

2024-2025 Summative Evaluation

Corinth School District — Fiscal Agent

Nita M. Lowey 21st Century Community Learning Centers

Dreamers Academy ***Cohort 6***

Jean R. McFarland
Educational Grant Services, Inc.

cjrmegsi15 @ gmail.com

(662) 212-2385

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List of Acronyms

ACT	American College Testing
ADA	Average Daily Attendance
M-21CCLC	MS-21 st Century Community Learning Centers
CCR:	College and Career Readiness
CSD:	Corinth School District
ELA:	English Language Arts
ELLs:	English Learners
GPRA	Government Performance and Results Act
<u>iReady:</u>	Internet-based assessment and instruction program licensed to school districts by Curriculum Associates
MAAP	Mississippi Academic Assessment Program
MAAP-EOC	Mississippi Academic Assessment Program – End of Course
MS:	Mississippi
STEM:	Science, Technology, Engineering, and Mathematics
USDA:	United States Department of Agriculture

Executive Summary

This evaluation report details the activities of the fourth year of programing and details the progress made in meeting program goals. For more than two decades, the Corinth School District (CSD) has worked in partnership with business leaders, community organizers, parents, and educators to design and implement innovative approaches to closing the achievement gap that exists among its students. The *Dreamers Academy*, a Cohort 6, MS 21st Community Learning Centers Project continues the District's efforts to positively impact students' learning. Through this project, the District partners with The Boys & Girls Club, one of three community programs designated as "safe havens" more than twenty years ago. Through partnerships with this safe haven, efforts continue to be focused on new and innovative ways of teaching students academic standards and social/emotional skills needed for success. Students currently continue to demonstrate negative academic effects created by COVID-19 when it was necessary to provide instruction virtually in students' homes. The District continues to work to mitigate the negative academic effect created by virtual instruction. In 2020, the District asked parents and stakeholders to complete a comprehensive questionnaire to assist in creating a plan that would be the best alternative way for students at all grade levels to achieve expected standards. A portion of this plan continued to be used in SY 2024-25 at all grade levels.

Through community collaboration, the *Dreamers Academy* was designed to provide Corinth schools and the Boys & Girls Club with funding dedicated to providing a range of activities and schedules that emphasize fun while learning academic, social, and emotional skills. The project's structure and activities are designed to help the Corinth District close the achievement gap that PreK-12th grade students exhibited prior to and after the COVID quarantine. The Project also addresses the skills and concepts needed by students to meet the college readiness skills and knowledge. Most of the project activities were designed to occur outside the regular school day and emphasize learning academic, social, and emotional skills in settings that appeal to children and youth to encourage their active participation. Through *Dreamers Academy* the District believes it can more positively impact students' learning rates and thereby address individual student's academic and social/emotional learning deficits, or

their need for accelerated learning opportunities. The Corinth District's evidence-based activities and interventions are designed to address learning loss and improve the academic, emotional, social, and physical well-being of students most at-risk of failing or dropping out of school. Funding has been used to provide a comprehensive array of educational opportunities at multiple times and in multiple settings: before-school, after-school, Saturdays, summers, intersession enrichment and academic tutoring, along with mentoring and nutritional services. Activities are being implemented in innovative ways to better meet the needs of students who come to school from communities highly impacted by poverty and stressful interpersonal relationships.

The primary goals of the *Dreamers Academy* are to: (1) Improve student achievement through provision of a variety of expanded learning experiences designed to increase the number of students meeting grade-level expectations and eliminate achievement gaps among groups of students; (2) Improve the attendance of high school students; (3) Improve graduation rates among ED and male subgroups of students; and (3) Promote family engagement in students' education to strengthen family ties to schools and be active partners in the education of their children.

A logic model is being used to evaluate the project to ensure feedback in support of mid-course corrections. The evaluation model used consists of Focus – Collect Data – Analyze and Interpret – Report. The purpose of this evaluation is to assess the impact of the Corinth District's *Dreamers Academy* project on enhancing the learning and well being of students most at-risk during the fourth year of programming. The program involves children and youth attending all three Corinth schools and the community safe-haven, Boys & Girls Club of Corinth, volunteers from the community in the schools, and instructional resources (print and digital) to meet the needs of students most at-risk for not attaining college and career readiness.

This evaluation report assesses the impact of the program on the improvement in students' educational, social, and emotional needs while living in communities highly impacted by poverty and stress. In general, educational assessment results suggest that students who attended the programs provided through district and 21st CLC funds have exhibited growth during the past year and many attained a higher academic performance level. Teachers report

that students have maintained or improved academic performance in the classroom each quarter a child participated in programming. This was accomplished in part as a result of the project's focus on skills and concepts presented in interesting formats and schedules during the twelve months of programming. Through the intersession periods built into Corinth's annual instructional schedule, it is possible for the schools to provide students with twelve months of programming. These academic and social/emotional building activities extended students' learning opportunities and greatly extend time spent in educational and enriching activities provided outside the regular school day and at a great variety of times and locations. Results of academic, social, emotional, and enrichment programming are positive. This evaluation summary, reports on the activities and outcomes for the fourth year of the 21st programming. Recommended areas to emphasize during future project years are: (1) key stakeholders continuing to provide a range of strategies to increase the number of students who regularly attend *Dreamers Academy* programming daily, (2) continuous emphasis on the academic, social, and emotional needs of students who live in chronic stress and poverty and (3) assist all students in meeting College and Career Standards. Through participating in the 21st CCLC programing, English Language Learners are provided extra opportunities to make significant advances in English language understanding and usage. The evaluation team used available student achievement data, opinion surveys, and parent /employee interviews to estimate the impact of the program on student's overall achievement and the acquisition of standards and skills.

Evaluation Purpose

The purpose of this evaluation is to 1) provide key stakeholders, parents and their children, teachers, and school administrators with *Dreamers Academy* results; 2) summarize the overall impact on participating students and their parents; 3) inform decisions about individual student's strengths and areas in need of improvement, and (4) provide all stakeholders and the funding agency with a report on the project's efforts and results. Data from diverse sources (e.g. interviews, surveys, achievement tests, activity schedules, etc.) were triangulated to provide a view of the project, describe its impact on participants, and provide recommendations that can be implemented to enhance the management of the project and its resources. The results and recommendations are meant to provide key stakeholders and staff

with information to promote meaningful conversations about any redesigning of the program's purpose and goals, and provide ideas for implementing changes that may lead to the project's greater impact on students and their further achievement of district/school goals and objectives. One of the primary purposes of the *Dreamers Academy* program is to improve educational, social, and emotional attainment of students who live in communities of poverty and highly stressful living situations while attending school in the Corinth District. Of great importance, is sharing the findings and suggestions with the project's community partner and project staff to ensure participants receive the most benefit possible from the resources provided by the project funding source, both human and material resources -- whether students attended irregularly or engaged in the broad array of activities on a regular and intensive basis.

Program Focus and Rationale for Project

The project is intended to provide upward to 350 PK through 4th grade students and 300 5th – 12th grade students with expanded learning, including after-school, intersession, and summer programming at four sites and provide teachers/tutors with professional development. The project is inclusive in nature and will serve all students, particularly at-risk students, students with special needs, and English Language Learners (ELL). The program focuses on providing students with intensive tutoring, counseling, cultural enrichment, fine arts instruction, financial literacy, and study skills to enable them to succeed in school and the workplace. Corinth School District is striving to increase the educational opportunities for its students, especially those who live in distressed areas of the South Corinth community. This project is a foundational element of the District's strategic plan, designed to improve the emotional, physical, and educational well being of the students served by the District. Students were identified for service based on (a) failure to pass the state's MAAP exams; (b) interest in the arts and cultural activities; (c) below grade-level performance in reading, math, and science content, and (d) risk factors of not graduating such as self-esteem problems, anti-social, violent, other emotional behaviors. All students receiving Multi-Tiered System of Support (MTSS) received the highest priority for programming. The project offers students high-quality, research-based instruction aligned with the District's 5-Year Strategic Plan and use of state standards and national college to career standards as its foundation.

The children, early adolescents, adolescents, and families of Corinth with the greatest needs are being provided programming through the Project. Research confirms that poverty contributes to academic failure because poor families often cannot afford educational resources or participate in extracurricular activities. ***Dreamers Academy*** focuses on providing intensive academic tutoring, counseling, cultural enrichment, study skills, physical education, technology, etc. to enable them to better succeed in school and the workplace. The project planning team members believe that failure to address difficulties children/youth experience could result in missed opportunities for changing their academic trajectory and the development of the soft skills needed in the 21st Century workplace. The Project is based on the belief that children/youth deserve to be healthy, safe, engaged, and challenged. The project is based on the philosophy of serving the whole child by developing relationships that build the protective factors needed for a healthy, balanced life.

Overview of *Dreamers Academy* Project Implementation

Corinth ***Dreamers Academy*** addresses the needs of the representative communities as identified through local survey results. The project's proposed programs and activities are specific to the identified needs of socially, emotionally, and academically "at-risk" students.

The annotated results from a community-based survey of perceived needs indicated:

- ❖ Approximately 77% of parents desired after-school services,
- ❖ More than 68% of parents said their child/ren would attend summer camps, before/after school/intersessions educational activities, and Saturday technology sessions.
- ❖ Almost 60% of parents said they would serve as volunteers in after-school/summer programs,
- ❖ More than 55% of parents desired assistance in guiding their children's educational and career pursuits,
- ❖ Almost 60% of parents indicated they needed and would participate in family literacy and technology sessions,
- ❖ More than 80% of parents indicated they are unable to provide performing arts, educational enrichment, and physical education training for their children but would like their child(ren) to attend such activities afterschool and during District intersession periods. To

meet these needs, the District has created programs that incorporate elements thought to be critical to addressing the expressed needs of families in all areas of Corinth.

Dreamers Academy Program Components:

The project activities were conducted at all sites designated for service: All three Corinth schools and the Boys & Girls Club of Corinth.

After-school Program Activities provided a combination of intensive academic tutoring and cultural exploration for students participating in the program. Students participated in research-based academic processes. An extensive selection of project-based learning opportunities in all content areas was offered to students; thereby giving them exposure to career options and broadening their possibilities for future employment. Credit recovery and academic tutoring emphasized reading in the content areas, using a wide range of print materials and actively engaging in the learning process through ACT Test Prep sessions for high school students. Students used the *IXL Learning*, *ACT Test Prep* and *iReady* to improve their conceptual development, ability to solve problems and to communicate their findings. Tutorial sessions were available to high school students focusing on mastering objectives in the end of course subject areas: Algebra, Biology, US History, and English. All intervention efforts were coordinated with the curriculum and instructional processes that flow from the grade level content standards and from the classroom teacher to the tutors or support personnel. State and district assessment strategies were used to determine the effects of intervention and remediation on student achievement: Universal Screener; class grade reports at all grades; MAAP-EOC for 9th – 12 grades.

Summer Enrichment Program provided theme-based *Dreamers Camp* for students in pre-K through 12th grades. Programming was provided four days per week for four weeks during the summer at all project sites. The cultural enrichment, health and nutrition, and physical fitness programs provided in the after-school program were incorporated into the summer program. High school students engaged in MAAP-EOC practice for credit recovery. Students were offered the opportunity to work with project staff in design teams to plan the activities for the summer. During the enrichment program students had the opportunities to explore STEM, Arts, mathematics, and family engagement were also provided during the summer.

Intersession Intervention & Enrichment provided intense intervention and enrichment for the three sessions of Intersession: October, March, and June during regular school hours. Age and grade appropriate activities included core subject tutoring, ACT prep, financial literacy, Credit Recovery and academic tutoring. K students received both instruction to **prevent regression**, and activities designed to **enhance** motor and executive function skills. For English Language Learners (ELL), total immersion, with appropriate translation support, was practiced. Priority was given to ELLs when scheduling and providing services. During each program component, these students received targeted English instruction from an EL interventionist and a program designed to address learning a foreign language. Corinth High and Middle School ELLs who were significantly below grade level were enrolled in an extended block class.

Program Sites and Services

Services were provided to students enrolled in Pre-Kindergarten through 12th grades at the following sites: Corinth Elementary, Corinth Middle, Corinth High, and Boys and Girls Club of Corinth. All facilities meet all state and federal standards for safe and healthy facilities, such as sprinkler systems, gyms, USDA standards for breakfast and afternoon snacks, safe playground equipment, interactive boards in classrooms, etc. A cadre of community volunteers supported both the school and B&GC centers in their efforts to provide the project's goals and objectives.

Staff Paid with Project Funds: All project staff employed for ***Dreamers Academy*** were employees of the Corinth District and worked for the project on a part-time basis outside of their regular District scheduling. The District's Federal Programs Director and Special Projects Coordinator served as the Director for all school sites and the community site. She was responsible for coordinating the after-school programs and regular school programs. A portion of her salary was paid by the *Dreamers Academy* Project. The Project Director provided direct supervision of the project staff and the overall operation of the project. She worked with the Evaluator to ensure the District's activities were in alignment with the District's project narrative/budget and as described in the project's narrative. She served as a liaison with project advisory team, partner organizations, and evaluator. She directly supervised the Data Manager who ensured all data were collected and maintained as

described in the Evaluation portion of the project narrative. All project personnel were part-time and involved in a varied schedule depending on the activities they were assigned for any given week. Children and youth requiring special behavioral programming were referred to the Behavior Specialists employed by the District to design and monitor individual behavioral management plans that were implemented and monitored by the Site Coordinators. Certified teachers were employed by *Dreamers Academy* funds as Certified Tutors and Enrichment Specialists to plan and implement academic units of study and develop individualized student interventions, along with skills-reinforcement in group sessions. The tutors worked to maintain teacher to student ratios between 1:5-1:10, depending on the number of students who participated in the programs on any given day. Site Coordinators/Lead Tutors were certified educators who were responsible for the day-to-day operation of the school and external sites. Coordinators were responsible for all administrative duties in the operation of the project centers. They supervised employees, coordinated schedules, tutored children, met with school staff, and completed reports to ensure accurate and complete data regarding activities, participation, and results of programming. The site coordinators worked each day at the sites. Schedules were varied and appropriate for the variety of program offerings. Snacks were supervised by the Coordinators and Tutors, with snacks provided by the Corinth District through its USDA food allotments.

Regular-school-day Bus Drivers, with commercial certifications, were paid with grant funds to provide students with transportation home from the school-based programs.

All professionals paid by the project for their work outside their regular school duties were licensed teachers who meet the "No Child Left Behind" highly qualified designation. They were responsible for planning and delivering the instructional components of the extended programming. They met with general education teachers to coordinate the activities taking place in the programs. Classroom Teachers provided tutors with students' learning needs and concepts/academic skills requiring attention during the "outside school-day activities. All project teachers were responsible for planning and coordinating the small groups in which instruction took place. The teachers provided instruction after the end of the school day until 5:15 p.m. and during Intersession periods. These individuals worked to provide specific enrichment activities and tutorials in language arts and mathematics for students by incorporating activities such as art, music, physical education, and other skills

into the academic instruction. All activities focused on integrating these activities into reading, language arts and mathematics instruction.

Initial and Follow-up Staff Meetings

The Project Director provided the overall coordination for the project. Site Coordinators, were responsible for individual site coordination, the staff orientation process, and convening regular staff meetings. The Project Director emphasized the importance of regularly scheduled staff meetings to coordinate activities and programs to meet the ever-changing needs of students throughout the school year.

The Project Director conducted an orientation process with all project staff upon initial employment and at the opening of each center at the start of the year. Specific goals and objective, programmatic activities, and grant requirements were reviewed in these meetings. Project Staff meetings and Site Staff meetings were held monthly. A staff meeting was called when a specific issue was brought to the attention of the coordinator or director. Site Coordinators held orientation sessions for their individual centers and conducted regular staff meetings to provide appropriate programming for each center. The Project Director monitored at least one meeting at each of the sites during project implementation.

Additional professional development sessions were conducted throughout the school year for project staff. Additionally, all certified teachers employed by *Dreamers Academy* attended professional development provided by the Principals/Directors of the district.

Participants – The Corinth sites targeted children, early adolescents, and adolescents for programming. The program targeted students who were in the greatest need of acceleration and/or remedial interventions in the areas of reading/language arts, and mathematics. Technology was used to engage students, thereby making the activities more relevant to each child. The focus of the language-based interventions was on word analysis, comprehension, and vocabulary. The project addressed these issues by providing structured academic intervention. Students were engaged in a range of literacy activities, from using Lexile-level guided reading materials, vocabulary building activities, word-based

exploration, creative/expository writing and book publication, and self-selected reading activities. All participants used iPads, laptops, and personal computers, as well as a range of learning software applications to engage in interactive lessons, projects, and curriculum-based materials. Educators used the regular Corinth curriculum as a foundation for their interventions. Educators strived to personalize each child's program.

Adequacy of 21st CCLC Sites

The sites in this project more than adequately met the needs of students who were eligible for this program's service. The sites were scattered throughout the district and in areas where students could attend a site either at their home school or in their community. The school sites had facilities that included classrooms, gymnasiums, playgrounds, libraries, computer laboratories, and cafeterias. All of these facilities were available for use by the project. All of the school sites were fully accessible to individuals with disabilities and all of the sites met the Title IV - Safe and Drug Free Schools requirements. Each project site had an outdoor recreation space, classrooms, and access to technology in a facility meeting safety and accessibility requirements. Sites provided before-, during, after-school services, intersessions, and morning and afternoon summer camps. STEM Saturdays were provided at a school site. The hours of operation for the community centers were especially beneficial to the children and parents who lived in those areas. Each of the centers established operating hours for the school year, summer, and intersession periods and followed these hours, except for district holidays.

Assessment of Management Plan

The management system for the project addressed in the original project proposal was efficient and effective in supporting project staff. The Project Director was responsible for managing all components/activities of the program operation. These individuals coordinated activities and the use of facilities with principals and community center directors. The director also coordinated collaboration among project staff, regular school day teachers, as well as services provided by volunteer organizations, community organizations, and the external evaluator. Site coordinators were charged with the responsibility of coordinating and planning all after school programs. These site coordinators worked with teachers to develop individualized learning programs for

students and coordinated activities with regular education teachers during the regular school year.

Attendance Students from K through 12th grades attended programs at all *school sites* and students in grades 1st through 9th at the **partner site**. Activities included extended day and zero period where students were provided an array of services including tutoring in core academic subjects, physical education, snacks, fine motor activities, gross motor activities, team sports, anti-bullying sessions, art projects, and technology activities. High school students were provided Cambridge Test Preparation; Intersessions blocks of instruction in core academic subjects; Extended Day Tutoring in the core academic subjects in which each student was struggling to succeed; and online Credit Recovery instruction in courses in which students were struggling;

Progress Toward Goals and Objectives

Results from the assessment programs indicate that students who participated in the 21st Century programs increased their mean scale score performance in mathematics and English Language Arts. Students average gain in scores on iReady programming in reading and mathematics ranged from 7 points to more than 35 points. Interestingly, there does not seem to be a clear relationship between performance of regular attendees, and the performance of students who attended sporadically.

Evaluation Question 1: A five percent annual increase in the number of student meeting grade level expectations. See Appendix #5

Evaluation Question 2: Ten percent of students achieving a 5-point annual increase in GPA with “B” as the goal.

Note: Data from teacher-surveys indicate more than half of students attending project activities improved in turning in homework, staying on task, and increased positive attitude

toward school for approximately 75% of students. School attendance was subjectively reported by teachers to have improved during the year for a majority of students who attended project programming. Evidence of performance on this question is available in attendance records and performance assessment, such as iReady.

Evaluation Question 3: Five percent annual increase in the percent of students scoring proficient on state test. Please note: State test data were not available at the time of preparation of the evaluation report.

Evaluation Question 4: Five percent of high school students will increase in attendance.

High school students attending project activities had a decrease in the number of days they missed school. Students attended Intersession Blocks; Foundational Studies and Credit Recovery Classes;

Evaluation Question 5: 5% annual increase in graduation rate among at risk subgroups. While attendance in the District's at risk subgroups improved by several percentage points, the goal of 5% increase in graduation rate was not met. Continued efforts will be made in upcoming years to meet this evaluation question.

Evaluation Question 6: 90% school day ADA among participants and signed to remain free of drug/alcohol.

School day attendance did not reach an average of 90% for project attendees throughout the school year. Subjective oral and written teacher reports and teacher survey results indicate that more than 75% of students attending a variety of available project activities improved in their school behaviors, i.e, turning in homework; improvement in classroom behavior, responding to questions asked in class, school attendance, and attitude toward school.

While formal data were not collected to evaluate this question, anecdotal evidence from educators across the district and frequency counts of office behavior referrals suggest that *Dreamers Academy* positively impacted at a minimum 75% of students who regularly attended.

Evaluation Question 7: 10% increase in number of parents attending two seminars.

Based on attendance records, parent surveys, and attendance at school events, this question was met. On satisfaction surveys completed by parents attending seminars, 100% of respondents indicated Extremely Satisfied with the activities and instructors.

Evaluation Question 8: *Twenty-five parents will volunteer to assist with school events.*

Attendance records maintained by classroom teachers at all schools provide ample evidence that this evaluation question was met and exceeded. Activities and events in which parents participated and assisted include: parent/teacher conferences; field trips, grade-level field day events, school programs, Senior graduation ceremony, senior projects, the annual comedy event performed by the seniors, homecoming parade, character development and special recognition parades at the elementary school, assistance with school club events at middle and high school, and assistance with snacks /food at all sporting events, and many other activities.

Quarterly surveys were provided to general education teachers who had students participating in *Dreamers Academy*. In general, teachers of participating students, reported improved academic achievement, or at least achievement did not decline, during each quarter of the project year. These findings suggests that *Dreamers Academy* extended or at least reinforced what was being taught in the classroom - with the focus being on completion of homework and preparation for class quizzes, tests, and presentations.

Dreamers Academy provided attending students with a broad array of content and skills in fun and exciting activities in a multitude of learning environments. The project sites reported

excellent channels of communication among the key stakeholders. The director, coordinators, educators, and interventionists seem to have built and maintained strong partnerships focused on providing each child with a warm learning environment. The principles at each site were in frequent communication, shared feedback and insights, and contributed their strengths to the project to the benefit of the target population of students.

Conclusions and Recommendations

Community Impact. The *Dreamers Academy* funds supported a strong program that met the needs of students who live in highly stressed areas of the participating school district. The project had a strong impact on the South Corinth Community. The Boys & Girls Club of Corinth provided a safe haven for children to attend meaningful after-school, summer, and intersession activities with nutritious snacks. These activities helped to keep our most at-risk children, early adolescents, and adolescents off the streets by allowing them to be involved in academic, recreational, and technology programs. Students received additional tutoring to supplement the regular classroom instruction. The extended school year programs offered through *Dreamers Academy* have also had a dramatic effect on the community. Engaging students in these activities over the summer helps to reduce the crime in the community because students have somewhere to go and something to do. Satisfaction surveys indicate more than seventy-five percent of students and over 90% of parents greatly enjoyed all aspects of programming during the year.

Student Impact: The 21st Century Learning Centers programming provided K – 12th grade students with year-round quality programming that was both instructive and fun. This funding source continues to offer students opportunities that can have an impact on students' preparedness for college and career. Surveys of general education teachers and students suggest that teachers, tutors, community volunteers, and mentors are having a positive impact on student behavior and academic performance. Secondary teachers and students report that they are selecting more rigorous courses of study, making better grades, and exhibiting positive school-related behaviors (e.g., turning in homework). Elementary and middle school students and parents indicate positive outcomes in the areas of

social/emotional, academic, interpersonal relationships, and retention of concepts/skills that they attribute in large part to year-round high quality programming.

Professional Development of Staff: The academic, behavioral, linguistic, and cultural backgrounds of students and their parents require that project staff receive professional development to address the diversity of needs presented by children who are targeted by the project. Of special interest to educators and other project staff could be effective strategies for improving English language proficiency among children and parents/caregivers who are learning English as a second language. Research suggests that direct instruction in basic English skills (e.g., phonological awareness, phonics, comprehension) may provide a lasting impact on those who are learning English. Professional development aimed at emphasizing the well being of students who live under chronic stress is considered to be desirable for school staff. A family-based approach has the potential to increase parental engagement in their child's education, as well as enhance the economic well being of the family. It is suggested other areas for professional development that may be emphasized are: (1) Using technology to enhance literacy and numeracy skills, (2) additional hands-on STEM activities, (3) Using data to inform instructional decision-making, and (4) Using blended learning during periods outside the regular school day and year. Together, professional development, parental outreach, technology, and hands-on educational activities have the potential to increase the number of students who participate in the *Dreamers Academy* program if it is extended to include additional years of programming. Incentives for attendance are recommended as attendance continues to be a significant hindrance to the program's overall impact for a number of students.

Personnel: The project may benefit from seeking a credentialed person or community-based person who is bilingual in Spanish and other languages spoken at home. It may be possible to allocate some of future *Dreamers Academy* funds (should they be available) to provide a person who could provide intensive language services to students and families learning English. Having Stem Saturdays available to students/parents monthly throughout the year, including the summer months, will, no doubt, be widely popular with families. This is an activity that is planning and execution intensive and probably impossible for the current technology staff to manage monthly throughout the year. It is recommended that *Dreamers Academy* funds (should they be available for an additional year) be provided to employ a person to assist in

planning/preparing for monthly sessions. Should funds not be available, it is recommended that efforts be made to find one or more high school students who can earn community services hours, if the District is unable to pay them for their work. Possibly, community members willing to volunteer to provide the extra personnel and support could be recruited.

Student Attendance: The project provided a wide-range of activities and staffing that could accommodate a large percentage of the students most in need. Unfortunately, students/parents did not take full advantage of the total number of days/sessions available to them. Taking full advantage of the opportunities afforded by the project is key to improving overall student outcomes. Staff may want to make sure that parents know that transportation is provided to interested students (with outreach in Spanish, as well). Establishing an “Attendance Wall” that provides positive reinforcement to students (i.e., individuals, sub-groups or teams) should have the potential of improving attendance. Project staff might recognize those who attain their goals by providing certificates, PBIS points, tokens, notes to teachers and parents/caregivers. Recognition Parades are a favorite of most elementary students and there are activities currently being used to which middle-school students respond very positively. Using social media to advertise the various program offerings, posting short videos of students and teachers (in action at various activities) could be used to better incentivize students to attend programming. Discussions with students asking the question: “What would make you want to come to before & after school, summer, and intersession activities/programs?” Their responses could prompt project staff to reconsider some of their activities, or how they operate, and/or discover additional activities the students would enjoy. *This evaluator believes the attendance issue greatly negatively influences the overall impact of an outstandingly conceived, organized, and operated comprehensive educational after-school-hours program.*

Personalization: The unique profiles of strengths, areas in need of improvement, and affinities provide project staff with opportunities to personalize each child’s daily activities. To achieve personalization, project staff may work on ways of communicating the results of formative and informal assessments that classroom teachers could use to provide meaningful positive reinforcement to the students who regularly attend the program. The access to technology that is available to students in *Dreamers Academy* should be emphasized to students to incentivize them to attend the project. Surveying students’ interests and suggestions for program offerings

could be an effective means of increasing attendance. The STEM Saturdays proved to be a great example of pairing academic, technology/ teamwork/parental involvement and hands-on activities to create excitement and the desire for parents and students to participate in *Dreamers Academy*. It is recommended that efforts be made to develop other activities that generate the type and amount of appeal STEM Saturdays generated to assist in increasing attendance of both students and parents in all aspects of the program.

Intersession: The Corinth School District continues its highly popular and successful Intersession program. Parents, students, and the community at-large are extremely pleased with this innovative and culturally enriching programming during these breaks. Intersession periods are a great way to provide students extra time to achieve academic concepts.

Sustainability of Project

The Finance Project's **Sustainability Self-Assessment Tool** contains eight elements of sustainability, along with tasks specific to each element. This self-assessment is used to provide essential information about the health of a project and its sustainability potential. This self-assessment was completed prior to implementation of *Dreamers Academy*. This tool will be used to self-assess the program prior to implementation of activities for all project yearly periods. See Appendix 5 for the sustainability plan for the *Dreamers Academy* Project.

APPENDICES

Appendix 1: List of People Interviewed

Tanya Nelson, Director Pre-School Program and Title IX (Homeless)

Hannah Montgomery, Special Projects and Federal Programs Director

Jay Walker, Director of Special Education

Yvonne Fair, Data Manager for State and Federal Programs

Carl Swartz, Behavioral Specialist

Misty Whitmore, Chief Financial Officer

Corinth Elementary, Middle, and High School Principals

Directors of Safe Havens: Boys & Girls Club of Corinth

Representative Teachers - Grades 1st – 12th

Selected Parents of elementary, middle, and high school students

Appendix 2: Student and Teacher Surveys

Student Survey Part I

21st Century Community Learning Centers

Give Part 1 to students 4th grade and above before or immediately after they join the program. Give Parts I and II to students at the end of the year of program activity.

Name_____

Grade/School_____

Yes No

- Do you look forward to going to school?
- Do you study hard for tests?
- Do you feel safer after school?
- Do your parents talk to you about school or homework?

Student Survey Part II

21st Century Community Learning Centers

Give Part 2 to students 4th grade and above at the end of the year or program activity

Name_____

Name of activity_____

I attend this activity about _____ days each week.

Thanks for participating in this survey. We’d like to know what you thought about it. Please fill out all parts of this survey so we know if you enjoyed it and so we know what you thought about the quality of the activity.

Enjoyable?	YES	NO
I like it.		
I look forward to attending the program		

High Quality	YES	NO
I feel comfortable talking to the 21 st CCLC staff.		
I think there is someone available n the program to help		
when I need it.		
I think that I’m doing better in school since I started coming		
here.		

Teacher Survey

21st Century Community Learning Centers

Give this survey to each regular attendee's teacher at the end of the year or program activity.

Name_of Student _____

Grade/School_____

Subject taught if middle or high school: _____

Over the past _____has this student . . .

	YES	NO
Improved in turning in her/his homework on time		
Improved in completing homework to your satisfaction.		
Improved in participating in class.		
Improved in volunteering (e.g. for extra credit or more responsibilities.		
Improved in attending class regularly.		
Improved in being attentive in class.		
Improved in behaving well in class.		
Had classroom academic performance that was satisfactory or better.		
Improved in coming to school ready/prepared to learn		
Improved in getting along well with other students.		

APPENDIX 3

STEM SATURDAY ACTIVITIES

Sept. 7

(2.6)

Corinth Hosted Around the World STEM Saturday

Laine Williams

Sep 18 2024



The Corinth School District hosted an Around the World STEM Saturday camp on September 7 where students learned about different countries and cultures. Over 120 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students learned about animals from around the world using paints and markers. Kindergarten students learned about Brazil, the rainforest and the butterfly life cycle. Students in first grade celebrated Cinco de Mayo by creating sombreros and maracas.

Students in second grade focused on Italy and constructed gondolas and leaning Towers of Pisa. Third grade students created Mexican mirrors and flags in celebration of Mexico.

Fourth grade students learned about music around the world, creating maracas. Students in fifth and sixth grade traveled back to medieval Japan. "We built replicas of Norimono vehicles that would transport the royals," said Kaitlin James, STEM Saturday teacher. "I enjoyed watching the students express their creativity and work together. The students really liked testing their creations and watching them go from one side of the room to the other on our zipline."

STEM Saturday students also participated in internationally themed Makerspace activities including creating Chinese dragons out of paper cups and carnival masks using paper plates and feathers. "The hands-on experiences on STEM Saturday make learning fun and meaningful," said Yvonne Fair, STEM Saturday teacher. "The students are able to explore options that are not available in regular classroom settings. The excitement on the students' faces makes my job rewarding. The Chinese dragon was hard to put together, but the outcome was spectacular."

[Skip To Main Content](#)

English

Also, all students also learned about France and played the classic game of Petanque.

"Getting to teach younger kids about French culture was such a fun experience," said Lucy Steen, high school student. "They loved the game and learning a couple of French words. I'm so grateful I was a part of it."

All STEM Saturday students participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday camp, Fall into STEM, on October 19. Sign up at www.corinth.k12.ms.us.



[Skip To Main Content](#)

 **English**

September 7, 2024
81 attended

STEM Saturday Camp Parent Survey

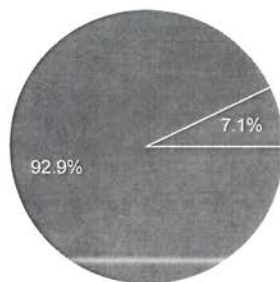
14 responses

[Publish analytics](#)

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

 Copy

14 responses

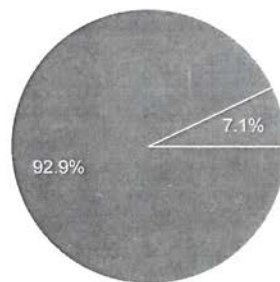


- Extremely Satisfied
- Moderately Satisfied
- Neither Satisfied nor Dissatisfied
- Moderately Dissatisfied
- Extremely Dissatisfied

Did transportation arrangements meet your child's needs?

 Copy

14 responses



- Yes
- No



If you responded "no" to the previous question, please explain.

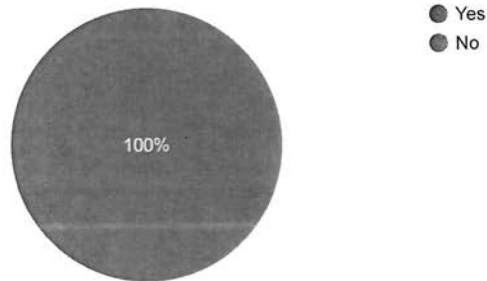
0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs?

 Copy

14 responses



/

If you responded "no" to the previous question, please explain.

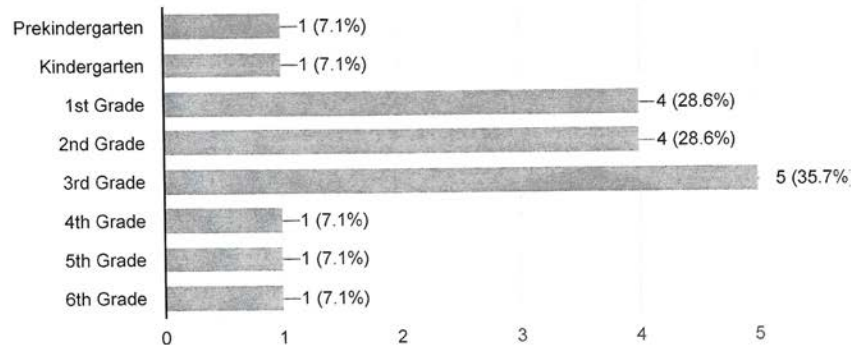
0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance.

 Copy

14 responses



Corinth Hosted Fall-Themed STEM Saturday

Oct 19

Laine Williams

Nov 11 2024



On Oct. 19, the Corinth School District hosted "Fall into STEM" Saturday camp. Over 100 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students made fall wreaths and autumn masks while learning about the different weather seasons. Kindergarten students conducted a vanishing ghost experiment and learned about static electricity by creating dancing ghosts with balloons and tissue paper. First grade students made fall leaves artwork with paint and coffee filters and learned all about the science of pumpkins. "It is awesome to see the kids apply problem-solving and critical thinking skills," said Katie Latch, STEM Saturday teacher. "We enjoyed getting to use pumpkins to do a fun scientific experiment for fall."

Students in second grade created ghost volcanoes and made dancing ghosts and bats. Third grade students made a candy corn catapult and concocted candy corn slime.

Fourth grade students learned about density through weighing and measuring pumpkins. Students in fifth and sixth grade created a candy/toy grabber using popsicle sticks.

Pre-K through 2nd grade students also participated in fall-themed Makerspace activities including making beaded corn and monster puppets. The 3rd-6th grade students enjoyed creating a pumpkin with lights while they learned about how copper conducts electricity to fuel circuits.

All students also designed and created a corn maze using pipe cleaners and construction paper.

"I had so much fun with my students designing intricate corn mazes!" said Melissa Owens,

[Skip To Main Content](#)

English

STEM Saturday teacher. "Watching them get lost in each other's designs and cheering each other on was a joy. We have some incredibly smart students with creative, clever ideas—each maze was a masterpiece in its own way!"

All STEM Saturday students participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday camp, Holly Jolly STEM, on December 7. Sign up at www.corinth.k12.ms.us.



[Skip To Main Content](#)

 **English**

October 19, 2024
76 attended

STEM Saturday Camp Parent Survey

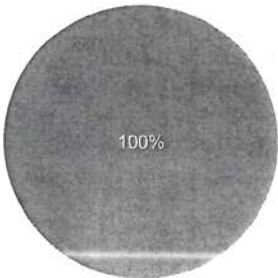
9 responses

[Publish analytics](#)

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

 Copy

9 responses

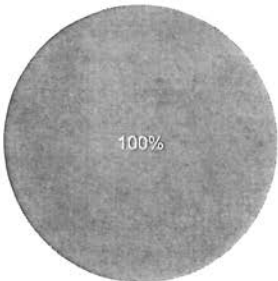


- Extremely Satisfied
- Moderately Satisfied
- Neither Satisfied nor Dissatisfied
- Moderately Dissatisfied
- Extremely Dissatisfied

Did transportation arrangements meet your child's needs?

 Copy

9 responses



- Yes
- No



If you responded "no" to the previous question, please explain.

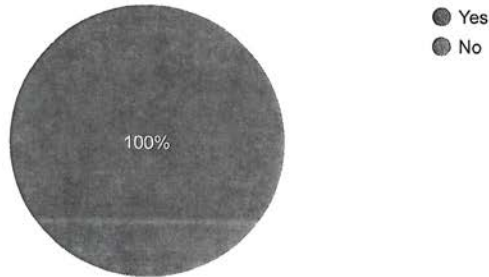
0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs?

 Copy

9 responses



If you responded "no" to the previous question, please explain.

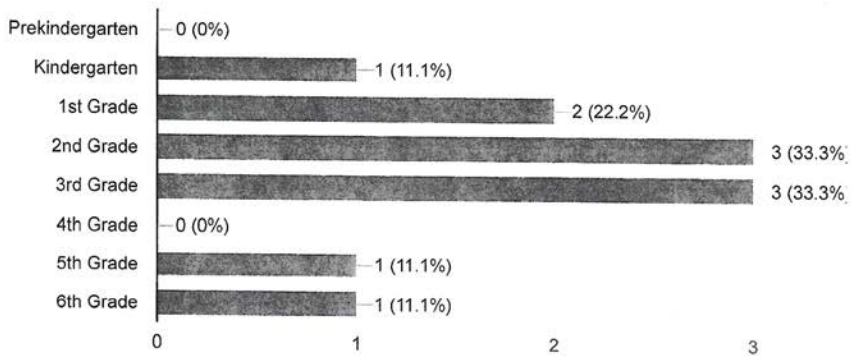
0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance.

 Copy

9 responses



Dec 7

Holly Jolly STEM Saturday 2024



Laine Williams

Dec 17 2024

On Dec. 7, the Corinth School District hosted "Holly Jolly" STEM Saturday camp. Over 130 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students painted Christmas-themed ornaments and sewed foam stockings. Kindergarten students made a candy cane ornament using pipe cleaners and played a Christmas tree stacking game. "Christmas is such a fun time of the year, and STEM Saturday activities are always even more exciting when we can add a little holiday cheer!" said Melanie Mills, STEM Saturday teacher. "The kids loved the Christmas tree stacking activity. They enjoyed collaborating to see what they could create, and it was great to see."

First graders created a melting snowman ornament learning about how plastic absorbs energy and becomes a liquid. Students in second grade concocted holiday slime and also melted ornaments. "We made slime and it was fun!" said Ava Butler, second grade student. "We used shaving cream, contact solution, baking soda, food coloring and sprinkles. We also made ornaments by coloring a plastic cup, melting the cup in the microwave and then adding a string."

Third grade students created a flying reindeer and a Rudolph ornament while enjoying Santa face paint. Fourth grade students learned about the environment when they created their own pinecone Christmas trees. Students in fifth and sixth grade created their own ornaments using all different items from the Makerspace cart.

Pre-K through 2nd grade students also participated in Christmas-themed Makerspace activities create Christmas tree ornaments out of tongue depressors and pipe cleaners.

[Skip To Main Content](#)

English

The Corinth High School (CHS) Culinary Arts students baked and cut out allergy-friendly gingerbread houses for all students to participate in a Gingerbread Engineering and Design activity. The high school students helped the students construct and decorate their houses.

"STEM Saturday is an excellent opportunity for students to explore their world in a different way," said Kristie Studdard, teacher at CHS. "Building gingerbread houses is an activity I already include in my lessons; therefore, it felt like the perfect activity for a December STEM Saturday. We all had an amazing time using icings as glue, placing candies on our houses, and watching them turn from a stack of pieces into a structure."

All STEM Saturday students participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday camp, Winter Wonderland, on Jan. 11. Sign up at www.corinth.k12.ms.us.



[Skip To Main Content](#)

 **English**

December 7, 2024

106 attended

STEM Saturday Camp Parent Survey

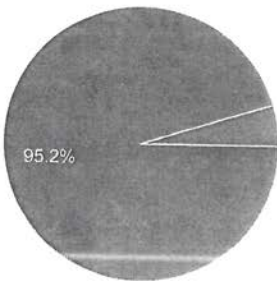
21 responses

[Publish analytics](#)

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

 Copy

21 responses

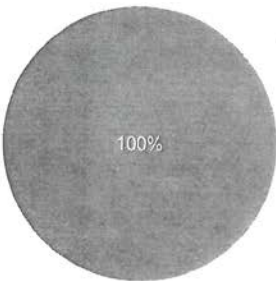


- Extremely Satisfied
- Moderately Satisfied
- Neither Satisfied nor Dissatisfied
- Moderately Dissatisfied
- Extremely Dissatisfied

Did transportation arrangements meet your child's needs?

 Copy

20 responses



- Yes
- No



If you responded "no" to the previous question, please explain.

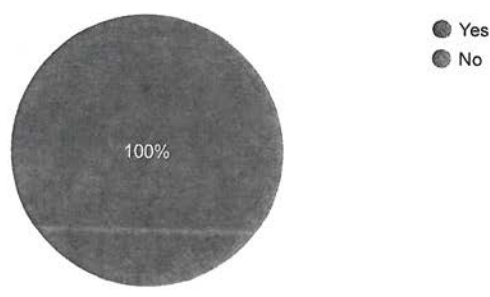
0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs?

 Copy

21 responses



If you responded "no" to the previous question, please explain.

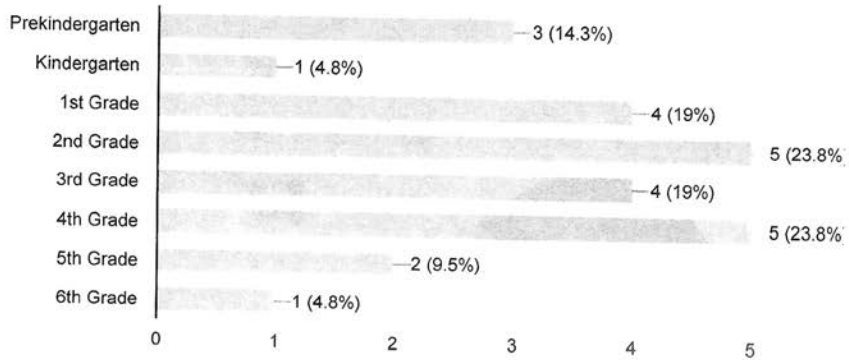
0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance.

 Copy

21 responses



Jan. 18

Corinth Hosted Winter Wonderland Camp

Laine Williams

Feb 4 2025



On Jan. 18, the Corinth School District hosted "Winter Wonderland" STEM Saturday camp. Over 100 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students made detailed snowflake ornaments and cheerful snowmen out of synthetic snow, bringing the winter wonderland indoors. Kindergartners were mesmerized by the magic of artificial snow, learning the science behind snow.

First graders created sensory winter bottles and puffy paint snowmen, blending art with sensory exploration. Second grade students experimented with chemistry by growing crystal borax snowflakes and making fluffy snow slime. Third graders honed their artistic skills by designing paper snowflakes, sculpting a fake snowman and painting intricate snowflake salt masterpieces.

Fourth graders enjoyed creating winter magic with handmade snow globes using winter figurines, mason jars and glitter. Fifth and sixth graders had fun learning about fiber optic lights and seeing how infrared lights work.

Pre-K through 2nd grade students also participated in winter-themed Makerspace activities including creating cotton ball snowmen. "STEM Saturday is always a fun time for our students and teachers!" said Porcshia Wyke, STEM Saturday teacher. "We get to teach through exploration and art, which is the BEST part about teaching and learning. My favorite portion is Makerspace where students get to create art based on the subject. For January, students used paint markers, cotton balls, buttons, and wax twine to create their own snowmen. We talked about the best kinds of snow for real snowman building. All of their projects turned out so well." Third through 6th graders created paper cup luminaries and ice cream cones in Makerspace.



English

All students also created one-of-a-kind photo keepsake ornaments. "STEM Saturday was an absolute blast!" said Libby Pritchard, STEM Saturday teacher. "The kids had so much fun exploring photography with Polaroid cameras and getting creative by making their own frames out of popsicle sticks. It was so precious to see their excitement as they captured memories and designed unique keepsakes. Activities like these make the best memories for everyone involved!"

Students also participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.



[Skip To Main Content](#)

 **English**

January 18, 2025
80 attended

STEM Saturday Camp Parent Survey

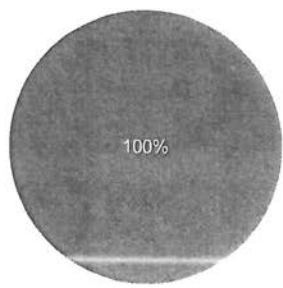
10 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

 Copy

10 responses

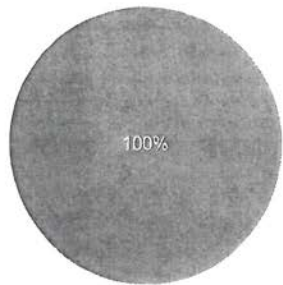


- Extremely Satisfied
- Moderately Satisfied
- Neither Satisfied nor Dissatisfied
- Moderately Dissatisfied
- Extremely Dissatisfied

Did transportation arrangements meet your child's needs?

 Copy

10 responses



- Yes
- No



If you responded "no" to the previous question, please explain.

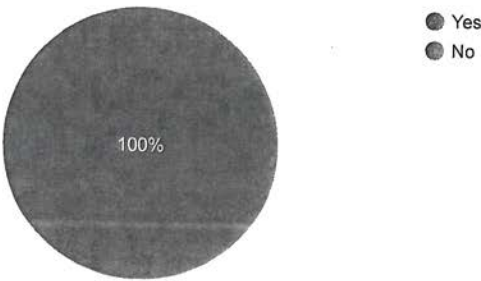
0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs?

10 responses

 Copy



If you responded "no" to the previous question, please explain.

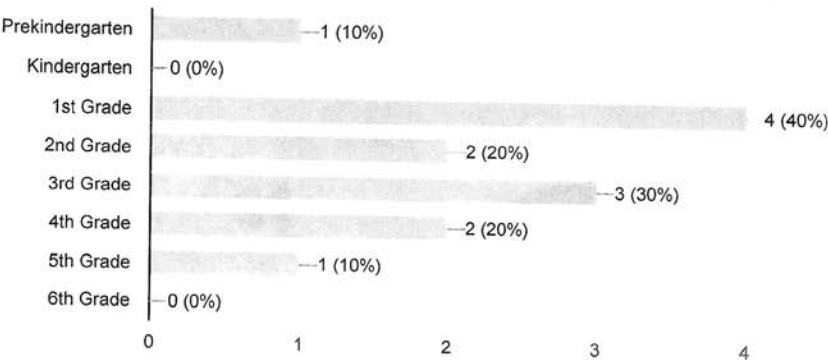
0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance.

 Copy

10 responses



What did you like most about the STEM Saturday Camp as an experience for your child(ren)?

19 responses

Helps them learn about the bigger world and how to make friends with different cultures, etc

About all the christmas creative things they did

That he tries new foods and makes new friends

Make ginger bread houses.

The different projects that they do with the children that attend

Willow Rose was beaming with excitement when she was picked up. She said "I had the best time ever. Can I go back tomorrow?" She loved creating her gingerbread house and was SO proud of it.

I liked that she got to make several different things. She was very excited and I like that she felt like she accomplished something. She was ready to hang the ornaments on the tree. I like how fun is mixed with learning.

Not only is it fun but she also learns how things work and how learning can be fun.

A fun activity

Making gingerbread houses

She enjoyed herself

I like it because it teaches my children different things.

Positivity, interaction with exciting activities, the teachers are great!

Makes them think in more ways

Having fun with activities

They were delighted to bring home the things they created! They enjoyed lunch, and it was provided for them, which was such a treat!

Having fun doing what she does at STEM



Based on your conversation/interaction with your child(ren) at home, what did your child(ren) learn?

15 responses

Cooperation and how to interact with others

Créativity,

All about Christmas

How to make a gingerbread house and work as a team

She learned how to make an ornament by melting a cup. She also enjoyed making the triangle ornament and LOVED making the gingerbread house.

It's helping her with her social skills. Her focus and mindset is stronger. She is learning to complete 1 task before .moving to the next

How to build

She learned how to make a gingerbread house

How to make a Christmas tree out of the pine cone and decorate a gingerbread house.

He had a great time interacting with the teachers and doing all of the activities. W

Learning hands on

Learning things by demonstrating

How to melt a plastic cup on the microwave to shrink it into a circle

how to take a bad situation and make it a good one. She dropped her gingerbread house and she made it a digital one..

How to make Christmas ornaments and treats (gingerbread house).



Feb 8

Corinth Hosted Heart-themed Camp

Laine Williams

Feb 24 2025



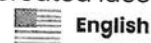
On Feb. 8, the Corinth School District hosted "Fall in Love with STEM" Saturday camp. Over 120 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students learned how magnets worked by creating their own heart magnets. They also designed heart trees and sand art. Kindergartners loved building creative hearts out of Legos, as well as creating geometric hearts.

First graders crafted thumbprint glass heart magnets and hidden message Valentine's cards using white crayons and paint. Second graders experimented with floating glitter and shaving cream hearts. "STEM Saturday is all about experiments, measurements, and all around having fun!" said teacher Kendall Morgan. "We get to do activities that we don't always have time in the classroom to do. We had a blast at the February STEM Saturday, as we always do! We 'painted' hearts using shaving cream; we made floating heart sensory bottles; and we built heart shaped towers with solo cups. The students had to use measurements, think critically, and explore different ways to make their tower stay in the shape of a heart. The students had such an amazing time!"

Third graders combined coding with a Valentine's theme, participated in a heart cup tower challenge and created heart art canvases. Meanwhile, fourth graders tackled the Valentine's Day Delivery Robots challenge, enhancing their problem-solving and teamwork skills. Students in grades five and six experimented with Doodle Bots, a fun robotics program that blends art and technology.

Pre-K through 2nd grade students also participated in heart-themed Makerspace activities including creating Valentine's Day windsocks. Third through 6th graders created lace up hearts and heart canvases in Makerspace.



One of the highlights of the day was the Culinary Arts experience! STEM Saturday teamed up with the Culinary Arts program at Corinth High School Career and Technical Center to create heart-shaped Valentine's Day chocolate boxes. Students then filled their boxes with custom chocolates crafted by our talented Culinary Arts students. "STEM Saturday is such a fun experience and I always enjoy doing it," said Isaac Godwin, senior Culinary student. "The students are always so happy and excited to do something new. I love seeing their smiles."

"I love doing STEM Saturday because it allows me to make a positive impact on the students," said Antasia Alexander, junior Culinary Arts student. "It always makes my day when the students remember me from the previous STEM Saturdays as it shows that the time I spent helping them left a positive impression."

Students also participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday on April 5 with a Spring theme. Register at www.corinth.k12.ms.us.



[Skip To Main Content](#)

 English

February 8, 2025

96 attended

STEM Saturday Camp Parent Survey

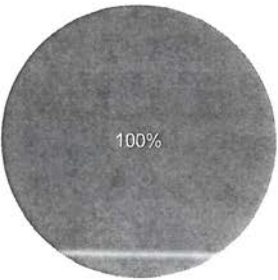
14 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

 Copy

14 responses

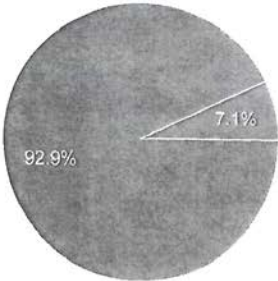


- Extremely Satisfied
- Moderately Satisfied
- Neither Satisfied nor Dissatisfied
- Moderately Dissatisfied
- Extremely Dissatisfied

Did transportation arrangements meet your child's needs?

 Copy

14 responses



- Yes
- No



If you responded "no" to the previous question, please explain.

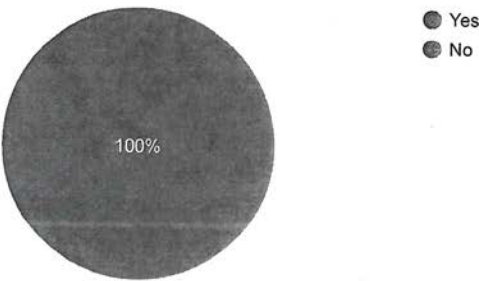
0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs?

 Copy

14 responses



If you responded "no" to the previous question, please explain.

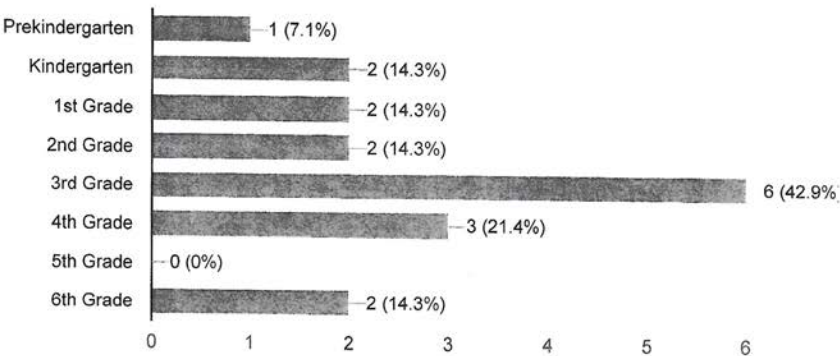
0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance.

 Copy

14 responses



What did you like most about the STEM Saturday Camp as an experience for your child(ren)?

10 responses

Learning opportunities that they don't normally get. They love crafting and experiments!

I think the things they make are really neat.

Doing slime

They had a great time while learning. Helps reinforce that learning can be fun!

How they enjoyed learning & making new things

She gets to be creative and express her style while learning and having fun.

It has helped my son try different foods. So now he actually tries to eat a variety instead of just lunchables and nuggets

Seemed to keep him engaged the whole time. He loved it. Can't wait for next month.

I love the crafts they made to bring home

He loves to go! Very educational and fun!

In order to improve the STEM Saturday Camps, what suggestions do you have for us?

6 responses

Keep up the good work.

I would like the food for lunch to be more healthy

Nothing

I like it just the way it is.

Keep it up!

No suggestions! Y'all are doing a great job! They love stem! They look forward to it every month.



Based on your conversation/interaction with your child(ren) at home, what did your child(ren) learn?

10 responses

How to make various crafts

How to make artificial snow.

Learned to do crafts

About robots, how snow is formed, about glycerins use, and art techniques

They made portrai

She learned about winter. She really enjoyed adding the glitter, dye, and snowflakes to the water bottle. She told me all about it. She was especially proud of the snowman made with the glitter and sand (or salt?). She loves getting to be creative.

I can see he has learned to be a little more patient

Learned to control a robot on an iPad. Made a snow globe out of a water bottle.

Snow can never stay. And a dance party!

He made snow, a light, and snowflakes



April 5, 2025
104 attended

STEM Saturday Camp Parent Survey

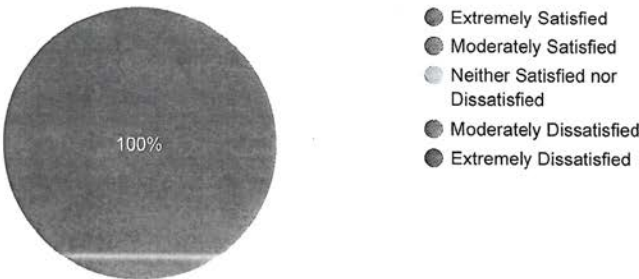
11 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

Copy

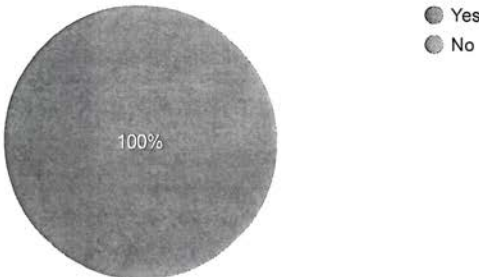
11 responses



Did transportation arrangements meet your child's needs?

Copy

11 responses



If you responded "no" to the previous question, please explain.

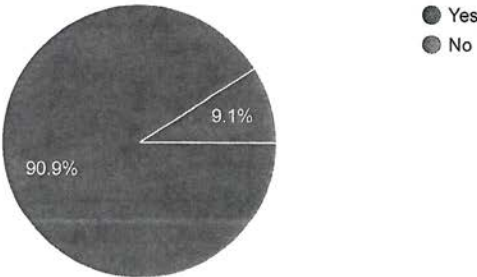
0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs?

 Copy

11 responses



If you responded "no" to the previous question, please explain.

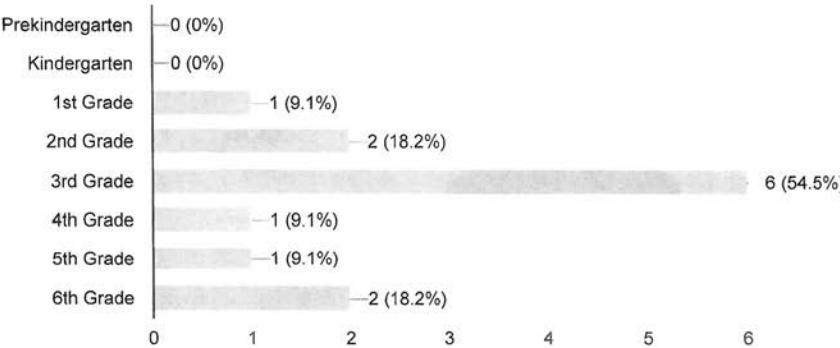
1 response

She would prefer something different

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance.

 Copy

11 responses



What did you like most about the STEM Saturday Camp as an experience for your child(ren)?

12 responses

Making stuff, robotics

Skills in arts,

They made crafts and she was happy

The excitement she has when I pick her up, the continual learning she receives.

Yes

My child liked painting and making jewelry.

I like that it gives my child something productive to do on the weekends.

Like always she gets in the car talking 500000 words a second about everything and everyone at STEM. I am lucky to catch every other word! She was proud to show off her bracelets and necklaces her and her friends made and the other activities she done and brought home! STEM is one of her favorites and she gets so excited every time to go!

They love the Valentine themed crafts they made!

I liked the finished products that my child brought home. Very creative.

It gives the children a chance to learn but in a different way from ordinary school. They see it as fun instead of learning which is great! My children really look forward to stem and it can't ever get here fast enough for them! Thankful y'all do this program!

A learning experience for my child



Based on your conversation/interaction with your child(ren) at home, what did your child(ren) learn?

9 responses

Team work, fun activities

Robotics, arts

Crafts

She was excited about the robot she made

Construction

She learned how to craft a bracelet

She has learned how to interact with others more.

How to be creative.

How to make projects



May 10 write-up

STEM Saturday Takes Off With Flying Classroom Virtual Adventure

(Family
event)



Laine Williams

May 28 2025

By Mark Boehler

Corinth School District

Families had the opportunity to join their Corinth Elementary School students for a hands-on educational experience at a recent STEM Saturday event.

Parents, siblings and caregivers participated in the "Flying Classroom" curriculum. The curriculum is based off of the adventures of Captain Barrington Irving, the youngest person to ever fly solo around the world and the first African-American to accomplish the feat.

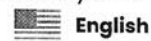
First and second graders learned about the honey bee and built honey bee hotels, while third and fourth graders explored python hunting in the Florida Everglades and created python dioramas.

"The day was so much fun for everyone," said Kristen Barnett, Special Projects Coordinator for the Corinth School District. "Families had a really good time. When you can get families to come to school on a Saturday, you know that you have created something special."

Family engagement was the primary focus of the May 10 event along with hands-on learning and fun activities associated with STEM. Approximately 40 families took part in this event. "Due to the outstanding success of this family engagement event, we hope to provide more of these types of activities in the future," said Barnett.

Parents Steven and Lynzie Haywood attended with their entire family. "It was great to get the entire family involved," said Haywood. "My boys love STEM Saturdays and have yet to miss

[Click To Main Content](#)



Second grader Samuel and first grader Tiller participated in the activity along with their sisters, fifth grader Cora and four-year-old Eleanor, who will start Pre-K at Corinth Elementary School this fall.

After each STEM activity, students had the opportunity to present and discuss their projects via Zoom with the Flying Classroom instructors.

In addition to building honey bee hotels, all students created a decomposable seedling pot, serving as a great gift for Mother's Day weekend.

Third and fourth graders created a set of spy glasses to enhance their python diorama. "Students had to experiment and use engineering principles to create a set of glasses that would allow them to see in front and behind them. In the Everglades, it's important to see from a wide range of angles as you never know where creatures are hiding," said Barnett.

Join the Corinth School District for its next STEM Saturday with the theme "Beach Party" on June 7. The camps are open only to Corinth School District students. Parents must pre-register their child on the Corinth School District website at www.corinth.k12.ms.us.



[Skip To Main Content](#)

 **English**

STEM Saturday Family Engagement Event Survey- May 10, 2025

5 responses

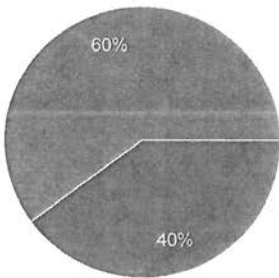
Publish analytics

30 each session attendance | Special family engagement event

Which STEM Saturday Family Engagement Session did you attend?

Copy

5 responses

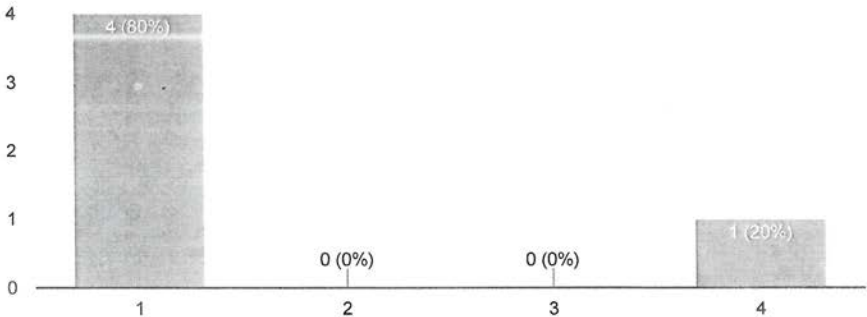


- Session 1 9:00 -11:00 am for Grades 1-2
- Session 2 12:00 -2:00 pm for Grades 3-4
- Both Sessions 1 and 2

How would you rate your overall experience at today's STEM Saturday Family Engagement session?

Copy

5 responses

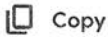


What was your favorite activity or part of the event?

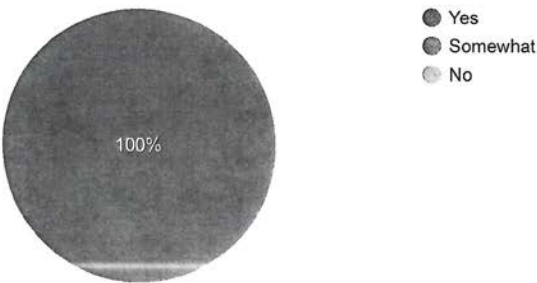
5 responses

- Creating snake enclosure
- Building the bee hotel and spending time with my son
- Been able to create with my son
- Building the habitat with my daughter
- The construction and time whit the family

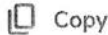
Did you feel the event helped your child learn more about STEM (Science, Technology, Engineering, and Math)?



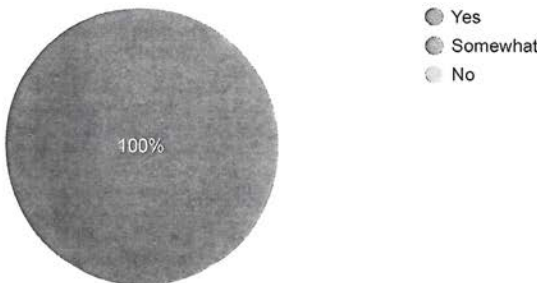
5 responses



Was the event welcoming and inclusive for your family?



5 responses



June 7th Parent Survey
78 students attending grades PK-L

STEM Saturday Camp Parent Survey

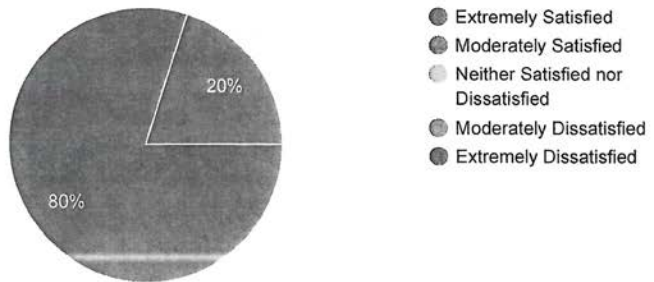
5 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

 Copy

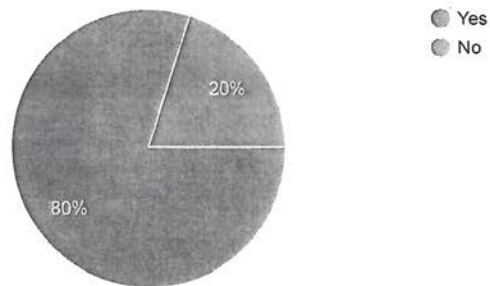
5 responses



Did transportation arrangements meet your child's needs?

 Copy

5 responses



If you responded "no" to the previous question, please explain.

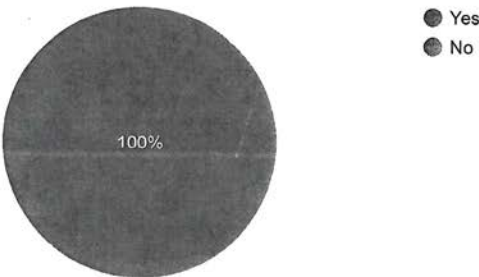
1 response

We put to be picked up by bus. We waited outside from 7:45am-8:45, however the bus didn't come.

Did meal arrangements meet your child's needs?

 Copy

5 responses



If you responded "no" to the previous question, please explain.

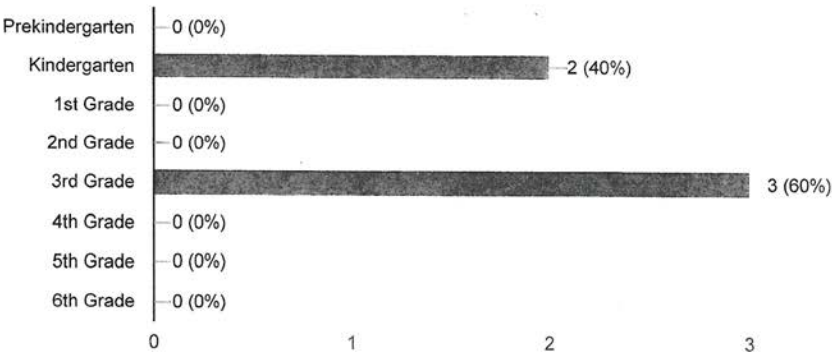
0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance.

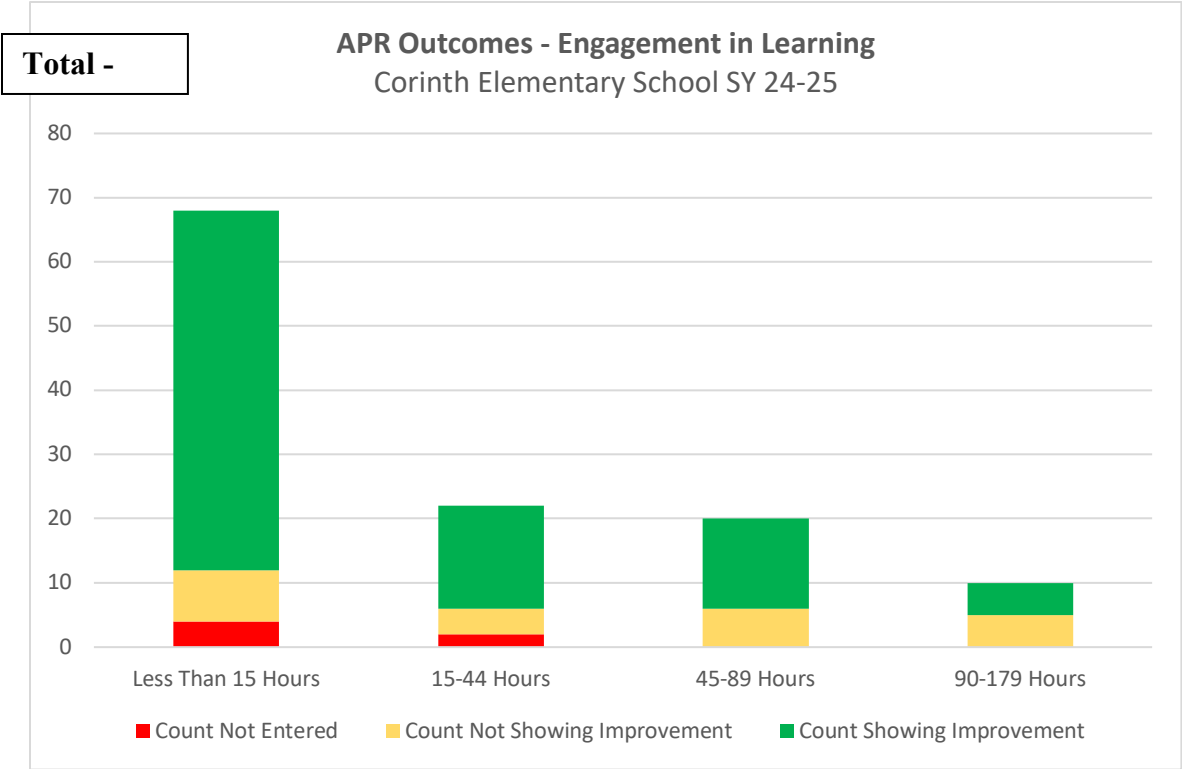
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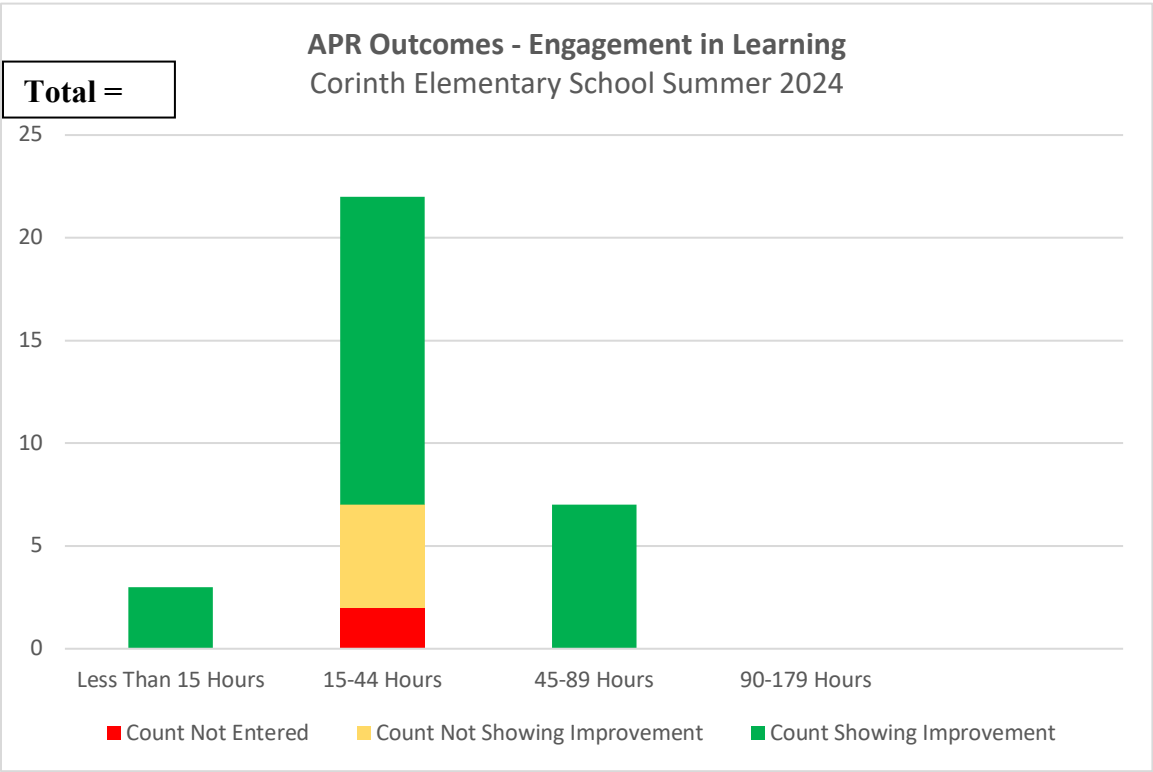
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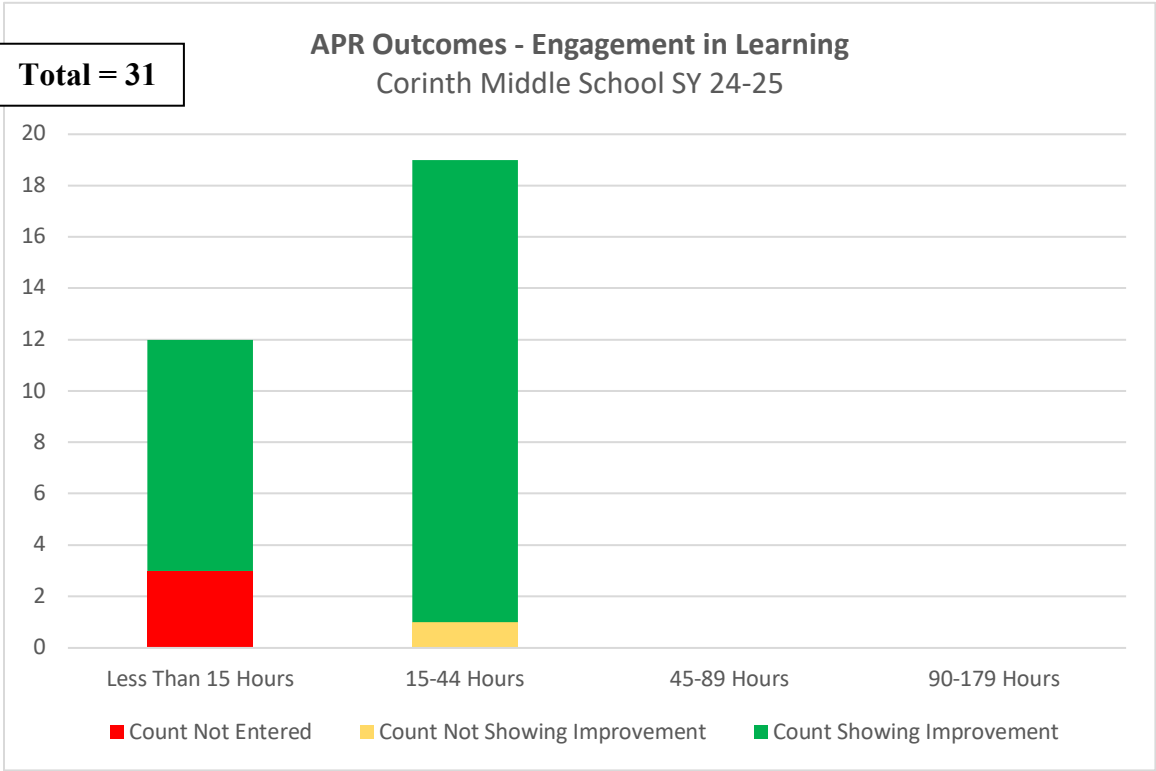


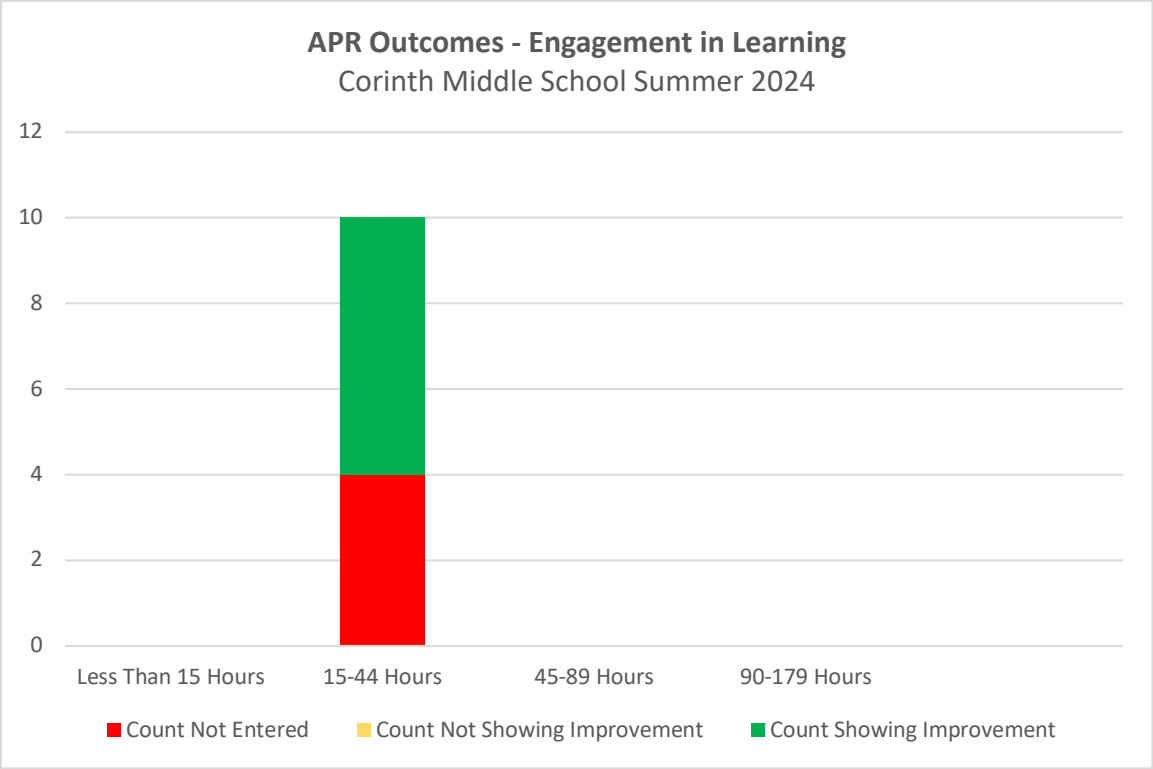
APPENDIX 4

APR CHARTS

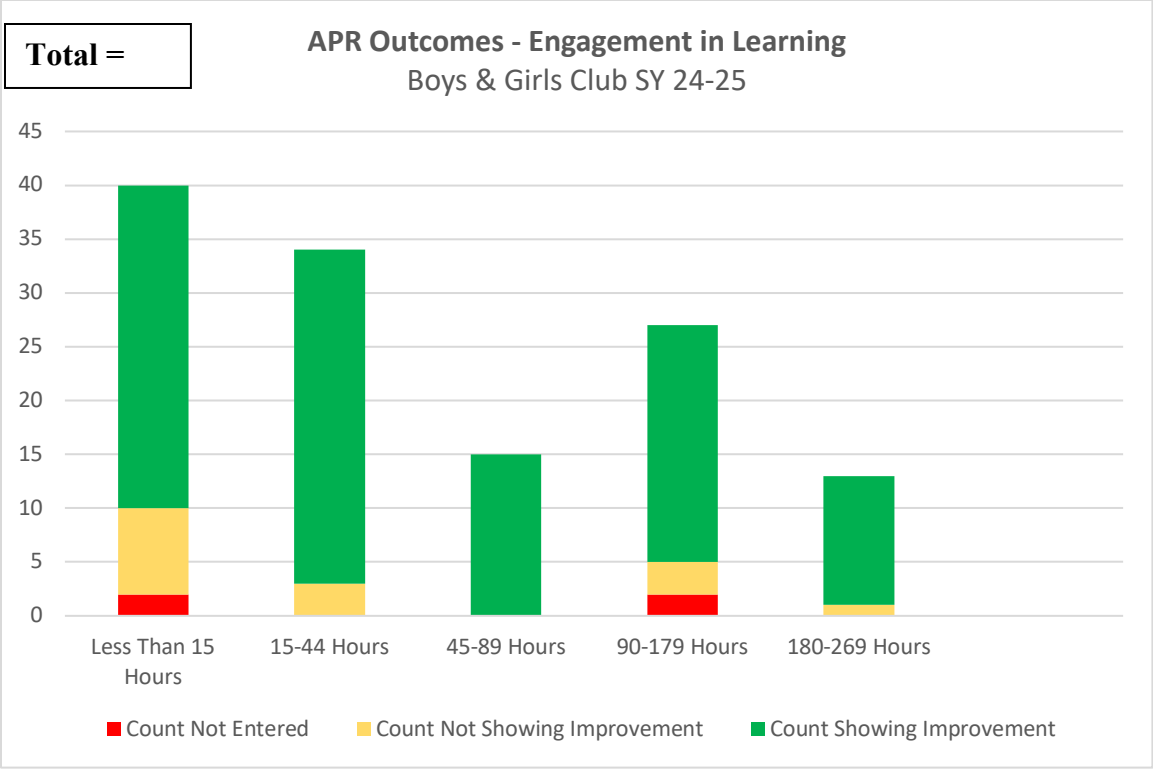


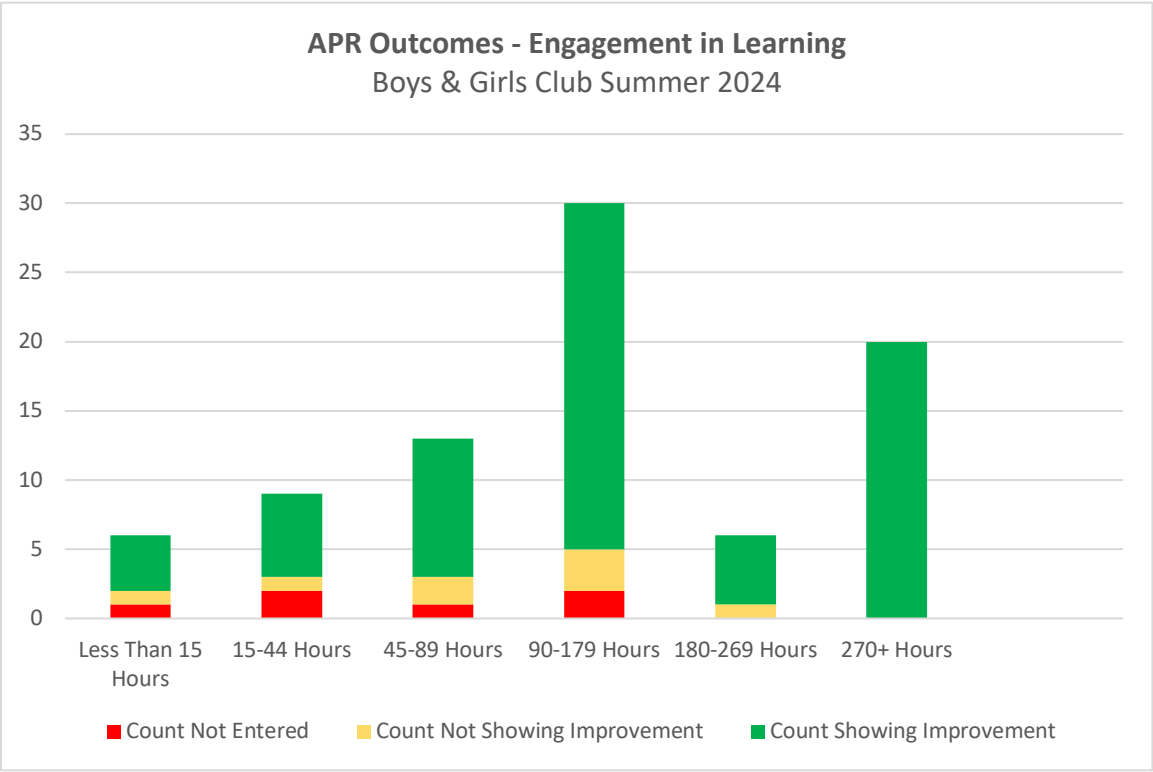




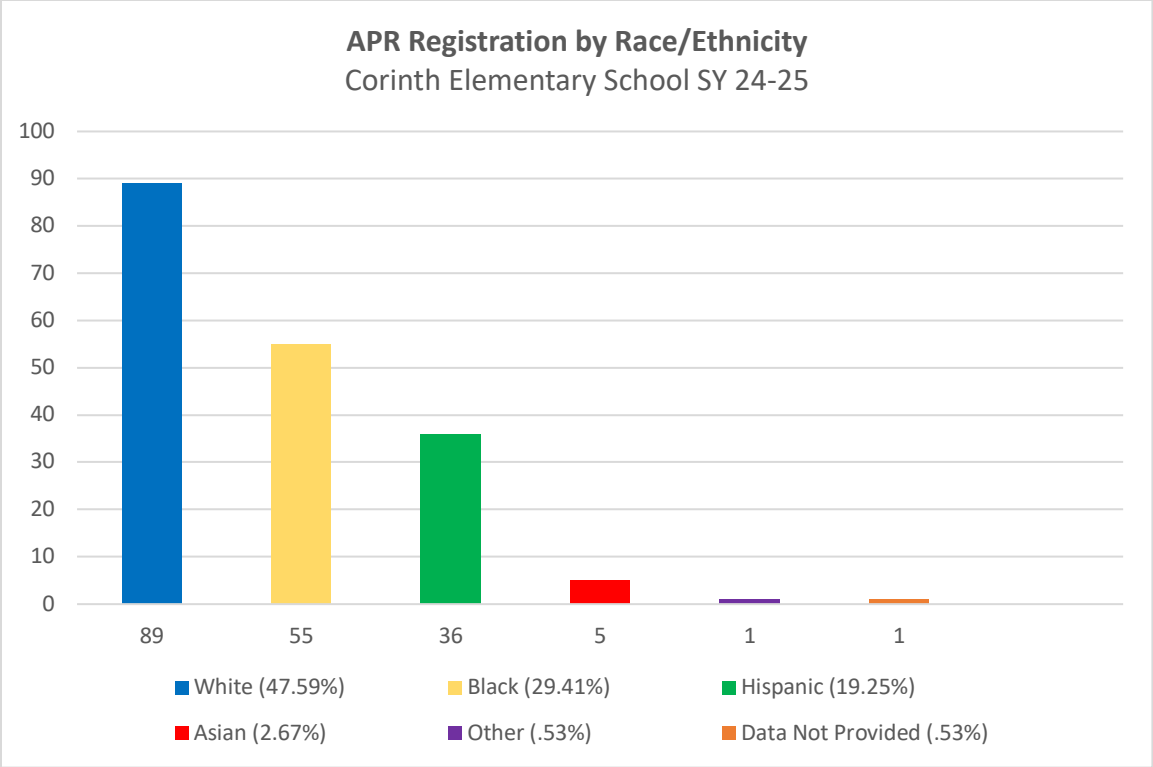


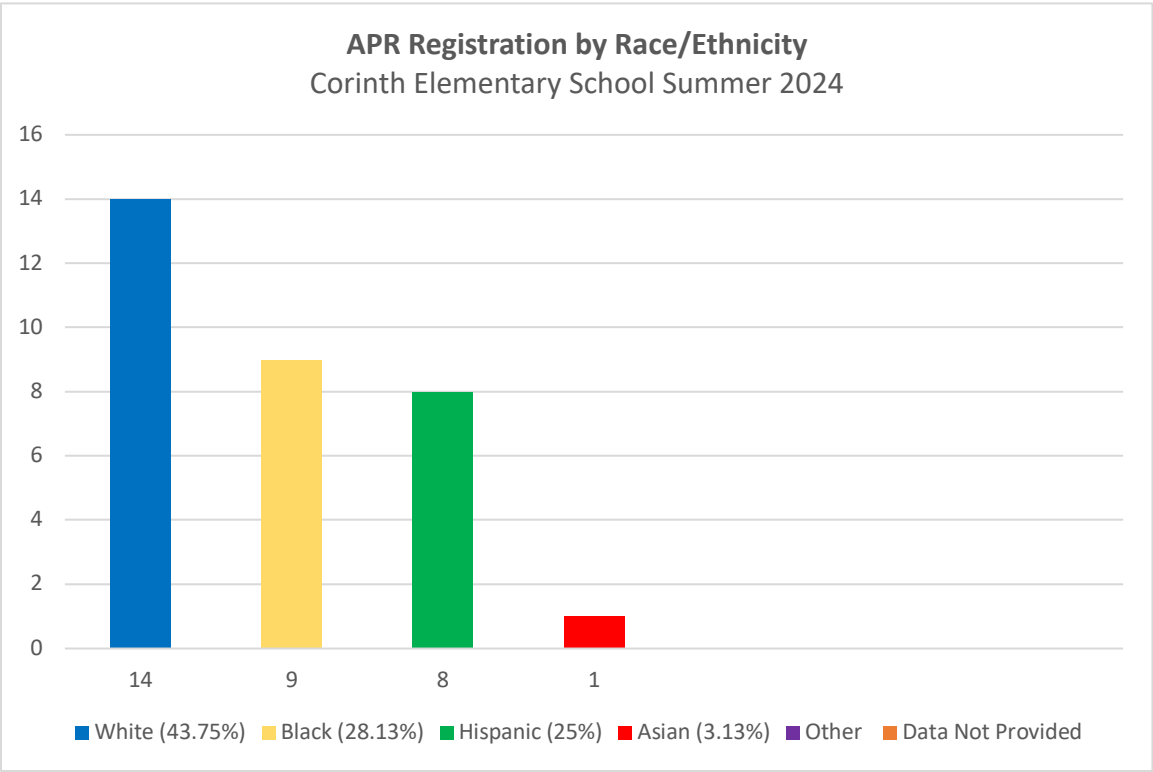
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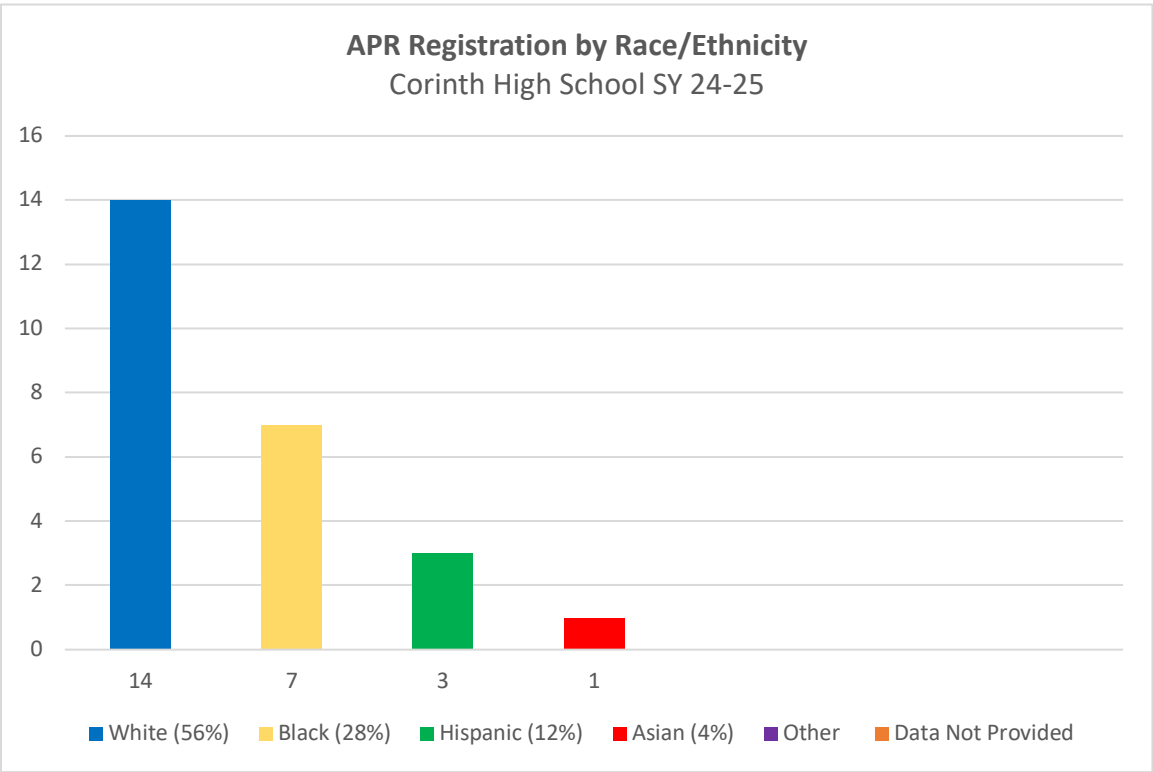


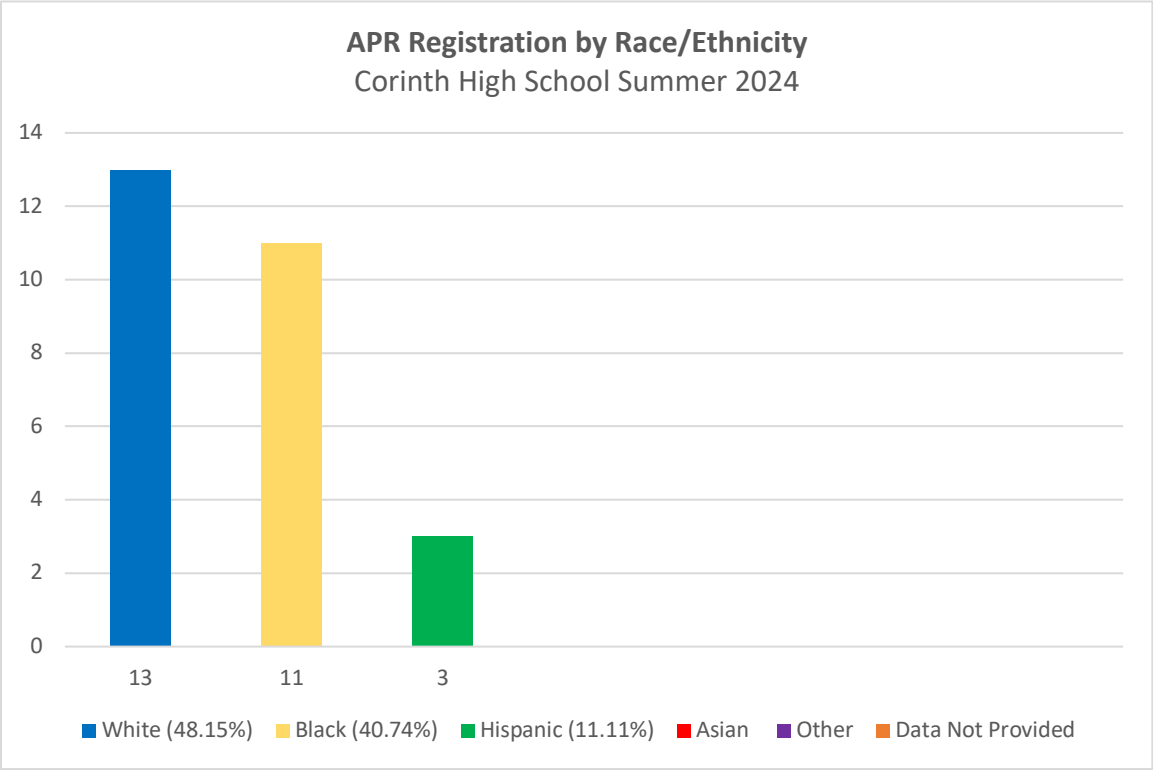


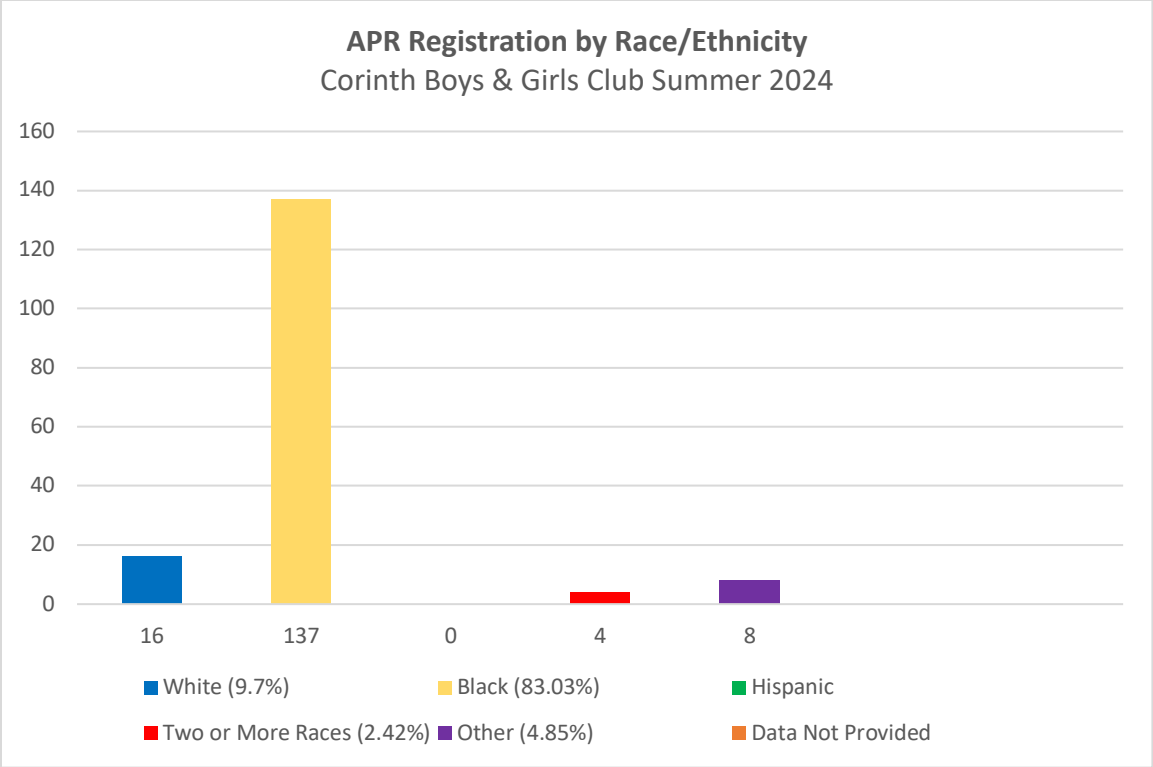
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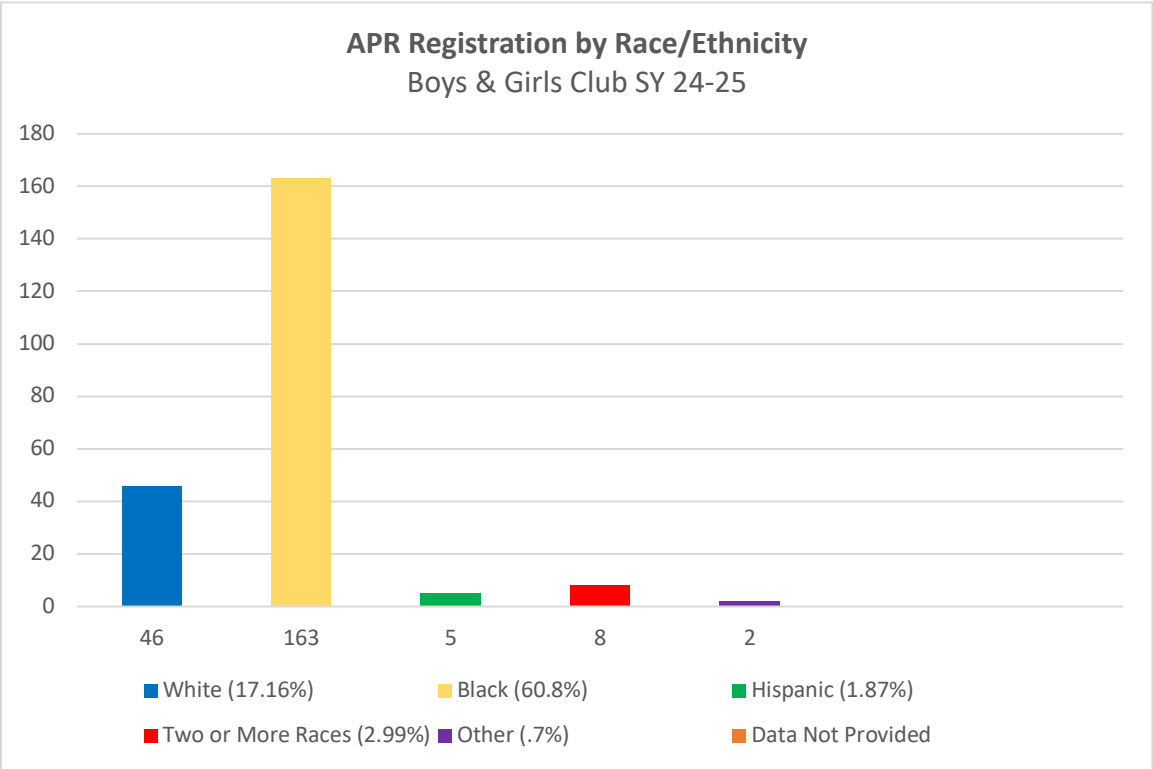


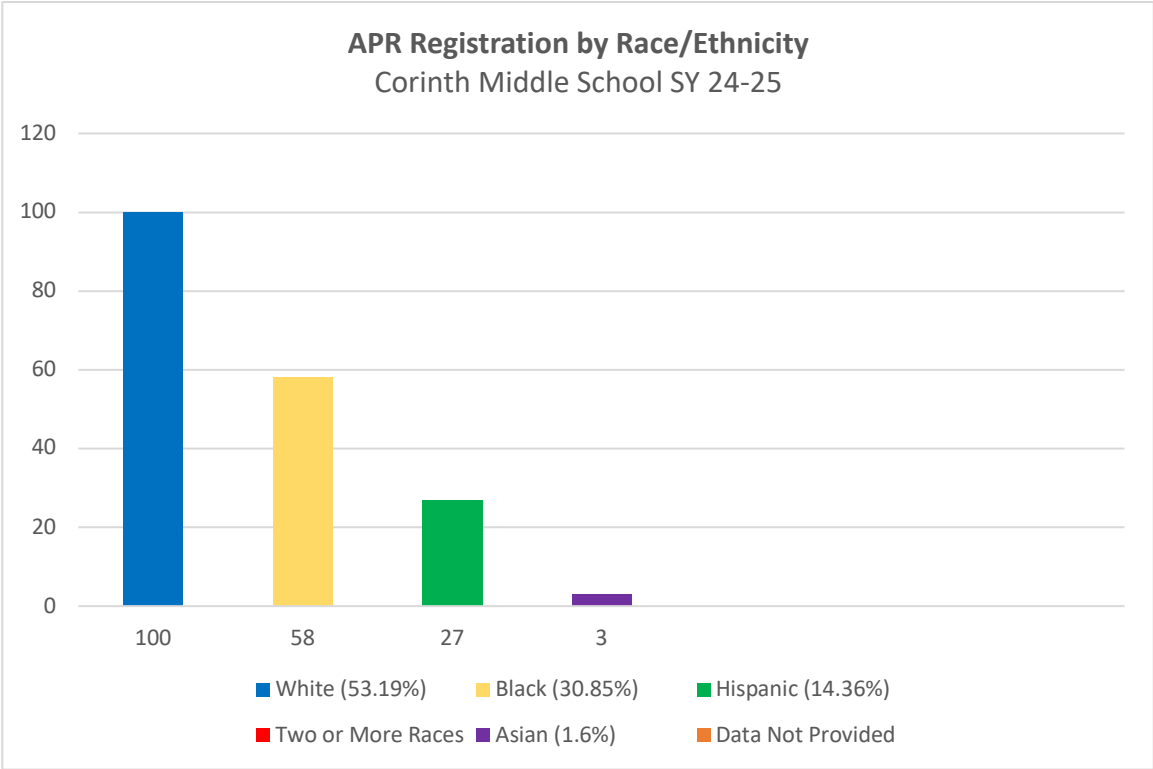


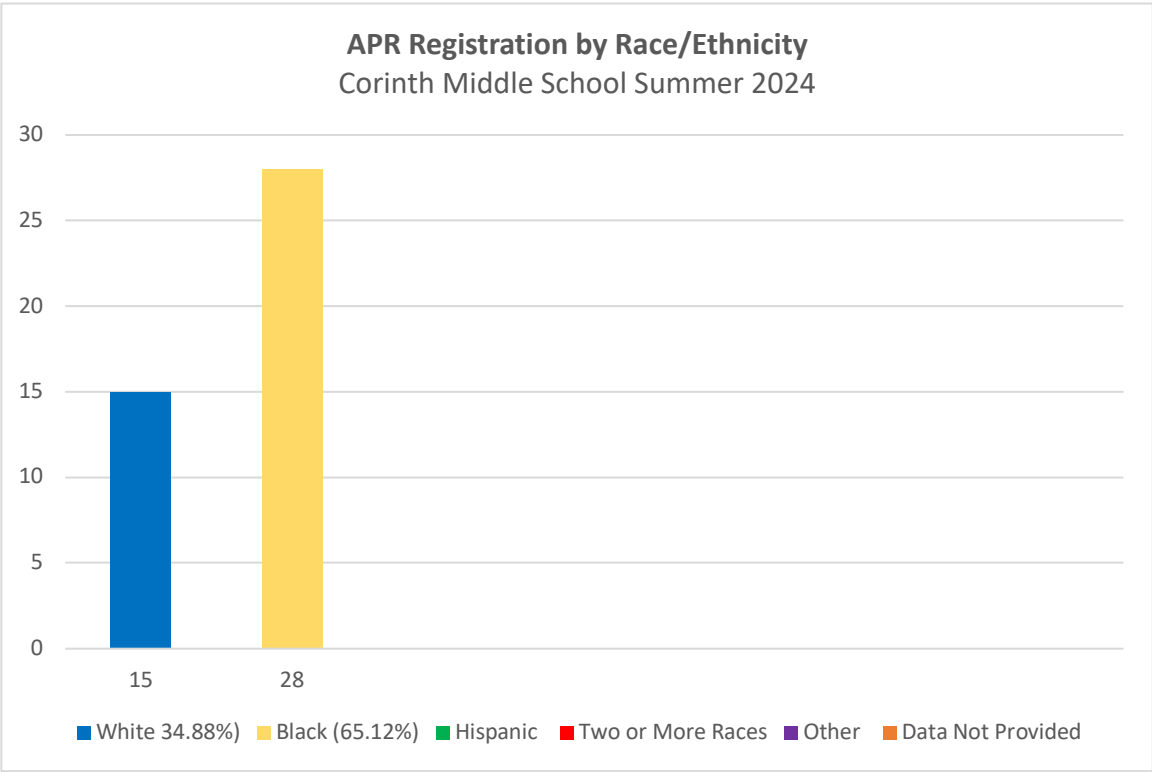


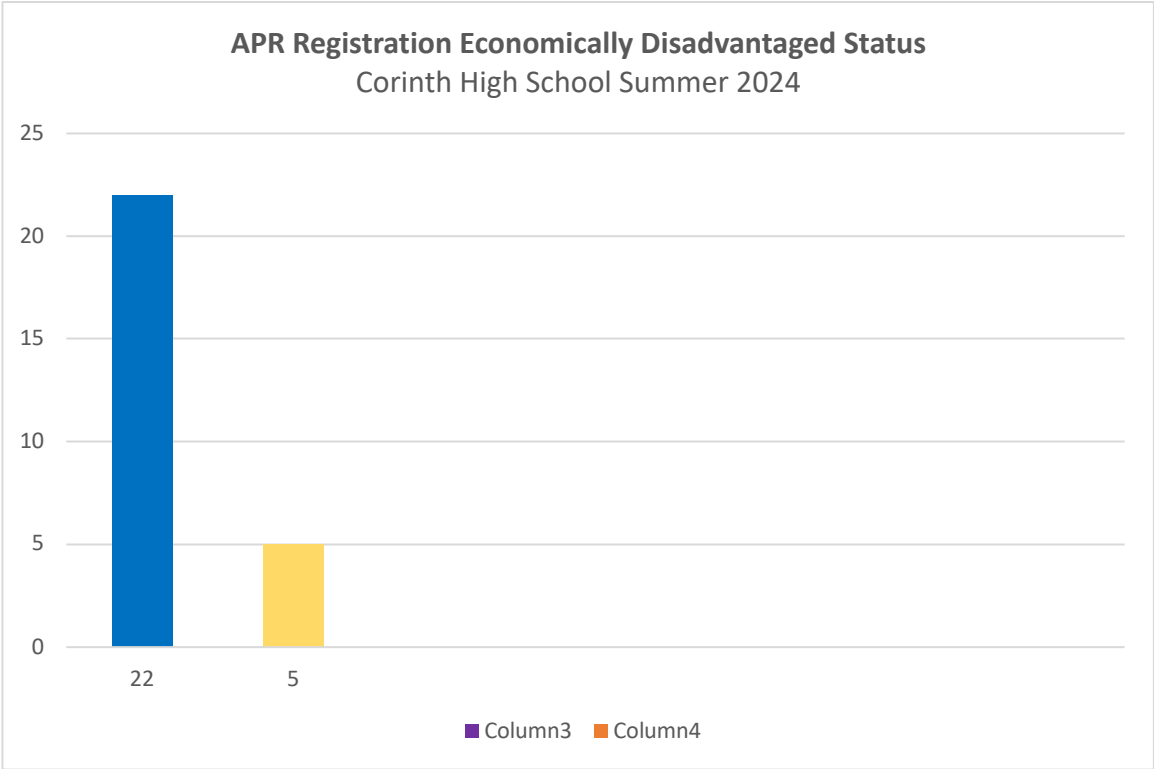


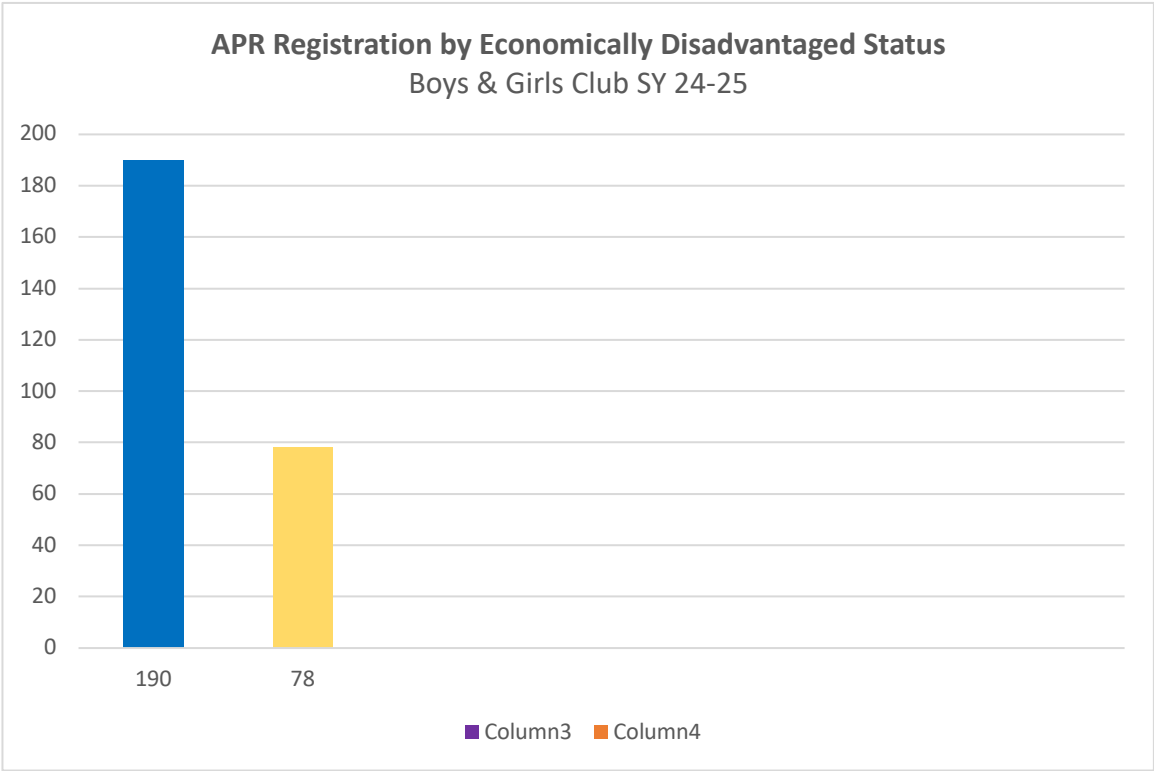


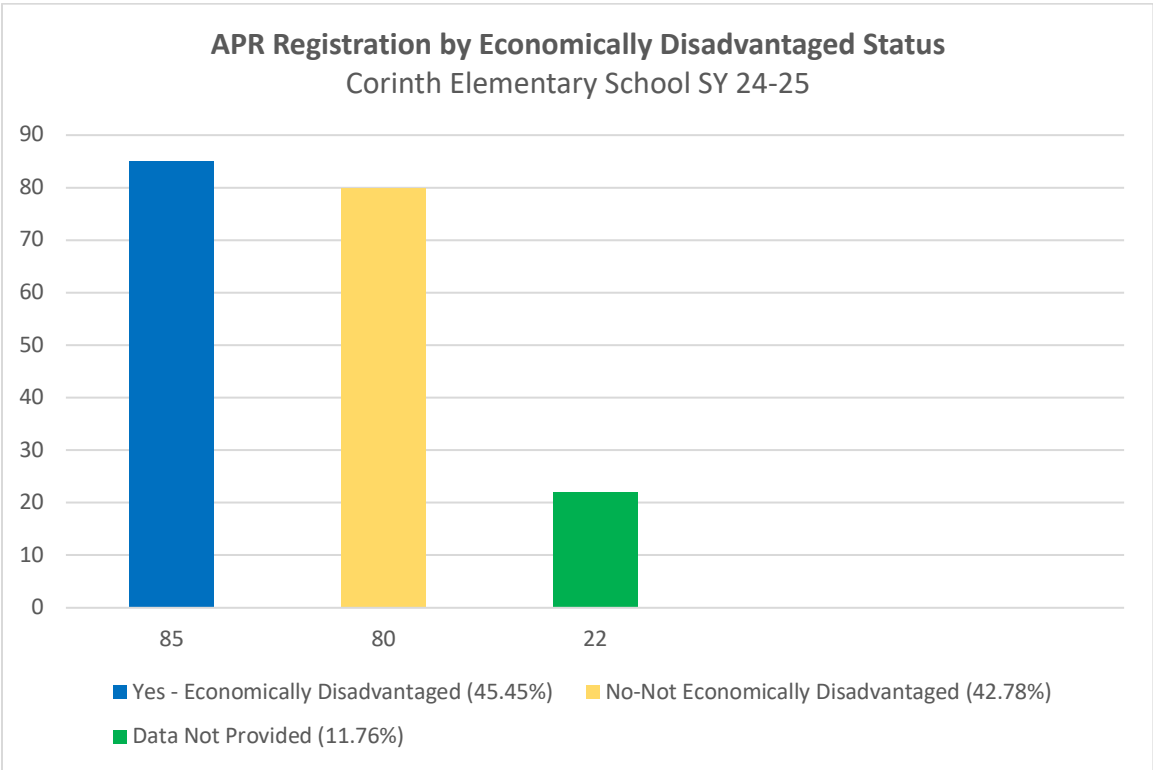
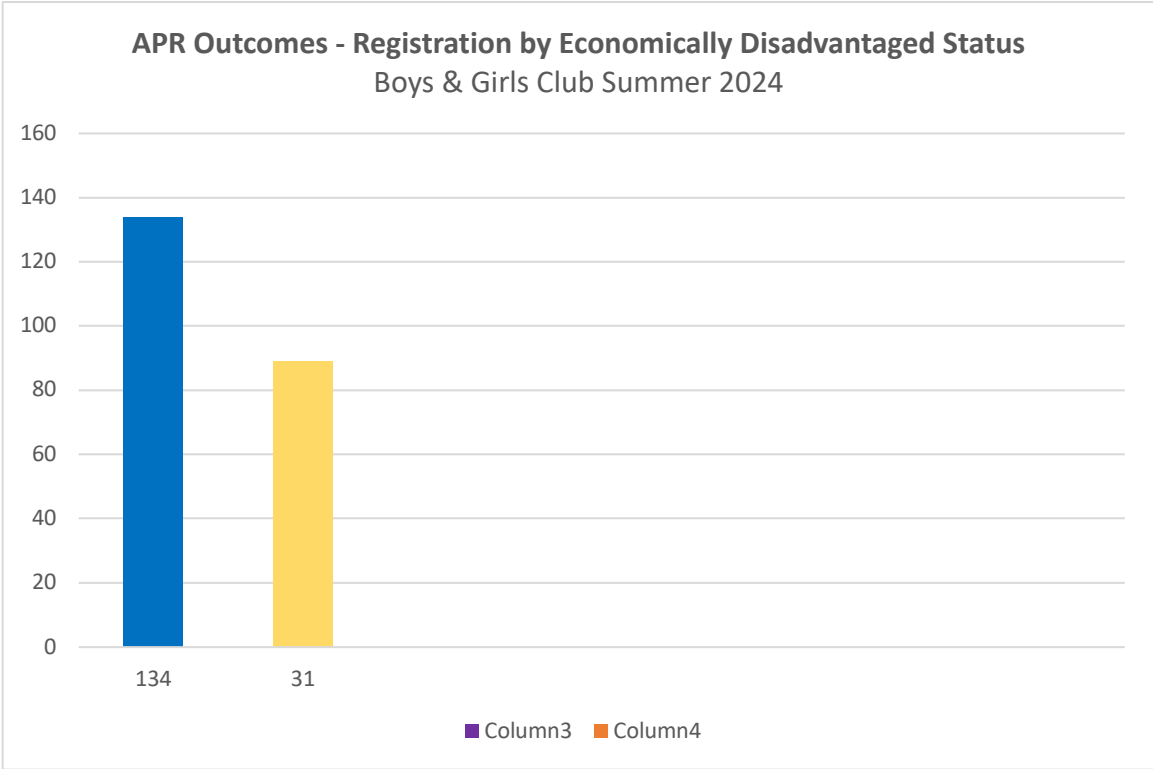


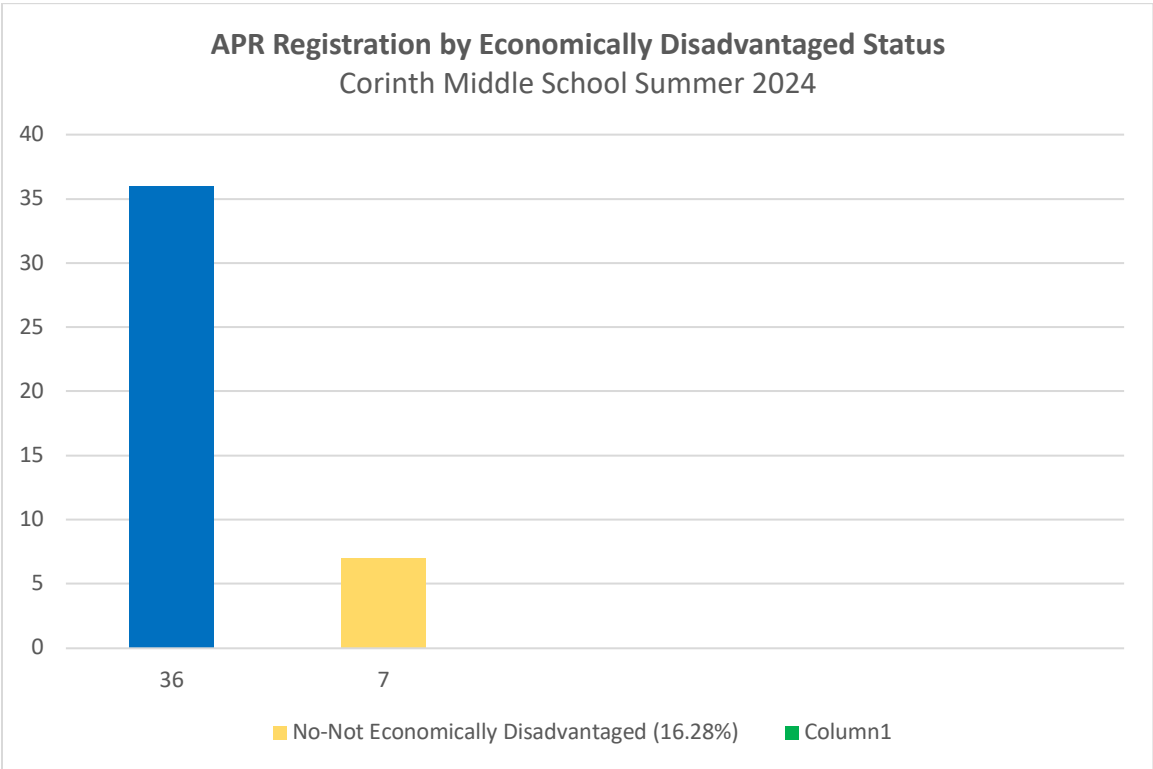
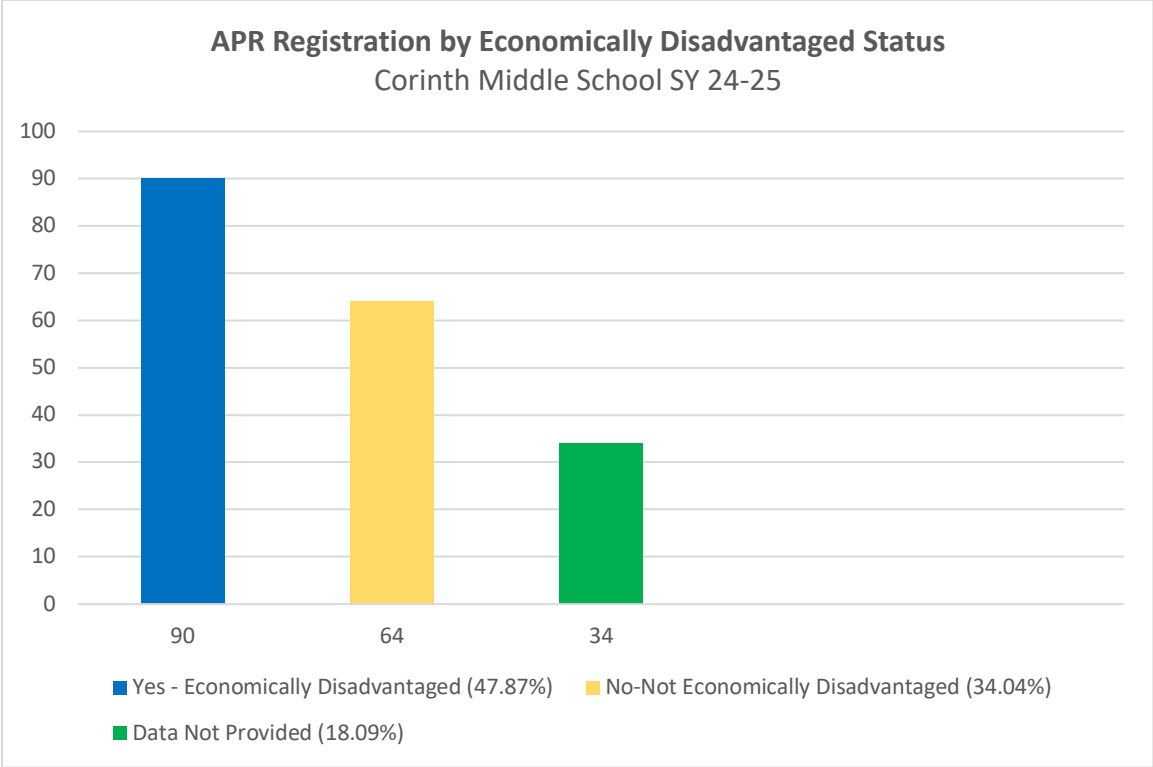












APPENDIX 5

ACTION PLAN

**MS 21CCLC Project
Dreamers Academy**

**Corinth School District Dreamers Academy Cohort 6 21st CCLC Sustainability Action Plan
4 Year Plan (48 months)**

Our two-fold mission is to help students focus on increasing their academic achievement and guide them in discovering the path that leads to success through participation in 21st CCLC intervention and enrichment experiences.

Plan Component	Action Steps	Timeline	Responsibility
Develop Vision, Mission, & Case for Support	- Advisory Committee guides planning process; re-evaluate in years 2, 3, and 4 - Establish why program is needed - Who will benefit - Coordinate with community organizations with same mission	Months 1-2; reviewed annually	Advisory Committee; 21 st Century Administrators and School/Site Leaders
Research and identify potential stakeholders	- Identify priorities for community engagement and communication - Solicit ideas from agencies, schools, faith communities, & clubs	Months 1-3; reviewed annually	Advisory Committee; 21 st Century Administrators and School/Site Leaders
Initiate relationship with potential stakeholders	- Schedule community & partner meetings - Formulate meeting agendas - Prepare outline of program's purpose and vision	Months 4, 16, & 28, 40	21 st Century Administrators and School/Site Leaders with Assistance from the Alliance
Analyze Program Costs	- Map current spending - Analyze funding gaps - Develop financing strategies - Evaluate options - Develop recommendations	Months 5, 17, & 29, 41	Finance Director; Federal Programs Director; 21 st Century Administrators; Superintendent
Continue to cultivate stakeholders and create buy-in for 21 st CCLC	- Hold meetings - Develop "success stories" and growth statistics - Create publications highlighting successes	Months 6, 18, & 30, 42	Primary Researcher; Data Manager; Director of Communications
Make the "Ask"	- Determine key community leaders to involve - Level of collaborative commitment for which to ask - Develop strong "case" for potential partner involvement - Be specific about level of commitment requested	(completed by) Month 7	Advisory Committee; 21 st Century Administrators and School/Site Leaders
Follow-up	- Formalize relationships with MOUs - Position descriptions for volunteer; revising as needed throughout the program	Months 8 & ongoing	21 st Century Administrators; Human Resources

	• Formalize advisory committee roles		
Be a Good Steward	• Opportunities for continued involvement through regular meetings and dialogue • Celebrate successes through publicity • Ensure program is mutually beneficial to all partners	Months 8 & Ongoing	Advisory Committee; Director of Communications; 21 st Century Administrators and School/Site Leaders
Create and execute fundraising	• Identify program services valued in community that could produce income to offset project expenses • Create marketing plan for program • Identify budget items that can be provided by in-kind partners & other stakeholders • Select methods & teams for fundraising/resource gathering for future • Use multiple fundraising methods (grant writing, direct mail, special events, create donors clubs) • Meetings with administrators to discuss program funding re-alignment • Select members of advisory committee, school board, and other community leaders to act as fundraising committee • Prepare a fundraising plan with objectives and timelines • Launch and execute fundraising efforts	Month 8 and carry forward into Years 2, 3, and 4	Director of Communications; 21 st Century Administrators; Federal Programs Director; District Foundation Members; Partner with Alliance