



Florida's 21st CCLC

Golden Glades Elementary After School Program

16520 N.W. 28th Avenue

Miami Gardens, FL 33054

Golden Glades Elementary is proud announce that we have been awarded funding for the 21st CCLC Afterschool and Summer Program. Golden Glades Elementary is inviting all students from surrounding private schools to participate in this program. The 21st CCLC program at GGES will provide academic enrichment opportunities for students during non-school hours. Parents of participating students will also receive services through the program.

If you have any questions or would like to participate, please contact the Program Director, Fatimah Albergottie at ms.gottie@dadeschools.net . For more details or a copy of the winning grant application please contact our main office at 305-624-9641.

About Us

GGES After School Program is a Florida Department of Education 21st Century Community Learning Center held after school at Golden Glades Elementary School. GGES After School Program is a program that offers students in second through fifth grade additional instructional and extracurricular support.

Services Offered

- Homework Assistance
- Science, Math and Reading Tutoring
- Art, Drama and Cultural Enrichment
- Technology and Expanded Library Services
- Adult Programs

Dates and Times of Operations

Services are provided on Monday, Tuesday, Thursday and Friday from 4:05pm-6:25pm and on Wednesdays from 3:05pm-6:25pm

GGES After school program begins on August 27, 2018 and ends on May 31, 2019. Services are only provided during school days.

Educational Summer Camp

GGES Educational Summer Camp is a Florida Department of Education 21st Century Community Learning Center held from June 17, 2019- July 26, 2019, at Golden Glades Elementary School. GGES Educational Summer Camp is a summer program that offers students in second through fifth grade with instructional curriculum, extracurricular activities, and weekly educational field trips.

Dates and Times of Operations

Services are provided Monday-Friday from 8:00 am - 4:00 pm

GGES Educational Summer Camp begins on Monday, June 17, 2019 and ends on Friday, July 26, 2019. Breakfast and Lunch served daily.

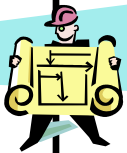
Target Schools

Parkview Elementary, Rainbow Park Elementary, Bunche Park Elementary, Robert B. Ingram Elementary, Mrytle Grove Elementary, Carol City Elementary, Brentwood Elementary



Florida's 21st CCLC
Soaring Beyond Expectations
NEW AFTER SCHOOL PROGRAM

Summer Camp Program
Starts on Monday, June 17, 2019
**Golden Glades
Elementary**



FREE

Summer Camp Program

**2nd-5th
Grade
Students**



**Mandatory Summer Orientation For
Miami-Dade County School
Students Only!**

**Parents Must Attend Orientation to
Enroll Student(s)**

Summer Camp Orientation

Thursday May 30, 2019

@ 5:30pm sharp!

Golden Glades Elementary School Cafeteria

2019

**Reading, Math,
Science, Art
Drama, Dance and
P.E.**

**For additional information, please call
Ms. Fatimah Albergottie
at (305) 624-9641**

SUMMER CAMP PROGRAM HOURS

8:00 AM – 4:00 PM

MONDAY – FRIDAY

JUNE 17, 2019 - JULY 26, 2019

Golden Glades Elementary

16520 NW 28TH Avenue, Miami Gardens, FL 33054

GRANT NARRATIVE

For additional information about the 21st Century Community Learning Center Project at Golden Glades Elementary School please visit our webpage at:

<http://goldenglades.wixsite.com/goldenglades>

Grant application below.

5.1. Project Abstract

Golden Glades Elementary School (GGES) Afterschool Program is an afterschool and summer program designed specifically for our students, and surrounding private schools. The program offers an extended school day/year of expanded learning opportunities, in a safe, drug free environment. The GGES Afterschool Program enhances 150 students, from second through fifth grade, their physical, mental, and social well-being. GGES Afterschool Program will focus on Language Arts, Reading/Writing, Mathematics, Science, Technology, and Arts. The objectives of our program are helping low-income students meet local and state academic achievement standards in reading, science, writing, and math, by participating in a variety of enrichment activities, and providing literacy and educational service activities for adult family members of participating students.

The GGES Afterschool Program provides activities such as (1) Tutoring/Remedial/Enrichment Education (2) Project/technology Based Learning and (3) Art-Infused learning. To increase student success and parental engagement, GGES after school program offers educational excellence for our children by informing parents about the importance of their roles, while uniting families and schools. Additionally, we give our parents a fuller sense of their rights/responsibilities and provide parents with educational opportunities through our adult/family member activities. GGES Afterschool Program offers adult/family member program activities which include literacy, computer literacy, financial literacy, home learning support, and navigating MDCPS parent portal.

5.2 Needs Assessment

5.2a Community Demographics

Golden Glades Elementary, a Title I Public School, is situated in the community of Miami Gardens, Florida, a city located in the Northwest region of Miami-Dade County. The school is positioned in the core of this community. According to the 2014 census, Miami Gardens'

population is 112,265. Its population has increased 4.8% since the 2010 census. The median household income is 39,545. The Census Data, reports that 22.6% of the residents of Miami Gardens are living below the poverty level.

The demographic report also shows 80.6% of the population in this area completed high school and 14.6% has an associates or bachelor's degree. When compared to the state and national educational data, the residents of Miami Gardens are not taking advantage of post-secondary educational opportunities. However, if given the academic support, we believe many of our students can be first generation college graduates; thus, improving the poverty rate and decreasing other risk factors in the community.

The overall crime risk is high. According to HomeFacts, a real estate search engine, the risk of murder, rape, robbery, assault, burglary, larceny, and motor theft range from 79% to 82% when compared to the national average on a 100-point scale. Majority of the crimes being committed in the city of Miami Gardens are youth crimes. The youth within the community do not have many safe places to go in which they can be provided productive educational and enrichment services at little to no expense. The GGES After school program address the needs of the community in the areas of education, personal enrichment, safety, and improving financial literacy.

5.2b The School Population

The school consists of 255 students, Voluntarily Prekindergarten (VPK) through fifth grade. In addition to the general education and inclusion curriculum, the school services a special education unit (Emotional Behavior Disorder - EBD) and English Language Learners (ELL) population. Many of our parents require translators and/or support navigating through available school and academic resources. Based on the MDCPS accountability data, 98% of our students are economically disadvantaged and qualify for free or reduced lunch. The school's population is comprised of 98 % minority students (90% African-American/Black and 8 % Hispanic/Latino). 2% of the population is

ELL and 17% receives Special Education services.

5.2c School Data and Grade

According to the 2012 - 2013 and 2013 – 2014 Florida Accountability Report, the two year trend data/grade for Golden Glades Elementary was a “C” and “D” respectively. Currently, the school is an “F.” The 2014 - 2015 Florida Accountability Report shows the school was 2 percentage points shy of earning a “D.” There was a 14 percentage point increase in fifth grade science. Students in grades 2 through 5 represent 62% of the students who are not meeting the attendance criteria for the school, 50% of the students who failed in English Language Arts or Math, and over 20% of the students exhibiting two or more early warning indicators. Our overall parent participation last year was less than 10%, 23 parents.

The data shows that our school must continue providing academic and enrichment experiences to support these areas. In many cases, it is the only opportunity many of our students are afforded the opportunity to experience enrichment activities that will assist with the development of broader content knowledge. Our students' performance shows that if given the appropriate extended educational resources and exposure to various activities, they can improve academically and become well-rounded individuals.

5.2d Current Programs

We believe our student's academic gains are largely due to interventions and enrichment services provided throughout the year. These programs take place in the form of before school tutoring using technology based programs (iReady, MyOn, Accelerated Reader and Reflex Math) instruction and Jumpstart Connect@Home. Pull-out and push-in support is provided during school; Saturday School; and Spring Break Extended Learning. Our staff also volunteers during their planning time and on early release Wednesdays to remediate based on the needs of the students. As our program expands to meet a community, state, national need and students' interests, the demand for services also increases. Student data such as, teacher generated; FSA; SAT – 10; and District

Assessments indicate that our students are continuously in need of academic support and enrichment activities. Recent neighborhood killings and deaths of elementary aged children confirms the need to provide additional school-based activities to keep our students motivated, engaged, and out of harm's way. Providing the aforementioned will result in academic gains and hopefully spark an interest that will lead to life-long learners and productive citizens. The results of the new Florida State Assessment (FSA) will help monitor and identify student academic gains and needs. GGES personnel will provide hands-on, engaged learning tied to the regular day. All of the program activities will have an academic component (Language Arts/Reading/Writing, Mathematics, Science, Technology, and the Arts) with enrichment instruction.

The program's goal is to have a significant increase in the number of students in grades 3 through 5 meet level 3 or higher on the mathematics and reading Florida Standards Assessment (FSA), Level 3 or higher on the Next Generation Sunshine State Standards (NGSSS) Assessments in science for fifth grade students, and in second grade for the students to score 7 or higher on the SAT-10 math and reading. In addition, to close the gap, the program's focus will be to increase the number of students being served in after school programs as well as engaged in a variety of enrichment activities at no expense to the parents.

5.2e Research

The need for this program is based on national data, the school's data, school surveys, and community feedback. Southern Education Foundation (SEF) (2015) states: For the first time in recent history, just over 50 percent of children attending U.S. public schools come from low-income families. SEF collected data from the National Center for Education Statistics that broke out by state the percentage of students who were eligible to receive free or reduced price lunches during the 2012-2013 school year. At least half of the students fit this eligibility in 21 states including Florida. Research consistently reports that persistent poverty has more disadvantageous effects on school achievement, socio-emotional functioning, and IQ than transient poverty, with children

experiencing both types of poverty generally doing less well than never-poor students. A child living below the poverty line poses long-term effects; including risks to health, educational achievement, family stability, and employment prospects. Poverty can be a powerful predictor of student achievement; however, independent of poverty, the portion of minority student enrollment. Minority schools tend to lack the necessary resources and/or support needed to implement quality educational program.

In addition, according to a research article, *Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis* (2004). "The Urban Institute has estimated statistical models to predict graduation rates while at the same time taking into account the effects of multiple district characteristics including: the percent of students eligible for free or reduced lunch; minority enrollment; segregation levels; and funding levels to explore the relationship between district context and failing to graduate". The US Census predicts that high school drop outs will earn 270,000.00 less than high school graduates over their working lives.

As a school that services a large number of minority students, our students are statistically at risk of not having the opportunity to pursue high paying careers when they graduate from high school and college. In addition, there is evidence of a digital divide because our students, who are largely from low-income homes, lack sufficient technology access and exposure. In many cases, only through the school environment and/or public library can their technology needs be met.

5.2.f Student, Parent and Community Survey

Students, parents, and community were surveyed to determine an interest in GGES Afterschool Program. The surveys revealed 94 % are interested in GGES Afterschool Program 96% of the students in grades 3-5 expressed interest in the areas of the Arts.

Other needs identified were parents requesting academic assistance for students, parents desiring more enrichment opportunities for their children and affordable after school and Summer School activities. Students expressed the need for other activities and programs. The community

partners are interested in safety in the community and student engagement in positive activities.

Community partners and organization extend assistance in the area of financial literacy programs, incentives, career day, donations, volunteering, and mentoring, activities. They have expressed wanting students prepared for post-secondary options and being positive contributors to society.

Two private and two feeder schools were invited to participate and/or provide input in determining the need for this program. None of the private or feeder schools in our area have responded to the invitation.

Based on the needs of the families in the community, GGES Afterschool Program will offer afterschool and summer services to elementary students in second-fifth grade. GGES Afterschool Program will operate between August 29, 2016 and June 2, 2017. It runs for 171 days during the school year and the Summer Program runs 30 days throughout the summer. The summer program will start June 12, 2017- July 24, 2017; hours of operations for the after school program are Monday and Tuesday from 3:05pm-6:15pm and Thursday and Friday, from 4:05 p.m. until 6:20 p.m. On Wednesdays the hours of operation are from 3:05pm-6:20pm. The summer hours of operation for the summer program will begin are Monday-Friday, 9:00 a.m. until 4:00 p.m.

5.3 Program Evaluation

5.3.a Evaluation Plan

An external evaluator will be selected to evaluate the program's effectiveness and efficiency. Miami Dade Public Schools has an approved list of evaluators. Evaluators should have the following qualification which includes, experience working with Florida Department of Education (FLDOE) 21st CCLC, generating relevant reports, helping programs identify strategies that work, accurate reporting procedures, and is locally accessible. Our school selected and interviewed two evaluating companies; based on our needs, we selected Q-Q Research. The company has the ability to develop assessments and protocols; conduct site visits and make

recommendations; collect, analyze, and interpret quantitative and qualitative data designed to measure progress towards the FLDOE-approved objectives as described, prepare and deliver written formative and summative reports.

GGES Afterschool Program is designed to provide a personalized academic and enrichment activities for all students and adult learners. The programs plan for increasing student performance begins with assessment and evaluation. Students participating in the program will be assessed to determine areas of interest, need, and ability. Student data will be generated using of Baseline Data Assessment, Mid-Year Assessments, Post-test, Teacher Observation, student reflections/surveys, parent surveys and student portfolio.

The formative and summative assessment data will be collected to measure student gains as well as determine their growth in content knowledge and skills over a period of time. Procedures are in place to ensure that data are collected in a methodical manner that will not stress students, compromise or influence outcomes, implemented with fidelity, and is fair.

Data Collection

The Site Coordinator will meet with external evaluator to establish data collection procedure, benchmarks, and types of reports to be provided. The Site Coordinator, with teachers, will meet prior to assessments to explain purpose of the assessments, testing procedures, timelines, data collection, and expectations. The Site Coordinator will be responsible for monitoring the overall administering of the assessments. Testing items will be signed in and out to ensure that all students are represented and assessment materials are collected in a secure and timely manner.

Certified teachers will administer the assessments to students in a quiet stress free environment. Students will be given baseline assessment to determine their knowledge in mathematics, reading, and science. Teachers are responsible for completing student observations and helping student maintain portfolios. Data collection, assessments, and documentation will be collected by the teacher and turned in to the Site Coordinator.

Evaluation Activities:

Baseline Data: September: Students attending second through fifth grade: used to establish participant level in Science, Math, Reading, and Writing. It will be completed during the regular school day and participating students' data will be shared with after school program. Site Coordinator will coordinate data collection with the school to get a report of student Baseline assessment. Afterschool instructors will provide instruction that addresses the identified benchmarks.

Mid-Year (the school's Interim): October/January: Students attending second through Fifth grade: will be completed during the regular school day around January and participating students' data will be shared with after school program. It will be used to monitor the academic gains of participant. Site Coordinator will coordinate data collection with the school will provide a report of student's assessment and a graph showing the students' scores and gains (compared to baseline). Afterschool instructors will provide instruction that addresses the identified benchmarks.

Florida Standards Assessments (FSA)/Stanford Achievement Test (SAT)-10/ Post-Test:

March-April Students attending second through fifth grade: will be completed during the regular school day around January and participating students' data will be shared with after school program. It will be used to monitor the academic gains of participant. Site Coordinator will coordinate data collection with the school will provide a report of student's assessment and a graph showing the students' scores and gains (compared to baseline). Afterschool instructors will provide instruction that addresses the identified benchmarks.

Pre-Test: Establish participant level of knowledge. It will be taken prior to activity/session(s) during the after school program in the areas of: the arts, fitness, health and nutrition. Assessments will gauge students'/ adult family members' prior knowledge in each area.

Adult family member will complete for literacy, computer literacy, and financial literacy. Site

Coordinator will coordinate activities and data collection with teachers.

Check Point: Midway point will assess/measure adult family members' growth in literacy and computer. Monitor the progress of participant. Site Coordinator will coordinate activities and data collection with teachers.

Post-Test: at the end of session: will take at the end of the activity/session(s) during the after school program in the areas of: the arts, fitness, health and nutrition and in May for the overall assessment. Assessments will measure students'/ adult family members' growth each area. (Compared to pre-test) Adult family member will complete for literacy, computer literacy, business, and financial literacy. Site Coordinator will coordinate activities and data collection with teachers.

Interest inventories/Learning Style Survey: September: Students 2-5: Identify participant grade and adult family member's interest and learning style will be taken at the beginning of the program to drive instruction. Site Coordinator will coordinate activities and data collection with teachers.

Portfolios: On-going: A collection of artifacts by each participant will be maintained to show growth and ability in various areas.

Report Card: Each nine weeks students will bring their reports to their teachers to be reviewed and to monitor students, academic improvement in Language Arts, Mathematics and Science. Site Coordinator will coordinate activities and data collection with teachers.

Site Visits: Quarterly external evaluator will visit to observe and review site procedures and collect data.

Results from the evaluation will be used to drive instruction and modify program as needed to meet the needs of all participants including adult family members. Information will be shared with participants, parents, and stakeholders via website, newsletters, letters, and reports. Staff will be available to answer question and/or concerns

5.4 Applicant's Experience and Capacity

Prior Experience: The school with the help of its partners successfully implemented previous grants which included the 21st Century S.E.C.M.E. program grant. Partners such as Helping Hands provided materials and volunteer hours to help with the implementation process. Administrators, instructors, and support staff worked collaboratively to successfully implement grants that positively impact student growth. For example, The Golden Glades Elementary Garden Project was a school wide project designed to assist students in expanding their knowledge and experiences in science. Teachers and students studied agriculture in Florida. They worked together to create several gardens that contained plants native to Florida or would thrive in Florida's tropical climate. Through this hands-on project, the students discovered how important agriculture is to our environment and economy. Various science lessons were integrated into the curriculum and instruction.

Leadership: Miami Dade County Public Schools is the fourth largest school district in the nation. It manages over 16 million in grants and has proven to have the capability of sustaining programs that work. Programs such as magnet, physical education, and other 21st CCLC have been successfully executed.

Mrs. Crystal J. Spence, the Principal, has been in a leadership position for a total of 3 years. Her experience shows that she is qualified to successful implement programs from elementary to high school, oversee a staff, and manage a large budget. She implements Saturday School, morning tutorials and provides afterschool support for students in her position as Principal.

The program consists of one **Site Coordinator who** is an experienced educator who has previously worked with a grant program. The Site Coordinator is required to have a master's degree or higher, holds a current certification in education, and has leadership experience. The Site Coordinator will have adequate background in curriculum to identify and coordinate relevant and quality professional development.

5.5 Partnerships, Collaboration, & Sustainability

5.5a Community Notice

The school and its partners informed the community of our intent to apply for the 21st CCLC through a community letters and emails. The application will be posted on the school's website by March 24, 2016. The school will make it available at its EESAC and PTO meetings. It will also be available on request in the main office immediately following its submittal. A contact person will be established for information, question and concerns.

Collaboration with Private Schools

Private schools were contacted via phone calls, emails, and letters. A staff member called all of the private schools in the area to notify them of our intent to apply and invited them to participate. The staff member asked for a contact person and their email information. Golden Glades Elementary administration decided to apply on Tuesday, March 1, 2016. Letters were emailed on Friday, March 11, 2016.

Timeline

February 19, 2016	Attended FLDOE meeting
March 8, 2016	Identified neighboring private schools
March 11, 2016	Called private schools notified them of GGES intent to apply, extended an invitation to participate, asked for contact person/email addresses and emails were sent.
March 13, 2016	Notification letter mailed to private schools

There were no responses from the private schools; however, GGES Elementary School will continue to send updates, notices, professional development opportunities, surveys, and calendar of events. The private school contact person will be informed and invited to participate in upcoming meetings and events via email or phone. A monthly calendar of events will be provided at least one week before the new month.

5.5b Partnership

We have established a partnership with community partners to provide enrichment

activities to our students and adult family members. Volunteers from Greater Love Full Gospel Baptist Church provide mentoring services and volunteer time to support the student activities. Wells Fargo, a profit organization, conducts financial literacy sessions at no cost to the school. They provide all training materials and teach usable skills appropriate to parents and/or students served by the program. They teach parents and/or students real-world concepts about financial literacy and money management.

21st CCLC Advisory Board

GGES Elementary School's 21st CCLC Advisory Board will consist of three parents, three GGES Elementary School regular school day teacher (one from 3rd, 4th, and 5th, and grade), the GGES After School Program Site Coordinator , one school administrator, one GGES After School Program staff member, seven community representatives/ partners. The private schools were invited to participate. The board meets quarterly to discuss the overall implementation and program outcomes. Student data and the effectiveness of the program is reviewed and shared with stakeholders. Committee members identify needs of the program and ways to sustain the program after the funding term is complete. Meeting minutes are posted on the website.

5.5c Collaborations with the Regular School Day

GGES After School Program compliments the regular school day because it provides more time for students to be engaged in projects, skill development, tutoring and enrichment activities that will enhance their discovery, critical thinking, and creativity. It also permits additional time for individual academic support. The program is available to every eligible student in second through fifth grade interested in participating with emphasis on students who are performing in the lower 25 percentile of the overall student population on each level.

Teachers from the regular school day provide instruction in the afternoon. The instructors' work with students on the grade level they teach. This allows them to meet individual needs of each student and extend focused instruction that targets specific areas. Instructors do not have to spend time getting to know the students. Quarterly data chats during the day will complement afterschool quarterly data chats. Teachers can provide input on the effectiveness of the program based on changes they see when comparing the student data (Baseline, Mid- Year, Post-Test and FSA). Student data is also compared to identify trends and effectiveness of the program. Report cards will be reviewed each nine weeks to measure student gains.

Instructors will communicate and participate in professional learning communities that support student achievement, teacher development, best practices, and review student work together. GGES Elementary School is a small school most teachers know most of the students even if the student is not the instructor's student.

This strategy saves time because the transition from regular school hours and afterschool hours is seamless. In addition, if there is a need, concern, or issues that take place during the day, the afterschool teacher, in most cases, will be aware of it.

5.5d Sustainability

Golden Glades Elementary School administration will continue to work towards meeting the needs of our students, families and community. Collaboration with stakeholders and parents will be on going to meet the following goals providing academic and enrichment services, literacy/financial literacy for adult family members, and promote safety in the community. Leadership will continuously strive to attain resources such as funds, partnerships, curriculum, professional development, various materials, and personnel to support the program.

Sustainability Plan

- (1) **Focus on meeting/maintaining goals:** On-going: **Responsible Staff:** Administration/21st CCLC Leadership Staff: **Target:** Goals: Provide academic and enrichment services for low-income families. Increase student achievement/gains, students grades 2-5 meet local and state standards, student grades in math, reading, writing and science improve and are satisfactory, student improve social skills, behavior, knowledge, experiences, and over all personal enrichment. **Purpose:** Provide Curriculum, field trips and staff, mentors, PBL, Interest based activities: **Strategies:** Student, Data Chats, Parent meetings, Business Partners, Stakeholders collaboration;
- (2) **Resources/Material/Curriculum:** On-going: **Responsible Staff:** Administration/Coaches/ 21 CCLC Leadership: **Target:** Replace consumables and purchase new/current resources and curriculum: **Resources:** Technology, programs, portfolios, supplies, field trips. **Strategies:** Allocate funds from school budget, fundraisers, and donation;
- (3) **Allocate funds to support program:** On-going: **Responsible Staff:** Administration: **Target:** School funds such as Title I, Title III, Food Program, Community, and Partnerships: **Purpose:** Salaries, technology, programs, portfolios, supplies, contracted services, field trips, transportation **Strategies:** Allocated funds from school budget, fundraisers, and donation;
- (4) **Fundraisers:** On-going: **Responsible Staff:** Administration/Staff/21st CCLC Advisory Board/PTO/EESAC: **Target:** Calendar of school fundraiser events (pizza Wednesday, Jean Day Friday, Dress-up Day, chocolate candy fundraiser), and grade level fundraisers: **Purpose:** Salaries, technology, programs, portfolios, supplies, contracted services, field trips, transportation **Strategies:** Allocated funds from school budget, fundraisers, and donation;
- (5) **Donations:** On-going: **Responsible Staff:** Administration/Staff: **Target:** Business

Partners/Community: **Purpose:** Salaries, technology, programs, portfolios, supplies, contracted services, field trips, transportation **Strategies:** Allocated funds from school budget, fundraisers, and donation;

(6) **Staff:** On-going: **Responsible Staff:** Administration: **Target:** Select key staff to recruit services to students and families Professional Development that supports program: **Purpose:** Certified teachers, paraprofessionals, Site Coordinator , security guard: **Strategies:** Allocated funds from school budget, and fundraisers;

(7) **Volunteers:** On-going: **Responsible Staff:** Administration/Staff: **Target:** Recruit Volunteers with level 2 clearance and qualifications to help participants: **Purpose:** Volunteers to assist with overall program/and help maintain the level of services provided: **Strategies:** Recruit qualified retired teachers, industry focus volunteers, college students, high school, parents, partners, and community;

(8) **Partnerships:** On-going: **Responsible Staff:** Administration/ Staff: **Target:** Community agencies/support/College/ University Partnership: **Purpose:** Partners to support overall program/and help maintain the level of services provided **Strategy:** Recruit quality partnerships that focuses on specific needs.

5.6 Program Plan

5.6aTarget students

Golden Glades Elementary is a Title I school that houses 256 students. The students in this program are in grades 2 through 5, ranging in age from about 7 to 14 years. The majority of the students in this community school fall below the line of poverty, as shown on the 2014 census reports. Most of the student population comes from homes where parents did not graduate high school and/or did not go to college. They live in a high-risk crime area. 10 % of the school population is English Language Learners. We have students who show disruptive behavior and are truant. There is a full-time EBD unit, Kindergarten through fifth grade. Overall the school has some older elementary kids due to failure and not meeting standards on State assessments.

The 2014 Florida Accountability Report shows, 24% meeting high standards in Reading, 32% meeting high standards in Mathematics, 38% meeting high standards in Science, 100 % of the population was tested. Based to the data, the goals of this program will address students' needs. The program will be opened to all students in grade 2 to 5, with priority given to students in the lowest 25 % tile and those exhibiting the most need. There will be 150 seats available and based on our experience that should be enough seats. However, consideration given to the students with most needs.

During the summer emphasis will be on the same population. Several private schools in the area were invited to participate in the development of the application as well as, provide input in the needs assessment of the students, families, and community. The private schools did not express an interest in attending at the moment.

5.6b Recruitment and Retention

The program will be available for students who are in second – fifth grade and interested in participating in the program, with emphasis on students who are performing in the lower 25 percentile of the overall student population on each applicable grade level. Student referrals will be based on teacher recommendations, Individual Educational Plans (IEPs), incident scam, failure of core courses, student interest, parent interest and/or referrals. The parents of the student who fall into the lower 25 percentile will be contacted, via phone call, letter, or in person, to inform and explain the goals, benefits and extra support that this program will provide for their child. An information session will be held to give a notice, overview and answer questions about the program. An invitation will be extended to **all** eligible students in the school. All parents will be notified of the opportunity through ConnectED, school website, letters, and meeting. Based on our school's population, there will be a distribution of informational materials, written in English and Spanish notifying families of the GGES Afterschool Program and how to participate.

Students will benefit from the academic and enrichment activities that are implemented in the program. Although students will receive incentives to keep them motivated and encouraged,

we hope to help students build on intrinsic rewards that will carry them throughout life. Through self-discovery, thus, identifying their place in society, the student will learn to appreciate their progress and contribution to society. Rewards such as certificates, movie tickets, extra time in interest focus activities, success/recognition wall, student of the month, leadership opportunities and gift cards will help to keep students motivated. Fun filled academic field trips group projects will also motivate attendance. Implementing a meaningful, fun filled and engaging program will support recruitment and retention.

Parents will be informed from the beginning of attendance expectations. They will be asked to be involved and partner with us in keeping their children motivated. We will continuously share the benefits, program results, and success stories with families. Student success and progress will generate high attendance.

5.6c Student Program Activities

GGES After School Program will offer a variety of academic and enrichment programs, In the after school program students will participate in tutoring/remedial education activities Math, Language Arts/Reading Science education, Art, Dance, Drama, Music, Technology, programs that promote parent involvement and programs that provide student character building, such as mentoring

Based on our needs assessments as described in section 2.1, our students will benefit from activities in the above areas. Our goals include increase achievement by improving core instruction in all content areas, increase participation of parents from economically disadvantaged subgroup, and increase in variety of enrichment activities. GGES After School Program will support the regular school day and address the needs and learning styles of the students through differentiated instructions, project-based learning, interest driven activities, and extra support in core subjects. Students will be given extended time to engage in projects and other educational activities. Students will be greeted, attendance taken and given snacks by paraprofessionals.

Afterschool and Summer Sample Schedule (See uploaded forms)

Proposed Enrichment

Enrichment	Participant	Coordinator	Instructor and Qualifications	Strategies
Dance and Drama	2-5 grade	Site Coordinator	Certified Teachers	Expose students to theatre and performing arts
Home School Connections	Adult Family	Site Coordinator	Certified Teacher	To educate parents on home to navigate through the parent portal, sharing the joy of reading with your child, how to succeed on standardized tests and homework tips and attendance policies
Book Club, Extended library time	2-5 grade	Teachers	Certified Teachers	Increase the number of book students read, Silent reading. Written and oral
Educational Field Trips	2-5 grade	Site Coordinator	Certified Teachers	Expose and increase student experiences
Science Projects	2-5 grade	Teachers	Certified Teacher	Solve real world problems, Technology. Hands-on

“A Day in the After School Program”

4:05pm- 4:25pm

Students enter the cafeteria and immediately receive their snacks, attendance is taken, and students will begin Home Learning Activities .Paraprofessionals will supervise these activities.

4:25pm-4:30pm

Teachers and Paraprofessionals transition students to their classes for instruction. Each teacher will have a group size of 10 students and groups that have between 10-20 students will have (1) teacher and (1) Paraprofessional. Special Area teachers will have between 10-20 students and Core teachers are available to assist with monitoring their group of students during specials block. All classes are self-contained and special area teachers will push into classrooms.

4:30pm-6:15pm

Depending on student’s class rotation schedule, (**See attached After School Schedule Sample**) each student engages in 2 subject areas per day which will include the following activities:

Reading/Technology: (1) Teacher uses gradual release module, differentiated instruction and conducts whole and small group activities. (2) Within small groups students use “study buddy devices” to practice reading comprehension passages scaffolding with the standards (3) students use laptops/tablets to access iready software and complete designated assignments. (4) Teacher lead group has one on one instruction with teacher reinforcing selected standard and/ or enrichment activities using iready books. (5) Last 10 minutes of Reading block is used for home learning

assistance.

Language Arts/Writing: (1) Teacher uses gradual release module, differentiated instruction and conducts whole using “Flocabulary” in addition to small group activities. (2) Within small groups students use “study buddy devices” to practice reading comprehension passages scaffolding with the standards (3) students use laptops/tablets to access “Flocabulary” software and complete designated assignments. (4) Teacher lead group has one on one instruction with teacher reinforcing selected standard and/or enrichment activities using “Wordly Wise”. (5) Last 10 minutes of Reading block is used for home learning assistance.

Math/Technology: (1) Teacher uses gradual release module, differentiated instruction, and conducts whole and small group activities. (2) Within small groups students use “study buddy devices” to practice mathematic problems independently scaffolding with standards (3) Students use laptops/tablets to access iready software and complete assignments. (4) Teacher lead group has one on one instruction with teacher reinforcing selected standard and or enrichment activities. (5) Last 10 minutes of Math block is used for home learning assistance. Other materials used during lessons include: Graduated cylinders, Measurement Centers, Decimals, and Fractions and percent magnet boards.

Science-(1) Teacher uses gradual release module, differentiated instruction, and conducts whole and small group activities. (2) Teacher lead group has one on one instruction with teacher reinforcing selected standard. (3) Last 10 minutes of Science block is used for home learning assistance.

Drama: Students participate in activities that include (1) Group Building/ Improvisations (2) Creating Characters (3) Adapting Literature (4) Process Scripted Drama. Materials used are Reader’s Theatre scripts and hand puppets.

Art : Students engage in activities which include (1) Paper Weaving (2) Creating Scrap Books (3) Sand Art (4)Canvas Painting (5) Creating 3 dimensional images. Materials used will include Construction Paper, Art Tissue, Paint, Mosaic Craft, Sand Art Figures and Cardboard

Mentoring: All Students participate in the mentoring program every Wednesday from **4:05pm-4:25pm** in the cafeteria. Supervision is provided by volunteer approved mentors and paraprofessionals. Students engage with members of the community and participate in seminars where they can ask questions and obtain knowledge about future goals and career paths.

6:15pm-6:20pm Dismissal

Each teacher walks his/her class to the front of the school where safety dismissal procedures are conducted. Security Monitor and Site Director remain on the premises and monitor students until each student has departed.

5.6.d Adult Family Member Program Activities

The surveys completed by parents reflected interests in the area of technology, learning about enrichment services, home learning support, understanding academic choices for their children, and navigating through the parent portal. Parents checked interest in financial planning and entrepreneurship. GGES Afterschool Program offers adult family member program activities that focus on literacy, computer literacy, financial literacy, home learning support, navigating MDCPS parent portal.

Parents will have a copy of the program activity calendar. They will be encouraged to participate by making topics relevant to their needs, easy to access, and timely one hour sessions. All activities are hands-on, thus, keeping them engaged. Programs will be offered in English and Spanish and/or French/Creole. Registration information will determine the language delivery of the activity.

(Please see attached Adult Family Member Program Activities Schedule)

5.6e Staffing Plan and Professional Development

GGES Afterschool Program will offer a great experience for students and their family members. To provide the best opportunities for the participants, there will be 1 Site Coordinator (certified teacher), 15 certified teachers, 2 paraprofessionals, 2 security guards, and 1 custodian. Teacher recruitment will begin with Golden Glades Elementary School instructional staff. However, if needed, teachers from neighboring/or feeder schools will be recruited. All teachers must be certified by the State of Florida and hired by MDCPS. Emphasis will be placed on teachers who teach math, reading, science, language arts, and the arts (drama, music, art).

Site Coordinator will be an experienced educator who has worked with grants. The Site Coordinator is required to have a master's degree or higher and possess certification in elementary education and leadership or leadership experience. The Site Coordinator will have adequate background in curriculum to identify and coordinate relevant and quality professional development.

Teachers who meet the State of Florida's certification criteria will provide instructional services to students using differentiated techniques. Differentiated Instruction strategies will be integrated to provide intervention, grade level, and enrichment instruction for all participants. Instructors will monitor student progress, work, portfolios, participation and completion of activities. The teachers are responsible for testing students, and academic instruction.

Clerical will maintain budget and expenditure records. Duties will include payroll, expenditures, and bookkeeping. All expenditures will be approved by the Principal and follow the federal and procedures guidelines.

Partners will assist with enrichment activities, projects and mentoring services also provide parental workshops. They must be certified or have expertise in their field.

Paraprofessionals meet the hiring requirements of MDCPS. They will support students in all academic and enrichment activities. They will greet students and distribute snacks starting at 4:05 p.m. - 4:25 p.m. Teachers will begin at 4:25 p.m. after their contractual time ends with MDCPS.

Security will ensure an environment for students and staff. Greet parents as they enter the building, check identification, call student for dismissal, and implement safety procedures. Remain an extra 30 minutes each day with Project Director.

Custodian will provide a clean environment. This is an in-kind service.

There will be 100 participants in grades second through fifth, approximately 30-35 in each grade level. To meet the required student teacher ratio, there will be 11 teachers (including Site Coordinator) and 2 paraprofessionals. The Project coordinator will work an extra 30 minutes per day to complete duties and or activities to meet program goals.

Note: Groups with one certified instructor will have only ten students. Some groups will have a teacher and a paraprofessional and will consist of 20 students; however, a certified teacher at a 10:1 ratio will provide all instruction. Paraprofessionals will assist a small group (10 students) that supports the academic instruction provided by the certified teacher. **For example,**

2nd grade: 3 certified teacher and 1 paraprofessional = 40 students- (class 1: 20 students to 1 certified teacher and 1 paraprofessional, **class 2:** 10 students to 1 certified teacher, **class 3** 10 students to 1 certified teacher).

Hiring Procedures: All staff members meet the guidelines set forth by the Jessica Lunsford Act and MDCPS' background/screening requirements. All instructors, paraprofessionals, volunteers, mentors, speakers, security guard, or anyone working with students must meet level 2 clearance. Every member must be cleared and hired through MDCPS.

Professional Development is a key component to meeting our goals. Teachers must be prepared to integrate current, researched based instructional strategies. They must also understand and know how to implement the curriculum. The following professional development opportunities will be offered in year 1 of the program: Required 21st CCLC Conference Orlando, Project Based Learning (PBL) Strategies, and Instructional Strategies to meet Florida Standards (reading, writing, science, and mathematics). Additional professional development will be data and research driven. As student needs change, so will the professional development to accommodate those changes.

Professional Development will be offered on teachers' work days and professional development days. The school will partner with the afterschool/summer program because the knowledge will benefit all students. Teachers will be given master plan points towards recertification. In years 2, 3, 4, and 5, professional development will be based on current trends, mandates, external review recommendations, and survey (participants, families, staff and stakeholders).

5.6f Program Site

Golden Glades Elementary has adequate space to operate GGES Afterschool Program which includes a media center, a science lab, music suite, a stage, several classrooms, physical education areas with basketball courts, and primary play grounds. The school sits in the middle of the neighborhood. Most of our students walk to school because it is just a few steps

from their front doors.

This facility is a safe haven for students. The security guard is positioned at the front desk. The rest of the school is not accessible because the doors leading in are locked and can only be opened with a key or from the inside. The entire property is fence in and all gates are locked; however, students and staff can exit the building during an emergency.

The program keeps students engaged in positive activities; provide supervision to minor students during non-school hours, thus keeping them safe, and encouraging involvement community. It also promotes good citizenship, decreases dropout rate, and encourages students to explore careers in science.

5.6g Safety and Student Transportation

As stated before, all staff members meet the guidelines set forth by the Jessica Lunsford Act and MDCPS' background/screening requirements. All instructors, paraprofessionals, volunteers, mentors, speakers, security guard, or anyone working with students must meet level two clearance. Every member must be cleared and hired through MDCPS.

Students must sign in during attendance and sign out at dismissal. The time in and time out will be recorded and verified by the instructor. Students will follow dismissal plan provided by parents.

The person picking the student must be on the contact form and identified as an approved person for pick up. Identification will be checked by security and/or selected staff. Student emergency contact information will be on hand. Parent information, student health needs, doctor information, hospital preference and any additional information provided by parents will be available to project director and teachers. Most students walk home because the school is in close proximity to the students' homes and other students are pick up by parents/family members. The Site Coordinator and security guard will wait with late pickups; parents will be encouraged to be on time.

There will be at least two staff members including the Site Coordinator certified in Cardio-Pulmonary Resuscitation (CPR). CPR Training and certification will be offered to all 21

CCLC staff members including security guard. Staff will attend an orientation and safety procedures professional development. Expectations and procedures will be reviewed. Staff will sign acknowledgement and receipt of manual.

There will be a security guard who greets all visitors and check identification at the front desk. Custodians will keep the school clean, safe, accessible, and functioning for everyone.

5.6h Dissemination Plan

Information about GGES Afterschool Program, the location, contact information, and enrollment process will be shared with families by ConnectEd, letters, applications, mail outs, flyers, meetings, newspaper, contact with community business, churches, and presentations. (1) **ConnectEd** is automated voice phone message service that will be used to connect the families within in our school. It will be used to inform and update parents about the program. (2) **Letters** will be sent home explaining the program. Letters will also be sent to private schools in our area. (3) **Meeting** a meeting will be held to inform, explain, and answer questions about the program. (4) **Mail outs** will be sent to surrounding community. This will inform the community. (5) **Flyers** will be passed out and delivered in a 5-mile radius to homes, at shopping centers and at local business, churches, and community based organizations. (6) Representative will deliver **presentations and/or information** at community meetings and local churches. (7) **We will reach out to large organizations** such as Big Brother/Big Sisters and Department of Children and Family Services. (8) **A website** will be developed and maintained for GGES Afterschool Program The link/page will appear on the school's website. The link will also be accessible in each student portal and parent portal. Updates will be made regularly at least once per month by our school's web designer. A copy of the proposal will be on the GGES School website. Meetings, pictures, updates of projects, activities, special events, monthly calendar, newsletters, and upcoming events.

Dissemination Plan Timeline

Time	Communication	Action	Rationale
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8/15(beginning or as soon as the result are available)	Connect Ed	Inform parents of GGES After School Program , website, and of meeting (English/Spanish)	This form of communication is great for parents with phones and who work
8/15 (Beginning or as soon as the result are available)	Letter	Inform parents of GGES After School Program , website, and of the meeting (English/Spanish/Creole)	Parents can have written information to reference. Many of our students' numbers don't work and/or change frequently
8/15 (middle or as soon as the result are available)	Meeting	Inform parents of GGES After School Program , website, clarify information and answer questions	Parents, who have questions, need clarification, and translation.
8/15 (Beginning or as soon as the result are available)	Mail outs	Inform the community and businesses of Project GGES After School Program the website, and the meeting	Written information to reference
8/15 (Beginning or as soon as the result are available)	Flyers	Inform the community and businesses of GGES After School Program, the website, and the meeting	Written information to reference
8/15 (Beginning or as soon as the result are available)	Presentations	Inform the community and businesses of GGES After School Program, the website, and the meeting	Written information to reference
8/15 (Beginning or as soon as the result are available)	Partnerships	Inform families, the community, and businesses of GGES After School Program, the website, and the meeting Big	May have mentees/children in our school/community who will benefit from a program like this.
8/15 on-going	Website	Inform families, community, and businesses of Project, website, and meeting	Provide 24 hour access to information about the program