Final Report Template

Final Report 2023 – 2026: Cohort 16

Year -1

Name of LEA: DeKalb County

School Served: Crossville Elementary School

Location of Program: Crossville, Alabama

External Evaluator: Dr. Susan Hargett, dshargett@aol.com

Program Director: Mary Lance, melance@dekalb12.org

Technical Advisor: Rebecca Pines

Date: September 2023

Tables of Contents

	1.0 Executive Summary

	21st CCLC – Crossville DeKalb County- Cohort 16 – 2023-2026 **2022-2023 EXECUTIVE SUMMARY**

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	111	--	--	--
Less than 15 Hours	6	--	--	--
15 – 44 Hours	8			
45 – 89 Hours	21	--	--	--
90 – 179 Hours	60			
180 – 260 Hours	28			
270 – or more Hours	0	--	--	--
Total	123	--	--	--

2022-2023 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
Goal	**Goal 1:** Provide academic enrichment and remediation to meet challenging state academic standards.
Met	**Objective 1.1:** Increase scores by 2% in Reading among the regularly attending 21st CCLC students by the end of the school year.
Met	**Objective 1.2:** Increase scores by 2% in Math among the regularly attending 21st CCLC students by the end of the school year.
Goal	**Goal 2:** Increase Attendance for the Regular School Day
Baseline Data	**Objective 2.1:** Attendance will increase by 2% among the regularly attending 21st CCLC students by the end of the school year.
Goal	**Goal 3: Increase parent and family engagement.**
Baseline Data	**Objective 3.1:** Increase by 5% 21st CCLC student-led programs in afterschool and increase 2% in Parenting Partner classes held once per week for 6 weeks nightly among families of the regularly attending 21st CCLC students.
Not Met	**Objective 3.2**: Parents and Guardians will attend a minimum of 2 parental involvement activities per academic school year.
Goal	**Goal 4:** Improve student behavior throughout the regular school day.
Baseline Data	**Objective 4.1:** Students office referrals will decrease 2% among the regularly attending 21st CCLC students by the end of the school year.
Goal	**Goal 5:** Implement Science, Technology, Engineering, and Math (STEM) activities.
Met	**Objective 5.1**: Increase student participation by 30 minutes hands-on STEM and project-based learning activities among the regularly attending 21st CCLC students.

Goal	**Goal 6:** Provide Service-Learning Opportunities.
Met	**Objective 6.1:** Increase to 2 projects per year in Service Learning projects among regularly attending 21st CCLC students.

2022-2023 Program Site Success

Crossville 21st CCLC is a high poverty school serving a diverse student population in afterschool and summer programs providing at-risk students with additional help with math, reading, technology, and multiple hands-on methods of learning to help students better understand academic concepts presented. Crossville has largest number of Hispanic and English Language students in the entire state of Alabama.

Crossville 21st CCLC has done an outstanding job of keeping children attending even though there are other programs pulling students they normally serve. Even though the new grant started late this year, not only have they provided afterschool for 131 days this year, but the attendance has stayed good with 88 regularly attending students for 90 hours or more.

Parents were surveyed about their needs and several parenting events were provided for family members to attend. Surveys and feedback indicate parents are pleased and appreciative of the help the program provides.

The quality of the summer enrichment and community support is outstanding with students provided many opportunities for enrichment to add to their experiential knowledge. There is a wide variety of field trips and experiences providing STEM, literacy, fitness, nutrition, and arts education. Many guest speakers from different areas discussed careers and other topics with the students.

Many aspects of the program are going well. STEM activities, especially technology, motivates students to come to Afterschool. Homework help and academic enrichment have been important, because so many of the students do not have help at home. The bus route has been one of the greatest assets for retaining students.

The Service Learning aspect of the program added opportunities for children to learn to care about others and to make an impact on their community. The interaction with Senior citizens is impactful.

The Crossville Program is making a difference for students many of whom might not have an adequate educational background to succeed to have a productive future. The new grant obtained this year, gives an additional two years.

Areas to be Strengthened in 2023-2024

Sustainability of the program will be in jeopardy without grant money. DeKalb County is a poor county without the revenue coming in to support an afterschool program and parents are often the working poor making it impossible for them to find the funds to pay tuition. Without the program many latch key children will be left alone in the afternoons without homework assistance and enrichment activities. Fortunately, DeKalb County received a new grant and if meets all the criteria will receive funding to continue the program.

The attendance was met according to guidelines even though the requirements of the new Literacy Act are taking children and employees away from the program. State 21st CCLC need to work with school systems to see how the two programs can coexist to better serve all children and dollars can be maximized. The achievement of students was good, but not every child achieved proficiency in reading and math. The site coordinator and staff are very agreeable and seek to serve as many children as possible helping with homework and building core knowledge.

A common assessment for evaluating the effectiveness of 21st CCLC programs in comparison to others in the state needs to be determined. It is hard to determine progress through grades and Alabama Schools have not had a consistent assessment standard in place for several years. Consideration needs to be given to finding an assessment to be given all afterschool programs so progress from year to year can be seen.

Evaluators have been given access to EZReports in a read only view for certain reports. This makes the evaluation process easier and time effective for both the grantee and the evaluator. Continue to work on this process.

1.1 Evaluation Purpose and Evaluation Questions

The general purpose of the program evaluation is to focus on those indicators which would show that there is room for improvement in one or more areas of the program. The improvements would be initiated and incorporated into the program under the auspices and direction of the Site Coordinator.

The Crossville 21st Century Community Learning Center (CCLC) evaluation plan includes means by which data will be collected from several sources to be used by the Site Coordinator and staff for improvement of the program. After face-to-face meetings with the Site Coordinator and stakeholders as appropriate, a schedule was established for completion of data collection, and for formative, as well as the summative evaluations. The positive aspects of the program and areas of needed improvement will be pointed out.

Questions: The questions listed below relate directly to the goals and objectives given in the program grant application (RFA-Request for Application). They are related to the areas of the logic model (see appendices).

<u>**Goal 1:**</u> Provide academic enrichment and remediation to meet challenging state academic standards.

Objective 1:1: Increase scores by 2% in Reading among the regularly attending 21st CCLC students by the end of the school year.

Objective 1.2: Increase scores by 2% in Math among the regularly attending 21st CCLC students by the end of the school year.

Strategy 1- Utilize i-Ready Learning Paths, IXL Inc., Edcite * Added Note from Mid-Year Report:

Questions 1: How are these activities and test results documented and what percentage of time do students spend? Did the State Assessment Data improve for participants who attended 30 or more hours?

Data Needed: Student and employees' schedules and time sheets, lesson plans, copies of students' work, test scores, EZReports, interviews.

<u>**Goal 2**</u>: Increase Attendance for the Regular School Day

Objective 2.1: Attendance will increase by 2% among the regularly attending 21st CCLC students by the end of the school year.

Strategy 2 - Incorporating hands-on STEM, partner presentations, family involvement, and activities during the 21st CCLC program

Questions 2: How do you measure that these activities make students want to come to school more? How does participation in the afterschool program impact attendance for the regular school day? In what way, will improve school attendance be shown for those students enrolled in the program?

Data Needed: Attendance records for school day and afterschool, EZReports, surveys, interviews.

<u>**Goal 3**</u>: Increase parent and family engagement weeks nightly among families of the regularly attending 21st CCLC students.

Objective 3.1: Increase by 5% 21st CCLC student-led programs in afterschool and increase 2% in Parenting Partner classes held once per week for 6 **Goal 1**: Provide Academic Enrichment and remediation to meeting challenging academic state academic standards

Strategy 3 - Motivational English and Spanish invites through social media, newsletters, and flyers. Choose parent leaders who encourage others to attend and be involved in afterschool and summer programs.

Questions 3: What will determine there will be 5% in student-led programs and 2% increase in Parenting Partner classes for family involvement? How often will these activities be offered? How do they relate to the other program goals and objectives? What steps have been taken by the program to assure parental involvement in family learning activities? Will you have available attendance rosters to ascertain participation? Will sign-in sheets be utilized as markers for family participation?

Data Needed: Family sign-in sheets, invitations, agendas, lesson plans, media articles, pictures, artifacts from classes, interviews with parents and partners, surveys, needs assessments, partner info for time and effort, volunteer information

Goal 4: Improve Behavior

Objective 4:1: Discipline infractions will decrease for students who attend CAP 30+days.

Questions 4: How do you measure students have improved behavior? Provide documentation of the frequency of these programs that help students' negativism? How will student behavior be impacted in positive ways by participation in the program by the students and parents?

Data Needed: Teacher and student interviews and surveys, activity log, sign-in sheets, schedules, artifacts

Goal 5: Students will receive a wide array of specialized & hands of instructions, with an emphasis on STEM activities for students and parents. Catch Kids physical activities.

Data Needed: Lesson plans, pictures, test scores, student and teacher surveys

Objective 5.1: Each week 100% of students will receive Hands on instruction through STEM and Physical Activities.

Objective 5.2: This will help improve students' attendance and career awareness.

Questions 5: How will you document the hands-on instruction in many subject areas and how often will it be used? How will STEM (Science Technology Engineering and Math) concepts be incorporated into the program? How will the STEM program increase interest and improve attendance?

Goal 6: Students will create a garden using hands on learning experience, grow healthy habits, and to gain a sense of community.

Objective 6.1: 100% of the students who attend CAP will receive hands-on instruction in a Service Learning project.

Questions 6: What steps did students go through to develop the gardening project and what are the expected outcomes? What partners are involved with the project? How did you ensure all students participated?

1.2 Project Background (Taken from the Grant Narrative)

Crossville Elementary School is a K-3 Title I school where 100% of students receive free lunch. Within the Elementary school 74.9% have identified on their home language survey as speaking another language and/or another language other than English is spoken in the home. Of these identified students, 59.9% need English language assistance. 18.35% are in their first year in a U.S. school. 6.12% enrolled are immigrants. COVID-19 and the need to stream assignments through devices that many do not have along with no internet, have increased student need for accommodation. A decrease in the amount of instruction received due to COVID-19 related school closures adversely affected language development and student achievement. Many parents could not help their child with their school work because of the lack of knowledge of the content and the language barrier. Due to the socio-economics of the community, we are not able to provide after-school needs for the students and their families. In order to help with the huge gap of understanding English and help address the family' needs of the current language barrier situation, we must find a way to provide affordable after-school care and ways to help the parents adjust and grow in America.

The services provided to our students through CES 21st CCLC program will include homework assistance, supplemental instruction, one-on-one tutoring, remedial programs, enrichment, adult literacy, and parenting classes. These lessons will improve our students' overall academic performance, in their classroom assessments and their standardized test scores. Additional instruction in the areas of reading, math, history, and science will provide the students with specialized, small-group instruction to help them better understand the content. In the recent Alabama Reading and Math i-Ready scores, 40% of (k-3) students were not proficient in reading and 55% were not proficient in math 3.20% receive special education services. An afterschool program with differentiated, hands-on instruction, homework assistance, tutoring, and parental involvement would benefit students identified for ELL and special education services.

343 students are identified as homeless in the DeKalb County school district. 42.5% of those identified are Crossville students. The majority are classified as homeless by being doubled up or by living in substandard housing. There is very limited industry within a 15-mile radius of Crossville School. Our town consists of only two red lights. There is only one restaurant in town that is open after 2 p.m. Therefore, the employed residents must travel at least 30 miles a day to go to their jobs. Most of the jobs are within the chicken plants and agricultural fields. The payment of low wages puts the community at 95.94% below the poverty level. Poverty inflicts a traumatic form of stress on developing minds, and interferes with learning and behavior. School is one of the few stable, secure places in the lives of homeless children and youth. A place where they can acquire the skills needed to help them escape poverty. The 21st CCLC program will help these students by giving them a safe and secure environment.

During the school year, we will offer monthly evening classes to assist with educating our families and community. The classes will consist of life-skills, tax preparation, budgeting, nutritional, and dietary learning. We will also partner with the Dekalb County Parenting Partners "Be There" initiative. Parenting Partner workshops combine parenting and leadership skills so that parents become vital contributors to their child's success. By establishing rapport and improving the skill of these families in the community, the 21st CCLC program can better meet the needs of parents and students we serve.

Our needs assessment reflected that without 21st CCLC there is limited access to after school care for students. As indicated from the Needs Assessment representing the i-Ready results Below proficiency. K-35% Below grade level in Reading, 52% Below grade level in Math1st grade 40%-Below proficiency in Reading, 60% -Below Proficiency in Math 2nd grade 31% Below proficiency in Reading, 50% -Below proficiency in Math 3rd grade 52% below proficiency in Reading, 58%- Below proficiency in Math. CAP will partner with Northeast Alabama Community College to offer Adult Ed programs such as ESL classes to assist with acquiring, speaking, and reading the English Language.

1.3 Evaluation Design, Methods, and Limitations

The evaluation is designed to be both formative and summative. The Site Coordinator needed help throughout the year knowing what was expected of them and how best to present data. In December, the Evaluation Plan was written and sent to both program and site coordinators as well as personnel at Truman Pierce Institute subcontracted by the Alabama State Department of Education to oversee the Evaluation Reports. The Evaluation Plan outlines areas sites must conform with to provide information for the Final Evaluation Report.

The data collected for verification of meeting or failing to meet projected goals and objectives was a function of both the program evaluator, the program director, and site coordinator. All data samples such as surveys, attendance rosters, grade promotions, and so forth are not always sufficient in quantity to provide reliable measures for evaluation. Various types of mixed methods such as explanatory sequential design examining quantitative measures (i.e., report card results, survey results, attendance, demographics, contributions) and qualitative measures (i.e., interviews, operational documents, observations) were used. The data, not always quantifiable by the number of artifacts such as test scores, was examined in total for enrolled students to provide reasonable and sufficient evidence to form a basis for evaluation. Some of these sources include but are not limited to student records related to achievement and work progress in such areas as the STEM emphases. Determinations of program effectiveness will thus be based upon both quantitative and qualitative input from data sources.

The data has been collected in conjunction with the site coordinator and used for analysis of the effectiveness of the program. School records of various types were examined. Determinations as to outcomes of the analyzed data were made with the site coordinator and evaluator working together. The evaluator proposed program improvements as indicated by the data analysis and observations. The program director and site coordinator will be responsible for the incorporation and implementation of suggestions for improvement.

All data and related documentation containing student, parent, or any other information that may be considered confidential and not for public dissemination will be kept in the office of the site coordinator in secure lock-up. The data will only be used for analysis and then will be either returned to its original location or expunged in appropriate and approved ways.

1.4 Findings and Conclusions

Program Site Success 2022-2023

Crossville 21st CCLC is a high poverty school serving a diverse student population in afterschool and summer programs providing at-risk students with additional help with math, reading, technology, and multiple hands-on methods of learning to help students better understand academic concepts presented. Crossville has largest number of Hispanic and English Language students in the entire state of Alabama.

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The attendance was met according to guidelines even though the requirements of the new Literacy Act are taking children and employees away from the program. State 21st CCLC need to work with school systems to see how the two programs can coexist to better serve all children and dollars can be maximized.

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2.0 Program Operations

The Crossville Elementary Program started on 10-03-2022 because of starting a new grant and the end date was 5-25-2023. During the 2023-2024 the program will start in early August at the beginning of the school year.

Table 2.1 Site Information

Name of Site(s)	Number of Days Per Week Site(s) are Open	Proposed Number of Days Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week	Actual Number of Days Open
Crossville	5	177 (Entire Year)	29	10	131(New Short Year)

Table 2.2 Staffing

o   Staffing - 1 Site Coordinator, 1 Lead Teacher, 4 Teachers, 1 Teacher's Aide, 1 Student Aide, and Bus Driver and numerous Volunteers through Partnerships with the Crossville Public Library, Children's Advocacy Center, Crossville High School, Crossville Postal Service, DeKalb Board of Education Parenting Partners, Girls Scouts of America, Kilpatrick Pharmacy, Town of Crossville, and more.

o   Staffing Ratio – The site keeps 1 teacher to not over 15 students and in addition there is a Site Coordinator as well as teacher and student aides to assist with activities for which different ratios may be used. When the site does some activities such as coding/robotics more help is needed especially with younger groups, because of the directions given for the needed tasks while the teacher rotates among pairs of students. There is also a bus driver which is assisted by the bilingual aide to take the children home each afternoon.

o   Staff Training – The majority of the staff of Crossville 21st CCLC program are school day teachers and have attended professional development provided by the state and school system including 21st CCLC standards, special education, English Language Learners, LETRS, training in resources, knowledge of curriculum/assessment, social and emotional learning, technology and fitness training. In addition, afterschool personnel have attended many more workshops tailored for extended day programs. All employees have an impressive amount of professional development and well over the required 10 hours of training. Trainings for afterschool personnel included 21st CCLC Guidelines, Alabama Community Education Association Conference, National Afterschool Association, 21st Century Teacher/Staff Program Orientation, Introduction to 21st CCLC, Catch Kids, i-Ready training, Promethean Board Training, PARS, CPR/First Aid, STEM, Basic Diabetes Training, Anaphylaxis Training, Standard Precautions, and various others.

o   Strengths: Most employees are caring school day teachers and know the needs of students. Challenges: There are so many at-risk students with various needs and it is hard to meet them all through the short homework and tutoring time each day. Communication with parents is always a challenge, but much effort is put into involving parents in the program. The Literacy Program took several of the 21st CCLC students both during the school year and summer. In addition, EL took several students during the summer program. Having many programs make it difficult sometimes to find staff.

o

Table 2.3 Activities

Crossville Elementary School offers many activities for afterschool program

Table 2.4 Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Academic Enrichment	Reading/Literacy, Math, STEM	All students	Daily 87 Hours	DeKalb County Board of Education
Activities for English Learners	English Acquisition	ESL	Daily 1 Hour	Finish Line SPIRE
Career Competencies and Readiness	Career Education	All students	Daily 71 hours	Kilpatrick Pharmacy
Christmas and Cinca de Mayo Family Activities	Cultural Programs Celebrations	Students and Parents, Family	2 times 1 Hour	Guelaguetza Bakery/ Parenting Partners
Red Ribbon Week Tobacco, Alcohol, Drugs Prevention Lessons	Drug and Violence Prevention/Counseling	All students	4 times 1 hour	Children's Advocacy Center
Expanded Library Service Hours	Literacy	All Students	Weekly with Computer 1 Hour	Crossville Public Library
Healthy and Active Lifestyle	Fitness and Nutrition	All students	Weekly 1 hour	D&F Equipment Sales/Juana Macias
Literacy Education	Reading and Writing	All students	65 hours	Crossville Public Library
Parenting Classes	Health/Emotional/Social/Relationships	Parents	6 weeks/ 2 hours	Parenting Partners
Parenting Partners, Family Night with Student Led Activities	Parenting Skills and Family Literacy/Parenting Partners	Parents/Family	1 hour	Kinsa Health: Camp Intervention/Parenting Partners
Science, Technology. Engineering, Mathematics, Computer Science	STEM	All students	3 times a week/2 hours	Camp Intervention
I-ready learning tasks, research for Service Learning, Projects	Telecommunications/Technology Education	All students	4 Times a year 1 hour	DeKalb County Board of Education
Arts, Cultural, Fitness, Senior citizen help	Well-rounded Education Activities, Service Learning	All Students	1 hour	Catch Kids Crossville Health and Rehab Center

3.0 Demographic Information

Table 3.1 Grant Data

From Grant Application	Data
Grades served	K-3
Number of students proposed	111
Number of families proposed to serve	125

Table 3.2 Participant Attendance

Prek - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten	0	6th grade	0
Kindergarten	16	7th grade	0
1st grade	19	8th grade	0
2nd grade	50	9th grade	0
3rd grade	38	10th grade	0
4th grade	0	11th grade	0
5th grade	0	12th grade	0
Total	123	Total	0

Table 3.3 Grade Levels by Hour Band

Attendance - Pre-K - 5th Grade						
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten	0	0	0	0	0	0	0/0
Kindergarten	1	0	2	10	3	0	16/16
1st grade	1	2	3	8	5	0	19/19
2nd grade	3	5	8	21	13	0	50/50
3rd grade	1	1	8	21	7	0	38/38
4th grade	0	0	0	0	0	0	0/0
5th grade	0	0	0	0	0	0	0/0
Hour Band Total	6	8	21	60	28	0	123/123

Table 3.4 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	0
Hispanic or Latino	85	0
Native Hawaiian or Pacific Islander	0	0
White	37	0
Two or More Races	0	0
Data Not Provided	0	0

Table 3.5 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	44	0
Female	79	0
Data Not Provided	0	0

Table 3.6 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	47	0
Students who are economically disadvantaged	118	0
Family members of participants served	107	0

Table 3.7 Student Grade Report (Aggregate) Data will not upload

School	Grading Period	Subject	Grade	Total Student	
Crossville					
Total					

Table 3.8 Student Grade Report (Reading Comparison) Not uploaded from PowerSchool and template will not let me add chart back

Table 3.9 Student Grade Report (Mathematics Comparison) Not uploaded from PowerSchool and template will not let me add chart back

4.0 GPRA Results

Percentage of Participants Improving on Reading/Language Arts State Assessments

Table 4.1 GPRA Measure (State Assessment – Reading/Language Arts): N/A This is a K-2 School

Percentage of Participants Improving on Mathematics State Assessments

Table 4.2 GPRA Measure (State Assessment - Mathematics) N/A This is a K-2 School

Table 4.3 GPRA Measure (Grade Point Average) N/A This is a K-2 School

Table 4.4 GPRA Measure (Attendance)

Attendance						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12.	5	8	19	50	25	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	2	1	12	17	5	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	2	1	12	17	5	0

Table 4.5 GPRA Measure (In-School Suspension)

In-School Suspension						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12	5	8	19	50	25	0
For how many of these # students have the outcome data to report, and who had in-school suspension in the previous school year?	0	0	0	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	0	0	0	0	0	0

Table 4.6 GPRA Measure (Engagement in Learning)

Engagement in Learning						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more

You reported the following # students in grades 1-5.	5	8	19	50	25	0
For how many of these # students have the outcome data to report?	0	0	0	0	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	0	0	0	0

5.0 Parental Involvement

Table 5.1 Parental Involvement Activities

Activity Category	Participants Attended	Total Hours Offered
Parent Orientation (10-27-22)	16	45 minutes
Christmas Program (12-14-22)	44	1 hour
Cinca De Mayo (5-4-22)	33	1 hour
Parenting Partners (Ongoing)	14	12 hours

6.0 Findings and Recommendations for the After-School Program

Table 6.1

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Questions 1: How are these activities and test results documented and what percentage of time do students spend? Did the State Assessment Data improve for participants who attended 30 or more hours?	**Goal 1**: Provide Academic Enrichment and remediation to meeting challenging academic state academic standards **Objective 1:1**: Increase scores by 2% in Reading among the regularly attending 21st CCLC students by the end of the school year. **Objective 1.2**: Increase scores by 2% in Math among the regularly attending 21st CCLC students by the end of the school year.	Utilize i-Ready Learning Paths, IXL Inc. for Math and Reading * Added Note from Mid-Year Report: Moby Max, Flip Grid, Kahoot, and various other educational websites and apps. Sonday System Reading, SPIRE, Finish Line for EL students to prepare for ACESS, Edcite i-learn for preparation for ACAP	Student and employees' schedules and time sheets, lesson plans, copies of students' work, test scores, EZReports, interviews Progress monitored by i-Ready scores and data in grades 2 and 3.	Reports with scores and academic activities received from the Project Director/Site Coordinator on various dates. Observations of Site Activities Interviews on: December 12, 2022, April 25, 2023, and June 25, 2023 EZ Report information previewed October 2022-September 2023	<u>**Met**</u> Reading went from 24% intensive to 9% Math went from 31% intensive to 10% intensive	It is commendable for the number of activities in EZReports for academic improvement for Reading and Math. Help the parent understand what skills can be built on at home and the importance of basic skills like Reading and Math to ensuring the student succeeds in life. Continue to help students have many experiences and especially nourishing the multiple intelligences for all children as they do not all learn in the same way. Bring more tactile literacy activities into the program. Hands-on activities the program is doing helps tremendously. Continue to do the math activities in everyday life

		Various educational apps with iPads/ chromebooks				helping students to be able to apply math skills.
Questions 2: How do you measure that these activities make students want to come to school more? How does participation in the afterschool program impact attendance for the regular school day? In what way, will improve school attendance be shown for those students enrolled in the program?	**Goal 2**: Increase Attendance for the Regular School Day **Objective 2.1**: Attendance will increase by 2% among the regularly attending 21st CCLC students by the end of the school year.	Incorporating hands-on STEM, partner presentations, family involvement, and fun activities during the 21st CCLC program Creating a positive environment for school with teachers who care	Attendance records for school day and afterschool, EZReports, surveys, interviews.

There was a total of 63 students in the truancy report who missed 18 or more days. Of the 63 students only 5 of those were in the 21st CCLC (CAP) afterschool students. That is 5 out of 587 total students in CES that were on the report for obsessive absenteeism in the current school year. The data for PowerSchool and GPRA in EZReports indicates all of the children in the 21st CCLC program who had less than 90% in the prior year now have improved attendance rate in the current year. | December 12, 2022, April 25, 2023, and June 25, 2023 with director and staff, visit sites, review documentation observed and interviewed participants. Phone calls, texts, and emails October 2022-September 2023 reviewed EZReports, information, documentation and numerous questions to director and/or staff. | **Baseline Year Scores** This year 5 students enrolled in CAP had attendance problems. Next year to achieve the goal the number of students in the truancy report must not go over 4 students | The statistics for attendance of students attending the 21st CCLC program are good for the 2022-2023 school year. The data will be used next year for a comparison of attendance. *Discuss the attendance issue with parents of students who start lagging in coming to school. Catch the problem early and assist parents through a counselor or social worker. It is vital parents understand the impact of attendance for students achieving in academics and socialization. *Emphasize in daily lessons why it is important to be at school to learn every day. *Any child who is missing consistently needs to be tracked and referred to the counselor/social worker to find out what the problem is causing them to miss school. |

Questions 3: What will determine there will be 5% in student-led programs and 2% increase in Parenting Partner classes for family involvement? How often will these activities be offered? How do they relate to the other program goals and objectives? What steps have been taken by the program to assure parental involvement in family learning activities? Will you have available attendance rosters to ascertain participation? Will sign-in sheets be utilized as markers for family participation?	<u>Goal 3</u>: Increase parent and family engagement **Objective 3.1**: Increase by 5% 21st CCLC student-led programs in afterschool and increase 2% in Parenting Partner classes held once per week for 6 weeks nightly among families of the regularly attending 21st CCLC students. **Objective 3.2**: Parents and Guardians will attend a minimum of 2 parental involvement activities per academic school year.	Motivational English and Spanish invites through social media, newsletters, and flyers. Choose parent leaders who encourage others to attend and be involved in afterschool and summer programs. *Some discrepancies between number of family members counted as some were duplicates.	Family sign-in sheets, invitations, agendas, lesson plans, media articles, pictures, artifacts from classes, interviews with parents and partners, surveys, needs assessments, partner info for time and effort, volunteer information 28% of students in program had one or more family members participate in our BOY meeting. 28 % of students in program had one or more family members participate in our Service Learning Thermometer project. 32% of students in program had one or more family members participate in our Nursing Home/Christmas Walk Service Learning project. 27% of students in program had one or more family members participate in our Cinco	December 12, 2022, April 25, 2023, and June 25, 2023 with director and staff, visit sites, review documentation observes and interviews participants. Phone calls, texts, and emails October 2022-September 2023reviewed EZReports, information, documentation and numerous questions to director and/or staff.	<u>**Baseline Year Scores**</u> For 3.1 This year 76 parents attended the student-led programs in afterschool and the number of parents who attended the Parenting Partners was 14. Next year we will evaluate data to see if there is a 5% increase in parent/ family engagement for student-led programs and 2% Parenting Partner attendees. Objective **3.2 Not Met** There were activities provided but	*Parent Leaders are a vital resource to making a program work. Increase the scope of people working within the communities. *Chose leaders from marginalized populations to include more participation from all groups. *Consider adding more incentives for parents and families to attend such as coupons (donated) and more food. *Think outside the box. What are more ways to bring the show to them. Ask employers to permit the hand out of literature to or speaking to groups during their break time or shortly before they leave for work. Sometimes you have to get outside the school's walls to reach more parents, especially since so many of your students ride buses home. Track family members who attend activities during the school year to ensure all participate in two activities. Design take-home activities for those who cannot come to the school.

			de Mayo/Family Meals Challenge/STEM night.		all parents did not attend.	
Questions 4: How do you measure that students have improved behavior? Provide documentation of the frequency of these programs that help students' negativism? How will student behavior be impacted in positive ways by participation in the program by the students and parents?	<u>**Goal 4:**</u> Improve student behavior throughout the regular school day **Objective 4:1:** Students office referrals will decrease 2% among the regularly attending 21st CCLC students by the end of the school year.	Providing activities that are interactive, enjoyable, and project focused to increase the students interest in school. Some of the programs during the year to address behavior include: Red Ribbon Week, Kindness Week, Leader in Me, Seuss-Tastic Week, Good Character, StopBully.gov. Children's Advocacy Center provides counseling services and	Teacher and student interviews and surveys, activity log, sign-in sheets, schedules, artifacts, student incident information. Observations of the site find well behaved children who are engaged in learning.	December 12, 2022, April 25, 2023, and June 25, 2023 with director and staff, visit sites, review documentation observes and interview participants. Phone calls, texts, and emails October 2022-September 2023 reviewed EZReports, information, documentation and numerous questions to director and/or staff.	<u>**Baseline Year Scores from one school year to another**</u> Comparative data is needed	*Presented many exceptional Character Development Lesson plans during the year. *The lesson plans reflect kindness, anti-bullying, good character and more. *The site always demonstrated students who were respectful and cooperative. Interaction between the staff and students was positive.

		presentations for CAP. Utilize parent and student surveys.				
Questions 5: How will you document the hands-on instruction in many subject areas and how often will it be used? How will STEM (Science Technology Engineering and Math) concepts be incorporated into the program? How will the STEM program increase interest and improve attendance?	**Goal 5**: Implement Science, Technology, Engineering, and Math (STEM) Activities **Objective 5.1:** Increase student participation by 30 minutes hands-on STEM and project-based learning activities among the regularly attending 21st CCLC students.		Alabama Expanded Learning Alliance STEM kits, CHS Peer Helpers	December 12, 2022, April 25, 2023, and June 25, 2023 with director and staff, visit sites, review documentation observed and interviewed participants. Phone calls, texts, and emails October 2022- September 2023 reviewed EZReports, information, documentation and numerous questions to director and/or staff.	**Met** established this year with 3 times a week for a total time of 2 hours weekly. This is a new site so the students did get 30 minutes more this year. Next year to reach the goal the site will have to add 30 minutes of STEM and project-based learning for a total of 2 hours and 30 minutes per week.	Documentation of STEM activities shows the site did many varied activities almost daily, but at least three times a week. *Consider branching out to some areas you have not explored with STEM activities. *A way to consider future career choices is to ZOOM with industries or businesses in your area or beyond. Huntsville is filled with opportunities. Some students even work with schools in other countries. *Build a network for children to see how technology brings the world together to study problems impacting us all. This method will even let students of common interests to work in small group or individual settings. *St. Jude Children's Hospital has a webpage called 50 STEM Activities to Help Kids Think Outside

						the Box and an EPIC Challenge.
Questions 6: What evidence can be presented that students go through the steps of Service Learning to develop the gardening project and what are the expected outcomes? What partners are involved with the project? How did you ensure all students participated?	**Goal 6**: Provide Service-Learning opportunities **Objective 6**: The garden created will be used for a Service Learning project through students going through the steps to plan the project and outcomes. **Objective 6.1:** Increase to 2 projects per year in Service Learning projects among regularly attending 21st CCLC students as measured by project completion.	Brainstorm with students the community needs for a service project.	Lesson plans, student and teacher interviews, list of partners with donations, photos Cooperation and Collaboration with Partners/Stakeholders,	December 12, 2022, April 25, 2023, and June 25, 2023 with director, site coordinator and staff, visit sites, review documentation observed and interviewed participants. Phone calls, texts, and emails October 2022- September 2023 reviewed EZReports, information, documentation and numerous questions to director and/or staff.	<u>Met</u> The site did two Service Learning projects this year. Both gardening and the partnership with the senior citizens were successful	*This year the site will consider adding other Service Learning activities and building on the existing ones. *Opportunities for children or groups to develop their own unique Service Learning opportunities with their parents should be considered. *Everyone does not have to do the same project. The goal of Service Learning is to change a heart to become a servant to helping others. Build on this to help students understand and build a life of giving.

7.0 Other Findings

Activities based on APT observations

1st Observation -December 12, 2022 - Using the APT-O observation tool, the evaluator and assistant conducted an observation of the Crossville Elementary afterschool program. The evaluator arrived at 2:00 to discuss the scope of the evaluation with the site coordinator and site lead teacher. There were 73 children present with four 21st Century teachers, one teacher's aide, and a student aide. The literacy program partnering with the site had six instructors. The observation started at 2:45 p.m., watching the children arrive for the program and transitioning to the gymnasium later. To begin the afternoon, students met in the cafeteria where a snack was provided by Child Nutrition. The process during snack was orderly with students sitting in a specific seat which made it easy to take attendance. There was no congestion on the floor as students wore their backpacks the entire time. Students were then directed by their staff member to go to the gymnasium to practice for a production for the upcoming parents' night. The process of transitioning was orderly and uneventful. The site coordinator, the music instructor discussed the importance of getting the music right in a fun way. Children worked on motions and facial expressions. The Christmas music and words were on a video that all of the children could see. This made it much easier for children to follow since around 80 to 85% of children were Hispanic and bilingual.

After the music class some students transitioned to other areas with 23 staying in the gym working on learning to bounce basketballs. Eleven 2nd graders were working on homework in small groups or individually with the teacher or aide, while others worked on gingerbread coloring sheets until they could transition into their homework help. The last group observed had eight 2nd grade children who were working on iPads transitioning into a STEM activity on a large screen learning to follow directions through a Subway Search by answering questions about the route by using different colored pathways.

The school environment was conducive to learning with the heat, space, lighting, and noise at acceptable levels. All spaces were well organized with plenty of room for students to sit or to perform. Most of the students were listening, but a very few were off task. Students off task were quickly engaged by instructors. The pace was relaxed. The students were positive and respectful to staff and each other. There were not any conflicts observed in the cafeteria, gym, or classrooms. In discussion with the site coordinator, it was brought out how supportive the school is of the program and how the 21st CCLC supports the school. There was adequate storage space at the school as the program had been given a closet to store supplies. The only inadequacy observed was that student work from the afterschool program was not evident. This is because they do not have their own area, but share the school day space in which many of their students do display their work. There is a worker who is fluent in Spanish who works with parent pickup and two of the other staff were from the EL program during the day. Many of the students ride the bus home. The afterschool program appears to be conducted effectively and efficiently scoring mostly 4s, a couple of 3s. More instruction may be needed in Spanish either verbally or in writing. The observation ended at 3:45 p.m.

o Site: Crossville Elementary Date: 12-12-2022 Fall				Evaluator: Dr. Susan Hargett	
APT-O	**4 Very**	**3 Mostly**	**2 Somewhat**	**1 Not True**	**N/A**
A. Overall Ratings of Program Space Supports Goals of the program (6 Indicators)	4(1,2,3,4)	0	0	0	2 (5, 6) Use Teacher Classrooms

B. Overall Ratings of Program Schedule and Offerings (5 Indicators)	4 (1,2,3,5)	1 (4)	0	0	0
C. Overall Ratings of Social-Emotional Environment (7 Indicators)	4(2,3,4,5)	1 (1)	0	0	2 (6,7) No Conflicts No negative interactions
Subtotal	12	2	0	0	4

Crossville Elementary School

2nd Observation -April 25, 2023 - Using the APT-O observation tool, the evaluator and assistant conducted an observation of the Crossville Elementary afterschool program. The evaluator arrived at 1:30 to discuss the scope of the evaluation with the site coordinator and site lead teacher. Discussed were strategies with bilingual children and parents with the plans for summer field trips. There were 97 children present (today 79% of the children were Hispanic and most bilingual) with four 21st Century teachers, one teacher's aide, and a bilingual student aide. The literacy program partnering with the site had an additional six instructors. The observation started at 2:45 p.m., watching the children arrive for the program and transitioning into groups later. To begin the afternoon, students met in the cafeteria where a snack was provided by Child Nutrition. The process during snack was orderly with students sitting in a specific seat which made it easy to take attendance by assigned teachers. The site has been good about keeping congestion off the floor as students wore their backpacks the entire time, but this time there were a couple on the floor so it may be good to give students a reminder. Students split into groups and were then directed by their staff member to split into grade levels and go to the assigned areas within the school. The process of transitioning was orderly and uneventful. The first group of 30 third grade students were observed in the gym participating in various forms of Go Exercise including stretching and movement. The group was led by 3 instructors who were actively involved with doing the exercises with the children. Two were from the 21st CCLC program and one was with the literacy program who works with students individually or in small groups. The children were participating and seemed to be enjoying the activity. There was one child in a wheelchair, who was sitting on the side and hesitated about trying some of the exercises using their arms. The teachers and aides were very encouraging to the child and helped with the exercises.

After observing the gym, the evaluator transitioned to other areas as students were divided into K, 1, 2, and 3. Eleven Kindergarten students were working on reading homework in small groups or individually with the teacher or aide, while others worked on work sheets until they could transition into their homework help. They were identifying letters and words with the teacher helping them. One child was working with the aide. The next group observed had nine 1st grade children who were working on Starfall on iPads with an aide floating in the room. The last group observed were 2nd graders who had completed homework on iPads and then were doing a coding activity on a large screen learning to code from a worksheet with an airplane to be colored in by code numbers. As the teacher projected codes on the screen students had to figure out the colors they represented for instance. 10100010 was blue. Then they knew what color to use for spaces on the airplane picture. All students rotate during the afternoon through academics, physical education, art, and/or music

The school environment was conducive to learning with the heat, space, lighting, and noise at acceptable levels. All spaces were well organized with plenty of room for students to sit or perform. Most of the students were listening, but a very few were off task. Students off task were quickly engaged by instructors. The pace was relaxed. The students were positive and respectful to staff and each other. There

were not any conflicts observed in the cafeteria, gym, or classrooms. In discussion with the site coordinator, it was brought out how supportive the school is of the program and how the 21st CCLC supports the school. There was adequate storage space at the school as the program had been given closets to store supplies. The only inadequacy observed was that student work from the afterschool program was not evident either in a bulletin board or on the wall. This is because they do not have their own area, but share the school day space in which many of their students do display their work with their classes. There is an aide fluent in Spanish who works with parent pickup and two of the other staff were from the EL program during the day. Still there is a question if this is enough. Many of the students ride the bus home with the bilingual aide who speaks with parents at pickup. The afterschool program appears to be conducted effectively and efficiently scoring mostly 4s and some 3s. More instruction may be needed in Spanish either verbally or in writing, so another bilingual aide may be needed. At 4:45, all students who have not checked out go to the cafeteria to board the bus or for parents to pick up.

o Site: Crossville Elementary Date: 4-25-2023 Spring				Evaluator: Dr. Susan Hargett	
APT-O	4 Very	3 Mostly	2 Somewhat	1 Not True	N/A
A. Overall Ratings of Program Space Supports Goals of the program (6 Indicators)	3 (1,2,3)	1 (4)	0	0	2 (5, 6) Use Teacher Classrooms
B. Overall Ratings of Program Schedule and Offerings (5 Indicators)	4 (1,2,4,5)	1 (3)	0	0	0
C. Overall Ratings of Social-Emotional Environment (7 Indicators)	4(2,3,4,5)	1 (1)	0	0	2 (6,7) No Conflicts No negative interactions
Subtotal	11	3	0	0	4

3rd Observation

Crossville Elementary School

3rd Observation -June 15, 2023 - Using the APT-O observation tool, the evaluator and assistant conducted an observation of the Crossville Elementary Summer Field Trip. The evaluator arrived when the children were unloading the bus and discussed the day's activities with the site coordinator and site lead teacher. Some parents also attend summer field trips. There were 105 children present (today 79% of the children were Hispanic and most bilingual) with thirty-one staff including 21st Century staff and a bilingual student aide as well as others from the literacy and ESL programs on the combined field trip. The observation started at 9:56 a.m., with watching the children arrive for the program and the orderly process of getting them into groups. To begin the visit, students were divided into groups in the barn. The field trip began with students watching the barn swallows as Mrs. Gullion introducing herself and told the history of the farm. She was very thorough in explaining to the children about activities on a farm and how animals are used and the terminology for what you call the mother, daddy, and babies of each kind. The site was good about keeping congestion off the ground as students, Students split into groups and were then directed by their staff member to split into grade levels and go to the assigned areas at the farm after hearing the presentation. The process of transitioning was orderly and uneventful. The first group observed was at the pond participating in fishing with poles and bait provided by the farm Another group was going on a hay ride, while other groups participated in sliding on a hill using a tow sack and others were milking the cow or at the petting zoo. The group was led by their teachers and instructors on the

farm who were actively engaging the children by explaining what was taking place to the children. The children were participating and seemed to be enjoying the activity with smiles and laughter.

The outdoor environment was conducive to learning with the heat, space, lighting, and noise at acceptable levels. The farm was well organized with plenty of room for students to sit in the barn and participate in the activities. Most of the students were listening, but a very few were off task. Students off task were quickly brought back by instructors. The pace was relaxed. The students were positive and respectful to other students, staff, and the field trip staff. There were not any conflicts observed during the visit. In discussion with the site coordinator, it was discussed what an educational field trip this was for the students and how it kept their interest. There was adequate room on the bus for the trip and to bring the students' lunches. Riding the bus was an aide fluent in Spanish who works with parent pickup and two other staff members were from the EL program during the day. Parents were permitted to drive and attend the field trip with their child which gave more assistance and eyes on students. The afterschool program appears to be conducted effectively and efficiently scoring mostly 4s and one 3. In reviewing lesson plans taught before this trip, students were well prepared to learn more about a farm by observing the activities and venue in person,

o Site: Crossville Elementary Date: 6-15-2023 Summer Evaluator: Dr. Susan Hargett					
APT-O	4 Very	3 Mostly	2 Somewhat	1 Not True	N/A
A. Overall Ratings of Program Space Supports Goals of the program (6 Indicators)	4 (1,2,3,4)	0	0	0	2 (5, 6) Use Teacher Classrooms
B. Overall Ratings of Program Schedule and Offerings (5 Indicators)	5(1,2,3,4,5)	0	0	0	0
C. Overall Ratings of Social-Emotional Environment (7 Indicators)	4(2,3,4,5)	1(1)	0	0	2 (6,7) No Conflicts No negative interactions
Subtotal	13	1	0	0	4

- o   **Adherence to the grant application**
- o   The Crossville 21st CCLC program has been functioning under general guiding priorities to establish enhanced learning experiences and life skills for students and their families, especially targeting diversified populations, in a safe environment for academic and environmental enrichment while providing children a supervised place to learn through academic, STEM, recreational, and other appropriate activities.
- o   The Crossville 21st CCLC grant application discussed serving a high poverty school serving a diverse student population in afterschool and summer programs providing at-risk students with additional help with math, reading, technology, and multiple hands-on methods of learning to help students better understand academic concepts presented. Crossville has largest number of Hispanic and English Language students in the entire state of Alabama. Some students have never been to school and many in the family do not speak English. Crossville Elementary is daily serving students as outlined in the grant application.
- o   Crossville 21st CCLC has done an outstanding job of keeping children attending by offering services and coordinating with Literacy and EL camps from ESSER and Title monies. Not only

have they provided afterschool for 131 days this year, but the attendance has stayed good with 88 regularly attending students for 90 days or more. Of those, 28 students attended for 180 or more hours. An additional 21 attended 45 – 89 hours and 8 for 15-44 hours with only 6 attending 15 or less hours. In all 123 students have attended this year.

- As outlined in the grant application the Afterschool and Summer Programs serve a community where most students have a low socio-economic level, limited resources, and families have language and cultural disadvantages. The grant makes a tremendous difference in exposing students to many experiences not available in the home. This program provides academic enrichment and other educational activities for students. Parents and families can benefit from the program through parenting classes.
- The Site Coordinator and teachers are enthusiastic and caring about the children. From observations teachers do a superior job. Areas needing work include figuring out ways to reach objectives. This is a back-to-back grant cycle and the first year of the current grant cycle. Data presented this year made information more accessible with evaluators pulling from EZReports. The coordinator is attentive about having good procedures in place and has worked on getting better family attendance and data collection. This is a grant where the money is well spent and many students are benefitting daily. The benefit to children is easily observed as so many are lacking academic and social skills to succeed in school.
- **Qualitative Findings.**
- The evaluator visited the program during the school year observing the site and activities. The site was always orderly and enticing for children. The staff of the Crossville 21st CCLC seems committed to providing a wide variety of activities for students. Over two thirds of the students attending the program are EL and desperately need extra time in reinforcing academic skills, spoken language and written literacy in English, and experiences to build core knowledge. The staff is aware of making every minute count in serving the students in the Crossville 21st CCLC program. The activities conducted are well documented in Cognia, in photos, the Facebook page, and other information needed.
- Surveyed parents indicate as a whole they are pleased with the program. The areas they would like to see improvement include more communication with parents, orientation sessions to new families, welcome suggestions from families, and communicating more with parents about the progress of their child. Students surveyed and interviewed indicated they were enjoying the program, felt safe there, and were learning much. Some of the things they liked best about the program included: Being with friends, art/music, teachers, iPads, STEM, play time, and having fun. See teacher surveys in appendix which indicates so many children have improved. Site Coordinators indicate that some of the problems encountered in the program include challenges in recruitment because some parents lack transportation to pick up students and there is not enough slots to take all students needing extra help in academics.
- **Additional Data**
- When asked what changes would they like to make to the Afterschool program, staff indicated that they would like to plan a wider variety of activities and by improving the curriculum through using more technology, thus providing children with more opportunities.
- **Other Findings**.
- Even though Crossville struggles with trying to help children so far behind academically who face many other issues, but something magical is happening daily there. Children are thriving in the program. The site coordinator is concerned with the amount of effort they have exerted to get adults to come to events or classes with the number still being small. It is recommended they continue their efforts to get the families of the students involved to help children even more. The staff is enthusiastic about serving the students and very caring.
- **Discuss evaluation questions that this report could not answer due to data limitations.**

o   All questions that could be answered at this time were addressed. More data will be available next year to make comparisons between one year and the next.

8.0 Summer Program

8.1 Overview of the Summer Program

Information from the grant application in eGap: The Crossville Sumer Program will be held for 5 weeks, Monday through Friday (5 days per week) for seven hours a day (7:30 a.m. to 2:30 p.m.) with a free breakfast and lunch provided by the Child Nutrition Program. Activities will be held at Crossville Elementary School or on a field trip once a week.

The Summer Program was designed to offer academic enrichment opportunities for students to prevent academic regression. Units for the summer program were themed and field trips partnered with the weekly activities. The activities will be engaging hands-on learning for students with many centered around STEM learning. In addition, students will have music and art teachers to provide enrichment opportunities. Students will be bused on county school buses to the site daily and on field trips.

During the 5-week Monday through Friday summer session from 7:30-2:30, CAP students are offered academic enrichment opportunities to help eliminate the chance of regression. Both breakfast and lunch are offered giving students an opportunity to receive nutritious meals free. This is especially important due to the fact a high majority of students live at or below the poverty level. During the summer program, students will be given educational opportunities around different areas of study through field trips, guest speakers, art programs and STEM projects. The summer program allows students outside experiences to provide background knowledge for many areas of the classroom curriculum. By offering these opportunities the chance of summer slide for students will be minimized and academic progress can be made.

8.2 Summer Program Operations

The Crossville 21st Program was opened June 12-June 30 for three weeks. Breakfast was served from 7:30-8:00 with the program ending at 2:30 with buses loading to take children home. The students stayed longer on field trip days.

Table 8.3 Summer Site Information

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Crossville Elem.	14	3	35

8.4 Summer Staffing

o   1 Site Coordinator, 1 Lead Teacher, 4 Teachers, 1 Teacher's Aide, 1 Student Aide, and Bus Driver and numerous Volunteers through Partnerships with Town of Crossville Public Library, Children's Advocacy Center, Crossville High School, Crossville Postal Service, DeKalb Board of Education Parenting Partners, Girls Scouts of America, Kilpatrick Pharmacy, Town of Crossville, and more. In addition, some parents volunteered especially on field trips.

Table 8.5 Summer Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Little Something Extra	Service	All Students	1 day 45 minutes	Michelle Norwood
Aesop Fables	Literacy	All Students	1 day 45 minutes	Dan Harbison

Afternoon Wrap Up	Communication and Organization	All Students	10 days 15 minutes	
Art Music Enrichment	Arts	All Students	10 days 45 minutes	Dekalb Co. Board. of Educ. and Wiley Bailey
Attendance Snack	Nutrition	All Students	13 days 15 minutes	CNP
Breakfast and Read Alouds	Nutrition and Reading	All Students	10 days 30 minutes	CNP
Catch kids/PE	Fitness	All Students	10 days 45 minutes	Alabama Department of Public Health
Mental Health	Social and Emotional	All Students	1 day 1 hour	Children Advocacy Center
Coding/STEM	STEM	All Students	10 days 45 minutes	National Inventors Hall of Fame
Computer Lab/STEM	Technology	All Students	10 days 45 minutes	Dekalb Co. Board. of Educ.
Sheriff's Department, Helicopter, Canine Unit	Presentation Partner	All Students	1 day 2 hours	DeKalb County
Farming	Presentation Partner	All Students	1 day 1 hour	Drennon Petty Farms
Engineering	Presentation Partner	All Students	1 day 45 minutes	Engineering Towers Sphere Technology
Fitness	Presentation Partner	All Students	1 day 1 hour	Eric Dudash
ESL Activities	Literacy	Selected Students	10 days 45 minutes	Crossville Schools
Family Meal Challenge	Parenting	Families	1 hour 30 minutes	Parenting Partners
Field Trip to Gullion Farm Animals	STEM, Literacy	All Students	1 day 6 hours and thirty minutes	Gullion Farm
Field Trip McWane Center Science	STEM, Literacy	All Students	1 day 7 hours	McWane Center
Counseling Lesson	Social Emotional Learning	All Students	1 day 30 minutes	Georganna Crisson
Juanna Macias Alabama Cooperative Center	Nutrition and Fitness	All Students	1 day 1 hour	Extension
Lunch	Nutrition	All Students	10 days 30 minutes	CNP
Electricity Facts and Dangers	Safety	All Students	1 day 2 hours	Marshall Dekalb Electric Cooperative
Math Enrichment	STEM	All Students	10 days 45 minutes	Dekalb Co. Board. of Educ.
Outdoor Sports	Fitness	All Students	1 day 30 minutes	CHS Peer Helpers
Petting Zoo	STEM	All Students	1 day 45 minutes	Bales Farm

Reading Enrichment	Literacy	All Students	10 days 45 minutes	Dekalb Co. Board. of Educ.
Exercise, games, and Competitions in the Outside	Field Day STEM	All Students	1 day 3 hours 45 minutes	Sand Mountain Parks
Soccer Lesson	Fitness	All Students	1 day 2 hours	CHS Peer Helpers
Steve Trash	STEM	All Students	1 day 45 minutes	
Swim Team Members	Fitness	All Students	1 day 30 minutes	Crossville High Athletics
Safety Standards for Food	Nutrition and STEM	All Students	1 day 2 hours and 45 minutes	**USDA**
Water Safety Lessons	Safety, Fitness	All Students	1 day 45 minutes	Karsyn/Kai Walker

9.0 Summer Demographics

Table 9.1 Participant Attendance

Prek - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten	0	6th grade	0
Kindergarten	14	7th grade	0
1st grade	16	8th grade	0
2nd grade	45	9th grade	0
3rd grade	32	10th grade	0
4th grade	0	11th grade	0
5th grade	0	12th grade	0
Total	107	**Total**	0

Table 9.2 Grade Levels by Hour Band

Attendance - Pre-K - 5th Grade						
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten	0	0	0	0	0	0	0/0
Kindergarten	0	0	1	0	0	0	1/1
1st grade	2	2	9	11	0	0	24/24
2nd grade	2	0	8	14	0	0	24/24
3rd grade	6	5	14	23	0	0	48/48
4th grade	0	0	0	0	0	0	0/0
5th grade	0	0	0	0	0	0	0/0
Hour Band Total	10	7	32	48	0	0	97/97

Table 9.3 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0

Asian	0	0
Black or African American	1	0
Hispanic or Latino	75	0
Native Hawaiian or Pacific Islander	0	0
White	31	0
Two or More Races	0	0
Data Not Provided	0	0

Table 9.4 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	38	0
Female	69	0
Data Not Provided	0	0

Table 9.5 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	43	0
Students who are economically disadvantaged	102	0
Family members of participants served	107	0

10.0 Adherence to the Grant Application

The Summer Program followed the activities outlined in the grant application. Students were bused to sites, provided meals, and many enriching activities. Field trips change each year which is understandable. Children are given opportunities to learn about many enriching subjects with academic competencies built in with hands-on activities providing experiences in the program and on field trips. The summer program is impactful as students spend the entire day in fun academic related activities and are not worn out to a tiring school day before attending an afterschool program in the afternoon. Although there was a change in the number of weeks and hours, the new schedule is a better fit for the site, parents, and students.

11.0 Results and Recommendations for the Summer Program

The need for the Crossville Summer Program is evident to anyone who visits the site. There is a majority of at-risk students both academically and economically. Many of the students are Hispanic and most need a tremendous amount of help with their core knowledge and academic enrichment. Many of the students are socially deprived. The 21st CCLC program helps to fill in the experiential opportunities, so many of the children lack. It is an essential program for this diverse community and the children are thriving in a summer program which fills in many of the gaps. This summer's schedule exceeded expectations for providing needed activities for children.

12.0 Plan for Utilizing and Sharing Final Report Results (Collaborative)

- The Crossville 21st CCLC staff feels they have developed a wonderful collaboration between the afterschool program with school day teachers, administrators, and counselors. Struggling students are quickly referred to the afterschool program. Trust relationships with families have been established and transportation needs have been met. According to Crossville leaders, grades and test scores are improving and attendance problems, as well as, behavior issues are decreasing.
- Many aspects of the program are going well. STEM activities, especially technology, motivates students to come to Afterschool. Homework help and academic enrichment have been important, because so many of the students do not have help at home. The bus route has been one of the greatest assets for retaining students.
- Aspects the Crossville 21st CCLC seeks to improve and include; continued collaboration with school day teachers concerning the magnitude of homework and continued efforts for parental involvement. The parenting/family aspect of the program is slowly increasing, but still needs to be stressed. Data was available this year and kept up to date in EZReports as well as Documentation in Cognia, but even more efficient ways to collect and review data are needed after discussions among the director, coordinator, and evaluator. An added challenge this year has been how to keep enrollment up with so many other programs seeking students in the afternoon and summer.
- Crossville 21st CCLC personnel will utilize the information from the evaluation report to share with stakeholders the importance of the afterschool and summer programs to impact students' futures. The full report will be sent to the Superintendent and the School Board to be reviewed. A meeting will be held with the program staff of both the afterschool and summer programs to discuss the evaluation data and to use the recommendations for improvement. Newsletter and flyers will be generated for parents, school day staff, advisory council, and partners to be discussed at future meetings. All stakeholders will be invited to provide feedback about ways to make the program better and any concerns they may have.
-

13.0 Appendices

A. The Dated Signature Page
B. A copy of all site visit observation instruments, with scores, comments, External Evaluator and Site Director **signatures.**
C. A sample lesson plan, ideally from a session observed during the Site Visit.
D. A copy of the External Evaluator's Resume or Curriculum Vitae.

Additional Appendices:

A. Teacher Surveys
B. Photos from the Site or Site Visit—example: art projects, STEM activity, parent-teacher reception, student Service Learning project, student performance photo

Signature Page

The site coordinator, program director, and the external evaluator have reviewed, discussed, and signed this document.

Taunya Bobo _____   _9-29-23_ _____
Site Coordinator's Signature   **Date**

Mary Lary _____   _9-29-23_ _____
Program Director's Signature   **Date**

Susan Hargett _____   _9-29-23_ _____
External Evaluator's Signature   **Date**

Overall Program Ratings & Impressions

Site ID: *Crossville*　　　　Observer ID: S. Hargett　　Date: 12-12-22

(To be completed at the end of your observation visit)

Locations Observed *(check location(s) that apply)*
- ☒ Classroom
- ☒ Cafeteria
- ☒ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Off-Site
- ☐ Other (please describe) _____

A. Program Space Supports Goals of Program	Rating				
1. The space is accessible to all youth and staff.	1	2	3	④	
1= Youth are excluded from activity due to limitations in environment					
2 Books, games and other program equipment are in good working condition. *1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries. Youth cannot use space or materials without running into problems or limitations.)*	1	2	3	④	
3 The environment is conducive to learning. *(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)* *1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)*	1	2	3	④	
4 Space is well organized. *(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)* *1=(Ex: Space is cluttered, too crowded, disorganized.)*	1	2	3	④	
5 If program has own space, the indoor space reflects the work of youth. All spaces have youth's artwork and projects on display. *(Ex: Every room is rich with evidence of youth's interests, activities, ideas.)* *1=No youth products or artwork are displayed.*	1	2	3	4	Ⓝ/ⒶN/A
6 If program has own space, materials reflect a wide variety of backgrounds, experiences (abilities, cultures, ethnicities, races and/or religions). Materials are authentic and used by youth. *(Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)* *1=Visible materials do not reflect a diversity of backgrounds.*	1	2	3	4	Ⓝ/ⒶN/A

Handwritten notes (right margin):
New grant period
continued sit

share
school
day rooms

Field Notes:

Item Format
Bold: Anchor and/or (Example) of a "4" rating
1=: Anchor and/or (Example) of a "1" rating

Rating Scale:　　　　　　　　　　　26
1-Not True　2-Somewhat True
3-Mostly True　4-Very True

Gr. K-8, rev. Fall 2019

Overall Program Ratings & Impressions

Site ID: _Crossville_   Observer ID: _S Hargett_   Date: _12-12-22_
(To be completed at the end of your observation visit)

Important Note: Observers should base ratings for the following Program Schedule and Offering items ONLY on what they observed during the actual site visit. Observers who are familiar with the program need to exercise even greater care to avoid basing their ratings on pre-knowledge of program schedules and practices.

B. Overall Ratings of Program Schedule & Offerings	Rating			
1 Program pace is relaxed and flexible. (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff plan for and notify youth about transitions. They give youth more time, when needed.) *1=Program pace is very rushed and rigid.*	1	2	3	(4)
2 Program day flows smoothly and is organized. (Ex: Clear routines or rituals, day flows very smoothly, staff stay focused on youth—not on fixing problems.) *1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)*	1	2	3	(4)
3 Program offers youth a balance of activities and a variety of experience (Ex: Both structured and unstructured time, quiet and active times, social and private times.) *1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)*	1	2	3	(4)
4 Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) *1=Only one instructional approach was observed. (Ex: All adult directed.)*	1	2	(3)	4
5 Program day offers a balance of group sizes. (Ex: Some time in large groups, some small, clear parts of the day to be alone or with just one or two friends.) *1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)*	1	2	3	(4)

No children working alone
on different projects
1-Tutored

Field Notes:

Item Format
Bold: Anchor and/or (Example) of a "4" rating
1=: Anchor and/or (Example) of a "1" rating

Rating Scale:
1-Not True 2-Somewhat True
3-Mostly True 4-Very True

Gr. K-8, rev. Fall 2019

Overall Program Ratings & Impressions

Site ID: *Crossville*   Observer ID: *S. Hargett*   Date: *12-12-22*

(To be completed at the end of your observation visit)

C. Overall Ratings of Social-Emotional Environment	Rating				
1 Staff can communicate with youth and/or their families in their home language(s).	1	2	③	4	N/A
1 = Staff can not communicate with youth and families.					
2 **Staff-youth interactions (manner, affect, tone) are positive and respectful.**	1	2	3	④	
(Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.)					
1=Staff-youth interactions are often tense, negative and unfriendly.					
3 Staff apply rules and limits equitably and consistently to youth.	1	2	3	④	
Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth.					
1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)					
4 Staff are respectful and supportive of one another, cooperate with one another.	1	2	3	④	
(Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.)					
1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)					
5 Youth are kind, respectful and inclusive of each other.	1	2	3	④	
Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured)					
1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)					
6 **When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.**	1	2	3	4	N/A
(Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.)					
1=When minor conflicts occur, tensions escalate even with adult intervention.					
7 **When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.**	1	2	3	4	N/A
Staff intervene quickly and facilitate youth-youth conflict resolution.					
1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)					

Field Notes:

Encourage another Hispanic Employee

smooth children well-behaved

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Gr. K-8, rev. Fall 2019

Overall Program Ratings & Impressions

Site ID: Crossville   Observer ID: S. Hargett   Date: 12-12-22

Notes:

2:00 - Met with Site Coordinator and Lead Teacher. School decorated for Christmas - Discussed Scope of Evaluation.

73 Children - 4 21st Teachers - 1 TA - 1 Student Aide

Observation - 2:45 - Cafeteria - Snack -
Orderly - Students assigned seats - easy to take attendance. Wore Backpacks - not on floor.

Gymnasium - children practicing songs for upcoming Parents' night. - Rudolph - words on big TV, + music S.C. instructed music with motions -

After whole group music -
1st Group stayed in gym (23) learning to bounce basketballs
2nd - (11) small group, homework with teacher - others Gingerbread House coloring sheets - while waiting - 1 tutored
2nd - (8) STEM - IPADS - large screen - Subway Search direction.

All heat, light etc. good -
no conflicts children well behaved - relaxed pace - enjoyable -

Share rooms with daytime teachers
Children had some work displayed on BB - from school day

School Supportive having 21st CCLC

Need more instruction Spanish - verbally or written

Translate Bilingual Aide - works with parents at check out - SC + LT - work EL during day.

3:50

29

Evaluator: Susan Hargett
Site Coordinator: Jawniya Bobo

21st CCLC of Crossville Elementary Lesson Plan

Teacher: Davis

Title of Lesson: Basketball	Grade Level(s): K, 1, 2, 3, 4, 5, 6, 7, 8
	Date(s) for Lesson(s):
Standard(s) Addressed: 2.1.10 + 3.19	12/12/22

Program Activities: (Circle any that apply)
Moby Max, Robotics, STEM/STEAM, Music, Health, English Language Acquisition, Gardening, Drama, Fitness, Cooking, Career Choices, Terracycle Recycling
Other:_____

21st CCLC Goal(s)/Objective(s) Addressed in Lesson (Circle the Goal this lesson meets)	STEAM Area(s) Addressed in Lesson: (Circle the area address and give a brief description of how it meets that area. Example- Math- measured towers)
Goal 1: Academic Enrichment	S- Science-
Goal 2: Daily School Attendance	T-Technology-
Goal 3: STEM/Robotics	E-Engineering -
Goal 4: Parental Involvement	A- Art-
Goal 5: Behavior throughout the school day.	M- Math -
Goal 6: Partnerships throughout the community.	**Device Used:** iPads, Chromebooks, Kindles, Smart Board, OneScreen, light table, Osmo, cubelets, other:_____

PE: Resources: Catch Kids Club, Skillastics, other_____
Lesson #__88__ Activity Name:__Basketball__

Materials Needed: Basketball

Activities: (Brief description of what the students will be doing and learning. How is it useful?)
The students will learn how to dribble a basketball with each hand.

Follow-up Activity/Reflection:

Assessment/Verification: Teacher observations

Outcome/Evaluation Notes: (What worked? What would you change for next year?)
Add more time for dribbling w/ nondominate hand.

Basketball

CATCH
Kids Club

INTRODUCTION

The following activities utilize basic basketball skills in a variety of easy to manage games. The emphasis is on participation and having fun. The activities allow all students an opportunity to enjoy moderate-to-vigorous physical activity regardless of their skill ability.

OBJECTIVES

In these activities students will:

1. Practice basic basketball skills (dribbling, pivoting, passing and catching).
2. Develop physical fitness through basketball lead-up games.
3. Have fun being physically active.

TECHNIQUE/TEACHING CUES

Although instruction of specific basketball skills is not directly addressed, students should attempt to execute and perform skills using proper technique. This will reduce the risk of injury and eliminate the development of improper habits. Direct, helpful statements for each skill are listed below.

The 4 basic skills in basketball are:

A. **Dribbling:** Using 1 hand to repeatedly bounce the ball. It is a fundamental skill for advancing the ball down the court and maneuvering for better offensive position.

1. "Spread the fingers, dribble with the pads of the fingers."
2. "Push the ball rather than slapping it downward."
3. "Dribble the ball below the waist."
4. "Try to keep your head up and your eyes focused ahead."
5. "Flex and extend the elbow to provide force."
6. "Bend the knees to keep your body low."

Basketball

Learning Objectives

Students will learn the basic basketball skills like dribbling, passing, and catching a basketball.

Materials

Basketball

Introduction

The students will learn the basic skills of basketball. They will learn how to dribble, pass the ball from one student to the next, and catching a ball.

Explicit instruction/ teacher modeling

Dribbling:

Using 1 hand to repeatedly bounce the ball. It is a fundamental skill for advancing the ball down the court and maneuvering for better offensive position.

1. "Spread the fingers, dribble with the pads of the fingers."
2. 2. Push the ball rather than slapping it downward."
3. "Dribble the ball below the waist."
4. "Try to keep your head up and your eyes focused ahead."
5. "Flex and extend the elbow to provide force."
6. "Bend the knees to keep your body low."

Guided Practice

The students will work together and demonstrate the proper way to dribble a basketball.

Independent Practice

The students will try own their own the proper way to dribble a basketball.

21st CCLC of Crossville Lesson Plan

Teacher: Mitzi Hughes

Title of Lesson:	Grade Level(s): K, 1, 2, 3, 4, 5, 6, 7, 8
Let's Take the Subway	Date(s) for Lesson(s):
Standard(s) Addressed: SS10.2.6.3 virtual globe SS10.2.6.2 directions of NSEW	12-12-22

Program Activities:(Circle any that apply)
Moby Max, Robotics, STEM/STEAM, Music, Health, English Language Acquisition, Gardening, Drama, Fitness, Cooking, Career Choices, Terracycle Recycling
Other:_____

21st CCLCC Goal(s)/Objective(s) Addressed in Lesson (Circle the Goal this lesson meets)	STEAM Area(s) Addressed in Lesson: (Circle the area address and give a brief description of how it meets that area. Example- Math- measured towers)
Goal 1:Academic Enrichment,	S- Science-
Goal 2:Daily School Attendance	T-Technology-
Goal 3:STEM/Robotics	E-Engineering -
Goal 4:Parental Involvement	A- Art-
Goal 5:Behavior throughout the school day.	M- Math -
Goal 6:Partnerships throughout the community.	**Device Used:** iPads, Chromebooks, Kindles, Smart Board, OneScreen, light table, Osmo, cubelets, other:_____

PE: Resources: Catch Kids Club, Skillastics, other_____
Lesson #_____ Activity Name:_____

Materials Needed:
map on board + map in hands
vocabulary words -
Discuss how subways work + what service they provide to the city

Activities: (Brief description of what the students will be doing and learning. How is it useful?)
build background on subway + vocabulary words
Orally go over directions of going place to place
Partners work together to fill out directions on paper

Follow-up Activity/Reflection: color code map by using directions

Assessment/Verification: comparing maps
Knowing NSEW (turn left + right, straight ahead)
+ demonstration of the map

Outcome/Evaluation Notes: (What worked? What would you change for next year?)

Let's Take the Subway

Activity Type

Speaking Activity: information gap (pair work)

Focus

Getting around

Asking for and giving directions

Train/subway systems

Aim

To practice asking for and giving directions using a train system map.

Preparation

Make one copy of the two worksheets for each pair of students.

Level

Elementary (A1-A2)

Time

25 minutes

Introduction

In this getting around information gap activity, students practice asking for and giving directions using a train system map. This activity can be used to help students learn language for getting around on a train or subway system.

Procedure

Divide the students into pairs (Student A and B).

Give each student a corresponding worksheet.

Tell the students not to show their worksheet to their partner.

Go through the meanings of the phrasal verbs used to give directions in the activity, i.e. *get on, get off, change to, bound for* and *ride for*.

Students then take it in turns to ask for and give directions from one train or subway station to another using a system map and phrases given in a box.

Students listen to their partner's directions, follow them and write the destination station name on their map.

When the students have finished, they check their answers by comparing maps with their partner.

TEACH THIS
WORKSHEETS, ACTIVITIES & GAMES

Student A

Market Street
Lake Shore
RED LINE — Old Town
BLUE LINE
Second Street
Elm Street
GREEN LINE
Mornington — Forest
YELLOW LINE
Old Ferry
Sunset
Castle
Seven Sisters — Ben's Farm
Harbour
East Hill
Greenwood — Star Hill

Take it in turns to ask your partner how to get to each destination below using the phrases in the box. Listen to your partner's directions and write each station name on the train map above.

A: I'm at ......*Sunset*...... How do I get to ....*Stadium*.....?

B: Get on the ....*Red*........ Line bound for .....*Old Town*...

   Change to the ......*Yellow*...... Line bound for ....*Star Hill*..... at ....*Park*.......

   Ride for ....*three*....... stop(s). Get off at .....*Stadium*.....

1. You are at **Forest**. You want to get to **Central**.

3. You are at **Greenwood**. You want to get to **River Crossing**.

5. You are at **Lake Shore**. You want to get to **Park**.

7. You are at **Market Street**. You want to get to **Stadium**.

9. You are at **River Crossing**. You want to get to **Sunrise**.

11. You are at **Sunset**. You want to get to **Treeline**.

13. You are at **Old Ferry**. You want to get to **University**.

15. You are at **Treeline**. You want to get to **Garden**.
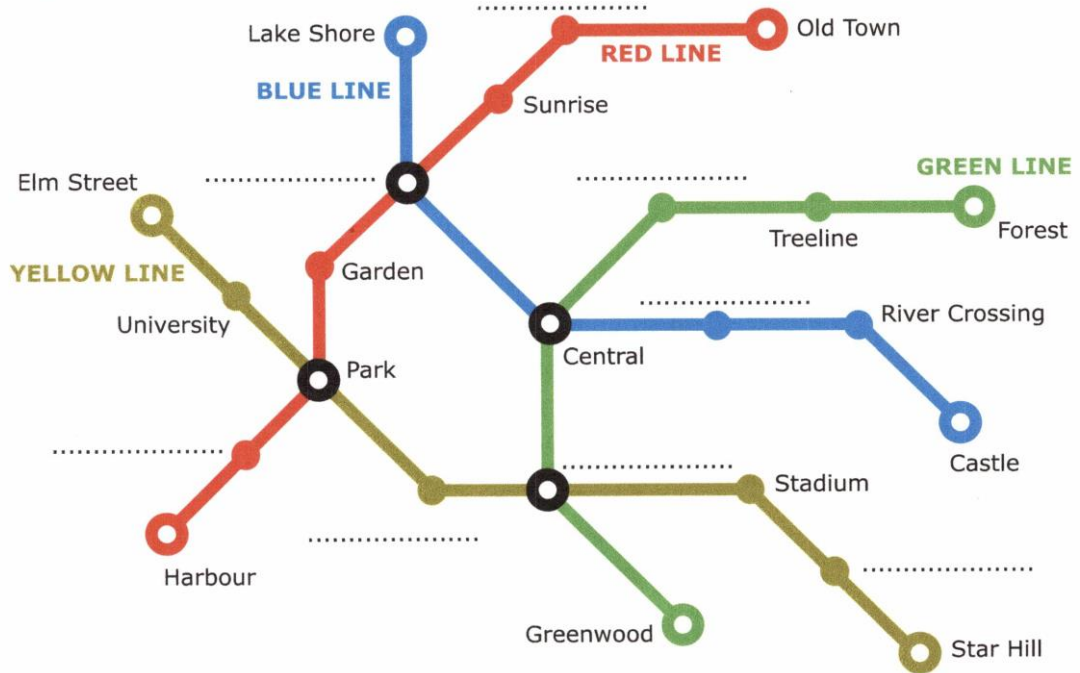
TEACH THIS
WORKSHEETS, ACTIVITIES & GAMES

Student B

Lake Shore
BLUE LINE
Old Town
RED LINE
Sunrise
GREEN LINE
Elm Street
Treeline
Forest
YELLOW LINE
Garden
River Crossing
University
Central
Park
Castle
Stadium
Harbour
Greenwood
Star Hill

Take it in turns to ask your partner how to get to each destination below using the phrases in the box. Listen to your partner's directions and write each station name on the train map above.

B: I'm at .....*Sunset*...... How do I get to ....*Stadium*.....?
A: Get on the ....*Red*........ Line bound for ....*Old Town*....
   Change to the ......*Yellow*...... Line bound for .....*Star Hill*..... at ....*Park*.......
   Ride for ....*three*....... stop(s). Get off at .....*Stadium*....

2. You are at **Old Town**. You want to get to **Second Street**.

4. You are at **Lake Shore**. You want to get to **Market Street**.

6. You are at **Castle**. You want to get to **Ben's Farm**.

8. You are at **Central**. You want to get to **Sunset**.

10. You are at **Market Street**. You want to get to **Old Ferry**.

12. You are at **Old Ferry**. You want to get to *Seven Sisters*.

14. You are at **River Crossing**. You want to get to **East Hill**.

16. You are at **Sunrise**. You want to get to **Mornington**.

45

Crossville SPRING
| 97 Students |

Overall Program Ratings & Impressions

Site ID: Crossville   Observer ID: S. Hargett   Date: 4-25-23

(To be completed at the end of your observation visit)

IOT = 80%

K-3 - 580
94.9% - Another
59. English Lab

Locations Observed *(check location(s) that apply)*
- [X] Classroom
- [X] Cafeteria
- [X] Gym
- [ ] Outdoors Not to day - Work outside   Construction
- [ ] Library
- [ ] Off-Site
- [ ] Other (please describe) _____

Bus leaves 9:00
Load 4:45
100 hours total

A. Program Space Supports Goals of Program	Rating				
1 The space is accessible to all youth and staff.	1	2	3	(4)	
1= Youth are excluded from activity due to limitations in environment					
2 Books, games and other program equipment are in good working condition.	1	2	3	(4)	
1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)					
3 The environment is conducive to learning.	1	2	3	(4)	
(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)					
1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)					
4 Space is well organized.	1	2	(3)	4	
(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)					
1=(Ex: Space is cluttered, too crowded, disorganized.)					
5 If program has own space, the indoor space reflects the work of youth.	1	2	3	4	(N/A)
All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)					
1=No youth products or artwork are displayed.					
6 If program has own space, materials reflect a wide variety of backgrounds, experiences (abilities, cultures, ethnicities, races and/or religions).*	1	2	3	4	(N/A)
Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)					
1=Visible materials do not reflect a diversity of backgrounds.					

1 child - 3:15 Just Started
1st - Gym - 30
2nd Grade 3 Teachers
JJ, Stretch (Hour)
60 Exercise
Encouragement
Work with child in wheel chair
1 - 2/st 2 - Lit.
K - Group Homework Reading
Individual Worksheet U
7 - IT - LA
Floats

Field Notes:

4:45 All Cafeteria

1st Grade Homework 9 Kids
9 - T - 1 STARFALL
Aide Floating

IPADS Put up for Lesson
3 Group 2nd. Homework
Coding - Color By Name
Group - Fold 26
Use half dff

Children Engaged
Children Checking Out

Item Format
Bold: Anchor and/or (Example) of a "4" rating
1=: Anchor and/or (Example) of a "1" rating

Rating Scale:
1-Not True 2-Somewhat True
3-Mostly True 4-Very True

Rotate Thru PE   Art + Must

Coloring airplane by number
01 000 10 - BLUE all different   8 Kids?

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Overall Program Ratings & Impressions

Site ID: *Crossville* Observer ID: *S. Hargett* Date: **4-25 23**

(To be completed at the end of your observation visit)

Important Note: Observers should base ratings for the following Program Schedule and Offering items ONLY on what they observed during the actual site visit. Observers who are familiar with the program need to exercise even greater care to avoid basing their ratings on pre-knowledge of program schedules and practices.

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2 **Program day flows smoothly and is organized.** (Ex: Clear routines or rituals, day flows very smoothly, staff stay focused on youth—not on fixing problems.) 1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)	1 2 3 ④
3 **Program offers youth a balance of activities and a variety of experience:** (Ex: Both structured and unstructured time, quiet and active times, social and private times.) 1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)	1 2 3 ④
4 **Program offers youth a balance of instructional approaches.** (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) 1=Only one instructional approach was observed. (Ex: All adult directed.)	1 2 ③ 4
5 **Program day offers a balance of group sizes.** (Ex: Some time in large groups, some small, clear parts of the day to be alone or with just one or two friends.) 1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)	1 2 3 ④

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating
1=: Anchor and/or (Example) of a "1" rating

Rating Scale:
1-Not True 2-Somewhat True
3-Mostly True 4-Very True

27

Gr. K-8, rev. Fall 2019

Overall Program Ratings & Impressions

Site ID: *Crossville* Observer ID: S. Hargett Date: 4-25-22

(To be completed at the end of your observation visit)

C. Overall Ratings of Social-Emotional Environment	Rating				
1 **Staff can communicate with youth and/or their families in their home language(s).** *1 = Staff can not communicate with youth and families.*	1	2	(3)	4	N/A
2 **Staff-youth interactions (manner, affect, tone) are positive and respectful.** (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1	2	3	(4)	
3 **Staff apply rules and limits equitably and consistently to youth.** Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	1	2	3	(4)	
4 **Staff are respectful and supportive of one another, cooperate with one another.** (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) *1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)*	1	2	3	(4)	
5 **Youth are kind, respectful and inclusive of each other.** Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1	2	3	(4)	
6 **When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.** (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1	2	3	4	(N/A)
7 **When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.** Staff intervene quickly and facilitate youth-youth conflict resolution. *1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)*	1	2	3	4	(N/A)

Aide + Translator

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:
1-Not True 2-Somewhat True
3-Mostly True 4-Very True

28

Gr. K-8, rev. Fall 2019

48

21st CCLC of Crossville Elementary Lesson Plan

Teacher: Hughes

Title of Lesson: Unplugged Coding Technology & Telecom.	Grade Level(s): K, 1, ②, 3, 4, 5, 6, 7, 8
	Date(s) for Lesson(s):
Standard(s) Addressed: SS.AAS.K.10	4-25-23

Program Activities: (Circle any that apply)
Moby Max, Robotics, STEM/STEAM, Music, Health, English Language Acquisition, Gardening, Drama, Fitness, Cooking, Career Choices, Terracycle Recycling
Other:_____

21st CCLC Goal(s)/Objective(s) Addressed in Lesson (Circle the Goal this lesson meets)	STEAM Area(s) Addressed in Lesson: (Circle the area address and give a brief description of how it meets that area. Example- Math- measured towers)
Goal 1:Academic Enrichment ⟵circled	S- Science-
Goal 2:Daily School Attendance	T-Technology- ⟵circled
Goal 3:STEM/Robotics ⟵circled	E-Engineering - ⟵circled
Goal 4:Parental Involvement	A- Art-
Goal 5:Behavior throughout the school day.	M- Math -
Goal 6:Partnerships throughout the community.	Device Used: iPads, Chromebooks, Kindles, Smart Board, OneScreen, light table, Osmo, cubelets, other:_____

PE: Resources: Catch Kids Club, Skillastics, other_____
Lesson #_____ Activity Name:_____

Materials Needed: STEM Activity
- ASCII sheet, Color By Coding sheet, and coloring sheet
- crayons

Activities: (Brief description of what the students will be doing and learning. How is it useful?)
- Introduce "Color By Coding" and ASCII terminologies.
- We will figure out the colors used in this color by numbers sheet by matching ASCII code sheet and Decimal Sheet

Follow-up Activity/Reflection:

Assessment/Verification:
Assessment based on picture colored correctly

Outcome/Evaluation Notes: (What worked? What would you change for next year?)
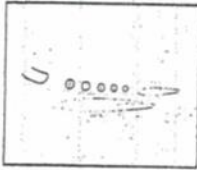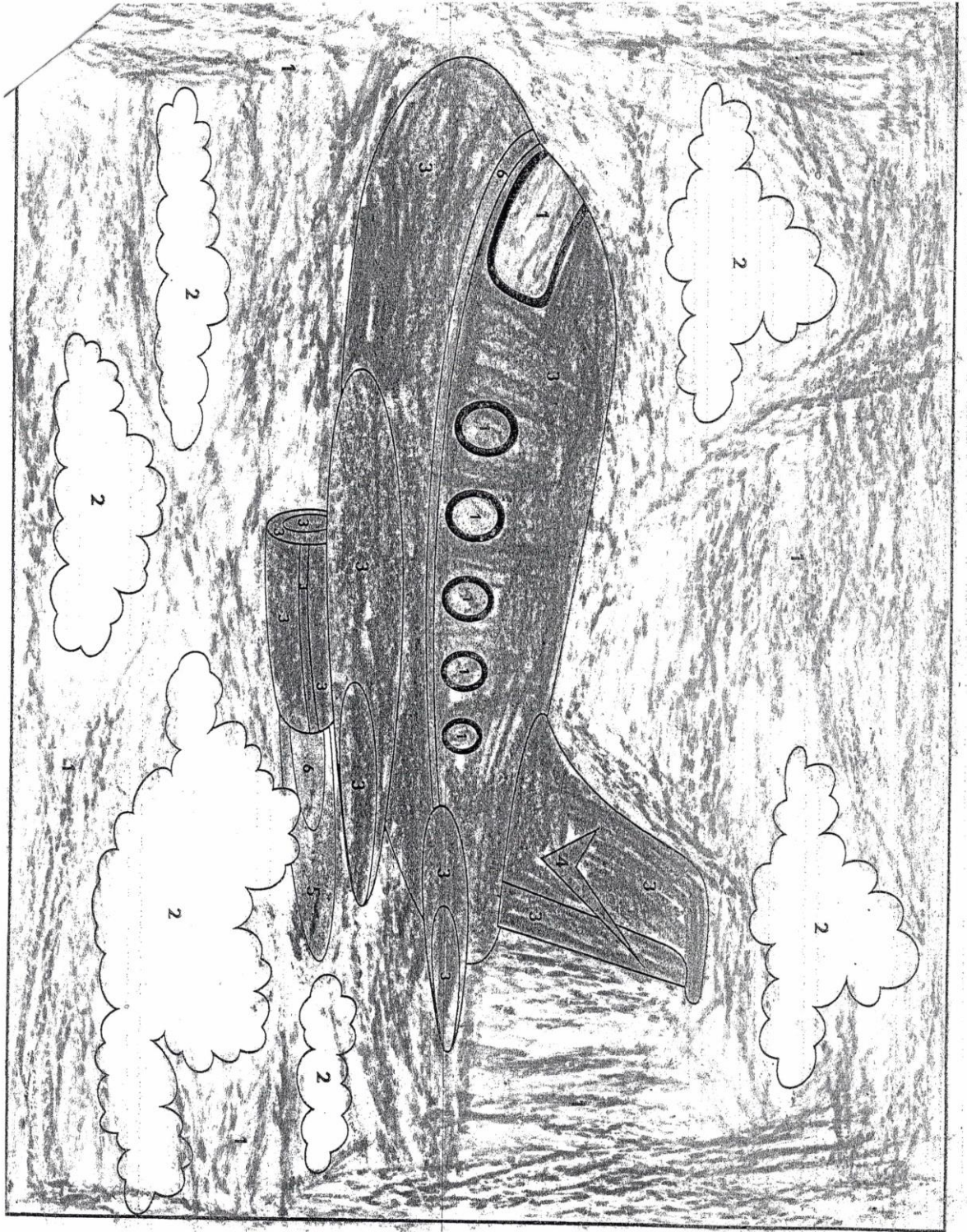
COLOR BY CODING

WHAT IS ASCII?

ASCII is the most common format for text files for computers and the Internet. It stands for American Standard Code for Information Interchange and uses numbers to represent letters and special characters. The binary version uses only zeros and ones in a 8 bit (or digit) pattern. The decimal version uses two digit numbers.

INSTRUCTIONS

Figure out the colors in this color by number coloring page by finding the matching letters on the ASCII code sheet **DECIMAL** column. Then color the picture with the numbers noted on the picture.

| 1 = | B | L | U | E | |
| --- | 66 | 76 | 85 | 69 | |

| 2 = | W | H | I | T | E |
| --- | 87 | 72 | 73 | 84 | 69 |

| 3 = | G | R | E | Y | |
| --- | 71 | 82 | 69 | 89 | |

| 4 = | R | E | D | | |
| --- | 82 | 69 | 68 | | |

| 5 = | O | R | A | N | G | E |
| --- | 79 | 82 | 65 | 78 | 71 | 69 |

| 6 = | Y | E | L | L | O | W |
| --- | 89 | 69 | 76 | 76 | 79 | 87 |

CHARACTER	DECIMAL
A	65
B	66
C	67
D	68
E	69
F	70
G	71
H	72
I	73
J	74
K	75
L	76
M	77
N	78
O	79
P	80
Q	81
R	82
S	83
T	84
U	85
V	86
W	87
X	88
Y	89
Z	90

21st CCLC of Crossville Elementary Lesson Plan

Teacher:

Title of Lesson:	Grade Level(s): (K) 1, 2, 3, 4, 5, 6, 7, 8
Language Skills- On.K	Date(s) for Lesson(s):
Standard(s) Addressed: Cos .8 OS 3.36	4 - 25 - 23

Program Activities: (Circle any that apply)
Moby Max, Robotics, STEM/STEAM, Music, Health, (English Language Acquisition) Gardening, Drama, Fitness, Cooking, Career Choices, Terracycle Recycling
Other:_____

21st CCLC Goal(s)/Objective(s) Addressed in Lesson (Circle the Goal this lesson meets)	STEAM Area(s) Addressed in Lesson: (Circle the area address and give a brief description of how it meets that area. Example- Math- measured towers)
(Goal 1:) Academic Enrichment Goal 2: Daily School Attendance Goal 3: STEM/Robotics Goal 4: Parental Involvement Goal 5: Behavior throughout the school day. Goal 6: Partnerships throughout the community.	S- Science- T-Technology- E-Engineering - A- Art- M- Math - **Device Used:** iPads, Chromebooks, Kindles, Smart Board, OneScreen, light table, Osmo, cubelets, other:_____

PE: Resources: Catch Kids Club, Skillastics, other_____
Lesson #_____ Activity Name:_____

Materials Needed:
Sound cards, journals, letter tiles

Activities: (Brief description of what the students will be doing and learning. How is it useful?)
Students will practice letter sounds. The will practice encoding + decoding words. They will then take those sounds + words and use them in a sentence. They will pick out parts of speech + discuss Vocabulary words.

Follow-up Activity/Reflection:

Assessment/Verification:
Student will record + practice in their journal.
Student will be able to accurately + fluently read decodable w/ onk words.

Outcome/Evaluation Notes: (What worked? What would you change for next year?)
add more we do example words.

iSPIRE   **S.P.I.R.E.**

Lesson Planner

1. Phonogram Cards   5 minutes

Review Phonograms:

1-35

Decodable & Sight Words:

Introductory Lesson

New Concept: 36   Key Word: honk

2. Phonological Awareness   5 minutes

☐ Rhyme   ☐ Deletion

■ Sound Providing   ☐ Substitution

☐ Sound Categorization   ☐ Blending

☐ Segmentation: Words:

bonk, honk, bonk, (to _____)

conk, long, song, (to _____)

bonk, conk (to _____)

_____ (to _____)

3. Word Building   5 minutes

■ Letter Tiles   ☐ Phoneme/Grapheme

1. honk
2. bonk
3. conk
4.   (onk, h, b, c)
5.

4. Decoding and Sentence Reading   10 minutes

CODE: — vowels
       ⌢ silent e
       ◡ teams
       ☐ suffix/prefix
       | syllables

5. Prereading   5 minutes

Phoneme–Grapheme Analysis Word:
honk

Reinforcing Lesson: Background Knowledge:

6. Reading   15 minutes

Introductory   *Reinforcing*

Word Find pg. 269   Reading Selection:

Sentences:

1. The van can honk.
2. The cab did conk.   Graphic Organizer:
3. Honk, honk went the ca
4. The van did honk at the
5. Sam did bonk his cap o

7. Sound Dictation   2 minutes

1. onk   6. onk
2. o   7. e
3. onk   8. ank
4. a   9. ung
5. ong   10. onk

8. Prespelling   3 minutes

Word: honk

9. Spelling   5 minutes

1. honk   6. conk
2. bonk   7. honk
3. conk   8. bonk
4. honk   9. conk
5. bonk   10. honk

10. Sentence Dictation   5 minutes

1. The van can honk.
2. The cat did conk the rat as it ran.

Independent Work

Activity: pg. 270-271

Decodable Reader: Dash on the Path

Assessment

21st CCLC of Crossville Elementary Lesson Plan

Teacher: Davis

Title of Lesson: (Catch Kids) Skills + Drills **Standard(s) Addressed:** P.K.3	**Grade Level(s):** K, 1, 2 (3) 4, 5, 6, 7, 8 **Date(s) for Lesson(s):** 4-25-23

Program Activities: (Circle any that apply)
Moby Max, Robotics, STEM/STEAM, Music, Health, English Language Acquisition, Gardening, Drama, Fitness, Cooking, Career Choices, Terracycle Recycling
Other:_____

| 21st CCLC Goal(s)/Objective(s) Addressed in Lesson (Circle the Goal this lesson meets)
 Goal 1: Academic Enrichment
 Goal 2: Daily School Attendance
 Goal 3: STEM/Robotics
 Goal 4: Parental Involvement
 Goal 5: Behavior throughout the school day.
 Goal 6: Partnerships throughout the community. | **STEAM Area(s) Addressed in Lesson:** (Circle the area address and give a brief description of how it meets that area. Example- Math- measured towers)
 S- Science-
 T-Technology-
 E-Engineering -
 A- Art-
 M- Math -
 Device Used: iPads, Chromebooks, Kindles, Smart Board, OneScreen, light table, Osmo, cubelets, other:_____ |

PE: Resources: Catch Kids Club, Skillastics, other_____
Lesson #_____ Activity Name: Skills + Drills

Materials Needed:
teachers + students

Activities: (Brief description of what the students will be doing and learning. How is it useful?)
teacher led arm movements in sets of 5 three times each

Follow-up Activity/Reflection: reviewing drills on each arm movements

Assessment/Verification:
observation

Outcome/Evaluation Notes: (What worked? What would you change for next year?)

Game. Changing. Sport lessons.

Warming-up & stretching routines for any P.E lesson

It's great practice to get your kids in the habit of warming up and ready for their exciting **P.E lessons** (https://www.teacherspayteachers.com/Store/Prime-Coaching-Sport), as well as stretching after physical activity. You can use it as a tool to teach about different muscles in the body, and how they are used in various functions. Learning the proper names is also a fun spelling challenge in itself, for example…

o   Calfs › *'Gastrocnemius'*
o   Arms › *'Biceps' & 'triceps'*
o   Legs › *'Quadriceps' (front) & 'hamstrings' (back)*
o   Bottom › *'Gluteus Maximus'*

Have your students follow these simple exercises below (& watch the instructional videos), then play a quick **warm up game** (https://primecoachingsport.wordpress.com/2017/04/13/8-great-warm-up-games-for-grades-3-6/) before moving onto **skills & drills** (https://primecoachingsport.wordpress.com/2016/11/11/kindergarten-sport-the-complete-package/).

Summer

Overall Program Ratings & Impressions

Site ID: *Crossville*   Observer ID: *S. Hargett*   Date: *6-15-23*

(To be completed at the end of your observation visit)   *1:56*

Locations Observed (check location(s) that apply)

☐ Classroom   *Kids # 105*   *Combined with*
☐ Cafeteria   *Staff 31*   *Literacy Program*
☐ Gym
☐ Outdoors
☐ Library
☒ Off-Site *Farm Field Trip*
☐ Other (please describe) _____

A. Program Space Supports Goals of Program	Rating				
1 The space is accessible to all youth and staff.	1	2	3	(4)	
1= Youth are excluded from activity due to limitations in environment					
2 Books, games and other program equipment are in good working condition.	1	2	3	(4)	*Did not see today but discussed*
1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)					
3 The environment is conducive to learning.	1	2	3	(4)	
(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)					
1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)					
4 Space is well organized.	1	2	3	(4)	
(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)					
1=(Ex: Space is cluttered, too crowded, disorganized.)					
5 **If program has own space**, the indoor space reflects the work of youth.	1	2	3	4	(N/A)
All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)					
1=No youth products or artwork are displayed.					
6 **If program has own space**, materials reflect a wide variety of backgrounds, experiences (abilities, cultures, ethnicities, races and/or religions).	1	2	3	4	(N/A)
Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)					
1=Visible materials do not reflect a diversity of backgrounds.					

Field Notes:

2 Buses - Barn Swallows.
Mrs. Gyillion - Farm Life - Mamaw + Papa
Thorough going over instructions

more activities

Item Format
Bold: Anchor and/or (Example) of a "4" rating
1=: Anchor and/or (Example) of a "1" rating

Rating Scale: 26
1-Not True 2-Somewhat True
3-Mostly True 4-Very True

Gr. K-8, rev. Fall 2019

Saturday October open to Public

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Overall Program Ratings & Impressions

Site ID: _Crossville_   Observer ID: _S. Hargett_   Date: _6-15-23_
(To be completed at the end of your observation visit)

Important Note: Observers should base ratings for the following Program Schedule and Offering items ONLY on what they observed during the actual site visit. Observers who are familiar with the program need to exercise even greater care to avoid basing their ratings on pre-knowledge of program schedules and practices.

B. Overall Ratings of Program Schedule & Offerings	Rating
1 Program pace is relaxed and flexible. (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff plan for and notify youth about transitions. They give youth more time, when needed.) *1=Program pace is very rushed and rigid.*	1 2 3 (4)
2 Program day flows smoothly and is organized. (Ex: Clear routines or rituals, day flows very smoothly, staff stay focused on youth—not on fixing problems.) *1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)*	1 2 3 (4)
3 Program offers youth a balance of activities and a variety of experience (Ex: Both structured and unstructured time, quiet and active times, social and private times.) *1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)*	1 2 3 (4)
4 Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) *1=Only one instructional approach was observed. (Ex: All adult directed.)*	1 2 3 (4)
5 Program day offers a balance of group sizes. (Ex: Some time in large groups, some small, clear parts of the day to be alone or with just one or two friends.) *1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)*	1 2 3 (4)

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale: 27
1-Not True 2-Somewhat True
3-Mostly True 4-Very True

Gr. K-8, rev. Fall 2019

Overall Program Ratings & Impressions

Site ID: _Crossville_   Observer ID: _S. Hargett_   Date: _6-15-23_

(To be completed at the end of your observation visit)

C. Overall Ratings of Social-Emotional Environment	Rating				
1 Staff can communicate with youth and/or their families in their home language(s). *1 = Staff can not communicate with youth and families.*	1	2	③	4	N/A
2 Staff-youth interactions (manner, affect, tone) are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1	2	3	④	
3 Staff apply rules and limits equitably and consistently to youth. Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	1	2	3	④	
4 Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) *1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)*	1	2	3	④	
5 Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1	2	3	④	
6 When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention. (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1	2	3	4	Ⓝ/Ⓐ
7 When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene. Staff intervene quickly and facilitate youth-youth conflict resolution. *1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)*	1	2	3	4	Ⓝ/Ⓐ

Field Notes:

<u>Item Format</u>

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:
1-Not True 2-Somewhat True
3-Mostly True 4-Very True

28

Gr. K-8, rev. Fall 2019

59

Overall Program Ratings & Impressions

Emergency ^Bus left late

Site ID: Observer ID: Leather etc   Date:

Notes:

Beef Cattle
Going over uses of Cows - Papaw cow valve in heart.
Dairy Cows - products - butter - churn - town once a year.
Homogenized - Churn 45 min + 1 hour- chant Butter Come
Types of Cows - Blowing Horn. Waited on a Butter Cake
Chewing Cud - cows bottom teeth - children very attentive
Parts of Cows registered grass - milk a real cow
Gummy Bears Stomach, Hoof of Cow - Gelatin - 11 Kids to hold a letter
12 Students with letters - sounds put then in order
AGRICULTURE - a business deals with national resources on Earth
Greer Ed - Top 3 industries in Alabama (Space, Autos, Ag)
Shro Gallon Container in Refig. Holstein (15 gal per day) (utter 6 to 8)
+ not a lot of cream - (Jersy + Guisy -6 to 8)
Jell Blossum - Heifer-
Horses - Terms - most used recreation (used to be travel)
Farmers - Quarter - Little John - miniature horse -
Elvira + Little Princess - Large - Perchumruns -
Dronkey - Blue Boy - Jerusalem - Minerature
Mules - Amos Bartholmew
Talking Loud but contained quickly
Sheep - Mary - Fur rolls off   Keep them back Surprised
GOATS - Little Bit - Pygmy Goat - Babies drink in allergic
Chickens - one egg a day - Bantams - rooster - colorful.)
Geraldyne + Gerald - neck to neck chickens (egg + meat)
Polish Rooster   Pigs - Petunia -   Do not touch animals
Ducks   Daisy   on face.
Turkeys-
Rabbits   I - Shirt - I milked
Clarabell - Dairy Cow.   a Cow
Divide Groups in two groups -
Fishing, milk cows, hay ride -
Kindergarten + Literacy - El   White trip Shirts
1st - Literacy + El   Gray -
2nd   Site Coordinator - Taunrya Bobo
2nd 21st CCLC   Evaluator: Susan Hargett

29

Program (LEA/CBO): _____ Dekalb County _____ Site: _____ Crossville Elementary _____

Location of Trip (Complete Address): **Gullion Farms** **701 Peck Hollow Rd.** **Somerville, AL 35670**	Field Trip Destination: Gullion Farms Depart time: 8:30 Return time: 4:30
Date of Field Trip: 6/15/23	Mode of Transportation: **Public School Bus** Walking (Circle One) Charter Bus

Explain how this trip meets at least one of your goals included in your grant application. This field trip meets our goals #2 Increase attendance & #4 Improve student behavior. By providing hands-on activities that are interactive, enjoyable and project based increases student interest in school.

Agenda (Include times of activities including the time you leave school and the time you arrive back at school:
8:15-8:30 - Travel to Gullion Farms; 9:30 - 11:30 - Divide into groups for stations: #1 milk cow #2 petting zoo #3 hatching lesson; #4 fishing 11:3-12:00 - CNP Lunch; 12:00-2:00 #5 pony rides, #6 hayride, #7 horse drawn wagon; 2:00-2:15 - snack; 2:15-3:00 - Zip Lines; 3:00 - 3:15 Load buses; 3:15-4:30 - Travel back to CES; 4:30 Unload buses.

Educational Preparatory/Prior-Learning Activities- What is done to prepare students for this learning experience? USDA visit with rain/soil simulator, Farming/Agricultural books and lessons, Realtia - Farm Equipment (All prepares us for this working farm field trip.)

Learning Standards (Include standards for all grades attending the trip):
Kindergarten - SCI K.3- Distinguish between living and nonliving things and verify what living things need to survive (e.g., animals needing food, water, and air; plants needing nutrients, water, sunlight, and air). SCI.AAS.K.3- Sort a group of items based on whether the items are living or nonliving. 1st grade - SCI.1.7-Make observations to identify the similarities and differences of offspring to their parents and to other members of the same species (e.g., flowers from the same kind of plant being the same shape, but differing in size; dog being same breed as parent, but differing in fur color or pattern).SCI.AAS.1.7-Identify similarities and differences between parents and offspring in animals.SCI.AAS.1.6- Identify ways parents and their babies communicate to help babies survive and grow. 2.L.5: The student will demonstrate an understanding of how the structures of animals help them survive and grow in their environments. 2.L.5A.1 Obtain and communicate information to classify animals (such as mammals, birds, amphibians, reptiles, fish, or insects. SCI.3.5- Obtain and combine information to describe that organisms are classified as living things, rather than nonliving things, based on their ability to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.

Follow-Up Assessment/Activities (must be more than a discussion): FARM DAY with various activities/chores/stations ex. #1 Read "Click, Clack, Moo" #2 Chicken craft, #3 Beekeepers visit, #4 Cotton book #5 hayride #6 Farming music/Barn Dance #8 Barrel racing game #9 Day in the Life of a Farmer.

21st CCLC of Crossville Elementary Lesson Plan

Teacher: April Hart

Title of Lesson: Kinds of Animals & their Needs	**Grade Level(s):** K, 1, ②, 3, 4, 5, 6, 7, 8
Standard(s) Addressed: 2.L.5 2.S.1A.8 2.S.1B.1 2.L.5A.1 2.S.1A.1	**Date(s) for Lesson(s):** June 12-14, 2023

Program Activities: (Circle any that apply)
Moby Max, Robotics, STEM/STEAM, Music, Health, English Language Acquisition, Gardening, Drama, Fitness, Cooking, Career Choices, Terracycle Recycling
Other:_____

21st CCLC Goal(s)/Objective(s) Addressed in Lesson (Circle the Goal this lesson meets)	**STEAM Area(s) Addressed in Lesson:** (Circle the area address and give a brief description of how it meets that area. Example- Math- measured towers)
Goal 1: Academic Enrichment	S- Science-
Goal 2: Daily School Attendance	T-Technology-
Goal 3: STEM/Robotics	E-Engineering -
Goal 4: Parental Involvement	A- Art-
Goal 5: Behavior throughout the school day.	M- Math -
Goal 6: Partnerships throughout the community.	**Device Used:** iPads, Chromebooks, Kindles, Smart Board, OneScreen, light table, Osmo, cubelets, other:_____

PE: Resources: Catch Kids Club, Skillastics, other_____
Lesson #_____ Activity Name:_____

Materials Needed: Game Cards   Videos
Island Poster   notebooks
Animal Cards
Chart Paper

Activities: (Brief description of what the students will be doing and learning. How is it useful?)
Teams play Survivor Game p. 3 directions (Engage) 2) (Explore) group animals such as mammals, reptiles etc. 3) Video on animal 4) Research animal on chromebooks 5) Explain the groups animal + their characteristics

Follow-up Activity/Reflection:

Assessment/Verification:
Observation + Sharing

Outcome/Evaluation Notes: (What worked? What would you change for next year?)

Kinds of Animals and Their Needs– Grade 2, Level 1

Lesson Overview

In this lesson, students will learn what animals need to live and grow and how their environment helps them to meet those needs. Through research and discussion, the students will understand that animals can be classified into categories (mammals, birds, amphibians, reptiles, fish and insects) based on similar characteristics.

Alignment

Standard/Indicator Addressed

2.L.5: The student will demonstrate an understanding of how the structures of animals help them survive and grow in their environments.

2.L.5A.1 Obtain and communicate information to classify animals (such as mammals, birds, amphibians, reptiles, fish, or insects) based on their physical characteristics.

Science and Engineering Practices

2.S.1A.8 Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations using oral and written language.

2.S.1A.1 Ask and answer questions about the natural world using explorations, observations, or structured investigations.

Performance Indicators: Students who demonstrate this understanding can:

2.S.1B.1 Construct devices or design solutions to solve specific problems or needs: (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions, (3) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices or solutions solved the problem, and (6) communicate the results.

Lesson Plan

Time Required – 8 days (1 day equals 45 minutes)

- Be aware of any students who have sensitivity to sunlight and limit their exposure in the sun.

Engage

1. Divide the class into pairs and tell them that they will be playing the "Survivor Game".
2. Show the children a picture of an island and discuss with them what an island is.
3. Spend a few minutes explaining what survivor and deserted mean.
4. Tell students to imagine that they will have to live alone on a deserted island for a month.
5. Ask students to think about what they might need to take with them in order to survive.
6. Give each pair of students a bag of survivor items (described in the teacher preparation under instructional considerations).
7. Have the pairs to sort the cards into two groups—the items they would need on the island to survive and the items they don't need to survive.
8. After pairs have sorted their cards, allow students to share which items they selected for the "need" pile and why they chose those items.
9. Explain to the children that for the next few days they will investigate what different animals need to survive and how animals can be sorted into groups based on how they are similar.

- Explore
- Explain to the children that animals can be sorted into groups and that all the animals in each group are alike in some ways. Show the children examples of each of the groups (mammals, birds, amphibians, reptiles, fish, and insects) and use the characteristics from the Science Support Document (on page three of this module) to describe the animals.
- Divide students into small groups (three to four students). Assign each group an animal from one of the six groups (mammals, birds, amphibians, reptiles, fish, and insects). Try to choose an animal that students will be familiar with (preferably one that is native to South Carolina) and that correlates with books, videos, technology and/or other resources that you have readily available.
- Give each group a picture of the animal that you have assigned that group.
- Explain to students that they will become "research scientists" to find information about what their animal needs in order to survive, how its environment helps it meet those needs and the type of animal that it is.
- Ask students to brainstorm how scientists might "research" to find information. Use this as an opportunity to introduce a variety of research strategies.
- Give each student a copy of the "Animal Research" sheet to complete as they are doing their research. Tell the students that everyone in the group should complete the sheet. Encourage them to tape the sheets into their science ,

Disciplinary Vocabulary – survivor, deserted island, sorting, similar, mammal, bird, amphibians, reptiles, fish, insects, characteristics, research, environment, basic needs, classifications

Materials Needed:

- Bags of "Survivor Game" cards (see lesson preparation – 1 per pair of students)
- Picture or poster of an island
- Pictures of animals from each of the six classifications (mammals, birds, amphibians, reptiles, fish, and insects)
- "Animal Research" sheets (1 per student)
- Poster/chart paper (1 per group of 3-4 students)
- Crayons
- Markers
- Non-fiction texts/books, videos, websites, etc. on animals for student research
- Student science notebooks
- Pencils

Formative Assessment Strategies: Student dialogue, Check for Understanding, brainstorming, student notebooking, research

Misconceptions:

Young children have many misconceptions about the animal kingdom. Some common misconceptions include:

- People are not animals.
- Things are living only if they can move, breathe, eat and drink.
- Birds, fish, insects, worms are not animals.
- All animals can move from place to place
- All animals are four-footed or furry.
- All animals are wild.
- Animals are large and are found in zoos, on farms and in homes as pets.
- All animals live on land.
- Insects cannot live in water.
- Spiders are insects.
- Fish do not need air and they sleep with their eyes closed.

Safety Note(s):

- Have students read texts/books, watch videos, visit the school library, conduct online searches, etc. to help them find the answers to the questions on their "Animal Research" sheet.
- Have the students prepare a chart/poster to present the information they find to the class. Instruct them to include an illustration (drawing or photo) of the animal in its environment. Let them know that they will also need to include the information from their research sheet on the poster. Tell the students that everyone in the group should have a part in the presentation of their poster to the class.

  - Have students discuss questions like those below: (You may want to post these on the board/poster, etc.)
  - To which group of animals does your animal belong? What makes you think so?
  - Where might this animal live?
  - What do you notice about this animal that helps it to live in this place?
  - What might this animal eat? Why?
  - What other things do you notice about this animal?

- Explain to students that they will become "research scientists" to find information about what their animal needs in order to survive, how its environment helps it meet those needs and the type of animal that it is.
- Ask students to brainstorm how scientists might "research" to find information. Use this as an opportunity to introduce a variety of research strategies.
- Give each student a copy of the "Animal Research" sheet to complete as they are doing their research. Tell the students that everyone in the group should complete the sheet. Encourage them to tape the sheets into their science notebooks for easy access throughout the research period.
- Have students read texts/books, watch videos, visit the school library, conduct online searches, etc. to help them find the answers to the questions on their "Animal Research" sheet.
- Have the students prepare a chart/poster to present the information they find to the class. Instruct them to include an illustration (drawing or photo) of the animal in its environment. Let them know that they will also need to include the information from their research sheet on the poster. Tell the students that everyone in the group should have a part in the presentation of their poster to the class.

Explain

- Once the research is done and posters are completed, have each group present their posters to the class.

- When a group has finished their presentation, allow other students to ask questions about the presenting group's animal.
- After all groups have presented their posters, review the basic needs of animals with the class. Include how the animal's environment provides for those basic needs.
- Review the classifications of animals (mammals, birds, amphibians, reptiles, fish, and insects) and the characteristics of each group.
- Using the sample pictures from step one under the explore phase of this module, have the students to identify the kind of animal (mammal, bird, amphibian, reptile, fish, or insect) each of the pictures show and what that animal's basic needs are.

Survival Cards
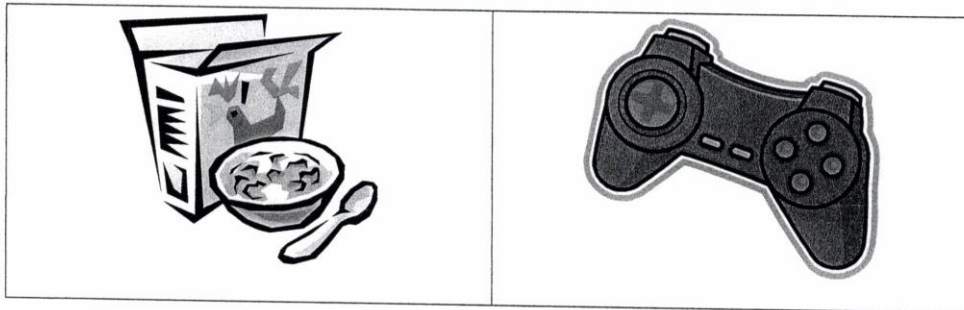
Animal Research Sheet

Name of Animal:	
Describe the animal.	
Is it a bird, fish, mammal, reptile, amphibian or an insect?	
Where does it live?	
What things in its environment help it to live and grow?	

What does it eat?	
How does it protect itself?	
What other interesting facts did you find about this animal?	

69

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Animal Parents and Their Young | Hero Elementary™

Classroom Resource Information

Title:	Animal Parents and Their Young | Hero Elementary™
URL:	https://aptv.pbslearningmedia.org/resource/animal-parents-and-their-young-media-gallery/hero-elementary/
Content Source:	PBS
Type:	Learning Activity
Overview:	In these *Hero Elementary* activities, children learn that animals have offspring that are very much—but not exactly—like their parents. This includes humans too! Children observe and describe how animal parents and babies are alike and not alike, and they look for patterns.
Content Standard(s):	

Science SC2015 (2015) Grade: 1	7) Make observations to identify the similarities and differences of offspring to their parents and to other members of the same species (e.g., flowers from the same kind of plant being the same shape, but differing in size; dog being same breed as parent, but differing in fur color or pattern).

⊞ **NAEP Framework**

NAEP Statement::
L4.6: Plants and animals closely resemble their parents.

⊞ **Unpacked Content**
ⓘ

Scientific And Engineering Practices:
Constructing Explanations and Designing Solutions

70

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ALEX Classroom Resou

Submit   **Login**

Young Animals Live and Grow | Hero Elementary™

Classroom Resource Information

Title:	Young Animals Live and Grow	Hero Elementary™
URL:	https://aptv.pbslearningmedia.org/resource/young-animals-live-and-grow-media-gallery/hero-elementary/
Content Source:	PBS
Type:	Learning Activity
Overview:	In these *Hero Elementary* activities, children learn about the things that animals and their offspring do that help the young survive. Children observe and gather information from texts and media. They look for patterns and kinds of behavior. What do some animals do to help their offspring survive? What don't some animals do?
Content Standard(s):	

Science SC2015 (2015) Grade: 1	6) Obtain information to provide evidence that parents and their offspring engage in patterns of behavior that help the offspring survive (e.g., crying of offspring indicating need for feeding, quacking or barking by parents indicating protection of young).

⊞ **NAEP Framework**

NAEP Statement::
L4.3: Organisms interact and are interdependent in various ways, including providing food and shelter to one another. Organisms can survive only in environments in which their needs are met. Some interactions are beneficial; others are detrimental to the organism and other organisms.

NAEP Statement::
L4.7: Different kinds of organisms have characteristics that enable them to survive in different environments. Individuals of the same kind differ in their

71

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dshargett@aol.com

SUMMARY OF PROFESSIONAL QUALIFICATIONS
Educational Administration, Research, and Evaluation Major
Ph.D. in Educational Administration, Research, and Evaluation - University of Alabama
Psychometrist and Evaluation Trained to Assess Ages 2-Adults on Developmental Tests

EVALUATION COURSES COMPLETED
Measurement and Evaluation
Program Evaluation
Research Methods and Design
Qualitative Research Methods
Educational Administration
Certified Grants Specialist and Consultant
Certified Grants Evaluator
QRS Software

EDUCATION
2005 – Doctor of Philosophy, (Ph.D.) in Educational Administration, Research, and Evaluation – University of Alabama
2000-2005 – Grant Seminars, Certified Grants Specialist, Administrator, Reviewer, Evaluator, Consultant, Columbia, South Carolina.
1999 – Educational Specialist, (Ed.S.) in Educational Leadership – University of North Alabama
1997 – Master's Certification (M.A.) in Educational Leadership, University of North Alabama, Florence, Alabama
1985 – Master's Certification (M.A.) in Counseling and Psychometrics, University of North Alabama, Florence, Alabama
1977 – Master's Certification (M.A.) in Secondary Education with concentration in English, University of North Alabama, Florence, Alabama.
1975 – Master's Degree (M.A.) in Special Education with concentration in Mental Retardation and Gifted, University of Alabama, Tuscaloosa, Alabama.
1973 – Bachelors of Science Degree (B.S.), Social Science Cognate with concentration in History and Sociology, University of North Alabama, Florence Alabama.
1968 – 1970 – Associate Science Degree, Northwest Community College.

EMPLOYMENT
Present - Co-owner of GEVA LLC (Grants, Evaluation, Vision, and Administration)
2001 – 2021 – Franklin County Schools, Grant Writer and Administrator
2010 – 2011 Adjunct Professor, Dissertation Committee and Evaluation Team,

University of Alabama at Huntsville.
1984 – 2001 Franklin County Schools, Counselor Franklin County Technical Center
1985 – 1987 Adjunct Sociology Instructor, Northwest –Shoals Community College and
   Phil Campbell Campus, Alabama
1973 – 1983 Franklin County Schools, Special Education Teacher (Gifted and Talented,
   Learning Disabled, and Mentally Challenged), Teacher English, History,
   Journalism, Art) Belgreen and Red Bay Schools.

**GRANTS WRITTEN/ ADMINSTERED FRANKLIN COUNTY ALABAMA
SCHOOLS**
2000 – 2018 – 21st Century Community Learning Centers Grants for Franklin County (6
Schools) and Russellville City (3 Schools) U.S. Department of Education /Alabama
Department of Education
2001 – 2019 – Pre-K Grants (6 Schools), Alabama Office of School Readiness
2006 – 2009 – Alcohol Reduction Grant, U.S. Department of Education
2008 – 2012 – Drug Testing Grant, U.S. Department of Education
2007– 2008 – School Libraries Grant, U.S. Department of Education
2001 – 2019 – Appalachian Commission Grants, Technology and Distance Learning
2000 – 2019 – At-Risk Students, PASS, and Graduation Coach Grants
2002 – 2004 – Comprehensive Reform Grants, Alabama State Department of Education
2001 – School Renovation Grant, Alabama Department of Education
2006 – 2009 – Service-Learning Grants, Alabama State Department of Education
2010 – 2014 – Making Middle Grades Work Grants
2009 – 2010 – Readiness Emergency Management Grant, U.S. Department of Education
2013– 2015 – Alabama Humanities – Smithsonian Institution, "The Way We Worked"
2014 – Present – Funded for arts grants, playground renovations, teacher PD, more
2015 – 2020 – Appalachian Commission, Technology, Patient Care Attendant, STEM
2015 – 2017 – Grants for Boys and Girls Clubs and Muscle Shoals City Schools
2020 – 2021 – Census Grant Franklin County Commission

PROFESSIONAL EXPERIENCE IN EVALUATION AND RESEARCH
Chief Evaluator, Franklin County 21st Century Grants, 2001 –2014
Evaluator, Pre-Kindergarten Grants (6 schools), 2001-2019
Evaluator, Drug Testing Grant, 2010-2011
Evaluator, Readiness Emergency Management Grant, 2010-2012
Evaluator, Tobacco Grant, 2002- 2011, Alcohol Reduction Grant, 2005 - 2009
Evaluator, Comprehensive School Readiness, Reading Grant, 2002-2005
Evaluator, Workforce Investment Act Grant, Low Achieving Students, 2001-2004
Evaluator, Community Service Grant, RENEW, At-risk Students Juvenile Court, 2003
Grant Reader, Alabama and Georgia Departments of Education, 2003-2019
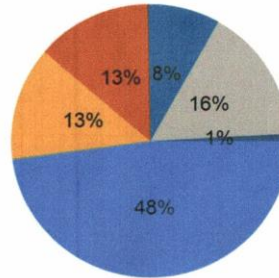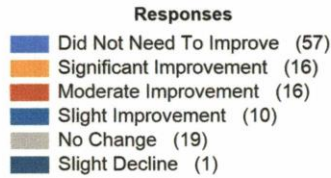Evaluator, 21st CCLC grants, 2014 – Present

Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2023)

1. Turning in his/her homework on time.
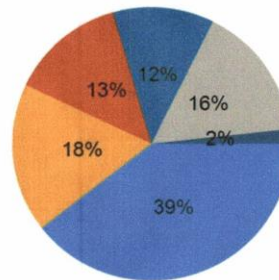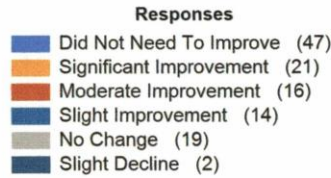Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (57)
- Significant Improvement (16)
- Moderate Improvement (16)
- Slight Improvement (10)
- No Change (19)
- Slight Decline (1)

(Pie chart: 48%, 1%, 16%, 8%, 13%, 13%)

2. Completing homework to your satisfaction.
Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (47)
- Significant Improvement (21)
- Moderate Improvement (16)
- Slight Improvement (14)
- No Change (19)
- Slight Decline (2)

(Pie chart: 39%, 2%, 16%, 12%, 13%, 18%)

3. Participating in class.
Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (30)
- Significant Improvement (24)
- Moderate Improvement (24)
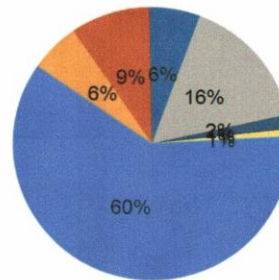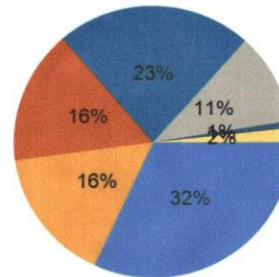- Slight Improvement (29)
- No Change (10)
- Slight Decline (2)

(Pie chart: 25%, 2%, 8%, 24%, 20%, 20%)

74
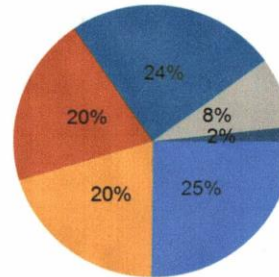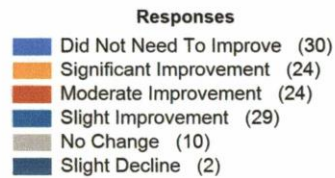
Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2023)

4. Volunteering (e.g., for extra credit or more responsibilities).

Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (33)
- Significant Improvement (22)
- Moderate Improvement (18)
- Slight Improvement (25)
- No Change (21)

Pie chart values: 21%, 18%, 15%, 18%, 28%
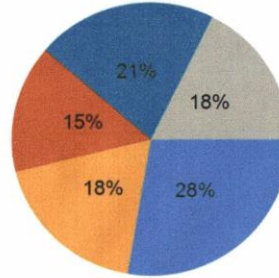
5. Attending class regularly.

Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (71)
- Significant Improvement (7)
- Moderate Improvement (11)
- Slight Improvement (7)
- No Change (19)
- Slight Decline (2)
- Moderate Decline (1)
- Significant Decline (1)

Pie chart values: 9%, 6%, 6%, 16%, 2%, 1%, 60%

6. Being attentive in class.

Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (38)
- Significant Improvement (19)
- Moderate Improvement (19)
- Slight Improvement (27)
- No Change (13)
- Slight Decline (1)
- Moderate Decline (2)

Pie chart values: 23%, 11%, 1%, 2%, 16%, 16%, 32%

75

Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2023)

7. Behaving well in class.
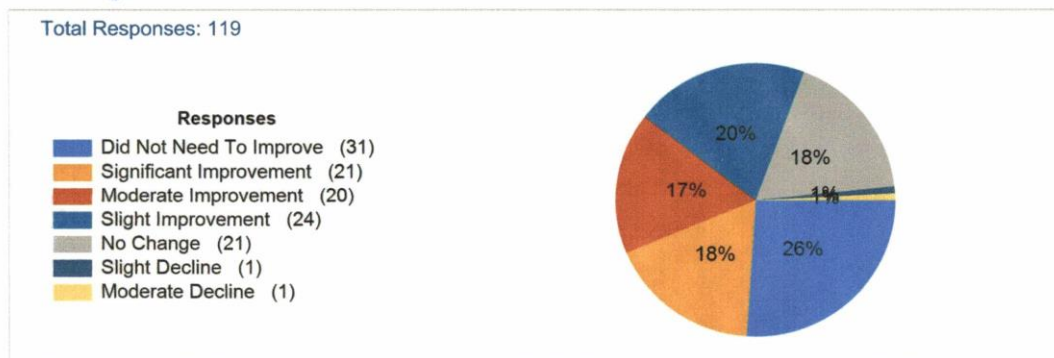
Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (62)
- Significant Improvement (6)
- Moderate Improvement (15)
- Slight Improvement (18)
- No Change (14)
- Slight Decline (3)
- Moderate Decline (1)
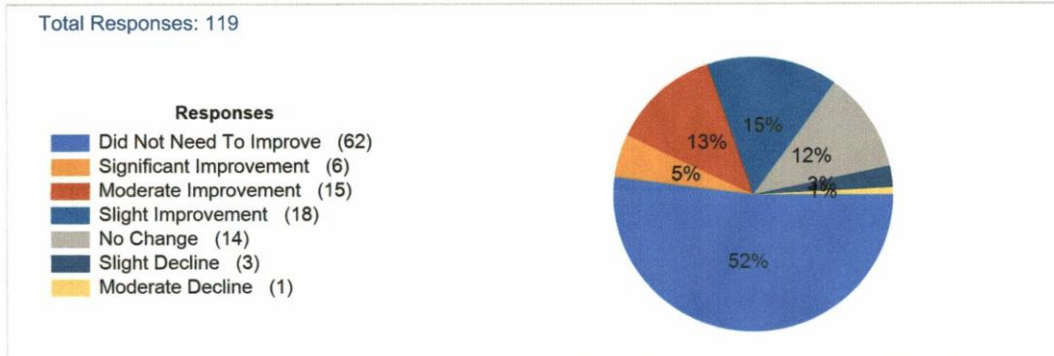
8. Academic performance.

Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (13)
- Significant Improvement (30)
- Moderate Improvement (32)
- Slight Improvement (29)
- No Change (10)
- Slight Decline (3)
- Moderate Decline (2)
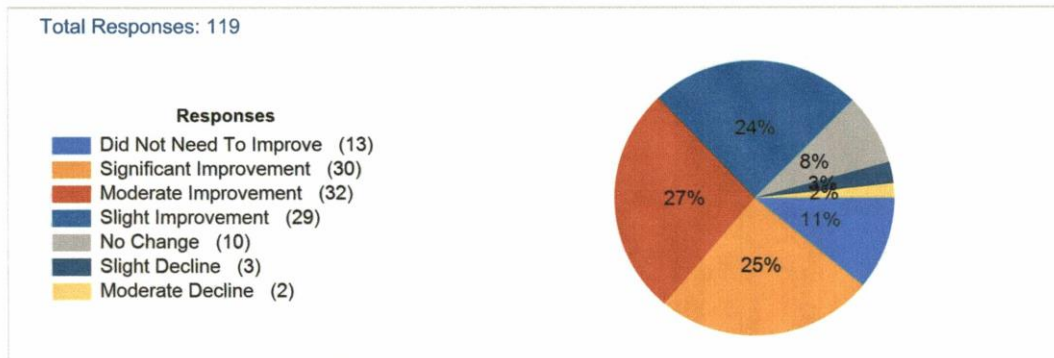
9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (31)
- Significant Improvement (21)
- Moderate Improvement (20)
- Slight Improvement (24)
- No Change (21)
- Slight Decline (1)
- Moderate Decline (1)

76

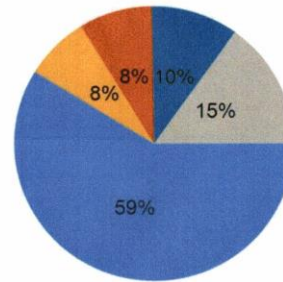## Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2023)

10. Getting along well with other students.

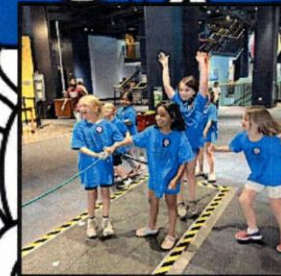Response Type: Mandatory - Select one response

Total Responses: 119

Responses
- Did Not Need To Improve (70)
- Significant Improvement (9)
- Moderate Improvement (10)
- Slight Improvement (12)
- No Change (18)

77

SUMMER 2023 PROGRAM

55

54

21st CCLC
Crossville
Afterschool
Program
(Academic/
Summer)