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# Final Report

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## Final Report 2023 - 2024

☐ Cohort 16    ☒ Cohort 17

Year ☒ 1   ☐ 2   ☐ 3

**Name of LEA/CBO:** \_\_Colbert County Schools\_\_

**Name of the 21<sup>st</sup> CCLC Program School(s) Served:** \_\_Leighton Elementary\_\_

**Location of Program (City, State):** \_\_Leighton, Alabama\_\_

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## **1.0 Executive Summary**

### **1.1 Introduction**

The purpose of the Leighton Elementary School (LES) 21<sup>st</sup> CCLC is to serve the needs of children and families in the community who are lacking after-school and/or summer care through the provision of a high quality enrichment program in a safe learning environment. The program targets at-risk and academically challenged students. This program provides remediation to acceleration. The program focuses on each child's physical, social, emotional, cognitive and creative development while providing support to his/her families. The LES 21<sup>st</sup> CCLC program is based on community needs in conjunction with the community partners. The 2023-24 school year was the first year for this program to be held at Leighton Elementary School. During Cohort 15, the students of LES were served at the HES 21<sup>st</sup> CCLC. CCS applied for an additional grant for 2023-2024 year to separate HES and LES. We believe there were students who were not served due to LES students needing a program in their community that would allow students improved access to afterschool and summer program services. The rural nature of the residences of LES students led to barriers for parents to utilize a combined program. Also separating the program allowed for the after school program staff to continue their regular school day with their students. The LES 21<sup>st</sup> CCLC serves students in grades K-6. The program has the capacity to serve 90 students in the after-school program and 90 students in the summer program. The overall projected outcomes for the LES 21<sup>st</sup> CCLC are to meet the needs for after-school and summer care, provide academic enrichment in reading and math to meet challenging state academic standards, implement STEM activities, increase attendance for the regular school day, increase parent and family engagement, improve behavior throughout the school day, provide service learning opportunities, and provide nutritional snacks and wellness education. These were the needs first perceived by administrators when they decided to move forward with the application process. The objectives of the program address the needs of the community, as determined by the needs assessments and the CIP. In order to achieve the outcomes of the project, services are provided for students and families that are aligned with the specific program goals. These services include homework help, individual and small-group tutoring, and enrichment lessons on reading and math, art, and STEM lessons taught by highly qualified teachers. The program provides a safe, caring environment for students who are in need of supervision after-school and in the summer. Indicators of program success will be determined by the gains shown on state assessments, surveys to parents and stakeholders, and information gleaned by program staff as they communicate with parents, students, and school personnel. To ensure that the program is successful, program staff communicate continuously with parents and the faculty of LES. This interaction is also important for recruitment and raising awareness of the program. The LES 21<sup>st</sup> CCLC staff tracks the gains/achievement of students in the program, providing evidence of program success to parents, stakeholders, and community partners.

The overall purpose of the program evaluation is to improve the program's success. The goal of the evaluation is to aid the grantee in assessing their efforts in meeting the goals and objectives set forth in the grant application. By establishing a collaborative relationship with the grantee, the external evaluator can provide suggestions for improvement and growth in the 21<sup>st</sup> CCLC program. Questions: *What changes are seen in the students' academic development as a result*

*of participation in the LES 21st Program? Has participation in the program improved school day attendance? Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned? How is the program helping students with social interaction? Are the STEM enrichment activities being offered effective toward improving academics in math and science? What impact has participating in a service project had on teaching our students' empathy?*

## **1.2 Evaluation Design, Methods, and Limitations**

LES 21st CCLC is in compliance and the program is operating under the boundaries of the grant, while meeting the stated goals and objectives. The goals and objectives were evaluated with both quantitative and qualitative information. The quantitative was mostly pre-post assessments of reading and math. Also using attendance programs, sign in sheets, flyers for parents for communication, and technology when available to utilize parental participation. The qualitative was in surveys and evaluator observation visits and using the APT-O assessment. Qualitative information was from evaluators visits through informal conversations and interviews with students, parents and staff members. With the delay in grant announcement, this being a new program was only operational from January through May for afterschool services and the month of June for summer program services. This program had low enrollment numbers which we believe is due to starting mid year and many parents had already secured after school care for their students. All but one goal, reducing unexcused absences, were met during the 2023-2024 school year. Ten of our thirty-eight students in the afterschool program had five or more unexcused absences. Attendance has been an issue in our district post-pandemic, and although we did not meet this goal, our overall unexcused absences for LES were improved significantly. As this program grows, we anticipate enrollment numbers and staff members to increase. Limitations are in surveys and observations that are subjective in nature but still provide a picture of the moment.

An important part of the 21<sup>st</sup> CCLC is the program's ability to self-evaluate and alter activities to meet the program's goals and measurable objectives more effectively. This self-evaluation is an ongoing effort of the system/school administrators and the program staff and is thoroughly documented. The evaluation plan uses qualitative and quantitative data to direct program changes to ensure student growth and refine, improve, and strengthen the project.

The more formal evaluation efforts are the technical advisor (ALSDE Programs Team) on the state level, and the external evaluator on the local level. Periodically, the technical advisor assesses the program's compliance/progress, ensuring programmatic quality. The technical advisor's findings are reported to the ALSDE, and in turn to the U.S. DOE. On the local level, the external evaluator monitors the program on a yearly basis (with periodic visits throughout the year). The evaluator's report details program operations such as attendance, hours of operation, schedules, timesheets/timekeeping methods, PD plans, safety plans and procedures, budgetary fiscal matters, documentation, effectiveness of the community learning program administrator, and grant fidelity. In addition to the grant and program management evaluation, the external evaluator also assesses the success of the program through student gains and achievement. Tools necessary for the evaluation are school/program attendance and behavior

data, documentation of bookkeeping/budget expenditures, time sheets and employee schedules, safety plans and procedures, anonymous electronic or traditional surveys, student assessment data – STAR Renaissance, ACAP, and any other information requested by the evaluator. The evaluator analyzes the data and provides recommendations for continued program improvement. The main goal of the external evaluator is to make sure the program is operating under the boundaries of the grant, while meeting the stated goals and objectives. Once the evaluator has found the strengths and weaknesses of the program and written the report, he meets with the community learning program director, administrators, and the advisory council to discuss the findings and his suggestions for improving the program. An action plan is then formed to address areas of needed improvement and to increase student gains. The findings of the report and proposed changes are printed and distributed to participants, parents, and community stakeholders, and published on the school's website. The essential questions, which are connected to the goals/objectives of the grant are as follows: (1) What changes are seen in the students' academic development as a result of participation in the LES 21st CCLC Program? (2) Are the STEM enrichment activities being offered effective toward improving academics in math and science? (3) Has participation in the program improved school day attendance? (4) How is the program helping students with social interaction? (5) Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned? (6) What impact has participating in a service project had on teaching our students' empathy?

### **1.3 Findings, Conclusions, and Recommendations**

The LES 21st CCLC is in compliance and the program is operating under the boundaries of the grant, while meeting most of the stated goals and objectives. The goals and objectives were evaluated with both quantitative and qualitative information. The quantitative was mostly pre-post assessments of reading, math, and science, also using attendance programs, and sign in sheets, flyers for parents for communication and technology when available to utilize parental participation. The qualitative was in surveys and evaluator observation visits and using the APT-O assessment. Qualitative information was from evaluator visits through informal conversations and interviews with students, parents and staff members. Due to the funding announcement of Cohort 17 being delayed until November 2023, this program remained combined until January of 2024. At the start of the second semester, the students transitioned to attending the program at LES. All but two goals, reducing unexcused absences and discipline referrals were met during the 2023-2024 school year. Ten of our thirty-eight students in the afterschool program had five or more unexcused absences. Attendance has been an issue in our district post-pandemic, and although we did not meet this goal, our overall unexcused absences for LES were improved significantly. Five of the thirty-eight students in the after school program had discipline referrals. We will continue to work with afterschool staff to provide character education lessons each week. We will also communicate with the school day teacher to get a better picture of what is going on during the school day. As this program grows, we anticipate enrollment numbers and staff members to increase. For the LES 21 CCLC program to be a new program, it has been a model program thus far. They have a good amount of parental involvement. Recruitment of personnel was a problem but hopefully this can be achieved this next year with the regular school day staff recognizing the successful implementation of the one

semester and summer program. Recommendations on each goal are stated in the table below. Other limitations are in surveys and observations that are subjective in nature.

## **2.0 Program Operations**

**Table 2.1 Site Information**

Name of Site(s)	Number of Days Per Week Site(s) are Open	Proposed Number of Days Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week	Actual Number of Days Open
<b>Leighton Elementary</b>	5	175	35	12.5	78

**Table 2.2 Staffing**

- There are 5 certified teachers and 2 para professionals that work on a regular basis. All teachers are certified in elementary and/or early childhood education, and all teachers are day school teachers. All employees are board approved in the Colbert County School District. One teacher serves as site coordinator and 4 teachers serve as program teachers.
- VOLUNTEERS  
This program currently does not utilize volunteers for staffing - just partners who present programs during the year. LES 21st CCLC Program had 5 community volunteers that presented on various topics.
- Staffing Ratio
  - The average staffing ratio is 1 staff member to 8 students. In the process of starting a new site, we had extra staff members to help get organized.
- Staff Strengths/Challenges
  - This year the staff had a small turn over during the year.
- Staff Trainings

Date	Staff	Training	Length	Provider
June 1, 2024	Stacy Berryman, Cassidy Counce, Kasey Hallmark, Angie LaBoone,	Summer Program Staff Orientation-Guidelines/Expectations for 21st CCLC Summer Program	1 ½ hour	Brooke Cunningham Emily Counce

	Amy Poovey, Heather Sheaks, Nyesha Ricks, Mallory Robinson, Lorin Crowden, Christy Henson, Brandon Berry			
January 4, 2024	Stacy Berryman, Amy Poovey, Heather Sheaks, Nyesha Ricks	CPR Training	2 hr	Katie Hester
January 4, 2024	Stacy Berryman	Med Assist Training	2 hr	Tonya Klyce
January 4, 2024	Stacy Berryman, Cassidy Counce, Kasey Hallmark, Angie LaBoone, Amy Poovey, Heather Sheaks, Nyesha Ricks, Mallory Robinson, Lorin Crowden, Christy Henson	After School Program Staff Orientation-Guidelines/Expect ations for 21st CCLC After School Program Updates	1 hr	Brooke Cunningham, Emily Counce
March 8, 2024	Stacy Berryman	ACEA Conference	15 hr	ACEA
12/4/2023 12/11/2023 12/15/2023	Stacy Berryman	Cohort 17 Trainings		ALSDE
4/4/2024	Stacy Berryman	Mid Year Reporting	1 hr	ALSDE
	Cassidy Counce, Lorin Crowden	After School Works-Effectively Telling Your Story	1 hr	Webinar
	Cassidy Counce, Kacey Hallmark	America After 3: A Game Changing Summer	1 hr	Webinar
	Cassidy Counce, Kacey Hallmark, Heather Sheaks	Back to Afterschool with STEM	1 hr	Webinar
	Cassidy Counce, Angie Laboone, Kacey Hallmark, Heather Sheaks	Creating and Sustaining a Caring Culture in After School and Summer Programs	1 hr	Webinar



	Cassidy Counce	Getting Started with Service Learning in After School	1 hr	Webinar
	Cassidy Counce, Lorin Crowden, Nyesha Ricks	Helping Students Recover and Accelerating Success	1 hr	Webinar
	Cassidy Counce, Kacey Hallmark, Angie Laboone, Amy Poovey, Nyesha Ricks, Heather Sheaks	Lights on Afterschool 101	1 hr	Webinar
	Cassidy Counce, Christy Henson	MathCounts - Factoring Math into OOS Time Programs	1 hr	Webinar
	Cassidy Counce, Lorin Crowden, Kacey Hallmark, Heather Sheaks	Promoting Healthy Futures	1 hr	Webinar
	Cassidy Counce, Nyesha Ricks, Heather Sheaks	Planning for A Game Changing Summer	1 hr	Webinar
	Lorin Crowden	America After 3: STEM Learning on the Rise	1 hr	Webinar
	Lorin Crowden, Kacey Hallmark	ARP: School Age Child Care Opportunities for After School and Summer	1 hr	Webinar
	Lorin Crowden	Exploring the Environment in After School	1 hr	Webinar
	Lorin Crowden, Kacey Hallmark	Free and Low Cost Resources for Evaluation and Continuous Quality Improvement	1 hr	Webinar
	Lorin Crowden	Lights on Afterschool Virtual Events: Wings for Kids	1 hr	Webinar
	Lorin Crowden, Amy Poovey, Heather Sheaks	Setting the Stage: Unpacking the Data on High Quality Afterschool Programs	1 hr	Webinar
	Kacey Hallmark	Bringing Mindfulness to Out of	1 hr	Webinar

		School Time		
	Kacey Hallmark, Nyesha Ricks	Caring for Children and Youth in Crisis	1 hr	Webinar
	Kacey Hallmark, Nyesha Ricks	Lights on Afterschool: Youth Town Hall	1 hr	Webinar
	Kacey Hallmark	Prepare and Plan	1 hr	Webinar
	Kacey Hallmark	Setting the Stage: Practical Ideas for Implementing High Quality After School Art Programs	1 hr	Webinar
	Kacey Hallmark, Heather Sheaks	Sustaining the Transformative Power of the OST Workforce	1 hr	Webinar
	Christy Henson	Building A Better Team	1 hr	Webinar
	Christy Henson, Amy Poovey	Literacy for All: Stories as Mirrors, Windows, and Sliding Glass Doors	1 hr	Webinar
	Angie Laboone, Amy Poovey	AI in Education; Teaching and Learning Technology	1 hr	Webinar
	Angie Laboone, Amy Poovey	Beyond the Conference; After School Artist, Authors, and Advocates	1 hr	Webinar
	Angie Laboone	BSH Webinar: Activity Planning	1 hr	Webinar
	Angie Laboone	BSH Webinar: Transformation Takes Preparation	1 hr	Webinar
	Angie Laboone	Integrating Science and Social Studies	1 hr	Webinar
	Angie Laboone	Reading Comprehension in the Classroom	1 hr	Webinar
	Angie Laboone	Sensory Learning Simplified	1 hr	Webinar
	Angie Laboone	The Importance of Read Aloud Vocabulary	1 hr	Webinar
	Amy Poovey	Beyond the Conference:	1 hr	Webinar

		Mitigating Crisis, Paving the Way for Healing		
	Amy Poovey	Student Voice and Choice	1 hr	Webinar
	Amy Poovey	What Good Leaders Do	1 hr	Webinar
	Heather Sheaks	From Youth Served to Youth Led	1 hr	Webinar
	Heather Sheaks	Help them Grow Watch them Go	1 hr	Webinar

**Table 2.3 Activities**

- Activities
  - Art, Music, Math/Reading Enrichment, Physical Education, Character Education, STEM, Library, Technology, Field Trip, Parent Involvement, Community Guest Speakers, Financial Literacy, Culture Diversity, Health/Nutrition, Environmental Literacy, Service Learning
- Target Populations
  - students performing below proficiency, truant, parents

**Table 2.4 Activities**

Activity/Description	How many participants attended this activity during the term	How many total hours of this activity did you offer during the term	Frequency of Activity	Partner Involved
Academic Enrichment - library, technology, career readiness, culture diversity, drug & violence prevention, financial literacy, environmental literacy	38	17 hr	30 min a day, 2 days a week	
Art/Music	38	25.5 hr	45 min a day, 2 days a week	
Assistance to Students who have been Truant, Suspended, or Expelled - Character Education	38	8.5 hr	15 min a day, 2 days a week	
Healthy and Active Lifestyle	38	39 hr	30 min a day, 5 days a week	
Literacy Education/Remediation/ Tutoring/Homework	38	39 hr	30 min a day, 5 days a week	

Math Remediation/Tutoring/Homework	38	39 hr	30 min a day 5 days a week	
Science, Technology, Engineering, and Mathematics, including computer science	38	12.75 hr	45 min a day, 1 days a week	
Career Tech - Guest Speaker	31	1 hr	1 time	CCHS
Citizenship - Guest Speaker	20	1 hr	1 time	Leighton City Hall
Environmental Education - Guest Speaker	23	1 hr	1 time	Leighton Utilities
Financial Literacy - Guest Speaker	28	1 hr	1 time	Bank Independent
Library/Technology - Guest Speaker	18	1 hr	1 time	
Stranger Danger - Guest Speaker	22	1 hr	1 time	Colbert County Sheriff
Flag Etiquette - Guest Speaker	24	1 hr	1 time	American Legion

**Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant? Yes**

The LES program offers a broad array of programs and activities to the students. The program utilizes community partners to present programs about health and nutrition, financial literacy, safety, drug awareness, as well as offers weekly enrichment lessons in Art, music, and STEM.

### **3.0 Demographic Information**

**Table 3.1 Participant Attendance**

From Grant Application		Data
Grades served		K-6
Number of students proposed		90
Number of families proposed to serve		50

**Table 3.2 Participant Attendance**

Pre-k - 5th Grade		Total	6th - 12th Grade		Total
Prekindergarten			6 <sup>th</sup> grade		7
Kindergarten	7		7 <sup>th</sup> grade		
1 <sup>st</sup> grade	5		8 <sup>th</sup> grade		
2 <sup>nd</sup> grade	4		9 <sup>th</sup> grade		
3 <sup>rd</sup> grade	8		10 <sup>th</sup> grade		
4 <sup>th</sup> grade	3		11 <sup>th</sup> grade		

5 <sup>th</sup> grade	4	12 <sup>th</sup> grade	
Total	31	Total	7

**Table 3.3 Grade Levels by Hour Band**

Attendance - Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten							
Kindergarten			3	5			8
1 <sup>st</sup> grade	1		4	1			6
2 <sup>nd</sup> grade			3	4			7
3 <sup>rd</sup> grade			7	4			11
4 <sup>th</sup> grade			2	1			3
5 <sup>th</sup> grade			2	3			5
Hour Band Total	1		21	18			40
Attendance - 6th - 12th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
6 <sup>th</sup> grade	4		1	2			7
7 <sup>th</sup> grade							
8 <sup>th</sup> grade							
9 <sup>th</sup> grade							
10 <sup>th</sup> grade							
11 <sup>th</sup> grade							
12 <sup>th</sup> grade							
Hour Band Total	4		1	2			7

**Table 3.4 Race & Ethnicity**

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native		
Asian		
Black or African American	<u>7</u>	<u>5</u>
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White	<u>19</u>	<u>2</u>
Two or More Races	<u>5</u>	
Data Not Provided		

**Table 3.5 Participant Gender**

Gender	Total PreK-5	Total 6th-12th
Male	14	4
Female	17	3
Data Not Provided		

**Table 3.6 Population Specifics**

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	0
Economically disadvantaged students	31	7
Family members of participants served	24	6

## **4.0 Student Assessments and Data Results**

**Table 4.1 Student Grade Report (Aggregate)**

School	Grading Period	Subject	Grade	Total Student
Leighton Elementary	1st Semester	ELA/Reading	80	30
Leighton Elementary	2nd Semester	ELA/Reading	82	30
Leighton Elementary	1st Semester	Math	80	30
Leighton Elementary	2nd Semester	Math	81	30
Leighton Elementary	1st Semester	Science	90	30
Leighton Elementary	2nd Semester	Science	89	30
<b>Total</b>				

STUDENT GRADE REPORT (Comparison)										
<b>Subject :</b>	English/Reading									
<b>Grading Period:</b>	First Semester Grade vs. Second Semester Grade									
School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Leighton Elementary	29	76%	7	24%	14	48%	5	17%	3	11%

**Table 4.2 Student Grade Report (Reading Comparison)**

**Table 4.3 Student Grade Report (Mathematics Comparison)**

STUDENT GRADE REPORT (Comparison)										
<b>Subject:</b>	Mathematics									
<b>Grading Period:</b>	First Semester Grade vs. Second Semester Grade									
School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Leighton Elementary	29	76%	4	14%	12	41%	7	24%	6	21%

## **5.0 GPRA Results**

### **Percentage of Participants Improving on Reading/Language Arts State Assessments**

**Table 5.1 GPRA Measure (State Assessment – Reading/Language Arts):**

<b>Reading/Language Arts</b>						
	<b>Less than 15 hours</b>	<b>15 – 44 hours</b>	<b>45 – 89 hours</b>	<b>90 – 179 hours</b>	<b>180 – 269 hours</b>	<b>270 hours or more</b>
You reported the following students in grades 4-8.	<b>4</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>
For how many of these students do you have outcome data to report?	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### **Percentage of Participants Improving on Mathematics State Assessments**

**Table 5.2 GPRA Measure (State Assessment - Mathematics)**

<b>Mathematics</b>						
	<b>Less than 15 hours</b>	<b>15 – 44 hours</b>	<b>45 – 89 hours</b>	<b>90 – 179 hours</b>	<b>180 – 269 hours</b>	<b>270 hours or more</b>
You reported the following students in grades 4-8.	<b>4</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>
For how many of these students do you have outcome data to report?	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



**Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA**

**Table 5.3 GPRA Measure (Grade Point Average)**

NA

	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12.						
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?						
Of these students, how many demonstrated an improved GPA?						

**Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.**

**Table 5.4 GPRA Measure (Attendance)**

Attendance						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12.	5	0	11	15	0	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	0	11	12	0	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	0	8	10	0	0

**Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.**

**Table 5.5 GPRA Measure (In-School Suspension)**

In-School Suspension						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12	5	0	11	15	0	0
For how many of these # students have the outcome data to report, and who had in-school suspension in the previous school year?	1	0	1	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	1	0	1	0	0	0

**Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.**

**Table 5.6 GPRA Measure (Engagement in Learning)**

Engagement in Learning						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-5.	1	0	10	13	0	0
For how many of these # students have the outcome data to report?	1	0	9	11	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	4	7	0	0

## **6.0 Parental Involvement**

**Table 6.1 Parental Involvement Activities**

Activity Category	Participants Attended	Total Hours Offered
Parent Orientation - Summer Program	<u>15</u>	<u>1</u>
Miracle Worker - Parent Involvement	<u>7</u>	<u>2</u>
Cooks Museum - Parent Involvement	<u>13</u>	<u>6</u>
End of Summer Celebration - Parent Involvement	<u>21</u>	<u>2</u>
Parent Orientation - After School Program	<u>25</u>	<u>1</u>
Careers on Wheels - Parent Involvement	<u>17</u>	<u>2</u>
Guest Speaker Events - Parent Involvement		
Career Tech - Guest Speaker	<u>0</u>	<u>1</u>
Citizenship - Guest Speaker	<u>0</u>	<u>1</u>
Environmental Education - Guest Speaker	<u>0</u>	<u>1</u>
Financial Literacy - Guest Speaker	<u>0</u>	<u>1</u>
Library/Technology - Guest Speaker	<u>0</u>	<u>1</u>
Stranger Danger - Guest Speaker	<u>0</u>	<u>1</u>
Flag Etiquette - Guest Speaker	<u>0</u>	<u>1</u>

## **7.0 Findings and Recommendations for the After-School Program**

**Table 7.1**

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
<b>What changes are seen in the students' academic development because of participation in the LES CCLC?</b>	<p><i>Provide academic enrichment to improve academic progress -</i>  <b>Goal:</b> Improve student achievement in Reading and Math.</p> <p><b>Objective 1:</b> Reading proficiency of regularly attending students who attend the LES 21st Century Community Learning Center After School Program will make gains in reading/ELA of at least 2% by the end of the school year as measured by Renaissance STAR Reading Assessment, and/or the state accountability test Alabama Comprehensive Assessment</p>	Daily remediation, tutoring, and homework help in the areas of Reading and Math.	<p>Student assessments are taken 3 times a year through STAR Reading and Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement.</p> <p>ACAP testing is conducted in the spring for appropriate grade levels.</p>	August 2023 - May 2024	<p>STAR Reading Data for regularly participating students showed an average of 7% growth. Students were assessed 3 times during the school year.</p> <p>Academic gains were recorded for regular attending students. The average gains for report card data equaled 3% in ELA/Reading for regularly attending students.</p> <p>Aggregate Report Card Grade Data recorded</p>	Goal was met: no recommendations needed.

	Program (ACAP), and/or student report card grades in the area of reading/ELA.				2% gains in ELA with an average grade of 80 in the Fall and 82 in the Spring.	
<b>What changes are seen in the students' academic development because of participation in the LES CCLC?</b>	<b>Objective 2:</b> Math proficiency of regularly attending students who attend the LES 21st Century Community Learning Center After School Program will make gains in math of at least 2% by the end of the school year as measured by Renaissance STAR Math Assessment, and/or the state accountability test Alabama Comprehensive Assessment Program (ACAP), and/or student report card grades in the area of math.	Daily remediation, tutoring, and homework help in the areas of Reading and Math.	<p>Student assessments are taken 3 times a year through STAR Reading and Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement.</p> <p>ACAP testing is conducted in the spring for appropriate grade levels.</p>	August 2023 - May 2024	<p>STAR Math Data for regularly participating students showed an average of 5% growth. Students were assessed 3 times during the school year.</p> <p>Academic gains were recorded for regular attending students. The average gains for report card data equaled 2% in Math for regularly attending students.</p> <p>Aggregate Report Card Grade Data for all participating students</p>	Goal was met: No recommendations needed

					recorded 1% gains in Math with an average grade of 80 in the Fall and 81 in the Spring.	
<b>Are the STEM enrichment activities being offered effective toward improving academics in Math and Science?</b>	<p><i>Implement Science, Technology, Engineering and Math (STEAM) activities.</i></p> <p><b>Goal:</b> Provide academic and enrichment support in STEAM areas and show relation to curriculum standard, careers and real-world applications.</p> <p><b>Objective 3:</b> 90% of regularly attending students will participate in at least one STEAM activity per week. Documentation will be based on attendance and lesson plans.</p>	<p>Daily remediation, tutoring, and homework help in the area of Math.</p> <p>Weekly STEM lessons are provided to all after school participants to provide additional Science and Technology enrichment.</p>	<p>Student assessments are taken 3 times a year through STAR Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement in Math and Science.</p>	August 2023-May 2024	<p>All 38 students attending the program participated in STEAM activities.</p> <p>Lesson Plans show STEAM Activities on a weekly basis.</p>	Goal was met: No recommendations needed
<b>Are the STEM enrichment</b>	<b>Objective 4:</b> Math and Science proficiency of		Student assessments are taken 3	August 2023-	STAR Math Data for regularly	Goal was met in Math, Goal was not Met in

<b>activities being offered effective toward improving academics in Math and Science?</b>	regularly attending students who attend the LES 21st CCLC After School Program will increase in all grades by at least 2% by the end of the year as measured by the student report card data and/or the state accountability test Alabama Comprehensive Assessment Program (ACAP).		<p>times a year through STAR Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement in Math and Science.</p>	May 2024	<p>participating students showed an average of 5% growth. Students were assessed 3 times during the school year.</p> <p>Regular attending students maintained or increased their math score by an average of 2% and students decreased their Science score by 1%.</p> <p>Aggregate Report Card Grade data for all participating students in Math increased by 1% and decreased in Science by 1%</p>	<p>Science: Recommend increased STEAM lessons to focus on the area of science and keep students actively engaged in lessons.</p> <p>Meet with classroom teachers to increase support in the area of STEAM.</p>
<b>Has participation in the program</b>	<i>Increase attendance for the regular</i>	Daily attendance in the after	Attendance is monitored monthly.	August 2023 - May 2024	74% of students had less than 5	Goal was not met: Recommend to educate

improved school day attendance?	<p><i>school day</i></p> <p><b>Goal:</b> Increase student attendance rates for the regular school day.</p> <p><b>Objective 5:</b> 90% of students regularly attending the LES 21st CCLC After School Program will maintain less than five unexcused absences with will result in a decrease in Early Warning Court referrals during the school year. This will be measured each semester through attendance records in PowerSchool and/or Early Warning Court referrals.</p>	<p>school program is taken.</p> <p>Provide fun and engaging enrichment lessons to encourage student excitement.</p>			unexcused absences.	<p>parents on the attendance and excuse policies. Increase communication with parents when students are absent.</p> <p>Meet with school administration for suggestions for improvement.</p>
Is the program developing community partners that will assist in strengthening and	<p><i>Provide Service Learning opportunities</i></p> <p><b>Goal:</b> Increase student involvement in Service</p>		Lesson Plans, promotion, donation drive and organization , guest speakers	August 2023-June 2024	<p>All students participated in the service learning project.</p> <p>Students participate</p>	Goal was met and no recommendations are needed.



sustaining the program?	<p>Learning opportunities</p> <p><b>Objective 6:</b> 95% of regularly attending students will engage and actively participate in a Service Learning Project during the school year. Students will participate in the investigation, preparation, action, reflection, and celebration of the project as evidenced in attendance and work samples/pictures.</p>				<p>d in the fall service learning project where they collected donations for St. Jude's Children's Hospital.</p> <p>Students participated in the spring service learning project where they organized an animal shelter supply drive..</p>	
What attitudes do students and their parents demonstrate toward their participation in the program? Do parents feel welcome and express that communication with the school has	<p><i>Increase parent/family involvement</i></p> <p><b>Goal:</b> Increase family involvement in the school/classroom.</p> <p><b>Objective 7:</b> By the end of the school year 50% of the 21st CCLC families will have</p>	<p>Parent Orientations at the beginning of each school year and summer program.</p> <p>Monthly community guest speakers are invited each month.</p>	Sign in sheets and parent communication is collected to determine parent and family engagement.	August 2023 - May 2024	LES hosted six parental involvement activities - 73 parents attended the multiple events.	Goal was met: no recommendations are needed.

improved as far as their child's education is concerned?	participated in one or more family involvement opportunities as measured by attendance logs. This will be measured by sign-in sheets at each event.	Parents are encouraged to participate .  Regular parent communication is conducted through DOJO.				
How is the program helping students with social interaction?	<p><i>Improve behavior throughout the regular school day</i></p> <p><b>Goal:</b> Increase positive school behavior.</p> <p><b>Objective 8:</b> The number of disciplinary actions of students who regularly attend the LES 21st CCLC After School Program will decrease by at least 2% by the end of the school year. This will be measured by PowerSchool and office referrals for those students that had</p>	Weekly Character Education lessons are conducted to promote positive school behavior.	Student Incident Reports are monitored monthly.	August 2023 - May 2024	Only 5 of the 38 students had discipline referrals during the regular school day.	Goal was not met: Increase character education lessons to provide students with positive enforcement. Also work with classroom teachers to find out what is going on in the classroom.

	disciplinary actions.					
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## **8.0 Other Findings**

- o **Narrative description of observations** to determine the quality of after-school program activities based on APT observations.

There were three on-site visits at Leighton Elementary. The program launched with the new grant in December, with the first site visit in January, the second in April, and the final visit in June during the summer program.

During each visit, the APT-O Overall Program Rating and Impressions instrument was used. The ratings included 59 scores of four and eight scores of three. Due to the high ratings, there were no recommendations except to purchase additional STEM materials for student use. The program adhered to its lesson plans and daily schedule. Other instruments used included the Arrival, transition time and Homework instruments, which also confirmed compliance with the grant requirements. Copies of the APT-O instruments can be found in the Appendix of this document.

All areas of the grant were successfully implemented. It was clear that the staff took their responsibilities seriously and carefully met all the requirements of the grant.

The program's smoothness was noted as a strong point, with well-established routines, organized transitions, and solid infrastructure. The program was relaxed and flexible, featuring scheduled activities and structured time. The equipment was well-maintained, and throughout the observations, the staff and students interacted well. Students complied easily with staff requests. No inappropriate behavior was noted.

Informal interviews conducted during the observations revealed that students enjoyed the program and valued the time spent with friends after school. Conclusions: The overall impression of the program is that it understands the purpose and guidelines of the grant.

## 9.0 Surveys Results

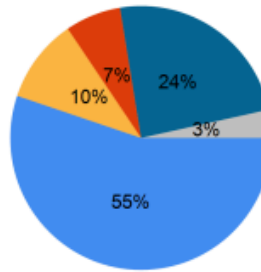
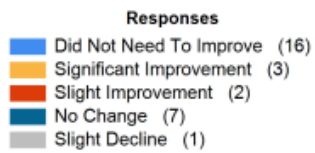
### Survey Analysis Report

DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

#### 1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

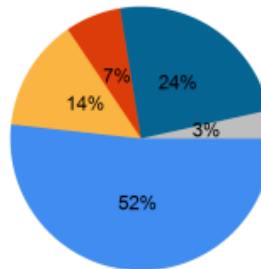
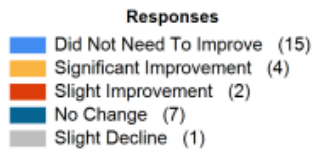
Total Responses: 29



#### 2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

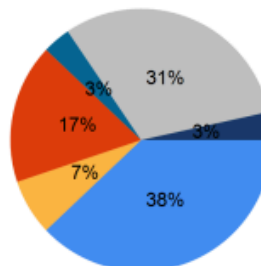
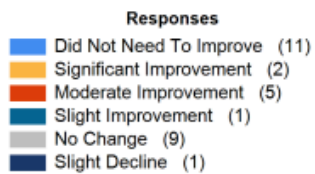
Total Responses: 29



#### 3. Participating in class.

Response Type: Mandatory - Select one response

Total Responses: 29



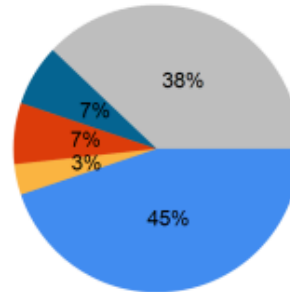
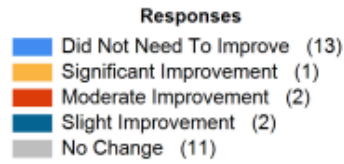
## Survey Analysis Report

DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

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

Response Type: Mandatory - Select one response

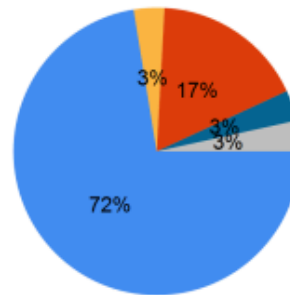
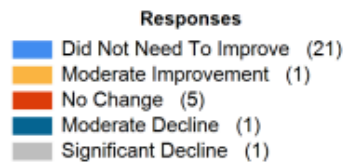
Total Responses: 29



### 5. Attending class regularly.

Response Type: Mandatory - Select one response

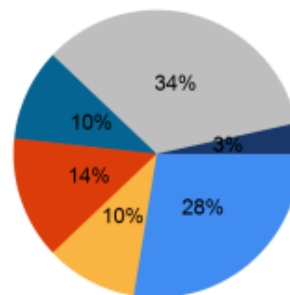
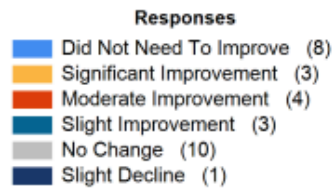
Total Responses: 29



### 6. Being attentive in class.

Response Type: Mandatory - Select one response

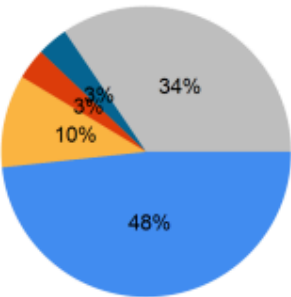
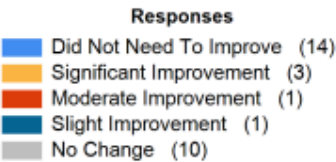
Total Responses: 29



7. Behaving well in class.

Response Type: Mandatory - Select one response

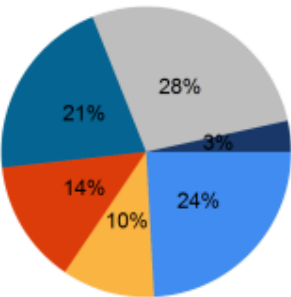
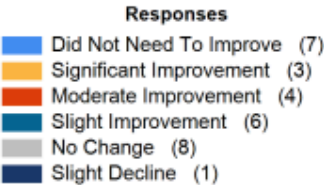
Total Responses: 29



8. Academic performance.

Response Type: Mandatory - Select one response

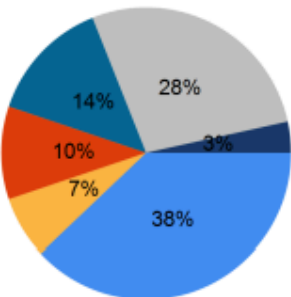
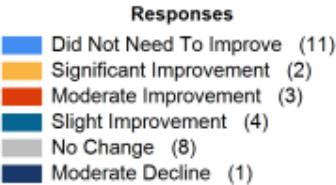
Total Responses: 29



9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 29



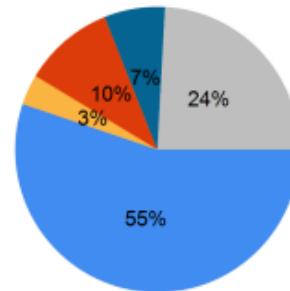
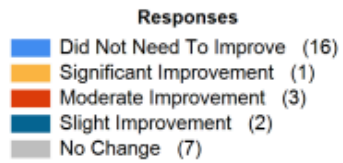
**Survey Analysis Report**

DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

**10. Getting along well with other students.**

Response Type: Mandatory - Select one response

Total Responses: 29



## Survey Analysis Report

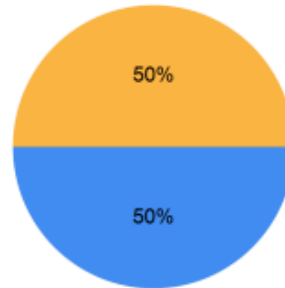
21st CCLC Afterschool Staff Survey (Spring 2024)

### 1. There are sufficient materials/resources to support program activities.

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**  
Strongly Agree (4)  
Agree (4)

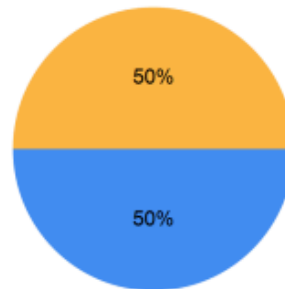


### 2. Staff are given a thorough orientation to the program and job responsibilities before starting.

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**  
Strongly Agree (4)  
Agree (4)

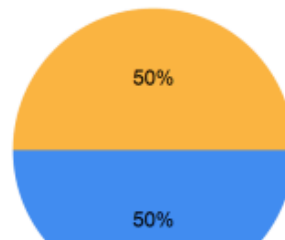


### 3. There are program policies and procedures in place to protect the safety of all children and staff.

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**  
Strongly Agree (4)  
Agree (4)





## Survey Analysis Report

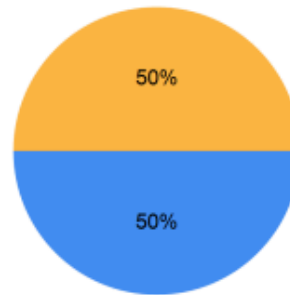
21st CCLC Afterschool Staff Survey (Spring 2024)

**4. Staff receive adequate ongoing support to make their work environment a positive and enjoyable place to be.**

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**  
Strongly Agree (4)  
Agree (4)

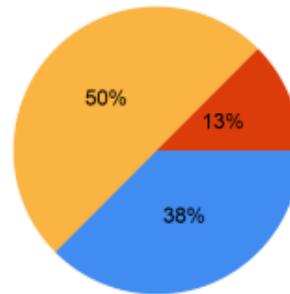


**5. Staff training needs are surveyed and relevant professional development is provided.**

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**  
Strongly Agree (3)  
Agree (4)  
Not Applicable/I Don't Know (1)

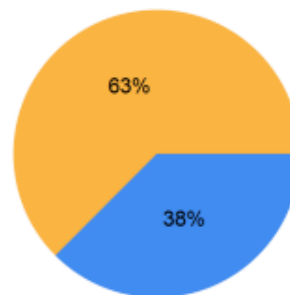


**6. Staff/child ratios allow staff to meet the needs of all children.**

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**  
Strongly Agree (3)  
Agree (5)



**Survey Analysis Report**

21st CCLC Afterschool Staff Survey (Spring 2024)

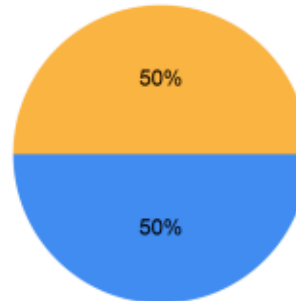
**7. The site director displays sound and effective management of the site and staff.**

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**

- Strongly Agree (4)
- Agree (4)

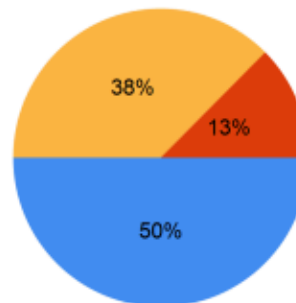
**8. Staff feel valued.**

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**

- Strongly Agree (4)
- Agree (3)
- Not Applicable/I Don't Know (1)

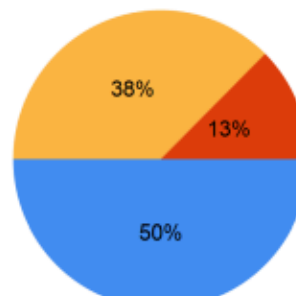
**9. There is good communication between the site director and the staff.**

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**

- Strongly Agree (4)
- Agree (3)
- Not Applicable/I Don't Know (1)



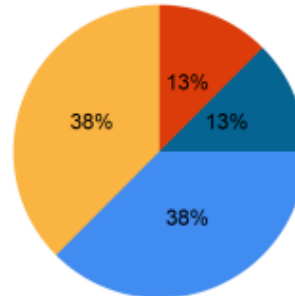
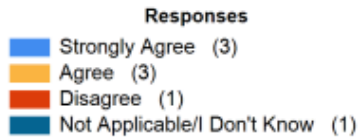
**Survey Analysis Report**

21st CCLC Afterschool Staff Survey (Spring 2024)

**10. There is good communication between the afterschool program and the school day teachers.**

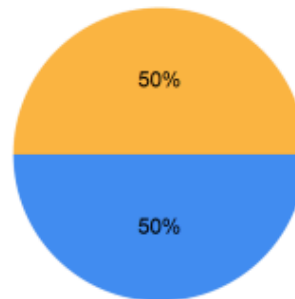
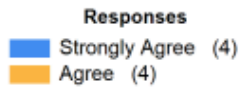
Response Type: Mandatory - Select one response

Total Responses: 8

**11. The students seem to enjoy participating in the program.**

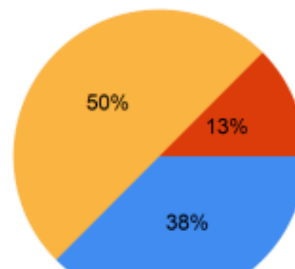
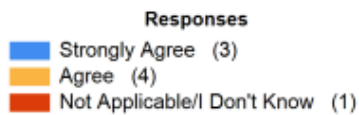
Response Type: Mandatory - Select one response

Total Responses: 8

**12. The program takes into consideration the needs of students and their families.**

Response Type: Mandatory - Select one response

Total Responses: 8



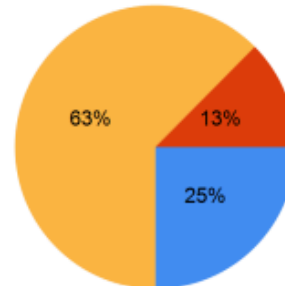
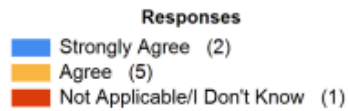
**Survey Analysis Report**

21st CCLC Afterschool Staff Survey (Spring 2024)

**13. Parent engagement activities are based on parent surveys.**

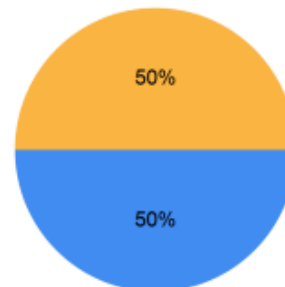
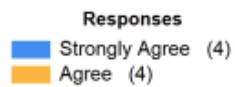
Response Type: Mandatory - Select one response

Total Responses: 8

**14. There is a good balance between academic and enrichment activities in the program.**

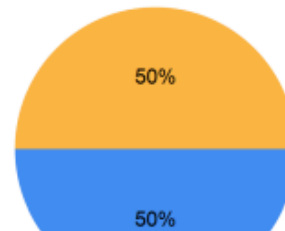
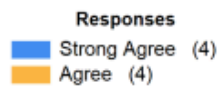
Response Type: Mandatory - Select one response

Total Responses: 8

**15. The program helps student improve academically.**

Response Type: Mandatory - Select one response

Total Responses: 8



## Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

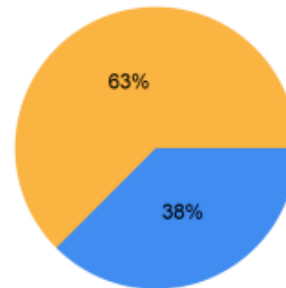
**16. The program focuses on improving student behavior through character building, leadership, anti-bullying, etc. activities and curriculums.**

Response Type: Mandatory - Select one response

Total Responses: 8

**Responses**

- Strongly Agree (3)
- Agree (5)

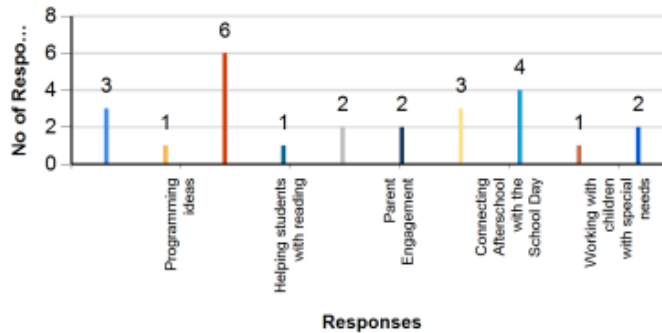


**17. Check the areas in which you would like training: (Please add any other areas not on the list)**

Response Type: Mandatory - Select multiple responses

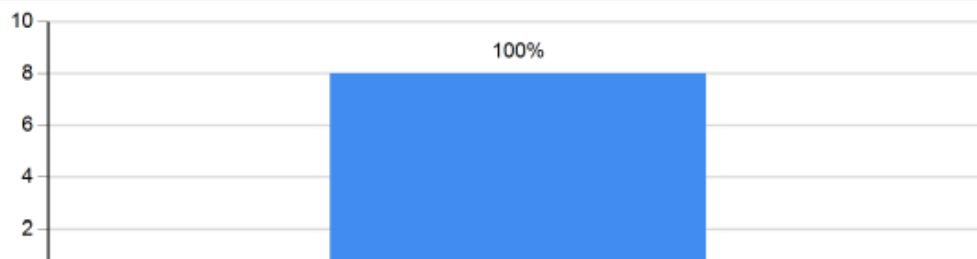
**Responses**

- Behavior management
- Programming ideas
- STEM activities
- Helping students with reading
- Art and Music ideas
- Parent Engagement
- P.E. and Wellness activities
- Connecting Afterschool with the School Day
- Communication with Parents
- Working with children with special needs



**18. What are your greatest successes?**

Response Type: Mandatory - Open text

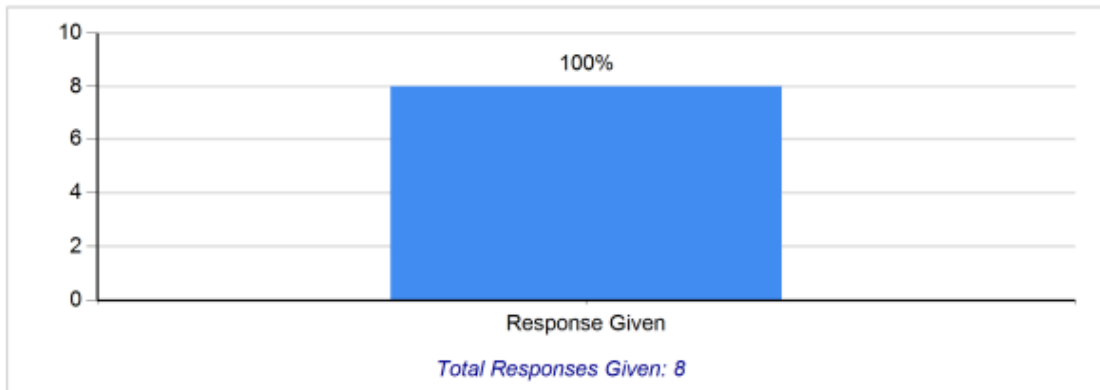


**Survey Analysis Report**

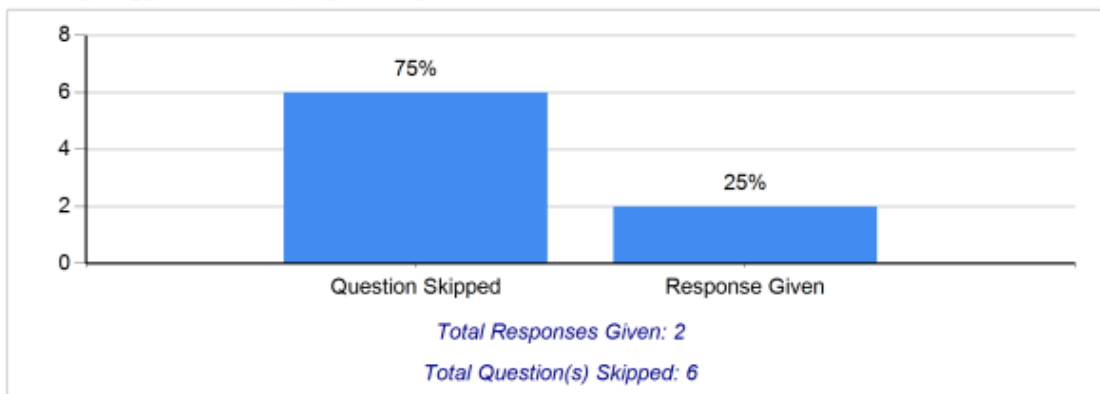
21st CCLC Afterschool Staff Survey (Spring 2024)

**19. What are your biggest challenges?**

Response Type: Mandatory - Open text

**20. Any suggestions for program improvement?**

Response Type: Open text



## **10.0 Summer Program**

### **10.1 Overview of the Summer Program**

With the expected summer slide of our students and now the increased learning loss due to virtual learning, the LES 21st CCLC program is more imperative than ever before. Our students who have participated in the Cohort 15 program have been able to maintain and some increase their level of knowledge from the end of the regular school year to the beginning of the next school term. We have witnessed first hand the benefits of the summer program for our students and families. Offering the summer learning program has also been a huge benefit for the families of the Leighton community by providing valuable care and instruction for their students during the summer time when there is the most need for supervision outside the home. The

LES 21st Century Community Learning Center will be provided for 4 weeks consecutively starting the week following the dismissal of school for the summer. Students attending the summer program will be provided a nutritious breakfast, lunch, and snack provided through the Child Nutrition Program.

The LES 21st Century Community Learning Center Summer Program will begin June 3rd, 2024 and operate for 4 weeks, 4 days per week. The program will run for six and a half hours per day, from 7:30 am - 2:00 pm, 26 hours per week. The program will conclude on Thursday, June 27th, 2024. This will allow the students a significant amount of time during the summer to receive engaging academic enrichment to prevent the risk of "summer slide". This will also allow time for families to take a vacation and students to be able to have a break before the new school year begins. Likewise with the after school center, if there is an issue that would warrant closing the summer program center, such as weather, water leaks, outbreak of illness, the superintendent will close the summer program center as needed.

The program will serve all current LES 21st Century Community Learning Center participants from the after school program who wish to continue into the summer. Available spots in the summer program will be filled by teacher referrals of students who are below proficiency in reading and math at the conclusion of the regular academic school year, and then any student who may be on the waiting list for the program.

Grade level groupings will be provided for age appropriate activities. Each grouping will rotate through various activities. All students will begin their program activities with academic instruction either through remediation, summer skill loss, or advancing current skills. Students will first enter the academic summer instruction program for a minimum of 60 minutes. Following this component, students will rotate into groups for physical education, art, technology, academic games, and project-based learning. In addition to engaging and fun enrichment activities in the area of math and reading, students will participate in hands-on STEM activities. In an effort to connect student learning to real world applications and the community around them, guest speakers, career professionals, individuals and groups from the community will be invited to speak and present to the LES 21st Century Community Learning Center program participants. These presentations, workshops and related activities will attest to the validity of the students' learning and help them begin thinking about career choices.

Students will have the opportunity to participate in fun experiences and activities to make their summer a memorable time. They will be able to create an art portfolio to display their end of the program exhibit; they will present a musical program at the celebration of the end of summer program; they will learn the basics of finance with hands-on, fictional budgeting, spending, and savings opportunities as well as experiencing a wide range of hands-on real-world activities. Students will travel to local historical sites, museums, and parks to coincide with the weekly educational presentations about these places and activities, that although they are local, many students have not had the opportunity to visit and experience.

### **10.2 Summer Program Operations**

The LES 21st Century Community Learning Center Summer Program will begin June 3rd, 2024 and operate for 4 weeks, 4 days per week. The program will run for six and a half hours per day, from 7:30 am - 2:00 pm, 26 hours per week. The program will conclude on Thursday, June 27th, 2024.

**Table 10.3 Summer Site Information**

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
<b>Leighton Elementary</b>	Leighton Elementary	4	26

**10.4 Summer Staffing**

- o There are 6 certified teachers and 4 para professionals that work on a regular basis. All teachers are certified in elementary and/or early childhood education, and all teachers are day school teachers. All employees are board approved in the Colbert County School District. One teacher serves as site coordinator and 5 teachers serve as program teachers.
- o Staffing Ratio
  - The average staffing ratio is 1 staff member to 10 students.

**10.5 Summer Activities**

- o Activities
  - Art, Music, Math/Reading Enrichment, Physical Education, Character Education, STEM, Library, Technology, Field Trip, Parent Involvement
- o Target Populations
  - students performing below proficiency, truant, parents

**Table 10.4 Activities**

Activity/Description	How many participants attended this activity during the term	How many total hours of this activity did you offer during the term	Frequency of Activity	Partner Involved
Art/Music	61	7.5 hr	30 min a day, 15 days	
Assistance to Students who have been Truant, Suspended, or Expelled - Character Education	61	7.5 hr	30 min a day, 15 days	
Expanded Library Service Hours	61	7.5 hr	30 min a day, 15 days	
Healthy and Active Lifestyle	61	11.25 hr	45 min a day 15 days	
Literacy Remediation and Tutoring	61	11.25	45 min a day 15 days	



Science, Technology, Engineering, and Mathematics, including computer science	61	11.25 hr	45 min a day 15 days	
Math Remediation and Tutoring	61	11.25 hr	45 min a day 15 days	
Technology Education	61	7.5 hr	30 min a day 15 days	

**Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant? Yes**

### **11.0 Summer Demographics**

**Table 11.1 Participant Attendance**

Pre k - 5th Grade		Total	6th - 12th Grade		Total
Prekindergarten			6 <sup>th</sup> grade	8	
Kindergarten	12		7 <sup>th</sup> grade		
1 <sup>st</sup> grade	22		8 <sup>th</sup> grade		
2 <sup>nd</sup> grade	11		9 <sup>th</sup> grade		
3 <sup>rd</sup> grade	16		10 <sup>th</sup> grade		
4 <sup>th</sup> grade	13		11 <sup>th</sup> grade		
5 <sup>th</sup> grade	9		12 <sup>th</sup> grade		
<b>Total</b>	<b>83</b>		<b>Total</b>	<b>8</b>	

**Table 11.2 Grade Levels by Hour Band**

Attendance - Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten							
Kindergarten	7	3	1	1			12
1 <sup>st</sup> grade	4	3	10	5			22
2 <sup>nd</sup> grade	1	2	5	3			11
3 <sup>rd</sup> grade	1	3	7	5			16
4 <sup>th</sup> grade	1	3	4	5			13
5 <sup>th</sup> grade	1	3	4	1			9
Hour Band Total	15	17	31	20			83
Attendance - 6th - 12th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
6 <sup>th</sup> grade	1	3	0	4			8

7 <sup>th</sup> grade							
8 <sup>th</sup> grade							
9 <sup>th</sup> grade							
10 <sup>th</sup> grade							
11 <sup>th</sup> grade							
12 <sup>th</sup> grade							
Hour Band Total	1	3	0	4			8

**Table 11.3 Race & Ethnicity**

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	<u>2</u>	
Asian		
Black or African American	<u>20</u>	<u>3</u>
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White	<u>43</u>	<u>4</u>
Two or More Races	<u>10</u>	
Data Not Provided		

**Table 11.4 Participant Gender**

Gender	Total PreK-5	Total 6th-12th
Male	37	2
Female	38	5
Data Not Provided		

**Table 11.5 Population Specifics**

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	0
Students who are economically disadvantaged	56	5
Family members of participants served	38	4

## **12.0 Adherence to the Grant Application**

The summer program was implemented just as it was written in the grant. The program exceeded our goal of 90 students in the program this summer and staffing was adequate to meet the needs of the students. Students received instruction in Reading, Math, Art, Physical Education, and STEM activities daily. Students were provided breakfast, lunch, and snacks daily.

## **13.0 Results and Recommendations for the Summer Program**

Students participated in daily STEM and art activities, along with a period of physical education. They also enjoyed a field trip to Cook's Museum and two parent-involvement events: Water Day

and a visit to the Helen Keller play. A meeting with the staff will be held to review successes and identify areas for improvement.

#### **14.0 Plan for Utilizing and Sharing Final Report Results (Collaborative)**

The results of the yearly evaluation will be submitted in written form to the Program Director to be examined for feedback. Once agreement has been made regarding the evaluation, the results of the final report will be shared with the Advisory Council and Staff TBD. The results will be shared, also, with parents through a newsletter. The school day staff will receive evaluation information through an email from the program director. Feedback will be solicited from each group asking for their help in improving the program. Once all feedback is received, the Program Director, Site Coordinator, and Lead Teachers to improve the overall effectiveness of the program will work on an action plan.

## **15.0 Appendices**

Signature Page

The Site Coordinator/Program Director and the External Evaluator must review, discuss, and sign this document.

Brooke Cunningham

Site Coordinator's/Project Director Signature

Date 9/15/2024

Emily Counce

Site Coordinator's/Project Director Signature

Date 9/15/2024

Paul R. Horton

External Evaluator's Signature

Date 9-5-24

***Hal R. Horton***

**104 McGuire Court**

***Muscle Shoals, Alabama***

***(256) 381-2961***

***E-mail halhorton1@gmail.com***

***Objective: Evaluator for 21<sup>st</sup> Century Community Center Grants***

I have been an evaluator of 21<sup>st</sup> Century Community Center Grants for the past eight years. I have taken various college courses in program improvement. The Ed.S. program at University of North Alabama and the doctoral program Samford University had many aspects of program evaluation components. Both of my advanced degrees were in educational leadership. I taught research at the University of North Alabama for master degree students that contained analysis components in the course. I have five years' experience as the director over a 21<sup>st</sup> CCLC program where I was responsible for implementing the guidelines as approved in the grant. I was hired as a grant reader by The U.S. Department of Education and was responsible for reading and evaluating proposed grants to ensure they met grant guidelines. I have also served on various committees for SACS and AdvancEd accreditation teams to visit school systems to evaluate their programs for continuing accreditation.

**EDUCATION**

<b>2006</b>	<b>Alabama Association of School Business Officials Certificate Program, University Alabama</b>
<b>2002</b>	<b>Ed.D. Degree in School Leadership, Samford University, Birmingham, Alabama</b>
	<b>Dissertation Topic "Reading Achievement Gain of Second Graders Using Volume Reading"</b>
<b>1998</b>	<b>Ed.S. Degree in School Administration, University of North Alabama, Florence, Alabama</b>
<b>1995</b>	<b>Master's Degree in School Administration, University of North Alabama, Florence, Alabama</b>
<b>1988</b>	<b>Bachelor's Degree in Vocational and Technical Education, Athens State College, Athen</b>

**1973                    High School Diploma, Cherokee High School, Cherokee, Alabama**

**SPECIALIZED TRAINING**

**2011                    Mathematics Common Core Standards Phase I Implementation**

**(The implementation is to occur in 2011. I was trained to instruct districts how to interpret the new more rigorous standards)**

**2010                    Appointed to the State Mathematics Common Core Standards Committee**

**2008                    Trainer of Trainers Coordinator BBSST Alabama SDE**

**2008                    Designing Assessment Systems to Improve Student Learning**

**SREB Learning-Centered Leadership Program**

**2008                    Completed National Principals Mentoring Certification Program (NOVA, NAESP, PALS)**

**2007-08                Co-Developer for curriculum instruction of Instructional Leadership Class 692 with UNA**

**2007                    Leadership Immersion Institute Certification ‘Mentoring Aspiring and Beginning Principals (Certified for PALS (Peer Assisted Leadership Service) in State of Alabama) Sponsored by Nova State University, NAESP, PALS)**

**2007                    Alabama Standards for Instructional Leaders and Teachers SDE Classroom Improvement**

**2007                    Mentor New Principals & Assistant Principals Institute for CLAS**

**2007                    Scott Foresman Executive Reading Advisory Board Symposium**

**2006                    AMSTI Trainer Certification, Year I and Year II**

**2005                    AMSTI Initiative Principal**

**2005                    Positive Behavior Support (PBS) Leadership Training**

## **PROFESSIONAL ASSOCIATIONS**

**§ Council for Leaders in Alabama Schools “CLAS”**

**§ National Association of Elementary School Principals**

**§ Alabama Vocational Association, State President 1994-95, President Elect 1993-94**

**§ Alabama Vocational Association, Trade & Industrial Section, State President 1991-92**

**§ The American Vocational Association, National Planning Committee**

**§ Phi Kappa Phi, Honor Society, University of North Alabama**

**§ Phi Delta Kappa, University of North Alabama**

**§ Iota Lambda Sigma, National Distinguished Teacher Award**

## **WORK EXPERIENCE**

<b>1999-2015</b>	<b>Principal, Highland Park Elementary School (Grades 1-2), Muscle Shoals City Schools, Alabama</b>
<b>2003-2005</b>	<b>Adjunct Professor at University of North Alabama</b>
<b>1997-1999</b>	<b>Assistant Principal, West Elementary School (Grades K-3), Russellville City Schools, Alabama</b>
<b>1991-1997</b>	<b>Robotics Instructor, Muscle Shoals Center for Technology, Muscle Shoals City Schools, Alabama</b>

## **HONORS/SPECIALIZED ADMINISTRATIVE EXPERIENCES**

<b>2010</b>	<b>Presented to the State Board of Education on Common Core Standards</b>
<b>2006-2008</b>	<b>District President for Counsel of Leaders of Alabama Schools (CLAS)</b>



2006	Consultant for Escambia County ( <a href="#">Pensacola, Florida</a> ) - worked with 13 failing school principals
2004	Doctoral Candidate Committees, Samford University, Birmingham, Alabama
2004	Northwest Community College Presidential Search (State Board member appointment)
1998	Alabama Career Technical Teacher of the Year
1997	Alabama Secondary Teacher of the Year
1994-95	President, Alabama Vocational Association

### **PROFESSIONAL ACTIVITIES**

2006-2015	University of North Alabama Instructional Leadership Advisory Council
2008-2015	Co-Director of 21st Century Learning Community Center
2007-2009	Trainer/Mentor of Principals for CLAS
2008	Recipient of the State AYP Rewards Program
2008	National Principals' Mentoring Certification Program
2008	Building Based Student Support Team Trainer
2008	Presenter of "Celebrate What is Right with the World"
	Trainer of Trainers (Southern Regional Education Board SREB) Learning Cultural Leadership- Curriculum Designing Assessment to Inform Instruction, Atlanta, Georgia
2008	Consultant to Elementary Principals, Talladega, Alabama
2008	Trainer/Mentor of Assistant Principals for CLAS
2008	Class Banner School Award
2006-2008	Alabama Principal Trainer for Math, Science and Technology (AMSTI)
2006	Chamber of Commerce Workforce Committee Instructional Leadership Award
1999	Employed/trained as a grant reader for the U.S. Department of Education Bilingual Education, Washington D.C.

## Overall Program Ratings & Impressions

Site ID: Leighton Elementary

Observer ID: Horton

Date: 01/30/2024

### Locations Observed (check location(s) that apply)

- ☒ Classroom
- ☒ Cafeteria
- ☒ Gym
- ☐ Outdoors
- ☐ Library

A. Program Space Supports Goals of Programming	Rating
<b>1. Books, games and other program equipment are in good working condition.</b> <i>1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)</i>	1 2 <input checked="" type="checkbox"/> 4 3
<b>2. The environment is conducive to learning.</b> <i>(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)</i> <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i>	1 2 3 <input checked="" type="checkbox"/> 4 4
<b>3. Space is well organized.</b> <i>(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)</i> <i>1=(Ex: Space is cluttered, too crowded, disorganized.)</i>	1 2 <input checked="" type="checkbox"/> 4 3
<b>4. If program has own space, the indoor space reflects the work of children and youth.</b> <i>All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)</i> <i>1=No youth products or artwork are displayed.</i>	1 2 3 4 <input checked="" type="checkbox"/> N/A
<b>5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions).</b> <i>Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)</i> <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 4 <input checked="" type="checkbox"/> N/A
<b>6. The space is accessible for all youth and staff.</b> <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 4 <input checked="" type="checkbox"/> N/A
<b>7. Staff can communicate with youth and/or their families in their home language(s).</b> <i>1 = Staff can not communicate with youth and families.</i>	1 2 3 4 <input checked="" type="checkbox"/> N/A

### Field Notes:

The students kicked off their session in the cafeteria, where they had a snack and underwent an attendance check. Following that, they remained in the cafeteria to participate in an art activity. Using small canvases, the students painted pictures, with the teacher utilizing a student helper to demonstrate the procedure. Every student successfully completed the art activity.

## Overall Program Ratings & Impressions

Site ID: Leighton Elementary

Observer ID: Horton

Date: 01/30/2024

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

### Field Notes:

During art time, students collaborated in a large group, demonstrating excellent focus and adherence to instructions. Following their time in the cafeteria, the students smoothly transitioned to the gym for physical education (P.E.). Staff actively engaged with the students during P.E. activities, and all children enthusiastically participated. After approximately 30 minutes, the students seamlessly transitioned to different classrooms based on their grade levels. The overall transition process was well-executed.

## Overall Program Ratings & Impressions

Site ID: Leighton Elementary

Observer ID: Horton

Date: 01/30/2024

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

During the academic session, the teacher prepared worksheets in advance and placed them on the students' desks. She provided assistance to the students as they worked on their assignments and took the time to check with each student to ensure the completion of the tasks.

## Arrival Time

Site ID: Leighton Elementary

Observer ID: Horton

Date: 01-30-2024

**Start Time** 3:00 Minimum observation duration:  
**End Time** 3:10 10 minutes

**Observed** Number of staff 03  
Number of youth 21  
☒ Start of arrival ☒ End of arrival  
(check all that apply)

**Location of Arrival Time** (check location(s) that apply)

- ☐ Classroom  
☐ Cafeteria  
☐ Gym  
☐ Outdoors  
☐ Library  
☐ Other (please describe)

### Brief Description of Arrival Time

The students began their afternoon at the cafeteria, where they were provided with a snack. The arrival process demonstrated high levels of organization, and the students followed the staff's instructions diligently. After enjoying their snacks, the students responsibly cleaned up their respective areas before smoothly transitioning to another section of the cafeteria for an art activity.

**Did Arrival Time include a snack?**

☒ Yes ☐ No

Arrival Time Items	Rating
<b>1. Staff greet/acknowledge youth as they arrive.*</b> <small>(Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.)</small> <small>1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)</small>	1 2 3 <input checked="" type="checkbox"/> N/A <b>4</b>
<b>2. Youth seem to know the arrival routine and follow it with gentle reminders.*</b> <small>(Ex: On their own, youth put their backpacks away and go get snack.)</small> <small>1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)</small>	1 2 3 <input checked="" type="checkbox"/> N/A <b>4</b>
<b>3. Activities are available for youth to become engaged in as soon as they arrive (may include snack).</b> <small>A variety of activities/choices are available.</small> <small>1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)</small>	1 2 3 <input checked="" type="checkbox"/> N/A <b>4</b>
<b>4. Staff engage in friendly verbal exchanges (chats) with youth.</b> <small>Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth—inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.)</small> <small>1=Staff do not have friendly exchanges with any youth. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up his/her coat.)</small>	1 2 3 <input checked="" type="checkbox"/> <b>4</b>

**(Note # of youth w**  
i.e. each person has minimum of 2-3 turns to speak.)

**Field Notes:** During snack time, students engaged in casual conversation, fostering social interaction among themselves. This provided a positive opportunity for the students to connect with each other.

## Transition Time

Site ID: Leighton Elementary

Observer ID: Horton

Date: 01/31/2024

Start Time 3:35

End Time 3:40

Observed Number of staff 4

Number of youth 22

Entire transition time ☒ Yes ☐ No

Location of Transition Time (check location(s) that apply)

- ☐ Classroom
- ☒ Cafeteria
- ☐ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Other (please describe)

### Brief Description of Transition Time

The session began in the cafeteria and subsequently moved to the gym to initiate the physical education (P.E.) activities.



Transition Time Items	Rating
<b>1. Staff clearly communicate when it is time for a transition, and what they would like the youth to do.</b> Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) <i>1=Staff provide little or no direction (when it is clearly needed).</i>	1 2 3 <input checked="" type="checkbox"/> N/A 4
<b>2. Transitions run smoothly; youth know the routine.</b> <i>1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)</i>	1 2 3 <input checked="" type="checkbox"/> 4
<b>3. Transitions are handled quickly.</b> (Ex: Youth move to the next activity within 2-3 minutes). <i>1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)</i>	1 2 3 <input checked="" type="checkbox"/> 4
<b>4. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive.</b> <i>1=Staff use a negative, punitive, irritable, or harsh tone most of the time.</i>	1 2 3 <input checked="" type="checkbox"/> 4
<b>5. Staff treat youth respectfully, and assume best intentions.</b> Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view. <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 <input checked="" type="checkbox"/> 4
<b>6. Staff use simple reminders and redirection to support positive behaviors.</b> Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused: "How many times do I have to tell you not to....?")</i>	1 2 3 <input checked="" type="checkbox"/> 4
<b>7. When addressing behavioral issues, staff use strategies that are developmentally appropriate and effective.</b> <i>1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings).</i>	1 2 3 <input checked="" type="checkbox"/> N/A 4





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Colbert County Schools 21<sup>st</sup> CCLC After School Program – Lesson PlansSchool Name: Leighton Elementary SchoolWeek of: Jan. 29, 2024 thru Feb. 2, 2024Staff Name: Angelan LaBoone Position: Teacher Grade Level: K-1

## Program Goals:

1. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.
2. Implement Science, Technology, Engineering and Math (STEM) activities.
3. Increase student attendance for regular school day.
4. Increase parent and family engagement.
5. Improve student behavior throughout the regular school day.
6. Provide service learning opportunities.
7. Provide nutritional snacks in the after school program.
8. Provide a safe alternative for students without after school childcare.

This Lesson Plan Covers the following components:(check all that apply)

- |  |  |   |   |
|--|--|---|---|
| <input checked="" type="checkbox"/> Nutrition          | <input checked="" type="checkbox"/> Environmental Literacy | <input checked="" type="checkbox"/> Drug Prevention   | <input checked="" type="checkbox"/> STEAM |
| <input checked="" type="checkbox"/> Physical Education | <input type="checkbox"/> Financial Literacy                | <input type="checkbox"/> Bullying Prevention          |   |
| <input checked="" type="checkbox"/> Technology         | <input type="checkbox"/> Cultural Diversity                | <input checked="" type="checkbox"/> Art/Music/Theater |   |
| <input type="checkbox"/> Career Readiness              | <input checked="" type="checkbox"/> Character Education    | <input type="checkbox"/> Library Activities           |   |

Time		Monday	Tuesday	Wednesday	Thursday	Friday
3:00-3:15	Snack - in cafeteria	goal 7: provide nutritional snacks in the after school program	goal 7: provide nutritional snacks in the after school program	goal 7: provide nutritional snacks in the after school program	goal 7: provide nutritional snacks in the after school program	goal 7: provide nutritional snacks in the after school program
3:15-4:00	<b>Enrichment/Tutoring/Remediation</b> (must cover at least one of these components daily)  Snow Globe Stations include letter recognition, beginning sounds, writing CVC words, cvc word matches, vowel sort, cvc-e word match, counting how many, ten frames, addition, subtraction sort, counting puzzles, number sense sort. Build it up January pattern block puzzles and counting cubes mats	help students with homework as needed stations are differentiated to accommodate for enrichment, tutoring, and remediation.	help students with homework as needed stations are differentiated to accommodate for enrichment, tutoring, and remediation.	help students with homework as needed stations are differentiated to accommodate for enrichment, tutoring, and remediation.	help students with homework as needed stations are differentiated to accommodate for enrichment, tutoring, and remediation.	help students with homework as needed stations are differentiated to accommodate for enrichment, tutoring, and remediation.
4:00-4:30	<b>Physical Education:</b> (include description and standard) Ideas: play hopscotch, use the drawn lines on the blue playground to see which line the students can jump to or using hula hoops inside depending on weather	Standard K.1.3 Students will perform jumping and landing actions Standard 1-1.3 Students will perform jumping and landing actions with balance	Standard K.1.3 Students will perform jumping and landing actions Standard 1-1.3 Students will perform jumping and landing actions with balance	Standard K.1.3 Students will perform jumping and landing actions Standard 1-1.3 Students will perform jumping and landing actions with balance	Standard K.1.3 Students will perform jumping and landing actions Standard 1-1.3 Students will perform jumping and landing actions with balance	Standard K.1.3 Students will perform jumping and landing actions Standard 1-1.3 Students will perform jumping and landing actions with balance

21st Century Cohort 17 Weekly Schedule  
Week of: January 29-February 2, 2024

- Monday: 3:00-3:15 Snack and Attendance  
3:15-4:00 Homework/ Remediation/ Tutoring  
4:00-4:30 PE  
4:30-5:15 Enrichment: Character Ed/ Respect  
5:15-5:30 Clean up/Go home
- Tuesday: 3:00-3:15 Snack and Attendance  
3:15-4:00 Art  
4:00-4:30 PE  
4:30-5:15 Homework/ Remediation/ Tutoring  
5:15-5:30 Clean up/Go home
- Wednesday: 3:00-3:15 Snack and Attendance  
3:15-4:00 Homework/ Remediation/ Tutoring  
4:00-4:30 PE  
4:30-5:15 Enrichment: Officer Visit/Stranger Danger  
Being a good citizen  
5:15-5:30 Clean up/Go home
- Thursday: 3:00-3:15 Snack and Attendance  
3:15-4:00 Art  
4:00-4:30 PE  
4:30-5:15 Homework/ Remediation/ Tutoring  
5:15-5:30 Clean up/Go home
- Friday: 3:00-3:15 Snack and Attendance  
3:15-4:00 Homework/ Remediation/ Tutoring  
4:00-4:30 PE  
4:30-5:15 Enrichment: Community Making Cards For Nursing  
Home  
5:15-5:30 Clean up/Go home

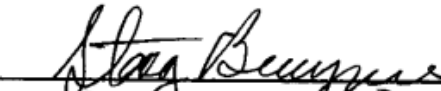


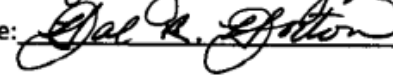


The site coordinator and external evaluator reviewed and discussed the observation instruments.

21<sup>st</sup> CCLC Site: LEIGHTON ELEMENTARY

Observation Date: 01-30-2024

Site Coordinator Signature: 

External Evaluator Signature: 

## Overall Program Ratings & Impressions

Leighton Elementary

Observer: Horton

Date: 04/08/2024

### Locations Observed (check location(s) that apply)

- ☒ Classroom
- ☒ Cafeteria
- ☒ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Off-Site
- ☐ Other (please describe)



A. Program Space Supports Goals of Programming	Rating
<b>1. Books, games and other program equipment are in good working condition.</b> <i>1=Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries. Youth cannot use space or materials without running into problems or limitations.)</i>	1 2 3 ✓ <b>4</b>
<b>2. The environment is conducive to learning.</b> <i>(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)</i> <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i>	1 2 3 ✓ <b>4</b>
<b>3. Space is well organized.</b> <i>(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)</i> <i>1=Ex: Space is cluttered, too crowded, disorganized.)</i>	1 2 3 ✓ <b>4</b>
<b>4. If program has own space, the indoor space reflects the work of children and youth.</b> <i>All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)</i> <i>1=No youth products or artwork are displayed.</i>	1 2 3 4 ✓N /A
<b>5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions).</b> <i>Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)</i> <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 4 ✓N /A
<b>6. The space is accessible for all youth and staff.</b> <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 4 ✓N /A
<b>7. Staff can communicate with youth and/or their families in their home language(s).</b> <i>1 = Staff can not communicate with youth and families.</i>	1 2 3 4 ✓N /A

Field Notes:

The day progressed seamlessly, with all materials readily available for the children as they transitioned between activities.

## Overall Program Ratings & Impressions

Leighton Elementary

Observer: Horton

Date: 04/08/2024

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

### Field Notes:

The daily schedule was adhered to, and the teachers followed the lesson plans for the day. The pace of the STEM lesson was on target, with all transitions occurring promptly and smoothly.

## Overall Program Ratings & Impressions

Leighton Elementary

Observer: Horton

Date: 04/08/2024



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



The students collaborated with each other, fostering a positive atmosphere within the afterschool program. Both staff and students appeared to enjoy their time together, and I observed no negative incidents throughout the day.

## Arrival Time

Site ID: Leighton Elementary Observer ID: Horton Date: 04/08/2024

**Start Time** 3:00 Minimum observation duration:  
**End Time** 3:15 10 minutes

**Observed** Number of staff 4  
Number of youth 22  
☐ Start of arrival ☐ End of arrival  
(check all that apply)

### Brief Description of Arrival Time

### Location of Arrival Time (check location(s) that apply)

- ☐ Classroom
- ☒ Cafeteria
- ☐ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Other (please describe)

The students entered the cafeteria where an activity  
awaited them along with snacks.

### Did Arrival Time include a snack?

☒ Yes ☐ No

Arrival Time Items	Rating
<b>1. Staff greet/acknowledge youth as they arrive.*</b> (Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.) <i>1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)</i>	1 2 3 <input checked="" type="checkbox"/> N/A <b>4</b>
<b>2. Youth seem to know the arrival routine and follow it with gentle reminders.*</b> (Ex: On their own, youth put their backpacks away and go get snack.) <i>1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)</i>	1 2 3 <input checked="" type="checkbox"/> N/A <b>4</b>
<b>3. Activities are available for youth to become engaged in as soon as they arrive (may include snack).</b> A variety of activities/choices are available. <i>1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)</i>	1 2 3 <input checked="" type="checkbox"/> N/A <b>4</b>
<b>4. Staff engage in friendly verbal exchanges (chats) with youth.</b> Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) <i>1=Staff do not have friendly exchanges with any youth. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up his/her coat.)</i>	1 2 3 <input checked="" type="checkbox"/> <b>4</b>

(Note # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns to speak.)

2

### Field Notes:

As the students entered the cafeteria, they found a solar eclipse bracelet project waiting for them on the table. They were tasked with coloring their own bracelets in celebration of the solar eclipse.

## Homework/Academic Support Time

Site ID: Leighton Elementary

Observer ID: Horton

Date: 04/08/2024

**Start Time** 3:15 Minimum observation duration:

**End Time** 4:10 20 minutes

**Observed** Number of staff 1

Number of youth 8

☒ Start of HW/AS ☒ End of HW/AS

(check all that apply)

### Location of Homework /Academic Support Time

(check location(s) that apply)

☒ Classroom

☐ Cafeteria

☐ Gym

☐ Outdoors

☐ Library

☐ Other (please describe)

### Brief Description of Homework/Academic Support Time

The fourth, fifth, sixth, grades transitioned from the cafeteria into a regular classroom and worked on a STEM lesson with design and construction of a tower with straws and tape.

A. Homework/Academic Support Time Organization Items	Rating
1. Staff help youth get organized and prepared to do their homework.	1 2 3 <b>✓4</b>
2. There is appropriate and accessible physical space for youth to comfortably do work. <small>1=Space is completely inadequate for work (Ex: No writing surfaces, poor lighting, not enough space for all youth).</small>	1 2 3 <b>✓4</b>
3. Homework/Academic Support time is free from interruptions/distractions. <small>1=Youth are being constantly interrupted by noise or intrusions (Ex: There is another noisy activity being held in the same space).</small>	1 2 3 <b>✓4</b>

Field Notes:

Quietly, the students proceeded to the back of the school and entered a classroom. The teacher distributed information sheets detailing the construction of a tower. The students inquired whether it was an individual or group project. In response, the teacher explained that it would involve team-building skills, so it would be a group task completed at each table.

## Homework/Academic Support Time

Site ID: Leighton Elementary

Observer ID: Horton

Date: 04/08/2024

B. Youth Participation in Homework/Academic Support Time	Rating
<b>1. Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity).</b> All youth are constructively engaged throughout the homework/academic support time. <i>1=Very few/no youth are constructively engaged. (Ex: May be distracting others, engaging in off-task behaviors, overly silly or loud).</i>	1 2 3 ✓4

Field Notes:

Every student participated in building the tower, with most of them engaged in answering questions posed by the teacher.

C. Staff Effectively Manage Homework/Academic Support Time	Rating
<b>1. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive.</b> <i>1=Staff interact in harsh, punitive, or irritable manner.</i>	1 2 3 ✓4
<b>2. Staff treat youth respectfully, and assume best intentions.</b> <i>(Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view).            1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 ✓4
<b>3. Staff use simple reminders and redirection to support positive behavior.</b> <i>Staff are always calm and straightforward; Let youth know what is inappropriate and remind them of rules and behavioral expectations.            1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i>	1 2 3 ✓4

Field Notes

The teacher was prepared for the lesson, ensuring that everything was ready and in place for the students.



## Homework/Academic Support Time

Site ID: Leighton Elementary

Observer ID: Horton

Date: 04/08/2024


D. Staff Provide Individualized HW/Academic Support	Rating				
<b>1. Staff work to ensure that youth are engaged and progressing during homework/academic time.</b> Staff proactively check in with <u>many or all</u> youth during homework/academic support time. <i>1=Staff are not focused on youth; staff do not check in or offer youth help during homework/academic support time.</i>	1	2	3	✓	4
<b>2. Staff encourage individual youth.</b> (Ex: "I like <u>your</u> thinking." "I noticed that you are really taking your time on this project". "You can do it—give it another try.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i>	1	2	3	✓	4
<b>3. When youth need or ask for help, staff respond to youth requests in a timely manner.</b> (Ex: All youth requests acknowledged right away. Waiting time is short.) <i>1=(Ex: Staff are busy with other tasks and do not acknowledge or respond to most youth requests).</i>	1	2	3	✓	N/A
<b>4. When youth ask for help, staff provide individualized assistance to youth.</b> Staff take the time to really understand and focus on individual youth needs; (Ex: Answer questions, explain how to do something). <i>1=Staff do not provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)</i>	1	2	3	✓	N/A
<b>5. When providing assistance to youth, staff help youth think through problems or questions themselves rather than offering answers.</b> Staff guide youth's thinking and help them develop problem solving skills. (Ex: ask "how," "why," "what-if" questions, help youth brainstorm potential solutions). <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own</i>	1	2	3	✓	N/A

### Field Notes:

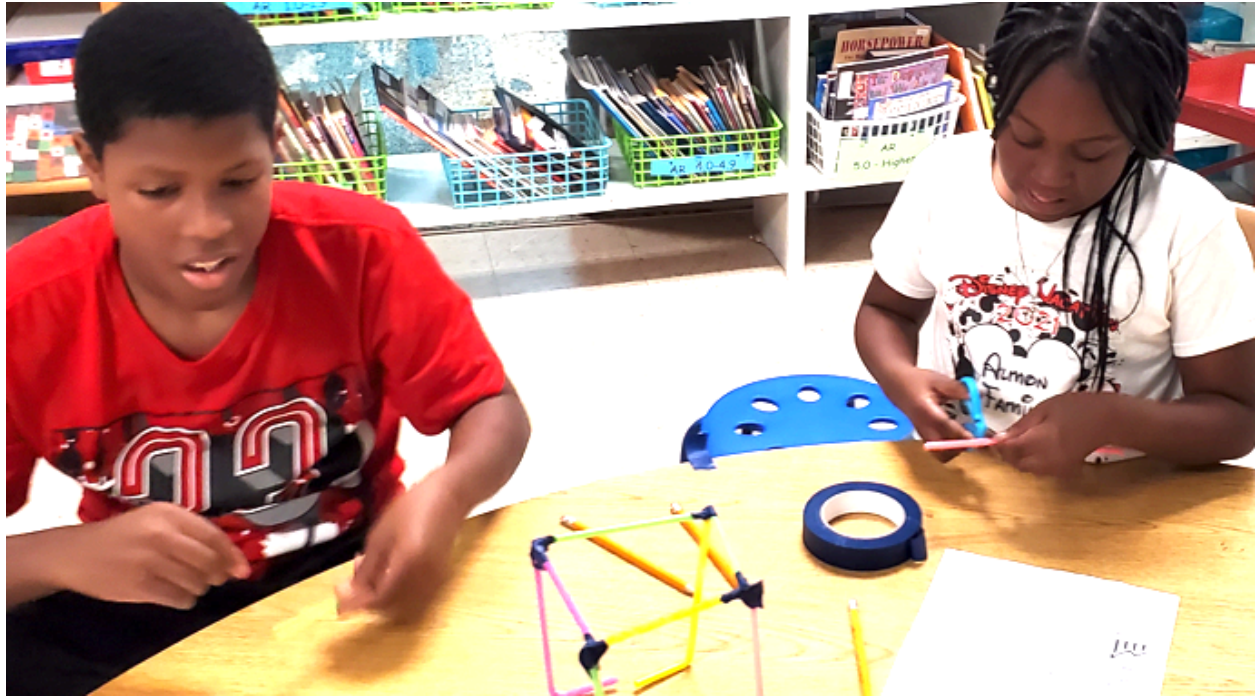
The teacher offered assistance to students when they encountered difficulties, guiding them through the process. In one instance, the teacher provided support to a student who was struggling with a problem on the board involving the conversion of inches to centimeters.



## Challenge 4: Straw Tower

 <p><b>Ask</b></p>	<p>Image 1</p> <p><b>World's tallest buildings</b></p>  <p><b>Example 1</b>  1 inch = 2.54 centimeters  10 in = _____ cm</p> <p>In your own words, what problem are you trying to solve?</p> <hr/> <hr/> <hr/> <hr/>
 <p><b>Imagine</b></p>	<p>Brainstorm ideas in diagrams or words to show how you might solve the problem.</p>

9



### Signature Page

The site coordinator and the external evaluator must review, discuss, and sign this document.

  
\_\_\_\_\_  
Site Coordinator's/Project Director Signature

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
External Evaluator's Signature

  
\_\_\_\_\_  
Date

## Overall Program Ratings & Impressions

Site ID: Leighton Elem

Observer: Horton

Date: 06-20-2024

### Locations Observed (check location(s) that apply)

- ☒ Classroom
- ☒ Cafeteria
- ☒ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Off-Site
- ☐ Other (please describe)

A. Program Space Supports Goals of Programming	Rating
<b>1. Books, games and other program equipment are in good working condition.</b> <i>1=Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.</i>	1 2 3 <input checked="" type="checkbox"/> <b>4</b>
<b>2. The environment is conducive to learning.</b> <i>(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)</i> <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i>	1 2 3 <input checked="" type="checkbox"/> <b>4</b>
<b>3. Space is well organized.</b> <i>(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)</i> <i>1=Ex: Space is cluttered, too crowded, disorganized.)</i>	1 2 3 <input checked="" type="checkbox"/> <b>4</b>
<b>4. If program has own space, the indoor space reflects the work of children and youth.</b> <i>All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)</i> <i>1=No youth products or artwork are displayed.</i>	1 2 3 4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>N/A</b>
<b>5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions).</b> <i>Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)</i> <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>N/A</b>
<b>6. The space is accessible for all youth and staff.</b> <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>N/A</b>
<b>7. Staff can communicate with youth and/or their families in their home language(s).</b> <i>1 = Staff can not communicate with youth and families.</i>	1 2 3 4 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>N/A</b>

Field Notes: The program followed the lesson plans and daily schedule. Students worked on finishing their Humpty Dumpty egg drop projects. Those who completed their projects early played with building blocks. The students then went outside to drop their eggs. Most of the eggs broke, and one student became very upset and cried. Students helped clean up the broken eggshells, and then it was time for lunch.

## Overall Program Ratings & Impressions

Site ID: Leighton Elementary

Observer: Horton

Date: 06-20-2024

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

### Field Notes:

The schedule was well-paced, and the teachers adhered to the daily plan. In math class, students worked on a project to problem-solve building a lemonade stand, calculating costs and profit margins. They determined the cup size and pricing. The students enjoyed going around the school, giving lemonade to the staff.

## Overall Program Ratings & Impressions

Site ID: Leighton Elementary

Observer: Horton

Date: 06-20-2024

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

Students had P.E. in the gym, where they practiced dribbling around cones that were already set up when they arrived. The teacher demonstrated the expected dribbling technique to the students. Additionally, the program is organizing a new area to better store supplies and materials.



## Transition Time

Site ID: Leighton

Observer ID: Horton

Date: 06-20-2024

Start Time 11:15

End Time 11:20

Observed Number of staff 1

Number of youth 6

Entire transition time ☐ Yes ☐ No

**Location of Transition Time** (check location(s) that apply)

- ☐ Classroom
- ☒ Cafeteria
- ☒ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Other (please describe)

**Brief Description:** Students smoothly transitioned from P.E. to lunch in a very orderly manner.

Transition Time Items		Rating				
1.	<b>Staff clearly communicate when it is time for a transition, and what they would like the youth to do.</b> Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) 1=Staff provide little or no direction (when it is clearly needed).	1	2	3	✓	N/A
2.	<b>Transitions run smoothly; youth know the routine.</b> 1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)	1	2	3	✓	
3.	<b>Transitions are handled quickly.</b> (Ex: Youth move to the next activity within 2-3 minutes). 1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)	1	2	3	✓	
4.	<b>Staff interactions (manner, affect, tone of voice) with youth are positive and supportive.</b> 1=Staff use a negative, punitive, irritable, or harsh tone most of the time.	1	2	3	✓	
5.	<b>Staff treat youth respectfully, and assume best intentions.</b> Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view. 1=Staff constantly correct, criticize, or reprimand youth.	1	2	3	✓	
6.	<b>Staff use simple reminders and redirection to support positive behaviors.</b> Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). 1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused: "How many times do I have to tell you not to....?")	1	2	3	✓	
7.	<b>When addressing behavioral issues, staff use strategies that are developmentally appropriate and effective.</b> 1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings).	1	2	3	4	✓ N/A





Colbert County Schools 21<sup>st</sup> CCLC After School Program – Lesson Plans



School Name: Leighton Elementary

Week of: June 17 thru June 20

Staff Name: Cassidy Counce Position teacher Grade Level: Kindergarten/First Grade

**Program Goals:**

1. *Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.*
2. *Implement Science, Technology, Engineering and Math (STEM) activities.*
3. *Increase student attendance for regular school day.*
4. *Increase parent and family engagement*
5. *Improve student behavior throughout the regular school day.*
6. *Provide service learning opportunities*
7. *Provide nutritional snacks in the after school program*
8. *Provide a safe alternative for students without after school childcare*

*This Lesson Plan Covers the following components (check all that apply)*

- ☐ Nutrition
- ☐ Physical Education
- ☐ Technology
- ☐ Career Readiness
- ☐ Environmental Literacy
- ☐ Financial Literacy
- ☐ Cultural Diversity
- ☒ Character Education
- ☐ Drug Prevention
- ☐ Bullying Prevention
- ☐ Art/Music/Theater
- ☐ Library Activities
- ☒ STEAM

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Title	Nursery Rhymes - Humpty Dumpty	Nursery Rhymes - Humpty Dumpty	<b>NO School - Juneteenth Holiday</b>	Nursery Rhymes - Humpty Dumpty	
Purpose: What will be learned and what 21 <sup>st</sup> CCLC goal will this meet?	Program goals 1-8 will be met for students attending the summer	Program goals 1-8 will be met for students attending the summer program		Program goals 1-8 will be met for students attending the summer program	

	program				
Prior Knowledge/Preparatory Activity Assessment/Verification Follow-up Activity/Reflection Outcome/Evaluation	Before learning or conducting research (with read alouds and videos), have students make predictions about the story Informal assessment - observe student discussion	Informal assessment - observe student discussion		Informal assessment - observe student discussion and completion of their worksheet	
<b>Enrichment/Tutoring/Remediation</b> (must cover at least one of these components daily)	-Reading -Math -STEAM -Library/Tech	-Reading -Math -STEAM -Library/Tech		-Reading -Math -STEAM -Library/Tech	
<b>Standards to Address</b>	M.AAS.K.1 M.AAS.K.14 Reading: standards 1-5, K.10, K.29, K.33, K.39, 1.6, 1.42	M.AAS.K.1 M.AAS.K.14 Reading: standards 1-5, K.10, K.29, K.33, K.39, 1.6, 1.42		M.AAS.K.1 M.AAS.K.14 Reading: standards 1-5, K.10, K.29, K.33, K.39, 1.6, 1.42	
<b>Description of Activity:</b>	Day 1: Introduce nursery rhymes to students. Read the nursery rhyme "Humpty Dumpty" to the class. Students will make a scene to retell the story.  Math: students will explore different manipulatives and games in stations	Day 2: Students will reread/listen to the nursery rhyme "Humpty Dumpty". Read the story as a whole group together, then students will read the story with a partner. Students will read the story twice. Students will color and cut out sequencing pieces and glue the story in order.		Day 4: Students will retell and recall the nursery rhyme "Humpty Dumpty". Students will answer a writing prompt explaining how they will save Humpty Dumpty from falling off the wall.  Math: students will explore different manipulatives and games in stations to	

### Signature Page

The site coordinator and the external evaluator must review, discuss, and sign this document.

  
\_\_\_\_\_  
Site Coordinator's/Project Director Signature

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
External Evaluator's Signature

  
\_\_\_\_\_  
Date