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Project Number  
160-2443A-3CCC1

# 21<sup>st</sup> Century

## Community Learning Centers **FORMATIVE REPORT**



A Partnership of



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Jacksonville Children's Commission  
21st Century Community Learning Centers



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

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## *Program Partners*



# Program History

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The TEAM UP Afterschool Program was 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 2012-13.

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 21<sup>st</sup> CCLC, afterschool programs are implemented by two CBO's: Community 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 – eighth grade.

Both schools are in the fourth year of implementation of a five year grant. At North Shore Elementary, the principal, lead teacher and program manager have remained consistent over the past two years. Northwestern Middle school has new staff implementing the program including a new principal, a new lead teacher and a new program manager but management of the program remains with the same agency, Communities in Schools.



# Duval County Public Schools Partnership

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The Duval County School Board recently hired a new superintendent, Dr. Nikolai Vitti, from the Miami-Dade County Public School District. Dr. Vitti holds a Bachelor of Arts degree from Wake Forest University, as well as a Master's and Doctorate degree in education from Harvard University.

During his two years working for Miami-Dade schools, Dr. Vitti, was charged with improving the county's lowest performing schools. He was then promoted to become the county's chief academic officer. With the acceptance of the Superintendent position for Duval County Public Schools, Dr. Vitti set a 100 day plan that included meeting with parents, teachers and community stakeholders to determine the county's needs for successful student achievement.

The JCC's interim executive director, Ms. Jill Langford Dame, had an opportunity to meet with Dr. Vitti on December 18, 2012 to discuss the TEAM UP partnership and key issues. Ms. Dame shared the following with the new superintendent:

- 21st Century Grants contribute \$462,552 to two schools per year, until the grant is scheduled to end in program year 2013-14.
- These programs are monitored by three partners, 21<sup>st</sup> CCLC, JCC, DCPS, to ensure programs adhere to quality standards and fiscal compliance.

JCC requested the superintendent's commitment to quality afterschool programs by requiring the principals to:

- Provide an academic hour with learning that includes movement in a classroom and not deskwork/homework or worksheets – Project Based Learning, involving Science, Technology, Engineering and Mathematics (S.T.E.M.) in addition to Reading;
- Provide adequate space and shared resources (Internet access, email addresses, toilet paper, copying allowance, etc. for CBO's);
- 21<sup>st</sup> Century Schools (North Shore and Northwestern) agree to Project Based Learning in the afterschool programs in program year 2013-14 to adhere to grant funding guidelines (JCC and CBOs in partnership with Duval County School Board to assist in transition);
- Participate in stakeholder meetings to occur at least once a year with JCC and CBOs – more often for 21<sup>st</sup> Century grant recipients.

Dr. Vitti committed his support in these areas and welcomed further collaborative efforts between JCC and DCPS.

Laurie Bourdon serves at the liaison between JCC and DCPS. Laurie served as the liaison for JCC's the 21<sup>st</sup> Century grants from 2005 – 2011. In 2011, Rick Cane took over this responsibility, but only for one year, program year 2011-12. Laurie was reassigned the liaison position for program year 2012-13.



# Community Based Organization Partnerships

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## **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 of leadership team from The Bridge have a college degree, or possess multiple advanced education degrees, and have a 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.

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

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 is Ms. Washington, a math teacher at North Shore who has been in this position for the past two years.

## **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 forty Duval County Public Schools through mentoring, literacy tutoring, after-school 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.

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



Diann Hayes is the new program manager of the Northwestern Middle school site, but she is certainly not new to 21st Century afterschool programs. Her background includes more than fourteen years of experience with Jacksonville's most at-risk middle schools, serving as a lead teacher for one year and more than thirteen years as a program manager at two different middle schools, including one with a 21st Century program accreditation through the National School-Age Care Alliance. She also served as a school liaison for one year.

The lead teacher is Ms. Matthews, a language arts teacher and she has two years experience with the afterschool program. This is the first year as the lead teacher.

## Performance Measures for Quality Implementation

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The Children's Commission 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 21<sup>st</sup> CCLC grant, who is employed by the Children's Commission JCC, visited the programs throughout the fall and early winter. Unannounced site visits occurred as well as a scheduled site monitoring. In December 2012, the sites had a comprehensive review of documentation supporting program implementation and progress on measuring objective outcomes.



# Demonstrated Need

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According to the Jacksonville Public Education Fund, an independent nonprofit organization that works to connect research to bring about unified action for high-quality Duval public schools, the county has made strides toward providing quality public schools for all of its students.

In 2012:

- 86% of Duval County schools were either "A", "B", or "C" schools - including all Duval County high schools,
- 110 schools in Duval County either improved or maintained their grade from 2011, including some of the district's lowest performing schools.

Both North Shore Elementary and Northwestern Middle schools are labeled "at-risk" schools by DCPS, and have been targeted for intervention by JCC since 1998. Both of these schools are identified as having the highest need, and JCC applied for federal grant funding for these afterschool program sites with the first 21<sup>st</sup> Century grants.

The demographics of these schools show that over 90% of the students receive free or reduced lunch, the schools are located in neighborhoods with high crime and poor health outcomes, the majority of students are minorities and school performance on academic achievement tests has remained low for at least the past six years.

## School Grades 2006-2012:

	2006	2007	2008	2009	2010	2011	2012
North Shore	C	F	D	F	F	D	B
Northwestern	C	F	D	D	D	D	F

For the past ten years, JCC has utilized an independent evaluator to evaluate the outcomes of youth who attend afterschool program. The results are compared to the results of youth who do not attend JCC afterschool programs. Loren Puffer is an independent contractor who is provided data from DCPS in late summer. She compares individual student outcomes of TEAM UP students that attend 60 and/or 30 days of programming to non-participants in the school. She measures academic growth between school years and compares rates between similar at-risk elementary and middle schools.



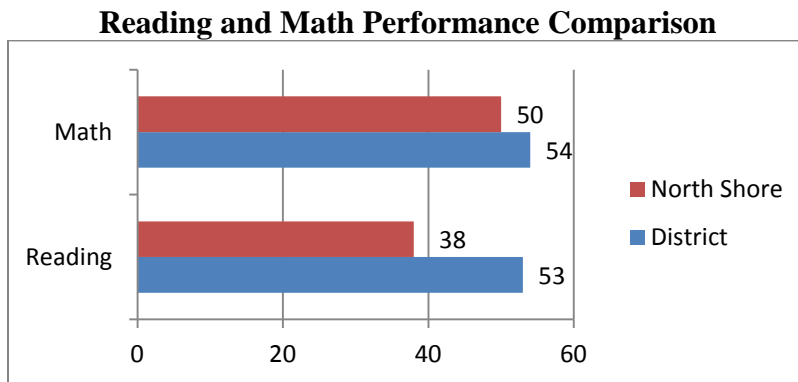


# Demographics/Reading and Math Performance Comparison 2011-12

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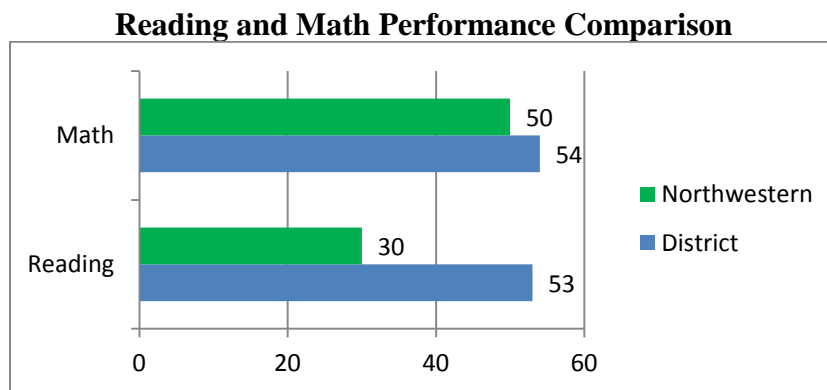
In program year 2011-12, North Shore Elementary, a Title I school, had a total enrollment of 555 children, with 94% of students participating in the Free and Reduced Lunch program.

North Shore's students remained below the district average in math and reading in 2012.



North Shore Elementary received a B grade for its academic achievement during the 2012 school year. In 2011, the school received a D, which was improved from the F grade it received in both 2010 and 2009. In 2008, the school was given a D grade. Many factors have contributed to this remarkable improvement, including the success of the TEAM UP program. Ms. Felecia Hardaway has been the principal of this school for the past two years.

In program year 2011-12, Northwestern Middle, a Title I school, had a total enrollment of 546 and 88% of students received Free and Reduced Lunch.



Northwestern Middle school remained a struggling school and earned the only F grade in the district during school year 2011-12. This school earned a D grade for four previous years. A new principal, Dr. Arvin Johnson, was assigned by DCPS in 2012 and is determined to increase academic achievement.



# Demonstrated Impact Based on Student Outcomes

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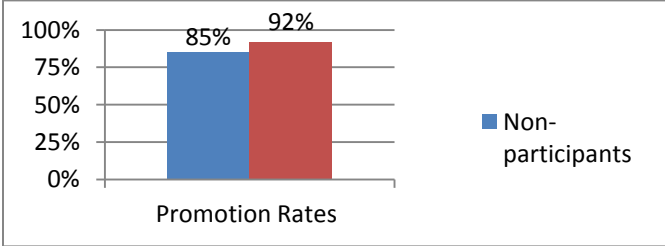
Students attending the TEAM UP programs in both in the 21<sup>st</sup> Century Grant schools have shown positive outcomes in program year 2011-12. North Shore Elementary student outcomes are higher in most areas when compared to school peers who are not participating in the TEAM UP program. North Shore TEAM UP students also had a higher promotion rate than other demographically similar elementary school TEAM UP programs.

Northwestern TEAM UP students also outperformed their non-participating peers on several important outcomes, including promotion and attendance rates. Data shows that both programs are serving the most academically challenged students. In both programs, over 94% of participating TEAM UP students are categorized as academically challenged based on their previous year FCAT results. The students who were referred to the Northwestern TEAM UP program are recommended for the program by the principal because they are at-risk for academic failure. These students are often behind their peers academically when entering the TEAM UP program.

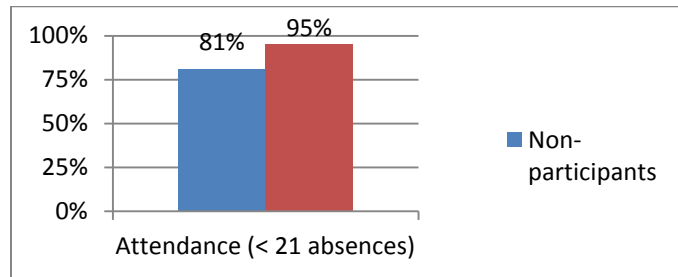
## **North Shore Student Outcomes - Program Year 2011-12**

Overall, North Shore TEAM UP students performed better than non-participants in promotion rates, attendance, and math FCAT scores. Reading FCAT scores were nearly equal to non-participants.

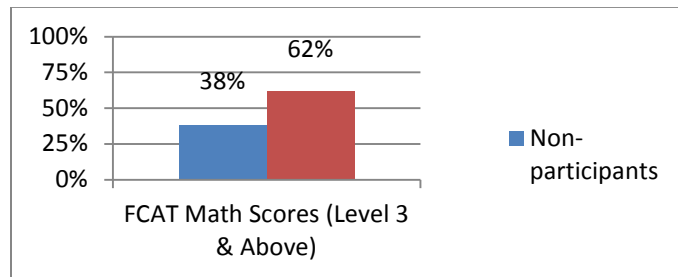
Students who attended North Shore TEAM UP for at least 30 days were promoted to the next grade level more often than non-participants.



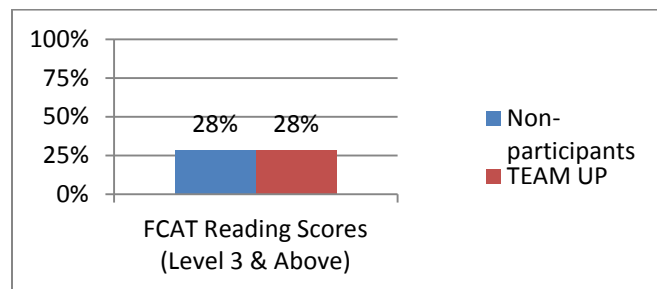
Students who attended North Shore TEAM UP for at least 30 days had significantly fewer absences than non-participants.



Students who attended North Shore TEAM UP for at least 30 days scored better in math FCAT scores than non-participants.

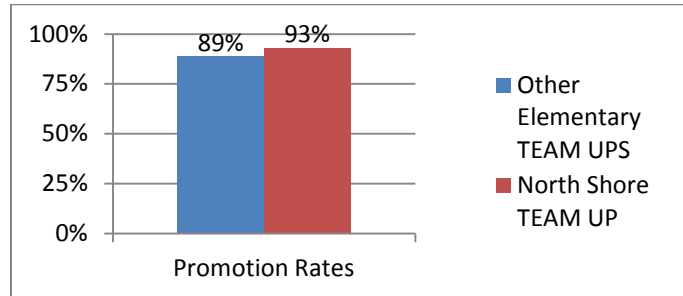


No significant difference was found in the students who earned a Level 3 and above in reading FCAT scores between TEAM UP and non-participants.



In addition to individual student outcomes, this program can be compared to other TEAM UP afterschool elementary programs in regard to the student promotion rate and attendance.

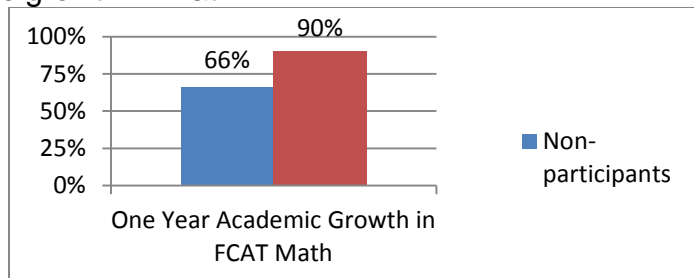
North Shore students have a higher rate of promotion on average, in comparison to all other elementary TEAM UP programs.



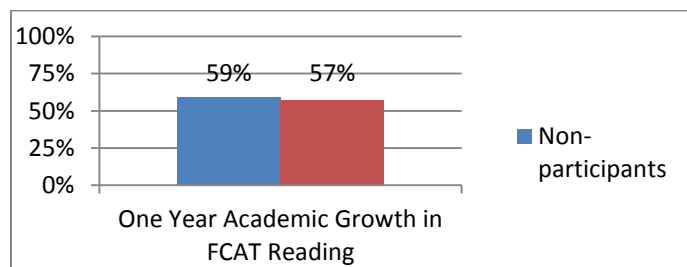
### **One Year Academic Growth – Fourth and Fifth Grade**

The independent evaluator compared the percentage of students who made one year of academic growth in reading and math according to their FCAT scores between the 2011 and 2012 school years (fourth and fifth grades).

A greater percentage of students who attended the TEAM UP program at least 60 days displayed academic growth in math.



According to FCAT scores, little difference was found between TEAM UP students who attended the program at least 60 days and non-participants in growth of reading scores.



## Northwestern Student Outcomes - Program Year 2011-12

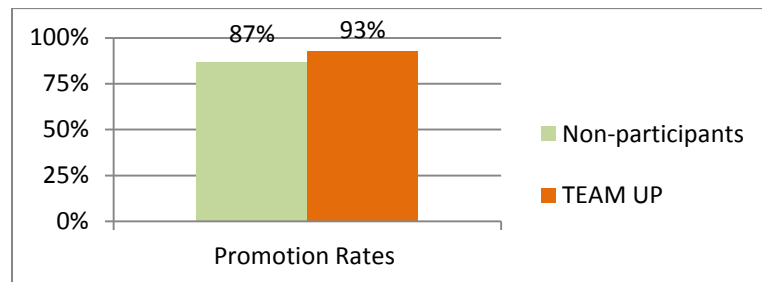
The individual student outcomes for Northwestern TEAM UP students who attended the program at least 30 days were mixed. Students performed better than their non-participating peers in promotion rates and had fewer absences but no difference was recorded in the students' math FCAT scores, and the students scored slightly lower than their peers in reading.

The most significant improvement for TEAM UP students was in academic reading growth from 2011 to 2012, but the same improvement was not present in math.

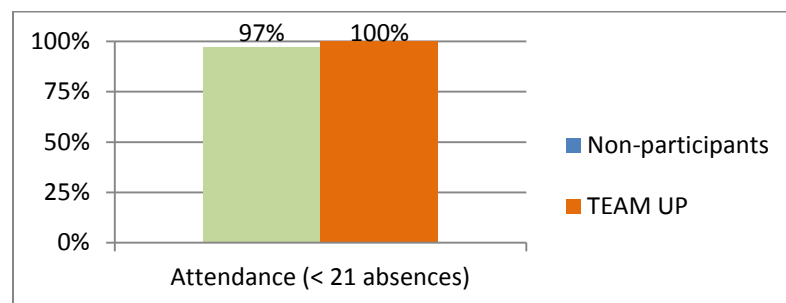
Students in TEAM UP afterschool are the most at-risk students at the middle school. Youth who are considered "below proficiency" at the end of the previous school year are considered first for enrollment in the Northwestern Middle School TEAM UP program. The majority of these students are at academic risk for failure when they begin the program.

The 2012 outcomes provide evidence that this intervention helped the youth to close the gap in comparison to their peer's performance. Without afterschool intervention, these youth most likely would remain behind their peers or fall further behind academically. The afterschool program fills the gap of academic support for these students.

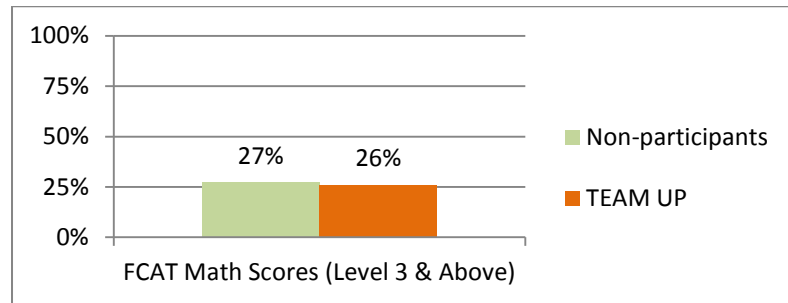
Students who attended Northwestern TEAM UP for at least 30 days have better promotion rates than non-participants.



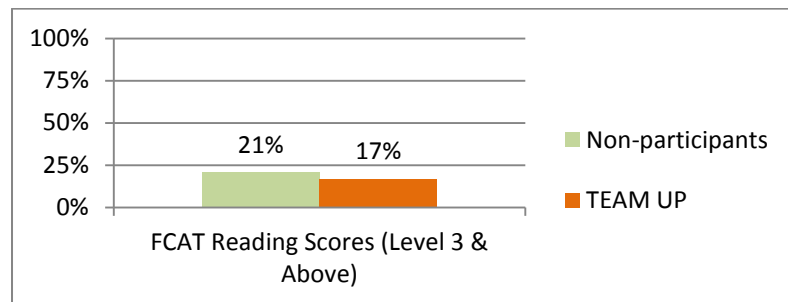
Students who attended Northwestern TEAM UP for at least 30 days had slightly better attendance than non-participants.



The percentage of students who scored a Level 3 or better in FCAT math scores was not significant.



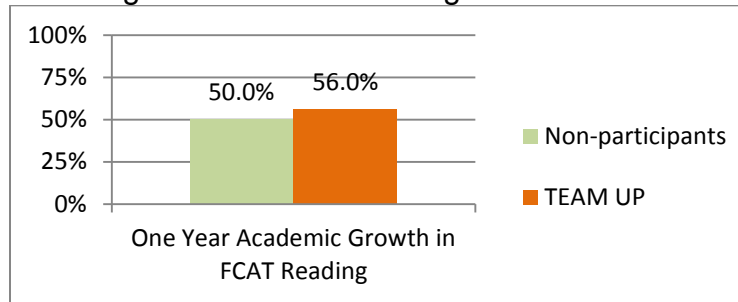
The percentage of students who scored a Level 3 or better in FCAT reading score was lower than non-participants.



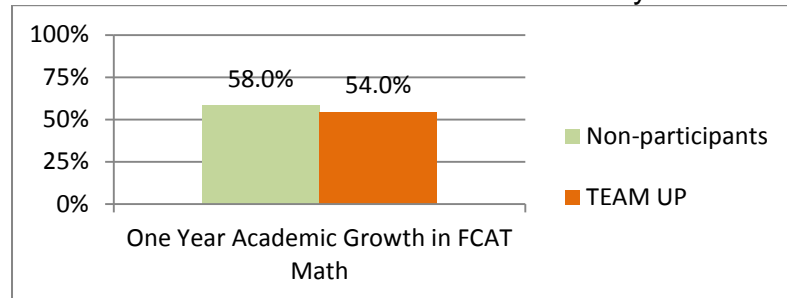
## One Year Academic Growth – Sixth, Seventh and Eighth Grades

The independent evaluator compared the number and percentage of students who made one year of academic growth in reading and math, according to their FCAT scores, between 2011 and 2012 (during sixth, seventh, eighth grades). The results were mixed.

A greater percentage of students in TEAM UP who attended the program at least 60 days displayed academic growth in FCAT reading scores.



A greater percentage of non-participating students had academic growth in FCAT math scores compared to TEAM UP students who attended 60 days.



See Tables 1 and 2 for more information.



# Program Operations - 21<sup>st</sup> Century Community Learning Centers

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## Attendance, September – December 2012

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Both North Shore Elementary and Northwestern Middle school TEAM UPS are exceeding their enrollment projections and targeted average daily attendance.

2012-13 Academic Year (Sept.- December) 64 days			
Center Name	Total Enrollment (attended at least 1 day)	Target ADA	Achieved ADA
North Shore	300	210	241 (115%)
Northwestern	229	110	121 (109%)

North Shore reports 259, or 86%, of youth have attended at least 30 days of the program.

Northwestern reports 126, or 55%, of youth have attended at least 30 days of the program.

## Activities

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### Activities North Shore Elementary TEAM UP - October 2012

The North Shore TEAM UP opened in October 2012 with a JEA theatrical presentation, "Search for a Better Light." JEA's theatrical presentation offered simple, low cost ways that students and families can save energy and water in their homes. Students started their literacy project with the creation of a Flat Stanley doll. The Flat Stanley Literacy Project encourages students to compose narratives in the form of letters to exchange with students across the world, telling of the many adventures of Flat Stanley, a paper doll created by students. Students captured Flat Stanley's many adventures by composing narratives and taking pictures of his travels and sending the narratives to pen pals across the country.

The first Fun Friday of October was a Teen Concert sponsored by **Cut The Check Music Group**. Several local teen artists performed their new R&B and Hip Hop singles to TEAM UP students to demonstrate positive options for students interested in music and talent development.

North Shore TEAM UP will also welcome Terri Staten, of Soyini Circle, for girls in fourth and fifth grades. She facilitated a 6-week workshop on self-esteem, manners and hygiene for young women. Soyini Circles will conclude with a Hats and Gloves Tea Party for the female students to demonstrate the skills learned during the workshop.





North Shore TEAM UP had students to participate in Educational Trivia competition in both October and then again in November. Also, students showcased their dance skills during a Fun Friday Sock Hop. Students showed off their crazy socks and dance skills during the Sock Hop and prizes were awarded for the most creative socks. The North Shore TEAM UP program partnered with North Shore Elementary for the annual Fall Festival which included Character and Career Day and carnival games.

JEA was the presenter for October's Parent University and hosted a workshop entitled, "Savings without Sacrifices." Parents left the workshop with practical solutions to help decrease energy bills.

North Shore was the host site for JCC's *Lights On! Afterschool* event. Students showcased talents they learned during enrichment in front of honored guests. Sixty-four parents attended the event.



### **Activities North Shore Elementary TEAM UP - November 2012**

Terri Staten of Soyini Circles continued to facilitate a 6-week workshop on self-esteem, manners, and hygiene with girls in fourth and fifth grades. Carlton McGee of Educational Trivia showcased knowledge of Geography, Science, Math, Spelling, and General Knowledge in a game show format. Winners were awarded music CDs with a compilation of popular rap and hip hop music.

Allen James of PoeFaces entertained the students of North Shore TEAM UP with spoken word and musical instruments. Students had an opportunity to play a wide assortment of percussion and received motivational words of encouragement through his use of spoken word. He encouraged students to express themselves through poetry and music while providing an inspirational message to stay in school and make positive choices. Students also participated in a mock election on Election Day to illustrate the importance of citizenship and the power of voting.

Fun Fridays at North Shore TEAM UP provided a plethora of entertaining and educational opportunities for students. Students traveled to the Jacksonville Farmers' Market to explore affordable, healthy eating options. Kaye Brynes of Storytelling with Kaye entertained the students with animated folktales. In observance of Thanksgiving, students participated in "Give Thanks with Desserts" by researching easy-to-make, no-cook dessert recipes, and participating in a trial run creating the dessert during TEAM UP in preparation for creating the dessert for their family for Thanksgiving.

Students concluded the month of November with Movie Mania and watched the movie of their choice with an opportunity to purchase concessions such as popcorn, nachos, and candy, sponsored by the PTA/SAC Committee of North Shore Elementary.



## **Activities North Shore Elementary TEAM UP - December 2012**

North Shore TEAM UP was excited about a site visit from the planning committee of the Foundation Shore for a Better Future on Wednesday, December 5. North Shore TEAM UP partnered with North Shore Elementary to sponsor Family Game Night on Thursday, December 7. Family Game Night encourages family members to come out and enjoy a variety of interactive games and line dancing while socializing with teachers and staff members in a relaxed environment.

In December, students traveled to City Hall to participate in Mayor Alvin Brown's Holiday at St. James festivities. The Holiday at St. James event allowed students to tour City Hall and get a firsthand account of how city government operates.

Kaye Brynes entertained students with her animated storytelling on Friday, December 7. Kaye mesmerizes students with her colorful storytelling skills and audience participation stories.

Academic staff members worked relentlessly with students in preparation for the Academic Showcase: "Winter Wonderland" on Tuesday, December 11. Students showcased the many skills and concepts learned during academics through song, skits, and other forms of entertainment. Students in kindergarten through second grade performed a choral selection during intermission, while the Dance Enrichment class closed the event with a dance interpretation of Jingle Bell Rock.

North Shore TEAM UP welcomed the staff from the Jacksonville Zoo and Gardens during Early Dismissal on Wednesday, December 12 for a **Zoo to You** presentation. The Zoo to You presentation provides an opportunity for students to get up close and personal with animals native to the state of Florida, while learning about the animal's habitats and eating habits.

## **Activities Northwestern Middle TEAM UP - November 2012**

For the month of November, Northwestern's main objective was to increase writing capabilities and brainstorming for the seventh and eighth graders. Supplemental learning was provided through science experiments exposing students to science properties. Math objectives were aligned with school standards for all grades. The goals for sixth graders were to increase reading comprehension and vocabulary.

A writing workshop for the eighth grade was held at the end of the second semester. Mr. Enlow's seven and eighth graders successfully mastered how to answer persuasive and narrative essay prompts. The teachers evaluated the student's writing according to the FCAT 2.0 writing rubric.

In the Science Department, the goal was to implement more hands on activities and science labs were heavily implemented this month. Ms. Abraham taught the students how to measure the density of rocks. Students were able to choose their favorite rock from the rock collection and keep it after the experiment. Math was embedded throughout the lesson and work has been placed in their portfolios. Mrs. Abraham evaluated the students' performance based on participation and data accuracy.

After receiving fall benchmark scores, sixth graders needed the most support in comprehension and vocabulary. They worked on a novel study implementing engaging word



exercises and brain teasers to build vocabulary. Partner and choral reading strategies that students are able to use independently was the overall positive outcome.

Sixth graders have shown significant gains in critical thinking ability to express their comprehension of a story in a group setting. Students were evaluated based on their comprehension questions and average on their word webs. Ms. Reese and Ms. Shackelford have worked closely to increase student reading performance.

### **Activities Northwestern Middle TEAM UP – December 2012**

In December, Northwestern Middle School academic teachers embedded math into science labs. Ms. Wilkerson’s class practiced mock water cycles and measured water density.

Ms. Shackelford’s seventh and eighth grade girls led TEAM UP for students with the most scored points on the Achieve 3000 software.

Two fieldtrips occurred in December. One hundred students attended bowling at King Pin. Students were introduced to the sport and the how to score prior to the field trip.

Fifteen students attended the ballet the Nutcracker. Two parents also participated. The tickets were provided to the Northwestern TEAM UP from JCC at no charge.

Northwestern encouraged student to attend the program every day and rewarded students with high attendance the opportunity to attend the bowling field trip. This occurred before the holiday break. Some staff turnover has occurred and some of the teachers from a previously created substitute list are being considered for employment at the TEAM UP program.

In December, Northwestern Middle school’s main objective was to increase the reading comprehension and fluency for seventh and eighth graders. Supplemental learning was provided through science experiments exposing students to science properties. Math objectives were aligned with school standards for all grades

After receiving fall benchmark scores sixth graders need the most support in comprehension and vocabulary. They have continued to work on a novel study implementing engaging word exercises and brain teasers to build students vocabulary. They have spent a great deal of time pulling out context clues to aid in vocabulary. Partner and choral reading strategies that students are able to use independently was the outcome.

Northwestern sixth graders have shown significant gains with critical thinking using a classroom Paideia model to express their comprehension of the story in a group setting. A Paideia model is a student led conversation on a given topic where students provide evidence from the text to support their idea or point of view. Students are evaluated based on comprehension questions and word webs. Mr. Moore, a new seventh and eighth grade teacher, has launched the Paideia with his group.



Students receive standards based and course recovery techniques through the Compass Odyssey and FCAT explorer learning programs in the computer lab with Ms. Mitchell on a daily basis. Ms. Toliver has been shadowing Ms. Mitchell to transition into standards base.

Northwestern TEAM UP hosted a parent night in conjunction with Achievers for Life, another Communities In Schools program. Six of the 15 parents who attended were those of students in TEAM UP. This particular parent night was intended to highlight services that CIS provides on the Northwestern Middle school campus. Additional family literacy nights are scheduled for the second week in January.

Dr. Johnson, the principal at Northwestern Middle met with the TEAM UP teachers twice in December and once again in January. Dr. Johnson has stressed the importance of encouraging students who are below proficiency in reading are able to utilize the computer lab program, Achieve 3000, to try and catch up. The school team also discussed using student surveys to increase the retention of TEAM UP students. The principal has recommended morning announcements and fliers to reach out to former TEAM UP students. Dr. Johnson has dedicated a level of strong commitment maintain the highest daily attendance of students in TEAM UP. Discussion occurred with the teachers in how to implement the learning objectives into their lesson plans.

### **Training/Conferences**

The project director of 21<sup>st</sup> Century, North Shore's program manager, and DCPS's liaison attended the Florida Afterschool Alliance (FASA) Conference for the 21<sup>st</sup> Century Community Learning Centers October 1-5 in Orlando, Florida. This event to offered information on the administrative aspects of 21<sup>st</sup> Century grants and quality afterschool programming, and gave participants an opportunity to learn from experts in the field and gather resources for programs.

Additional support and networking occurs for the two site program managers when they participate in group meetings with other afterschool program managers every other month. The program managers share best practices and other resources. The networking opportunity provides additional training and support for nearly 70 afterschool staff and program managers.



# 21<sup>st</sup> Century Successes

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## **Successful Enrollment and Attendance at TEAM UP sites**

Enrollment and attendance at both North Shore Elementary and Northwestern Middle TEAM UP programs are at capacity, and the average daily attendance is over 96% for both sites. Over 50% have attended more than 30 days at the middle school program and over 80% of the elementary students have attended more than 30 days.

## **Strong Partnership between Afterschool and the School Day**

Both North Shore Elementary and Northwestern Middle schools have chosen lead teachers that are dedicated to the success of the program. Ms. Washington at North Shore and Ms. Matthews at Northwestern have provided a strong connections 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 key to the success of the partnership.

## **Lights On Afterschool Celebration**

On October 18, 2012, more than 9,500 afterschool programs nationwide hosted **Lights On Afterschool** celebrations, which were supported by state legislators, municipal leadership, students, parents and school administrators.

JCC, in partnership with the Bridge, DCPS and the Afterschool Alliance celebrated the importance of afterschool programs on October 18.

The rally at North Shore Elementary celebrated the achievements of afterschool students, including the school's improvement in academic achievement during the 2010-11 school year, increasing the school's overall attainment grade from a D to a B.

The children showcased their talents in art, dance, poetry, sports and fashion design by presenting: We are the World: Engaging Youth Afterschool. This program provided a parade of nations flags, a talent show featuring West African dance, a fashion design showcase of cultural apparel from around the world, "I am an Athlete" monologues, and student computer presentations.



Jacksonville Mayor Alvin Brown proclaimed October 18 as "Lights On Afterschool Day" in Jacksonville. Education Commissioner Dr. Donnie Horner and City Councilman Dr. Johnny



Gaffney also took part in the program, addressing the importance of quality afterschool programs that provide a safe place where children can grow and get academic help. The youth surprised Councilman Gaffney in providing a monologue of his life's accomplishments for Jacksonville.

Speakers at the rally warned that tight budgets are endangering afterschool programs here in Jacksonville and around the country, forcing many to cut back or even close their doors.



## **In Recognition of Excellence**

The Florida Afterschool Alliance (FASA) Conference for the 21<sup>st</sup> Century Community Learning Centers occurred October 1-5 in Orlando, Florida. FASA celebrated the accomplishments of those who provide excellent work for youth in afterschool programs. JCC's Kenneth Darity, former project director of the Jacksonville 21<sup>st</sup> Century grant, was awarded the Award of Excellence – Supervisor – Multi-Site. He attended the award ceremony to accept his award with his wife and youngest son.



## **Adjusting Schedules to Improve Academic Hour**

The program manager at Northwestern Middle school has altered the program schedule to allow youth to participate in enrichment activities in the first hour of the program, when daylight is available for outdoor activities, and moved academics the second hour of the program. This allows youth to exercise and have an opportunity to participate in enriching activities prior to academics, which may allow the youth to be better able to concentrate on academics.

## **Individualized Academic Support**

Both school sites have identified youth at-risk for not meeting their academic benchmarks and begun to provide individualized instructional support based on their report cards or benchmarks. At North Shore TEAM UP youth are divided into two groups.

One group is identified as bottom quartile, according to their performance on the FCAT Mathematics. This group meets with Ms. Washington, lead teacher, two days a week to address weaknesses in math benchmarks as tested on the FCAT Mathematics.

A second group is identified as meeting or exceeding proficiency according to their performance on the FCAT Mathematics and meets with certified math teachers two days a week to participate in math challenges.

Once report cards and benchmarks are collected, youth below the proficiency level are identified and they are provided individualized support in the classroom by their assigned teachers. Individualized plans are created by the academic teachers to support learning in the most critical areas.

## **Single Gender Academic Hour**

At Northwestern TEAM UP, youth are separated by gender and academic level. According to a report released by the Jacksonville Community Engagement Group: *Reclaiming Young Black Males* for Jacksonville's Future:

"...studies of academic outcomes in predominately co-educational settings have also found boys and girls to be achieving differently on a number of traditional benchmarks. On average, boys have been found to typically receive lower grades than girls, to be behind girls in reading



performance, to graduate from high school at a lower rate than girls, and to go on to enroll in college at lower rates than young women.”

The report continues: “..the studies suggest that these differences are even larger for boys of color.”

Research is limited in the effectiveness of single gender learning. The research available found promising benefits for this separation of genders:

- Increased academic performance, particularly among low-income or minority males;
- Increased interest and participation by boys in humanities subject areas such as arts and music;
- Increased confidence in their ability to learn;
- Ability for teachers to tailor materials and instruction to boys’ interest and learning styles;
- Decreased distractions and pressure to conform to gender roles, particularly among adolescent boys, associated with co-educational classrooms.

Finally, the report cautions that separation of genders in the classroom is not in itself enough to provide these outcomes.

It states: “The key is taking advantage of *opportunity* that single gender environments create for incorporating teaching methods based on development and learning style differences between boys and girls; for establishing a safe environment for students to experiment with learning without distraction or fear of embarrassment; and for fostering stronger relationships among students, and between teachers and students, that improve the learning environment.”

The full report can be found at: <http://www.fscj.edu/mydegree/news-events/urban-education-symposium/assets/documents/urban-symposium-bklt.pdf>

At Northwestern Middle, the lead teacher, Ms. Matthews has implemented this separation of genders in the academic hour and she reports this separation is beneficial to the learning environments and reduces behavioral problems.

### **Developing Partnership with The Wallace Foundation**

The Children’s Commission was awarded a \$765,000 grant from The Wallace Foundation to strengthen its efforts in providing low income, urban youngsters with high-quality programs afterschool.

Jacksonville was one of nine cities awarded the grant where at least half of public school students qualify for free or reduced-price lunch. Jacksonville will use the grant to make high-quality after-school programs available to more children and teens by more formally knitting-together the municipal agencies, schools, nonprofit youth programs and other institutions vital to providing these services. Wallace calls this approach “system-building” and selected these cities because they are well-positioned to build on work they already have begun.

The work will focus on two areas – gathering reliable data and improving program quality. In some of the cities, planned work includes building a management information system to track program quality and participation data, customizing a commercial software package to a city’s





particular after-school needs, and developing an online tool to help families find good programs. Jacksonville intends to link afterschool data with school data to better understand the connection between afterschool participation and children's learning and development.

The project manager for The Wallace Foundation grant and the current project director of the 21<sup>st</sup> Century grants, are collaborating efforts to include the two 21<sup>st</sup> Century sites in the Wallace grant goals. The two have discussed obtaining training opportunities for afterschool programs to learn and implement Project Based Learning (a 21<sup>st</sup> Century goal) and creating a pilot database collection system specifically to aid the sites in managing the individual school data (a 21<sup>st</sup> Century goal). These ideas are in the discussion stages of collaboration. The 21<sup>st</sup> Century program staff attended a Wallace Foundation-sponsored professional development conference—*Jax After 3PM – Strengthening Afterschool for Jacksonville*—held in January 2013, in downtown Jacksonville. At this conference, more than 500 participants were provided additional professional development opportunities to learn about afterschool quality indicators.

Topics included:

- Science, Technology, Engineering and Mathematics (S.T.E.M.)
- Exposure, Addressing Bullying
- Working with Youth regarding Gender Identity
- Working with Youth who Have Special Needs
- Responding to Child Sexual Abuse
- Combating Adultism
- Social Media and Your Program
- Cultural Competency
- Florida Core Competencies
- Play with GeoMotion



# 21st Century Challenges

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## **Challenges for North Shore Elementary TEAM UP**

North Shore Elementary TEAM UP is a very large afterschool program that is operating very successfully. But a few challenges are present for the site. Staff turnover in the younger grades, reliance on two curriculums that appears to have youth in the seats working on a notebook or on a computer, extended school day that pushes the dismissal time to 7:00 p.m. (which is late for an elementary youth) and finally, a lack of planning in implementing the enrichment hour in a fun and interactive way are some of the challenges noted by the Project Director of 21<sup>st</sup> Century.

North Shore's principal has reported difficulty hiring and keeping teachers in the kindergarten – third grade classes. The teachers in these classes are hired from other schools in the area and are not from the North Shore.

Observation at North Shore program has found that the academic portion of the program utilizes curriculum Buckle Down and Study Island. Classrooms using Buckle Down have been observed seated in their seats and working in a workbook.

Buckle Down is a state-specific test preparation curriculum that provides students with workbooks, and teachers utilize discussion to help students get ready for the state test. Teachers can monitor progress with end-of-lesson practice section and separate pretest and posttest—matched to the Standards-Based Assessment format. The principal believes this curriculum was useful to the improve skills measured on the FCAT in 2011.

Study Island is an interactive web-based program that helps students with state-specific, grade-level academic standards.

Study Island's programs enable educators to track student performance in real-time to address individual learning gaps, while allowing administrators to monitor student progress and measure teacher effectiveness. The principal attributes much of the success of the youth in math to the additional supplement that Study Island provides to her students.

Both programs have research showing improvement in skills for students regarding their academic achievement. The challenge is to increase the amount of time students engage with other students and utilize project based learning to decrease the time students are practicing for standardized testing. The challenge for this 21<sup>st</sup> Century site is to engage the principal in project based learning and help him accept it as a beneficial teaching method during the academic hour.

North Shore kindergarten youth in the academic hour were observed to be sitting at their desks completing their homework or worksheets with little interactive activity. This school program has been identified as a Turn Around school and has an extended school day with an additional hour of academics. Then these youth transition into the TEAM UP afterschool program and they have an additional hour of academics. It is a concern that young children are sitting at desks for two hours completing bookwork.



The extended school day adds one hour of academics to the school day in addition to the afterschool academic hour. The afterschool program begins at 4:00 p.m. and ends at 7:00 p.m. Many parents/guardians pick up their children at the school after work and early pick-up can interrupt a child's enrichment activities. Changes in program length may be considered in the future.

Children are provided a choice in their enrichment activities every six weeks. They are offered to a variety of activities including dance, fashion design and sports. They choose their enrichment activity in the beginning of the six weeks and then have a culminating event at the end of the six weeks. Friday's enrichment is the provided in both academic and enrichment hour. Youth do not have a choice which enrichment activities they can participate in except during the beginning of the six week rotation.

Enrichment activities focus on a theme (Around the World, Martin Luther King's Birthday) and observations of the enrichment hour did not find the activities engaging youth in a fun interactive manner. Most classrooms were observed to have the children at the desks. Enrichment staff had a task they were trying to perform but they did not seem to have much planning to make the activities interesting and youth-driven. Most activities observed had the teacher presenting information and the youth repeating it back or following direction. The dance class was the only class observed to obtain youth input.

The agency and program manager of this site are very responsive to the challenges and have made a plan of action to address them in the second half of the year.

### **Challenges for Northwestern Middle TEAM UP**

Northwestern Middle School TEAM UP is also a very large afterschool program that is operating successfully but it does have challenges. Change in leadership at all levels has made it a challenge for the site to be implementing all aspects of the project in the first half of the program year. Lack of parent involvement and a high number of youth participating in sport activities, rather than other enrichment activities, are additional challenges.

Many Northwestern Middle school youth are interested in sports activities, especially the male participants. The program manager has rotating activities that youth choose from every day at enrichment hour. The boys and girls are very interested in football, bowling, golf, volleyball, kickball, and cheerleading. The other enrichment activities (S.T.E.M, chess club, game club, etc.) have less participation.

Parent literacy activities at Northwestern Middle school are not highly successful at this time. The program manager is planning on coordinating with other organizations through the second half of the year to engage more TEAM UP parents in literacy activities.

Monitoring of the program's data collection found that the lead teacher was not aware of the program objectives and the pre-intervention benchmarks needed to determine if skills had increased. Ms. Matthews, the lead teacher, stated that she believed that she could utilize various existing data to determine the pre-intervention benchmark to measure improvement.

A follow-up site visit has determined that the program has completed collection of the benchmark data for the objectives.



## **Ten Program Objectives Measured on Nearly 500 Youth**

This grant has nine 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 500 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 they need.

## **Miscellaneous Adjustments**

In program years four and five, the funding from the Department of Education has been reduced and a 20% match is expected from other sources. The Jacksonville Children's Commission has provided this cash match. In order to be fiscally accountable for the program funding from DOE and JCC, the agencies were asked to submit two different reimbursements. This is new to the agencies and the program director, but it has helped provide the oversight needed.

Applications for programs are submitted in early summer and it is natural that program activities would be added or deleted once the program school year begins. The program director from JCC met with the agencies and the program managers to ask for lesson plans and cost analysis related to the lesson plan to submit as a budget amendment in January 2013. This will allow DOE to review and approve any adjustments to the application.

All field trips and the lesson plans for field trips must be approved prior to the programs taking the outings. This ensures that appropriate thought and planning are considered for use of those funds.

The program director of 21<sup>st</sup> Century sites met with the agencies and the principals in December to discuss the current program implementation, monitoring, and Project Based Learning implementation in 2013 and in the next program year, 2013-14. Both principals agreed to attend any available Project Based Learning orientation or training that is arranged.



# Assessment of Program Operations

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## Monitoring by JCC

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### **Youth Development Site Monitoring Form – 21st CCLC**

JCC conducted the site monitoring of the two 21<sup>st</sup> Century sites in December. Several unannounced site observations were made prior to the comprehensive monitoring. Northwestern Middle was visited on December 6 and North Shore Elementary was visited on December 13 when a complete review of documentation and observations occurred.

The following quality indicators were reviewed at this site monitoring:

- Safety/Health and Environment
- Program Tracking/Documentation
- Program Operation
- Service Intensity
- Adult/Youth Interaction
- Consistent Staff
- Youth Behavior and Participation
- Parent Involvement
- Program Objectives
- Data Collection and Utilization
- Program Activities

A program has the opportunity to achieve 100 points.

Program quality is rated on this scale:

Excellent.....97-100	Goes above and beyond program standards
Above Average.....89-96	Consistently meets program standards
Average.....79-88	Meets program standards most of the time
Below Average.....70-78	Not meeting program standards most of the time
Unsatisfactory.....0-69	Corrective action plan and follow-up needed

A copy of the JCC Youth Development Site Monitoring Form – 21<sup>st</sup> Century Community Learning Centers is provided in Attachment A.

Both TEAM UP programs are meeting the highest standards for quality according to the Youth Development Site Monitoring performed in December 2012.

- ❖ North Shore TEAM UP program scored 92 - Above Average.
- ❖ Northwestern TEAM UP program scored 80 - Average.



## **Monthly Reports**

In order to provide closer monitoring of program operation and prepare for the formative and summative reports, a comprehensive monthly reporting is required from the site program managers. Monthly report requirements are:

- Summarize the monthly program operations including activities for all grades. Follow up on any activity mentioned in the prior month.
- Summarize daily attendance, average daily attendance for the month and enrollment.
- Summarize successes or challenges that occurred this month and how to address them.
- Summarize measured performance toward the objectives. Report in a plan, do, measure and evaluate format.
- Summarize the monthly parent activities that occurred and the response. Quote parent feedback.
- Include pictures or quotes from parents, youth, teachers, administration regarding programs. Why did the meeting occur? What was the need? What activities were planned?
- Summarize the partnership with the principal and lead teachers including relevant meetings, upcoming activities planned and challenges that were overcome. Add any discussion that occurred toward sustainability.
- Request technical assistance from funder as needed.
- Attach a calendar as available.

# Monitoring by DCPS

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## **Academic Hour Review**

Ms. Laurie Bourdon from DCPS performs observations of the academic hour for all TEAM UP sites including the 21<sup>st</sup> Century sites. This observation reviews the following five items and they are rated as Satisfactory, Needs Improvement, Unsatisfactory or Not Applicable:

1. Linkage is observed between regular school day instruction and the instruction during TEAM UP.
2. Communication exists between the TEAM UP staff and the school day instructional staff.
3. TEAM UP Progress and Tracking Forms are being completed for individual students.
4. Lesson Plans are in place for each teacher.
5. General observation as to the effectiveness of the TEAM UP academic component of the program.



North Shore and Northwestern academic observations were rated Satisfactory in components 1, 2, 4, & 5: the linkages between instruction in the regular school day and afterschool, communication efforts, lesson plans for classrooms, and effectiveness of academic component.

Component 3 - Progress and Tracking forms for students was rated Needs Improvement for both North Shore and Northwestern. Technical assistance will be provided to both sites to improve on documentation of individual student progress.

## Monitoring by 21st CCLC

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### **Monitoring and Quality Improvement Tool (MQIT)**

Completion of the Monitoring and Quality Improvement Tool (MQIT) is a requirement for all 21<sup>st</sup> Century Community Learning Center programs. The tool provides sub-grantees an opportunity to evaluate their 21st CCLC programs in relation to applicable federal and state statutory and regulatory requirements.

As of January 30, 2013, the Project Director of 21st Century has verified that the information in this tool was present for compliance.

Dae Lynn Helm is working closely with Laurie Bourdon, the DCPS liaison, to ensure compliance.

A meeting was held at JCC on February 4, to discuss the 21<sup>st</sup> MQIT for the two sites. There were several areas of the self-assessment that require additional information in order to meet compliance standards for 21st CCLC. In attendance were Tousha McCoy, TEAM UP director at the Bridge (North Shore), Eric Johnson, TEAM UP director at CIS (Northwestern), Dae Lynn Helm and Laurie Bourdon. Below are areas that need additional documentation or action to be in compliance with the grant requirements. These items will be in compliant by March 31, 2013.

**Component A13: Family Activities** – The organization offers families of actively participating 21st CCLC students the opportunity for literacy and related educational development.

*Action Plan:*

- Both programs will provide a schedule of family activities that will occur or have occurred monthly at the schools during the program hours or after hours.
- A program newsletter will be sent home to parents monthly informing them of program activities.

**Component A14: 21st CCLC Advisory Board** – 21st CCLC grantees are required to establish a local 21st CCLC advisory board comprised of students, teachers, parents and members of community agencies and businesses.

*Action Plan:*

- Parent Advisory Boards have been combined with School Advisory Councils at each school. Copies of meeting agendas and minutes will be provided. This board will



provide advice and feedback about the TEAM UP program policies and activities, quality improvement, sustainability and strategic planning.

**Component C: Professional Development in Organizational Policies/Procedures** – Staff is trained in program policies/procedures. Staff is aware of program goals and can explain the relationship of program activities to those goals.

*Action Plan:*

- A professional development plan will be developed from information gained at the state conference that was held in the fall of 2012.

**Component C6: Organizational Social Awareness** – Staff has the experience and background to address diverse needs of target population. Staff is sensitive to the culture and language of participants.

*Action Plan:*

- Professional development training in cultural awareness is scheduled for TEAM UP program managers on April 4, 2013.
- Both 21st CCLC programs will have a description of services to students with special needs and will make the plan available to all staff members.

**Component C8: Sustainability Plan** – The organization makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.

*Action Plan:*

- Each 21st CCLC program will have a table showing all program partners.
- A meeting with partners will take place in March to discuss sustainability of the 21st CCLC programs.

**Component D1: Evaluation Plan** – The organization has adopted and applies an evaluation process to measure program goals and outcomes.

*Action Plan:*

- JCC is working on an evaluation plan with an external evaluator which establishes clear goals, objectives and activities based on the identified needs of the programs and a timeline for the evaluation plan.

Evaluation results will be distributed to stakeholders after the conclusion of the program year.

**Component D3: Reporting Progress** – Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students and other stakeholders.

*Action Plan:*

- Evaluation findings will be shared with the Advisory Board and other partners.
- Staff professional development will be planned based on evaluation findings.

The partners will continue to work with both community based agencies on an ongoing basis to complete the requirements.





# Mid-Year Objective Report

## North Shore Elementary

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### **September - January 17<sup>th</sup> (76 of 153 days)**

Report card grades, benchmark scores, pre and post tests were collected at the site level by each school's Lead Teacher and Program Manager. The mid-year analysis results were forwarded to the Project Director to be included in this report.

**Objective 1.1** 85% of regularly participating students will increase their reading comprehension skills

### **Activities:**

#### Kindergarten

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities:

- Retell familiar stories including key details.
- Identify characters, settings, and major events in a story.
- Ask and answer questions about key details in a text from print or media print.
- Story Structure: Beginning, Middle, and End.

#### First Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Compare and contrast the adventures and experiences of characters in stories.
- Identify the reasons an author gives to support points in a text.
- Describe characters, settings, and major events in a story.
- Summarize
- Evaluate

#### Second Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Ask and answer questions such as who, what, when, where, why, and how to demonstrate understanding of key ideas.
- Know and use various text features to locate key facts or information in a text efficiently.



### Third Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Using context clues to identify and define words and phrases
- Identifying main idea and author's purpose
- Comparing and contrasting ideas and text in print and media
- Using maps, graphs, charts, and pictures to respond to given questions

### Fourth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Determining theme
- Identifying cause and effect
- Recognizing main idea and relevant supporting details

### Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Identifying elements of plot structure
- Outlining character development
- Summarizing problem/resolution
- Evaluating theme in a variety of fiction
- Using text features to assist in recognizing key points in print

## **Measures and Data Collected:**

### Kindergarten – Second Grade

Report card grades and FAIR (Florida Assessments for Instruction in Reading) Assessments

### Third Grade

Report card grades, Florida Ready Pre/Post Tests, FAIR (Florida Assessments for Instruction in Reading) Assessments, and Study Island

### Fourth Grade

Report card grades, Florida Ready Pre/Post Tests, FAIR (Florida Assessments for Instruction in Reading) Assessments, and Study Island

### Fifth Grade



Report card grades, Florida Ready Pre/Post Tests, FAIR (Florida Assessments for Instruction in Reading) Assessments, and Study Island

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

Progress on this objective is assessed by the following:

- Report Card grades: Quarterly
- FAIR grades: Quarterly
- Florida Pre/Post Tests: September 2012 and May 2013
- Study Island: Weekly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

End of 2<sup>nd</sup> grading period - report card grades

**Findings and Recommendations:**

North Shore: At mid-year, 91% showed increases their reading comprehension skills

Making progress toward goal



**Objective 1.2:** 85% of regularly attending TEAM UP students will maintain or improve their writing skills

### **Activities:**

#### Kindergarten

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Share information on how to complete a task
- Use labels and illustrations to support meaning

#### First Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Give instructions on “how to” make or do something
- Provide all steps needed for activity in order with details

#### Second Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Write explanatory text
- Introduce a topic
- Use facts/definitions to develop a point
- Provide a concluding statement/section

#### Third Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Write in a variety of informational/expository forms.

#### Fourth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Write in a variety of informational/expository forms.

#### Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing



activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Write in a variety of informational/expository forms.

**Measures and Data Collected:**

Kindergarten: Report card grades

First Grade: Report card grades

Second Grade: Report card grades

Third Grade: Report card grades

Fourth Grade: Report card grades and scores from District Writing Prompts

Fifth Grade: Report card grades

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

Progress on this objective was assessed:

- Report card grades: Quarterly
- Scores from District Writing Prompt: Monthly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

According to report card grades in English Language Arts at end of 2<sup>nd</sup> grading period:

**Findings and Recommendations:**

North Shore: At mid-year, 82% maintained or improved their writing skills

Making progress toward goal



## **Objective 1.3:** 85% of regularly participating students will increase math skills

### **Activities:**

#### Kindergarten

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Describe and compare shapes using their measurable attributes
- Use attributes to sort and classify objects in their environment
- Analyze their environment
- Recognize that larger shapes are made of smaller shapes
- Recognize each shape has a specific name

#### First Grade

Implementing activities from DCPS Academic Looking Glass which is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Observe, describe, compare, classify, represent, and build with 2-D and 3-D geometric shapes
- Compose, create composite shapes, and composing new shapes from the composite shape
- Partition circles and rectangles into two and four equal shares
- Describe the shares using the words halves, fourths, and quarters
- Tell and write time in hours and half-hours using both analog and digital clocks

#### Second Grade

Implementing activities from Duval County Public Schools' *Academic Looking Glass*. The *Academic Looking Glass* is produced bi-weekly to assist parents, principals, teachers, and district staff as a quick reference guide about what students are learning during a sliding two week window. Activities such as:

- Work to understand the meaning of addition and subtraction through 100
- Apply that knowledge within word problems that reflects how math is used in everyday situations
- Model each situation with number sentences and drawings
- Solve for any unknown quantity in a problem

#### Third Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Describe and analyze properties of two-dimensional shapes
- Select appropriate units, strategies, tools, to solve problems of perimeter



### Fourth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Develop an understanding of decimals, including the connection between fractions and decimals

### Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time frame. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island. Activities such as:

- Find the area of two-dimensional shapes by using formulas
- Describe three-dimensional shapes and analyze their properties, including volume and surface area
- Identify and plot ordered pairs on the first quadrant of the coordinate plan

### **Measures and Data Collected:**

Kindergarten: Report card grades

First Grade: Report card grades

Second Grade: Report card grades

Third Grade: Report card grades, Florida Ready Pre/Post test, Study Island

Fourth Grade: Report card grades, Florida Pre/Post test, Study Island

Fifth Grade: Report card grades, Florida Pre/Post test, Study Island

### **Data Timeline:**

September 10, 2012 – January 17, 2013

### **Continuous Assessment:**

Progress on this objective was assessed:

- Report card grades: Quarterly
- Florida Ready Pre/Post Test: September 2012 and May 2013
- Study Island: Weekly

### **Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

### **Student Inclusion:**

100% of students are monitored throughout program year



**Data Analysis and Results Collected at the Site Level:**

According to report card grades in math at end of 2<sup>nd</sup> grading period

**Findings and Recommendations:**

North Shore: At mid-year, 78% of regularly participating students demonstrated an increase in math skills

Making progress toward goal





**Objective 1.4:** 85% of regularly attending TEAM UP students, who take science courses, will show improvement in science

**Activities:**

Fifth Grade

Implementing activities from North Shore Elementary Focus Calendar which is an outline of benchmarks and standards teachers highlight during any given time period. Supplementing activities from North Shore Elementary Focus Calendar with computer based activities from Study Island.

Activities such as:

Explore static electricity, the flow of electricity in circuits, and in energy Performance Task

**Measures and Data Collected:**

Fifth Grade: Report card grades

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

Report card grades: quarterly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

Only grades that took science classes were included in this data (5<sup>th</sup> grade) 100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

According to report card grades in science of 5<sup>th</sup> graders at end of 2<sup>nd</sup> grading period

**Findings and Recommendations:**

North Shore: At mid-year, 87% showed improvement in science

Making progress toward goal



**Objective 2.1:** 85% of regularly participating students will increase their knowledge of alcohol, drug and/or violence prevention.

**Activities:**

Videos, small group discussions, guest speakers, role playing and skits, journaling and writings

**Measures and Data Collected:**

*Too Good for Drugs and Violence* pre and post tests

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

At the end of the activity

**Data Quality:**

All data was collected at the site level by teacher and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk.

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of activity

**Findings and Recommendations:**

North Shore: At mid-year, 85% increased their knowledge of drugs, alcohol and violence prevention

Making progress toward goal



**Objective 2.2:** 85% of regularly participating students will increase their knowledge of positive character traits and pro-social behavior.

**Activities:**

Videos, small group discussions, guest speakers, role playing and skits, journaling and writings

**Measures and Data Collected:**

*Too Good for Drugs and Violence* pre and post tests

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

At the end of activity

**Data Quality:**

All data was collected at the site level by lead teachers and program managers

**Student Inclusion:** 100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of activity

**Findings and Recommendations:**

North Shore: At mid-year, 85% increased their knowledge of positive character traits and pro-social behavior

Making progress toward goal



**Objective 2.3** 85% of regularly participating students will increase their knowledge of nutrition.

**Activities:**

Food safety, healthy eating habits education, journaling, creating nutritional recipes, guest speakers, nutrition education curriculum

**Measures and Data Collected:**

Pre and post assessments

**Data Timeline:**

September – January 17, 2013

**Continuous Assessment:**

One-time assessment was made

**Data Quality:**

Data was collected by JCC's nutrition department staff

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of activities

**Findings and Recommendations:**

North Shore: At mid-year, 81% of regularly participating students increased their knowledge of nutrition

Making progress toward goal



**Objective 2.4** 85% of regularly attending students will increase their fitness levels.

**Activities:**

Enrichment activities such as flag football, cheerleading and dance, presidential fitness program and guest speakers

**Measures and Data Collected:**

Pre and post assessments from the Presidential Fitness test

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

Objective assessed weekly and monthly

**Data Quality:**

Data was collected on the site level by program manager and enrichment staff and is subject to human error

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of 2<sup>nd</sup> grading period

**Findings and Recommendations:**

North Shore: At mid-year, 100% of students increased fitness.

Objective achieved.



**Objective 3.1** 25% of adult family members of regularly participating students will increase their involvement in their child's education.

**Activities:**

Family Fun Nights (consisting of talent shows, performances, contest, guest speakers etc.)

**Measures and Data Collected:**

Event and volunteer sign-in sheets, pre and post surveys

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

Monthly, quarterly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At the end of 2<sup>nd</sup> grading period

**Findings and Recommendations:**

North Shore: At mid-year, 32% of adult family members or regularly participating students will increase their involvement in their child's education

Making progress toward goal



**Objective 3.2** 50% of adult family members of regularly participating students will attend 2 family literacy events based on programs offered via the 21st Century Learning Center's targeted schools.

**Activities:**

Student presentations, Literacy night events (coaches as guest speakers) focusing on reading in the home and techniques with students

**Measures and Data Collected:**

Sign-in sheets and meeting agenda

**Data Timeline:**

September 10, 2012 – January 17, 2013

**Continuous Assessment:**

Quarterly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At the end of 2<sup>nd</sup> grading period

**Findings and Recommendations:**

North Shore: At mid-year, 28% of adult family members of regularly participating students attended two family literacy events based on programs offered

Making progress toward goal



# Mid-Year Objective Report

## Northwestern Middle School

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### **September 10 – January 17, 2013 (76 of 153 days)**

The report card grades, benchmark scores, pre and post tests were collected at the site level by each school's Lead Teacher and Program Manager. The mid-year analysis results were forwarded to the project director to be included in this report.

**Objective 1.1** 85% of regularly participating students will increase their reading comprehension skills

### **Activities:**

Each TEAM-UP student has a registered account with Achieve 3000, an accelerated reading program that assigns articles to students based on their individual reading levels. The current event articles are followed by reading comprehension questions, a poll question, one math related word problem and vocabulary comprehension questions. Each grade level has access to Achieve 3000 and completes these reading tasks in our computer labs afterschool

#### Sixth

Achieve 3000; Computer lab access every Monday and Thursday. Novel study with comprehension questions Tuesday and Wednesday.

#### Seventh

Achieve 3000; Computer lab access every Tuesday and Wednesday. Novel study with comprehension questions is completed on Monday and Thursday.

#### Eighth

Achieve 3000; Computer lab access every Tuesday and Wednesday. Novel study and essay responses completed on Monday and Thursday

### **Measures and Data Collected:**

Sixth: Achieve 3000 data (quantitative); Student work (qualitative)

Seventh: Achieve 3000 data (quantitative), Student work (qualitative)

Eighth: Achieve 3000 data (quantitative), Student work (qualitative)

### **Data Timeline:**

September 10 – January 17, 2013

### **Continuous Assessment:**

Progress on this objective is assessed weekly





**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of the 1<sup>st</sup> and 2<sup>nd</sup> grading period

**Findings and Recommendations:**

Northwestern: At mid-year, 49% showed increased their reading comprehension skills

Making progress toward goal



**Objective 1.2:** 85% of regularly attending TEAM UP students will maintain or improve their writing skills

**Activities:**

Students completed an essay contest, “What does it mean to show courage” at the beginning of the year. Students are given a new writing prompt every month to master the writing process while having a specific rubric to follow to show written improvement.

Sixth: Writing workshop with Ms. Reese - How to write an argumentative essay

Seventh: Writing workshop with Ms. Matthews and Ms. Shackelford - How to write an expository essay

Eighth: Brainstorming workshop with Mr. Enlow, writing process documented from beginning to end

**Measures and Data Collected:**

Sixth: Student work (Qualitative data)

Seventh: Student work (Qualitative data)

Eighth: Student work (Qualitative data)

**Data Timeline:**

September 10 – January 17, 2013

**Continuous Assessment:**

Progress on this objective was assessed monthly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of 1<sup>st</sup> and 2<sup>nd</sup> grading period



### **Findings and Recommendations:**

Northwestern: At mid- year, 88% maintained or improved their writing skills. (Writing samples are available, however, writing data is not available until after February. This subject is not taught in isolation. FCAT Writes is scheduled for February 26).

Making progress toward goal

<b>Objective 1.3:</b> 85% of regularly participating students will increase math skills
---

### **Activities:**

Students are practicing key math concepts and skills on Study Island software once a week through a lab rotation. Students also receive face-to-face math instruction from our math teachers.

Sixth: Study Island rotation: Mondays and Tuesdays. Classroom practice: Mondays and Wednesdays

Seventh: Study Island rotation: Mondays and Thursdays. Classroom practice: Tuesdays and Wednesdays

Eighth: Study Island rotation: Mondays and Thursdays. Classroom practice: Tuesdays and Wednesdays

### **Measures and Data Collected:**

Report card grades, benchmark scores, progress reports, teacher notes and DSS growth scores (Florida Ready, Buckle Down Curriculum).

Sixth: Study Island data/benchmark data- (quantitative), class work (qualitative)

Seventh: Study Island data/benchmark data- (quantitative), class work (qualitative)

Eighth: Study Island data/benchmark data- (quantitative), class work (qualitative)

### **Data Timeline:**

September 10 – January 17, 2013

### **Continuous Assessment:**

Progress on this objective was assessed monthly

### **Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure.



**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of 1<sup>st</sup> and 2<sup>nd</sup> grading period

**Findings and Recommendations:**

Northwestern: At mid-year, 56% of regularly participating students demonstrated an increase in math skills:

Sixth – 61% increase

Seventh – 48% increase

Eighth – 59% increase

Making progress toward goal



**Objective 1.4:** 85% of regularly attending TEAM UP students, who take science courses, will show improvement in science

**Activities:**

Students have been participating in labs, practice FCAT tests, hands-on activities and completing science analysis in their Science text books.

Sixth: Science projects—water cycle, practice tests

Seventh: Science projects—how rocks are formed, practice tests

Eighth: Science projects—how rocks are formed, practice tests

**Measures and Data Collected:**

Sixth: practice test scores (quantitative data), class work (qualitative data)

Seventh: practice test scores (quantitative data), class work (qualitative data)

Eighth: practice test scores (quantitative data), class work (qualitative data)

**Data Timeline:**

September 10 – January 17, 2013

**Continuous Assessment:**

Progress on this objective was assessed weekly, monthly and quarterly

**Data Quality:**

All data was collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk for academic failure

**Student Inclusion:**

Only grades that took science classes were included in this data (5<sup>th</sup> Grade) 100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At the end of 1<sup>st</sup> and 2<sup>nd</sup> grading period

**Findings and Recommendations:**

Northwestern: At mid- year, 45% showed improvement in science

Sixth – 48% increased

Seventh – 36% increased

Eighth – 51% increased

Making progress toward goal



**Objective 2.1:** 85% of regularly participating students will increase their knowledge of alcohol, drug and/or violence prevention.

**Activities:**

Officer Castro conducted a seminar on bullying & drug related violence.  
Too Good for Drugs and Violence will begin in February

**Measures and Data Collected:**

Officer Castro conducted a question and answer session at the end of his presentation

**Data Timeline:**

September 10 – January 17, 2013

**Continuous Assessment:**

Monthly assessments

**Data Quality:**

All data will be collected at the site level by lead teachers and program managers, entered into a spreadsheet and analyzed to determine the students most at-risk.

**Student Inclusion:**

100% of students will be monitored throughout curriculum

**Data Analysis and Results Collected at the Site Level:**

At the end of curriculum

**Findings and Recommendations:**

Northwestern: This program will begin on February 5

Making progress toward goal



**Objective 2.2:** 85% of regularly participating students will increase their knowledge of positive character traits and pro-social behavior.

**Activities:**

Assistant Principal Andrea Talley participated as a guest speaker for TEAM-UP on January 10, 2013 discussing positive character traits and acceptable social behaviors.

**Measures and Data Collected:**

Students completed a survey at the end of this program

**Data Timeline:**

September 10 – January 17, 2013

**Continuous Assessment:**

As the activity occurs

**Data Quality:**

All data was collected at the site level by lead teachers and program managers

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

At end of session period

**Findings and Recommendations:**

Northwestern: At mid- year, 100% of regularly participating students increased their knowledge positive character traits and pro-social behavior.

Achieved goal



**Objective 2.3:** 85% of regularly participating students will increase their knowledge of nutrition.

**Activities:**

A nutritionist presented a food class on November 13, 14 and 19 discussing healthy eating habits, education and how to choose healthy food choices. Students watched a short video clip during the presentation.

**Measures and Data Collected:**

Students will complete a pre and post survey.

**Data Timeline:**

September 10 – January 17, 2013

**Continuous Assessment:**

Monthly by certified nutritionist is available

**Data Quality:**

Data was collected by JCC's nutrition department staff

**Student Inclusion:**

100% of students are monitored throughout program year

**Data Analysis and Results Collected at the Site Level:**

Results collected at the sites, at the end of the classes

**Findings and Recommendations:**

Northwestern: At mid- year, 90% of regularly participating students increased their knowledge of nutrition.

Making progress toward goal





**Objective 2.4:** 85% of regularly attending students will increase their fitness levels.

**Activities:**

Enrichment activities such as flag football, cheerleading and dance occurred. The presidential fitness program will be implemented in the second half of the program.

**Findings and Recommendations:**

Making progress toward goal



**Objective 3.1:** 25% of adult family members of regularly participating students will increase their involvement in their child's education.

**Activities:**

On October 18 the program hosted a parent night that involved students reading a quick excerpt from their favorite novel and explaining to their parents what the novel was about. Students performed a short skit acting out a short play for entertainment while the parents ate dinner.

**Measures and Data Collected:**

Event and volunteer sign-in sheets, pre and post surveys

**Data Timeline:**

September 10 – January 17, 2013

**Continuous Assessment:**

Monthly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At end of the month

**Findings and Recommendations:**

Northwestern: At mid- year, 15% of adult family members or regularly participating students increased their involvement in their child's education

Making progress toward goal



**Objective 3.2** 50% of adult family members of regularly participating students will attend 2 family literacy events based on programs offered via the 21st Century Learning Center's targeted schools.

**Activities:**

Assistant principal Gail Holmes partnered with TEAM-UP for a literacy night held in January. TEAM UP students completed a door decorating contest and parents were invited to a gallery walk of the building on January 16.

To celebrate literacy week, students from TEAM-UP participated in a door decorating contest. Parents were invited to a gallery walk of the building on Wednesday January 16, 2013.

**Measures and Data Collected:**

Sign-in sheets and meeting agenda

**Data Timeline:**

September 10 – January 17, 2013

**Continuous Assessment:**

Quarterly

**Data Quality:**

Difficulty in reading some parents handwriting on sign in sheets

**Student Inclusion:**

This objective is geared toward family members

**Data Analysis and Results Collected at the Site Level:**

At the end of 1<sup>st</sup> and 2<sup>nd</sup> grading period

**Findings and Recommendations:**

Northwestern: At mid- year, 20% of adult family members of regularly participating students will attend two family literacy events, based on programs offered

Making progress toward goal



# Summary Mid-Year Progress on Objectives and Student Outcomes

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The program managers, in cooperation with the lead teachers, are collecting information on over 500 children in the program and entering the information into a simple data base to compare beginning of the year academic achievement with mid-year academic achievement.

North Shore Elementary is achieving or exceeding six of the ten goals in the program at the mid-year mark.

The following objectives are meeting or exceeding the proposed goals:

- 91% of students showed increases in their reading comprehension skills
- 87% of students who took science classes showed improvement in science
- 85% of regularly participating students increase their knowledge of drugs, alcohol, and violence prevention.
- 85% of regularly participating students increase their knowledge of positive character traits and pro-social behaviors
- 100% of students increased their fitness
- 32% of adult family members of regularly participating students increased their involvement in the child's education

The following objectives are not meeting the proposed goals:

- 82% maintained or improved their writing skills
- 78% of regularly participating students demonstrated increase in math skills
- 81% of regularly participating students increase their knowledge of nutrition
- 28% of adult family members of regularly participating students attended two family literacy events

Northwestern Middle School is achieving or exceeding three of the ten goals in the program at the mid-year mark. Two objectives have not been measured at this mid-year.

The following objectives are meeting or exceeding the proposed goals:

- 88% maintained or improved their writing skills
- 100% of regularly participating students increase their knowledge of positive character traits and pro-social behaviors
- 90% of regularly participating students increase their knowledge of nutrition

The following objectives are not meeting the proposed goal:

- 49% of students showed increases in their reading comprehension skills
- 56% of regularly participating students demonstrated increase in math skills
- 45% of students who took science classes showed improvement in science
- 15% of adult family members of regularly participating students increased their involvement in the child's education
- 20% of adult family members of regularly participating students attended two family literacy events



## **Recommendations to Meet Objectives**

North Shore Elementary most likely will achieve the goals set forth in the grant by the end of the year.

Northwestern Middle School's objectives may be too high for the project. Further analysis of the data collection may be needed to determine how the sites are determining increased improvement of individual students. Also, an evaluation of student baselines may be necessary to determine if youth are making progress in smaller increments that would be considered academic progress.



# Overall Challenges for the 21st Century Sites

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## **Project Based Learning**

Both North Shore Elementary and Northwestern Middle School are not implementing project based activities in the academic time. Some project based learning is occurring in enrichment times but this type of program is in the beginning stages of implementation.

Additional support will be provided to the programs by implementing the following:

- Encouraging additional training for the managers on project based learning when they attend the Beyond School Hours, Foundations Conference in February 2013;
- Providing funding to have the principal at Northwestern and the Lead Teacher at North Shore attend a Project Based Learning pre-conference workshop at the Beyond School Hours;
- Exploring funding sources for small group support and trainings at the school site for implementation projects after FCAT and in the summer program; and
- Exploring support resources for staff training in the summer for preparation for funding 13-14.

## **Observations of Interactions**

Thinking skills such as clarifying, making analysis, generating ideas, making decisions, problem solving and planning which require wider and deeper thinking was not observed in the majority of the enrichment activities for both sites.

Consideration for small group training and one to one support may occur in the kindergarten through third grade classrooms to encourage more interactive, fun activities for the earliest learners. This may be provided through support of JCC Training department.

## **Further Training Opportunities**

In February 2013, the Project Director, Liaison from the DCPS, agencies Area Directors and Program Managers will be able to attend the local conference Beyond School Hours in Jacksonville, Florida sponsored by Foundations for a Brighter Future, to gain more information about quality afterschool initiatives and practices. Also, Dr. Johnson, principal from Northwestern and Ms. Washington, Lead Teacher from North Shore will attend a pre-conference session: Inspiring Passion and Curiosity through Project-Based Learning. Both leaders agreed to attend this conference to learn more about Project Based Learning and commit to assisting in the transition of the academic hour in this learning.



## **Transition Plan for Project Based Learning**

The Project Director of 21<sup>st</sup> Century has set a transition plan for the programs to implement more Project Based Learning activities.

The plan is to:

- Coordinate training for Project Based Learning Model – through Beyond School Hours, Foundations conference for agency staff and school personnel: Northwestern Principal, Lead Teacher of North Shore, two Project Directors and one Area Director are attending either the one day pre-conference session or the conference.
- Provide additional resources to community based agencies regarding PBL.
- Schedule a visit to another local afterschool program implementing PBL activities.
- Meet with principals, lead teacher, agency leadership to review the project based learning model and create the transition support plan.
- Identify one or two staff to train and implement a project based learning activity through the end of the year.
- Identify group training opportunities with the afterschool staff near the end of the year.
- Plan and implement activities in the schools' summer camp related to PBL and continue to identify the key elements.
- Plan group training for incoming staff for project year 13-14 reviewing PBL, highlight key personnel who have implemented activities and feedback on the effectiveness and challenges of PBL model.
- Provide support and technical assistance via the 21<sup>st</sup> CCLC technical assistance project, JCC, DCPS and the Wallace grant to support implementation through project year 13-14.

## **Program Websites**

DCPS has active websites for each of the schools and program information was provided to each of the school's web masters, but at this time neither site has added the TEAM UP/21<sup>st</sup> Century program information.



# Final Recommendations

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The partnership between DCPS, JCC, the Bridge and CIS has never been stronger. Despite changes in leadership at many levels of the partnership, communication is open and challenges are being met.

The activities will be implemented for the second half of the program year and will continue to strengthen the partnership and program implementation for the current year, the summer and the final year of the grant, 2013-14.

By end of February, the program sites will have identified students that are below proficiency and the individual plans for afterschool assistance will be planned and reviewed by the Lead Teachers. This information will be shared with the enrichment staff to collaborate on enhancing opportunities for these students throughout the afternoon.

Analysis of data by the independent evaluator will occur for recommendations of focus for the remainder of the program year.

In early March, a partnership meeting will occur with key personnel to discuss project based learning teaching methods and create a plan to transition the two 21<sup>st</sup> Century afterschool programs to implement the method. A discussion of sustainability will occur as well as project planning for the summer and program year 2013-14.

Lesson plans for Summer Program will be due May 1 for review and approval by the Project Director.

Key staff will be invited to visit another Jacksonville afterschool program to observe project based learning as step one to the Project Based Learning Transition Plan.

A discussion of providing individualized support to kindergarten – third grade enrichment staff will be made within JCC to consider deploying resources to these classrooms to enhance positive learning experiences for the youngest learners.

In the future grant implementation, the partnership may reduce the number of objectives they are measuring for the next year to reduce the amount of administrative work for staff.

A strengthened partnership will be made with the Project Manager for The Wallace Foundation grant, to provide expanded resources to the 21<sup>st</sup> Century sites.





# ATTACHMENT A

**JACKSONVILLE CHILDREN'S COMMISSION  
 YOUTH DEVELOPMENT SITE MONITORING FORM  
 21<sup>st</sup> Century Community Learning Centers  
 FY 2012-2013**



**PROGRAM ASSOCIATE:** \_\_\_\_\_  
**PROGRAM/AGENCY NAME:** \_\_\_\_\_  
**FIRST MONITORING DATE:** \_\_\_\_\_  
**FOLLOW-UP DATE:** \_\_\_\_\_

Total Program Score	
Excellent.....	97-100
Above Average.....	89-96
Average.....	79-88
Below Average.....	70-78
Corrective Action Plan Needed.....	0-69

**Strengths:**

**Areas in Need of Improvement:**

Proposed ADA	Reported ADA (by 10/31)	Start Time	End Time



## *Safety/Health & Environment*

<b>A quality program provides a safe, healthy, and nurturing environment for all participants.</b>	Yes	No	
1. System in place to keep unauthorized people from taking children from the program and to ensure their safety at all times.	<input type="checkbox"/>	<input type="checkbox"/>	
2. The program documents that all staff and volunteers working with youth have passed a level 2 background screening.  <b>Key Note:</b> The agency must inform the Commission in writing that background screenings have been completed on each staff/volunteer before the start of the program	<input type="checkbox"/>	<input type="checkbox"/>	
3. The program ensure that all program staff will be certified in CPR and First Aid.  <b>Key Note:</b> All certification cards must be current and copied in files at the program sites.	<input type="checkbox"/>	<input type="checkbox"/>	
4. There are no observable safety hazards in the program’s indoor or outdoor space.	<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. The program staff protects and enhances the health of the youth.  <b>Key Note:</b> Washing hands with soap and water frequently. Also, separating youth that become ill during program hours.	<input type="checkbox"/>	<input type="checkbox"/>	
7. The program facility provides clean, sanitary restrooms for students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	
8. The staff is responsible to the health needs of the children. Adequate water is available to students during outdoor activities.  <b>Key Note:</b> The program serves healthy meals, snacks, and drinks that are nutritional to the health needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	
9. The program has evacuation routes posted in each classroom.	<input type="checkbox"/>	<input type="checkbox"/>	
10. The program conducts quarterly fire drills.	<input type="checkbox"/>	<input type="checkbox"/>	
11. The program has a safety manual on site and all staff has been trained in general safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Overall Rating for Safety/Health &amp; Environment</b>			
Excellent	Above Average	Average	Below Average
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

**Indicators:**

- Excellent-Exemplary; goes above and beyond program standard.....(10-11 out of 11)
- Above Average- Consistently meets program standards.....(8-9 out of 11)
- Average- Meets program standards most of the time.....(6-7 out of 11)
- Below Average-Not meeting program standards .....(0-5 out of 11)



<i>Program Tracking/Documentation</i>			
<b>A quality program has a well-developed tracking system in place to support and enhance the programming services.</b>		Yes	No
1. All programs should have a Program <b>manual</b> containing all the tracking related forms and instructions on how to complete those forms. <b>Example:</b> RED BOOK		<input type="checkbox"/>	<input type="checkbox"/>
2. The program should have individual application files on each child with emergency contact and medical information.		<input type="checkbox"/>	<input type="checkbox"/>
3. The program should have a site and individual academic profile on each child. <b>Example:</b> Academic tracking development logs and plans.		<input type="checkbox"/>	<input type="checkbox"/>
4. The program <b>lesson plans, tracking forms</b> and <b>meal logs</b> should be updated and accurate at all times.		<input type="checkbox"/>	<input type="checkbox"/>
5. The program should have yearly and up to date <b>Customer Satisfaction Surveys</b> on children and parents.		<input type="checkbox"/>	<input type="checkbox"/>
6. The agency obtains and files consent forms for travel and Field Trips for all children.		<input type="checkbox"/>	<input type="checkbox"/>
7. The agency ensures that all students served have accurate student ID numbers in SAMIS.		<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Program Tracking/Documentation			
Excellent	Above Average	Average	Below Average
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

Excellent-Exemplary; goes above and beyond program standard  
 Above Average- Consistently meets program standards  
 Average- Meets program standards most of the time  
 Below Average-Not meeting program standards

(6-7 out of 7)  
 (4-5 out of 7)  
 (3 out of 7)  
 (0-2 out of 7)



<i>Program Operations</i>			
<b>A quality program has a flexible daily schedule, weekly lesson plans, strong academic support and sufficient materials for all activities.</b>		Yes	No
1. Staff/child ratios are no greater than 1:19.		<input type="checkbox"/>	<input type="checkbox"/>
2. Activities described in the program's proposal are documented and observable.		<input type="checkbox"/>	<input type="checkbox"/>
3. The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Key Note: The program has an inclement weather schedule.</b>			
4. The program has an <b>equipment inventory</b> of all Children's Commission property that is up to date.		<input type="checkbox"/>	<input type="checkbox"/>
5. The program offers evidenced based social/emotional development programs.		<input type="checkbox"/>	<input type="checkbox"/>
6. The program provides supplemental <b>S.T.E.M</b> (Science, Technology, Engineering, Math) activities.		<input type="checkbox"/>	<input type="checkbox"/>
7. Learning activities are creative, interactive and fun. Worksheets and other Xeroxed self-learning applications are limited, and generally lead to a group activity.		<input type="checkbox"/>	<input type="checkbox"/>
8. All academic classrooms are staffed by certified teachers.		<input type="checkbox"/>	<input type="checkbox"/>
9. Weekly lesson plans are created for both academic and enrichment time.		<input type="checkbox"/>	<input type="checkbox"/>
10. The program maintains an incident report log.		<input type="checkbox"/>	<input type="checkbox"/>
11. The program incorporates academic based field trips or experiential opportunities.		<input type="checkbox"/>	<input type="checkbox"/>
12. The program visibly displays the Children's Commission, DCPS, and 21 <sup>st</sup> CCLC logo and places the Commission's logo on stationary as well as annual reports.		<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Program Operations			
Excellent	Above Average	Average	Below Average
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

Excellent-Exemplary; goes above and beyond program standard

(11-12 out of 12)

Above Average- Consistently meets program standards

(9-10 out of 12)

Average- Meets program standards most of the time

(7-8 out of 12)

Below Average-Not meeting program standards

(0-6 out of 12)



<i>Service Intensity</i>			
<b>A quality program has well-developed systems to support and enhance programming and services.</b>		Yes	No
1. The program's budget is submitted by 10/30 and reimbursements are submitted on time.		<input type="checkbox"/>	<input type="checkbox"/>
2. The program has an effective marketing and recruitment strategy to identify, recruit and retain participants.		<input type="checkbox"/>	<input type="checkbox"/>
3. The program maintains current and accurate activity schedules. The daily schedule is flexible and it offers enough security, independence and stimulation to meet the needs of all children and youth.		<input type="checkbox"/>	<input type="checkbox"/>
4. Participation files include: enrollment forms, assessments and case management files. The files also grant Children's Commission staff the authorization to pull school records.		<input type="checkbox"/>	<input type="checkbox"/>
5. The program has consistent records for sign-in logs that are organized by date order and kept in notebooks.		<input type="checkbox"/>	<input type="checkbox"/>
6. ADA supports attendance logs and mirrors the attendance data in SAMIS.		<input type="checkbox"/>	<input type="checkbox"/>
7. The actual average daily attendance (ADA) must be at 85% by 10/31. <b>*Failure to reach 85% of the proposed ADA will result in the Total Program Score being no higher than Average.</b>		<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.  <b>Key Note:</b> The indoor space is clean, warm and inviting and includes a soft area/furniture upon which children/teens can relax.		<input type="checkbox"/>	<input type="checkbox"/>
9. There are sufficient materials to support program activities.		<input type="checkbox"/>	<input type="checkbox"/>
10. The program offers a summer camp program to help reduce the loss of learning that occurs during summer months.		<input type="checkbox"/>	<input type="checkbox"/>
11. Where appropriate, the program strives to enhance the relationships between the <b>program manager, principal/property manager, lead teacher</b> , and community stakeholders. The program holds <b>monthly</b> meetings and a <b>letter of support</b> from the principal/property manager is on file.		<input type="checkbox"/>	<input type="checkbox"/>
12. The majority of students participate for the entire duration of proposed program hours (e.g. buses leave at end of program)		<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Service Intensity			
Excellent	Above Average	Average	Below Average
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

Excellent-Exemplary; goes above and beyond program standard  
 Above Average- Consistently meets program standards  
 Average- Meets program standards most of the time  
 Below Average-Not meeting program standards

(11-12 out of 12)  
 (9-10 out of 12)  
 (7-8 out of 12)  
 (0-6 out of 12)



<i>Adult/Youth Interaction</i>			
<b>A quality program models, develops, nurtures, and maintains positive relationships and interactions among staff and participants.</b>		Yes	No
1. The program activities, environment, and policies promote individual and small group interactions between staff and youth.  <b>Key Note:</b> Program includes project-based activities that culminate into a large demonstrations/production.		<input type="checkbox"/>	<input type="checkbox"/>
2. Children have a chance to join enrichment activities that promote basic skills and higher order thinking skills (H.O.T.S)  <b>Key Note:</b> 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"/>
3. Staff behaves professionally toward youth and exhibit appropriate youth development skills.		<input type="checkbox"/>	<input type="checkbox"/>
4. Staff can relate to children's culture and home language. Staff is culturally competent.		<input type="checkbox"/>	<input type="checkbox"/>
5. Staff treats children with respect and listens to what they have to say.		<input type="checkbox"/>	<input type="checkbox"/>
6. Staff provides role models of positive adult relationships		<input type="checkbox"/>	<input type="checkbox"/>
7. Youth and staff participate in activities, games, etc. with one another while at the facility.		<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Adult/Youth Interaction			
Excellent	Above Average	Average	Below Average
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

Excellent-Exemplary; goes above and beyond program standard

(6-7 out of 7)

Above Average- Consistently meets program standards

(5 out of 7)

Average- Meets program standards most of the time

(4 out of 7)

Below Average-Not meeting program standards

(0-3 out of 7)



<i>Consistent Staff</i>			
<b>A quality program hires and trains staff members who meet the needs of the participants.</b>		Yes	No
1. Written personnel policies are reviewed with staff (i.e. <b>handbook</b> ).		<input type="checkbox"/>	<input type="checkbox"/>
2. Program holds regularly scheduled meetings with staff.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Key Note:</b> Meetings take place at minimum bi-weekly or monthly basis.			
3. Staff receives training on how to work with families and how to relate to children in ways that promote their development.		<input type="checkbox"/>	<input type="checkbox"/>
4. The agency notifies their Program Associate about staff changes within 48 hours.		<input type="checkbox"/>	<input type="checkbox"/>
5. Program directors and administrators receive training in program management and staff supervision.		<input type="checkbox"/>	<input type="checkbox"/>
6. Program recruits and hires staffs who reflect the diversity and culture of the community.		<input type="checkbox"/>	<input type="checkbox"/>
7. Staff adheres to ethical, legal, and program standards and guidelines.		<input type="checkbox"/>	<input type="checkbox"/>
8. Program maintains complete STAFF personnel files including, as appropriate: fingerprint records and other clearances, resumes, etc.		<input type="checkbox"/>	<input type="checkbox"/>
9. The program has a plan in place in order to reduce staff turnover.		<input type="checkbox"/>	<input type="checkbox"/>
10. Volunteers are recruited and utilized to support program staff, if necessary.		<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Consistent Staff			
Excellent	Above Average	Average	Below Average
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

Excellent-Exemplary; goes above and beyond program standard

(9-10 out of 10)

Above Average- Consistent meets program standards

(7-8 out of 10)

Average- Meets program standards most of the time

(6 out of 10)

Below Average-Not meeting program standards

(0-5 out of 10)



<i><b>Youth Behavior and Participation</b></i>			
<b>A quality program sets appropriate limits, gives attention, and provides children a voice in the program.</b>		Yes	No
1. Staff asks children to share their ideas for planning so that activities will reflect his/her interest. <b>Key Note: Program surveys children on their interest and satisfaction</b>		<input type="checkbox"/>	<input type="checkbox"/>
2. Staff assists children without taking control, and they encourage children to take <b>leadership roles</b> . <b>Key Note: Program has a Student Advisory Council in place.</b>		<input type="checkbox"/>	<input type="checkbox"/>
3. Staff give children many chances to choose what they will do, how they will do it, and with whom.		<input type="checkbox"/>	<input type="checkbox"/>
4. Staff helps children make informed and responsible choices.		<input type="checkbox"/>	<input type="checkbox"/>
5. Staff gives attention to children when they cooperate, share, care for materials, or join in activities.		<input type="checkbox"/>	<input type="checkbox"/>
6. Children usually cooperate and work well together.		<input type="checkbox"/>	<input type="checkbox"/>
7. Staff encourages children to resolve their own conflicts.		<input type="checkbox"/>	<input type="checkbox"/>
8. Staff set appropriate limits for children.		<input type="checkbox"/>	<input type="checkbox"/>
9. Staff/child ratios vary according to the ages and abilities of children.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Youth Behavior and Participation</b>			
<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

Excellent-Exemplary; goes above and beyond program standard  
 Above Average- Consistently meets program standards  
 Average- Meets program standards most of the time  
 Below Average-Not meeting program standards

(8-9 out of 9)  
 (6-7 out of 9)  
 (5 out of 9)  
 (0-4 out of 9)





<i>Parent Involvement</i>			
<b>A quality program develops and maintains positive relationships with schools, families, and the community.</b>		Yes	No
1. The program provides information about community resources to families.		<input type="checkbox"/>	<input type="checkbox"/>
2. The program conducts <b>quarterly</b> family literacy events.		<input type="checkbox"/>	<input type="checkbox"/>
3. Parents/Caregivers have opportunities to volunteer in the program.		<input type="checkbox"/>	<input type="checkbox"/>
4. Staff offers orientation sessions Shore ( <b>workshops</b> ) for all families.		<input type="checkbox"/>	<input type="checkbox"/>
5. Program develops, implements, and maintains a current plan for family involvement.		<input type="checkbox"/>	<input type="checkbox"/>
6. Program provides <b>newsletters, flyers, and/or bulletin boards</b> to share and communicate information.		<input type="checkbox"/>	<input type="checkbox"/>
7. 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"/>
8. The program has a <b>Parent Advisory Committee</b> in place.		<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Parent Involvement			
Excellent	Above Average	Average	Below Average
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

Excellent-Exemplary; goes above and beyond program standard

(7-8 out of 8)

Above Average- Consistently meets program standards

(5-6 out of 8)

Average- Meets program standards most of the time

(4 out of 8)

Below Average-Not meeting program standards

(0-3 out of 8)



<b>Program Objectives</b>			
<b>A quality program establishes specific, measurable objectives that are integrated into the site's daily activities. The site has a system in place to track objectives and appears on track to accomplish them.</b>		Yes	No
1. The program is on track to accomplish Objective 1.1: 85% of regularly participating TEAM UP students will increase their reading comprehension skills.		<input type="checkbox"/>	<input type="checkbox"/>
2. The program is on track to accomplish Objective 1.2: 85% of regularly attending TEAM UP students will maintain or improve their writing skills.		<input type="checkbox"/>	<input type="checkbox"/>
3. The program is on track to accomplish Objective 1.3: 85% of regularly participating TEAM UP students will increase math skills.		<input type="checkbox"/>	<input type="checkbox"/>
4. The program is on track to accomplish Objective 1.4: 85% of regularly attending TEAM UP students, who take science courses, will show improvement in science.		<input type="checkbox"/>	<input type="checkbox"/>
5. The program is on track to accomplish Objective 2.1: 85% of regularly participating TEAM UP students will increase their knowledge of alcohol, drug and/or violence prevention.		<input type="checkbox"/>	<input type="checkbox"/>
6. The program is on track to accomplish Objective 2.2: 85% of regularly TEAM UP participating students will increase their knowledge of positive character traits and pro-social behavior.		<input type="checkbox"/>	<input type="checkbox"/>
7. The program is on track to accomplish Objective 2.3 85% of regularly participating TEAM UP students will increase their knowledge of nutrition.		<input type="checkbox"/>	<input type="checkbox"/>
8. The program is on track to accomplish Objective 2.4 85% of regularly attending TEAM UP students will increase their fitness levels.		<input type="checkbox"/>	<input type="checkbox"/>
9. The program is on track to accomplish Objective 3.1 25% of adult family members of regularly participating TEAM UP students will increase their involvement in their child's education.		<input type="checkbox"/>	<input type="checkbox"/>
10. The program is on track to accomplish Objective 3.2 50% of adult family members of regularly participating TEAM UP students will attend 2 family literacy events based on programs offered via the 21 <sup>st</sup> Century Learning Center's targeted schools.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Program Objectives</b>			
<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
<b>Comments:</b>			

**Indicators:**

- |   |                  |
|---|------------------|
| Excellent-Exemplary; goes above and beyond program standard | (9-10 out of 10) |
| Above Average- Consistently meets program standards         | (7-8 out of 10)  |
| Average- Meets program standards most of the time           | (5-6 out of 10)  |
| Below Average-Not meeting program standards                 | (0-4 out of 10)  |



<b><i>Data Collection and Utilization</i></b>			
<b>A quality program collects data and regularly assesses its ability to accomplish objectives.</b>		Yes	No
1. Collects appropriate baseline (e.g., pre-test) data for continuous assessment of objectives.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Lead Teacher and Program Manager are familiar with data analyses and results impacting their site and students.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Site uses data analyses and results to modify and improve site operations.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Lead Teacher has access to academic data necessary for site and student assessment.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Site-specific data was readily available for review and observation.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Site administrators access data with sufficient frequency to assess program progress.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Established a schedule/plan for ongoing data collection throughout the program year.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Overall Rating for Data Collection and Utilization</b>			
<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

Indicators:

- |   |                |
|---|----------------|
| Excellent-Exemplary; goes above and beyond program standard | (6-7 out of 7) |
| Above Average- Consistently meets program standards         | (5 out of 7)   |
| Average- Meets program standards most of the time           | (4 out of 7)   |
| Below Average-Not meeting program standards                 | (0-3 out of 7) |



<b><i>Program Activities</i></b>			
<b><i>In addition to Reading, Math and Science requirements, a quality 21<sup>st</sup> CCLC program incorporates the following list of activities into yearly programming.</i></b>		Yes	No
1. Homework Assistance and Tutoring		<input type="checkbox"/>	<input type="checkbox"/>
2. Visual Arts		<input type="checkbox"/>	<input type="checkbox"/>
3. Performing Arts		<input type="checkbox"/>	<input type="checkbox"/>
4. Service Learning		<input type="checkbox"/>	<input type="checkbox"/>
5. Technology Education/Integration		<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Program Activities</b>			
<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:	<input type="checkbox"/> score:
Comments:			

**Indicators:**

Excellent-Exemplary; goes above and beyond program standard  
 Above Average- Consistently meets program standard  
 Average- Meets program standards most of the time  
 Below Average-Not meeting program standards

(5 out of 5)  
 (4 out of 5)  
 (3 out of 5)  
 (0-2 out of 5)



# Total Program Score

<b>Excellent.....97-100</b> Goes above and beyond programs standards.	
<b>Above Average.....89-96</b> Consistently meets program standards.	
<b>Average.....79-88</b> Meets program standards most of the time.	
<b>Below Average.....70-78</b> Not meeting programs standards most of the time.	
<b>Corrective Action Plan and Follow-Up Needed.....0-69</b>	
<b>Comments:</b>	

**Signatures:**

\_\_\_\_\_ Date                      \_\_\_\_\_ Date                      \_\_\_\_\_ Date  
 Program Manager/Designee                      Lead Teacher                      Principal

\_\_\_\_\_ Date                      \_\_\_\_\_ Date  
 Program Associate                      Director



## TABLE 1

Independent Evaluation of 21st CCLC Child Outcomes School Year 2011-12  
Completed by Loren Puffer, Independent Evaluator

	FCAT Reading Levels*					Total	
	Level 1	Level 2	Level 3	Level 4	Level 5		
North Shore	45	48	21	8	5	127	
Northwestern	84	54	23	6	2	169	

\* Team Up students attending 30+ days

	FCAT Math Levels*					Total	
	Level 1	Level 2	Level 3	Level 4	Level 5		
North Shore	17	37	50	17	6	127	
Northwestern	73	50	28	15	2	168	

\* Team Up students attending 30+ days

### Promotion Rate Before Summer School\*

	Non Team Up Students Promoted		Team Up Students Promoted		Total	Rate	Difference
	Total	Rate	Total	Rate			
North Shore	244	288	84.7%	232	252	92.1%	7.3%
Northwestern	310	358	86.6%	150	162	92.6%	6.0%

\* Team Up students attending 30+ days

### Attendance\*

	Non Team Up Students Absent 21+ days		Team Up Students Absent 21+ days		Total	Rate	Difference
	Total	Rate	Total	Rate			
North Shore	54	288	18.8%	13	251	5.2%	-13.6%
Northwestern	9	358	2.5%	0	161	0.0%	-2.5%

\* Team Up students attending 30+ days

### FCAT Scores - Reading\*\*

	Non Team Up*** Students Level 3 or above		Team Up Students Level 3 or above		Total	Rate	Difference
	Total	Rate	Total	Rate			
North Shore	37	133	27.8%	31	110	28.2%	0.4%
Northwestern	88	411	21.4%	19	114	16.7%	-4.7%

\*\* Team Up students attending 60+ days

\*\*\* Non Team Up students include those who participated for 30-59 days



**FCAT Scores - Math\*\***

	<b>Non Team Up*** Students Level 3 or above</b>	<b>Total</b>	<b>Rate</b>	<b>Team Up Students Level 3 or above</b>	<b>Total</b>	<b>Rate</b>	<b>Difference</b>
North Shore	50	133	<b>37.6%</b>	68	110	<b>61.8%</b>	<b>24.2%</b>
Northwestern	110	408	<b>27.0%</b>	29	113	<b>25.7%</b>	<b>-1.3%</b>

\*\* Team Up students attending 60+ days

\*\*\* **Non Team Up students include those who participated for 30-59 days**



**TABLE 2**  
**Independent Evaluation of 21st CCLC Child Outcomes School Year 2011-12**  
**Completed by Loren Puffer, Independent Evaluator**

**FCAT**  
**School Baseline Compared to Team Up**  
**performance**  
**SY 11-12**

			Number and % of Students who made one year of academic growth according to FCAT scores							
			Reading				Math			
			School*		Team Up**		School*		Team Up**	
School	School Number	Grade	Number who made growth	Total students	Number who made growth	Total students	Number who made growth	Total students	Number who made growth	Total students
North Shore	70	4	15	27	16	29	19	27	25	28
		5	23	37	23	39	23	37	35	39
		Total	38	64	39	68	42	64	60	67
		Pct		59.4%		57.4%		65.6%		89.6%
Northwestern MS	155	6	63	150	28	49	79	150	25	48
		7	59	118	23	44	77	118	23	44
		8	67	108	10	16	60	106	10	16
		Total	189	376	61	109	216	374	58	108
		Pct		50.3%		56.0%		57.8%		53.7%

\* School participants include students who did not participate in the program or attended for fewer than 60 days.

\*\* Team Up participants attended the program for 60 or more days.