**5.1 Project Abstract or Summary**

Children’s Home Society of Florida serves 120 students at its 21st Century CCLC for C.A. Weis Elementary School in Escambia County, Florida and is located on the school campus. Both after school and summer programs are offered. Weis, an F rated Title I school, serves students in grades K-5. Goals of the program are to increase student academic achievement and interpersonal skills as well as assisting parents in helping their children succeed. The CCLC will reach these goals through STEM, tutoring, mentoring, health and nutrition, and social skills training programs. The CCLC also offers such as parents literacy, computer and GED classes.

**5.2 Needs Assessment**

Escambia County is characterized by very high crime rates and levels of poverty. 100% of the over 500 children at Weis Elementary School are eligible for reduced or free lunch. Minorities, particularly African Americans are disproportionately represented at Weis when compared to the state of Florida, 84.3% versus 23% in Florida (Florida DOE, 2015-16[[1]](#footnote-2)). Caucasian students make up 11.6% of the population, American Indian .4% and Multiracial 3.7%. 4.6% of the population is Hispanic. Males comprise 51.5% of the population and females 48.5%. Based on the census tracts served by Weis (ACS 2014[[2]](#footnote-3)), the median income is $22,179 compared to $55,758 for Florida and 32% of the households live in poverty. According to the American Community Survey (2014[[3]](#footnote-4)), most households are single parent homes (81%) and more than a third (31%) of adults aged 25 and older have never completed high school. Reported income for those aged 25 and older without a high school education is $14,500 (ACS 2014[[4]](#footnote-5)). 47% of the households are renting, demonstrating the transitory nature of the community (ACS 2014[[5]](#footnote-6)).

Weis has been challenged to address the needs of its students through traditional means. Based upon Florida DOE School Grades Report, for 2014-2015 (FLDOE, 2015[[6]](#footnote-7)), Weis received a school grade of “F” and was identified in the lowest scoring 300 schools in the state. According to the Annual Measurable Objectives (AMOs) for Florida's Schools (FLDOE, 2014[[7]](#footnote-8)), in 2013-14 only 13% of students at Weis scored satisfactory and above in Writing while 25% scored satisfactory and above in reading and 25% in math. These scores are drastically lower than the targets (> 90% in writing, 48% in reading and 54% in math) as well as the average students across the Escambia County School District (49% writing, 53% reading and 55% math) and State of Florida (58% writing, 58% reading and 61% math).

A needs assessment performed by the University of West Florida utilized individual interviews, focus groups and an online questionnaire to solicit information from parents, mentors, faith-based organizations, community members, local non-profit community organizations, governmental officials, and school personnel. Parents and community members participated in interview and focus group sessions at three locations. Teachers completed an online survey. Assets included hospitals; community groups (Big Brothers/Big Sisters, Boys and Girls Club, Salvation Army, Manna Food Pantry, and others); faith-based organizations; and individuals. Specific barriers included lack of access to medical, dental and vision care; lack of mentors/role models for children; poor nutrition; and inadequate housing. Emotional trauma and lack of access to mental health care was also identified. Parents lack access to childcare, have low education levels, lack transportation and are unemployed/under-employed. Final recommendations from the needs assessment encompassed extended learning opportunities for students and parent/community involvement. Extended learning opportunities recommended included afterschool, weekend and summer activities; mentoring/tutoring; prevention services; and enrichment activities such as music, art, drama, dance and sports. Parent and community involvement recommendations included increased parent engagement in school activities, family coaching, literacy/adult education, job preparation, financial literacy education, and employability training/support.

There are insufficient afterschool services available for students. The closest, Salvation Army, serves about 15 children from Weis but transportation home is an issue due to its location. The Boys and Girls Club serves about 10 children from Weis about half of which are on scholarship. Their maximum capacity is 50 elementary school children but they serve 30 elementary schools in addition to Weis and transportation home is also an issue for parents. There are a variety of other small afterschool programs but most charge a fee and all require transportation. The ability to serve 120 Weis Elementary School students will greatly increase the community’s capacity for afterschool programming.

There is one private elementary school in the Weis Elementary School catchment area. BBNC Christian Academy was contacted by phone and email to get input into the development of the 21st Century Community Learning Center (CCLC). We did not get a response to either communication. If we receive a CCLC award, we will continue to reach out to this school.

Review of census data, DOE data and data from the needs assessment clearly identifies the need for extended day services for Weis. Because of its’ extensive needs, Weis opened a community school on site. The core components of this model are creating and supporting a strong core instructional program design, providing enriched activities, and ensuring accessibility to a full range of health and behavioral health services that benefit students, families and communities as a whole. Weis Community School is addressing the medical needs barrier with an on-site clinic for students. Nutrition needs are being met by a backpack program and an emergency food pantry on campus for families. The CCLC will assist in meeting the nutrition needs of the children by providing them dinner and a snack during the school year and breakfast and a snack during the summer. Establishing Weis Community School as a CCLC site will complement the overall plan for the Community School to provide expanded learning opportunities.

**5.3 Program Evaluation**

**5.3.a Evaluation Plan**

**Independent Evaluator:** An independent External Evaluator Melissa K. Demetrikopoulos, Ph.D. Chair, Division of Program Development & Assessment, Institute for Biomedical Philosophy will manage the evaluation effort. Dr. Demetrikopoulos has more than 25 years of teaching, research, and evaluation experience in pK-16 schools, colleges, and universities and has given over 100 presentations and workshops at regional, national, and international conferences and published over 40 peer-reviewed articles and chapters. Dr. Demetrikopoulos will assess the Measurable Objectives given in the Measurable Objectives and Assessment table and provide reporting to allow the project to meet the programmatic goals. Dr. Demetrikopoulos has extensive experience evaluating education grants (i.e. US Dept of Ed, NIH, NSF, UNCF, HHMI) and is a member of the American Evaluation Association as well as a member of the Assessment in Higher Ed. Topical Interest Group, Prek-12 Educational Evaluation Topical Interest Group, STEM Ed. and Training Topical Interest Group, and Theories of Evaluation Topical Interest Group. Her experience includes evaluating various workforce training and professional development projects including those supporting under-represented minority students from middle school to graduate school. She specializes in mixed methods program evaluation which includes both quantitative and qualitative analysis for both formative and summative assessment. The Institute for Biomedical Philosophy is listed in American Evaluation Association Find and Evaluator Search, the Center for Advancement of Informal Science Education Find an Evaluator Data Base, and the Visitors Studies Association Find an Evaluator database of skilled external evaluators.

**Evaluation Activities and Evaluation Timeline:** The Measurable Objectives and Assessment table outlines the primary Evaluation Activities for the program. In order to minimize interference with program activities, evaluation activities for Objectives 1-4 and 6 will entail data retrieval by Christine Baker from Weis Elementary School each quarter including course grades, discipline referrals and third grade promotion. In addition, for Objective 5, Dr. Demetrikopoulos will select, modify or develop survey instruments with the program PI and appropriate personnel. These surveys will be given pre-program activities to obtain baseline measures in addition to the data collection points in the table. For Objective 7, Dr. Demetrikopoulos will use the reading score from the TABE pre, mid-year and at the end of the year. Dr. Demetrikopoulos will be responsible for analyzing program evaluation data, and producing evaluation reports. The project will participate in the program evaluation efforts as indicated in table below.

|  |  |  |
| --- | --- | --- |
| **Preliminary Activities****(first month)**Data sharing agreements signed;Instruments finalized;Establish Guidelines for reporting internally and for responsibility of reporting of deliverables.  | **Implementation** Select participants for formative and summative repeated measures analyses;Collect data from school data sets quarterlyCollect pre and post survey data;Perform quarterly and cumulative data analyses. | **Reporting** Baseline data Oct 15 Baseline data Update Dec 15, 2016; Mid-year data and mid-year data report by Feb 15; Mid-year “Formative Evaluation Summary” March 15; End of year teacher, students and adult family members survey data (DOE survey) May 15; End of year data and end of year data report July 15; End of year Summative evaluation report August 15.Prepare local and national materials for dissemination and presentation.  |

**Data Accuracy During Collection, Maintenance, and Reporting**: The proposal will conform to Dept of Ed and IRB policy on the dissemination and sharing of research results. A database will store relevant participant demographic and program-related data in a secure manner consistent with IRB protocols. With-in subject measures will include the use of baseline participant data. Data will be disaggregated by race/ethnicity, gender, economic status, and disability when possible. Appropriate statistical measures will be used to analyze these data and will include both descriptive statistics and outcome analysis. The complexity of potential interactions will require careful consideration of the full analytical approach and statistical modeling employed. As appropriate, affinity will be accounted for in the handling of data allowing for potential development of composite scores.

**Evaluation Activities Coordination with Program Staff, Students, Adult Family Members**

Data collection from the schools will be facilitated by Christine Baker using electronic access of school data to ensure that all sites provide the same outcome measures. For Objective 5 on Healthy Eating Habits, parents and children will complete the questionnaire administered by the health and nutrition teacher for the evaluator. For Objective 7 on Adult Literacy, parents will complete the TABE pre, mid-year and at the end of the year administered by the literacy teacher for the evaluator. The evaluator will use the reading score.

**Impact of Program Examined by Evaluation Design and Data Collection Plan:** The impact of the project will be evaluated by means of the use of the Repeated Measures Design and Repeated Measures Analysis of Variance (RM ANOVA) statistical procedures examining changes from three time periods of assessment (initial, formative, and summative assessments). Only sustainable participants (i.e., those project participants who participated in all three assessment times) will be examined to determine significant mean changes and the effect sizes of those changes over time in multiple areas of assessments.

**How Evaluation Results Will be Used:** Evaluation will include iterative dissemination of formative reports and data analysis to project staff and participants to use for revisions or modifications. Annual reports will be prepared for project PI to improve the program and document project outcome progress. Upon the conclusion of the project, results will be disseminated to educators through peer-reviewed publications and presentations.

**Sharing Evaluation Results With Community:** Evaluation results will be disseminated on the 21st CCLC website, community School Boards and councils as well as formally presented to the CCLC advisory board. Participating teachers, family members and students will also be directly provided with information about the results though program communication efforts. In addition, participating teachers will be encouraged to provide links from their websites to the program website.

**5.3.b Measurable Objectives and Assessments** Submitted online.

**5.4 Applicant’s Experience and Capacity**

**Program Administration and Fiscal Management** Children’s Home Society of Florida (CHS) is the largest private, non-profit child welfare organization in Florida, serving the needs of abused and/or neglected children and their families and disadvantaged youth at risk of poor health and academic outcomes. CHS operates 14 divisions throughout the State of Florida, each under the guidance of an Executive Director supported by strong local advisory boards. Michael Shaver, President and CEO, brings significant experience in replicating community school models, which include after school programs, in his work with Children’s Home+Aid in Chicago. The CCLC falls in the Western Division of CHS under the leadership of Tim Putman, who has two Masters Degrees: one in Marriage and Family Counseling and one in Religious Education. Licensed in Mental Health Counseling in Florida, he has 22 years of experience providing and/or overseeing counseling, psycho-educational, prevention, life skills training, educational support, and case management services to children and their families. Many of these services have been provided in school-based and afterschool settings such as Boys and Girls Clubs and many included family engagement as an essential component of the program. The Community School Director, Leigh Ann South, will oversee the site project manager. She is a certified teacher with teaching and family engagement experience.

CHS’ accounting and finance department, human resources, quality management, data systems, and information technology support are centralized for efficiency. CHS’ experience and ability to effectively manage public and federal funding is supported by its key systems of management and controls over fiscal, reporting and operational processes which include, external audits by independent CPA firms and funders as well as Internal Audit processes by external 3rd party service providers. CHS’ administrative capabilities are supported by its organizational structure, management hierarchy and its general and application controls over the agency’s Information Management Systems.

CHS has an operating budget in excess of $116 million per year, with a diversified, stable funding base, including the State of Florida, more than $13 million from individuals, corporate and foundation donors, as well as significant funding from federal grants, local cities and counties, local United Ways, Medicaid and fee for service. CHS has extensive experience successfully managing more than 30 federal grants totaling more than $32 million during the past 10 years including grants from the US Departments of Labor, Justice, Education, and Agriculture, SAMHSA, Florida Department of Children and Families, as well as numerous grants from Health and Human Services. CHS conforms to GAAP accounting practices and OMB circular A-122. The last two years of financial audits found no instances of compliance required to be reported under Government Auditing Standards or deficiencies of internal control.

**Program Implementation** CHS has direct experience providing childcare and after school programs for children. CHS runs two very successful VPK programs serving 155 children. Last year, both VPK center children’s average score on school readiness was over 95%. This is impressive in and of itself but particularly so because the programs serve primarily non-English speaking children. One of the VPK sites also provides afterschool programs for children 5 – 9 years old. Recently, CHS focused on developing community schools across the state of Florida. Community schools address the holistic needs of students, recognizing the unique needs and challenges students and their families face. Many offer on-site access to health care, on-site food pantries, counseling, leadership opportunities, parent resource centers, cultural enrichment activities, and after-school programs.

In 2012, CHS opened its first community school at Evans High School. Funding for the school comes from a variety of sources including federal grants, United Way, state funding, private foundations, private donations and state of Florida legislative appropriations. Community partnerships provide extracurricular activities, weekend food backpack programs, services such as clothing for the clinic, school supplies, and numerous volunteer hours. These services include programs similar to those of a CCLC including parent programs such as GED classes and employability classes as well as afterschool and summer enrichment programs for its students. Its enrichment programs include: tutoring and homework assistance, mentors, STEM programs, arts and cultural programs and character education. Community partners provide the parent and student enrichment programs. Since 2012, Evans Community School has demonstrated increased graduation rates (64% to 84%); increased school performance (from an F to a B rated school); and a reduction in disciplinary referrals by half.

Weis became a community school in 2016 in collaboration with the School Board of Escambia County, University of West Florida, and Escambia County Clinic (ECC). CHS received a planning and an implementation grant from UCF for funding for the first two years. The implementation grant for 2016 will fund key staff. ECC operates an on-site medical clinic for students. Becoming a CCLC site will serve to augment the momentum of the community school.

**Program Evaluations** CHS conducts ongoing internal evaluations for all programs as part of a continual quality improvement effort. Lead by the Quality Management (QM) team, program peer record reviews occur quarterly and division quality reports are provided monthly to the Executive Director of each division. Additionally, the Executive Team reviews QM developed matrices that compare quality measures across similar programs. CHS participated in 84 total External Audits in FY14-15. Corrective action was required in 20, no substantive findings in 48 and 16 are pending report from funder. For FY15-16 to date, there were 18 external Audits initiated. Corrective action was required in 1, some findings in 3, no substantive findings in 4 and 13 pending report from funder.

Evaluation is also built into the Community School model. Software was designed specifically for CHS Community Schools to regularly evaluate student progress and outcomes. Data such as school attendance, attendance at afterschool programs, grades and assessment scores are entered by Community School staff or pulled into the software which is abstracted on a regular basis to determine accuracy and reliability. Program data are presented to the Community School Core Partners in order to assist them in planning for the school. By identifying trends, the partners can make changes to improve the quality of the school.

**5.5 Partnerships, Collaboration & Sustainability**

**5.5.a Community Notice:**

CHS informed the community about our intention to submit an application in a number of ways. We placed a notice in our local newspaper the Pensacola News Journal on March 12th. We informed our families with a notice and short informational survey that was sent home with each student on March 14th.  A flyer was in the school office and we also reached out the private school in our area. We called March 9th and the 14th and sent an email on the 18th. CHS will partner with school personnel (Christine Baker, asst. principal and school technology staff) to develop, launch and maintain a program web page. We will look at launching our website within two weeks of being selected for the grant. We will also utilize the school’s Facebook page and website to communicate with families about the new website. It will be very important to keep this site updated and we will be doing this at a minimum of monthly.

**5.5.b Partnerships**

 We could not run our CCLC without great partnerships. CHS is partnering with Detritus Productions to provide dance classes, University of Florida Agricultural Extension to provide nutrition and cooking classes; Girls on the Run Northwest Florida to provide volunteers for character-building activities, University of West Florida for a bicycle maintenance class and a post-doc to teach adult computer skills, and Learn to Read of NW Florida to provide one on one literacy classes for family members.

**5.5.c Collaborations with the Regular School Day**

 Students, parents, teachers and staff at Weis were included in the needs assessment through interviews, surveys and focus groups. Teachers, administrators and staff completed an online survey. Parents and other community members were engaged in interview and focus groups at three locations. CHS employs the Community School Director who is co-located at the school ensuring continuous collaboration with Weis staff and administrators. The Community School Director regularly attends the School Advisory Council meetings. This person will supervise the CCLC Site Director. The Community School Director and the Site Director will meet with principals and leadership teams regularly to make sure there is a good fit with the regular school day. Program activities will be aligned with the Florida Standards. One of the School Improvement Plan goals is to increase the proficiency rates of students on Math (FSA), English Language Arts (FSA) and Science (FCAT 2.0) which is consistent with the CCLC accountability measure goals that CHS has chosen.

**5.5.d Sustainability**

A combination of public and private funds support the Community School model. As Weis Community School grows, similar to the Evans Community School, it will increase partnerships to support student and family enrichment program continuation following the 5 years of this grant. It is expected that Weis Community School, similar to Evans Community School, will ultimately be able to provide enrichment programs for its students and families through community partners free of charge at the end of the five year grant period. The Community School Director is tasked with engaging partners to participate in the school and provide services to students and their parents and this effort will result in adequate coverage of funding costs of the CCLC in years 3, 4 and 5. In addition to the school developing partnerships for enrichment activities, CHS has two grant writers tasked with finding funding for Community School development. The community school will seek funds from local community foundations, United Way, private foundations, and private donors to plug any gaps in program funding. Successful community schools such as Evans are able to leverage at least $3 in services for every $1 invested and it is expected that Weis will be able to do the same.

**5.6 Program Plan**

**Target Students** The target location is Weis Elementary School, a Title I school in Escambia County, Florida and 100% of students qualify for free/reduced price meals. The percent of students scoring satisfactory and above on Florida Standardized Assessments (FCAT 2.0, FAA, EOCs) is abysmally low. In 2013-2014, only 13% of students scored satisfactory and above on writing assessments, 25% on math and 25% on reading. In 2014 – 2015, 85% of students were not initially promoted to the fourth grade due to their FSA score. According to census data, 31.8% of our 18-24 aged population did not graduate from high school.

Our families also struggle with access to health and basic needs. Data from Sacred Heart Hospital show us that 72% of the pediatric hospitalizations come from around our school zone. Our zone also accounts for 27% of births under the age of 18 at their hospital with about 400 annual deliveries, 82 perinatal admissions, and 239 babies with neonatal intensive care and diagnosis. The need for better access to health care is also mirrored in our community needs assessment. We have already started to address these needs by opening a clinic staffed with a pediatrician, LPN, and medical assistant. It is currently open three days a week and sees the students and their siblings. We also have a licensed clinical counselor on-site to meet their behavioral needs. The students at Weis are exposed to traumatic events on a regular basis. In Escambia County, the school’s main zip code (32505) also accounts for 47% of child abuse calls (over 4,500 last year) to the Florida Abuse Hotline. For 2012-2014, Escambia County reported higher rates per 100,000 than the state of Florida of domestic violence (1090.5 vs. 557.7), deaths from a firearm discharge (17.0 vs. 12.0), forcible sex offences (95.6 vs. 52.2), aggravated assault (498.8 vs. 302.1), and homicide (8.0 vs. 6.3) as well as higher rates of sexual abuse (148.1 vs. 66.5) and child abuse for children ages 5 - 11 (1871.7 vs. 1119.1) (Florida Department of Health, 2012-2014[[8]](#footnote-9)). To assist staff in helping children cope with trauma, all staff will be trained in The Sanctuary Model, a trauma-informed model of working with children.

Our main objective behind our after school program is to offer additional opportunities for academic and personal enrichment to Escambia County’s most at-risk students. So many of our students are struggling that we will not target any particular group of students. All students will be eligible to participate in the program.

**5.6.b Recruitment and Retention**

We are targeting students in our school zoned area for this grant. We want this program to be as engaging as possible so students will want to attend daily. We know from our Needs Assessment that many of our students live in food insecure households so the promise alone of a snack and an evening meal will be an incentive to be a part of the program. Project-based learning will be utilized to capture student’s attention. Students will also utilize our Maker Space at least once a week where learning is promoted through play. They will have the potential to apply science, math, technology and engineering through the creation of their own works. Through our Community School Office, we will continue building on the relationships that we have already established with families to promote our program. We have been working with our families to get them registered with resources in our community. For example, we have obtained permission to treat and registered over 150 students for health services with our on-site clinic.

**5.6.c Student Program Activities**

**Homework Help** As evidenced by FSA scores, students at Weis elementary are struggling to keep up and need assistance with homework especially since they will be home late from the program. Homework Help will be monitored daily by our teacher assistants. It will be their responsibility to check in with students during snack and help to plan out the assistance required. For example in first grade, students write their spelling words three times for homework. This would be completed during academic success time while the teacher is pulling other students for small group instruction. Small group instruction will be happening daily during this time in all grade levels. This will allow the teacher to be working with six students and the teacher assistant to be following up with students who need to complete their homework. Depending on the skills needed to complete it, the teacher assistant may touch base with the teacher for additional assistance if needed.

**Academic Enrichment** Our academic success hour will rotate between English language Arts (ELA), math and STEM activities. During some of our personal enrichment activities there will also be connections with academics. An example of this will be our “Garden Club” where students are doing measurement calculations for planting and using their journal for tracking their progress. A variety of activities will be chosen to assist in engaging students of all learning styles and levels. John Pecore will assist in incorporating project-based learning activities into academic enrichment. Weis teachers will be consulted on a regular basis to provide input into activities in order to collaborate with the school day.

All of the teachers that are working with students will be trained on best practices in small group instruction and have access to reading, math and science coaching. These teachers will also have attended all professional development activities offered through the district. We want to build upon the instruction that is occurring during the regular school day and will utilize students’ DRA levels (Developmental Reading Assessments) and other school related data for group placements. The project based learning blueprint already adopted for the regular school day will be utilized for after school care. A book study will also be a part of each quarter and tied into the blueprint. Books will be chosen that assist the student in their projects to encourage intrinsic interest in reading.

Initial 2015 Discovery Education Assessment for grades K-3 for ELA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 1Critical Need | Level 2RemediationNeeded | Level 3Meeting Grade Level | Level 4Exceeding Grade Level  |
| Kindergarten | 69.4 | 24.1 | 6.5 | 0 |
| 1st Grade | 23.2 | 76.8 | 0 | 0 |
| 2nd Grade | 62.6 | 31.9 | 4.4 | 1.1 |
| 3rd Grade | 42.2 | 43.3 | 12.2 | 2.2 |

2015 - 1st Nine Weeks District Progress Monitoring Assessment for ELA

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5-expert | 4-above average | 3-average | 2-remediationNeeded | 1-critical need |
| 3rd Grade | 0 | 6.4% | 10.3% | 16.7% | 66.7% |
| 4th Grade | 0% | 0% | 3% | 12.1% | 84.8% |
| 5th grade | 1.8% | 10.5% | 15.8% | 19.3% | 52.6% |

Looking at Weis data, you can see the magnitude of the students that need remediation. Only 6.5% of our students in Kindergarten scored meeting or above grade level requirements at the beginning of the school year and 0% in First Grade. Students falling into the critical need category for the upper grade levels is significant as well.

**Science, Technology, Engineering, and Mathematics (STEM)** Children at birth are natural scientists, engineers, and problem-solvers. They consider the world around them and try to make sense of it the best way they know how: touching, tasting, building, dismantling, creating, discovering, and exploring. For kids, this isn't education. It's fun! Yet, research documents that by the time students reach fourth grade, a third of boys and girls have lost an interest in science (Murphy, 2011[[9]](#footnote-10)). STEM activities will be incorporated into project-based learning. For example, in “Build a Bike”, students will use math and science skills to learn to maintain a bicycle.

Weis is part of the district initiative called Vision 2020. All classrooms are equipped with projectors and all students in grades 3-5 have a Chromebook. Kindergarten through 2nd grade classrooms have 6 iMac desktops and approximately 8 iPads resulting in a near 1:1 environment. We will be utilizing this technology in our after school care program also.

Initial 2015 Discovery Education Assessment for Grades K-3 for Math

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 1Critical Need | Level 2RemediationNeeded | Level 3Meeting Grade Level | Level 4Above Grade Level |
| Kindergarten | 34 | 62.1 | 3.9 | 0 |
| 1st Grade | 29.6 | 62.2 | 8.2 | 0 |
| 2nd Grade | 55.6 | 43.3 | 1.1 | 0 |
| 3rd Grade | 42.2 | 43.3 | 12.2 | 2.2 |

2015 - 1st Nine Weeks District Progress Monitoring Assessment for Math

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5-expert | 4-above average | 3-average | 2-remediation needed | 1-critical need |
| 3rd Grade | 0% | 2.6% | 6.4% | 7.7% | 83.3% |
| 4th Grade | 0% | 0% | 4.2% | 8.3% | 87.5% |
| 5th Grade | 0% | 0% | 5.2% | 15.5% | 79.3% |

2015 – 1st Nine Weeks District Progress Monitoring Assessment for Science

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5-expert | 4-above average | 3-average | 2-remediation needed | 1-critical need |
| 5th Grade | 0% | 3.9% | 25% | 38.5% | 32.7% |

We will continue to use project-based learning plans for all grade levels to maintain student engagement. For example in a K-2 setting, we would read the book “Diary of a Worm” and create a media campaign to educate others about the layers, components, and inhabitants of soil. We would also discuss how the worm documented his experiences in his journal and students would receive their own journal to record their observations and ideas for the campaign.

**Other Enrichment Activities**

**Project Based Learning** Our focus is to fully engage students and families to want to be a part of this program through enrichment activities guided by project-based learning. We are excited to collaborate with Professor John Pecore who is an Associate Professor at the University of West Florida. Dr. Pecore has published extensively in the area of project-based learning and is well cited in the field. Additionally, he has offered several project-based learning workshops at both national and international conferences as well as at local schools in our region. Dr. Pecore will serve as an external advisor working closely on the project with our site coordinator on the implementation of project-based learning activities. Project-based learning (PBL) will serve as the pedagogical approach to design school enrichment activities that are integrated with regular school day learning. PBL is an instructional approach where students confront meaningful real-world problems or issues, determine the means for addressing them, and act to solve the problems or issues (Bender, 2012[[10]](#footnote-11)). The beginning of the 21st century has produced much research in support of project-based learning causing educational advocates to recommend PBL as an effective instructional approach (Barell, 2007[[11]](#footnote-12); Ghosh, 2010[[12]](#footnote-13); Mergendollar, Maxwewll, & Bellisimo, 2007[[13]](#footnote-14)). When done well, proponents of PBL emphasize student gains such as improved thinking skills, enhanced cognitive abilities, and increased interest and enjoyment in the content. Other gains mentioned are students’ becoming more independent learners as measured by more frequent users of libraries and other information resources, acquiring life-long learning skills, and developing a more holistic approach to content. PBL supporters also characterize PBL educated students as more able to adapt to change and to work well as a team member (Sonmez & Lee, 2003[[14]](#footnote-15)).

While not new, project-based learning is emphasized by educators and business leaders who seek ideas to support the development of students’ skills in 21st-century technologies, problem solving, and collaboration (Partnership for 21st Century Skills, 2009[[15]](#footnote-16)). The five essential features of PBL are 1) central project, 2) constructivist focus on important knowledge and skills, 3) driving activity in the form of a complex question, problem, or challenge, 4) learner driven investigation guided by the teacher, and 5) real-world projects that are authentic to the learner (Barron, 2008[[16]](#footnote-17)).

Our staff to student ratios will meet all 21st Century requirements. We will always have at least a 20:1 ratio of students to staff. During our academic enrichment times, we will also have a lead certified teacher in the room bringing the ration to 10:1. The hiring of a certified teacher is in our budget for 1½ hours daily with at least one hour of instruction along with additional planning time. We will work alongside the school to recruit the most effective teachers.

A Typical 21st CCLC Day for after school activities – At dismissal, Zykeria will wait in her room with her teacher until it is announced for all after school care students to be released to the cafeteria. She will head down the hall to the cafeteria to pick up her healthy snack and also check in with the site coordinator for attendance. Next, she will meet up with her assigned after school staff member. The staff member will talk to her briefly about her day and ask about her homework for the evening. The staff member will make a note so it can be addressed during the academic excellence time because today they have their lesson on nutrition. She will sit down and begin to enjoy her snack as up to 19 of her fellow grade level friends join her. Today, Zykeria’s group is learning about healthy eating from our local extension office. They even get to sample a couple of vegetables at the end. Uggh – she is not for sure about raw broccoli however, the red bell pepper was tasty.

It is now 3:00 and Zykeria and her assigned group head with their staff member to a designated classroom. They are met by a Florida-certified teacher as they continue working on their narrative writing based on a section reading of *Me and My Bike* by Ander. This story is about a boy who wishes for a new bicycle, which his family cannot afford. The staff member makes sure that during this time they all homework is addressed and if needed, sets up a small group to work with teacher.

The best part about today is that it is Thursday and that means - “Build a Bike”. Zykeria is the first one at the door for the afterschool bicycle maintenance course. This project-based learning activity will assist students in the science of bicycles while developing skills for caring and maintaining bicycles. Students are learning today how to check tire pressure to the correct PSI level which ties directly in with the Florida State Standard of being able to compare and contrast the basic properties of solids, liquids, and gasses, such as mass, volume, color, texture and temperature. She cannot believe that her time is already up and it’s time for dinner.

A Typical 21st CCLC Day for summer activities – Zykeria is very excited about having something fun to do during the summer. She is dropped off at 8:00 a.m. by her mother and signs in with the site coordinator. She then heads to breakfast and is met by her assigned staff member. At 8:30 a.m., she goes to the Maker Space area inside our Innovation Center. The art teacher is ready for them to continue working on their bird houses. They are getting so close with only the roof left to be measured, cut, and attached. Just as she is cleaning up her space, it is time for some exercise. She leaves Maker Space at 9:30 a.m. with their staff member and goes to the basketball courts to play some ball. At 10:00, her group goes inside and walks to their classroom to work with their Chromebooks (3-5th grade students at Weis are assigned a Chromebook). She is finishing up her project today where she is using her skills she learned in coding class earlier in the week. She is definitely becoming a digital creator! Soon it is time for lunch around 11:00 a.m. After lunch, she heads with her group to the Innovation Center to enjoy some quiet reading time along with other STEM activities. Before she knows it, it is 12:45 and time to straighten up the area and go to the cafeteria for pickup.

**5.6.d Adult Family Member Program Activities**

Upon registration for the 21st CCLC program, parents will be provided informational flyers in writing regarding the adult family member services offered through Weis’s 21st CCLC program. The activities reflect the needs identified in the community assessment conducted during the course of the 2015 fall semester, by addressing the need for parental engagement in the school, adult education and literacy, poverty, workforce preparation, and health/nutrition. These services will be open to adult family members of children of all ages. Please see the table below for the specifics.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Person Responsible | How Often | How Long | Proposed Dates |
| GED Prep | CHS – Workforce program staff | Weekly at least 8 sessions, Each Semester | 1 hour | Sept – Oct.Jan – Feb. |
| Computer Literacy | University of West Florida – Post Doc Volunteer | Weekly 6 sessionsEach Semester | 1 hour | Oct – Nov.Feb – Mar. |
| Financial Literacy | CHS – 21st CCLC Staff | Weekly for 45 weeks | 1 hour | Oct – Sept. |
| Literacy | Learn to Read 1:1 Volunteer | Weekly as directed by the adult learner | 1-2 hours | Sept. - May |
| Nutrition/Health | University of Florida – Ag Extension Volunteer and/orUniversity of West Florida Volunteer | Weekly for 8 weeks | 1 hour | Oct – Nov.Apr – May |

Prior to the beginning of the offering activities, notices will be sent home to family members by the school. The Principal and Program Director will send a “call out” message to the family’s points of contact announcing the opportunity in advance. Additionally, when registering children in to the 21st CCLC program, staff will provide written information about the offerings and encourage parents to participate, both in activities of their interest as well as interacting with their child’s class when appropriate. 21st CCLC staff will also encourage their participation in the advisory council as well.

**5.6.e Staffing Plan and Professional Development**

**Staffing Plan** The CCLC will be housed within the Western Division of CHS led by Tim Putman, Executive Director. All division executive directors report to the CEO of CHS. The Community School Director, Leigh Ann South, will serve as the program director and she reports to Mr. Putman. Leigh Ann South is a certified teacher in the state of Florida. She has over 10 years of experience working with students and families in the education field. In addition to being a teacher, she served as a Family and Community Liaison at the school level and worked at the district level in Title 1 for Parent and Community Involvement. The Site Director will be supervised by the Community School Director as will the administrative support assistant, 6 certified teachers, 7 educator I positions, and 1 educator II position. The Educator I position requires a high school diploma/GED and two years’ experience. The Educator II position requires a bachelor’s degree and two year experience. During personal enrichment, we will always have an educator I staff member with the students. Depending on the activity, other volunteers/teachers will be on a rotating schedule for each class. Data will be collected and maintained by the administrative support assistant. The evaluator will be a contracted position. A project-based learning consultant is donating his services. Certified teachers with a valid Florida Professional Educator’s certificate (or a temporary certificate) will lead academic activities. Student to staff ratio for academic activities will be no more than 10:1. Enrichment activities will be staffed at no more than 20:1. There will always be a staff member certified in First Aid and CPR on site.

**Professional Development** Teachers will maintain their teaching certification and meet all relevant district professional development standards. All CHS staff will be required to complete a variety of trainings including blood borne pathogens and disease prevention, child abuse and mandatory reporting, HIPAA and security awareness, sexual harassment, emergency response plan, serving deaf clients, children and trauma, cultural diversity and workplace violence. Staff on-site will also complete training in Capturing Kids Hearts as well as small group instruction which is taught by our reading, math and science coaches. Capturing Kids' Hearts is a 3-day off-site learning experience that provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. In addition, all staff will be trained in The Sanctuary Model, a trauma-informed model of working with children.

**5.6.f Program Center(s)**

 C.A. Weis Elementary School serves over 500 students and offers many opportunities for indoor and outdoor activities that will provide sufficient space for our program. A new playground (capacity of 73 students) was installed in January through a local grant of $106,000 that is also equipped with eight picnic tables and additional seating. We have access to a ¼ mile track and a separate court area with 6 basketball goals. During inclement weather, there is a separate covered outdoor area that is attached to a climate-controlled gym. We will also have access to other P.E. equipment (i.e balls, jump ropes, etc.). There are opportunities for organized outdoor play in other gated areas around the school. The media center was transformed last year into an Innovation Center which houses our library and Maker Space (capacity of 25 students). Inside the school, we will have access to the computer lab, several classroom areas, and seating for over 175 in our Café. Safety is a major priority at CA Weis Elementary. All visitors must sign in at the front desk which is close to the front door and have their license run through RAPTOR, a background screening program. Staff is posted outside during school day dismissal.

**5.6.g Safety and Student Transportation**

**Student Safety** Student safety is of utmost importance to CHS and Weis. All visitors who are on campus must go through the office and have their license run through the RAPTOR system (which does a background screen). In addition, all of the CCLC employees will be badged through the district which requires passing a level 2 background check and screening. Weis complies with the Jessica Lunsford Act requirements for background screening. All volunteers will be screened using the RAPTOR system. Volunteers must be monitored by line of sight by someone that is school district badged. Students will never be alone with just a volunteer.

Students are dismissed by category with teachers staying in their rooms until all students have been called and staff supervising pickup outside. The CCLC students will be dismissed last and report to the Café for attendance. All activities will take place on school grounds. Staff in the hallways will supervise the transition from school to the CCLC and transitions between activities. During dismissal, parents will sign their student out and only people who have been listed to check them out will be allowed to sign them out. Parents will be required to come in the building to take them for the evening. Staff are well-educated on escape routes and safety procedures for the school and will react appropriately in the event of an emergency.

**Student Transportation** The site for the CCLC is the school so students will not need transportation to the CCLC. CHS will not be providing transportation home for the CCLC participants. The majority of students live within walking distance of the school. Students that are walking home from the CCLC will not be released until an adult who is listed as responsible for the child comes to the school. These adults must physically come in the building to check their children out. This process will ensure student safety during fall and winter hours.

**5.6.h Dissemination Plan**

Upon receiving our notification, we would begin informing our community immediately through the summer feeding site being hosted by Weis. We would also submit a press release to the Pensacola News Journal and submit a public notice. We would set up an informational table during their breakfast (8:00-8:30 a.m.) and lunch (10:30-11:30) time to talk with students and families. We would utilize our existing communications committee consisting of public relation/marketing representatives from Children’s Home Society, University of West Florida, Escambia County School District and Escambia County Community Clinics to further our message throughout the local media. It would be posted on the school’s website and Facebook page where we will also make available mid and end of year summary reports. It will also be posted on the CCLC website. We would rely on our community partners to assist in spreading the information about our program. Many of our students register during the first weeks of August so we will have posters up and visible along with registration information. We will also have available summary reports at all times in the Community School office located at Weis. Mid and end of year reports will also be presented to the Community School Core Partners Board and councils along with the CCLC advisory board.

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