

## **Scope of Work Narrative**

### **5.1 Project Abstract or Summary (0 points - Fixed Requirement)**

The School District of Lee County supports three centers held during non-school hours in order to extend learning and improve reading, mathematics, science, arts enrichment, and the health and well-being of participating eligible students. These centers are located at two elementary schools (grades K-5), James Stephens International Academy and Manatee Elementary, and one middle school, Fort Myers Middle Academy (grades 6-8). Each program serves 60 students who have been identified by need for additional academic support and enrichment. Each program uses theme-based lessons, encourages project-based learning, and coordinates with the regular school day teachers for learning continuity and to increase student academic achievement. Family members of students served by the programs are offered adult GED and English classes and participate in a series of workshops to learn how best to support students in their academic development.

### **5.2 Needs Assessment (7 points)**

The Executive Director for Strategic Engagement and Community Partnerships conducted a needs assessment in fall 2016 to review Lee's neediest schools, identify current supports, and plan for possible application for the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant. The needs assessment included an in depth look at Lee's 2016 "D" and "F" rated schools. These include three "D" rated elementary schools, one "F" rated elementary, one "D" middle school, two "D" rated high schools, and one "F" rated K-8 school. The "F" rated K-8 school was converted to an elementary with new leadership and staff for the 2016-2017 school year. Target schools were surveyed to determine which ones offer before and after school enrichment programs. Those with no program offerings were considered.

The remaining "D" and "F" schools were given information about the 21<sup>st</sup> CCLC and the Executive Director and other district leadership met with school leaders to ask about their interest in a 21<sup>st</sup> CCLC in relation to student needs at their sites. Schools reviewed their student data, current supports, family interest, and the school's capacity to manage the program.

Interested schools, without before/after school programs, were provided with program requirements from the previous year's application. They were also given a sample of what a 21<sup>st</sup> CCLC might look like at their school through one-on-one meetings with school and district leadership. For example, one of the high schools hosts an international center for its English Language Learning (ELL) students, many of whom are from Guatemala. Leadership of the school seriously considered the 21<sup>st</sup> CCLC program to support ELL students. In talking with the students school staff realized that many of them work after school and over the summer and would not be able to regularly attend the program.

In the fall of 2016 the Executive Director for Strategic Engagement and Community Partnerships met with several community organizations who were interested in supporting after school programs for Lee's neediest students. There was great interest from community members in Lee's Dunbar Community. This community has one of the highest concentrations of poverty in Lee County and one of the highest crime rates. Children in this community benefit from wraparound services so they are supervised and engaged in educational or healthy activities before or after school.

In November of 2016, Lee district staff presented current and future grant opportunities to Lee County private school providers. The private schools, as listed on the Florida School Choice Private School Directory, were invited or were in attendance at the presentation. Each private school completed an intent to participate form indicating which federal programs they were interested in participating. Only one private school indicated an interest in the 21<sup>st</sup> CCLC program. Good Shepherd Lutheran School was contacted. The school was provided preliminary planning information and locations of the three potential centers. Information was shared about how the students and staff of the school would have equitable access to meet their educational learning needs and at the same time supporting students of schools rated "D" or "F" by the Florida Department of Education's accountability system.

Schools reviewed their students' progress monitoring data in reading and mathematics, student attendance, and family support for extended day programs. Three schools emerged as

a good fit for the 21<sup>st</sup> CCLC program. Manatee Elementary, a K-5 school earned an “F” rating in 2016. James Stephens International Academy, the converted K-8 to elementary, earned an “F” rating in 2016. Fort Myers Middle Academy, 6-8 was rated a “D” in 2016. The following table represents the proposed schools’ academic performance for 2016.

2016 Florida Standards Assessment				
School	Overall	ELA	Math	Science
	Grade	Pass rate	Pass rate	Pass rate
James Stephens International Academy	F	19%	15%	16%
Manatee Elementary	F	19%	20%	20%
Fort Myers Middle Academy	D	29%	30%	46%
Lee District Average	B	53%	52%	51%

Subtest analyses of the FSA provided additional information for schools to target interventions for their students. Each subtest analysis averaged student performance so schools only use this as a guide, but still address individual student needs. Manatee Elementary and James Stephens International Academy students were challenged by the section of the English/Language Arts FSA related to *Integration of Knowledge and Ideas*. Fort Myers Middle students were challenged by different subtests in the various grade levels. For example, more 6<sup>th</sup> graders struggled with *Key Ideas and Details*, 7<sup>th</sup> graders were challenged by *Craft and Structure* and 8<sup>th</sup> graders with *Integration of Knowledge and Ideas*. On the FSA Math - *Numbers and Operations – Fractions* were the most challenging for third graders at Manatee and James Stephens. While the fourth and fifth graders struggled with *Operations and Algebraic Thinking* at Manatee and *Measurement, Data, & Geometry* at James Stephens. At Fort Myers Middle the challenging subtests varied by grade level: *Expressions and Equations* for 6<sup>th</sup> graders, *Geometry* for 7<sup>th</sup> graders, and *Functions* for 8<sup>th</sup> graders. Finally, in science, Manatee students

were more challenged by the subtest *Nature of Science* and James Stephens's students were challenged by *Earth and Space Science*. Fort Myers Middle's weakest subtest was *Life Science*.

### **5.3 Program Evaluation (15 points)**

#### **5.3.a Evaluation Plan**

*Evaluator* - An independent external evaluator of this project will have extensive experience in evaluation procedures including information and data collection, statistical and analytic methods, qualitative and quantitative procedures, and reporting systems. The evaluator will be responsible for information and data gathering, analysis, and development of both interim and final evaluation reports and will work in cooperation with the project director and other district personnel. Lee must use its formal bid process through its Procurement Department in order to hire an evaluator once the project is funded. Lee will look to other districts with 21<sup>st</sup> CCLC programs for evaluator references.

*Evaluation components* - The evaluation will address each component of the three 21<sup>st</sup> CCLC programs. It will require evaluators to look at district provided data related to student academic performance, attendance, and family learning component. Evaluators will create qualitative instruments as needed to collect staff, student, and family perceptions in each of the components to help with the recruitment and retention of students participating in the program.

*Evaluation Timeline* – After grant is awarded (July/August) Lee will advertise/hire staff for the sites. In September, the project director will work with the grants coordinator and the Procurement Department to post the evaluation services opportunities and follow protocol to hire an evaluator. An evaluator will be hired by November and will meet with the Advisory Board to outline timeline. The evaluator will meet quarterly and meet set reporting deadlines.

*Accuracy of Data collection, maintenance, and reporting* – The project director will also serve as a site coordinator and will work with the other site coordinators and each site's bookkeeper or secretary. These administrative staff will ensure collection of data – student academic grades, FSA scores, STAR progress monitoring, project-based scores, parent project completions, school discipline data, and student attendance, as well as program data required

by the U.S. Department of Education. Data will be maintained by site coordinators on their school share drive systems as well as by the project director. The project director will complete all reporting requirements needed by the federal through state program and by the evaluator with the assistance of the other administrative staff.

*Coordination of evaluation activities* – The project director will be the primary contact for the evaluator. S/He will coordinate with the other site coordinators to discuss timeline, data needs, and assist in setting up opportunities for additional data to be collected by the evaluator from teachers, students, and/or families.

*Evaluation impact of the program* -

- *To what extent has student achievement improved?* - Student performance will be measured using data from quarterly grade reports, STAR progress monitoring, and FSA or EOC results.
- *To what extent has student behavior improved?* - Student behavior will be measured by collecting monthly data on school referrals, suspensions, and through end of semester surveys of regular day teachers and parents.
- *To what extent has student attendance improved?* - Student attendance will be measured through daily attendance & tardiness records for both the regular school day and for project activities.
- *To what extent has career and college readiness rate increased? (middle school)* - Student progress in this area will be measured by collecting data on the number of students who regularly participate in the program, the scores of those students who complete a project-based assessment.
- *To what extent has family engagement improved?* - Family progress will be measured through recording attendance at five family learning programs, communication with program staff, and assessment results from family program and any adult education completion courses.

*Results inform program improvement and community* – Lee will monitor project goals and annual targets that are the same or similar to Vision 2020 goals. Project staff will regularly report on progress to the Advisory Board and the project director will report progress to the superintendent’s designee. The school superintendent and staff will report progress to the School Board and to the public. Midcourse adjustments will be made as needed based on monitoring reports. The internal and external evaluation reports will inform the sustainability plan for the 21<sup>st</sup> CCLC project.

**5.3.b Measurable Objectives and Assessments**

The objectives and assessments for each school site include tools to monitor progress toward objectives. The progress monitor tools for the academic objectives align to the FSA in order monitor and evaluate learning by standards (Herman, Osmundson, & Dietel, 2010).

<b>FORT MYERS MIDDLE ACADEMY (grades 6-8)</b>
Objective 1: 40% of regularly participating students will improve English Language Arts/Writing as measured by report card grades from Focus online database. 10% increase from 2017.
Objective 2: 40% of regularly participating students will improve Mathematics as measured by report card grades from Focus online database. 10% increase from 2017.
Objective 3: 55% of regularly participating students will improve Science as measured by report card grades from Focus online database. 10% increase from 2017.
Objective 4: 80% of regularly participating students will pass the Algebra I End-of-Course Exam as measured by EOC score from FDOE report. 10% increase from 2017.
Objective 5: 80% of regularly participating students will demonstrate physical and personal wellness as measured by journals collected by instructor throughout course.
Objective 6: 80% of regularly participating students will demonstrate post-secondary readiness as measured by journals collected by instructor throughout course.
Objective 7: 75% of regularly participating Adult Family Members will increase their involvement in student education as measured by logs collected at family program events.

<b>JAMES STEPHENS INTERNATIONAL ACADEMY (grades K-5)</b>
Objective 1: 30% of regularly participating students will improve English Language Arts/Writing as measured by report card grades from Focus online database. 10% increase from 2016.
Objective 2: 25% of regularly participating students will improve Mathematics as measured by report card grades from Focus online database. 10% increase from 2016.
Objective 3: 25% of regularly participating students will improve Science as measured by report card grades from Focus online database. 10% increase from 2016.
Objective 4: 50% of regularly participating students in third grade will achieve promotion based on their performance on the FSA from FDOE report. 10% increase from 2017.
Objective 5: 80% of regularly participating students will improve their physical activity as measured by local standardized assessment conducted by instructor throughout course.
Objective 6: 80% of regularly participating students will demonstrate their visual arts skills as measured by observational assessment collected by instructor throughout course.
Objective 7: 75% of regularly participating Adult Family Members will increase their involvement in student education as measured by perceptual survey completed at family programs throughout the year.

<b>MANATEE ELEMENTARY (targeted to 2<sup>nd</sup> grade only)</b>
Objective 1: 30% of regularly participating students will improve English Language Arts/Writing as measured by report card grades from Focus online database. 10% increase from 2016.
Objective 2: 30% of regularly participating students will improve Mathematics as measured by report card grades from Focus online database. 10% increase from 2016.
Objective 3: 30% of regularly participating students will improve Science as measured by report card grades from Focus online database. 10% increase from 2016.
Objective 4: 55% of regularly participating students in third grade will achieve promotion based

on their performance on the FSA from FDOE report. 10% increase from 2017.
Objective 5: 80% of regularly participating students will demonstrate their decision-making skills as measured by authentic assessment conducted by instructor throughout course.
Objective 6: 80% of regularly participating students will demonstrate their visual arts skills as measured by observational assessment collected by instructor throughout course.
Objective 7: 75% of regularly participating Adult Family Members will increase their involvement in student education as measured by perceptual survey completed at family programs throughout the year.

**5.4 Applicant’s Experience and Capacity (10 points)**

Program Administration and Fiscal Management – The School District of Lee County is district accredited by SACS CASI for its support for student academic success. The Grants Department works closely with the Finance Department and meets regularly with all project directors who oversee grant projects. As a local education agency, the School District of Lee County has successfully managed federal grant funds for many years. The District is led by a seven-member elected School Board and an appointed superintendent of schools. Grants work is conducted in pursuit of the District’s adopted strategic plan. The District uses a customized installation of Oracle’s PeopleSoft financials and supply chain management solution to implement its payroll, timekeeping, budgeting, and business functions for a \$1.4 billion annual combined capital and operating budget. District grant and financial activity is governed by a full set of public agency internal controls that include written process documents, signed approval chains, p-cards, and regular audits. The District School Board has adopted and enforces policies regarding compensation, time reporting, accounting, purchasing and bidding, budgeting, and staffing. Principal investigators of federal grant programs are experienced and certificated educational leaders who are fluent with the federal uniform grant guidance.

The School District of Lee County’s Finance Department received A Certificate of Achievement for Excellence in Financial Reporting presented by the Government Finance

Officers Association of the United States and Canada to government units and public employee retirement systems whose comprehensive annual financial reports (CAFRs) achieve the highest standards in government accounting and financial reporting. The Finance Department also received a Certificate of Recognition from the Association of School Business Officials International for Excellence in Financial Reporting, (ASBO) for its Comprehensive Annual Financial Report upon recommendation of the Association's Panel of Review which has judged that the Report substantially conforms to principles and standards of ASBO's Certificate of Excellence. Both awards have been received in Finance for **14 consecutive years**.

Program Implementation – The District successfully implemented a 21<sup>st</sup> CCLC program at East Lee County High School from 2010 to 2015. The programming and reporting requirements were met, the program was fiscally responsible with funds, and the grant was successfully closed at the end of the project period. The majority of district elementary and middle schools run fee-based or other funded before- and after-school programs that support enrichment and academic support to students. These programs are supported by families.

The District has successfully implemented numerous federal projects over the years, including the Teacher Incentive Fund (\$45 million grant), Race to the Top Grant (\$10 million) and multiple Magnet Schools Assistance Program grants (most recent \$5 million) just to name a few. The District also successfully manages federal Title programs regularly decreasing the amount of rollover from year to year. Program Implementation is led by designated project directors who regularly monitor the work to ensure all are working toward meeting project goals. Project directors work with a district grants financial accountant and collaborate with project-based staff to ensure successful implementation. These programs are regularly audited, internally and externally, and have met all audit requirements.

Program Evaluations – All examples of federal projects listed above require program evaluations. The project director works closely with the external evaluator in collecting, maintaining, analyzing, and reporting accurate program evaluation data. Required reports are provided to the federal program to ensure the project and project funding supports project goals.

Evaluation reports are used for learning and to make programmatic adjustments as needed to meet project goals.

## **5.5 Partnerships, Collaboration and Sustainability (8 points)**

### **5.5.a Community Notice**

In June, schools sent voice and/or text messages out through our Parent Link System to their community/families notifying them of the intent to submit an application for a 21st CCLC program and that they would have access to the application after it is submitted. Additionally, this message is posted on each school's website, <http://man.leeschools.net/news?ID=381840EF-CE94-41D4-AA64-7067F47191A8> and Facebook page. On June 2, 2017 the District posted, via Twitter (<https://twitter.com/LeeSchools>) and Facebook (<https://www.facebook.com/schooldistrictofleecounty>), news about the three schools applying for the 21<sup>st</sup> CCLC program and indicated the application would be available in the front office for review by the end of June, 2017.

21st CCLC Program web page - The District already maintains a webpage identifying district schools that offer before and after school programs, <http://www.leeschools.net/before-after-school-programs>. The District will add the three schools and will create links to each school's 21<sup>st</sup> CCLC web page that provides details about the program, dates, times, enrollment, funding support from the U.S. Department of Education, family programming, and other pertinent events. Each site coordinator will maintain the web page. The launch will be a week before the start of each program and within the first three weeks of school in August 2017.

### **5.5.b Partnerships**

The District appreciates the longstanding partnership it enjoys with the United Way of Lee County. District employees raise funds each year to support the United Way partner agencies that serve the students and their families in Lee County. The three project schools work closely with United Way and its partner agencies to provide needed social services to their students and families. The three schools are located in impoverished areas therefore many of the agencies are in close proximity to the schools making it easier for families to access

services. United Way helped to secure funding to support a social worker that targets the families whose children attend these three project schools. United Way's role in this project will be to make themselves and/or their partner agencies even more accessible by attending the family events hosted by each 21<sup>st</sup> CCLC to ensure greater access for families to needed social services. United Way has provided a letter of support committing to the three schools and their family events and will specifically target Manatee Elementary for support.

The Dr. Piper Center, a United Way partnering agency, provides foster grandparents to James Stephens to work with the neediest students on literacy and math skills. The Dr. Piper Center wishes to extend their support by encouraging foster grandparents to participate in the after school program, field trips and the summer camp. This will provide more and much need care and support to the participating students. The Dr. Piper Center has provided a letter of support outlining their role and responsibilities.

Fort Myers Middle has partnered with another United Way agency, Big Brothers, Big Sisters (Bigs) for the past two years. Big Brothers Big Sisters of the Sun Coast's One to One Mentoring Program provides meaningful, monitored relationships between adult volunteers and disadvantaged children. Bigs role in the project will be to specifically interact with and encourage their "littles" to actively participate in the before and after school programming offered by 21<sup>st</sup> CCLC. Bigs has provided a letter of support.

### **5.5.c Collaboration with the Regular School Day**

The three centers that will host 21<sup>st</sup> CCLC programs are three identified public schools that earned a "D" or "F" rating in 2016. The school principals and teacher leaders have developed the project proposal in complete alignment to the students and what they receive during the regular school day. Collaboration is easy to accomplish because students attend the after school program in the same location and with the same teaching and administrative staff.

The schools attended by the targeted students are the host sites and therefore reviewed their needs assessments and developed the program objectives and activities. The project staff will ultimately be overseen by the school principal of each site. Additionally all sites will get

together as part of the steering committee along with parent and student representatives to monitor progress toward project goals and make adjustments as needed. Each school's leadership team developed and reviews its School Improvement Plan and progress to plan goals. The school principal aligns all work and projects to the plan goals.

#### **5.5.d Sustainability**

The 21<sup>st</sup> CCLC program and goals align with the District's Vision 2020. Under Goal 1 – *Increase Student Achievement*, there are 3 targets that specifically address expanding extended day programs that support student academic achievement and social and emotional learning.

The targets under Goal 1 related to Extended Day learning are:

Target 4: The percentage of District schools offering extended day programs will increase by a minimum of 5 percentage points annually through 2020, as measured by the District's annual Extended Day Survey.

Target 5: The number of collaborative agreements with community agencies for extended day and extended year programs will increase a minimum of 5% annually through the year 2020, as measured by the Collaborative Extended Education Report.

Target 6: The percentage of District students participating in extended year programs will increase by 5 percentage points annually through 2020, as measured by the District Extended Year Attendance Report.

The School Board supports Vision 2020 and the superintendent directs District staff to utilize strategies that address the targets to accomplish Goal 1. The District is committed to extended day programs whether they are supported with 21<sup>st</sup> CCLC program dollars or supported by other means. Staff are working to directly address the targets and increase extended learning for students in Lee County.

### **5.6 Program Plan (40 points)**

#### **5.6a Target Students**

Fort Myers Middle Academy (FMMA) opened in 1955 and has been renovated several times over the past 60 years. It is a Title I school serving grades six through eight and has

struggled with academic performance since 2009. FMMA has earned a “C” or “D” state accountability rating for the past eight years, mostly recently earning a “D” in 2016. FMMA students have struggled in all subjects, but especially in English/Language Arts where 70% of students do not meet grade level standards. Students targeted for the program will be students not working at grade level in at least two of three subject areas: English/Language Arts, mathematics, and science. All other students will be eligible if space is available. Students of FMMA have a variety of barriers -such as hunger, little or no adult supervision before or after school, dangerous neighborhood, and family members with extensive challenges. In spite of these barriers, students of FMMA want to be at school and, for many, feel safer at school.

James Stephens International Academy (JSIA) was an “F” rated school in 2016 and was labeled a turnaround school. As such, many changes were made including a new administration, a new longer day schedule, daily intervention periods, and a distributed leadership model where teacher leaders (who teach half-time and coach/mentor half-time) were integral in decision making, mentorship, and professional development. Turnaround efforts have only begun and an after school program will be a welcome and needed opportunity for JSIA students and families. JSIA would like to target 10 students per grade level from grades K-5.

Many JSIA students live in abject poverty so transportation, daily attendance, and full year attendance can be both unpredictable and variable. Many students suffer traumatic, inconsistent home lives, and they cannot leave those feelings at the front door of school. That is why JSIA wants to have a twofold enrichment strategy: Physical and emotional well-being and STEAM. This way staff will further support students’ mental and physical health and also give them 21st century skills that will foster new interests that will carry on through their schooling and into higher education and the job market.

JSIA students will be identified based on STAR Literacy or FSA results equivalent to a high level 2 and above. Since many of the general education students are below grade level, differentiated instruction does not always satisfy the academic needs of the students who are very close to proficient or already proficient. JSIA only had 2 students test into gifted last year,

but staff knows there are many more students who would embrace academic challenges with gusto while also benefitting from the physical and mental components of the program.

Manatee Elementary school (grades K-5) is a Title I, Differentiated Accountability school that earned a school letter grade of “F” in 2016. Opened nine years ago, Manatee has never been an “A” school and has been in steady decline for school letter grades over its nine years in existence. With a high population of both ELL students and low socioeconomic students, Manatee serves a diverse population. Most grade levels average 150 students or more so meeting the needs of students during a typical academic day has been increasingly difficult. A greater number of students are moving to the next grade level performing below proficiency which sets them up for future academic struggles in middle and high school.

Manatee’s risk factors include a high population of non-English language speakers, low parent involvement, and a high number of students who enroll in kindergarten without being able to read or write, making it difficult to close the learning gap in their first year. This learning gap tends to follow students from year to year and in some cases the gap widens making it more difficult to get students on grade level.

Manatee will target its second grade student population. Second grade students need to make learning gains that allow them to close the learning gaps prior to entering third grade. This issue is compounded by the fact that many first graders fail to make adequate learning gains, so they enter second grade further behind. Second grade students need extra support academically to enable them to experience success not only in second grade, but in third grade where they will have to meet a minimum score so they are not retained in third grade.

Eligible students will be identified based on two criteria. First, students who did not make learning gains on their first grade reading STAR (progress monitoring assessment) as measured from their baseline in 2016 to their final STAR (May 2017). These students will be given first priority in the program to close their learning gaps. Next, students who are below grade level, but do not meet the first criteria will be given the opportunity to participate if space has not filled by students meeting the first criteria.

## **5.6b Recruitment and Retention**

Fort Myers Middle - Project staff will work closely with school administration and teacher leaders to identify students meeting the targeted student characteristics. Additionally, students who regularly participate in a free homework help program offered after school will be targeted. One FMMA strategy to recruit and retain students is to provide students with snacks and meals, and students are willing to stay. Another is that many students feel safer at school than they do in their neighborhood so they are present by choice and out of necessity. Student transportation will help ensure that students get home safely and this service makes families happy.

FMMA will host five family programs designed to engage them and arm them with specific strategies to help in their child's educational development. These family programs will include food and childcare, if needed. Family programs will accommodate for family schedules and ensure they are family friendly. Students and families will be provided encouragement by setting goals and tracking progress toward goals and then providing them with a celebration at the end of the year for all accomplishments.

James Stephens International Academy - If JSIA project is fortunate to be funded, administration will hire the staff, and then get the core academic teachers together to mine data and screen applications. CASTLE (in-house database) can assist staff in identifying students who may exhibit extreme behaviors, but of course, staff will also consider teacher recommendation and how best to support those students so as not to exclude them if they fit the other criteria. With every grade, except Kindergarten, staff will have students identified before school begins. Staff will send home a letter and also follow up with a personal phone call from the Site Coordinator to discuss the program with the parents.

Parent-led conferencing is a very exciting way to engage families with their children's learning. With the innovative and exciting programs that will be offered, students will show their parents everything from a play in the courtyard to a STEAM fair. Families will be provided strategies on how to support their student's learning at home. JSIA will ensure that parents

have all the relevant information and host a “parent education” night with guests from Adult Education so that families can improve and enrich their lives as well.

Through supervision, JSIA staff will ensure that students are safe and in the appropriate location. Since they will be in the cafeteria during standard dismissal, they will not be able to leave. Designated staff will take attendance in the cafeteria and in each subsequent activity.

Attendance data needs to be a factor in the decision-making. JSIA does have a somewhat transient population and by comparing last year’s attendance data to goals of the program and the addition of the teacher recommendation and parent conversation, JSAI will hopefully be able to mitigate transience. If staff determines that students have withdrawn from the school then staff will diligently add students at the midyear.

Manatee Elementary - In order to establish enrollment, three specific strategies will be used. One, informational letters will be sent home in both English and the students’ native language. Follow-up phone calls will be made by the program director with the help of the parent involvement specialist. Last, an informational website will be created which can be accessed by a (QR) computer ID code that will give specific information regarding the program.

Adult family members will be encouraged to attend a variety of classes geared to increasing their understanding of how to help their students at home in terms of academics and citizenship. Family showcase nights will be planned that are coupled with students providing family dinners that are created by the students in order to showcase their extracurricular achievements throughout the program.

Students will be expected to attend within the specific perimeters. Many students will appreciate being fed afterschool, providing them with their third free meal/snack for the day. Another benefit for parents and students is that the program provides free supervision and instruction. Students will be able to participate in the program until 5:30 at night, providing an academically rich child care environment benefitting parents who would usually have to pay.

### **5.6c Student Program Activities**

Sample schedules are included in attachments for all three school sites.

Fort Myers Middle

Activities	Aligned to Gaps	Budget support	Student attendance	Best practice, aligned to standards	Supports school day, Individual student needs
Literacy and English / LA – will be delivered through literature circles where students have voice and choice and become book authors as well.	Circles – address literacy, English and LA	Salary of instructors, Funds for supplies budgeted to make books, buy paperbacks	Engaging stories to keep them interested and active learning	Align to E/LA Standards of Excellence	Supports homework and standards, individual plans designed
STEAM – mathematics will be delivered everyday using online district resources and homework from regular day, science will be project-based through creation and development	Align to each student's FSA scores	Salary of instructors, Art Museum student trip-bus and admission, science kit supplies, other curricula online or	Project-based learning	2011, <i>Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and</i>	Supports homework and standards, individual plans designed

as well as supporting homework.		texts and no cost to program		<i>Mathematics</i>	
College and Career Readiness – This will be addressed through use of AVID strategies and include a college field trip	Potential first generation to post-secondary	Salary of instructors, FGCU college trip, supplies for AVID	Helpful study and organization strategies, field trip, guest speakers	Experiential learning	individual plans designed, follows IEP as required
Dropout Prevention – this will be addressed through character growth and development (Zest, Grit, Self-control, Interpersonal Skills, Optimism)	Develops character traits and uses real life examples	Salary of instructors, Supplies for character lessons	Project-based learning, skits and role play, Theme each month	Experiential learning	individual plans designed, follows IEP as required
Health and Physical Well-being – team and individual sports as well as conditioning	Filling gap that may not be getting outside of school and	Salary of instructors, health and sports supplies	Team and individual learning, fun and games. Learning new sports like pickle ball	Hands-on, kinesthetic activities	individual plans designed, follows IEP as required

	supports academics				
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James Stephens International Academy

Categories	Activities
Literacy and English/Language Arts	<ul style="list-style-type: none"> <li>• Study of comparative texts by ability level and theme building toward a DBQ approach in grades 3-5.</li> <li>• Journaling</li> <li>• Creative Writing (Narrative)</li> <li>• Book Binding</li> <li>• Book Talks</li> <li>• Literacy Circles (mixed grades)</li> <li>• Spoken Word Poetry</li> <li>• Found Poetry</li> </ul>
STEM	<ul style="list-style-type: none"> <li>• Hands-on inquiry</li> <li>• Coding</li> <li>• Minecraft, Edu</li> <li>• Problem based learning</li> <li>• Robotics</li> <li>• Digital Photography</li> <li>• STEAM Showcase (smaller scale STEAM fair for families)</li> </ul>
Enrichment Activities	<ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Meditation</li> <li>• Yoga</li> </ul>

	<ul style="list-style-type: none"> <li>• Restorative Justice</li> <li>• Peer Mediation</li> <li>• Expressive Dance</li> <li>• Drum Circles</li> <li>• Performance (theatre)</li> <li>• Partnership with high school marching band and possible performance</li> <li>• No-bake healthy cooking</li> <li>• Team-building games and sports</li> </ul>
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James Stephens International Academy - The activities are designed with purpose to support students' social, emotional, physical, and academic development. They will be exposed and become proficient in skills that they are unlikely to learn through the standard school day. All activities are supported by the proposed budget. The only slight change that we may need to make (need to discuss this with the team) is if the core academic teachers would like to teach all grades or split into pairs of 2. The budget would be the same either way, it just may be divided. Since the schedule includes 1 core and 2 enrichment "periods" per afternoon all students will have something that they are looking forward to doing after school. The budgeted transportation alleviates an enormous potential barrier for students. The Florida Standards will be incorporated, taught, and monitored in the core courses and the enrichment courses as appropriate. Students selected from the program have a greater chance of higher achievement during the school day and can serve as peer helpers or teacher helpers. The after school program has a 10:1 teacher ratio and flexibility for the teacher to choose topics based on student engagement all the while strengthening student confidence in his/her achievement.

Manatee Elementary - Literacy and Language Arts will be provided in a small group intervention setting that uses the Read 180 curriculum that will provide targeted intervention for

non-decoders and increasing language proficiency (U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, 2016). The Read 180 Program will supplement what will already be done in the school by providing specific below grade level interventions aimed at both phonics and decoding skills necessary for higher level readers. These programs are not available during the 90 minute block during their school day because of the need for core academic instruction on their grade level. We will also be using the Florida Ready program at the first grade level to increase their writing to allow for increase Depth of Knowledge understanding and the FSA writing standard.

STEM will focus on project based learning that incorporates understanding data interpretation along with how science and math specifically impact the environment and its management. By using outside resources like our gardening club, Florida Fish and Wildlife and farming resources, we can show students how STEM education can fit into their everyday lives.

Enrichment Activities that will be provided will support closing the gaps by providing real life associations to lessons and incorporating multiple facets of whole brain learning to begin to create critical and creative thinkers. Through art, music, fishing, Lego, dance and baking club, students will begin to see how what they do every day is connected to their classroom learning, therefore beginning to close the learning gaps that students have.

All of the activities that are mentioned above will be supported by certified teachers who will also deliver the ELA and Math components, therefore eliminating the need for outside resources to be hired, keeping costs down. The wealth of different activities in which the students can participate will motivate students to come to the program because it will expose them to curriculum based fun activities.

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

All three sites - Fort Myers Middle, James Stephens International Academy and Manatee Elementary – will adopt the recommended family member program activities. Families will be highly encouraged to attend 5 meaningful activities that focus on how families can help their students in their educational growth. Family members will be provided various opportunities to

be involved with their child's learning. At Manatee Elementary, families will be offered parenting classes that are run by staff members that focus on how to continue the learning that is being done in the program into their home environment to bridge the gap between home and school. At all sites, families will be offered English Language classes and GED classes provided by Lee County Adult Education and offered at convenient locations around Lee County.

The Family Program for each site will be organized into five family program events that highlight how students learn and feature student work that is going on in the program. The first will be an informational meeting that will focus on what the program is about and the benefits. There will be three afterschool programs that will highlight three basic parent-child relations and how students can benefit from learning strategies at home. Each site will vary the content based on their student and family population.

For Manatee Elementary the first is a STEM night that will show the STEM activities that will be occurring within the program and how these can be supported through specific home strategies. The second is a math night that will allow students to teach strategies to their parents, and the third will be a Young Authors night which will focus on the student's progression through the ELA standards by their completion of their own published book. For FMMA and JSIA a homework help session will be offered to help parents understand the standards their children are being taught. This session will focus on teaching parents the FSA style of reading and math as well as the strategies being taught within the school to their children. Each site will have an end of the year session that will focus on highlighting the gains the students have made through the program and their success experienced through the parent-child activities at home.

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

#### Fort Myers Middle, James Stephens International Academy and Manatee Elementary -

The staff plan will require the principal and leadership team to follow district hiring practices. The principal will hire a site coordinator, high quality instructional staff and support staff first from the site school, then opening it up to other district certified staff. There may be an exception with

some of the enrichment instructors, who would be required to comply with district employee requirements. The site coordinator will be a teacher leader at each school site. Among the three site coordinators a project director will be selected and receive a supplement for additional responsibilities. The project director will work with the evaluator, other site coordinators and the steering committee to ensure implementation of project activities and progress toward objectives. All instructional units may be filled by individual teacher or split and shared by two instructors in a job share role.

Each school site includes staff with special certifications and experience to develop and enhance the programs. Staff at each school wish to participate in the program and fully support program efforts either as program instructors or collaborating with program instructors to ensure continuity of learning for students. The schools sites also plan to leverage the skills of the community to form strategic partnerships for some of the enrichment cycles. For example, at James Stephens International Academy, the local high school, Dunbar High, is quite close and their STEM work is unparalleled. It would be an excellent mentorship and leadership opportunity for the high school students to work with JSIA elementary students.

Staff from each school site will attend the required 21<sup>st</sup> CCLC training offered in the summer. Six staff have been budgeted to attend the training. They will meet as a group and design a training to deliver to their respective sites to share information, lessons learned, and strategies for implementing a successful 21<sup>st</sup> CCLC program.

Site coordinators with direction from administration will lead professional learning communities (PLCs) with staff to ensure students are experiencing success in the program and program objectives are being met. PLCs will take place once per month for 30 – 45 minutes.

#### **5.6f Program Center**

Fort Myers Middle will host the program on its campus. The school grounds are fenced. There is one entry into the school parking lot for all visitors, students, and families. The school has a single point of entry also known as the front office. Students will utilize the cafeteria, gym,

PE field computer room, dance room, and the regular classrooms for the program. Some students live within walking distance of the school while others ride the bus to and from school.

James Stephens International Academy will house the program on its campus, likely within the wing closest to the playground, the outdoor gym, and other amenities. JSIA has a cafeteria and healthy snacks will be eaten in the cafeteria. There is a courtyard with picnic tables where students can enjoy a class or snack outside. There is also an amphitheater where students can perform for their families after working through an Arts unit in the STEAM enrichment cluster. JSIA also has a dance room, a large music room, and an art room. The dance room can be used for yoga, dance, or mindfulness activities. After dismissal all gates are locked with the exception of the front gate. The front office staff must buzz in any guests who are observed through the video surveillance system. The building manager keeps the campus in impeccable shape, and students and faculty alike take pride in the building. Most, if not all, program students will be students of JSIA, their primary school. Students and families access the facility through the front office. Families present identification and are given visitor passes and students have a unique identification number that they punch in to indicate their arrival.

Manatee Elementary School will be the primary facility that will be used with the students. Indoor classrooms will be utilized for all indoor learning. Outdoor areas, including a retention pond, garden area, and PE pavilion will also be used for outdoor learning experiences. The cafeteria will be utilized to feed students prior to the start of the program and as the attendance area.

The facility provided is gated and has a single point of entry that is right next door to a middle school with a full time School Resource Officer. All students are within a 30 minute car or bus ride to the school. The only access point will be through the cafeteria, where there will be staff members assigned to monitor and interact with students.

### **5.6g Safety and Student Transportation**

All three school sites follow the same protocol for staff screening and qualifications. All new hires will be fingerprinted. Staff supervision will not go over the 20 to 1 ratio and will adhere

to the 10 to 1 ratio for academics. Only trained staff in academic, social, and emotional development of students in elementary and middle grades will work with program students. Each day at least three designated staff will attend to students on arrival and dismissal. Transitions will be led by all project staff who are visible as students move from one activity to the next. Students will either take the activity bus, walk or car ride with approved adult from the program. Families will provide approved dismissal method and contact information in writing. This will be updated every quarter and monitored by the site coordinators. The activity buses will be driven by Lee County bus drivers who are pre-licensed, trained and screened.

### **5.6h Dissemination Plan**

All school sites will maintain a school webpage dedicated to information about its 21<sup>st</sup> CCLC program. Schools will also disseminate information through letters sent home, Twitter, Facebook and ParentLink. The schools will also have unique methods for disseminating information about the program. For instance, at James Stephens International Academy, families will be invited for a spaghetti dinner and a detailed overview of the program so that they can make an informed decision about not only their child's, but their own participation. Each site staff will make sure that all written information is in several languages, and they will also have translators available at family events. Families want to have the most information that they can without relying on whether or not their students brought home a hand-out from the teacher. The approach of social networking, a parental overview with translation and an on-staff consistent staff member who speaks multiple languages will support the success of the program and encourage parental participation.