

**For additional information about the 21<sup>st</sup> Century Community Learning Center Project**

**M.O.V.E at Dr. William A. Chapman Elementary School please visit our webpage at:**

**[Wachapman.dadadeschools.net](http://Wachapman.dadadeschools.net)**

**Grant application below.**

### **5.1. Project Abstract**

Project M.O.V.E. is an afterschool and summer program. It serves 140 students in second- fifth grade at Dr. William A. Chapman (DWAC) Elementary School, a Title I Public School, and surrounding private schools. This program focuses on Science, Technology, Engineering, Arts, Mathematics (STEAM), Health and Nutrition, and Entrepreneurship. Project M.O.V.E. is designed to challenge students to solve real-world problems through hands-on, project-based, and art-infused learning activities. The goals of this program are to help low-income students: meet local and state academic achievement standards in reading, science, writing, and math, participate in an variety of enrichment activities, and provide literacy and educational services activities for adult family member of participating students.

### **5.2 Needs Assessment**

#### **Community Demographics**

Dr. William A. Chapman Elementary, a Title I school, is located in the community of Naranja, Florida, a city situated in the Southwest area of Miami-Dade County. The school is positioned in the heart of this community. According to the 2010 census, Naranja's population is 8,303. Its population has increased 105.8% since the 2000 census. The median household income is 18,825. The City Data, reports that 63.4% of the children in Naranja are living below the poverty level.

The demographic report also shows only 46% of the population in this area completed high school, 15% has an associates or bachelors degree, and less than 3% attained a graduate degree. When compared to the state and national educational data, the residents of Naranja are not completing high school or taking advantage of post secondary educational opportunities. However, if given the academic support, we believe many of our students can be first generation high school and college graduates. They can also go on to complete graduate degrees, thus, improving the poverty rate and decreasing other risk factors in the community.

The overall crime risk is high. According to CLRsearch, a real estate search engine, the risk of murder, rape, robbery, assault, burglary, larceny, and motor theft range from 60% to 95% when compared to the national and state data on a 100-point scale. The program will address the needs of the community in the areas of education, safety, and improving financial literacy.

### **The School Population**

The school consists of 577 students Head Start, Pre-Kindergarten, Voluntarily Prekindergarten (VPK), and Kindergarten (K) through fifth grade. The school also has an Emotional Behavior Disorder (EBD), English for Speakers of Other Languages (ESOL) and English Language Learners (ELL). Many of our parents require translators and support navigating through available school and academic resources. MDCPS accountability shows, 97 percent of our students are economically disadvantaged and qualify for free or reduced lunch. The school's population is comprised of ninety-seven percent minority students (62 percent African-American/Black, 35 percent Hispanic/Latino and 17.6 percent of the population are English Language Learners).

### **School Data and Grade**

According to the 2011-2012 and 2012-2013 Florida Accountability Report, Dr. William A. Chapman Elementary maintained an "A" grade for two years. Currently, the school is a "B". The 2013-2014 Florida Accountability Report showed a 25-point decrease in the fifth grade science and a five-point decrease in 5<sup>th</sup> grade reading. Students in grades 2-5 represent 62% of the students who are not meeting the attendance criteria for the school, 50% of the students who failed in English Language Arts or Math, and over 50% of the students exhibiting two or more early warning indicators. Twenty percent of the students in grades 3-5 score a level 1 on the Florida Comprehensive Assessment Test (FCAT) 2014. Our overall parent participation last year was 64%, 348 parents.

The data show that our school must continue providing academic and enrichment experiences to support these areas. In many cases, it is the only times they get to experience enrichment activities that will help them develop broader content knowledge. Our students' performance shows that if given the resources and opportunity to engage in various activities, they are successful and show growth.

### **Current Programs**

We believe our student's academic gains are largely due to interventions and enrichment services we provide throughout the year. These programs take place in the form of afterschool programs (Recapturing the Vision and Title III for ESOL), before school academies (Literacy development, Math, and Title III for ESOL), pull out support (during school), and Saturday School. Our staff also volunteers time to make many other support services possible. As our program expands to meet a community, state, and national need (S.T.E.A.M.) and students interests, the demand for services also increases. Student data such as, FCAT, SAT-10, Baseline Assessment, Interim Assessments, and Post Test, indicate that our students continuously need academic support and enrichment activities to keep them engaged and motivated to show academic gains. The results of the new Florida State Assessment (FSA) will help monitor and identify student academic gains and needs.

Project M.O.V.E. will provide tutoring and enrichment instruction in Reading, Science, Technology, Engineering, Arts, Mathematics (STEAM), Entrepreneurship, Writing, Health and Nutrition. The program's goal is to have a significant increase in the number of students in grades 3-5 meet level 3 or higher on the FSA math and reading, in grade 2 to score 7 or higher on the SAT-10 math and reading, 3 or higher on the FCAT science, and at least a level 4 in FCAT writing. In addition, to close the gap, the program's focus will be to increase the number of students being served in after school programs as well as engaged in a variety of enrichment activities.

## **Research**

The need for this program is based on national data, the school's data, school surveys, and community feedback. Research shows, there is a growing concern in the United States that centers on our ability to produce students who pursue STEM focus careers. What is even more alarming is that the females and minorities, African-Americans in particular, only make up 4.3 percent of all people who pursued STEM degrees in 2012.

In addition, according to an article in the Texas Higher Learning Journal, "The P-20 institute for Minority Research & Innovation believes that by improving access for all students to quality STEM education will strengthen the caliber of the U.S. workforce, drive economic growth, and keep the U.S. competitive." The article also pointed out that minority schools tend to lack the resources and support needed to implement a quality STEM program.

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

## **Student, Parent and Community Survey**

Students, parents, and community were surveyed to determine an interest in S.T.E.A.M. and Project M.O.V.E. The surveys revealed 97.3 percent of the students are interested in S.T.E.A.M., 98 percent are interested in Project M.O.V.E. The parent survey showed that 95.5 percent of the parents are interested in the S.T.E.A.M. program and 95.5 percent of the parents are interested in an after school program, Project M.O.V.E. Ninety six percent of the students in grades 3-5 expressed interest in the areas of the Arts and S.T.E.M.

Other needs identified were parents requesting academic assistance for students, parents desiring more enrichment opportunities for their children, affordable after school activities and home learning support for working parents. Students expressed the need for other activities and programs. The community partners are interested in safety in the community and student engagement in positive activities.

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

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

Based on the needs of the families in the community, Project M.O.V.E. will offer afterschool and summer services to elementary students in second-fifth grade. Project M.O.V.E. will operate between August 28, 2015, and July 31, 2016. It runs 141 days during the school year and 34 days throughout the summer. The afterschool will start August 28, 2015- June 8, 2016, hours of operation are Monday, Tuesday, Thursday, and Friday, from 3:05 p.m. until 6:05 p.m. The summer hours of operation will begin June 13, 2016 – July 29, 2016 and will run Monday-Friday, 9:00 a.m. until 2:00 p.m.

### **5.3a Evaluation Plan**

An external evaluator will be selected to evaluate the program's effectiveness and efficiency. Miami Dade Public Schools has an approved list of evaluators. Evaluators should have the following qualification which includes, experience working with Florida Department of Education (FLDOE) 21<sup>st</sup> CCLC, generating relevant reports, helping programs identify strategies that work, accurate reporting procedures, and is locally accessible. Our school selected and

interviewed two evaluating companies; based on our needs, we selected QQ Research. The company has the ability to develop assessments and protocols; conduct site visits and make recommendations; collect, analyze, and interpret quantitative and qualitative data designed to measure progress towards the FLDOE-approved objectives as described, prepare and deliver written formative and summative reports.

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

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

### **Data Collection**

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

**Certified teachers** will administer the assessments to students in a quiet stress free environment. Students will be given baseline assessment to determine their knowledge in

science, entrepreneurship, math, reading, and science. Teachers are responsible for completing student observations and helping student maintain portfolios. Data collection, assessments, and documentation will be collected by the teacher and turned in to the Program Director.

**Evaluation Activities:**

**Baseline Data: September:** 2<sup>nd</sup> -5<sup>th</sup> grade: used to establish participant level in Science, Math, Reading, Writing. It will be completed during the regular school day and participating students' data will be shared with after school program. Program Director will coordinate data collection with the school to get a report of student Baseline assessment. Afterschool instructors will provide instruction that addresses the identified benchmarks.

**Mid Year (the school's Interim): October/January:** Students 2<sup>nd</sup> -5<sup>th</sup> grade: will be completed during the regular school day around January and participating students' data will be shared with after school program. It will be used to monitor the academic gains of participant. Program Director will coordinate data collection with the school will provide a report of student's assessment and a graph showing the students' scores and gains (compared to baseline). Afterschool instructors will provide instruction that addresses the identified benchmarks.

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

**March-April** Students 2<sup>nd</sup> -5<sup>th</sup> grade: will be completed during the regular school day around January and participating students' data will be shared with after school program. It will be used to monitor the academic gains of participant. Program Director will coordinate data collection with the school will provide a report of student's assessment and a graph showing the students' scores and gains (compared to baseline). Afterschool instructors will provide instruction that addresses the identified benchmarks.

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

Adult family member will complete for literacy, computer literacy, business, and financial literacy. Program Director will coordinate activities and data collection with teachers.

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

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

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

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

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

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

Results from the evaluation will be used to drive instruction and modify program as needed to meet the needs of all participants including adult family members. Information will be

shared with participants, parents, and stakeholders via website, newsletters, letters, and reports. Staff will be available to answer question and/or concerns.

### **5.3b Measurable Objectives and Assessment online**

### **5.4 Applicant's Experience and Capacity**

**Prior Experience:** The school with the help of its partners successfully implemented several grants. Partners such as Home Depot and Christ Fellowship provided materials and volunteer hour to help with the implementation process. These grants include: Florida Agriculture in the Classroom, Inc. (2 years), Laura Bush Foundation (1 year), Title III for ESOL (5 years) and Dollar General Literacy (1 year). Administrators, instructors, and support staff worked collaboratively to successfully implement grants that positively impact student growth. For example, The Dr. William A. Chapman Botanical Gardens Project was a school wide project designed to assist students in expanding their knowledge and experiences in science. Teachers and students studied agriculture in Florida. They worked together to create several gardens that contained plants native to Florida or would thrive in Florida's tropical climate. Through this hands-on project, the students discovered how important agriculture is to our environment and economy. Various science, engineering, mathematical, and technology lessons were integrated into the curriculum and instruction. Based on our pre- test and post-test, students increased their overall knowledge of agriculture (how it supports Florida's economy, toxins, green concepts, food production) by at least 60% percent. Ninety-five percent of the participating students scored 70% or higher on the post-test. Our data reflected that we met our all of the goals identified in the grant, students benefited from this experience, and expenditures were successfully managed as allocated in the grant. Our major partners in

**Leadership:** Miami Dade County Public Schools is the fourth largest school district in the nation. It manages over 16 million in grants and has proven to have the capability of

sustaining programs that work. Programs such as magnet, physical education, and other 21<sup>st</sup> CCLC have been successfully executed.

Mr. Morris, the Principal, has been in a leadership roll for a total of 20 years. His experience shows that he is qualified to successfully implement programs from elementary to high school, oversee a staff, and manage a large budget. He implements Saturday School, morning tutorials and provides afterschool support for students for the past 7 years.

The program consists of one **Program Director** who is an experienced educator who has worked with grants. The program director is required to have a master's degree or higher and possess certification in elementary education and leadership or leadership experience. The Program Director will have adequate background in curriculum to identify and coordinate relevant and quality professional development.

## **5.5 Partnerships, Collaboration, & Sustainability**

### **5.5.a Community Notice**

The school and its partners informed the community of our intent to apply for the 21<sup>st</sup> CCLC through a community meeting, letters, and emails. The application will be posted on the school's website on April 30, 2015. The school will make it available at its EESAC and PTO meetings. It will also be available on request in the main office immediately following its submittal. A contact person will be established for information, questions and concerns.

### **5.5.b Collaboration with Private Schools**

Private schools were contacted via phone calls, emails, and letters. A staff member called all of the private schools in the area to notify them of our intent to apply and invited them to participate. The staff member asked for a contact person and their email information. Dr. William A. Chapman administration decided to apply on Friday, April 3, 2015. Letters were emailed on Friday, April 10, 2015.

## Timeline

April 3, 2015	Attended FLDOE meeting
April 6, 2015	Identified neighboring private schools
April 7, 2015	Called private schools notified them of DWAC intent to apply, extended an invitation to participate, asked for contact person/email addresses
April 8, 2015	Administration approved letter
April 10, 2015	Submitted Letter of Intent to FLDOE
April 10, 2015	Emailed notifying Private Schools

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

### **5.5.c Partnership**

We have established a partnership with community partners to provide enrichment activities to our students and adult family members. Volunteers from Christ Fellowship Church provide mentoring and volunteer time to support the student activities. They also donate supplies, incentives, and backpacks of food are distributed to families of students on a weekly basis. Casmiro Global Foundation, a non-profit organization, will have entrepreneurship sessions once at no cost to the school. They provide all training materials and teach usable skills appropriate to students served by the program. Home Depot, a For-Profit Organization, will donate materials, supplies, and working equipment for the program's S.T.E.A.M. activities. Pettus & Dawkins Financial Group, a For-Profit Organization, gives financial educational workshops for the students and their adult family members at no cost to the program. They will teach students and parents real-world concepts about financial literacy and money management

### **21<sup>st</sup> CCLC Advisory Board**

DWAC Elementary School's 21<sup>st</sup> CCLC Advisory Board will consist of three parents,

three DWAC Elementary School regular school day teacher (one from 3rd, 4th, and 5th, and grade), the Project M.O.V.E. program director, one school administrator, one Project M.O.V.E. staff member, seven community representatives/business partners. The private schools were invited to participate.

The board meets quarterly to discuss the overall implementation and program outcomes. Student data and the effectiveness of the program is reviewed and shared with stakeholders. Committee members identify needs of the program and ways to sustain the program after the funding term is complete. Meeting minutes are recorded, reviewed, voted on/accepted, and posted on the website.

#### **5.5 d Collaborations with the Regular School Day**

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

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

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

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

### **5.5 e Sustainability**

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

#### **Sustainability Plan Year 3 - Year 5**

**(1) Focus on meeting/maintaining goals:** On-going: **Responsible Staff:**

Administration/21st CCLC Leadership Staff: **Target:** Goals: Provide academic and enrichment services for low-income families. Increase student achievement/gains, students grades 2-5 meet local and state standards, student grades in math, reading, writing and science improve and are satisfactory, student improve social skills, behavior, knowledge, experiences, and over all personal enrichment. **Purpose:** Provide Curriculum, field trips and staff, mentors, PBL, Interest based activities: **Strategies:** Student, Data Chats, Parent meetings, Business Partners, Stakeholders collaboration;

**(2) Resources/Material/Curriculum:** On-going: **Responsible Staff:**

Administration/Coaches/ 21 CCLC Leadership: **Target:** Replace consumables and

purchase new/current resources and curriculum: **Resources:** Technology, programs, portfolios, supplies, contracted services, field trips. **Strategies:** Allocate funds from school budget, fundraisers, and donation;

**(3) Allocate funds to support program:** On-going: **Responsible Staff:** Administration: **Target:** School funds such as Title I, Title III, Food Program, Community, and Partnerships: **Purpose:** Salaries, technology, programs, portfolios, supplies, contracted services, field trips, transportation **Strategies:** Allocated funds from school budget, fundraisers, and donation;

**(4) Fundraisers:** On-going: **Responsible Staff:** Administration/Staff/21<sup>st</sup> CCLC Advisory Board/PTO/EESAC: **Target:** Calendar of school fundraiser events (pizza Wednesday, Jean Day Friday, Dress-up Day, chocolate candy fundraiser), and grade level fundraisers: **Purpose:** Salaries, technology, programs, portfolios, supplies, contracted services, field trips, transportation **Strategies:** Allocated funds from school budget, fundraisers, and donation;

**(5) Donations:** On-going: **Responsible Staff:** Administration/Staff: **Target:** Business Partners/Community: **Purpose:** Salaries, technology, programs, portfolios, supplies, contracted services, field trips, transportation **Strategies:** Allocated funds from school budget, fundraisers, and donation;

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

**(7) Volunteers:** On-going: **Responsible Staff:** Administration/Staff: **Target:** Recruit Volunteers with level 2 clearance and qualifications to help participants: **Purpose:** Volunteers to assist with over all program/and help maintain the level of services

provided: **Strategies:** Recruit qualified retired teachers, industry focus volunteers, college students, high school, parents, partners, and community;

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

## **5.6 Program Plan**

### **5.6.a Target students**

Dr. William A. Chapman Elementary is a Title I school that houses 577 students. The students in this program are in grades 2 through 5, ranging in age from about 7 to 14 years. The majority of the students in this community school fall below the line of poverty, as shown on the 2010 census reports. Most of the student population comes from homes where parents did not graduate high school and/or did not go to college. They live in a high-risk crime area. Seventeen percent of the school population is English Language Learners. We have students who show disruptive behavior and are truant. There is a full-time EBD unit, K through 5<sup>th</sup> grade. Overall the school has some older elementary kids due to failure and not meeting standards on State assessments.

The 2014 FCAT data shows, 45% meeting high standards in Reading, 66% meeting high standards in Mathematics, 63% meeting high standards in Writing, 65% of the lowest 25 percent making learning gains in Reading and 91% of the lowest 25 percent making learning gains in Mathematics. One hundred percent of the population was tested. Based on the data, the goals of this program will address students' needs. The program will be opened to all students in grade 2 to 5, with priority given to students in the lowest 25 percentile and those exhibiting the most need. There will be 140 seats available and based on our experience that should be enough seats. However, if we exceed the proposed amount then a lottery will be held and

consideration given to the students with most needs. During the summer emphasis will be on the same population.

Several private schools in the area were invited to participate in the development of the application as well as, provide input in the needs assessment of the students, families, and community. The private schools did not express an interest in attending.

#### **5.6.b Recruitment and Retention**

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

Students will benefit from the academic and enrichment activities that are implemented in the program. Although students will receive incentives to keep them motivated and encouraged, we hope to help students build on intrinsic rewards that will carry them throughout life. Through self-discovery, thus, identifying their place in society, the student will learn to appreciate their progress and contribution to society. Rewards such as certificates, movie tickets, extra time in interest focus activities, success/recognition wall, student of the month, leadership opportunities and gift cards will help to keep students motivated. Fun filled academic

field trips and group projects will also motivate attendance. Implementing a meaningful, fun filled, and engaging program will support recruitment and retention.

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

### **5.6.c Student Program Activities**

Project M.O.V.E. will offer a variety of academic and enrichment programs, S.T.E.A.M. (B6.S1.A1). In the after school program student will participate in tutoring/remedial education activities (Math: G1.B6.S1; Language Arts/Reading: G1.B3.S1, G2.B1.S1) Science education (B3.G1.S1), Art (VA.2.C to VA.5.C) and Music (MU.2.C to MU.5.C), Entrepreneur education, mentoring programs, limited English proficiency (G1.B12.S1) Health and Nutrition (HE.2C.to HE.5C), Technology (B6.S1.A1), expanded library service hours, programs that promote parent involvement (G4.B1.S1), and programs that provide student character building, such as, truancy.

Based on our needs assessments as described in section 5.2, our students will benefit from activities in the above areas. Our goals include increase achievement by improving core instruction in all content areas, increase participation of parents from economically disadvantaged subgroup, increase parent orientation on the importance of STEM related activities and increase in variety of enrichment activities. Project M.O.V.E. will support the regular school day and address the needs and learning styles of the students through differentiated instructions, project-based learning, interest driven activities, and extra support in core subjects. Students will be given extended time to engage in projects and other educational activities. Students will be greeted, attendance taken and given snacks by paraprofessionals.

### **Afterschool and Summer Sample Schedule (See uploaded forms)**

## Proposed Enrichment

Enrichment	Participant	Coordinator	Instructor and Qualifications	Strategies
Health and Nutrition	2-5 grade	Program Director	Certified Nurse - Contracted Services	Product, presentation,
Entrepreneurship and Financial Planning,	Adult Family	Project Director	Senior financial advisor - Eric Pettus  Entrepreneur – Casmiro Foundation	Product, Technology
Book Club, Extended library time	2-5 grade	Teachers	Certified Teachers	Increase the number of book students read, Silent reading. Written and oral book reports
Field Trips S.T.E.A.M. Careers	2-5 grade	Program Director	Certified Teachers	Expose and increase student experiences
Projects S.T.E.A.M. skills	2-5 grade	Teachers	Certified Teacher	Solve real world problems, Technology. Hands-on

**5.6.d Adult Family Member Program Activities**

The surveys completed by parents reflected interests in the area of technology, learning about enrichment services, gifted programs, home learning support, understanding academic choices for their children, and navigating through the parent portal. Parents checked interest in financial planning and entrepreneurship. Project M.O.V.E. offers an adult family member program activities that focus on computer literacy, literacy, home learning support, health and nutrition, and navigating MDCPS parent portal.

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

**Adult Family Member Program Activity**

Time/Sessions	Location	Activity	Delivery	Cost
	Computer Lab	Navigating MDCPS Parent Portal	Qualified MDCP Personnel	In-Kind
1 <sup>st</sup> nine weeks (4 weeks/4 sessions) 1 hr. each session 3:05 p.m. – 4:05 p.m.	Computer Lab	Intro to Computer Technology	Business Partner and	In-Kind
1 <sup>st</sup> nine weeks (1 session) 1 hr. 5:30 p.m. – 6:30 p.m.  On-going support will be available as needed	Computer Lab	Home Learning Support and Educational Programs (ESE and enrichment) (Best Practices and Resources)	Program Director	Budget
2 <sup>nd</sup> nine weeks (1 session) 1 hr. 3:05 p.m. – 4:05 p.m.	Media Center	Health and nutrition –Planning healthy meals	Contracted Services	In-Kind
2 <sup>nd</sup> nine weeks (1 session) 1 hr. 3:05 p.m. – 4:05 p.m.	Media Center	Health and Nutrition: How to keep your family moving	Contracted Services	Budget
2 <sup>nd</sup> nine weeks (5 weeks) 1 hr. time TBA	Media Center	Literacy (5 weeks once a week)	Project Director or Qualified Staff	Budget/or In-Kind
3 <sup>rd</sup> nine weeks (2 sessions) 1 hr. 3:05 p.m. – 4:05 p.m.	Media Center	Financial Planning	Business Partner	In-Kind
3 <sup>rd</sup> nine weeks (2 sessions) 1 hr. 3:05 p.m. – 4:05 p.m.	Media Center	Entrepreneurship/ Business	Business Partner	In-Kind
4 <sup>th</sup> nine weeks (1 session)  2 hrs. Time: TBA	Cafeteria	Information Fair	School Staff, Business Partners, Community Agencies	In-Kind
4 <sup>th</sup> nine weeks (1 session) 1 hr. Time: TBA	Cafeteria	Parent recognition and appreciation	Principal, Business Partners, Students, and	In-Kind

			Staff	
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### **5.6.e Staffing Plan and Professional Development**

Project M.O.V.E. will offer a great experience for students and their family members. To provide the best opportunities for the participants, there will be 1 program director (certified teacher), 10 certified teachers, 3 paraprofessionals, 1 security guard, and 2 custodians. Teacher recruitment will begin with Dr. William A. Chapman Elementary School instructional staff. However, if needed, teachers from neighboring/or feeder schools will be recruited. All teachers must be certified by the State of Florida and hired by MDCPS. Emphasis will be on teacher who teach math, reading, science, language arts, the arts (drama, music, art), and/or fitness.

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

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

**The school's treasurer** will maintain budget and expenditure records. Duties will include payroll, expenditures, and bookkeeping. All expenditures will be approved by the Principal and follow the federal and procedures guidelines. This is an in-kind service.

**Speakers, contracted services, and partners** will assist with enrichment activities and projects. They will instruct activities such as entrepreneurship and health and nutrition. They all must be certified and/or have expertise in their field.

**Paraprofessionals** meet the hiring requirements of MDCPS. They will support students in all academic and enrichment activities. They will greet students and distribute snacks starting at 3:05 p.m.- 3:20 p.m. Teachers will begin at 3:20 p.m. after their contractual time ends with MDCPS.

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

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

There will be 140 participants in grades 2<sup>nd</sup>-5<sup>th</sup>, approximately 30-35 in each grade level. To meet the required student teacher ratio, there will be 11 teachers (including Project Director) and 3 paraprofessionals. The Project Director will work an extra 30 minutes per day to complete duties and or activities to meet program goals.

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

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

**Organizational Chart (see uploaded form)**

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

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

Professional Development will be offered on teachers' work days and professional development days. The school will partner with the afterschool/summer program because the knowledge will benefit all students. Teachers will be given master plan points towards recertification.

In years 2, 3, 4, and 5, professional development will be based on current trends, mandates, external review recommendations, and survey (participants, families, staff and stakeholders).

#### **5.6.f Program Site**

Dr. William A. Chapman Elementary has adequate space to operate Project M.O.V.E., a media center, three computer labs, a science lab, five computer carts (24 laptops each), an art suite, music suite, a stage, several classrooms, physical education areas with basketball courts, and primary play grounds. The school sits in the middle of the neighborhood. Most of our students walk to school because it is just a few steps from their front doors.

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

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

#### **5.6 g Safety and Student Transportation**

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

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

The person picking the student must be on the contact form and identified as an approved person for pick up. Identification will be checked by security and/or selected staff. Student emergency contact information will be on hand. Parent information, student health needs, doctor information, hospital preference and any additional information provided by parents will be available to project director and teachers.

Most students walk home because the school is in close proximity to the students' homes and other students are pick up by parents/family members. The program director and security guard will wait with late pickups; parents will be encouraged to be on time.

There will be at least two staff members including the program director certified in Cardio-Pulmonary Resuscitation (CPR). CPR Training and certification will be offered to all 21 CCLC staff members including security guard. Staff will attend an orientation and safety procedures professional development. Expectations and procedures will be reviewed. Staff will sign acknowledgement and receipt of manual.

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

#### **5.6.h Dissemination Plan**

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

#### **Dissemination Plan Timeline**

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