

Final Report Template



Final Report 2022 - 2023: Cohort 16

Year: 2

Name of LEA/CBO: **EDGE Program**

School(s) Served: **Thompson Elementary**

Location of Program: Gadsden, Alabama

External Evaluator: Michelle Norwood, norwoodunlimited@gmail.com

Program Director: Janie Browning, dbrown@attalla.k12.al.us

Technical Advisor: *Rebecca Pines

Date: September 30, 2023



Reporting Period

The Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Final Report will include data for the **2022-2023 Academic Year and** summer of **2023**.

General Notes

1. The Executive Summary summarizes everything reported throughout this evaluation report.
2. This report template is not a form but guidance. The Final Report should include all sections and tables, but this is not a fillable form. The guidance begins after this page and should be submitted in its totality. **Please refrain from using a previous template to ensure the correct information is included in your Final Report**
3. Instructions for each section of the report will appear in italics.
4. Final Reports are public documents and are available for public review. Do not include personal information about students or families that violates FERPA regulations. Grantees must secure and maintain appropriate authorization from all individuals or their parent/guardian whose picture is included within their report.
5. This document template describes the minimum reporting requirements for the Final Report. Grantees are encouraged to add any information highlighting the program's operations and successes or guiding program improvements or sustainability in the "Optional Appendices" that follow the Required Appendices.
6. There are a variety of tables throughout the document. These tables are designed to reflect your grantee's information and should be edited for content. Insert a row if the grantee has more information. Delete rows that are not needed. Tables should not be split from their Headers, and should not be split between pages if possible.
7. Additional information highlighting your specific grantee can be offered as an introduction to the template and tables below.
8. Failure to follow template, incomplete reports, or failure to submitting corrections in a timely manner, will lead to External Evaluator being given warning and may lead to being suspended and/or barred from contracting with 21st CCLC Programs as an External Evaluator.
9. Remove this notes page from your Final Report.

Tables of Contents

The following Table of Contents is to remain on your report in the order in which it has been provided. Utilize the Table of Contents as a checklist to ensure appropriate reporting for this deliverable. Page numbers should be edited to match your program's report.

1.0 Executive Summary	5
1.1 Evaluation Purpose and Evaluation Questions.....	5
1.3 Evaluation Design, Methods, and Limitations.....	9
1.4 Findings and Conclusions.....	12
2.0 Program Operations	14
Table 2.1 Site Information.....	14
Table 2.2 Staffing.....	15
Table 2.3 Activities.....	16
Table 2.4 Activities.....	17
3.0 Demographic Information	17
Table 3.1 Grant Data.....	17
Table 3.2 Participant Attendance.....	18
Table 3.3 Grade Levels by Hour Band.....	18
Table 3.4 Race & Ethnicity.....	19
Table 3.5 Participant Gender.....	19
Table 3.6 Population Specifics.....	20
Table 3.7 Student Grade Report (Aggregate).....	20
Table 3.8 Student Grade Report (Reading Comparison).....	21
Table 3.9 Student Grade Report (Mathematics Comparison).....	21
4.0 GPRA Results	21
Table 4.1 GPRA Measure (State Assessment – Reading/Language Arts):.....	22
Table 4.2 GPRA Measure (State Assessment - Mathematics).....	22
Table 4.3 GPRA Measure (Grade Point Average).....	23
Table 4.4 GPRA Measure (Attendance).....	24
Table 4.5 GPRA Measure (In-School Suspension).....	25
Table 4.6 GPRA Measure (Engagement in Learning).....	26
5.0 Parental Involvement	26
Table 5.1 Parental Involvement Activities.....	26

<i>6.0 Findings and Recommendations for the After-School Program</i>	26
Table 6.1.....	28
<i>7.0 Other Findings</i>	32
<i>8.0 Summer Program</i>	NA
8.1 Overview of the Summer Program.....	NA
8.2 Summer Program Operations.....	NA
Table 8.3 Summer Site Information.....	NA
8.4 Summer Staffing.....	NA
Table 8.5 Summer Activities.....	NA
<i>9.0 Summer Demographics</i>	NA
Table 9.1 Participant Attendance.....	NA
Table 9.2 Grade Levels by Hour Band.....	NA
Table 9.3 Race & Ethnicity.....	NA
Table 9.4 Participant Gender.....	NA
Table 9.5 Population Specifics.....	NA
<i>10.0 Adherence to the Grant Application</i>	NA
<i>11.0 Results and Recommendations for the Summer Program</i>	NA
<i>12.0 Plan for Utilizing and Sharing Final Report Results (Collaborative)</i>	32
<i>13.0 Appendices</i>	33

1.0 Executive Summary

The main purpose of the evaluation was to determine whether this program met the following objectives:

- 1) Improve student academic achievement in reading.
- 2) Improve student academic achievement in mathematics.
- 3) Improve attendance.
- 4) Improve behavior.
- 5) Provide opportunities for parental education.
- 6) Increase the use of STEM
- 7) Increase opportunities for service learning.

The evaluation questions for this project included the following:

- 1) How has the program impacted academic achievement?
- 2) How has the program impacted attendance and behavior for the regular school day?
- 3) How has the program impacted family involvement?
- 4) How has the program impacted STEM-related academic achievement?

1.1 Evaluation Purpose and Evaluation Questions

Purpose: The reason behind this evaluation is to determine how effective the grant is being implemented and to be able to proactively identify problems before they become a concern. The goals and objectives have been identified and will be monitored throughout the life of the grant. In order to determine how well the goals and objectives are being met, there will be a number of specific evaluation questions to assist with this progress.

Evaluation Questions:

Question One – How effective are the enrichment programs with improving academics? Did the intense remediation used at Thompson Elementary boost the scores of the students in reading and math?

Data Used –Observation Data Sheets, 3 Months of student attendance data at 21st CCLC and school report cards, state test data, EZ Report Data.

Question Two – What percentage of community partnerships, listed in the grant, were actively involved in the program? Did the community stakeholders provide services for multiple sessions?

Data Used –EZReports, Partnership surveys

Question Three – How effective are the enrichment programs with regards to helping students decrease behavioral incidents and increase attendance at school?

Data Used – Teacher Observation Data Sheets, Agendas, Meeting Minutes, 6 months of student attendance data as 21st CCLC and regular school, 6 months of regular school student referral data, EZ Report data, survey data

Question Four – Did the site follow through with all parental involvement activities, as referenced in the grant? How many parents participated in each program?

Data Used – Participation Rates, Sign In Sheets survey data, and EZReports

Question Five- Did the 21st CCLC activities increase student grades in the regular school day classrooms where STEAM is utilized?

Data Used: School report cards, state test data, Survey data, lesson plans, EZ Report data

1.2 Project Background

Program History: In the Spring of 2022, the Gadsden City School District worked with Thompson Elementary School (TES) to review the Thompson Elementary CIP and complete the Title I needs assessment. The TES Plan allowed the stakeholders to review local assessment data. All stakeholders agreed that extended learning time was needed to assist these students in a smaller setting, with possible 1:1 tutoring for Tier 3 and for SKILLS training, rather than grade level training. While many students are not on grade level, groups were identified as lacking phonics skills, adding two digits, etc. Therefore, the committee felt a teacher could teach SKILLS lessons to students that span the grade levels. The stakeholders updated the CIP to add extended learning time and RTI added extended learning time as a strategy. In May, 2022, the Advisory Committee met to discuss 21st CCLC plans and to set goals, specific needs, activities, and to commit to writing the grant. Gadsden State Community College Staff agreed to assist teachers in creating effective lesson plans to improve learning. The staff met to discuss grade level needs for all goals and later brought those to a ZOOM meeting that took place between District Administration and the TES Principal. The grant needs, specifics, personnel needs, timeline, evidence-based programs, and enrichment needs were all discussed in order to make this 21st CCLC specific to TES needs. On July 7th, 2022, the District Principals, District Administrators, and other Staff met with the Superintendent to finalize the 21st CCLC plans. The TES Principal voted to dedicate all 21st CCLC funds to the regular school year and pay for summer programming from other fund sources. ACAP scores were released and reviewed by CIP team to ensure strategies were addressed to meet those LOW proficiency scores on the ACAP. Partners to address identified needs were established/contacted, as well as joint applicant Gadsden State Community College (GSCC), who will develop innovative, project-based learning lessons and provide the 21st CCLC staff with manipulatives (in kind) from the Department of Child Development.

Needs: Thompson Elementary School (TES) is a Title I school, located at 236 Goldenrod Avenue, Gadsden, AL 35901 in the Gadsden City School District. Thompson

Elementary currently serves 615 low-income students in grades PreK through 5th grade. This community continues to face many challenges including poverty, unemployment, drugs, and low educational attainment. Gadsden City has one of the highest crime rates in the United States, drugs are prevalent in the area, most arrests are for chemical endangerment to a child, and there is a lack of role models. Thompson Elementary School has a free and reduced lunch rate of 84.69%.

According to test data, no grade level at TES met proficiency in their ACAP scores.

The 21st CCLC will provide a low pupil to teacher ratio with intensive interventions to meet the individual needs of students. Recreational, fitness, nutrition and family literacy learning opportunities will also provide students an outlet to enhance physical activities, increase motivation to complete schoolwork, promote healthy eating habits, and improve physical hygiene. These efforts will help improve low attendance at school, lack of motivation to complete schoolwork, and alleviate problems focusing on academic tasks. TES administrators and teachers have identified the 21st CCLC program, as well as instructional strategies in their CIP, to increase the number of students who are proficient in math/reading, attendance, wellness, and parental involvement. Teachers and students (PreK-5) set individual student goals to increase proficiency in reading and math, and create instructional planning for DIBELS and ACAP to determine students who are achieving on grade level or in need of intervention.

Target Population: Gadsden City Board of Education in cooperation with the 21st CCLC for Thompson Elementary School [TES] (Cost Center 0060) currently serves 93 students in Grades K-5, with a goal to serve 100. TES is located at 236 Goldenrod Avenue, Gadsden, Alabama and is a Title I School. The 21st CCLC takes place on site at TES. There is an 84.69% poverty level among students in grades PreK through 5th grade. (Free/Reduced Lunch Data, 2022) The program is working to serve 100 students K through 5th grade, with top priority for attendance given to students in those grades scoring non proficient in reading/language arts, as well as to students whose parents need the assistance of afterschool care/summer care in order to work a job. We look

holistically at the student's needs for enrollment purposes, then issue a program lottery and invite others. The program has a 15:1 pupil/staff ratio.

1.3 Evaluation Design, Methods, and Limitations

Evaluation Design:

During the application process District Administration and TES principal submitted a formal Collaboration Agreement regarding sharing of student level data to comply with local, state, and federal guidelines. The school district, 21st CCLC program, and local evaluator have entered into formal agreements detailing how student level data will be shared and used. School-day staff should be made aware of the Collaboration Agreements, the student data needed, and the timeframe for data collection. Each party should be informed of when data is required for year-end reporting to make data collection efficient. Principal, Program Manager, Site Manager, & External Evaluator should enter into formal agreements detailing how student level data will be shared and used. The TES Program will be evaluated on a regular basis through phone calls, visits, and daily progress reports. The Program Manager will inform parents of their student's test scores, attendance, and behavior. All standardized test results will also be reported to the TES principal, Advisory Board, and Program Director. The Program Director will also be participating in or observing tutoring sessions to ensure progress. All program data will be entered into the statewide EZ reports data collection system and kept on file for the technical advisor and external evaluator to use to evaluate the program's effectiveness. TES will provide 21st CCLC access to school records.

Mrs. Michelle Norwood was selected as our External Evaluator [3% of grant budget] based on interview & experience. She will create an Evaluation Plan in February, review and sign the mid-year report prepared by the Site Director, make a Spring site visit, review survey data, and present Final Report by September 30, 2023, to the ALSDE. Technical Advisor visits quarterly. ALSDE conducts annual compliance monitoring, the budget is monitored by state auditors. CIP will be given access to evaluation data.

GOAL 1: Academic Achievement: Provide intensive individualized after school / summer instruction to increase reading and math proficiency.

GOAL 2: Attendance: Provide innovative lessons to increase student confidence and improve attendance during the regular school day.

GOAL 3: Family Engagement: Provide increased opportunities for monthly family/student activities to better improve parenting skills and strengthen families.

GOAL 4: Social and Emotional / Behavior: Provide activities that will improve the social and emotional health of the student, as well as behavior during the regular school day.

GOAL 5: STEM: Implement high quality STEM activities that build upon STEM activities in the regular school day.

GOAL 6: Service Learning: Provide service learning opportunities for students.

The Thompson Elementary School 21st CCLC has cultivated viable support for the TES 21st CCLC as evidenced by the community partners that have agreed to enthusiastically support them. The list of partners below will get copies of our final evaluation and grant updates to ensure that the community realizes the gains and importance of this 21st CCLC grant. Partners include:

- Gadsden State Community College Office of Child Development
- Mary G. Hardin
- Etowah County Chamber of Commerce
- YMCA
- Quality of Life Health Services
- Etowah county Cooperative Extension/4H
- Gadsden Public Library
- Gadsden Museum of Art
- Family Success Center
- Big Brother Big Sister
- City of Gadsden Parks and Recreation

Data Collection and Methods

Analyzing the data that is collected will involve a comparison of pre and post data from each area of the grant including, but not limited to, various sources such as the previously mentioned data sources. These sources will help determine the effectiveness of the grant implementation using both qualitative and quantitative methods. Data collection will be utilized following FERPA guidelines as outlined in the grant and evaluator contract.

Web-based Data Collection – EZReports will be utilized throughout the grant in order to identify data trends (attendance, discipline, success of activities, strength of stakeholder and partners).

State Assessment Data – The State Assessment Data will help determine the progress of participants in the grant.

Surveys – The site will administer Teacher Surveys to help rate the program.

School Site Report – This site report will include program implementation findings, barriers to implementation, program impact findings, student behaviors and attitudes, and other pertinent information.

Local Pre/Post Tests – pre and post tests will be available to assist in determining the effectiveness of the grant. Budgets, School CIP, Report Cards, Attendance and SIR Reports, interviews and baseline data such as STAR reports etc.

Using the Results

Information and feedback throughout the lifecycle of the grant will be utilized by the previously mentioned methods of communication. The information and feedback will be thoroughly documented in order to help determine who will be notified, what changes should take place, and how the changes should be implemented. The Point of Contact for the grant will be the Program Director. That individual will be the person who will be in direct contact with the External Evaluator. If the External Evaluator and Program Director determine additional stakeholders should be involved, then that information will be documented, as well. Additionally, the results

will be shared between the Program Director and Evaluator with additional stakeholders involved on a need-to-know basis. The best method to share results is in person via a written report. Feedback will be communicated to specific stakeholders that are involved in that area. Upon request, involved stakeholders will receive a report, as well. We will try to avoid sending generalized feedback to all stakeholders. The goal is to be as specific as possible with regards to information and feedback, so that only the stakeholders affected are involved.

The new EZReport monthly timeline will be accessed by the External Evaluator in order to utilize as she measures progress each month, rather than waiting until the end of the semester. The Site Coordinator and Grant Director will work with the staff in order to make any necessary changes to the program. The final report will be completed according to state guidelines and then the district will meet with the team and External Evaluator in order to review the results and recommendations.

1.4 Findings and Conclusions

GOAL 1: Academic Achievement: Provide intensive individualized after school / summer instruction to increase reading and math proficiency. –

Objective 1.1 ~ By May 2023, 30% of students [33], will demonstrate growth in reading, as evidenced on state assessments in reading [K-2 DIBELS, 3-5 ACAP].

Objective 1.2 ~ By May 2023, 30% of students [33] will maintain or improve academic progress in math, as evidenced on state assessments [3-5 ACAP]

Improvement in reading proficiency was measured by calculating the percent improvement of English/Reading grades from grading period one to grading period four of each student using DIBELS Testing. Reading proficiency increased by 49% (n=84) from semester one grades to semester two.

Improvement in math proficiency was measured by calculating the percent improvement of Math grades from grading period one to grading period four of each student using ACAP Math Scores. Math proficiency increased by 31% (n=84) from semester one to semester two.

GOAL 2: Attendance: Provide innovative lessons to increase student confidence and improve attendance during the regular school day

Objective 2.1 ~ To increase attendance by 4% by implementing an evidence-based wellness program to increase health in students by May 2023.

Objective 2.2 ~ Increase attendance by 2% to reach or maintain the 95% rate among participants by May 2023.

Indicated by EZ Reports Teacher Surveys, 66% (n=92) said there was no need for improvement, 14% (n=92) of teachers saw significant improvement in class attendance regularly, 5% (n=92) saw moderate improvement in class attendance regularly, and 4% (n=92) saw slight improvement in regular class attendance since their students attended the afterschool program.

GOAL 3: Increase parent and family engagement.

Objective 3.1 ~ 50% of families [50] will participate in a minimum of 3 Family Engagement activities by June 2023, as evidenced in EZReports attendance/activities report.

October 20, 2022 - Lights On Family Night with 40 parents in attendance; November 7, 2022 - Parent Orientation with 44 in attendance; February 28, 2023 - Family Tech Night with 55 in attendance; March 14, 2023 - Arts, Literacy, and Showcase Family Night with 41 in attendance.

GOAL 4: Improve student behavior during regular school day.

Objective 4.1 ~ Decrease in and out of school suspension by 20% [20] among participants with regular attendance by May 2023, as evidenced in discipline reports.

There were 0 discipline referrals for ISS in the fall semester of 2022 and 0 discipline referrals for ISS in the spring semester of 2023, both measured by school SIR reports. The number of discipline decreased by 100% (n=84) from the fall semester to the spring semester, meeting the goal of decreasing discipline referrals by 20%.

As indicated by EZ Reports Teacher Surveys, 42% (n=92) of teachers saw no need for improvement, while 13% (n=92) saw significant improvement in class behavior, 13% (n=92) saw moderate improvement in class behavior, and 18% (n=92) saw slight improvement in class behavior since their students attended the afterschool program.

GOAL 5: Implement Science, Technology, Engineering, Math (STEM) activities.

Objective 5.1 ~ By May 2023, 90% [90] of students will participate in STEM activities a minimum of three times per week among participants as evidenced in EZReport lessons/activities and ACAP scores.

As indicated by EZ Reports, 100% of students (n=91) participated in hands-on exploration of STEM concepts. Out of the 91 students enrolled, 91 students attended STEAM activities with a daily average attendance of 67.11 (n=91).

GOAL 6: Provide Service Learning

Objective 6.1 ~ During the regular school year, 80% of students [80] will participate in service-learning projects by May 2023, as evidenced in EZReports.

As indicated by EZ Reports, 100% of students (n=91) participated in the character ed/service learning activities with a daily average of 46 (n=91).

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
Thompson Elementary	5	180	36	12.5	180

Table 2.2 Staffing

There will be multiple volunteers (parents/family, partner agency, high school tutors) to achieve this level of adult participation/supervision. Thompson Elementary School will hire licensed professional staff who are already working at the school as program leaders/tutors. The TES staff/Volunteers will be subject to the district's regular screening process and will receive an orientation to the program, and training regarding their assignments from the relevant program leader. Each staff member will receive a minimum of 10 hours of PD per year. The Site Coordinator will participate in mandatory training provided by the ALSDE; attend annual Site Coordinator Training/Staff Meetings. Site Coordinator, Certified Workers, Helpers, College/High School Workers will be certified in First Aid & CPR.

Program Director: Oversees the management of 21st CCLC off site. Serves on task force, oversees budget, hires staff, recommends to Board, plans and facilitates all activities related to Goals 1-6.

Site Coordinator: Overall operation of 21st CCLC After-School Site. Planning and implementing an effective, child-centered program. Responsibilities include planning and implementing of student activities, purchasing, budgeting, data collection and evaluation reporting; preparing and maintaining all program records; providing timely reporting both weekly and monthly. Recruit staff workers, show ability to manage site: both students and workers; maintain and be familiar with all student records; fee collection and receipts; implementation of program goals and objectives; develop an effective working relationship with principal and others.

Instructors: Major Responsibilities: Plan/conduct all CCLC activities around small, age-related groups; be actively involved with children at all times; work with Site Coordinator and other staff in advance to plan activities/schedule for the day; request in advance all needed materials from Site Coordinator; prepare in advance all displays and materials for student use; utilize space, resources and staff effectively; assist Site Coordinator in providing monthly communication to parents; safety/security; attend team meetings.

Non-Instructional Assistants to include College and/or High School Workers (never left alone with students): Supervise small age-related groups; be actively involved with children at all times; work with Site Coordinator and other staff as needed for advance planning of site activities.

The CCLC will maintain a pupil-teacher ratio of one-to-fifteen with special emphasis on small group activities. During small group activities, students will rotate through several activity areas.

DATE	Title of Professional Development/Training	Provider	Description of Profession Development / Training	Total Hours
8/9/22	Safety/Orientation (All)	J. Browning	Safety/Staff Orientation	1.5
10/24/22	Quality After-school	J. Browning	Leadership	2.0
10/16	SDE mandatory training	SDE	Compliance	6.5
10/10	SDE Mandatory	SDE	Cohort 16/Compliance	7.0
11/3	Policy/Lesson Plan	J. Browning	Lesson Plans	1.0
12/8	STEAM	Cultural Arts	STEAM	2.0
1/6	Power of Enrichment	J. Browning	Enrichment in After-school	1.0
2/7-10th	ACEA Conference	SDE/ACEA	Variety of Training	16.5
3/2	Leadership	J. Browning	Power of Leadership	1.75
			TOTAL HOURS	39.25

- Staff Strengths/Challenges
 - All faculty and staff of TES' 21 CCLC participated in multiple PD sessions. There has been very little turnover in the program and all teachers seem to enjoy working in the after school program. A variety of partners are brought into the program each week to work with students on various STEM activities. This helps with teacher burnout.

Table 2.3 Activities

Describe activities that are offered and their respective category (ies). Include *frequency of activity*. If the activity was provided by an external source (partner) please indicate that as well. ***This information should be inserted into the chart below. You may need to add additional rows to accommodate the number of activities offered. All of this information should be accessible through site lesson plans.***

- Activity name

- Types of activities (choose from the activity type the session fits under): science, technology, engineering, and math, healthy active lifestyle, literacy education, academic enrichment, well-rounded education activities, and others.
- Target Populations (can be more than one): not performing at grade level, limited English proficiency, truant, special needs, parents, other

Table 2.4 Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Example: Vex IQ Robotics	STEM, Reading/Literacy, Arts	All Students, parents, ESL	4 Weeks/ 5 days- 2 hours	Huntsville Space Station
Math and Reading Intensive Instruction	Math and Reading	Grades K-5	5 days per week, 45 minutes per day	Staff
STEM Activities	STEM	Grades K-5	1 day per week/45 minutes each session	iSupply/Community Partners
Recreational Activities	Enrichment	Grades K-5	5 days per week/45 minutes per day	Staff
Service Learning	Enrichment	Grades K-5	1 day per week/45 minutes each session	Staff

3.0 Demographic Information

Table 3.1 Grant Data

From Grant Application	Data
Grades served	K-5
Number of students proposed	100
Number of families proposed to serve	43

Table 3.2 Participant Attendance

Gadsden City Schools Gadsden City Schools Thompson
(C14)

School Year 2022-2023

Thompson Elementary (C14)

PARTICIPATION

Grade Level Totals

Prek - 5th Grade		6th - 12th Grade	
PreKindergarten	0	6th Grade	0
Kindergarten	5	7th Grade	0
1st Grade	9	8th Grade	0
2nd Grade	5	9th Grade	0
3rd Grade	9	10th Grade	0
4th Grade	8	11th Grade	0
5th Grade	5	12th Grade	0

Total Pre-k - 5th Grade : 41

Total 6th - 12th Grade : 0

Grade Levels by Hour Band

Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more	Grade Level Totals
PreKindergarten	0	0	0	0	0	0	0 / 0
Kindergarten	0	0	5	0	0	0	5 / 5
1st Grade	0	2	7	0	0	0	9 / 9
2nd Grade	0	2	3	0	0	0	5 / 5
3rd Grade	0	1	8	0	0	0	9 / 9
4th Grade	2	2	4	0	0	0	8 / 8
5th Grade	0	1	4	0	0	0	5 / 5
Hour Band Total	2	8	31	0	0	0	41 / 41

Table 3.3 Grade Levels by Hour Band

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 th grade	0	0	0	0	0	0	0
7 th grade	0	0	0	0	0	0	0
8 th grade	0	0	0	0	0	0	0
9 th grade	0	0	0	0	0	0	0
10 th grade	0	0	0	0	0	0	0

11 th grade	0	0	0	0	0	0	0
12 th grade	0	0	0	0	0	0	0
Hour Band Total	0	0	0	0	0	0	0

Table 3.4 Race & Ethnicity

Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	34	0
Hispanic or Latino	3	0
Native Hawaiian or Pacific Islander	0	0
White	3	0
Two or More Races	1	0
Data Not Provided	0	0

Table 3.5 Participant Gender

Sex

Sex	Total PreK-5th	Total 6th-12th
Male	20	0
Female	21	0
Not Reported in Male or Female	0	0
Data Not Provided	0	0

The APR Report also asked for data about how many ESL and Special Needs students are served. If the sites are collecting this data (which we can encourage them to do by filling in that section of the Student profile, this can also be included in the demographic data of the Final Report.

Table 3.6 Population Specifics

Population Specifics

Category	Total PreK-5th	Total 6th-12th
Students who are English learners	2	0
Students who are economically disadvantaged	41	0
Students with disabilities	2	0
Family members of participants served	Data Not Provided	0

Table 3.7 Student Grade Report (Aggregate)

Ray Thompson Elementary	First Semester Grade	English/Reading	<70	10	10.53%	6	12.50%	4	8.51%	0	0%	3	23.08%	3	15%	3	27.27%	0	0%	0	0%	1	12.50%	2	11.76%	6	2%	1
Ray Thompson Elementary	First Semester Grade	English/Reading	70-79	22	23.16%	12	25%	10	21.28%	0	0%	2	15.38%	4	20%	4	36.36%	8	33.33%	3	15.79%	1	12.50%	8	47.06%	13	7%	0
Ray Thompson Elementary	First Semester Grade	English/Reading	80-89	32	33.68%	15	31.25%	17	36.17%	0	0%	4	30.77%	9	45%	2	18.18%	6	25%	7	36.84%	4	50%	4	23.53%	23	9%	1
Ray Thompson Elementary	First Semester Grade	English/Reading	>=90	20	21.05%	10	20.81%	10	21.28%	0	0%	3	23.08%	2	10%	1	9.09%	4	16.67%	9	47.37%	3	12.50%	2	11.76%	14	1%	0
Ray Thompson Elementary	First Semester Grade	English/Reading	No Grade Data	11	11.58%	5	10.42%	6	12.77%	0	0%	1	7.69%	2	10%	1	9.09%	6	25%	0	0%	1	12.50%	1	5.88%	10	3%	0
Total				95	100%	48	100%	47	100%	0	0%	13	100%	20	100%	11	100%	24	100%	19	100%	8	100%	17	100%	66	0%	2
Ray Thompson Elementary	Second Semester Grade	English/Reading	<70	7	7.37%	5	10.42%	2	4.26%	0	0%	0	0%	3	15%	3	27.27%	1	4.17%	0	0%	1	5.88%	3	4.55%	3	4.55%	1
Ray Thompson Elementary	Second Semester Grade	English/Reading	70-79	23	24.21%	11	22.92%	12	25.53%	0	0%	3	23.08%	4	20%	3	27.27%	6	25%	3	15.79%	4	50%	7	41.18%	15	22.73%	0
Ray Thompson Elementary	Second Semester Grade	English/Reading	80-89	29	30.53%	15	31.25%	14	29.79%	0	0%	3	23.08%	7	35%	3	27.27%	8	33.33%	6	31.58%	2	25%	4	23.53%	21	31.82%	0
Ray Thompson Elementary	Second Semester Grade	English/Reading	>=90	27	28.42%	12	25%	15	31.91%	0	0%	7	53.85%	4	20%	1	9.09%	4	16.67%	10	52.63%	1	12.50%	4	23.53%	19	28.79%	1
Ray Thompson Elementary	Second Semester Grade	English/Reading	No Grade Data	9	9.47%	5	10.42%	4	8.51%	0	0%	0	0%	2	10%	1	9.09%	5	20.83%	0	0%	1	12.50%	1	5.88%	8	12.12%	0
Total				95	100%	48	100%	47	100%	0	0%	13	100%	20	100%	11	100%	24	100%	19	100%	8	100%	17	100%	66	100%	2

STUDENT GRADE REPORT (AGGREGATE)																			
School	Grading Period	Subject	Grade	Gender						Grade Level									
				Total Student Count	Percent	Male Count	Percent	Female Count	Percent	Other Count	Percent	K Count	Percent	1 Count	Percent	2 Count	Percent	3 Count	Percent
Ray Thompson Elementary	First Semester Grade	Mathematics	<70	5	5.26%	1	2.08%	4	8.51%	0	0%	2	15.38%	1	5%	1	9.09%	1	4.17%
Ray Thompson Elementary	First Semester Grade	Mathematics	70-79	21	22.11%	10	20.83%	11	23.40%	0	0%	0	0%	2	10%	2	18.18%	9	37.50%
Ray Thompson Elementary	First Semester Grade	Mathematics	80-89	21	22.11%	13	27.08%	8	17.02%	0	0%	0	0%	4	20%	4	36.36%	6	25%
Ray Thompson Elementary	First Semester Grade	Mathematics	>=90	37	38.95%	19	39.58%	18	38.30%	0	0%	10	76.92%	11	55%	3	27.27%	2	8.33%
Ray Thompson Elementary	First Semester Grade	Mathematics	No Grade Data	11	11.58%	5	10.42%	6	12.77%	0	0%	1	7.69%	2	10%	1	9.09%	6	25%
Total				95	100%	48	100%	47	100%	0	0%	13	100%	20	100%	11	100%	24	100%
Ray Thompson Elementary	Second Semester Grade	Mathematics	<70	5	5.26%	2	4.17%	3	6.38%	0	0%	0	0%	3	15%	1	9.09%	0	0%
Ray Thompson Elementary	Second Semester Grade	Mathematics	70-79	29	30.53%	15	31.25%	14	29.79%	0	0%	1	7.69%	0	0%	4	36.36%	12	50%
Ray Thompson Elementary	Second Semester Grade	Mathematics	80-89	32	33.68%	18	37.50%	14	29.79%	0	0%	4	30.77%	10	50%	2	18.18%	5	20.83%
Ray Thompson Elementary	Second Semester Grade	Mathematics	>=90	20	21.05%	8	16.67%	12	25.53%	0	0%	8	61.54%	5	25%	3	27.27%	2	8.33%
Ray Thompson Elementary	Second Semester Grade	Mathematics	No Grade Data	9	9.47%	5	10.42%	4	8.51%	0	0%	0	0%	2	10%	1	9.09%	5	20.83%
Total				95	100%	48	100%	47	100%	0	0%	13	100%	20	100%	11	100%	24	100%

STUDENT GRADE REPORT (Comparison)										
Subject:	English/Reading									
Grading Period:	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
Thompson Elementary	84	100%	0	0	41	49%	4	5%	39	46%

Table 3.8 Student Grade Report (Reading Comparison)

Table 3.9 Student Grade Report (Mathematics Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	Mathematics									
Grading Period:	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
Thompson Elementary	84	100%	0	0%	21	25%	5	6%	53	63%

4.0 GPRA Results

This is the main portion of the report. This section synthesizes what was learned during the evaluation and presents it in an easy-to-understand and logical fashion. You will need to include basic data about the program, including demographic information, program implementation (activities and hours), and staffing. Most importantly, this section will address the findings related to each of the outlined evaluation questions from the evaluation plan. Each question should be listed, and collected data related to each respective question should be presented. Data should be presented visually in easy-to-read charts, tables, graphs, and maps to demonstrate the evidence supporting conclusions and recommendations. Units to include in this section of the report include:

Percentage of Participants Improving on Reading/Language Arts State Assessments

Table 4.1 GPRA Measure (State Assessment – Reading/Language Arts):

Gadsden City Schools Thompson Elementary EDGE
(C16)

School Year 2022-2023

Thompson Elementary (C16)

GPRA#1: ACADEMIC ACHIEVEMENT - STATE ASSESSMENTS

☐ No Data to Report

Reading and Language Arts						
Grade Level	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 4-8.	1	2	4	6	14	0
For how many of these students do you have outcome data to report?	0	0	2	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	0	0	0

Percentage of Participants Improving on Mathematics State Assessments

Table 4.2 GPRA Measure (State Assessment - Mathematics)

Mathematics						
Grade Level	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 4-8.	1	2	4	6	14	0
For how many of these students do you have outcome data to report?	0	0	2	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	0	0	0	0	0	0

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 4.3 GPRA Measure (Grade Point Average)

Gadsden City Schools Thompson Elementary EDGE
(C16)

School Year 2022-2023

Thompson Elementary (C16)

GPRA#2: ACADEMIC ACHIEVEMENT - GPA

☐ No Data to Report

Grade Level	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.	0	0	0	0	0	0
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?	0	0	0	0	0	0
Of these students, how many demonstrated an improved GPA?	0	0	0	0	0	0

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 4.4 GPRA Measure (Attendance)

Gadsden City Schools Thompson Elementary EDGE
(C16)

School Year 2022-2023

Thompson Elementary (C16)

GPRA#3: SCHOOL DAY ATTENDANCE

☐ No Data to Report

Grade Level	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.	3	3	10	16	39	11
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	1	2	6	14	4
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	1	2	5	14	4

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 4.5 GPRA Measure (In-School Suspension)

Gadsden City Schools Thompson Elementary EDGE
(C16)

School Year 2022-2023

Thompson Elementary (C16)

GPRA#4: BEHAVIOR

☐ No Data to Report

Grade Level	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.	3	3	10	16	39	11
For how many of these # students have the outcome data to report and who had in-school suspension in the previous school year?	0	0	0	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	0	0	0	0	0	0

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 4.6 GPRA Measure (Engagement in Learning)

Gadsden City Schools Thompson Elementary EDGE
(C16)

School Year 2022-2023

Thompson Elementary (C16)

GPRA#5: ENGAGEMENT IN LEARNING

☐ No Data to Report

Grade Level	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.	3	3	10	16	39	11
For how many of these # students have the outcome data to report?	0	0	0	0	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	0	0	0	0

5.0 Parental Involvement

Table 5.1 Parental Involvement Activities

Activity Category	Participants Attended	Total Hours Offered
<i><u>Lights On Family Night</u></i>	<i><u>40</u></i>	<i><u>1.5</u></i>
<i><u>Parent Orientation</u></i>	<i><u>44</u></i>	<i><u>1.5</u></i>
<i><u>Family Tech Night</u></i>	<i><u>55</u></i>	<i><u>1.5</u></i>
<i><u>Arts, Literacy, and Showcase Night</u></i>	<i><u>41</u></i>	<i><u>1.5</u></i>

6.0 Findings and Recommendations for the After-School Program

In this section of the report, you will present the data collected. Therefore, if surveys were administered, the sample size (the number of participants to which the survey was administered), the response rate (how many from the sample size completed the survey), and the results from the survey. The sample size should be included when describing all data collected. For example, discussing ACAP scores, you will use data for all 21st CCLC students with one hour or more of attendance. **This section should also incorporate related findings from the APT observations.**

When addressing each of the evaluation questions, be sure to include:

- o **The evaluation questions** - State the question.
- o **Activities** - Describe briefly the program's activities to address this question and include the APT-O data collected during the observation when applicable (refer to logic model if necessary).
- o **Assessments, Data Collection and Analysis** include a detailed description of the measures, the data, and analysis, the methodology used, sampling/response rates, reliability and validity of the instruments used (if applicable), etc. You should address low response rates or deviations from the submitted evaluation plan. If multiple measures (triangulation of data) were used in assessing the objective, that should be discussed here. If advanced statistical tests were used, address if you had sufficient power to do the analysis and include the statistic, degrees of freedom, alpha level, etc. Include any data corrections made, effect sizes, means, standard deviations, and margins of error when appropriate. Your evidence should include more than perceptual data. Pre- and post-testing and comparative groups (quasi-experimental design) should be included if possible. If any groups were not represented in the measure, explain why and how this impacts your analysis.
- o **Timeline** for how and when data were collected and analyzed.
- o **Status Did they reach the desired outcomes? Why or why not?**
- o **Recommendations** - Make specific recommendations for the improvement of operations based on the data. Recommendations should also include insights gained through the APT observations.

*****For this section, you may choose to present your findings in one of two ways. You can either use the chart below or the bulleted format above) You do not need to do both but you must choose one. Any other format of presentation will not be accepted.*****

Table 6.1

Example: What impact do STEM activities have on student achievement and attitudes toward learning?	Goal 2: to provide activities related to STEM Objective 1: 50% of the students will improve on local and state standards by 10 scaled score points within the school year in both math and science.	Field trip to Huntsville space station, ZERO robotics, Lego building	PowerSchool ACAP Personal interviews with students, parents, and teachers **This can be more detailed if needed**	Timeline	Goal Met	The STEM needs of those students below the 3 rd grade should be addressed using an approved appropriate curriculum with an aligned assessment. Continuing focus on this goal as it appears to be a strength of the program.
<u>What impact does providing individualized instruction have on reading and math proficiency?</u>	<u>Goal 1:</u> To provide academic enrichment and remediation to improve academic progress in reading/math. Objective 1.1 ~ By May 2023, 30% of students [33], will demonstrate growth in reading, as evidenced on state assessments in reading [K-2 DIBELS, 3-5 ACAP]. Objective 1.2 ~ By May 2023, 30% of students [33] will maintain or improve academic progress in math, as evidenced on state assessments [3-5 ACAP]	ELA Reading Math Enrichment	Student Grades Reading and Math Objectives DIBELS ACAP	End of School Year	Progress Made	The academic needs of the students in the areas of Reading and Mathematics should continue to be addressed through an approved appropriate curriculum with an aligned assessment. Continue focusing on this goal, as student improvements have already been evidenced.

<p><u>What impact does providing innovative lessons have on improving attendance during the regular school day?</u></p>	<p>GOAL 2: Provide innovative lessons to increase attendance for the regular school day.</p> <p>MO 2.1 ~ To increase attendance by 4% by implementing innovative lessons to increase student confidence, as well as an evidence-based wellness program to increase health in students by May 2023.</p> <p>MO 2.2 ~ Increase attendance by 2% to reach or maintain the 95% rate among participants by May 2023.</p>	<p>STEM/ Service Learning/ Physical Fitness</p>	<p>PowerSchool individual attendance records</p> <p>School average daily attendance records</p>	<p>End of School Year</p>	<p>Goal Met</p>	<p>Continue focusing on this goal as it has proven to be a strength of the program.</p>
---	---	---	---	---------------------------	-----------------	---

<u>What impact does increasing family involvement have on students' education?</u>	<p>Goal 3: Increase Parent and Family Engagement.</p> <p>MO 3.1 ~ 50% of families [50] will participate in a minimum of 3 Family Engagement activities by June 2023, as evidenced in EZReports attendance/activities report.</p>	Family Night scheduled on a regular basis, such as: "Go Blue for After School", Parent Orientation, Family Tech Night, and Family Literacy and Art/STEM Showcase	<p>EZ Reports Activities</p> <p>Monthly Schedules</p> <p>Sign In Sheets</p> <p>Agenda</p> <p>Minutes</p>	End of School Year	Goal Met	Continue to look for innovative ways to keep families involved, while helping them grow in areas of weakness.
<u>What impact do social/emotional activities have on improving the social and emotional health of students and student behavior during the regular school day?</u>	<p>Goal 4: Improve Student Behavior During the Regular School Day.</p> <p>MO 4.1: Decrease in and out of school suspension by 20% [20] among participants with regular attendance by May 2023, as evidenced in discipline reports.</p>	<p>Character/Career Development</p> <p>Homework Help</p> <p>Healthy Lifestyle Activities</p>	<p>PowerSchool individual discipline reports</p> <p>School Incident Reports</p>	End of School Year	Goal Met	<p>Continue activities as they have a positive impact on student attendance and behavior.</p> <p>Offer individualized support to students exhibiting behavioral decline.</p> <p>Triangulate teacher surveys with school data to better understand attendance and referral patterns</p>
<u>What impact does STEM activities have on student achievement and attitudes toward learning?</u>	<p>Goal 5: STEM: Implement high quality STEM activities that build upon STEM</p>	<p>Weekly STEM Lessons.</p> <p>Daily computer based STEM lessons.</p>	<p>EZ Reports Activities</p> <p>Daily Schedules and Monthly Calendars</p>	End of School Year	Goal Met	Continue focusing on this goal as it has proven to be a strength of the program.

	<p>activities in the regular school day</p> <p>MO 5.1: By May 2023, 90% [90] of students will participate in STEM activities a minimum of three times per week among participants as evidenced in EZReport lessons/activities and ACAP scores.</p>					
<p><u>What impact does establishing and maintaining community partnerships have on students and program sustainability?</u></p>	<p>Goal 6: Provide service learning</p> <p>MO 6.1: During the regular school year, 80% of students [80] will participate in service-learning projects by May 2023, as evidenced in EZReports.</p>	<p>Quarterly Service Learning Lessons</p>	<p>EZ Reports Activities</p> <p>Daily Schedules and Monthly Calendars</p>	<p>End of the School Year</p>	<p>Goal Met</p>	<p>Continue focusing on this goal as it has proven to be a strength of the program.</p>

7.0 Other Findings

- o The faculty and students of Thompson Elementary's 21CCLC were actively engaged in Reading, Mathematics, STEM, and Physical Education activities every time I visited their site.
- o Every area of their grant application was covered, from student/teacher ratio, goals addressed, and active engagement with families.

No Summer Program (8.0-11.0)

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

Information and feedback throughout the lifecycle of the grant will be utilized by the school-wide phone system, flyers sent home, school-day conferences with classroom teachers, and forms located with community partners.. The information and feedback will be thoroughly documented in order to help determine who will be notified, what changes should take place, and how the changes should be implemented. The Point of Contact for the grant will be the Program Director. That individual will be the person who will be in direct contact with the External Evaluator. If the External Evaluator and Program Director determine additional stakeholders should be involved, then that information will be documented, as well. Additionally, the results will be shared between the Program Director and Evaluator with additional stakeholders involved on a need-to-know basis. The best method to share results is in person via a written report. Feedback will be communicated to specific stakeholders that are involved in that area. Upon request, involved stakeholders will receive a report, as well. We will try to avoid sending generalized feedback to all stakeholders. The goal is to be as specific as possible with regards to information and feedback, so that only the stakeholders affected are involved.

The new EZReport monthly timeline will be accessed by the External Evaluator in order to utilize as she measures progress each month, rather than waiting until the end of the semester. The Site Coordinator and Grant Director will work with the staff in order to make any necessary

changes to the program. The final report will be completed according to state guidelines and then the district will meet with the team and External Evaluator in order to review the results and recommendations.

13.0 Appendices

REQUIRED, in this order: [If any of these four Appendices documents are missing, the Final Report is considered incomplete.]

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

Optional (but appreciated) Appendices:

- A. Any Surveys or questionnaires (excluding Teacher, Student, Parent, Staff, or Partner Surveys in EZ Reports) that were used to gather data for your Final Report and the Data tables resulting from these Surveys, if not included in the body of the report.
- B. Photos from the Site or Site Visit—example: art projects, STEM activity, parent-teacher reception, student service learning project, student performance photo

Signature Page

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



Site Coordinator's/Project Director Signature



Date



External Evaluator's Signature

September 25, 2023

Date

Homework/Academic Support Time

Site ID: Thompson Elem.

Observer ID: Norwood

Date: 05-08-23

Start Time 3:50

Minimum observation duration:

Location of HW/Academic Support Time

End Time 4:15

20 minutes

(check location(s) that apply)

Observed

Number of staff 1

Number of youth 14

☐ Start of HW/AS ☐ End of HW/AS

(check all that apply)

☐ Classroom

☐ Cafeteria

☐ Gym

☐ Outdoors

☒ Library

☐ Other (please describe)

Brief Description of Homework/Academic Support Time

Students were working on Math homework - 3rd grade.

Important Note:

Programs that provide Academic Support Time are encouraged – but not required – to use the Academic Skill Building section in conjunction with the Homework & Academic Support Time Section.

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

Field Notes:

Multiple classes were in the library but none seemed to be distracted by the other.

Homework/Academic Support Time

Site ID: **Thompson Elem**

Observer ID: **Norwood**

Date: **May 08, 2023**

B. Youth Participation in Homework/Academic Support Time		Rating			
1	Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity). 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:

C. Staff Effectively Manage Homework/Academic Support Time		Rating			
1	Staff help youth get organized and prepared to do their homework. <i>1= Almost no youth/none receive help from staff in getting organized, despite appearances that they need help.</i>	1	2	3	4
2	Staff interactions (manner, affect, tone) with youth are positive and supportive. <i>1=Staff interact in harsh, punitive, or irritable manner.</i>	1	2	3	4
3	Staff treat youth respectfully and assume best intentions. (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	4
4	Staff use simple reminders and redirection to support positive behavior. Staff are always calm and straightforward; 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	4

Field Notes:

Homework/Academic Support Time

Site ID: *Thompson Elem*

Observer ID: *Norwood*

Date: *May 08, 2023*

D. Staff Provide Individualized HW/Academic Support		Rating			
1	Staff work to ensure that youth are engaged and progressing during homework/academic time. 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
2	Staff encourage individual youth. (Ex: "I like your 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
3	<u>When youth need or ask for help</u> , staff respond to youth requests in a timely manner. (Ex: All youth requests are 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	4 N/A
4	<u>When youth need or ask for help</u> , staff provide individualized assistance to youth. 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	4 N/A
5	<u>When providing assistance to youth</u> , staff help youth think through problems or questions themselves rather than offering answers. 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	4 N/A

Field Notes:

Homework/Academic Support Time

Site ID: Thompson Elem Observer ID: NorWood

Date: May 08, 2023

Notes:

The students were very focused on completing their homework assignments. Although there were multiple classes in the library, the students did not appear to be distracted at all. The teacher walked around assisting each student individually. She was very kind and attentive.

Overall Program Ratings & Impressions

Site ID: *Thompson Elem*

Observer ID: *Norwood*

Date: *May 08, 2023*

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

Locations Observed (check location(s) that apply)

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

A. Program Space Supports Goals of Program		Rating			
1	The space is accessible to all youth and staff. <i>1= Youth are excluded from activity due to limitations in environment</i>	1	2	3	4
2	Books, games and other program equipment are in good working condition. <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	4
3	The environment is conducive to learning. <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	4
4	Space is well organized. <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	4
5	<u>If program has own space</u> , the indoor space reflects the work of youth. <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
6	<u>If program has own space</u> , materials reflect a wide variety of backgrounds, experiences (abilities, cultures, ethnicities, races and/or religions). <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

Field Notes:

Overall Program Ratings & Impressions

Site ID: *Thompson Elem*

Observer ID: *Norwood*

Date: *May 08, 2023*

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

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

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

Field Notes:

Overall Program Ratings & Impressions

Site ID: *Thompson Elem*

Observer ID: *Norwood*

Date: *May 08, 2013*

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

C. Overall Ratings of Social-Emotional Environment		Rating				
1	Staff can communicate with youth and/or their families in their home language(s). <i>1 = Staff can not communicate with youth and families.</i>	1	2	3	4	N/A
2	Staff-youth interactions (manner, affect, tone) are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1	2	3	4	
3	Staff apply rules and limits equitably and consistently to youth. Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. <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	
4	Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <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	
5	Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	1	2	3	4	
6	<u>When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.</u> (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
7	<u>When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.</u> 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

Field Notes:

Overall Program Ratings & Impressions

Site ID: Thompson Elem

Observer ID: Norwood

Date: May 08, 2023

Notes:

Students seemed to be Very comfortable and Well acclimated to their routine.

Every 30 minutes the students would rotate from station to station. They came together whole group at the end of the day for a group session.

Thompson Elementary appears to be doing great things.

Michelle Norwood

Dog Teething And Tug Toys



Shirts are cut into fabric strips and [braided together](#), no sewing or special techniques required! You'll need two shirts per dog toy.

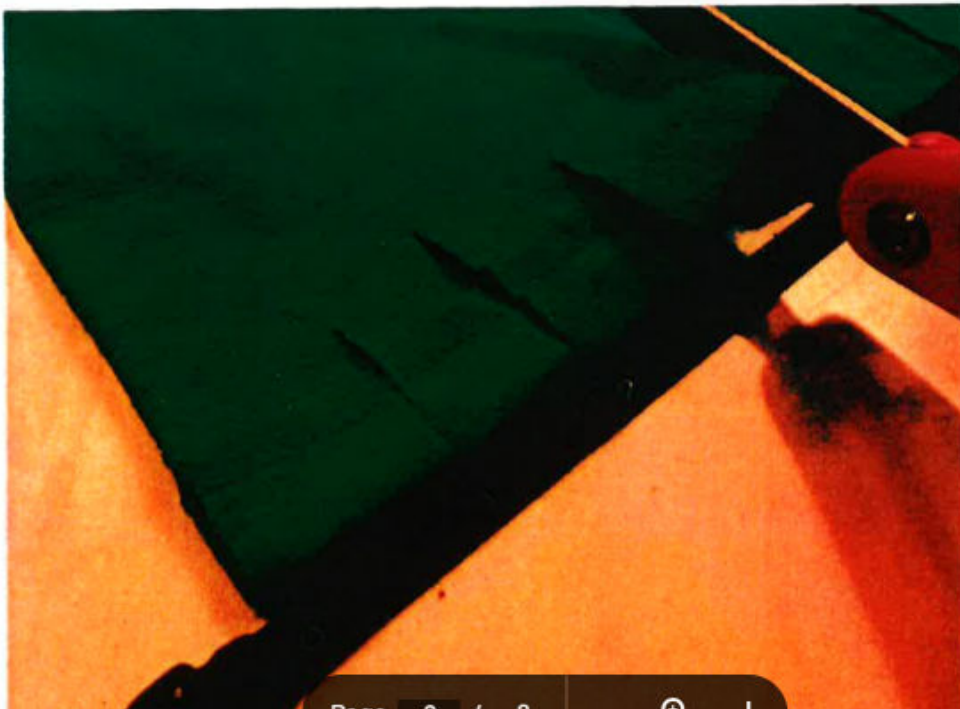
Materials:

2 t-shirts per toy

Scissors

Measuring tape or ruler

1. Lay the shirt out neatly on a flat surface with the front facing up. Using your measuring tape and scissors, make small 1 to 2-inch slits through the bottom seam every 1 to 3 inches, depending on how thick you'd like the strips of fabric to be.





3. To make ties for your toy from the remaining fabric, cut about 2-inches of the cuff or seam end off each sleeve, and then cut the circle of fabric to make a short strip. You'll need two ties (one shirt) for each toy you plan on making.



4. Repeat the steps above until you've gathered strips of fabric in all the colors you'd like.



Assemble Your Dog Teething or Tug Toy:

1. Gather your short or long fabric strips together in a bundle.



2. Using a fabric sleeve strip, tie the bundle together a few inches from the end and double-knot to secure.



3. Divide the bundled strips into 3 equal sections and braid them tightly together, stopping a few inches from the end.
4. Using another short fabric strip, tie and knot the ends of the braid. Trim the tassels and that's it. One teething or tug toy ready for action!





Service Learning

Investigation: Leadership Teams and Students reviewed NA data. A variety of ideas emerged and were listed. However, The United Way of Etowah County shared its Needs Assessment with the district staff. The staff/students chose documented service learning needs from this list that was carefully compiled from service organizations across the county. One of the greatest needs was assistance for the animal shelters.

Preparation: The Site Coordinator will contact animal shelters and see how many animals they have to ensure we meet their needs. Donations from a community agency will provide ingredients for the activity.

Action: To develop character skills, we propose that our participants create doggie treats in cooking STEM class to be donated to the animal shelters. The students will read directions/recipes, follow instructions, mix ingredients and measure, use shapes to mold the treats, time the cooking activity, and then wrap them for delivery.

Reflection: The key component of service learning.

This requires we provide structured time for students to think, talk, and write about what they did and observed during the service activity. Students will be asked to discuss animals, unintended learning, and partnerships formed and write a journal entry after each event. Students will evaluate the effectiveness of each activity and discuss the pros and cons and how the activity could be strengthened in the future.

Demonstration and Celebration: Students will be allowed to chart progress in the school also to teach a charting graphing lesson, as well. The school will place the recycling data on the school sign and website to encourage community members to praise the students and join the helping unwanted animal movement.

MICHELLE NORWOOD – UNLIMITED EDITION, LLC

Education

- 2017 **Masters of Science in Instructional Leadership** ~ Jacksonville State University
- 2012 **Educational Specialist in Collaborative Education (6-12)** ~ Jacksonville State University
- 2009 **Masters of Science in Collaborative Education (K-6)** ~ Jacksonville State University
- 1996 **Bachelor of Science in Business Management** ~ Jacksonville State University

Experience

2021-Present **Owner of Unlimited Edition, LLC**

Educational Consultant

- Entrepreneurial training for students with special needs
- Guidance to non-profits
- Proposal to Auburn EAGLES Program
- Proposal to Alabama CrossingPoints Program
- Evaluation of programs
- Inclusion Training for School Staff

2013-2019 **Director of 21st Century After-School Program**

- Planned STEM Activities, Field Trips, and Parental Involvement Activities
- Ensured Grant Compliance
- Completed all purchase orders for supplies
- Calculated and complete monthly payroll for teachers and aides
- Scheduled and planned advisory council meetings
- Collaborated with community partnerships, to provide additional opportunities for students

-
- Planned 4-6 week Summer Program, which included field trips, speakers, scheduling, and hiring of teachers
 - Actively communicated with Principals, Central Office Personnel, Evaluators, and Technical Advisors with Alabama Department of Education.

2008-2021 Special Education Teacher

- Analyzed student data and developed individualized education plans for student growth and success
 - Generated and incorporate teaching strategies that assisted students with learning disabilities.
 - Co-planned lessons with general education teachers (9-12)
 - Collaborated with administrators, teachers, and parents regarding the educational needs of the students on my caseload
 - Assessed students' abilities based on the results of state/district assessments and used data to track students' academic progress
 - Adapted lessons to meet the needs of students
 - Planned, organized, and assigned activities specific to each student's abilities
 - Taught and mentored students as a class, in small groups, and one-on-one
 - Implemented IEPs, assessed students' performance, and tracked their progress
 - Updated IEP progress throughout the school year to reflect goals met
 - Discussed students' progress with parents, teachers, counselors, and administrators
 - Supervised and mentored teacher assistants who work with students who have disabilities
 - Prepared and assisted students transition from grade to grade and after graduation
-

Beth M. Norwood

References

Dr. Lana Bellew
Grant Writer, Instructor, Business Owner
308 Roseland Drive
Rainbow City, AL 35906
256.481.2082
Lbellew14@gmail.com

Mr. Jon Peppers
Principal, Crossville High School
5405 County Road 28
Crossville, AL 35962
256.528.7858
jdpeppers@dekalbk12.org

Dr. Susan Hargett
Franklin County Community Education Coordinator
P.O. Box 610
Russellville, AL 35653
256.710.9239
dshargett@aol.com

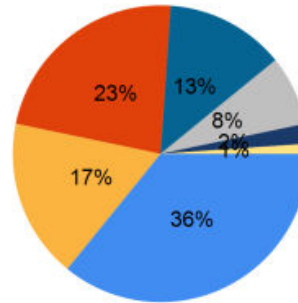
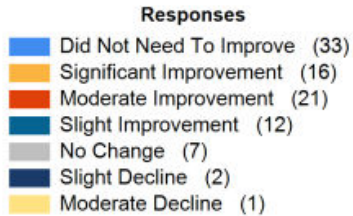
Survey Analysis Report

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

1. Turning in his/her homework on time.

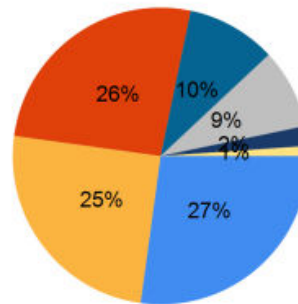
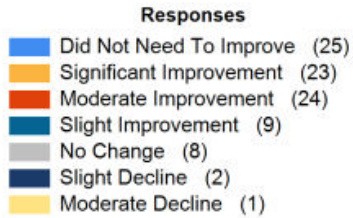
Response Type: Mandatory - Select one response

Total Responses: 92

**2. Completing homework to your satisfaction.**

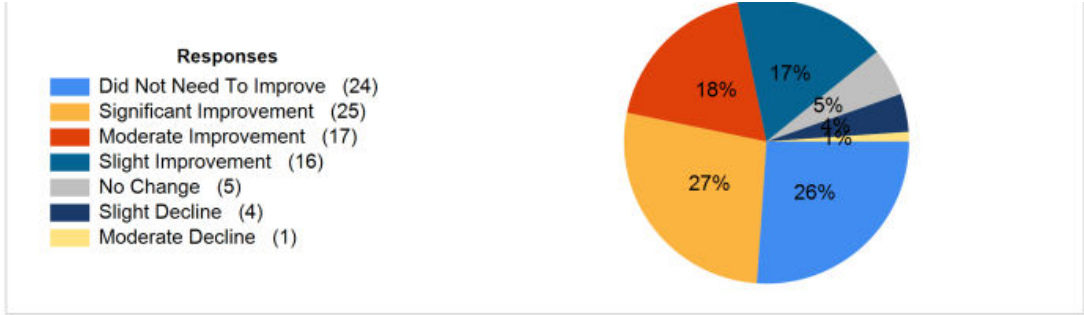
Response Type: Mandatory - Select one response

Total Responses: 92

**3. Participating in class.**

Response Type: Mandatory - Select one response

Total Responses: 92



Survey Analysis Report

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

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

Response Type: Mandatory - Select one response

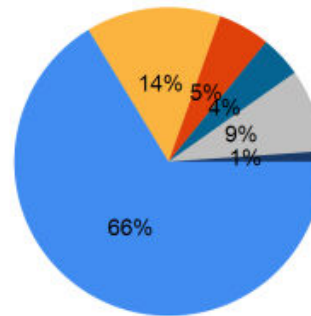
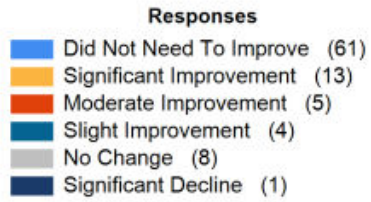
Total Responses: 92



5. Attending class regularly.

Response Type: Mandatory - Select one response

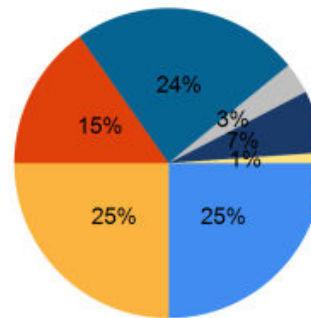
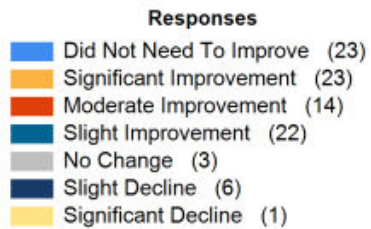
Total Responses: 92



6. Being attentive in class.

Response Type: Mandatory - Select one response

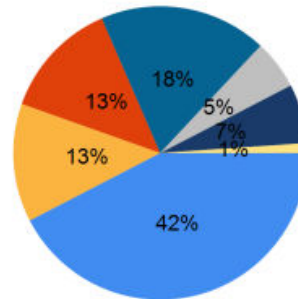
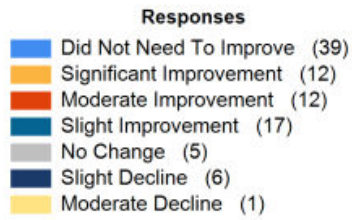
Total Responses: 92



7. Behaving well in class.

Response Type: Mandatory - Select one response

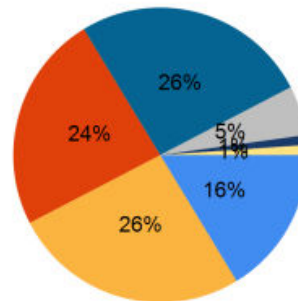
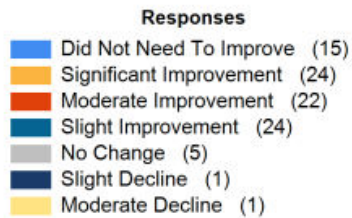
Total Responses: 92



8. Academic performance.

Response Type: Mandatory - Select one response

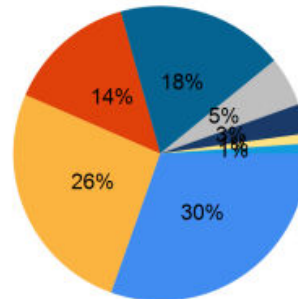
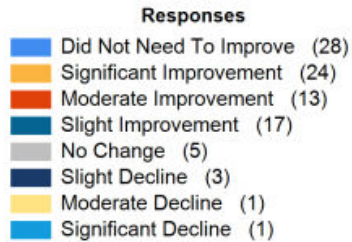
Total Responses: 92



9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 92



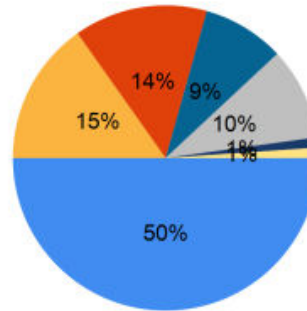
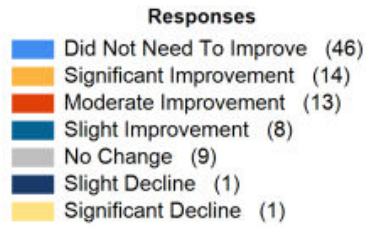
Survey Analysis Report

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

10. Getting along well with other students.

Response Type: Mandatory - Select one response

Total Responses: 92



2022 - 2023 21ST CCLC STAFF-STUDENT RATIO FORM

Grantee: Gadsden City Schools

Site: Thompson **Month:** April

Day	Total # of Students	# of Teachers	# of Aides	Total # of Staff	Total # of Staff to # of Students: Ratio as 1/15	Total # of Admin. Staff (See Note)	Total # of Nurses	# of Bus Drivers, Custodians
1								
2								
3	70	4	1	5	14	1		
4	70	4	1	5	14	1		
5	58	4	1	5	11.6	1		
6	70	3	2	5	14	1		
7								
8								
9								
10	64	3	1	4	16	1		
11	69	2	2	2	17.25	1		
12	68	3	1	4	17	1		
13	73	3	1	4	18.25	1		
14	66	3	1	4	16.5	1		
15								
16								
17	70	3	1	4	17.5	1		
18	69	3	2	5	13.8	1		
19	69	4	1	5	13.8	1		
20	70	3	1	4	17.5	1		
21	63	2	1	3	21	1		
22								
23								
24	68	4	1	5	13.6	1		
25	67	4	1	5	13.4	1		
26	60	3	1	4	15	1		
27	69	4	1	5	13.8	1		
28								
29								

2022 - 2023 21ST CCLC STAFF-STUDENT RATIO FORM

Grantee: Gadsden City Schools

Site: Thompson Elementary School Month: December

Day	Total # of Students	# of Teachers	# of Aides	Total # of Staff	Total # of Staff to # of Students: Ratio as 1/15	Total # of Admin. Staff (See Note)	Total # of Nurses	# of Bus Drivers, Custodians
1	53	2	1	3	17.6			
2	59	2	1	3	19.6			
3								
4								
5	56	3	1	4	14			
6	66	3	1	4	16.5			
7	61	3	1	4	15.25			
8	56	2	1	3	18.66			
9	52	2	1	3	17.3			
10								
11								
12	55	3	1	4	13.75			
13	61	3	1	4	15.25			
14	59	3	1	4	14.75			
15	53	3	1	4	13.25			
16	45	2	1	3	15			
17								
18								

2022 - 2023 21ST CCLC STAFF-STUDENT RATIO FORM

Grantee: Gadsden City Schools

Site: Thompson Month: February

Day	Total # of Students	# of Teachers	# of Aides	Total # of Staff	Total # of Staff to # of Students: Ratio as 1/15	Total # of Admin. Staff (See Note)	Total # of Nurses	# of Bus Drivers, Custodians
1	74	4	1	5	14.8	1		
2	74	3	1	4	18.5	1		
3	69	2	1	3	23	1		
4								
5								
6	65	4	1	5	13	1		
7	79	4	1	5	15.8	1		
8	67	4	1	5	13.4			
9	78	4	1	5	15.6			
10	70	3	1	4	17.5			
11								
12								
13	70	3	1	4	17.5	1		
14	76	3	1	4	19	1		
15	71	3	1	4	17.75	1		
16								
17	71	2	1	3	23.67	1		
18								
19								
20	74	4	1	5	14.8	1		
21	78	4	1	5	15.6	1		
22	72	4	1	5	14.4	1		
23	73	3	1	4	18.25	1		
24								
25								
26								
27	73	2	1	3	24.33	1		
28	79	3	1	4	19.75	1		
29								

Grantee: Gadsden City Schools

Site: Thompson Elementary School Month: January

Day	Total # of Students	# of Teachers	# of Aides	Total # of Staff	Total # of Staff to # of Students: Ratio as 1/15	Total # of Admin. Staff (See Note)	Total # of Nurses	# of Bus Drivers, Custodians
1								
2								
3								
4	67	3	1	4	16.75	1		
5	67	3	1	4	16.75	1		
6	67	2	1	3	22.33	1		
7								
8								
9	72	3	1	4	18	1		
10	70	3	1	4	17.5	1		
11	73	3	1	4	18.25	1		
12	74	2	1	3	24.66	1		
13								
14								
15								
16								
17	74	2	1	3	24.66	1		
18	76	2	1	3	25.33	1		
19	79	2	1	3	26.33	1		
20	71	2	1	3	23.66	1		
21								
22								
23	75	3	1	4	18.75	1		
24	81	3	1	4	20.25	1		
25	71	3	1	4	17.75			
26	78	2	1	3	26	1		
27								
28								
29								
30	67	3	1	4	16	1		
31	78	3	1	4	19.5	1		

2022 - 2023 21ST CCLC STAFF-STUDENT RATIO FORM

Grantee: Gadsden City Schools

Site: Thompson Month: March

Day	Total # of Students	# of Teachers	# of Aides	Total # of Staff	Total # of Staff to # of Students: Ratio as 1/15	Total # of Admin. Staff (See Note)	Total # of Nurses	# of Bus Drivers, Custodians
1	76	3	1	4	19	1		
2	78	3	1	4	19.5	1		
3								
4								
5								
6	71	3	1	4	17.75	1		
7	73	3	1	4	18.25			
8	70	3	1	4	17.5	1		
9	72	3	1	4	18	1		
10	71	3	1	4	17.75	1		
11								
12								
13	70	3	1	4	17.5	1		
14	72	4	1	5	14.4	1		
15	71	4	1	5	14.2	1		
16	71	4	1	5	14.2	1		
17	70	2	1	3	23.33	1		
18								
19								
20	68	3	1	4	17	1		
21	70	4	1	5	14	1		
22	71	4	1	5	14.2	1		
23	73	4	1	5	14.6	1		
24								
25								

2022 - 2023 21ST CCLC STAFF-STUDENT RATIO FORM

Grantee: Gadsden City Schools

Site: Thompson **Month:** May

Day	Total # of Students	# of Teachers	# of Aides	Total # of Staff	Total # of Staff to # of Students: Ratio as 1/15	Total # of Admin. Staff (See Note)	Total # of Nurses	# of Bus Drivers, Custodians
1	70	3	1	4	17.5	1		
2	68	3	1	4	17	1		
3	65	3	1	4	16.25	1		
4	74	3	1	4	18	1		
5	67	2	2	4	16.75	1		
6								
7								
8	63	4	1	5	12.6	1		
9	68	4	1	5	13.6	1		
10	64	3	1	4	16	1		
11	65	3	1	4	16.25	1		
12	66	2	2	4	16.5			
13								
14								
15	66	4	1	5	13.2	1		
16	63	4	1	5	12.6	1		
17	67	4	1	5	13.4	1		
18	65	2	2	4	16.25	1		
19	63	3	1	4	15.75			
20								
21								
22	58	2	1	3	19.3	1		
23	41	3	1	4	10.25	1		
24								
25								