

5.1 Project Abstract

The Miami-Dade County Public School District (M-DCPS) submits this application for its 21st Century Community Learning Center (CCLC) Afterschool Program, Turn Up The STEAM (TUTS). This 21st CCLC program serves students and their families at Earlington Heights Elementary. Earlington Heights is a Title I school. The program serves a total of 250 students. Every interested student received an application to participate in the program with priority provided to those students who (1) have scored between the 25th and 75th percentile on the Florida Standards Assessment (FSA), Florida Comprehensive Assessment Test (FCAT) or Stanford Achievement Test (SAT-10) in the Reading, Mathematics, or Science portions, and (2) recommended by the school's administration. Ninety-nine percent (99%) of the students are minority and 100% are eligible for free or reduced lunch. Earlington Heights Elementary is currently labeled as Priority –F, and has been since the 2013-14 school year and has been mandated to provide extended day services due to third through fifth grade students who were not proficient in reading to help meet state and local academic achievement standards. The innovative academic and STEAM enrichment program, TUTS, operates 171 days afterschool Monday-Friday from 3:10 PM – 6:10 PM and 156 days before school Monday-Friday from 7:20 AM – 8:20 AM. The Saturday Camp is implemented for 19 days from 8:30 AM -12:30 PM. The 21st CCLC program uses project based instructional models to improve academic achievement in Reading, Writing, Mathematics, Science, Technology, Engineering, Communications and Arts. There is student participation in individual and collaborative projects in reading and writing, mathematics and science workshops, and fitness and character development activities. Parents are invited to attend meetings and workshops once a month throughout the established Community Learning Center to foster family wellness and life-long learning. Workshops for parents are available during their service once a quarter to enhance their ability to assist their children at home. TUTS Program propels all students identified by early warning indicators in all content areas tremendously. Strategically planning and meeting the needs of all students and

maximizing desired student outcomes, the 21st CCLC program is critically needed at Earlington Heights Elementary to carry out the plans for our success.

5.2 Needs Assessment

STEM related after-school program activities, paired with 21st century skills, is the first step to aligning schools with 21st century educational standards that help youth become lifelong learners (Sahin, et. al, 2014). During the 2015-2016 school year, Earlington Heights Elementary School was identified as one of the lowest 300 performing schools in the state of Florida and as a result, is an extended day school. The extended hour includes an hour of Reading Intervention in order to improve reading achievement on the Florida Standards Assessment. Earlington Heights Elementary School is also a Title I school due to the fact that 100% of our students qualify for free or reduced lunch. Title I schools, which are schools identified as servicing a high percentage of children from low-income families, receive financial assistance in order to ensure that all children meet challenging state academic standards.

Earlington Heights Elementary School has a total of 451 students. The demographics of our student population include 89% (399) African American, 10.6% (48) Hispanic, 0.4% (2) multi-racial, and 0.4% (2) Caucasian. The student population includes 13.1% (59) English Language Learners, 12% (55) students with disabilities, both ESE and EBD, 2% (11) gifted students, and 72% (326) general education students.

Earlington Heights Elementary School is located in Brownsville an urban neighborhood in Miami, Florida. Brownsville is a low-income community and the education levels of the residents in this community prove to be significantly lower, while the crime rates are significantly higher, on average, in the state of Florida. In this community, 65.3% of people age 25 or older are high school graduates or higher, when compared to 85.8% of people age 25 or older in the state (U.S. Census Bureau, 2013). According to the U.S. Census Bureau (2013), the percent of individuals who are 25 or older earning a bachelor's degree or higher is even lower at only 6.2%. This is significantly lower than the 26.2% of individuals in the state of Florida who earn a

bachelor's degree or higher (U.S. Census Bureau, 2013). These statistics also include students who attend It's a Small World and A league of Their Own Academy. Brownsville families are also in need of services provided by this 21st CCLC program, as it will provide opportunities of empowerment and self-help that will benefit their children academically, mentally, and physically.

Academic data reveals that there is a dire need for this academic enrichment program within this community in order for our students to be able to achieve academic success. Florida Standards English Language Arts Assessment results (2016) revealed that only 20% of our third grade students, 17% of our fourth grade students, and 18% of our fifth grade students achieved levels of proficiency. On the Florida Standards Assessment in Mathematics revealed that only 33% of our third grade students, 39% of our fourth grade students, and 44% of our fifth grade students earned levels of proficiency. Additionally, outcomes from iReady Reading and Mathematics Window 1 assessments for students in grades three through five indicated that at the start of the current school year 82% of these students were one or more grade levels below in reading and 91% of these students were one or more grade levels below in Mathematics. After administering the most recent iReady Window 3 Diagnostic Assessment, 59% of students in grades three through five were performing one or more grade levels below in Reading and 40% of students in grades three through five were performing one or more grade levels below in Mathematics.

The 21st CCLC program will provide our school with extended learning time and variety of opportunities to help us meet our school improvement goals. The 21st CCLC program would strengthen our efforts to close the achievement gap, identify and serve incoming learners, and focus on providing our students who are approximately a year behind in Mathematics and/or Reading with the extra assistance they need to reach their goals, as well as, develop rigorous project-based instructional strategies that are aligned to the school's goals and implemented with fidelity.

5.3 Program Evaluation

Evaluation Plan: Q-Q Research Consultants (QQRC) is the external evaluator for the TUTS at Earlington Heights Elementary. QQRC is a full service research and evaluation firm staffed with professionals with over 20 years of experience in program evaluation including experience evaluating 21st CCLC programs in Broward and Miami-Dade Counties. QQRC staff has advanced academic training in quantitative and qualitative research methodologies. QQRC is also a local firm, so their proximity facilitates communication and data collection. For this program, QQRC will conduct the following evaluation activities: program monitoring, data collection and analysis, and evaluation reports including an annual formative evaluation summary and summative evaluation reports.

Evaluation Plan: The three main data collection times will be: within two weeks of the program starting (August/September), Mid-Year (November), and End-of-Year (May). Adult family member data will be collected as the event take place throughout the year. Data collection will be scheduled in advance with the Program Director. QQRC will bring tablets to the site with which to collect survey data at the three data collection points. These tablets are portable and can collect data without Wi-Fi. This allows for minimal program interruption and less coordination with on-site staff, as QQRC brings the tablets to the students where they are. In coordination with the school district, sites will collect academic grade and test score data to be sent to the Program Director. The Program Director will review for completeness and errors, and send to QQRC to store. Adult family member data will be collected continuously though out the year as the events take place. After each family event, site staff will scan the sign-in sheet and any surveys, if applicable, to the Program Director to review and send to QQRC to input into TUT's database, which QQRC will create. Parent surveys will be made available in English, Spanish, and Haitian Creole to accommodate the bilingual population.

Baseline data will be collected for each student enrolled in the program within two weeks of enrollment. Data will consist of enrollment data, attendance data, academic data

(FSA), academic grades for Language Arts, Mathematics, and Science, measurement tools (assessments), evidence of activities, and parent data (sign-in sheets, surveys, etc). Data will also be collected from participating students' adult family members and school day teachers to examine stakeholder perceptions of the impact of GPS on student academic development.

Baseline, mid-year, and end-of-year data will be used to demonstrate achievement of objectives, enrollment, and participation rates from the start of the year to the end of the year. Data and reporting will be aligned with federal data collection requirements. All data will be submitted to FDOE electronically utilizing the required data collection format by the FDOE deadline.

Using quantitative data, baseline/mid-year/end-of-year analyses will be conducted to examine changes that occurred as a result of program participation. Analyses will include descriptive analyses on program and participant characteristics (e.g. mean Math report card grades); outcome/goal analyses to examine changes based on the implementation of academic enrichment, personal enrichment, and adult family member services (e.g. pre and post test scores); and quantitative analyses to identify youth, parents', and staff's perspectives on program services via parent and student surveys, and program staff surveys and interviews. Qualitative data will be captured from site visits conducted during the fall and spring semesters, surveys and interviews with teachers and other program staff, and annual parent focus groups held in April. As with the collection of the quantitative data, QQRC will work closely with the Program Director to coordinate these visits with the sites.

Once the data are collected at each time point, they will be downloaded onto the secure computers at QQRC. These are password protected; all student data are kept confidential and anonymous. Data are recorded and stored in the statistical software, SPSS. Once recorded in SPSS, QQRC staff will review the new data to ensure that every student has data for all objectives, and that there are no errors. QQRC will be in close communication with the Program

Director to coordinate the collection of any missing data (i.e. if a student was absent the day of data collection).

Each program year, QQRC will provide program staff with a Formative Evaluation Summary (February), which will include baseline and mid-year data analyses. The Formative Evaluation Summary will include data-driven program decisions based on the mid-year data collection findings regarding progress toward achieving program objectives. QQRC will meet with program staff to discuss modifications based on Formative Evaluation Summary. TUTS staff will report any enhancements or changes made to the program based on formative evaluation findings in the FDOE reporting format. The formative evaluation summary will be submitted by the FDOE required deadline. This portion of the evaluation ensure continuous improvement based on data-driven recommendations.

QQRC will also conduct site visits in late Fall and early Spring comprising the following activities: (1) completion of a semi-structured interview with program staff to ascertain compliance with proposed service delivery model, (2) observations of the delivery of program components, and (3) an exit meeting to discuss monitoring findings. Follow-up site visits will also be conducted to evaluate any changes to the program's service delivery model based on the findings and recommendations from initial site visits. Formal guided-discussions on findings from data analyses of baseline and mid-year data will occur the month following data collection.

Dissemination of Findings: Evaluation results will be shared with the community through multiple mediums. First, TUTS will have a designated website and Facebook page to post evaluation findings and upcoming events. Additionally, all partners will post a link on their website and Facebook page that leads to the program website. The website and Facebook page will be updated regularly to add any new reports or upcoming events. Evaluation findings will be clear and free of technical jargon. Second, QQRC will also attend Advisory Board and program staff meetings no less than three times a year to provide a review of all reports and observations from monitoring visits, and to discuss any feedback. These meetings will inform

continuous quality improvement efforts. Evaluation findings will be disseminated to all staff to inform professional development activities. Stakeholders will receive copies of reports via Constant Contact, email distribution software.

5.3.b Measurable Objectives and Assessments

STEAM through TUTS will establish 7 objectives with challenging, but obtainable benchmark goals, that range across the areas of programming. These objectives cover academic achievement, personal enrichment, and adult family member activity.

Objective 1: English Language Arts (grades)

Proposed Objective: 75% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in English Language Arts achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade. For the first year of the program, the benchmark of 75% is determined to be challenging yet obtainable.

Objective 2: English Language Arts (FSA Scores)

Proposed Objective: 75% of regularly participating students in third grade will be promoted to fourth grade based on their scores of the Florida Standard Assessment (FSA) requirements. A score of 3, 4, or 5 out of 5 on the FSA will be considered successful. For the first year of the program, the benchmark of 75% is determined to be challenging yet obtainable.

Activities for Objectives 1 and 2: Students will improve their reading proficiency as they are introduced to problem-based learning activities through a series of engineering projects that include challenges of increasing complexity. These projects will allow students to practice communication and peer collaboration as they improve their reading comprehension, fluency, and vocabulary skills. In addition, TUTS program students will also utilize resources from *i-Ready Curriculum Associates* and *Imagine Learning*. *I-Ready* computer based materials increase students' comprehension skills and is aligned to the Florida Standards.

Commented [AH1]: You can keep 75%; it's the standard across programs, but I'll comment on how each of these were achieved last year in case you want to change the benchmark according to that. Last year, 46% of EHE 21st CCLC students met this objective.

Commented [AH2]: 28% met this last year

Commented [AH3]: Update any activities to align with your proposed programming

Objective 3: Mathematics

Proposed Objective: 75% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in Mathematics achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade. For the first year of the program, the benchmark of 75% is determined to be challenging yet obtainable.

Commented [AH4]: 55% met this last year

Activities: TUTS mathematics will center on cross-curricular, problem based learning with real world applications and will be implemented to support the regular school day. Additionally, TUTS will use a variety of technology and telecommunication programs, including *Scratch*, a computer based coding program developed by the Massachusetts Institute of Technology (MIT), which allows young students, as young as kindergarten, to develop and practice writing code for programming, and *i-Ready Math*, an adaptive, diagnostic program that provides rigorous grade level instruction and differentiate instruction.

Objective 4: Science

Proposed Objective: 75% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in Science achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade. For the first year of the program, the benchmark of 75% is determined to be challenging yet obtainable.

Commented [AH5]: 66% met this objective last year

Activities: TUTS students will use foster critical thinking skills in science through hands on problem based learning projects that include an engineering component. Students will use the *APEX Science* curriculum developed by the Patricia and Phillip Frost Museum of Science, with funding from the National Science Foundation. The *APEX Science* curriculum addresses age-appropriate science concepts, including life science, nature of science, energy, matter,

environmental science, forces and motion, and Earth and space science, supporting the Next Generation Sunshine State Standards in Science.

Objective 5a Physical Education/Nutrition

(5a) Proposed Objective: At least 75% of regularly participating students will increase their physical fitness as measured by pre/mid/post assessments of Shuttle Runs. Shuttle runs are a commonly used test of aerobic health. Students are timed as they complete the 20 meter run; these times will be compared across pre, mid, and post assessments. Success will be a decrease in the time it takes for each student to complete the run. For the first year of the program, the benchmark of 75% is determined to be challenging yet obtainable.

Commented [AH6]: 65% met this last year

Activities: Physical fitness, nutritional and recreational activities will be provided to all TUTS students. They will participate in a variety of team and individual sports/activities utilizing Earlington Heights Elementary equipment.

Objective 6: Arts and Cultural Awareness

Proposed Objective: At least 75% of regularly participating students will improve their score on an assessment of cultural awareness. QQRC will work with the Program Director and site staff to construct an assessment that is of appropriate for the grade levels being assessed and captures the content of the art and culture lessons. The assessment will be scored on a 1 to 100% scale; success on this objective will be an increase in score throughout the year. For the first year of the program, the benchmark of 75% is determined to be challenging yet obtainable.

Objective 7: Adult Family Member Services

Proposed Objective: At least 75% of parents of regularly participating students' adult family members will attend at least one parent activities/events as evidenced by sign in sheets. For the first year of the program, the benchmark of 75% is determined to be challenging yet obtainable.

Commented [AH7]: The wording of the objective on the spread sheet can't be answered within a year of evaluation. This is an alternative, but you can change it, just make sure its measurable,

Commented [AH8]: 52% met this objective last year

Activities: On going, year round adult family members services are available for TUTS parents and families through The Miami Dade County Public Schools Parent Academy. The MDCPS Parent Academy website describes their purpose as "a district wide initiative designed

to support community and family involvement across the district.” The Parent Academy partners with local and national organizations in order to provide a wide range of free resources in an effort to assist parents in becoming full partners in their children’s education. The Parent Academy also provides parents with constructive parenting practices designed to support them help their children succeed at school and in life.” Workshops and Classes are offered in English, Spanish and Creole and are divided into the following categories: Arts and Culture, Health and Wellness, Helping Your Child Learn, Parenting Skills and Personal Growth. Additionally, site-specific family programs will be initiated upon identification of local needs and will encourage parent/student interactions that support academic achievement.

5.4 Evidence of Experience

Program Administration and Fiscal Management: The principal is an effective leader with five years of educational leadership experience. He has honed his skills as an innovative instructional leader. He effectively analyzes data to ensure that strategic actions take place at the worksite and will ensure the program aligns to school improvement goals. He also has skills in motivating and inspiring educators to work with a passion to succeed. As an assistant principal at Charles Drew K-8 Center, he was able to assist the school with improving in points and accountability grades every year. These skills, and his experience with managing school budgets, will ensure that compliance is met in all areas. The assistant principal will also provide support for daily program operations, management, and budget.

Program Implementation and Evaluations: The current Project Coordinator is a degreed community service professional with extensive grants management experience. He has an impeccable history of collaboration and partnerships with municipal agencies and community service organizations and is fully aware of the needs of our students and the community. The Program Coordinator has extensive experience in 21st CCLC staff supervision, budget and data management, and will establish a rigorous foundation for stakeholder engagement working directly with the Lead Teacher and school principal to ensure effective programming is carried

out and maintained. The school's current site based management team (Educational Excellence School Advisory Council (EESAC) will serve as the advisory body for the 21st CCLC program. The current M-DCPS Student-Parent Handbook will be used to establish program policies and procedures.

During a recent EESAC meeting, the end of our 2016-2017 SECME program was discussed. The parents, students, staff members, and other key stakeholders voted and identified a need for a 21st CCLC program within our community, especially with our SECME program coming to an end. Two private schools, A League of Their Own Academy and It's a Small World, were also invited to participate.

5.5. Partnerships, Collaboration & Sustainability

5.5a Community Notice: The Earlington Heights Elementary School community was informed about the 21st Century Grant application submission through social media, website, e-mails, and group phone message communication called ConnectEd. The announcement of the grant submission was posted on the Earlington Heights Elementary School website and Instagram page starting Friday, June 16, 2017. The instructions of how to view the submitted 21st Century Program Application was posted. There will be weekly ConnectEd announcements sent by text messaging and voice mail. Many of our parents do not have working email accounts, so texting and ConnectEd is a better form of disseminating information to the parents and the community.

21st Century Program web page: The 21st Century Program web page was added to the Earlington Heights Elementary School web page, www.earlingtonheights.org. The website service used for the school web page is Wix. All information about the 21st Century Afterschool Program is announced on this page. Items posted will be hours and dates of afterschool operation, essential agreements for students and parents, after school class schedule, special STEAM activities for the week, weekly updated photos, announcements of field trips, parent resources and classes, special visitors, uploaded 21st Century Program Grant submission, announcement of official grant award, and listing of our community partnerships.

The 21st Century web page is managed by the program coordinator. Timely and meaningful notices to the parents will be applied through the web page. Changes to the web page will be determined by the program coordinator.

5.5.b Partnerships: The University of Miami Butler Center for Student Volunteer and Leadership is an official partner with the 21st Century Afterschool Program. The idea is to expose students to higher education during their elementary school years. Students will participate in exciting activities that will expose them to hands on activities and careers in STEAM. By using college students to mentor Earlington Heights Elementary students, our students will be exposed to the possibility of pursuing a higher education degree. A female mentoring group from the University of Miami called SPARK will target girls at risk and mentor them by working on their self-esteem and motivating them to be better students.

Streamline Miami Foundation is a non-profit 501(c)3 organization that has agreed to officially partner with the 21st Century Afterschool Program. Developing this partnership will bring added resources, create the opportunity to expose urban children to the possibility of higher education and the hope of securing a path of success for the students. Streamline Miami Foundation will be responsible for finding school and family resources, creating inspiring field trips for the students, and bringing community awareness about the 21st Century afterschool program. Streamline Mimi's website is, www.streamlinemiami.org

Miami-Dade County Public Schools' Parent Academy is also an official partner with the 21st Century Program Grant. A resource area will be created where parents will be allowed to use computers. Here, the Parent Academy will give classes for computer literacy. They will be guided in how to register an account, create an e-mail address, communicate with their children's teacher, and check their children's weekly grades. Other classes will be given to show resources on how to apply for a job and create a resume. In this family resource center, a bulletin board will be placed where parents can view important information directed towards the betterment of the family and for various information.

Youth Crime Watch of Miami-Dade County is an educational program established to foster a safe school environment impacting student well-being through awareness and involvement. As an Earlington Heights Elementary School community partner, YCW will provide at the school site the "Crime Prevention" and "Stop the Violence" presentations using the Gruff McGraw mascot. The presentations will also be used to educate the Earlington Heights parents on how to have a safe community.

5.5.c. Continued Collaborations with the School Day: The Literacy Leadership Team (LLT) met with students from all grade levels on May 1, 2017 to discuss ways to make the new program more engaging than the last. The interviews revealed that students wanted more peer-to-peer activities and in response, future programming will include student clubs. The TUTS coordinator and Lead Teacher serve as liaisons to ensure connections to the school day are met. The Lead Teacher will meet one-on-one at least quarterly with the school's subject area instructional coaches and the ESE teachers to ensure TUTS programming aligns with School Improvement Plan goals. The School Improvement Plan areas that will be supported by 21st CCLC are all core academic areas and social skills development. Project based instruction and continuous personal development activities will be utilized to increase academic outcomes and improve behavior. The Program Coordinator will meet with the Literacy Leadership Team and staff to remain updated on pertinent school trends and share gathered program data. The Project Coordinator or other designated staff members will attend EESAC, Second Cup of Coffee, Family Literacy Night, and TUTS Board meetings monthly to share program updates. To ensure that collaborations with the school day are cohesive with the program, student/parent surveys will take place quarterly as well.

5.5.d. Sustainability: In order to ensure that we will be able to provide the same quality of services in years three through five, we are committed to collaborating with additional stakeholders and/or organizations in our community who are committed to providing continuous support, even when funding decreases. Our current partners, such as Streamline Miami, will

continue to support funding. It is our plan to educate our stakeholders and partners early on about the funding so that they can also be a part of our solution, which is to look for additional organizations and interest groups that would benefit from assisting our program. It is also imperative that at this time, we assess the success of the programs we have in place in order to make informed decisions regarding any adaptations or changes that need to be made.

Program Plan

5.6.a. Target Students: In the Brownsville community, there are significant educational deficiencies as evidenced by low Florida Standard Assessment (FSA) Scores and high truancy rates. During the 2015-2016 school year, there was an average passing rate of 18.3% in English and 38.7% in Math state assessments (Sun Sentinel, June 2016) amongst students from the third through fifth grades. During the 2015-2016 school year, Earlington Heights had an attendance rate of 93%. One hundred percent of Earlington Heights's students qualify for free or reduced lunch. According to the 2015 U.S Census Bureau, the median family income of Brownsville is \$19,968, which is \$30,000 lower than the national average. The unemployment rate is 23%, more than twice the national rate, 29.3% of the population does not have health insurance, 70.6% of adults in Brownsville have completed high school, and only 9.7% have completed their bachelor's degree. Studies have shown that the higher a parents' education level, the richer a child's vocabulary will be when entering school (DiMaggio, 1982). To remediate these challenges, TUTS will target the middle 50th percentile of students, also known as "bubble students". These students will be able to achieve on a higher level in the classroom when they are provided with more hands-on assistance that will enrich their classroom learning and their understanding of the outside world. The TUTS program will engage students in higher order thinking that will increase their achievement across all subject areas; thus, increasing performance in standardized tests.

5.6.b. Recruitment and Retention: Strategies for student recruitment include announcements in the school's weekly bulletin, the Public Announcement System, and the school website.

Program applications will be available in school enrollment packets, the school's main office, and during Open House. Finally, ConnectEd messages will be sent out to parents. Parents will participate in six educational enrichment classes, which will foster family wellness and lifelong learning. To encourage students to remain in the program for the entire day, we will place a strong emphasis on project based learning and hands-on activities. We will also provide weekly incentives based on student participation to ensure that attendance will be 90% or higher.

5.6.c.1. Student Program: Literacy and Language Arts Enrichment: The comprehensive program, Tynker, easily integrates coding and project based learning into the literacy and language arts curriculum. Each STEAM lesson teaches students how to use programming to create innovative and exciting computer games. Tynker encourages student creativity through project based learning and allows for teachers to assign lessons aligned to the Common Core State Standards. Seymour Papert (Schwarz, 1999), one of the best-known advocates for teaching computer science and programming in schools, sums this up well: Anyone who has witnessed a toddler using a computer has probably experienced a sense of awe at that child's facility with what for adults can be an infinitely frustrating gadget. It is one thing for a child to play a computer game, it is another thing for a child to build his or her own game. Coding allows for students to construct, hypothesize, explore, experiment, evaluate, and draw conclusions using technology. The STEAM implementation is expected to increase the number of Earlington Heights Elementary School students meeting state and local education standards through highly interactive lessons. The technology based activities, through Reading and Writing, will ensure that students are actively learning and engaging in higher order thinking tasks consistently. Writing, Reading, and Literature activities will be integrated throughout the other content areas as well. The Tynker Teacher will organize Reading and Writing components into quarterly calendars aligned with school-day curricula and annual standard based objectives. The student staff ratio will be 20:2, including a certified teacher and a highly-

qualified teacher assistant. **Writing:** Based on the analyses of the District Writing Pre and Post-Assessments that are aligned to the Florida Standards, data indicates that students lack basic writing skills to publish strong opinion and informational writing pieces. It was determined that the Language Arts program will embed a variety of writing experiences to enhance the core curriculum during day school to provide a stronger foundation, in mechanics of writing; and opinion and informational writing. We will drive instruction, based on the data obtained from the District Pre-Assessment in Writing and the WriteScore Assessment. Using the WriteScore instructional program, 6 Traits of Writing Model, and Mastering the Mechanics lessons, the Teacher will identify a monthly focus to guide the writing instruction. In return, students will be able to publish end products, using Microsoft Word and share documents with the teacher using OneDrive. A variety of learning strategies will be used to assist with writing and presentations.

Reading & Literature: Based on the analysis of the 2015-2016 Florida Standard Assessment in English Language Arts, data indicates that over 80% of the third through fifth grade students are not proficient in Reading. The focus areas aligned to the Florida State Standards are Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. To increase student reading proficiency and mastery in these areas, we will embed a variety of Reading programs to enhance the core curriculum. These include, Velocity by Voyager Sopris Learning, Reading Mastery Direct Instruction by McGraw Hill, KidBiz by Achieve3000, and Accelerated Reader by Renaissance. These programs, along with the Tynker program, that use Project Based Learning, will drive the instructional format. Curriculum and instructional initiatives to be used also include: iReady computer based learning program, the Readers' Workshop, Writers' Workshop, 6 Traits of Writing Instructional Programs, writing projects, tutoring, individual student research-based projects, and collaborative student research based projects. Other strategies include, planned read aloud time for emergent readers and differentiated content area reading programming to develop non-fiction reading skills. The Teacher will identify high interest books and periodic "take home" book distributions to assist with the establishment of

home libraries, and the implementation of the Accelerated Reader program. Research indicates that understanding the computational concepts on which countless digital applications run, offers learners the opportunity to no longer simply read such media, but also become more discerning end users and potentially innovative "writers" of new media themselves. It is expected that 75% of regularly participating students will improve their reading proficiency from Quarter 1 to Quarter 4, as measured by grades and program data (*Standards: LAFS.K12.W.3.7, LAFS.K12.W.3.8, LAFS.K12.W.2.4, LAFS.K12.L.1.1, LAFS.K12.L.1.2*).

5.6.c. 2 Student Programs: Math and Science Enrichment Science: Based on the 2015-2016 Science Florida Comprehensive Assessment Test (FCAT), over 68% of the 5th grade students were not proficient. In order to increase proficiency, we will implement a variety of science experiences to enhance the core curriculum during day school to provide a stronger foundation in the area of Nature of Science, Earth & Space Science, Physical Science, and Life Science. TUTS program will use STEAM in collaboration with National Aeronautics and Space Administration (NASA), Tynker, and Engineering is Elementary. Using the programs' curricula and resources students will design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. Harold Pratt, former president of the National Science Teacher Association (NSTA) states hands-on investigations through laboratory experimentation set the groundwork for student understanding in the subject rather than reading "dull books." He also points out, "In science, you learn about the process of going from evidence to observation to conclusion. You don't have that kind of thinking in other subjects and it's critical to early learning"(NSTA, 2017). Furthermore, studies made by the NSTA show that students are concrete thinkers and they love to tinker, manipulate, watch things move, and observe things that change. Through STEAM, students will carry out science experiments. Some of the experiences include planting and growing seeds, studying animals in the classroom and observing their life cycle, diet and behavior, experimenting with properties of liquids, and studying electricity. To increase the quality of science engagement, certified

teachers would implement lessons designed by NASA's Education Program. NASA's education program is dedicated to "inspire and motivate students to pursue careers in science, technology, engineering, and mathematics by supporting education in schools"(NASA, 2015). Tynker is a comprehensive programming curriculum, which will be used for grades 1st through 5th. The program is beneficial to both students and teachers, as it provides a detailed guide, answer keys, and is self-guided and self-paced. Tynker also provides a creativity tool, which enables students to engage in project based learning by creating applications and games that are aligned to Common Core State Standards (CCSS). All of these programs use a series of unique hands-on inquiry-based classroom curricula and enhancement activities based on Science, Technology, Engineering, Art, and Math (STEAM) subject areas. It also has learning objectives, which encourage the students to pursue STEAM careers. These project-based activities are aligned with the science benchmarks and Florida State Standards, which allow students to define a problem, use appropriate reference materials to support scientific understanding, and plan, as well as carry out scientific investigations of various types. Students will differentiate between an experiment and other types of scientific investigations by recognizing and explaining how science is grounded in empirical observations that are tested and proven. All curricula will synthesize math and science lessons with real world applications or inclusion in core subject areas. It is expected that 75% of regularly participating students in the program will improve their science proficiency from Quarter 1 to Quarter 4 as measured by grades and program data. In order to connect to the district-mandated curriculum, the 21st CCLC Program Coordinator and Lead Teacher will organize the math and science components into an annual calendar aligned with the teachers' school-day curricula and objectives. The student-to-teacher ratio will be 20:2 which will include a flexible combination of 1 Certified Teacher and 1 Highly Qualified Teaching Assistant. (Standards: S.C.K.E-S.C.5.E, S.C.K.L-S.C.5.L, S.C.K.EN-S.C.5.N, S.C.K.P-S.C.5.P). **Math:** Based on the 2015-2016 Florida Standard Assessment data in Mathematics, 62% of the third through fifth grade students were

not proficient in Math. In order to increase proficiency, TenMarks, Tynker, Engineering is Elementary, and National Aeronautics and Space Administration Education programs will be implemented and facilitated by a certified teacher and paraprofessional. TenMarks provides proven research-based instructional resources to reach various student levels and many learning styles. The program also incorporates Universal Design for Learning (UDL), so that every student has an equal opportunity to build deep conceptual understanding. The program provides teachers with rigorous content that is built from the Common Core State Standards (CCSS). Lessons and resources emphasize problem solving, applications, and mathematical reasoning. Finally, the program provides responsive inquiry-based instruction, which helps teachers develop their students' independence and conceptual understanding. All of the programs provide a structured curriculum, which embed a variety of math experiences to enhance the core curriculum during day school to provide a stronger foundation in the area of Operations, Algebraic Thinking & Numbers in Base Ten, Geometry, Data & Measurement, and Numbers & Operations-Fractions. Through the use of NASA and Educational resources, students will engage in real-world mathematical exercises that incorporate Florida State Standards. It is expected that 75% of regularly participating students in the program will improve their math proficiency from Quarter 1 to Quarter 4 as measured by grades and program data. In order to connect to the school day, the 21st CCLC Program Coordinator and Lead Teacher will organize the math and science components into an annual calendar aligned with the teachers' school-day curricula and objectives. (Standards: MAFS.K12.MP.1, MAFS.K12.MP.3, MAFS.K12.MP.4, MAFS.K12.MP.5, MAFS.K12.MP.6, MAFS.K12.MP.7, MAFS.K12.MP.8). **Personal Enrichment and Character Education:** Research by John Hopkins University Center for Research and Reform Education states: "programs designed to change daily teaching practices, particularly through the use of cooperative learning, classroom management, and motivation programs, have larger impacts on student achievement than programs that emphasize textbooks or technology alone" (BEE, 2010). While certified teacher

and teacher assistants use research-based programs to teach STEAM skills, it is imperative that the program addresses and teaches life skills. Truancy often masks underlying factors such as bullying, neglect, or shame from academic failure. TUTS addresses these underlying issues and builds self-definition through character development based on the nationally tested Dade County Core Values curricula. The program will focus on aligning with school-day practices, which is a continuing process of evaluating goals, objectives and early warning systems related to school policies, practices, and organizational structures that are aligned with the school day. Examples lie in early Literacy Development; early interventions to help low-achieving students improve their reading and writing skills; family engagement that will have a direct positive effect on the student's achievement; tutoring that will utilize certified teachers and highly-qualified teacher assistants. Dade County's Character Education Core Values curriculum will be used to teach Core Values such as caring, honesty, respect, and responsibility. Authentic assessments using character development activities will occur weekly, such as: posters, brochures, skits, and scripts, which will measure student progress based on core values. By including these activities, 75% of students who regularly participate in character development activities will demonstrate non-violent strategies to manage or resolve conflict and demonstrate a greater capacity to avoid or reduce health risks relating to performance based assessments and surveys. In order to address the varying needs of the student population, TUTS will collaborate with The University of Miami's SPARK Program. SPARK is an organization dedicated to serving the community by mentoring and inspiring 3rd through 5th grade girls. Members will mentor once a week for an hour and a half in efforts to inspire girls by exposing them to female leaders and developing skills such as perseverance, ambition, respect, and kindness. Student centered 21st CCLC clubs will be established to engage students in a variety of unique social interactions. According to ESSAC members, suggested clubs are Art Club, Dance Team, Cheer Team, Music Club, Computer Coding Club, Book Club, and Math Club. (Standards: SP.PK12.US.20, SP.PK12.US.21, SP.PK12.US.21, SP.PK12.US22, SP.PK12.US23)

Physical Education and Recreational Activities: Students will participate in a variety of afterschool physical fitness activities, which will include tennis, yoga, kids running marathon, and basketball. “Physical fitness is a positive predictor of academic performance on standardized tests, and students who perform better on fitness measures may earn higher grades” (Health Education Journal, 2017). First Serve Miami will be teaching the students the game of tennis, promoting good health, and supporting character development of youth. Our yoga classes will teach students mindfulness and self-regulation. According to research by Amy Accardo from Rowan University, yoga has been reported to be an effective approach to improving student behavior and creates emotional regulation. Marathon Kids is a running program where students commit to running 26.2 miles throughout the school year guided by a coach, which includes a nutritional and mathematical component. The student to staff ratio is 20:2, which will include a flexible combination of 1 Certified Teacher, 1 Highly Qualified Program Assistant, and contracted fitness service providers.

Performing and Visual Arts: A recent study done by the Partnership for a New American Economy states that “jobs in the STEM [Science, Technology, Engineering, and Math] fields are increasing three times faster than the positions in the rest of the economy, but a huge gap of qualified American citizens exists. Only 4.4% of US-born undergraduates are enrolled in STEM programs compared to 33.9% in Singapore, 31.2% China, and 12.4% in Germany”. A push for the STEAM platform comes from the lack of creativity and innovation in the United States. The arts component in the STEAM program fosters a greater level of creativity and innovation, as it provides pathways for personal-meaning making and self-motivation (Land, 2013.) To help students develop this innovative spirit, Certified Teachers will use Visual arts, Performing Arts, and Broadcasting programs to organize plays, performances, and multimedia presentations. The use of Reader’s Theater in Drama will develop fluency, increase comprehension, engage students, increase student motivation, create confidence, and improve the self-image of students. The Broadcasting Program can also enhance academic performance through interactivity with

content, engagement, and knowledge transfer & memory. Numerous studies show that broadcasting provides enhancement in the following areas: grades, performance, school readiness, students' collaborative abilities, overall academic development, and workforce preparation (Greenberg and Zanetis, 2012.) The Visual Arts and Broadcasting program will be led by certified teachers and paraprofessionals using a 20:2 ratio. (Standards: MU.K12.C-MU.K12.S, DA.K12.C-DA.K12.S, TH.K12.C-TH.K12.S, VA.K12.C-VA.K12.S)

A Day in the Afterschool Program: A typical day will begin when students are dismissed after having snacks in their daytime classrooms. They are supervised as they make their way to the cafeteria, which is the waiting area where students will complete homework. Students are met by 21st CCLC staff who pick them up from the cafeteria by grade level and guide students to their designated areas to start the day. After arriving to the designated areas, 21st CCLC teachers' sign-in students for daily attendance. Then, 21st CCLC certified teachers follow their daily schedules. Academic enrichment then begins in accordance with 21st CCLC guidelines. On this day students are participating in clubs and in-school field trips, as well as, working with collaborators for extended periods in fitness, (such as yoga, basketball, running, and tennis) science labs, and technology centers. The culture of our program is positive and safe continuously. Activities are consistent and engaging throughout the program. When activities are completed, students are guided to the cafeteria to meet their family members for sign-out and dismissal. Before 21st CCLC staff leave the building, everyone is responsible for checking the classrooms and the bathrooms, in order to confirm all students have left the building.

5.6d Adult Family Member Program Activities: One major focus of the Turn Up the STEAM program is to increase parents' skills and provide resources to better support their children, which will be demonstrated when parents participate in workshops. Consequently, providing this type of support to parents assists them in creating a positive support system and environment for their child. Parental involvement in the program will encourage student success, as well as, family-school partnerships. **Family Resource Center:** As a part of the 21st CCLC program, a

Family Resource Center will be established. This center will provide families an abundance of resources available in one convenient location. The Family Resource Center will house eight computer stations and provide resources on parenting, school involvement, community services, and other learning opportunities. The Family Resource Center will also provide a community bulletin board to post community events, learning opportunities, job openings, and school event calendars, available through a set schedule and managed by the 21st CCLC administrative team and staff. The Family Resource Center is to include; eight computer stations, student/parent portal support, tutoring resources, parenting and employment skills, financial literacy, home learning support, ESOL resources, GED information, as well as, community outreach information. According to Miami-Dade County Public Schools district parent involvement data, 3% of our parents attend workshops provided by the schools. It is the goal of the Turn Up the STEAM program to increase parental involvement through The Family Resource Center, allowing all stakeholders to work towards a common goal and ultimately to create strong engaging families, which in turn, have a positive impact on student achievement. Upon successful establishment of The Family Resource Center the school intends to sustain the center beyond the end of the grant term. Family engagement resource collaborators include; University of Miami Butler Center for Student Volunteers and Leadership, Streamline Miami, Miami-Dade County Public Schools Parent Academy, and Youth Crime Watch of Miami Dade County.

5.6.e. Staffing Plan and Professional Development: All Miami-Dade County Public School employees are required to have fingerprints, as well as, Level 2 background checks. Teachers and the Program Coordinator are required to have a four-year college degree from an accredited college or university and state certification issued. All non-instructional staff are required to have a high school diploma and at least six months of experience working with children, in addition to the aforementioned. The Principal will work directly with the Program Coordinator, Lead Teacher, Teachers, and Clerical Staff. The program's budget, staff & student

recruitment, and scheduling will be overseen by the Principal and the Program Coordinator. In addition, the Principal will also serve as the liaison for the school district and the external evaluator. The Program Coordinator will also serve as a liaison for all involved staff members, collaborate with grade level chairs and instructional coaches, attend EESAC meetings, assist with grant management, ensure program compliance, planning and implementation of programs, and facilitate events. In addition, the Program Coordinator will ensure parent involvement & student compliance, complete program reporting, collect & submit data in a timely manner, maintain records, oversee the Family Learning Center, and attend mandated trainings. A certified Lead Teacher will provide support for the Program Coordinator, by working directly with 21st CCLC instructional staff. Clerical staff will provide administrative support for registration and enrollment of students, monitor attendance, requisition of materials & supplies, distribute & store materials & supplies, assist in maintaining records, and gather, as well as, upload information to the 21st CCLC website. Certified Teachers, within the specified subject area, will provide instruction and tutoring services for students. These teachers will assist the Lead Teacher with afterschool curriculum development, create and implement targeted, project based lesson plans, and support program parent engagement efforts. Teachers and Teacher Assistants will be accountable for taking attendance and supervision of students during all activities and events. Facilities Safety Staff will ensure a safe learning environment.

Professional Development: The Project Coordinator and Principal will attend the annual 21st CCLC state conference and M-DCPS district training sessions according to M-DCPS and state guidelines. The Lead Teacher will be responsible for attending professional developments and trainings for the following programs: National Aeronautics and Space Administration Education (NASA), LEGO Education, Tynker, and Engineering is Elementary (EIE). Certified Teachers and Teaching Assistants will participate in a minimum of two site-based training annually. Topics will include instructional strategies, classroom management, policies & procedures, goals &

outcomes, data analysis, and Cardiac Pulmonary Resuscitation (CPR) Certification. The current 21st CCLC Staff Handbook will be used to guide staff policies and procedures.

5.6.f Program Center: The proposed 21st CCLC program will be held at Earlington Heights Elementary, the home school of majority of the students in the program. Earlington Heights Elementary is a Miami-Dade County Public School site that services approximately 450 students. The program will utilize six classrooms, a science lab, art room, playground, basketball court, outside field, one office, and a cafeteria with a stage and more than 200 person capacity.

5.6.g Safety and Student Transportation: Transportation is not provided for the program as most students attend Earlington Heights during the day. Students must be able to walk home or be picked up by their parent/guardian or an approved adult. Students will transition from their daytime schooling to the cafeteria where their TUTS teacher will sign them in. TUTS will follow the same attendance and dismissal guidelines as those that are outlined in the Miami-Dade County Public Schools (M-DCPS) Student Handbook. The students' TUTS teacher will escort them to all activities in and outside of the building. TUTS staff are screened and fingerprinted by M-DCPS. These staff members will work with the Lead Teacher and other senior staff in professional development activities that will improve their efficacy in the TUTS program. All students will report to the cafeteria for dismissal near the entrance, where parents will be waiting to sign them out. The walkers will sign out on the pre-approved walker sheet before or at dismissal.

5.6.h. Outreach and Dissemination: Stakeholders were engaged in the project planning process, including an EESAC meeting with parents, students, community collaborators, 21st CCLC staff, and the principal. Flyers will be sent home and open enrollment will begin on the first day of school. Applications are in school enrollment packets and available for pick up and submission in the school front office. Open Enrollment takes place during Open House, and EESAC meetings. Announcements are posted on the website, school bulletin, P.A. system,

ConnectEd, and the school website. **Priority Points:** We are applying to receive priority points under Criteria 1.a and Criteria 2.