demonstration of the ultraviolet light that molds the sealant to the tooth.
- This year at the Marshall, Harvard supported three afterschool programs in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.
- HASI conducted a *SmartTALK* teacher introduction, a *SmartTALK* afterschool orientation and three professional development sessions for afterschool staff members on site at the Marshall during 2009-10.
- A HASI staff member conducted regular coaching visits to the Marshall afterschool programs, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and directors examined ways to improve program quality by implementing consistent homework/learning time structures and routines.
- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DEL-TAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for afterschool directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children's academic success. During the 2009–10 academic year, HASI held two *SmartTALK* Family Events at the Marshall, one of each focused on Homework Support and English Language Arts. More than 280 Marshall teachers, students and their families attended the two events.
- Chris Drew, a Boston organizational development practitioner recruited by Tufts, continues to provide bi-weekly leadership coaching to Principal Harvey-Jackson and Assistant Principal Cynthia Tolbert. Harvey-Jackson said she appreciates the opportunity to consult with a professional outside the education arena.

“We value Chris Drew’s unique approaches to our challenges. We talk about our hopes and dreams for the school and he helps find the way there.” –Teresa Harvey-Jackson, Principal



Orchard Gardens K-8 School

906 Albany Street

Roxbury, MA 02119

Norman Townsend, *Principal*

Step UP Activities

- Forty-two Northeastern University students enrolled in education, biology, and Spanish classes and participating in the university's service-learning program were placed at Orchard Gardens. Students worked in classrooms, in the main office and in the nurse's office where they translated documents and provided translation assistance during school open house events.
- Six Northeastern University student tutors provided one-on-one and small group support to Orchard Gardens students preparing for the MCAS exams. Participants were recruited and supervised by the Center for STEM Education.
- Under the direction of the Center for STEM Education's RE-SEED Program, retired university employee volunteers were placed in Orchard Gardens classrooms and provided on-site support in preparation for Orchard Gardens' first Middle School Science Fair. Volunteers also served as judges for the culminating science fair event.
- Orchard Gardens students had the opportunity to participate in several field excursions during the academic year. During the fall semester, students attended Science Exploration Day, which was held in collaboration with Harvard Medical School. During the spring semester, students attended the third *Science Across the City* day. Both events introduced students to engineering by offering activities which included designing and testing wind turbines and building structures to withstand earthquakes.
- This year at Orchard Gardens, Harvard supported the before and afterschool programs in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.
- HASI conducted three professional development sessions for afterschool staff members.
- A HASI staff member conducted regular coaching visits to the Orchard Gardens before- and after-school programs, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and directors examined ways to improve program quality by implementing consistent homework/learning time structures and routines.
- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DEL-TAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for afterschool directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided a new *SmartTALK: Homework Support for Kids* kit to Orchard Gardens in November 2009.



- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children’s academic success. During the 2009-10 academic year,

HASI held one *SmartTALK* Family Event at Orchard Gardens focused on Homework Support. Nearly 325 Orchard Gardens teachers, students and their families attended the event.

- Northeastern faculty and staff continue to support the school’s redesign process, serving as committee members, conducting resource mapping of programs and services of interest to the Orchard Gardens community, and providing meeting space and staff support for scheduled sessions.
- Staff from the Center for STEM Education produced a vacation and summer programming brochure—available in both English and Spanish—for families at all at all Step UP schools.
- Boston College and Northeastern provided leadership coaching support throughout the academic year. Professor Irwin Blumer of BC’s Lynch School met with Principal Norman Townsend throughout the school year. Themes were selected by the principal and included, but were not limited to: priority setting, professional-staff development, supervision, problem solving, and leadership development.
- Mike Brown, a BC graduate student in the Educational Leadership Program, completed a full-year principal internship at Orchard Gardens in 2009–10.
- Megan Struckel, an Orchard Gardens fifth grade teacher, participated in BC’s Donovan Urban Teaching Scholars Program. Northeastern and BC collaborated to bring Ms. Struckel’s entire class to her M.Ed. graduation ceremony from the Lynch School, building on Ms. Struckel’s year-long work with her students to envision themselves as college bound. (A video of Ms. Struckel’s class at her graduation can be seen at www.youtube.com/watch?v=ZBQzyOBuU&Q)

“Step UP was extremely helpful in supporting our goals as a school, not pushing their own agenda. We were able to get real results with the support of Step UP including our first-ever science fair, increased college awareness from visits to the university, and increased test scores from the tutoring that they provided.

One incredible value of the partnership was providing middle school students exposure to college students. The more our students can have college students in their life, the more likely they are to see college as an option. The true potential of the partnership is just beginning to be realized. What is great is that Northeastern staff is open to suggestions and ideas, and willing to go above and beyond for the success of our students. The sky is the limit!” —Jesse Robinson, Director of Curriculum, Assessment, and Placement



William E. Russell Elementary

750 Columbia Road

Dorchester, MA 02125

Tamara Blake-Canty, *Principal*

“My relationship with Boston College and the other Step UP universities has allowed me to push my school academically and instructionally in the direction we wanted to go. BC has created opportunities for me to do things differently. One example of this has been through our work with Dr. Brisk and her Genres of Writing Program.”

“What I value most is BC’s willingness to listen and learn about the needs of the students. No matter what I come to BC with; whether it is about teacher appreciation, increasing technology, buying books for students, creating afterschool tutoring programs, or giving kids opportunities to visit the campus, BC consistently provides the materials and staff, and so graciously welcomes our students. No matter what the needs, without ever questioning, BC provides us with the resources and support. BC understands the heart of service and the importance of reaching out to students and families where they are now.” –Tamara Blake-Canty, Principal

Step UP Activities

- This year, Boston College continued to provide a leadership coach to Russell Elementary from the Lynch School Department of Educational Leadership and Higher Education. Professor Irwin Blumer met with Principal Blake-Canty throughout the school year. Themes were selected by the principal and included, but were not limited to; priority setting, professional-staff development, supervision, problem solving, and leadership development.
- BC continued its school-university collaborations with two Collaborative Fellows Grants:
 - >“Genres of Writing: A Team-Based Intervention” focuses on developing and implementing a curriculum for teaching writing, as well as on researching the impact of a genre-based approach to students’ writing. Teachers and the BC team assessed the skills students need to successfully complete MCAS examinations that require writing. Teachers then developed a curriculum for grades 4 and 5 which helps students analyze the genres of writing samples in each subject and answer associated questions.
 - >The “Mindful Teacher Leadership” project seeks to create new forms of lateral support for BPS teachers to address issues that emerge as part of daily instruction. It also aims to develop common strategies for improving student achievement, and to conduct jointly authored scholarship about teachers’ collaborative learning at monthly “Mindful Teacher Leadership” seminars.
- Seven BC students, including three Donovan Urban Teaching Scholars, completed their pre-practicum experience in the fall at the Russell. In the spring, two Donovan Urban Teaching Scholars remained at the school for their full practicum experience.

- The City Connects (CCNX, formerly Boston Connects) program of optimized student support was initiated at the Russell in September 2009. Throughout the year, the school site coordinator, Lauren Melone, worked closely with the school to implement the CCNX model of student support. By working with the principal, staff, students, and families to assess the strengths and needs of each and every student at the Russell, the Site Coordinator developed individual plans. She also partnered with local community agencies and families to secure needed services for each student. The range of support services included extended day programs, summer programs, tutoring and academic supports, family supports, counseling, health and medical services, enrichments, and mentoring. The Site Coordinator became a valued member of the Russell school community and provided many direct services to students and families throughout the school year.
- As part of the HEAR (Help Education through Athletic Responsibility) Program, 15 diverse members of BC's Women's Basketball Team visited Russell fifth grade students to share how they have overcome obstacles to achieve their dreams. (A video of the visit can be seen at <http://www.youtube.com/watch?v=HiVCOd6bbrA>)
- Principal Blake-Canty was honored as the keynote speaker at "A Celebration of Our Community Learners." At this Lynch School bi-annual roundtable event, students share their inquiry project research with cooperating teachers, clinical supervisors and staff. Principal Bake-Canty's presentation focused on her early inspirations into education, from teaching to being a principal. She shared words of courage and hope with the next generation of teachers.
- At the request of the Russell, Dennis Debay, Urban Outreach Initiatives Graduate Assistant and Math Education doctoral student, designed and implemented training sessions. The two sessions were held for grade 3-5 teachers. The focus was on the effective use of Smart Boards, including hands-on learning tools and relevant lessons conducive to preparing students for MCAS.
- In September 2009, BC hosted 40 teachers from the Russell to complete the first professional development opportunity of the 2009–10 year.
- With the guidance of Professor Eric Strauss, Director of the Environmental Studies Program & Research Associate Professor, and Alyse Lepkowski, Urban Outreach Initiatives Graduate Assistant, the Russell adopted three terrapin turtle hatchlings from Cape Cod. The adoption provided students with the opportunity to care for and raise the hatchlings in their classroom throughout the school year. At the end of the year, the Lynch School arranged a field trip for a group of Russell students and their science teacher, Ed Ballard, to travel to Cape Cod to release the turtles back into their natural habitat. The Russell teachers also received pre- and post- *Science Across the City* turtle hatchling curriculum from Professor Strauss and Lindsey Cotter-Hayes, Director of Education at BC's Urban Ecology Institute. As part of this urban ecology science curriculum, students worked with the turtle hatchlings on a regular basis; gathering data to measure and track their growth over time.
- During Step UP's third annual *Science Across the City* event, fourth and fifth grade Russell students came to visit the BC campus. In one session, students used binoculars and field guides to learn about the identification, adaptation and behavior of urban birds. In the second session, students worked with a team of scientists to gather further data on the terrapin turtle hatchlings. Russell students also partook in early college exploration activities, including a campus tour and lunch with BC students.



- This year at the Russell, Harvard supported the Bird Street Community Center afterschool program in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.
- HASI conducted six *SmartTALK* professional development sessions for afterschool staff members on site at the Russell during 2009-10.
- A HASI staff member conducted regular coaching visits to the Russell afterschool program, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and director examined ways to improve program quality by implementing consistent homework/learning time structures and routines.
- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DEL-TAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for afterschool directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided a new *SmartTALK*: Homework Support for Kids kit to the Russell in September 2009.



- In November, in response to a request from Principal Blake-Canty, HASI provided *SmartTALK* math materials to the Russell K, 1 and 2 teachers. The materials were provided as a way to embed *SmartTALK* at the Russell by building on the use of materials by the grades 3-5 teachers that began in 2008.
- In April, *SmartTALK* "recess kits" were designed and delivered for grades K-5. The materials were provided in response to Principal Blake-Canty's request to provide learning opportunities for students during indoor recess time resulting from inclement weather.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children's academic success. During the 2009–10 academic year, HASI held two *SmartTALK* Family Events at the Russell, one of each focused on Homework Support and English Language Arts. More than 460 Russell teachers, students and their families attended the two events.
- Tufts University School of Dental Medicine provided preventative treatment, including oral screenings, fluoride varnishes and dental sealants to 139 students. Dental referrals were made if a child required off-site treatment. Dental education was provided to all kindergarten and second grade classrooms.
- The Bird Street Community Center afterschool program, which serves Russell students, participated in the Healthy Eating Active Time (HEAT) Club. In the fall, program leaders were invited to a training workshop led by a Tufts nutrition graduate student. Throughout the school year, the leaders received weekly updates and tips from the Tufts graduate student and they were routinely asked for feedback. The HEAT Club curriculum provides afterschool leaders with the tools to educate students about nutritious foods and the importance of exercise. It is comprised of 26 hands-on activities including milk tasting, salad preparation and games incorporating physical activity.

William Monroe Trotter Elementary

135 Humboldt Avenue
Dorchester, MA 02121
Mairead Nolan,
Principal

Principal Mairead Nolan has seen improvements in school climate and MCAS scores thanks to the addition of a dedicated leadership coach through the Step UP partnership with Boston University. According to Principal Nolan, the



impact of Leadership Coach Coralie Kelly's experience as a former principal, and specifically as a principal who worked in a school with demographics that are similar to the Trotter's, cannot be overstated.

"Coralie's skills and knowledge-base are enormous and they match the needs and questions I have. There have been so many occasions where Coralie has been able to provide answers and ideas to questions and challenges we are facing because she has faced the same ones. Perhaps more importantly, Coralie shares insights and ideas on challenges that I haven't even identified but that she has been able to observe based on her experience."

- For the third year, the Boston University Initiative for Literacy Development (BUILD) provided tutors for both in-school and afterschool programs at the Trotter. Tutors worked during classroom time with children in kindergarten through second grade to support one-on-one literacy interventions aimed at building reading skills. Principal Nolan trained tutors to engage children through a "poetry academy" and through interactive writing. In the afterschool program, tutors worked with students identified by the principal to provide homework assistance and use the *SmartTALK* kits provided by HASI. Training was provided by HASI in the use of the *SmartTALK* materials. During February and April school vacations, BUILD tutors worked to support the Acceleration Academy at the Trotter by providing extra learning time for students preparing for the MCAS.
- Also in its third year, BU's *Dads Read* provided two four-week evening book clubs (fall and spring) for students in kindergarten through third grade and their families, especially fathers and other significant adult males. Each session focused on reading and writing—rereading the book selected the previous week and discussing the book to summarize its important parts. Families read both fiction and non-fiction books. At the end of the fall session, families gathered at the Egleston Square Library where they had a presentation about the skeletal system provided by staff and graduate students from BU's Sargent College of Health and Rehabilitation Services. In the spring, a presentation by Curious Creatures, an indepen-

dent, Massachusetts-based educational program that offers live animal shows, was the capstone event. *Dads Read* distributed nearly 250 books to students during the year.

- The BU leadership coach, Coralie Kelly, worked on-site to support the principal and assistant principal throughout the school year. Ms. Kelly provided data-driven analysis of the 2009 MCAS performance for grades 3-5 and contributed to professional development aimed at improving reading and writing skills at all grade levels. In addition, Ms. Kelly continued to serve as a sounding board for the principal as she pursued the work of reforming the school's culture and implemented additional management and operational changes.
- BU's School of Education dean, Hardin Coleman, continued his professional development work with Trotter teachers, meeting bi-monthly to assist them in understanding how to address children's behavior. Through presentations and discussions, teachers worked to understand their own reactions, analyze the child's behavior and goals, and develop strategies for redirecting the behavior so that children focus on learning.
- For a second year, the pen pal program between students in BU's School of Education elementary education methods course and students in the fifth grade continued in the spring. By exchanging letters, Trotter students had the opportunity to write for authentic purposes while BU students had an opportunity to learn about children's letter writing abilities as well as to establish cross-age friendships that provided social support for the children. A party at the end of the year brought pen pals together face-to-face.
- Collaboration between BU's School of Education and the Sociology Department in the College of Arts and Sciences created two new courses that met on-site at the Trotter twice a week during the fall and spring semesters. The foci of these courses were issues of race, culture and identity in the classroom, the achievement gap, and educational inequality. At the end of the fall semester participating students presented their work on the achievement gap at a professional development session for Trotter teachers. BU students who participated in the sociology class also served as tutors with kindergarten and first grade students during the before school program. Tutors met with their tutees twice a week to work on interactive writing.
- For a second year, hearing screening tests were administered to kindergarten and first grade students by BU's Sargent College. Recommendations for medical or audiological follow-up were made for each child who was found to have hearing loss or outer- and/or middle-ear problems.
- The BU Goldman School of Dental Medicine continued to deliver dental services through the *Smart Smiles* program. Faculty, staff and graduate dental students provided oral health education programs to students in all grades. In addition, faculty, staff and dental students provided individual clinical dental services to approximately 100 Trotter children.
- Trotter fourth graders participated in science and mathematics explorations at BU as part of the *Science Across the City* day in May. Students learned the importance of observation in science by studying the behavior of termites. Students also played games that demonstrated how mathematics can be useful in solving riddles and puzzles.
- This year at the Trotter, Harvard supported the school-run afterschool program, as well as the BUILD tutors, in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.

- During August 2009, HASI held a two-day Train-the-Trainer Institute for afterschool directors and staff members for schools implementing *SmartTALK*.
- HASI conducted three *SmartTALK* professional development sessions for afterschool staff members on site at the Trotter during 2009–10.
- A HASI staff member conducted regular coaching visits to the Trotter afterschool program, providing guidance towards creating a positive learning environment during homework and academic time. Together, the coach and director examined ways to improve program quality by implementing consistent homework/learning time structures and routines.
- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DEL-TAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for afterschool directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided additional homework supplies, learning centers, and other materials to supplement and refresh the *SmartTALK* kits from 2008-09.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children's academic success. During the 2009-10 academic year, HASI held two *SmartTALK* Family Events at the Trotter, one of each focused on Homework Support and English Language Arts. More than 130 Trotter teachers, students and their families attended the two events.



John Winthrop Elementary

35 Brookford Street
Dorchester, MA 02125
Walter Henderson, *Principal*

Step UP Activities

- This year, Boston College continued to provide a leadership coach to Winthrop Elementary from the Lynch School Department of Educational Leadership and Higher Education. Professor Irwin Blumer met with new principal, Walter Henderson, throughout the school year. Themes were selected by the principal and included, but were not limited to; priority setting, professional-staff development, supervision, problem solving, and leadership development.
- BC continued its school-university collaborations with two Collaborative Fellows Grants:
 - >“Genres of Writing: A Team-Based Intervention” focuses on developing and implementing a curriculum for teaching writing, as well as on researching the impact of a genre-based approach to students’ writing. Teachers and the BC team assessed the skills students need to successfully complete MCAS examinations that require writing. Teachers then developed a curriculum for grades 4 and 5 which helps students analyze the genres of writing samples in each subject and answer associated questions. As a result of Dr. Brisk’s work with one of the fifth grade classes, two students were awarded Red Sox Scholarships of \$10,000 each.
 - >The “Mindful Teacher Leadership” project seeks to create new forms of lateral support for BPS teachers. It aims to address issues that emerge as part of daily instruction, to develop common strategies for improving student achievement. Monthly “Teacher Leadership” seminars are also conducted that offer jointly authored scholarship about teachers’ collaborative learning.
- A new Collaborative Fellows Grant entitled, “Networking Step UP and Community Based Programs (CBP): Strengthening Ties and Exchanging Best Practices,” was awarded to Dr. Anderson J. Franklin, Lynch School Department of Counseling, Developmental and Educational Psychology. A primary goal of the project is developing a roundtable intervention with the Winthrop School and partnering Community Based Programs that demonstrates the mutual benefit from creating a *School-CBP Exchange Partnership* model to collaboratively work with students and families. The program began at the Winthrop School with the intent to expand to the Russell and other interested Step UP schools with lessons learned in succeeding years. Events included:
 - The Annual Nelson Chair Roundtable on Networking Community Based Programs. This three-day event held in March involved effective CBPs from across the country and included Winthrop School administrators and teachers.





- A Community Partners Dinner held at the Winthrop in March. In attendance were school administrators, staff and teachers with the local Community Based Partners, BPS district leadership, as well as Step UP partners BC and Harvard. Also present were representatives from the city council, mayor's office and state legislature.
- Professor Franklin's work group, consisting of BC and Winthrop personnel, stepped up at a crucial juncture when the Winthrop's Manager for Extended Learning Services left mid-year for a new job. The collaborative efforts of the work group allowed for the continuation of the out-of-school-time activities with appropriate coverage and leadership.
- Three BC Donovan Urban Teaching Scholars completed their pre-practicum experience at the Winthrop in the fall. All three scholars remained at the Winthrop for their full practicum in the spring.
- As part of the HEAR (Help Education through Athletic Responsibility) Program, 15 diverse members of Boston College's Men's Soccer Team spoke to fourth and fifth grade students about achieving goals, striving for success, and the importance of a college education.
- As part of Urban Outreach Initiatives' Early College Awareness Program, a class of fifth grade Winthrop students and teachers visited the BC main campus in May during a College Bound Saturday session. This Early College Awareness Program involved a campus tour led by the College Bound Mentor Council, a Journey to College Panel with culturally diverse BC students sharing their pathway to college stories, and other college envisioning activities. The day's events culminated with a round-table dialogue between BC students, Winthrop fifth graders, and BPS high school students in the College Bound Program during lunch in one of the BC dining halls. The conversations included the fifth graders' questions and concerns about middle and high school.
- During Step UP's third annual *Science Across the City* event on May 3rd, Winthrop fifth grade special education students came to visit the BC campus. In one session, students used binoculars and field guides to learn about the identification, adaptation and behavior of urban birds. In the second session, students worked with a team of scientists to gather data on terrapin turtle hatchlings. Winthrop students also partook in early college exploration activities, including a campus tour and lunch with BC students.
- Last summer, BC hosted 25 teachers from the Winthrop to complete the first professional development opportunity of the 2009–10 year.
- This year at the Winthrop, Harvard supported the YMCA afterschool program in the use of *SmartTALK*, the Harvard Achievement Support Initiative's (HASI) signature homework support program.
- During August 2009, HASI held a two-day Train-the-Trainer Institute for afterschool directors and staff members for schools implementing *SmartTALK*.
- HASI conducted three *SmartTALK* professional development sessions afterschool staff members on site at the Winthrop during 2009-10.
- A HASI staff member conducted regular coaching visits to the Winthrop afterschool program, providing guidance towards creating a positive learning environment during homework and academic time.

Together, the coach and director examined ways to improve program quality by implementing consistent homework/learning time structures and routines.

- In partnership with the BPS' Department of Extended Learning Time and Afterschool Services (DEL-TAS), HASI held five two-hour *SmartTALK* Learning Community Meetings for afterschool directors. Following the *SmartTALK* Learning Community Meetings, directors brought back the learning to their programs by offering five one-hour professional development sessions to their staff.
- HASI provided additional homework supplies, learning centers, and other materials to supplement and refresh the *SmartTALK* kits from 2007–08.
- In 2009, HASI began an intentional expansion of the *SmartTALK* program to include the development of a series of standards-aligned evening learning events focused on sharing important *SmartTALK* ideas, strategies and materials with families. At the beginning of the school year, HASI piloted the *SmartTALK* Family Event series—a series designed to align with state standards and with research literature indicating that there is higher family participation in opportunities focused on supporting children's academic success. During the 2009–10 academic year, HASI held two *SmartTALK* Family Events at the Winthrop, one of each focused on Homework Support and Math. Nearly 100 Winthrop teachers, students and their families attended the two events.
- The afterschool program at the Winthrop participated in the Health Eating Active Time (HEAT) Club curriculum. In the fall, the program leaders were invited to a training workshop led by a Tufts nutrition graduate student. Throughout the school year, the leaders received weekly updates and tips from the Tufts graduate student and they were routinely asked for feedback. The HEAT Club curriculum provides afterschool leaders with the tools to educate students about nutritious foods and the importance of exercise. The curriculum is comprised of 26 hands-on activities including milk tasting, salad preparation and games incorporating physical activity.



“Urban education faces unending challenges. Schools need all of the outside support they can possibly find. The Step UP program has given me much needed support in critical areas during this first year at the Winthrop School; from writing, to out-of-school learning, to student college visits, and general support. The Step UP program is an essential component of life at the Winthrop School. The writing program support offered by Dr. Maria Brisk was critical in the success of our students in the Red Sox Scholars program. With Dr. Brisk’s support, one of our teachers was able to mentor the students in a process resulting in an award of \$10,000 scholarships to two of our students. Boston College offers critical help in writing, mentorship, student connection to college, out-of-school learning, and technology.”
—Walter Henderson, Principal

Boston College Step UP Activities 2009-10

Service Recipients and Contact Hours

School	Activity/Event	Target Audience	No. BPS Parents	No. BPS Staff	No. BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
Winthrop	Professional Development	BPS Staff		25		2	1		7	21
Russell	Professional Development	BPS Staff		40		2	1		5	15
English High	Professional Development	BPS Staff		126		3	1	4	24	96
Winthrop	Genres of Writing Program	BPS Staff		8		1	2	4	60	420
Russell	Genres of Writing Program	BPS Staff		25		1	2	4	60	420
Winthrop	Donovan Urban Scholars' Placement	BPS Students		3	3	1		2	1200	4800
Russell	Donovan Urban Scholars' Placement	BPS Students		3	66	1		2	800	2400
Russell	Pre Practicum Teaching	BPS Students		7	154	1	3	7	320	3520
Winthrop	Mindful Teacher Leadership Program	BPS Staff		11		2	1	2	25	125
Russell	Boston Connects Site Coordinator	BPS Staff and Students		40	362	1	2		800	2400
Orchard Gardens	Principal Internship	Principal		1	669	1		1	320	640
Orchard Gardens	Principal Leadership Coaching	Principal		1	669	1			75	75
Russell	Principal Leadership Coaching	Principal		1	362	1			75	75
Winthrop	Principal Leadership Coaching	Principal		1	296	1			75	75
Winthrop	Community Based Program	BPS Staff and Students		3	296	3	2	1	120	720
Russell	Hear Program	BPS Students		4	60		6	5	4	44
Winthrop	Hear Program	BPS Students		2	50		3	21	4	96
Russell	BC Football Game	BPS Students		4	30		4		4	16
Winthrop	BC Football Game	BPS Students		4	100		4		4	16
Winthrop	Principal for a Day Program	BPS Staff and Students		36	296		1		6	6
Project Wide	Literacy Institute for Administrators	BPS Staff		16		1			22	22
Russell	A Celebration of Our Community Learners			2		30			3	99
Winthrop	Community Partners Dinner	BPS Parents/Students	85	10		4			4	16
Russell	SMART Board Training	BPS Staff		8				2	30	60
English High	Science Literacy Working Group	BPS Staff				2		1	6	18
Winthrop	Early College Exploration in Conjunction with College Bound	BPS Students		3	25	1	1	13	3	45
Russell	Terrapin Turtle Adoption Program	BPS Students		2	50	2	4	4	45	450
Russell	<i>Science Across the City</i>	BPS Students		3	40	5	1	4	5	50
Winthrop	<i>Science Across the City</i>	BPS Students		5	23	5	1	4	5	50
Russell	<i>Science Across the City</i> Pre and Post Curriculum	BPS Staff and Students		1	40	2	1	1	5	20
Winthrop	<i>Science Across the City</i> Pre and Post Curriculum	BPS Staff and Students		1	23	2	1	1	5	20
		Totals	85	216	3677		71	43	4110	16823

Boston University Step UP Activities 2009-10

Service Recipients and Contact Hours										
School	Activity/Event	Target Audience	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
Trotter	Leadership Coaching	Principals/Assist. Principal	2	1						
	• Summer 2009/September									136
	• October/November									105
	• December/January									104
	• February/March									124
	• April/May									124
	• June									72
	Total Leadership Coaching									665
	BUILD Literacy Tutoring	Students			50					
	• October/November							24		803
	• December/January							9		94.75
	• February/March							30		874.25
	• April/May							20		554.25
	Total BUILD Literacy Tutoring									2326.25
	Dads Read	Parents and Students					1			
	• October/November	71			55					4
	• March/April	49			48					4
	Total Dads Read									8
	Before School Tutoring	Students								
	• Fall Semester 2009				10			10		150
	• Spring Semester 2010				12			12		73
	Total Before School Tutoring									223
	Professional Development—Positive Student Support	Teachers		30		1				
	• October/November									12
	• December/January									11
	• February/March									12
	• April/May									5.5
	Total Professional Development									40.5

Boston University Step UP Activities 2009-10

Service Recipients and Contact Hours										
School	Activity/Event	Target Audience	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
	Hearing Screening	Students			25	1		6		14
	Smart Smiles—Dental Screening	Students								
	• Health Education Program				380	3	1	20		84
	• Clinical Services				75	2	2			60
	Total Smart Smiles									144
ENGLISH HIGH	Governing Board	Administration		1		1				18.5
	Professional Development	Headmaster, Program Directors, Teachers								
	• <i>August</i>			16		18				36
	• <i>October/November</i>									
	History			17		1				6
	ELL			2		1				10
	ELA			12		1				4.5
	• <i>December/January</i>									
	History			12		1				4
	ELL			1		1				5
	ELA			1		2				4
	Special Education			12		1		1		8
	• <i>February/March</i>									
	History			12		2				8
	ELL			1		1				2.5
	ELA			12		2				2
	Special Education			2		1		1		12
	Total Professional Development									102
	GK12 Physics Class Enrichment	Students, Teachers		2	120			2		
	• <i>Fall semester 2009</i>									392
	• <i>Spring semester 2010</i>									392
	Total GK12									784

Boston University Step UP Activities 2009-10

Service Recipients and Contact Hours										
School	Activity/Event	Target Audience	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
ENGLISH HIGH										
	Chemistry Class Enrichment	Students, Teachers		2	120			2		42
	College Writing Course	Students			8	1				
	• January									9
	• February/March									21
	• April/May									9
	Total College Writing Course									39
	Guidance Counseling Intern	Students		2				1		
	• Fall semester 2009				30					140
	• Spring semester 2010	Students			25					260
	Total Guidance Counseling Intern									400
	Social Work Interns			17		1				
	• Fall semester 2009			2		1				360
	• Spring semester 2010			12		1				600
	Total Social Work Interns									960
	College Awareness/College Application Support	Students								
	• Campus Visit—October				73		8	5		19.5
	• October/November				137			1		14.5
	• December/January				29			1		75
	• February/March				17			1		90
	• April/May			1	2			1		5
	Total College Awareness/College Application Support									204

Boston University Step UP Activities 2009-10

Service Recipients and Contact Hours										
School	Activity/Event	Target Audience	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
	Team Support	Student Athletes								
	• Summer 2009 Athletics Club				4	2		1		162
	• October/November	Coaches, Student Athletes		8	104	1		11		57
	• December/January			8	86	1		17		250
	• February/March			8	86	1		17		300
	• April/May			8	86	1		17		204
	• June			8	55	1		8		32
	Total Team Support									1005
	Athletic Trainer	Students								
	• October/November				78			3		194
	• December/January				86	3		4		75
	• February/March				86	3		4		15
	• April/May				108	7		2		135
	Total Athletic Trainer									419
CHITTICK		Parents, Students								
PROJECT WIDE	Literacy Institute	Principals								
	• February/March			6			1			7.5
	• April/May			5			1			8
	Total Literacy Institute									15.5
	TOTAL HOURS CONTRIBUTED									7443.75

Harvard Step UP Activities 2009-10											
Service Recipients and Contact Hours											
School	Activity/Event	Target Audience(s)	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours	
Agassiz	Principal Leadership Coaching	Principal		1		1			379	379	
Agassiz	SmartTALK coaching - City Year Starfish Afterschool Program	Afterschool staff and City Year Corps		15	53		1		44	44	
Agassiz	SmartTALK ELA Family Event	Students and Family	26	20	50		2		2.5	5	
Agassiz	SmartTALK Homework Family Event	Students and Family	58	16	91		2		2	4	
Agassiz	SmartTALK Math Family Event	Students and Family	56	42	87		2		2.5	5	
Agassiz	SmartTALK on-site Professional Development Session—Transitions	Afterschool Staff		16			1		5	5	
Agassiz	SmartTALK Planning Meetings	Principal and Staff	1	7			2		2.5	5	
Agassiz, Chittick, Greenwood, Marshall, Russell, Trotter, Winthrop	SmartTALK Learning Community Meeting #1	Afterschool staff members		13			6		2	12	
Agassiz, Chittick, Greenwood, OG, Trotter, Winthrop	SmartTALK Learning Community Meeting #2	Afterschool staff		11			4		2	8	
Agassiz, Chittick, Greenwood, OG, Trotter, Winthrop	SmartTALK Learning Community Meeting #3	Afterschool staff		25			4		2	8	
Agassiz, Curley, Greenwood, Trotter, Winthrop*	SmartTALK Train-the-Trainer 2009-10	Afterschool staff members	1	8			6		13	78	
All Step UP Elem. Schools	SmartTALK Family Event Planning Meeting	School Staff, Families, Students, Com. Partners	2	14	2		5		2	10	
Chittick	SmartTALK on-site Professional Development Sessions	Afterschool Staff		6			1		3	3	
Chittick	SmartTALK Coaching—YMCA Afterschool Program	Afterschool Staff members and MELS		6	28		1		38.5	38.5	
Chittick	SmartTALK ELA Family Event	Students and Family	14	8	21		2		2.5	5	
Chittick	SmartTALK End of Year Meeting	Principal and Staff		4			1		1.5	1.5	
Chittick	SmartTALK Homework Family Event	Students and Family	25	10	36		1		2	2	
Chittick	SmartTALK Math Family Event	Students and Family	11	15	21		2		2.5	5	
Curley	SmartTALK planning meetings	Principal, Afterschool Staff	1	5			2		2.5	5	
Curley	SmartTALK coaching—YMCA After-School Program	Afterschool Staff		2	9		1		37	37	
Curley	SmartTALK ELA Family Event	Students and Family	16	11	16		2		2.5	5	
Curley	SmartTALK Homework Family Event	Students and Family	25	4	30		2		2	4	

Harvard Step UP Activities 2009-10

Service Recipients and Contact Hours

School	Activity/Event	Target Audience(s)	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
Curley	SmartTALK ELA Family Event	Students and Family	16	11	16		2		2.5	5
Curley	SmartTALK Homework Family Event	Students and Family	25	4	30		2		2	4
Curley	SmartTALK Math Family Event	Students and Family	17	8	24		2		2.5	5
Curley	SmartTALK on-site Professional Development Session—Math	Afterschool Staff		3			1		5.5	5.5
English High	College Awareness Visit	Students		2	15		3		4	12
Greenwood	Principal Leadership Coaching	Principal		1		1			307	307
Greenwood	SmartTALK Planning Meetings	Principal, Afterschool and Before-School Staff	1	3			1		2.5	2.5
Greenwood	SmartTALK coaching—Before-School Program	Before-school Staff and FCOC		4	36		1		3	3
Greenwood	SmartTALK coaching—YMCA After-School Program	Afterschool Staff and FCOC		2	22		1		34	34
Greenwood	SmartTALK ELA Family Event	Students and Family	33	21	41		2		2.5	5
Greenwood	SmartTALK Homework Family Event	Students and Family	29	4	34		2		2	4
Greenwood	SmartTALK Math Family Event	Students and Family	28	10	38		2		2.5	5
Greenwood	SmartTALK on-site Professional Development Sessions	Afterschool Staff		3			1		4	4
Marshall	SmartTALK Planning Meetings	Afterschool Staff		5			3	2	2.5	12.5
Marshall	SmartTALK coaching—GRASP, Marshall Community Center, and Harvard Enrichment After-School Programs	Afterschool Staff and Harvard PBHA Students		12	89		1	17	37	666
Marshall	SmartTALK ELA Family Event	Students and Family	74	19	97		2		2.5	5
Marshall	SmartTALK Homework Family Event	Students and family	41	6	43		3	4	2	14
Marshall	SmartTALK Introduction—Teacher Luncheon	School-day Teachers		40			1		2	2
Marshall	SmartTALK Orientation	Afterschool Staff and Harvard PBHA Students		15			1	7	2	16
Marshall	SmartTALK Professional Development Session—Behavior	PBHA Tutors					1	12	2	26
Marshall	SmartTALK Professional Development Session—ELA	After-school Staff		8			1		1	1
Marshall	SmartTALK on-site Professional Development Sessions	School-day Teachers		9			1		2	2
Orchard Gardens	SmartTALK Planning Meetings	Principal and Staff		2			1		2.5	2.5

Harvard Step UP Activities 2009-10										
Service Recipients and Contact Hours										
School	Activity/Event	Target Audience(s)	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
Orchard Gardens	SmartTALK coaching—Before- and Afterschool Program	Afterschool Staff		1	17		1		25	25
Orchard Gardens	SmartTALK Homework Family Event	Students and Family	87	39	197		1		2	2
Orchard Gardens, Russell	SmartTALK on-site Professional Development Sessions	Afterschool Staff		4			1		5	5
Project Wide	Literacy Institute for School Administrators	Administrators		7			3		20	60
Russell	Principal for a Day	Students and Staff		40	362		1		6	6
Russell	SmartTALK planning meetings	Principal and Staff	1	2			2		2.5	2.5
Russell	SmartTALK coaching—Bird Street Community Center	Afterschool Staff and FCOC		2	21		1		31	31
Russell	SmartTALK ELA Family Event	Students and Family	48	9	63		2		2.5	5
Russell	SmartTALK Homework Family Event	Students and Family	156	5	178		2		2	4
Russell	SmartTALK on-site Professional Development Session	Afterschool Staff and FCOC		2			1		3	3
Trotter	SmartTALK planning meetings	Principal, Afterschool Staff	1	2			1		1	1
Trotter	SmartTALK coaching—School-Run Afterschool Program and BUILD Tutors	Afterschool Staff and BUILD tutors		22	50		1		35.5	35.5
Trotter	SmartTALK ELA Family Event	Students and Family	39	15	50		2		2.5	5
Trotter	SmartTALK Homework Family Event	Students and Family	12	1	14		1		2	2
Trotter	SmartTALK Orientation	BUILD Tutors		16			1		1	1
Trotter	SmartTALK on-site Professional Development Sessions	Afterschool Staff		4			1		4	4
Winthrop	SmartTALK coaching—YMCA After-School Program	Afterschool Staff and MELS		6	57		1		36	36
Winthrop	SmartTALK End of Year Meeting	Principal and Staff		2			1		1.5	1.5
Winthrop	SmartTALK Homework Family Event	Students and Family	19	4	28		1		2	2
Winthrop	SmartTALK Math Family Event	Students and Family	21	4	20		2		2.5	5
Winthrop	SmartTALK Professional Development Session—Math	Afterschool Staff		3			1		1	1
	TOTALS								1165.5	2040.5

Northeastern University Step UP Activities 2009-10

Service Recipients and Contact Hours

School	Activity/Event	Target Audience(s)	No. of BPS faculty	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
Orchard Gardens	Professional Development—Space	Teachers	55				2		40	80
Orchard Gardens	Collaboration with MathPOWER/Yawky Boys and Girls Club	Afterschool Staff who work with Orchard Gardens' Students					2		20	40
Orchard Gardens	Blackboard Support Site—Creation	Teachers					4		4	16
Curley K-5 Grades	MathPOWER Lower School Math Coaching	All Elementary Teachers	17		17 classes		1		288	288
Curley 6-8 Grades	MathPOWER Middle School Math Coaching	All Secondary Math Teachers	10	10	350		1		288	288
Curley and Orchard Gardens	Leadership Coaching (P. Finklestein)	Principals		2			1		108	108
Orchard Gardens	<i>Science Across the City Day</i>	Middle schools Curley and OG Students		4	42		4	4	5	40
Orchard Gardens	Planning - <i>Science Across the City Day</i>	Middle schools Curley and OG Students					2	3	20	100
Orchard Gardens	Afterschool MCAS tutoring	3rd–8th Grade Students		11	136			6	158	882
Curley K-8	HOPE Afterschool Program	5th Grade Students	0	1	15			12	32	384
Orchard Gardens	Fall Semester: Spanish Service—Learning	Parents and Students	1	1	20			9	25	225
Curley K-8	Fall Semester: Spanish Service—Learning	Parents and Students	2	5	15			7	25	175
Curley and Orchard Gardens	Fall Semester: Education Service—Learning	Students, Teachers	4	7	325			25	75	275
Curley K-8	Spanish Service Learning Off Site Translation	Parents					1	10	10	102
Orchard Gardens	Fall Semester: Biology Service—Learning	Students, Teachers		2		1	5	22	9	252
Orchard Gardens	Spring Semester: Spanish Service—Learning	Students and Parents	1	4	120			9	28	252
Orchard Gardens	Spring Semester: Education Service—Learning	Students, Teachers		20	515			16	28	128
Orchard Gardens	Orchard Gardens Redesign Team	Orchard Gardens Staff		40			1		14	14
Orchard Gardens	Small Group in-school Tutor	8th Grade Students		2	30			1	264	324
Orchard Gardens	Science Fair Prep Support/RESEED	6th–8th Grades		5	300		1		16	16

Northeastern University Step UP Activities 2009-10											
Service Recipients and Contact Hours											
School	Activity/Event	Target Audience(s)	No. of BPS faculty	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours	
Orchard Gardens	Science Fair Judging/event support	6th–8th grades		5	260	1	7		6	48	
Orchard Gardens	Science Night	Parents					2		2	4	
Curley/ Orchard Gardens	Summer Programming Brochure	All Students and Families					1		20	20	
Curley/ Orchard Gardens	Placement process of Service—Learning students (Spring 2010) with School Partners	Students and School Teachers/Staff		10			1	5	10	60	
Curley K-8 and Orchard Gardens	General StepUp Support (Blackboard)	Faculty and Staff	100	24	0	0	1	0	18	18	
Curley and Orchard Gardens	General Support, Meetings, Planning	All	12				6			545	
Curley	RE-SEED Volunteer	6th-8th Grade Science Students		3	90		1		43	43	
Orchard Gardens	Tutoring Support After School	OG Students		6	40		3	4	12	84	
English High School	Field Trip on 11/20/2009	11th and 12th Graders		1	30	2	3	4	3	10	
Curley	RE-SEED Volunteer	6th-8th Grade Science Students		3	90		1				
Curley	Fall Semester: Spanish Service—Learning	Students and Parents	2	5	15			7	25		
Curley	Fall Semester: Education Service—Learning	Students, Teachers						8	30		
Curley	Fall Semester: Biology Service—Learning	Students, Teachers				1	5	7	9		
Curley	Spring Semester: Spanish Service—Learning	Students and Parents		6	150			9	24	216	
Curley	Spring Semester: Education Service—Learning	Students, Teachers		3	90			3	24	72	
Curley	Science Across the City Day	Middle Schools Curley and OG students		2	30		4	4	5	40	
Orchard Gardens	Planning—Science Across the City Day	Middle schools Curley and OG Students					2	3	20	100	
Curley	Professional Development—Space	Teachers	76				2		8	16	
Curley	Summer Programming Brochure	All Students and families					1		10	10	
Curley	Placement process of Service—Learning students (Spring 2010) with school partners	Students and School Teachers/staff		10			1	5	5	30	
Curley	Spanish Service—Learning (off site)	Parents					1	10	10	110	
Curley	General Step Up Support (Blackboard)	Faculty and Staff	100	24	0	0	1	0	6	6	
		Total Hours								5421	

Tufts University Step UP Activities 2009-10

Service Recipients and Program Hours

School	Activity/Event	Target Audience(s)	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
Chittick	Dental Screenings, Cleanings and Fluoride Varnish and Sealant Application	Students			124	2	1	24	180	444
Russell	Dental Screenings, Cleanings and Fluoride Varnish and Sealant Application	Students			139	2	1	24	180	444
Marshall	Dental Screenings, Cleanings and Fluoride Varnish and Sealant Application	Students			82	2	1	16	100	296
Agassiz	Dental Screenings, Cleanings and Fluoride Varnish and Sealant Application	Students			94	2	1	16	100	296
E.Greenwood	Dental Screenings, Cleanings and Fluoride Varnish and Sealant Application	Students			130	2	1	20	125	370
Curley	Dental Screenings, Cleanings and Fluoride Varnish and Sealant Application	Students			47	2	1	16	100	296
Chittick	Oral Health Classroom Education for K-2 Students	Students			88	1	1		2	4
Russell	Oral Health Classroom Education for K-2 Students	Students			113	1	1		2	4
Marshall	Oral Health Classroom Education for K-2 Students	Students			310	1	1		2.5	5
Agassiz	Oral Health Classroom Education for K-2 Students	Students			159	1	1		1.5	3
E.Greenwood	Classroom Education/Lessons in Lunchbox Take-home Oral Health Kit for K-3	Students			225	1	1		2	4
Curley	Oral Health Classroom Education for K-2 Students	Students			111	1	1		1	2
HEAT Club	Healthy Eating Active Time (HEAT) Club Curriculum sent to 8 after school program sites affiliated with 7 STEP UP schools on a weekly basis	Students			332			1	10	350
HEAT Club	Curriculum Training for Afterschool Program Leaders	Afterschool Program Staff		14				1	2	2
Marshall	Leadership Coaching for 2009-10 School Year	Principal and Asst. Principal		2			1		60	60
Chittick	Handed out Dental Consent Forms/Nutrition and Oral Health Awareness Materials at Back-to-School Parent Night	Parents	75			1		1	2	4

Tufts University Step UP Activities 2009/2010

Service Recipients and Program Hours

School	Activity/Event	Target Audience(s)	No. of BPS Parents	No. of BPS Staff	No. of BPS Students	No. of Univ. Faculty	No. of Univ. Staff	No. of Univ. Students	Event Hours	Total Hours
Marshall	Handed out Dental Consent Forms/Nutrition and Oral Health Awareness Materials at Back-To-School Parent Cookout	Students				1			2	4
Marshall	Handed out Dental Consent Forms/Nutrition and Oral Health Awareness Materials at Back-To-School Parent Night	Students	100			1		1	2	2
Chittick	Nutrition Education @ Mattahunt Boys and Girls Club Holiday Dinner	Parents and Students	75	2	75			2	2	4
English	Medford Campus Tour	Students		3	25		4	2	2	12
Marshall	Nutrition Graduate Student/Dietetic Intern Teach Afternoon of Nutrition Classes to GRASP Students				40	1	1	2	2	6
Chittick	Handel and Haydn Society Performance Arranged by Tufts	Students			100		1		1	1
Marshall	Handel and Haydn Society Performance Arranged by Tufts	Students			200		1		1	1
Marshall	Nutrition Graduate Student Teaches Afternoon of Nutrition Classes to GRASP Students	Students/After school Program Leaders		3	48		1		3	3
Chittick	Physical Activity Month—Workshop Held Every Thursday in the month of March by Tufts and Boston University Graduate Students	Students and Parents	10		19	1		3 Tufts, 3 BU	6	9
Chittick and Marshall	<i>Science Across the City</i>	Teachers and Students		3	40	3 Tufts, 1 BU	2	8	3	52
Marshall	Two week, intensive multimedia instruction with GRASP students	Students			19		2		37	74
Chittick	Tufts Community Music Program Concert	Students			11		1		3	3
		Totals:	260	27	2,512	5	12	128	772	2,760

Step UP University Activities Summer- September 2009

Service Recipients and Contact Hours

University	BPS School	Activity/Event	Target Audience(s)	No. BPS Faculty	No. BPS staff	No. BPS students	No. Univ. Faculty	No. of Staff Involved	No. of University students	Event Hours	Total Hours
BC	Winthrop	Professional Development (Aug. 09)	BPS Students	25			2				
BC	Russell	Professional Development (Sept. 09)	BPS Students	110	10	1			10		1,087.50
BC	English High	Professional Development (Sept. 09)	BPS Students	27/18	1	1		1			28.0
BC	Winthrop	Genres of Writing Program (Aug. 09)	BPS Students	210	21			1	1		217.0
BC	Russell	Genres of Writing Program (Aug. 09)	BPS Students			1					48.0
BC	Winthrop	Donovan Urban Scholars' Placement (Fall 09)	BPS Students	20	12	1			28.0		15.0
BC	Russell	Donovan Urban Scholars' Placement (Fall 09)	BPS Students	20							350.0
BC	Russell	Pre Practicum Teaching (Fall 09)	BPS Students	120	6	2			6		240.0
BC	Winthrop	Mindful Teacher Leadership Program	BPS Students	75	2			1	9		742.0
BC	Russell	Mindful Teacher Leadership Program	BPS Students			1			28.0		40.0
BC	Orchard Gardens	Principal Leadership Coaching	BPS Principal								
BC	Russell	Principal Leadership Coaching	BPS Principal								
BC	Winthrop	Principal Leadership Coaching	BPS Principal	120		6			20		
BU	Trotter	Principal Leadership Coaching	BPS Principal	55/28	2	2		2			78.0
BU	Trotter	Principal Leadership Coaching and MCAS Presentation to Teachers	BPS Principal and Teachers	27		1			5		15.0
BU	English High	Meeting between EHS Program Directors and BU Faculty	EHS Program Directors	33	1						48.0
BU	English High	Summer Athletics Coaching Club	EHS Athletes	20	1	2					60.0
BU	English High	Medical Physicals for Athletes	EHS Athletes	60	4	1					15.0
Harvard	Agassiz, Curley, Greenwood, Trotter, Winthrop	SmartTALK Train-the-Trainer 2009-10	Afterschool Staff Members	1	8			6		13	78
Harvard	Agassiz, Chittick, Greenwood, Marshall, Russell, Trotter, Winthrop	SmartTALK Learning Community Meeting #1	Afterschool Staff Members		13			6		2	12
Harvard	Curley	SmartTALK beginning of the year meeting	Principal, After-school Staff	1	2			2		1	2
Harvard	Russell	SmartTALK beginning of the year meeting	Principal, After-school Staff	1	2			2		1	2
Harvard	Greenwood	SmartTALK beginning of the year meeting	Principal, After-school and Before-school Staff	1	3			1		1	1

Step UP University Activities Summer-September 2009

Service Recipients and Contact Hours

University	BPS School	Activity/Event	Target Audience(s)	No. BPS Faculty	No. BPS staff	No. BPS students	No. Univ. Faculty	No. of Staff Involved	No. of University students	Event Hours	Total Hours
Harvard	Agassiz	SmartTALK beginning of the year meeting	Principal, After-school Staff	1	7			2		1	2
Harvard	Marshall	SmartTALK beginning of the year meeting	After-school Staff		5			3	2	1.5	7.5
Harvard	Trotter	SmartTALK beginning of the year meeting	Principal, After-school Staff	1	2			1		1	1
Harvard	Russell	SmartTALK Orientation	After-school Staff and FCOC		1			1		2	2
Harvard	Trotter	SmartTALK Orientation	BUILD Tutors		16			1		1	1
Harvard	Trotter	SmartTALK Orientation	After-school Staff		5			1		2	2
Harvard	Greenwood	SmartTALK Orientation	Before-school Staff		4			1		1	1
Harvard	Chittick	SmartTALK Bi-weekly Coaching/YMCA Afterschool Program	After-school Staff members and MELS		6	28		1		2	2
Harvard	Curley	SmartTALK Weekly Coaching/YMCA Afterschool Program	After-school Staff		2	12		1		4	4
Harvard	Greenwood	SmartTALK monthly coaching /Before-school Program	Before-school Staff and FCOC		4	36		1		1	1
Harvard	Greenwood	SmartTALK Weekly Coaching—YMCA Afterschool Program	After-school Staff and FCOC		3	25		1		2	2
Harvard	Russell	SmartTALK Weekly Coaching—Bird Street Community Center	After-school Staff and FCOC		2	23		1		2	2
Harvard	Trotter	SmartTALK Weekly Coaching—School-Run Afterschool Program and BUILD Tutors	After-school Staff and BUILD Tutors		22	40		1		2	2
Harvard	Winthrop	SmartTALK bi-weekly coaching—YMCA Afterschool Program	After-school Staff and MELS		6	52		1		4	4
Harvard	Agassiz	Principal Leadership Coaching	Principal	1				1		56	56
Harvard	Greenwood	Principal Leadership Coaching	Principal	1				1		40	40
NU	Curley	Professional Development—Space	Teachers	76				2		8	16
NU	Curley	Leadership Coach	Principals		2			1		24	24
NU	Orchard Gardens	Professional Development—Space	Teachers	55				2		40	80
NU	Orchard Gardens	Collaboration with MathPOWER/Yawky Boys and Girls Club	After-school Staff who work with Orchard Gardens' Students					2		20	40
NU	Orchard Gardens	Blackboard Support Site—Creation	Teachers					4		4	16

Step UP University Activities Summer-September 2009

Service Recipients and Contact Hours

University	BPS School	Activity/Event	Target Audience(s)	No. BPS Faculty	No. BPS staff	No. BPS students	No. Univ. Faculty	No. of Staff Involved	No. of University students	Event Hours	Total Hours
Tufts	Chittick	Hand-out Dental Consent Form/Nutrition Program Awareness Parent Night	Parents (~100)				1		1	2	2
Tufts	Marshall	Hand-out Dental Consent Form/Back-to-school Cookout	Parents (~70)				1			2	2
Tufts	Marshall	Hand-out Dental Consent Form/Nutrition Program Awareness Parent Night	Parents				1		1	2	2
Tufts	Chittick	Dental Treatment	Students			55	2	1	8		48
											0
			Totals:	432	136	581	47	65	40	644.5	1751.5

