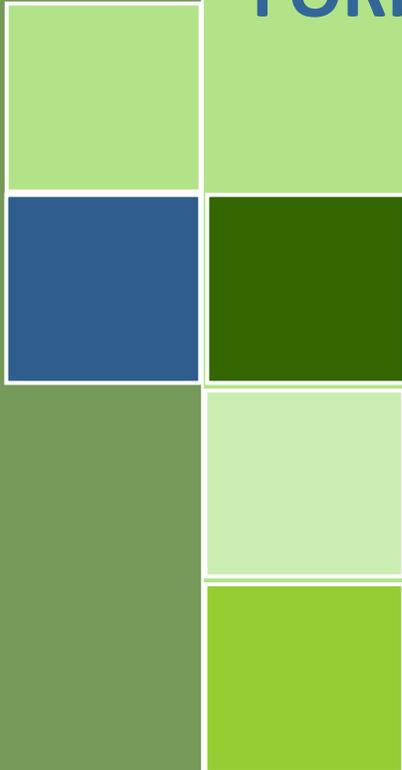


Summer 2013 &

September 2013 –
December 2013

Project Number
160-2443A-3CCC1

21st Century Community Learning Centers **FORMATIVE REPORT**



A Partnership of



Dae Lynn Helm, Project Director
Jacksonville Children's Commission
21st Century Community Learning Centers



Table of Contents

Program Partners.....	3
North Shore Participants	4
Northwestern Participants	5
Overview and Program History.....	6
Program Year 2013-14 Attendance/Operational Hours.....	7
Academic Focus.....	8
Duval County Public Schools.....	9
Jacksonville Children’s Commission	9
Community Based Organizations	10
Student Enrollment Summer and School Year	12
Average Daily Attendance, Sept. 2013 – Dec. 2013.....	12
Program Operations	13
Quality Staffing.....	13
Objective Assessment.....	14
Mid-Year Results on Objective and Student Outcomes.....	15
Activities Summer and Academic Year.....	18
Activities - North Shore TEAM UP.....	18
Activities Northwestern TEAM UP.....	20
Performance Measures for Quality – Summer 2013.....	25
Assessment by an External Evaluator.....	26
Overall 21 st Century Successes.....	28
Overall 21 st Century Challenges.....	29
Progress Towards Sustainability.....	30
Final Recommendations.....	30
Attachment A - End of Year Objectives Report	
North Shore Elementary Objectives	
Northwestern Middle Objectives	



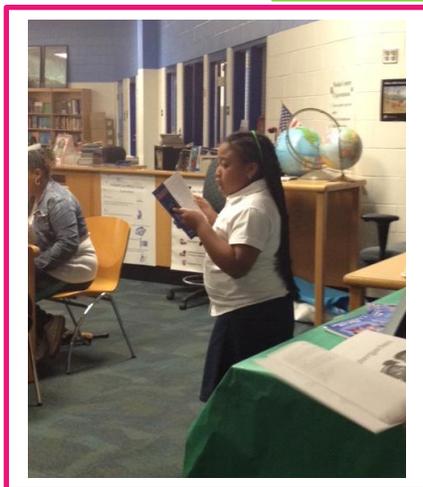
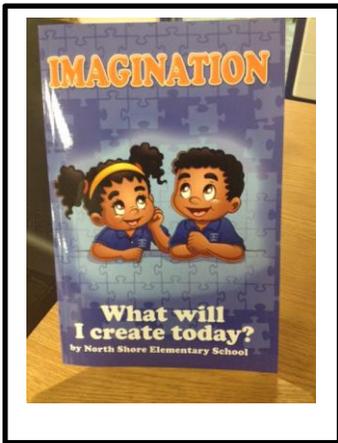
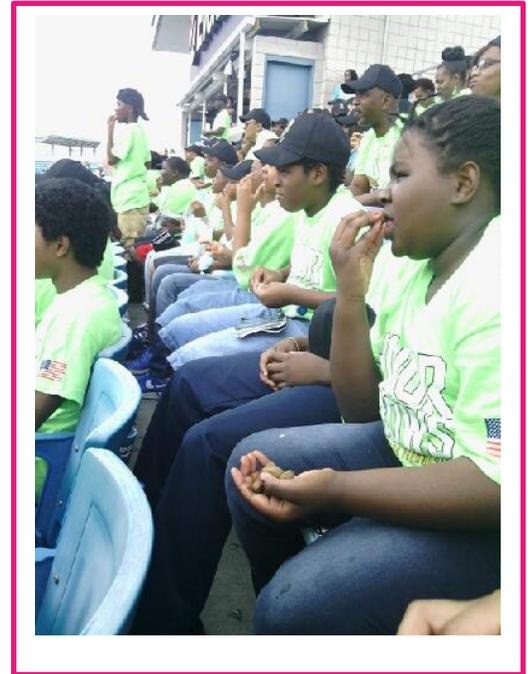


21st Century Community Learning Centers
TEAM UP Afterschool Program
Duval County Public Schools - Cohort 8
Project Number 160-2443A-3CCC1

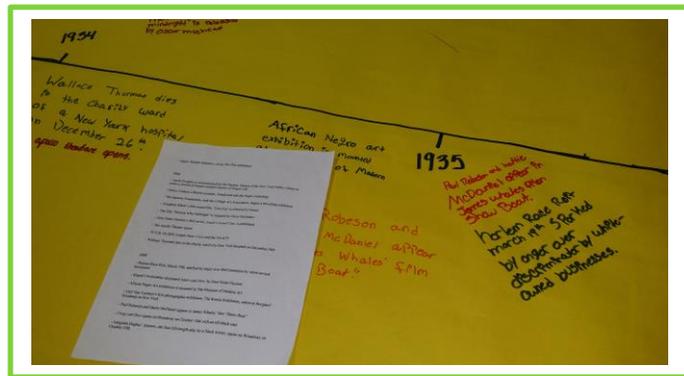
Program Partners



North Shore TEAM UP Participants



Northwestern TEAM UP Participants



Overview and Program History

TEAM UP Afterschool Program

The TEAM UP Afterschool Program was first implemented in 1998 at seven middle schools by the Jacksonville Children's Commission (JCC) and Duval County Public Schools (DCPS). TEAM UP programs balance quality academic instruction by certified teachers in school settings with enrichment activities for low-income, at-risk youth. TEAM UP's three key partners are: DCPS, the JCC and community-based organizations (CBO). TEAM UP is a Children's Commission signature program.

The overall purpose of TEAM UP is to improve academic achievement and character development, thereby enhancing life opportunities and choices for low-income, at-risk children and their families living in Duval County, Florida. Currently, TEAM UP is located in 44 schools. The Florida Department of Education funds two TEAM UP program sites via 21st Century Community Learning Centers (CCLC) grants for the program year 2013 -14.

The outcomes of TEAM UP were validated by a longitudinal study conducted by Wellesley College and the National Institute for Out of School Time. Historically, TEAM UP students have better attendance, higher promotion rates and FCAT scores, and fewer behavioral referrals than students not attending these programs.

Currently, in partnership with DCPS, the 21st CCLC, afterschool programs are implemented by two CBO's: Communities In Schools and The Bridge of Northeast Florida. The program operates in one elementary school, North Shore, serving kindergarten through fifth grade and one middle school, Northwestern, serving sixth through eighth grade.

Program Year 2013-14 – Attendance/ Operational Hours

Summer 2013 and School Year – September 9, 2013 – December 18, 2013

Table 1:

Center/Site Name	All Students Serviced: Attending at Least One Day				Regularly Attending Students: Attending 30 Days or more			
	Total	Summer Only	Academic Year Only	Both Summer and Academic Year	Total	Summer Only	Academic Year Only	Both Summer and Academic Year
North Shore	399	108	229	62	235	0	174	61
Northwestern	317	61	200	56	235	0	110	125

Table 2:

Center/Site Name	Total numbers of <u>weeks</u> THIS site was open	Typical number of <u>days per week</u> THIS site was open	Typical number of hours per week THIS site was open on:		
			Weekday	Weekday Evening	Weekend
North Shore	6	5	8	0	0
Northwestern	6	5	8	0	0

Table 3:

Center/Site Name	Total number of <u>weeks</u> THIS site was open	Typical number of <u>days per week</u> THIS site was open	Typical number of hours per week THIS site was open on:			
			Weekday before school	Weekday during school hours	Weekday after school	Weekend
North Shore	14	3	0	0	3	0
Northwestern	14	3	0	0	3	0

Academic Focus

In the fifth year of the grant, DCPS implemented a new academic framework for the TEAM UP academic component, which incorporates novel studies, literature circles and writing in response to reading in addition to the i-Ready reading curriculum on the computer. The focus for math consists of computer time using Reflex Math, Carnegie, i-Ready and SuccessMaker. The fifth through eighth graders also use Gizmos™, FOCUS Achieves and FCAT Explorer for Science activities on the computer.

The Jacksonville Children's Commission met with Duval County Public School's Chief of Curriculum and Instruction, Ms. Daniela Simic and discussed the project-based learning curriculum designed in the 21st Century Community Learning Centers. Agencies and the lead teachers worked with the principals to meet the needs of the schools by providing academic support in the academic hour on computer skill-based training programs and project-based learning. Homework assistance was provided as needed. The lead teachers and program managers worked together to link the academic information with the enrichment activities. The program managers and the lead teachers help facilitate coordination between the daytime academic activities and afterschool activities.

Both Northshore and Northwestern's lead teachers had access to baseline data of the children in the afterschool programs. They utilized this information to provide individualized support to youth who are behind and also to separate students into groups based on skills.

The academic hour has been very focused and intentional to improving skills of the individuals and project-based learning was implemented in the enrichment hour and non-academic days.

Duval County Public Schools (DCPS)

The Duval County School Board hired a new superintendent, Dr. Nikolai Vitti, from the Miami-Dade County Public School District in December 2012 and the Duval County School Board has several new board members. In 2013, Dr. Vitti met with parents, the community, and key stakeholders including United Way, the Jacksonville Children's Commission, the City of Jacksonville and other non-profit organizations to craft a new strategic plan for the district.

As a result of this strategic planning and community engagement, numerous changes in principal leadership occurred at many schools throughout the district. Fortunately, North Shore and Northwestern did not have a change of principal leadership for the 2013-14 school year.

Dr. Vitti continues to support the partnership created between the JCC and DCPS for the fifth year of implementation of the program.

Ms. Laurie Bourdon continues to serve at the liaison between JCC and DCPS. Ms. Bourdon served as the liaison for JCC's the 21st Century grants from 2005–2011. In 2011, Ms. Bourdon was reassigned to the liaison position for program year 2012-13.

Jacksonville Children's Commission (JCC)

The Jacksonville Children's Commission Board of Director's completed a two year search for a CEO/Executive Director. Mr. Jon Heymann was hired in September 2013 to lead the organization. Mr. Heymann comes from Communities In Schools, Jacksonville where he led the organization for 15 years. Under his leadership the organization had implemented numerous 21st CCLC sites over the years, including the Northwestern site in this grant.

Mr. Heymann's vision for JCC is to "make a positive difference for the greatest number of children in the shortest period of time."

In the past, 15 years the Jacksonville Children's Commission has provided sustainability funding for all 21st CCLC grants that ended. It is Mr. Heymann's intention to keep funding at the two sites in this grant after it ends, but this is not guaranteed under difficult city budget cuts.

Community Based Organizations (CBO's)

The Bridge of Northeast Florida

The Bridge of Northeast Florida (“The Bridge”) continues to operate the North Shore Elementary TEAM UP program. The Bridge implemented this program with the first 21st Century grant. The Bridge is a 501c(3), nonprofit agency with a goal to provide children living in some of Jacksonville’s most crime-infested, impoverished neighborhoods with the opportunities they need to overcome barriers, and to support them as they aspire to better their lives.

Most members of leadership team from The Bridge have a college degree, or possess multiple advanced education degrees, and have vast experience working with at-risk youth in various capacities. The Bridge has a history of private and public partnerships that provide productive, successful opportunities for the children and North Shore in our programs. The Bridge operates a “holistic” model that addresses academics, health, social enrichment, mentoring, job skills training and jobs.

Ms. Tousha McCoy has been a program director for The Bridge for four years, overseeing a total of seven afterschool programs. She has a master’s degree in Strategic Leadership and has been employed at The Bridge for eleven years.

Ms. Tyrica Young has been program manager of the North Shore site for the past six years. She is a certified teacher with six years teaching experience and two years as a teaching coach. She is studying for a master’s degree in education with an emphasis on curriculum development.

In August, North Shore TEAM UP welcomed Ms. Jaime Johnson as the new lead teacher. Ms. Johnson comes to North Shore TEAM UP with a wealth of knowledge and years of experience as a teacher for Duval County Public Schools. She began the recruitment of students for North Shore TEAM Up by analyzing data from the Florida Comprehensive Assessment Test, FCAT 2.0. Students who scored below grade level in Reading and Mathematics on the FCAT 2.0 were identified and invited to participate in North Shore TEAM UP. Other staff changes have been minimal for this program.

Communities In Schools Jacksonville

Communities In Schools Jacksonville (CIS) is the leading dropout prevention organization helping kids successfully learn, stay in school and prepare for life. CIS reaches more than 7,000 at-risk students in more than 40 Duval County Public Schools through mentoring, literacy tutoring, afterschool enrichment, and case management.

CIS provides services to Duval County Public Schools in four focus areas: enrichment, mentoring, literacy and afterschool. Each of the following programs provided by CIS, offer unique opportunities to reach students and impact their lives: Achievers For Life, Duval Reads and TEAM UP.

Mr. Eric Johnson is an afterschool division director with over sixty years of combined history serving at-risk youth. His background experience includes youth development, drop-out prevention, quality afterschool programming and design.

The lead teacher interviewed and hired new staff for the summer. This staffing change was necessary to meet the needs of the students and the grant objectives for Project-Based Learning. The summer 2013 program was extremely successful with high enrollment and regular attendance.

Ms. Chelsea Matthews is a language arts teacher and has four years experience with the afterschool program. She had completed the first year as the lead teacher in 2012-13 and became a strong leader of the summer program. She continues to be the lead teacher in 2013-14.

Student Enrollment – Summer & School Year

Student enrollment for both program met targets.

North Shore school year program had 399 students attend at least one day of the program and 235 attend 30 days or more. The Average Daily Attendance of the school year program at this mid-year point is 209 (100%).

Northwestern school year program had 317 students attend at least one day of the program and 235 attend 30 days or more. The Average Daily Attendance of the school year program at this mid-year point is 110 (100%).

Student Demographics

The majority of the regularly attending students at North Shore and Northwestern afterschool programs identify themselves as Black or African American race, are eligible for Free or Reduced Meal Program and are not limited in English proficiency. Attendance by females is slightly higher than males. Less than 13% of the youth had an identified special need or disability.

Average Daily Attendance, September – December 2013

Both North Shore Elementary and Northwestern Middle school TEAM UP program have strong Average Daily Attendance (ADA) during the school year. Attendance in the summer 2013 was not as high as during the school year.

Table 4:

2013 Summer - 29 days		
Center Name	Target ADA	Achieved ADA
North Shore	210	135
Northwestern	110	109

Table 5:

2013-14 School Year (September – December) – 66 days		
Center Name	Target ADA	Achieved ADA
North Shore	210	209 (100%)
Northwestern	110	110 (100%)

Program Operations

The program operated the proposed 29 days for summer in 2013 and 66 days in the first half of the school year. The program started September 9, 2013 and ended prior to winter break December 18, 2013.

North Shore Elementary operated from 3:00 p.m. to 6:00 p.m., five days a week following the Duval County Public School calendar for holidays, planning days, in-service days and weather holidays. Additionally, the afterschool program operated for an additional hour 15 days of the school year for bi-weekly early release days. That resulted in an additional 15 hours of programming per student.

Northwestern Middle operated from 4:15 p.m. to 7:15 p.m., five days a week following the Duval County Public School calendar for holidays, planning days, in-service days and weather holidays. Northwestern did not add programming hours when the school had bi-weekly early release days.

Quality of Staffing

Jacksonville Children's Commission

Ms. Dae Lynn Helm is the project director for the program, located at the JCC. She has been a contract and grants manager for 15 years at the JCC.

Duval County Public Schools

Ms. Laurie Bourdon serves at the liaison between JCC and DCPS. Ms. Bourdon served as the liaison for the JCC's the 21st Century grants from 2005 – 2011 and again from 2012 - present. She has extensive experience with the 21st CCLC grants.

The Bridge of Northeast Florida, Inc.

Ms. Tousha McCoy has been a program director for The Bridge for four years, overseeing a total of seven afterschool programs. She has a master's degree in Strategic Leadership and has been employed at The Bridge for ten years.

Ms. Tyrica Young has been program manager of the North Shore site for the past five years. She is a certified teacher with six years teaching experience and two years as a teaching coach. She is studying for a master's degree in education with an emphasis on curriculum development.

The lead teacher for summer was Ms. Teri Washington, but changed to Ms. Jamie Johnson who has experience with 21st CCLC programs.

Ms. Felicia Hardaway continues as the principal for 2013-14.

Communities In Schools Jacksonville

Mr. Eric Johnson is an afterschool division director, with sixty years of combined history serving at-risk youth. His background experience includes youth development, drop-out prevention, quality afterschool programming and design.

In the summer, the principal and the agency decided that the program needed to progress in a different direction and nearly 99% of the staff changed. The one staff member who remained consistent from the school year to the summer was the lead teacher, Ms. Chelsea Matthews.

Ms. Matthews is a language arts teacher who has two years experience with the afterschool program. She has completed the first year as the lead teacher in 2012-13 and she has become a strong leader of the summer program. She has continued as the lead teacher for the 2013-14 school year.

Mr. Ruel Wilson became the project manager in summer 2013 and continued through December 2013.

Dr. Arvin Johnson continues as the principal for 2013-14.

Objective Assessment

On-Site Data Collection and Analysis

The program collects student data before, during and after the school year program and utilizes the data for plan programming. Data is collected regularly at the school sites from teachers and school administration and at the end of the program.

The program collects data in the beginning of the year and after every grading interval for analysis. Some of the information is collected directly from the schools and other information is collected from the youth's report cards before the youth takes the report card home. Each agency works with the lead teacher at the school to obtain the individual school data of youth attending the program and compiles the information into spreadsheets.

Throughout the year, the lead teacher will help coordinate specific interventions for youth (i.e. small groups or homework assistance) with youth that need additional support. The lead teachers may create lesson plans or help direct youth during Project-Based Learning (PBL) lessons to obtain needed skills related to the deficits evident in the data analysis.

In addition to the data collected about students throughout the year, an independent evaluator obtains data from DCPS about students attending the program 30 days or more, a more in-depth analysis occurs utilizing FCAT scores of reading and math, attendance and promotion. Year-to-year comparisons of students outcomes, as well as comparisons to non-attending afterschool student are made if available. This information is utilized for overall program planning and is shared with stakeholders.

Baseline Data Collection and Analysis

Academic baseline data was collected after the first quarter which included results of FCAT scores from the previous year and first quarter grades. Data collection occurred at the district level and was provided to the lead teachers.

Table 6: North Shore Academic Baseline – 1st Quarter – 257 students

# Students Scored <3 on FCAT Reading 2013	# Students Scored <3 on FCAT Math 2013	# Students <C grade Language 1 st Quarter	# Students <C grade Math 1 st Quarter	# Students <C grade Science 1 st Quarter
78 of 114	48 of 114	47 of 257	64 of 257	29 of 198
68%	42%	18%	25%	15%

Ms. Johnson, the lead teacher at North Shore had extensive analysis of the student’s progress provided to her by the school principal. The information she had and the data spreadsheet help her guide the teachers in their instruction during the academic hour. Observations of the academic hour were very focused on the needs of the student. Students were engaged and interactive.

Table 7: Northwestern Academic Baseline – 1st Quarter – 257 students

# Students Scored <3 on FCAT Reading 2013	# Students Scored <3 on FCAT Math 2013	# Students <3.00 in GPA in 2013	# Students <C grade Language 1 st Quarter	# Students <C grade Math 1 st Quarter	# Students <C grade Science 1 st Quarter	# Students < 3.00 in GPA in 2014 1 st Quarter
148 of 211	139 of 211	116 of 149	41 of 217	81 of 217	39 of 217	177 of 217
70%	66%	78%	19%	37%	18%	81.5%

This data collection occurred at the district level and was provided to the lead teachers. Once she received the baseline data, Ms. Matthews from Northwestern reported how useful the information was:

“The school baseline data and spreadsheet has been extremely helpful. Attached is how we sorted through it to use it as a tool to collaborate with student’s daytime teachers to provide data-driven homework assistance after school. Each teacher was provided with a list of failing students who actively attend TEAM UP so that I may receive make-up work and practice work from those teachers to embed during the last 20 minutes of instruction during academics. The outcome of this process will be TEAM UP students reducing or eliminated failing grades of D's and F's for the next grading quarter.”

Mid-Year Data Collection and Analysis

Mid-year academic grades and GPA for middle school students were collected after the second quarter for every child that had attended the TEAM UP program in Summer and the first half of the program at least one day.

Table 8: North Shore Academic Grades – 2nd Quarter – 291 students

# Students <C grade Language 2 nd Quarter	# Students <C grade Math 2 nd Quarter	# Students <C grade Science 2 nd Quarter
64 of 285	57 of 285	52 of 217
22%	20%	24%

Table 9: Northwestern Academic Grades – 2nd Quarter – 504 students (attended at least one day)

# Students <C grade Language 2 nd Quarter	# Students <C grade Math 2 nd Quarter	# Students <C grade Science 2 nd Quarter	# Students < 3.00 in GPA in 2014 2 nd Quarter
60 of 466	156 of 466	80 of 466	417 of 504
12%	33%	17%	83%

The lead teachers will be utilizing this data in February to identify those students that are currently attending the TEAM UP program that are below average performance in language, math and science.

Mid-Year Report on Objectives and Student Outcomes

The program managers, in cooperation with the lead teachers, are collecting information about the more than 700 students in the program and entering the information into a simple data base to compare beginning of the year academic achievement with end-of-year academic achievement.

North Shore and Northwestern TEAM UP programs are making progress to achieve the ten goals in the program at the mid-year mark.

The sites have completed analysis to determine increased improvement of individual students. An evaluation of student baselines occurred to determine if youth are making progress in smaller increments. This will be considered academic progress.

See Attachment A for detailed information on all objectives including activities, timeframe for activity, data type/frequency, how data was analyzed, progress toward achieving the objective and recommendations.

Recommendations to Meet Objectives in 2013-14

North Shore Elementary is on track to continue to achieve the majority of their objectives.

Northwestern Middle School's objectives may be too high for the project.

Activities – Summer and Academic Year

Activities North Shore Elementary TEAM UP – Summer 2013

As reported by the program manager Summer 2013:

North Shore TEAM UP sponsored a six week summer camp, exposing students to the initiative of “Keep Moving: Full S.T.E.A.M.S. Ahead.” Students’ daily schedule consisted of a rotation of academics including Science, Math, Math Skills, Response to Intervention (RTI), Reading/Phonics and SuccessMaker/DestinationSuccess. North Shore TEAM Up Science academic classes investigated the following: Life Cycle of Insects (K-2nd grade), Gravity & Magnetism (3rd grade), Shoreline Science (4th grade), and Chemical Changes (5th grade).

North Shore TEAM UP reading classes modeled effective non-fiction reading strategies using National Geographic Young Explorer, and mathematic teachers encouraged independent problem solving skills using Summer Success Math by Great Source Houghton Mifflin Company.

The computerized test preparation programs, SuccessMaker and DestinationSuccess served as supplemental instruction for students. Furthermore, North Shore TEAM UP academic staff utilized small group instruction and the use of learning centers to incorporate Science, Technology, Engineering, Arts, Music and Sports.

Each North Shore TEAM UP student participated in on-going progress monitoring by completing weekly assessments and checkups. Additionally, academic teachers shared a common, daily planning period by grade level to discuss students’ progress or lack thereof and obtained supplemental materials to assist students who were struggling and shared success stories of classroom best practices. Ms. Teri Washington served as TEAM UP’s academic liaison/lead teacher and assisted academic teachers as needed.

Selected North Shore TEAM UP staff members participated in CPR/First Aid training on Wednesday, June 12, 2013 to ensure compliance with the JCC. New North Shore staff members participated in Summer Camp training on Saturday, June 8, 2013 at offered by the training department of the Jacksonville Children’s Commission.

Seasoned North Shore Staff members participated in a two-day training for Summer Camp on Wednesday, June 12, 2013 and Thursday, June 13, 2013. Staff members continued to participate in onsite training as presented by Ms. Young, program manager, and Ms. Washington, academic liaison/lead teacher. Ms. Washington meets with academic staff to disaggregate data from Duval County Public School’s FAIR, Benchmarks and Florida Ready pre/post assessments. Ms. Young met with enrichment staff to plan enrichment showcase, family nights, and fun-filled, engaging activities for students. She also attended several training meetings to prepare for the Superintendent’s Summer Academy which took place at North Shore Elementary.

Students participated in a daily rotation that gave each student the opportunity to participate in a variety of enrichments fitting the “Keep Moving: Full S.T.E.A.M.S. Ahead” theme. Students participated in enrichment activities, such as arts, MicroSociety, LEGO® Engineering, music,

sports, and TV production/technology. As a culmination project, North Shore TEAM UP showcased their skills in front of an audience filled with family and friends during the musical stage play, "It's Electrifying" which chronicles Benjamin Franklin's discovery of electricity and the importance of such a discovery.

As an attendance incentive, students who had perfect attendance for the first of week, June 17, 2013 – June 21, 2013, participated in Wacky Wednesday activities. Wacky Wednesday activities consisted of the following: 1) Gravity-Defying Water Slide, 2) Art Gallery, 3) Maniac Musical Chairs, 4) Out of This World Obstacle Course, 5) Pop Up Science with an ice cream in the bag experiment and 6) I'm A Star Music video.

Students also enjoyed a variety of concessions such as galactic cotton candy, Moon Rock Sno-Cones, and Plutonian Perfect Popcorn. Students also had a rare opportunity to audition for a musical stage play by choosing parts, memorizing lines, and stage directions. The cast of the end of summer production "It's Electrifying" was displayed in the cafeteria to an uproar of cheering students. All students participated in the musical stage play either with a speaking part or as part of the chorus.

The students of North Shore TEAM UP also had the pleasure of several guest speakers and field trips. Students traveled to the Museum of Science and History (MOSH), IMAX at the World Golf Center, King Pins Bowling Center, Skate Station, DisneyQuest in Orlando, and the Orlando Science Center. North Shore TEAM UP also welcomed "The Bee Lady" where the harvesting of honey and the life cycle of bees was discussed. Mad Science traveling scientists entertained students with science experiments using lights, air, and fire. Students participated in weekly Wacky Wednesday, attendance incentive activities such as aquatic activities on colossal water slides, big top movies in the gymnasium, obstacle course play day, and concessions consisting of sno-cones, popcorns, and cotton candy. (Food items were provided by other funding.)

Successes

North Shore TEAM UP partnered with Duval County Public School Superintendent Academy.

The Bridge of Northeast Florida Inc. North Shore TEAM UP, is proud of the positive relationship which we share with Mrs. Felecia Hardaway, Principal of North Shore Elementary, and the Leadership Team of North Shore Elementary. Mrs. Hardaway provides continued support of North Shore TEAM UP and values the contributions of North Shore TEAM UP. North Shore TEAM UP is proud to provide engaging, exciting enrichment classes. Students are exposed to an array of enrichment classes geared to our Full S.T.E.A.M.S. (Science & MicroSociety, Technology, Engineering, Arts, Music, & Sports) theme. North Shore TEAM UP offers the following enrichment classes: 1) Arts & Micro 2) Music, 3) LEGO® Engineering and 4) Sports. Students participate in a daily rotation to receive introductory instruction in each enrichment class.

Challenges

The expectations of each entity of the partnership with Duval County Public School were unclear and created challenges in the creation of the daily schedule and scheduling of field trips. Furthermore, the implementation of Project Based Learning (PBL) in its infancy proved to be challenging because of the lack of knowledge of incoming staff.

The unpredictable Florida weather made it challenging in scheduling Wacky Wednesday's water activities. Although students prefer the water activities we have become creative in implementing indoor activities for students to enjoy during this time.

Activities North Shore Elementary TEAM UP – September 2013 - December 2014

As reported by the program manager in November 2013:

For the month of November, North Shore Elementary TEAM UP continued to implement Duval County's Framework for TEAM UP. To stay abreast of the latest instructional software, all grade levels began using iReady math software. The software was originally used in primary grades. During November teachers continued to use data collected from district Curriculum Guide Assessments (CGAs) to plan out lesson plans for TEAM UP.

Kindergarten students worked to build phonemic awareness with beginning sounds, consonant-vowel-consonant words, rhyming words, fluency of high frequency words. Kindergarten students also worked towards using models to represent numbers from 1 to 20 and ordering numbers from least to greatest.

First grade students worked with the "-ap, -am, an word families. In math, first grade students began adding 3 addends and begin to make 2- digit numbers. In second grade, students learned to solve multi-step problems and add and subtract numbers up to 100 in math. In reading, students began to identify the central message in fables.

Third grade students began to use the following strategies to solve multiplication and division problems: arrays, repeated addition, partitioning, and skip counting. In reading, third grade students began working on the following comprehension strategies/skills: figurative language, compare/contrast, and story structure.

Fourth grade students focused on the following comprehension skills: compare/contrast, figurative language and affixes. In math, students found equivalent fractions by simplifying fractions. Students also worked towards reading and writing decimals greater than one. In writing, students used the writing process to finalize a piece of writing.

In math, fifth grade students compared, ordered and graphed negative and positive integers in a number line. In reading, students worked on the following reading skills/strategies: compare/contrast, main idea and supporting details.

In science, fifth grade students explored electricity using hands-on investigations. In December, teachers and students from an Academic Showcase, prepared various skits and songs based on content that they had learned up to that point.

Staff members of North Shore TEAM Up participated in bi-weekly staff meetings. During such time, Ms. Johnson outlined the expectations of academic teachers and reviewed student data.

The students of North Shore TEAM Up also had the pleasure of several guest speakers, field trips and showcases.

North Shore TEAM UP welcomed the Jacksonville Zoo & Gardens to the site on Wednesday, November 6, 2013. Students had the opportunity to observe reptiles and birds native to the state of Florida and learn about their habitats and eating habits.

Ms. Twyla Prindle of Prindle House Publishing, served as North Shore TEAM UP's guest speaker for our "Meet the Authors: Young Writers Program" on Tuesday, November 26, 2013. During the program reception students who had the opportunity to contribute to the book, "Imagination: What Will I Create Today" read excerpts from the book to invited guests and staff.

The candidates for the officers of the Youth Advisory Council (YAC) concluded their campaigning and elections were held on Thursday, November 14, 2013. The YAC officers will serve as facilitators for YAC meetings and represent North Shore TEAM UP at Parent Teacher Association (PTA) meetings and Student Advisory Council (SAC) meeting.

North Shore TEAM UP students had the honor of attending a Jacksonville Jaguar game on Sunday, November 17, 2013. Students were able to attend the Jacksonville Jaguar game due to their participation in the Honor Row program. Such students pledged to maintain a healthy lifestyle and maintain drug-free. Each participating student completed a pictorial collage demonstrating their pledge to a healthy, drug-free lifestyle.

The Dance Enrichment class of North Shore TEAM UP had the opportunity to have real world experience in regards to the importance of healthy skin care and hygiene. Ms. Shimaka Lundy-Bracey, a Mary Kay consultant, performed skin cleansing facials on the young ladies while explaining the importance of good hygiene.

The Sports Enrichment class of North Shore TEAM UP competed in weekly flag football games against other TEAM UP sites. Although, the flag football team's record is not impressive (1-4) the students learned valuable lessons in sportsmanship, physical fitness and teamwork.

Sci-Fi Fridays continued during the month of November and students had have an opportunity to showcase their knowledge and skills at a recent showcase.

The LEGO® Team, iChargers and iChargersSquared, of North Shore TEAM UP continue their practice for upcoming competitions.

Activities - Northwestern Middle TEAM UP – Summer 2013

As reported by the lead teacher Summer 2013:

Students at Northwestern Middle School have become extremely invested in literacy. Our main priority and learning goal this summer was for students to gain eagerness towards reading. Through project-based learning, students have had the opportunity to create their own books while completing novel studies at each grade level.

Select students who were not proficient in math had the opportunity to build a life-sized dorm floor plan and were exposed to several ideas through strategically planned field trips. These field trips, speakers and activities introduced students to not only new ideas but programs that will increase their ability to build background knowledge, make connections and adapt to new environments.

In the month of June, during the first week of camp a guest author, Ms. Renatta Higgins read and discussed her novel, "P.S. Never Give up Hope" to our students. This novel's theme paralleled to the theme in the book our 7/8th grade boys were reading in Mr. Singleton class entitled "Monster" by Walter Dean Myers.

Students consistently remained interested in attending camp as a result of persistent campaigns like Popsicle Mondays and early morning raffles from our incentive chest. Our first field trip to Sweet Pete's was a huge success. Students were able to make their own candy and learn about the history of candy making. During Week 2 students were challenged to stay fit. Students attended a gymnastics session at TNT gymnastics and conducted an amazing race fitness competition.

By the third week of camp, student's participation peaked as we launched our culinary, photography and cosmetology enrichment activities. Students visited in Weeks 3, 4 and 5: Skate Station, ice skating complex, Ripley's Believe It or Not museum, King Pin Bowling, the movies and also went to Little Talbot Island historical park on the last day of camp. Students planned a hair show, art work and several other original ideas during enrichment.

To increase social behavior and school morale we had the privilege of having the D-Line from the Jacksonville Jaguars perform on our campus and afterwards our students participated in a talent show.

We are proud to have observed an engaging, fun and highly educational summer camp. Guest motivational speakers encouraged students in our last week to transition into an exemplar school year with positive characteristics and confidence.

Project-based learning: Project-based learning was demonstrated this summer through promoting literacy and math skills. Students were separated by gender and grade. Each class was assigned novel studies for books that catered towards specific student interest.

The 6th grade girls completed a novel study on the book, "The Secret Life of Bees." A professional Bee keeper came out to show students what Bee keeping entails, how bee's live and produce honey. She showed students her Bee keeping attire and spearheaded several

engaging activities for them. Students in this class rewrote and illustrated their favorite scene from this novel.

Our 6th grade boys read, "Miracle Boys" and were able to illustrate and write their own book but not before redesigning their own cover for their liking. It was rewarding to hear Ricardo Higgins attend a weekend literacy event and make mention of this book by making a text-to-text connection to another book entitled "Lock Down."

Our 7/8 grade girls read, "The Bluest Eye" and because of gender based classes, they were able to vulnerably discuss the novel, events in the novel and emotions that stirred as a result of their reading. Their ending product, were short stories they all individually wrote. "Monster" was studied by our 7/8 grade boys who connected their novel to the novel our guest author read. This group's end product was publishing a newspaper like the one they read in one of their stories. This group ended camp on novel 2 "Bad Boy."

With literacy as the main focus, students included one math course for intensive math students who were proficient or beyond proficient in reading but struggled in math. Our 7/8 math class took a different route with project-based learning.

Instead of formulating a project on how to publish a book, our math students took on the role of being a student in college pursuing a career as an author. They looked at the financial side of writing and publishing a book. This class measured and taped a life-sized dorm room on the classroom floor, measured the rooms, the furniture to be included while later graphing this design on poster graph paper. The final product will be Legos forming a model design of the dorm they measured and built.

This is the third semester we have implemented gender-based learning at Northwestern Middle School-21st CCLC program. It was highly functional and yielded high performing results. Our male students outperformed the girls in reading and discussion. Our girls outperformed our boys in creative writing.

For the first time, we did not hear one student mentioned that they were "bored" or complained about the activities/incentives that were available. Our enrollment remained consistent throughout camp. Students were strategically kept engaged, entertained and learning throughout this program. If we continue this structure and engagement we will have a model program for next school year.

Activities Northwestern Middle TEAM UP – September 2013 – December 2013

As reported by the lead teacher for November 2013:

In the month of November, 21st CCLC TEAM-UP program at Northwestern hosted an anti-bully month. This month the 6th graders spent a valuable amount of time having Paideia discussions on bullying and made posters to advertise anti-bullying month around campus.

During Language Arts, the students continued their novel studies: the 6th grade girls are reading, "Secret Life of Bees" and our 6th grade boys are reading, "Miracle Boys." Our 6th graders are engaged in math and learning through the project-based model of writing a business plan for t-shirt design. Students recently finished this project and are transitioning to math concepts to increase rigor before Christmas break in areas that are weak. They have filed invoices, inventories and sales projections using math calculations while beginning to design their T-shirts for their business.

Our 7th graders are working on reading concepts including cause & effect/main idea/inferencing and comprehension practice during read alouds. During math instruction, students are taking real life scenarios such as balancing check books, solving fraction problems and converting decimals.

8th graders are beginning to research and formulate their yearly science projects that are due in January. In math, students are analyzing budgets, solving word problems and completing online math practice. All students rotate through the computer lab once a week to work on Reflex Math and FCAT Explorer.

During enrichment, students explored one new activity which is entrepreneurship: cosmetology style. Students made homemade French fries, cakes and tacos in our culinary class. Our cheerleading team practiced for our away game at Highlands in November while our step team meets consistently to execute their new cheer routines. Basketball, football and game room continuously keep our students occupied and insisting on returning to TEAM-UP. We recently received our solar-go cart material and plan to launch this project in January after Science projects are submitted.

Performance Measures for Quality Implementation – Summer 2013

JCC provides oversight, program and fiscal monitoring to the grant, as well as technical assistance for quality performance.

Monitoring of program services includes scheduled and unannounced visits to the programs. During these visits, a thorough review of academic and enrichment lesson plans, field trip requests and supporting documentation take place. Informal interviews are also conducted with lead teachers and program managers, as well as a comprehensive monitoring of the site's administrative accountability and procedure for data collection.

The Project Director for the 21st CCLC grant, who is employed by JCC, visited the programs throughout the school year and summer. Unannounced site visits occurred as well as a scheduled site monitoring. In June and July 2013 the sites were visited unannounced and a comprehensive monitoring of the summer program occurred.

The site monitoring tools are based on Florida Afterschool Alliance (FAN) Quality Standards: Safety/Health and Nutrition; Program Tracking/Documentation; Program Operation; Service Intensity; Adult/Youth Interaction; Youth Behavior and Participation and Family Involvement.

The program has an opportunity to achieve 100 points and the quality is rated on this scale: Excellent: (96-100) Goes above and beyond program standards; Good: (90-95) Consistently meets program standards; Average: (80-89) Meets program standards sometimes; Weak: (70-79) Not meeting program standards most of the time or Below Satisfactory (0-69) Corrective action plan and follow up needed.

Both programs maintained the program at the highest quality both sites earned Excellent Program Score.

See Youth Development Site Monitoring Form Summer Camp 2013 - Attachment B.

Assessment by an External Evaluator

End of year analysis occurs for all students who attended the program for 30 days or more by an independent contracted evaluator which receives the data from DCPS. This evaluator has over 10 years of experience working with JCC collecting and analyzing outcomes data to evaluate the effectiveness and quality of its afterschool programs and has been a trusted member of the JCC team in the capacity as employee and consultant and has the historical knowledge and institutional background to fully understand the needs of grants as they arise.

Program Outcomes of 21st CCLC Participants 2012-13:

The student outcomes for 2012-13 were reported after the Summative Report 2012-13 was due to the funder.

Students attending the TEAM UP programs in both in the 21st Century Grant schools have shown positive outcomes in program year 2012-13. North Shore Elementary student outcomes are higher in most areas when compared to school peers who are not participating in the TEAM UP program. Northwestern TEAM UP students also outperformed their non-participating peers on several important outcomes, including promotion and attendance rates.

North Shore Elementary:

- Students who attended North Shore TEAM UP for at least 30 days were promoted to the next grade level more often than non-participants.
- Students who attended North Shore TEAM UP for at least 30 days had significantly fewer absences than non-participants.
- Students who attended North Shore TEAM UP for at least 30 days scored better in reading and math FCAT scores than non-participants.

Northwestern Middle:

- Students who attended Northwestern TEAM UP for at least 30 days have better promotion rates than non-participants.
- Students who attended Northwestern TEAM UP for at least 30 days had fewer absences than non-participants.
- The percentage of TEAM UP students (that attended at least 30 days) who scored a Level 3 or better in FCAT math and reading scores was slightly better than non-participating peers.

TEAM UP Program Outcomes Four Year Comparison:

A four year comparison can be made for the TEAM UP sites. Data includes students that attended at least 30 days of the school year compared to the students who did not attend the program at least thirty day or none at all.

Promotion rates of regularly attending TEAM UP students are consistently better than non-participating TEAM UP students for the past 4 years.

School day attendance is consistently better in regularly attending TEAM UP students than non-participating TEAM UP students for the past 4 years.

Table 10:

North Shore TEAM UP Student Outcomes Compared to Non-Participants & Average Daily Attendance 2009-2013								
	09-10		10-11		11-12		12-13	
	TEAM UP*	Non-participants						
Promotion Rates (%)	93	86.9	94	92.7	84.1	84.1	93.3	92
Attendance – Less than 10 absences (%)	78.9	55.8	73	71.1	50	50	64.4	41.3
Attendance – 21+ absences (%)	4.2	17.2	5.1	5.5	17.4	17.4	25.8	9.6
ADA	214		206		199		221	

*TEAM UP Regularly attending students – 30 days or more in the school year.

Table 11:

Northwestern TEAM UP Student Outcomes Compared to Non-Participants & Average Daily Attendance 2009-2013.								
	09-10		10-11		11-12		12-13	
	TEAM UP*	Non-participants						
Promotion Rates (%)	80.7	70	95	92.4	92.5	87.4	97.1	88.8
Attendance – Less than 10 absences (%)	81.2	71.7	96.5	84.7	96.7	94.7	97.9	86.6
Attendance – 21+ absences (%)	5.4	10.9	.7	3.5	0	2.2	4	.6
ADA	104		114		126		119	

*TEAM UP Regularly attending students – 30 days or more in the school year.

Overall 21st Century Successes

Strong Partnership between Afterschool/School Day and Summer/School Year

Both North Shore Elementary and Northwestern Middle schools have chosen lead teachers that are dedicated to the success of the program. Ms. Johnson at North Shore and Ms. Matthews at Northwestern have provided a strong connection between the academic day and the afterschool program. Both lead teachers have dedicated extra time toward collecting and analyzing the individual student data and made efforts to provide individualized instruction to those children behind in their academics. Their leadership is a strong indicator of the success of the partnership.

Comprehensive Data Collection – North Shore

The program manager at North Shore has an excellent data collection process that has informed the program on the individual progress of youth. The team has been very proactive in utilizing the data for planning the program interventions.

Individualized Academic Support

Both school sites have identified youth at-risk for not meeting their academic benchmarks and continued to provide individualized instructional support based on their report cards or benchmarks through the summer and into the school year.

Partnership with the Superintendent’s Academy at North Shore – Summer 2013

North Shore TEAM Up partnered with Duval County Public School Superintendent Academy which combined both fun and academic learning experiences. Students who were enrolled in North Shore TEAM UP program were eligible to attend. Students served in 21st CCLC were K-3rd grade and fourth and fifth graders were served in the Superintendent Academy.

High Attendance Northwestern - Summer 2013

The lead teacher of Northwestern reported high attendance at the summer program with 109 attending at least one day.

- 40% (44 of 109) attended at least 80% days or 23 days of 29 days
- Average number of days students attended in the summer program was 20

Overall 21st Century Challenges

Ten Program Objectives Measured on Nearly 700 Youth

This grant has ten objectives to collect data and measure performance. Four objectives measure individualized improvement in academics. Defining the various benchmarks and collecting the individualized data for more than 700 children is difficult. But despite this challenge, the staff at both sites has developed a cooperative and comprehensive system to track individual improvement in reading, writing, math and science. The process has become a very important and powerful tool to identify struggling youth so that the program can react and provide the youth with the extra support needed.

Project Based Learning (PBL)

These programs are in the 15th year of implementing 21st CCLC centers. The programs are large and target the most at-risk youth in Jacksonville. The schools have made significant progress over the past 4 years and both principals have high expectation of how the afterschool program will provide the extra support to their students. North Shore's status has improved significantly and the extra hour of academics they have had in the past was no longer provided by the school system. At North Shore PBL was limited to the summer, afterschool enrichment hour, and early release days or on Fridays. Northwestern implemented PBL in the summer and blended it with enrichment activities during the school year. Activities had structure and themes but the overall critical thinking projects were not mastered the first half of the year.

Data Collection Enrichment Objectives- Northwestern Middle School

Changes have occurred in the program manager leadership at the Northwestern school and enrichment baseline data was not collected early in the year. Academic baseline information has been collected. The new program manager began in January and she is working to meet the objectives.

North Shore Summer Enrollment

North Shore Elementary partnered with the Wallace Foundation to operate the summer program. The Superintendent's Academy provided funding for the fourth and fifth grades and 21st CCLC served K-3rd. Because of this partnership, the program's enrollment and attendance is lower than expected but participation at this school exceeded other Superintendent Academies located in Duval County.

Progress Toward Sustainability

Despite changes in leadership at many levels the partnership between DCPS, JCC, The Bridge and CIS continues to be strong. Communication is open and challenges are being met. The final year challenge will be coordinating funding for the two afterschool programs.

In the past, JCC utilized one of two options to sustain the programs: 1) JCC applied and was awarded 21st CCLC grants to fund the afterschool programs for a new funding period or 2) JCC has provided the funding to continue the programs through tax payers' dollars.

JCC's funding has been decreasing for the past 8 years and any fund balance that was preserved for sustaining afterschool programs has been depleted. It is uncertain that additional funding will be available for sustainability from the JCC.

A calendar of meetings with all the partners has been created to discuss sustainability. Efforts to secure funding for year six and beyond should begin in early spring.

Final Recommendations

Data Collection on Objectives

The project director has created new tracking sheets for data collection. The list of attendees has been sent to DCPS to collect baseline and mid-year data which is being utilized by the lead teachers. Regular meetings have occurred to review the data collection forms and discuss how to collect the data.

Quality Activities

- Site monitoring of programming will occur in February using a tool based on Florida Afterschool Network (FAN) standards.
- A schedule for parent involvement activities will be promoted for each of the sites through the end of the project.
- A meeting with key stakeholders will be scheduled to discuss sustainability of programming.
- A monthly reminder is sent to the agencies on documentation to collect and file.
- The Commission and the Liaison from DCPS will provide technical assistance to agencies and staff as needed.

ATTACHMENT A

Mid-Year Objectives Report

North Shore Elementary School

Measureable Objectives	Activities	Timeframe for Activity	Day Type/ Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
<p>Objective 1.1 85% of regularly participating students will increase their reading comprehension skills.</p>	<p>Summer Project: Keep Moving Full S.T.E.A.M.S Ahead!"</p> <p>Project 1: NASA Exploration Design Challenge – Charting Your Success to Mars!</p> <p>Library Field Trip Meet the Author Project</p> <p>Storytelling with Kale: Lesson provides What does a city government do? This lesson introduces students to city government: What does a city government do? Then it introduces the question of cost: Who pays for city government services?</p>	<p>Summer 2013</p> <p>Sept. 9, 2013 – Dec. 9, 2013</p>	<p>Daily</p> <p>Weekly</p>	<p><u>Kindergarten – Second Grade</u> Report card grades and FAIR (Florida Assessments for Instruction in Reading) Assessments</p> <p><u>Third Grade</u> Report card grades Florida Ready Pre/Post Tests FAIR (Florida Assessments for Instruction in Reading) and iReady</p> <p><u>Fourth Grade</u> Report card grades Florida Ready Pre/Post Tests FAIR (Florida Assessments for Instruction in Reading) and iReady</p> <p><u>Fifth Grade</u> Report card grades Florida Ready Pre/Post Tests FAIR (Florida Assessments for Instruction in Reading) and Study Island</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>

Measureable Objectives	Activities	Timeframe for Activity	Day Type/ Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
<p>Objective 1.2 85% of regularly attending TEAM UP students will maintain or improve their writing skills.</p>	<p>Summer Project: Keep Moving Full S.T.E.A.M.S Ahead!"</p> <p>Project 1: NASA Exploration Design Challenge – Charting Your Success to Mars!</p> <p>Meet the Author Project</p> <p>PoeFaces – Poetry through Music. This lessons will help build pro-social skills; group discussions , skits/role playing and using musical instruments to express emotions and build positive character traits.</p>	<p>Summer 2013 Sept. 9, 2013 – Dec. 9, 2013</p>	<p>Daily Weekly</p>	<p><u>Kindergarten – Fifth Grade</u>: Report card grades</p> <p><u>Fourth Grade</u>: And scores from District Writing Prompts</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>

Measureable Objectives	Activities	Timeframe for Activity	Day Type/Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
<p>Objective 1.3 85% of regularly participating students will increase math skills.</p> <hr/>	<p>Summer Project: Keep Moving Full S.T.E.A.M.S Ahead!"</p> <p>Project 1: NASA Exploration Design Challenge – Charting Your Success to Mars!</p> <p>This lesson encourages students to showcase their mathematical skills in regards to multiplication and critical thinking skills in a gameshow format.</p>	<p>Summer 2013</p> <p>Sept. 9, 2013 – Dec. 18, 2013</p>	<p>Daily</p> <p>Weekly</p> <p>Once a month</p>	<p><u>Kindergarten</u>: Report card grades</p> <p><u>First Grade</u>: Report card grades</p> <p><u>Second Grade</u>: Report card grades</p> <p><u>Third Grade</u>: Report card grades, Florida Ready Pre/Post test, iReady</p> <p><u>Fourth Grade</u>: Report card grades, Florida Pre/Post test, iReady</p> <p><u>Fifth Grade</u>: Report card grades, Florida Pre/Post test, iReady</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>
<p>Objective 1.4 85% of regularly attending TEAM UP students, who take science courses, will show improvement in science.</p> <hr/>	<p>Summer Project: Keep Moving Full S.T.E.A.M.S Ahead!"</p> <p>Project 1: NASA Exploration Design Challenge – Charting Your Success to Mars!</p>	<p>Summer 2013</p> <p>Sept. 9, 2013 – Dec. 18, 2013</p>	<p>Daily</p> <p>Weekly</p>	<p><u>Fifth Grade</u>: Report card grades</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>

Measureable Objectives	Activities	Timeframe for Activity	Day Type/Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
Objective 2.1: 85% of regularly participating TEAM UP students attending 30 days or more will increase overall Grade Point Average from the previous year	All activities.	Summer 2013 Sept. 9, 2013 – Dec.18, 2013	Daily Weekly	Not applicable – Elementary students do not have GPA. This objective will be measured by grades and growth on the FCAT from 2013-2014.	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.
Objective 2.2: 85% of regularly participating TEAM UP students attending 30 days or more will increase their fitness level.	Summer Project: Keep Moving Full S.T.E.A.M.S Ahead!” Presidential Fitness activities.	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Pre-mid-post-assessments (e.g. curriculum created assessments/tools and teacher assessments).	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.

Measureable Objectives	Activities	Timeframe for Activity	Day Type/Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
<p>Objective 2.3: 85% of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of the arts and/or music.</p>	<p>Summer Project: Keep Moving Full S.T.E.A.M.S Ahead!"</p> <p>Project 1: NASA Exploration Design Challenge – Charting Your Success to Mars!</p> <p>PoeFaces – Poetry through music. Build pro-social skills; group discussions, skits/role playing and using musical instruments to express emotions & build positive character.</p>	<p>Summer 2013</p> <p>Sept. 9, 2013 – Dec. 18, 2013</p>	<p>Daily</p> <p>Weekly</p>	<p>Pre-mid-post-assessments (e.g. curriculum created assessments/tools and teacher assessments).</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>
<p>Objective 2.4: 85% of regularly participating TEAM UP students attending 30 days or more will increase their knowledge drug and violence prevention and/or counseling</p>	<p>Too Good for Drugs and Violence. Conflict Resolution Sessions Honor Rows</p> <p>SonyiCircle This lesson offers 4th & 5th graders a toolkit of activities and resources to increase their self-esteem, combat negative self-image, and develop positive social skills.</p>	<p>Summer 2013</p> <p>Sept. 9, 2013 – Dec. 18, 2013</p>	<p>Daily</p> <p>Weekly</p>	<p>Demonstrated by Too Good for Drugs and Violence, pre/post tests and Honor Rows.</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>

Measureable Objectives	Activities	Timeframe for Activity	Day Type/ Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
Objective 3.1: 25% of adult family members of regularly participating TEAM UP students attending 30 days or more will increase their involvement in their child's education.	Parent University Lights On Event JEA Savings without Sacrifices JEA ReDuce World Stage Production	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Tracking participation in family literacy events by sign-in sheets.	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.
Objective 3.2: 50% of adult family members of regularly participating TEAM UP students attending 30 days or more will attend two family literacy events.	Parent University Lights On Event JEA Savings without Sacrifices JEA ReDuce World Stage Production	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Tracking participation in family literacy events by sign-in sheets.	Behind target goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.

Mid-Year Objectives Report

Northwestern Middle School

Measureable Objectives	Activities	Timeframe for Activity	Day Type/ Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
Objective 1.1 85% of regularly participating students will increase their reading comprehension skills.	Project 2: Achievement Gap Research and Documentary Project 3: Solar Go Kart Challenge Project 4: Learning the Business of Entrepreneurship	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Report card grades TEAM-UP pre-test	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.
Objective 1.2 85% of regularly attending TEAM UP students will maintain or improve their writing skills.	Project 2: Achievement Gap Research and Documentary Project 3: Solar Go Kart Challenge Project 4: Learning the Business of Entrepreneurship	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Students completed in class essay assessments. (Pre-test) Students will also complete a writing post test in May.	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.

Measureable Objectives	Activities	Timeframe for Activity	Day Type/Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
<p>Objective 1.3 85% of regularly participating students will increase math skills.</p>	<p>Project 2: Achievement Gap Research and Documentary</p> <p>Project 3: Solar Go Kart Challenge</p> <p>Project 4: Learning the Business of Entrepreneurship</p>	<p>Summer 2013</p> <p>Sept. 9, 2013 – Dec. 18, 2013</p>	<p>Daily</p> <p>Weekly</p>	<p>Report Card data</p> <p>TEAM-UP pre-test</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>
<p>Objective 1.4 85% of regularly attending TEAM UP students, who take science courses, will show improvement in science.</p>	<p>Project 2: Achievement Gap Research and Documentary</p> <p>Project 3: Solar Go Kart Challenge</p> <p>Project 4: Learning the Business of Entrepreneurship</p>	<p>Summer 2013</p> <p>Sept. 9, 2013 – Dec. 18, 2013</p>	<p>Daily</p> <p>Weekly</p>	<p>Report card data</p> <p>Science pre-test</p>	<p>On target to meet goal.</p>	<p>Continue to analyze data to make adjustments to teaching methods for greatest outcome.</p>

Measurable Objectives	Activities	Timeframe for Activity	Day Type/Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
Objective 2.1: 85% of regularly participating TEAM UP students attending 30 days or more will increase overall Grade Point Average from the previous year	All activities.	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	In addition to GPA, this objective will be measured by grades and growth on the FCAT from 2013-2014.	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.
Objective 2.2: 85% of regularly participating TEAM UP students attending 30 days or more will increase their fitness level.	Presidential Fitness activities. Sports activities offered: Football, basketball, kick-ball, karate, softball, etc.	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Pre-mid-post-assessments (e.g. curriculum created assessments/tools and teacher assessments).	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.
Objective 2.3: 85% of regularly participating TEAM UP students attending 30 days or more will increase their knowledge of the arts and/or music.	To be implemented.	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Pre-mid-post-assessments (e.g. curriculum created assessments/tools and teacher assessments).	On target to meet goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.

Measureable Objectives	Activities	Timeframe for Activity	Day Type/Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
Objective 2.4: 85% of regularly participating TEAM UP students attending 30 days or more will increase their knowledge drug and violence prevention and/or counseling	To be implemented. Too Good for Drugs and Violence. Conflict Resolution Sessions	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Demonstrated by Too Good for Drugs and Violence.	Behind target goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.
Objective 3.1: 25% of adult family members of regularly participating TEAM UP students attending 30 days or more will increase their involvement in their child's education.	Ongoing.	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Tracking participation in family literacy events by sign-in sheets.	Behind target goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.

Measureable Objectives	Activities	Timeframe for Activity	Day Type/Frequency	How Data was Analyzed	Progress towards Goals	Recommendations
Objective 3.2: 50% of adult family members of regularly participating TEAM UP students attending 30 days or more will attend two family literacy events.	Ongoing.	Summer 2013 Sept. 9, 2013 – Dec. 18, 2013	Daily Weekly	Tracking participation in family literacy events by sign-in sheets.	Behind target goal.	Continue to analyze data to make adjustments to teaching methods for greatest outcome.

**ATTACHMENT B
 JACKSONVILLE CHILDREN'S COMMISSION
 YOUTH DEVELOPMENT SITE MONITORING FORM
 SUMMER CAMP 2013**



Total Program Score	
Excellent.....	96-100
Good.....	90-95
Average.....	80-89
Weak.....	70-79
Below Satisfactory.....	0-69

PROGRAM ASSOCIATE: _____

PROGRAM/AGENCY NAME: _____

FIRST MONITORING DATE: _____

FOLLOW-UP DATE: _____

Commendations:

Areas for Improvement:

Safety/Health & Nutrition

Each standard represents 2 points or a total of 22 points for this section.	Yes	No
1. A system is in place to keep unauthorized people from taking children from the program and to ensure their safety at all times. Staff knows where the children are and what they are doing.	<input type="checkbox"/>	<input type="checkbox"/>
2. There are no observable safety hazards in the program's indoor or outdoor space Key Note: Indoor and outdoor space is free of tripping hazards; there is a procedure in place for regularly checking the safety and maintenance of the outdoor play space	<input type="checkbox"/>	<input type="checkbox"/>
3. The program facility must have a working smoke detector, and fire extinguisher that meets all building and fire code standards.	<input type="checkbox"/>	<input type="checkbox"/>
4. The number of program occupants, to include children, staff, volunteers, and visitors must not exceed the Occupant Capacity as prescribed by the Jacksonville Fire Marshall. Key note: The Occupant Capacity Certificate must be visibly located. Also, DCPS are not required to have an Occupant Capacity Certificate.	<input type="checkbox"/>	<input type="checkbox"/>
5. The heat, ventilation, noise level, and lighting system are comfortable in the indoor space.	<input type="checkbox"/>	<input type="checkbox"/>
6. Maps showing exit routes are posted in visible locations throughout the building Key Note: The program's emergency evacuation plan is also posted in a highly visible central location	<input type="checkbox"/>	<input type="checkbox"/>
7. The program conducts at least 1 fire drill during summer camp.	<input type="checkbox"/>	<input type="checkbox"/>
8. The program facility provides clean, sanitary restrooms for students and staff. Key Note: Restrooms are stocked with adequate supplies	<input type="checkbox"/>	<input type="checkbox"/>
9. All staff persons are trained in first aid and CPR. Certified Life Guards supervise activities in and around pool area	<input type="checkbox"/>	<input type="checkbox"/>
10. The program staff protects and enhances the health of the youth. Key note: Staff and children wash hands frequently; program space is free of harmful chemicals; staff are responsive to the individual dietary and health needs of the children; first aid kits or supplies are readily available at all times	<input type="checkbox"/>	<input type="checkbox"/>
11. The program serves a healthy lunch; snacks, and drinks that are Nutritional to the health needs of the children. Key Note: Drinking water is readily available at all times	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Program Tracking/Documentation

Each standard represents 1 point or a total of 8 points for this section.	Yes	No
1. Program has consistent records for sign-in logs that are organized by date order and kept in notebooks.	<input type="checkbox"/>	<input type="checkbox"/>
2. Parent/Child sign-in & out daily.	<input type="checkbox"/>	<input type="checkbox"/>
3. The program has individual application files on each camper with emergency contact and medical information.	<input type="checkbox"/>	<input type="checkbox"/>
4. Camp provides proof of eligibility.	<input type="checkbox"/>	<input type="checkbox"/>
5. Program adheres to the Children’s Commission summer camp attendance policy. Key Note: Campers may not miss more than five consecutive days of camp, all contracted seats must be occupied at least 3 days per week; the agency maintain a waiting list and keep contracted seats filled on a weekly basis.	<input type="checkbox"/>	<input type="checkbox"/>
6. The agency obtains and files consent forms for Travel and Field Trips.	<input type="checkbox"/>	<input type="checkbox"/>
7. The program solicits Customer Satisfaction Surveys from the campers and parents.	<input type="checkbox"/>	<input type="checkbox"/>
8. The program maintains an incident report log. Key Note: The camp provider shall submit an incident report for any substantial or news worthy incidents within 48 hours. *Failure to comply with this standard will result in 10 points being deducted from the Total Program Score	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Operations

Each standard represents 2 points or a total of 22 points for this section.	Yes	No
1. A daily schedule is created, and adhered to. Key Note: The program has an inclement weather schedule	<input type="checkbox"/>	<input type="checkbox"/>
2. The daily schedule is flexible, and it provides stability without being rigid.	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning activities are creative, interactive, and fun. Key Note: Work sheets and other Xeroxed self-learning applications are not used.	<input type="checkbox"/>	<input type="checkbox"/>
4. Program includes project-based activities that culminate into a large demonstration/production.	<input type="checkbox"/>	<input type="checkbox"/>
5. Asset Building or 40 Developmental Assets is integrated into the program.	<input type="checkbox"/>	<input type="checkbox"/>
6. There are sufficient materials to support program activities Key Note: Materials are complete and in good repair; there are enough materials for the number of children in the program; materials are developmentally appropriate for the age range of the children in the program	<input type="checkbox"/>	<input type="checkbox"/>
7. Experience (field) trips are theme oriented	<input type="checkbox"/>	<input type="checkbox"/>
8. The program's indoor space has enough room for all program activities. The space is arranged so the variety of social, recreational and educational activities can go on at the same time without much disruption.	<input type="checkbox"/>	<input type="checkbox"/>
9. The indoor space is clean, warm and inviting and includes a soft area/furniture on which children can relax; The aesthetics of the building/outdoor space is in good condition and presents no safety hazards	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff regularly involve children in planning for snack, daily activities, and special events	<input type="checkbox"/>	<input type="checkbox"/>
11. The program offers community-service options, especially for older children Key Note: Children are able to volunteer for projects that benefit younger children, senior citizens, children's hospitals and local shelters	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Service Intensity

Each standard represents 2 points or a total of 14 points for this section.	Yes	No
1. Staff to child ratio does not exceed the Commission’s guidelines of 1:20. Volunteers are not included in the staff/child ratios Key Note: All staff that supervises a group of children must be at least 18 years of age to be included in the mandated staff to child ratio.	<input type="checkbox"/>	<input type="checkbox"/>
2. All staff persons are background screened at a Level II. This includes local, state, and national databases. An Affidavit of Good Moral Character is completed on all staff or volunteers under the age of 18. Key Note: *Failure to comply with this mandate will result in the Total Program Score being Below Satisfactory.	<input type="checkbox"/>	<input type="checkbox"/>
3. When programmatically appropriate, the Program Director & Front Line staff attended summer camp training.	<input type="checkbox"/>	<input type="checkbox"/>
4. Camp operates Monday –Friday from 8:00am to 5:00pm for a minimal of 5weeks and up to 8weeks according to the contractual agreement. *Superintendent TEAM UP sites operate for 6weeks from 8:00am to 4:00pm Monday – Friday.	<input type="checkbox"/>	<input type="checkbox"/>
5. Curricula activities described in the program’s proposal are documented and observable.	<input type="checkbox"/>	<input type="checkbox"/>
6. The curriculum model is built on an experiential learning mode of learning and includes the following components: Literacy enrichment, Math & Science enrichment, Career exposure, Cultural enrichment, Service learning/youth leadership enrichment.	<input type="checkbox"/>	<input type="checkbox"/>
7. Program activities include bi-weekly experience (field) trips.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Adult/Youth Interaction

Each standard represents 2 points or a total of 22 points for this section.	Yes	No
1. Staff treats the campers with respect and listens to what they say. Key Note: Staff does not belittle children; they take children's comments seriously, and use supportive language.	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff is engaged with the children. Keynote: Staff spends little time on tasks that do not involve the children, and participate in many activities with them.	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff uses positive techniques to guide the behavior of the youth. Key Note: Staff often shows appreciation and encouragement; they avoid insincere praise and threats to control children's behavior; and celebrate children's efforts and progress.	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff uses no harsh discipline methods. Key Note: Staff do not shame, yell, hit, or withhold food. The whole group is not scolded or punished when one child breaks a rule.	<input type="checkbox"/>	<input type="checkbox"/>
5. Staff makes children feel welcome and comfortable. Key Note: Staff acknowledges children when they arrive and depart; respond appropriately when children show affection; handle conflicts in a way that reduces fear or disruption.	<input type="checkbox"/>	<input type="checkbox"/>
6. Staff includes all interested children in activities and events. Key Note: Games and sports are open to all regardless of their athletic skill; Staff does not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, etc.	<input type="checkbox"/>	<input type="checkbox"/>
7. Staff set appropriate limits for children. Key Note: Staff set limits to prevent children from hurting each other physically or verbally, staff takes steps to ensure that each child understands the limits that are set.	<input type="checkbox"/>	<input type="checkbox"/>
8. Staff give campers many chances to choose what they will do, how they will do it, and with whom.	<input type="checkbox"/>	<input type="checkbox"/>
9. Staff encourages children to resolve their own conflicts. Key Note: Staff listens and observes carefully. Staff uses negotiation, reasoning, and redirection to help children find alternatives.	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff assists children without taking control and encourages children to take leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>
11. Staff provides role models of positive adult relationships. Key Note: Staff model positive adult interaction through cooperation, caring, and effective communication.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Youth Behavior and Participation

Each standard represents 1 point or a total of 6 points for this section.	Yes	No
1. Children and youth interact with one another in positive ways.	<input type="checkbox"/>	<input type="checkbox"/>
2. Children appear relaxed and involved with each other. Key Note: Group sounds are pleasant most of the time.	<input type="checkbox"/>	<input type="checkbox"/>
3. Children show respect for each other. Key Note: Teasing, belittling, or picking on particular children is uncommon. Children show sympathy for each other and help each other.	<input type="checkbox"/>	<input type="checkbox"/>
4. Children usually cooperate and work well together.	<input type="checkbox"/>	<input type="checkbox"/>
5. When problems occur, children often try to discuss their differences and work out a solution. Key Note: They do not try to solve disagreements by bullying or acting aggressively.	<input type="checkbox"/>	<input type="checkbox"/>
6. Children have a chance to join enrichment activities that promote basic skills and higher order thinking skills (H.O.T.S) Key Note: Thinking skills such as clarifying, making analysis, generating ideas, making decisions, problem solving, and planning which require wider and deeper thinking.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Family Involvement

Each standard represents 1 point or a total of 6 points for this section.	Yes	No
1. Staff encourages families to give input and to get involved in program Events.	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff keeps families informed about the program. Key Note: Program provides newsletters, flyers, and/or bulletin boards to share and communicate information.	<input type="checkbox"/>	<input type="checkbox"/>
3. Volunteer opportunities are provided for parents.	<input type="checkbox"/>	<input type="checkbox"/>
4. There is a policy that allows family members to visit any time throughout the day.	<input type="checkbox"/>	<input type="checkbox"/>
5. The program policies and procedures are tailored to the unique needs of youth and families in the target community.	<input type="checkbox"/>	<input type="checkbox"/>
6. Each family gets a copy of written policies, including the program's hours of operation, fees, subsidies, attendance policy, illness policy, etc.	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

