

VOLUSIA COUNTY SCHOOLS/KIDS ZONE EXTENDED DAY - TURIE T. SMALL
ELEMENTARY 21ST CENTURY COMMUNITY LEARNING CENTERS –

5.1 Project Summary

Turie T. Small Elementary School is the second highest poverty school in Volusia County. The school is located in an inner city area of Daytona Beach, Florida, in the center of a subsidized housing development area. Because only 28% of the students are performing on grade level in language arts and 43% in math, there is an identified need to provide extended learning and academic enrichment opportunities through an after school/summer program. A large ESE program is another area identified for targeted services.

Turie T. Small Elementary will implement the Kids Zone Extended Day Program through funding of the 21st Century Grant. The Kids Zone 21st Century Grant Project provides comprehensive learning opportunities for 120 students in grades K through 5 to increase and accelerate the academic achievement of all of our students in the areas of English Language Arts (ELA) and Math. Students will receive 1 hour of service before school for 180 days, 2.5 hours of service afterschool for 180 days and 8 hours of service Monday through Friday for 23 days during the summer. In order to provide equity and access for all our students, transportation is provided for those students who live two miles or more from the school. Students participate in ELA and Math sessions throughout the week. Students will receive a USDA snack during extended day sessions.

Based on the results of the 2014 FCAT, the foci for Turie T. Small are ELA and Math 3rd thru 5th grade. The targeted areas were based on the school performing below proficiency in all the above mentioned areas. In order to prepare our younger students for the rigor of intermediate grades, the grant provides extended learning opportunities for grades K thru 2 as well. Kids Zone Extended Day Program will be offered at Turie T. Small through multiple venues. The goal

is to address the students' needs in the areas of ELA and Math K-5. Kids Zone Extended Day Program, founded by the Food Brings Hope Foundation, is offered to grades K thru 5, five days per week. FBH provides daily snacks and a hot meal at least one session per week.

The program provides engaging, enriching activities that foster a renewed interest in learning. These activities are predicted to open the door to future success in order to break the cycle of poverty. The program also serves adult family members with opportunities to finish their education, boost literacy skills, gain employment skills, strengthen parenting skills and learn about health and wellness. By serving the entire family, the bond between parent and child is strengthened and there is increased support for the child's education.

5.2 Needs Assessment

Turie T. Small Elementary School is located in the Daytona Gardens section of Daytona Beach, Florida. According to the 100th day count (date certain) on January 30, 2015, of the 431 students who are currently enrolled, 421 are receiving either free or reduced priced lunch. This translates to 97.68% of the student population in poverty. This is a neighborhood school where most students live within a two mile walk zone. 60% of residents are minority, 70% of households have income less than \$30,000.00, the average is \$17,530.00 and the crime rate is 2.5 times the state average says One Voice for Volusia, a group that collects data for reporting on county statistics. These families face many barriers because of their poverty levels:

- Lack of transportation
- Lack of recreational programs or structured after school activities
- Lack of resources in the home – internet, learning materials, technology
- Low education levels and parenting skills
- Lack of interest in children's education/commitment to get the child to school
- Shortage of employment opportunities/job skills

According to the National Center for Children in Poverty, "Child poverty costs the United States hundreds of billions of dollars per year. Poverty threatens to destabilize our democracy and limit the upward mobility of children and future generations. Poverty and the related disadvantages involve many aspects of the children's lives, educational opportunities and those outcomes. 88% of children in poverty live in a single parent home and are more likely to experience negative outcomes, over 25% of families in poverty experience food insecurity, which can restrict food intake of some family members and disrupt normal eating patterns, resulting in poor academic focus at school. The KIDS Count Data Center reports that families without stable, full time employment are unable to provide a stable home and healthy household.

Several strategies were used to identify the needs of our students and their families and include:

- parent surveys
- utilizing the 8-step problem solving model from DOE
- soliciting recommendations from members of the Student and School Advisory Councils
- having discussions with local community agencies and law enforcement

The data that was analyzed came from district testing, surveys, attendance data, and disciplinary records. All data provided evidence that the students at Turie T. Small Elementary School need more time on academic and enriching experiences. They need to be provided with instructional intervention in a supportive and engaging environment. The families of these students need assistance with literacy as well as employment and parenting skills.

The school day is the only structured environment these children have and the campus provides the only safe and secure setting in this community conducive to learning. Three hours of extended learning time affords these students the desperately needed opportunity for supplemental and remedial instruction. It also affords the chance to learn new skills and to take part in enriching activities through stimulating project-based learning. This enhances their

interest in learning, makes them want to come to school, increases their academic achievement and encourages them to set high standards for their future goals.

With renewed interest in participating in these engaging activities, families are accessing the opportunities to learn technology, complete their education and build employment skills. This program serves as an additional support system and provides skills to assist with obtaining employment. This will allow the families to rise out of their poverty-stricken lifestyles and attain economic self-sufficiency.

The project-based curriculum is aligned with the Florida State Standards to enhance critical thinking skills and engage the students. Cultural enrichment opportunities provide exposure to a range of experiences then enhances knowledge development for future learning. Structured recreation encourages wellness and provides activities designed to enrich the lives of the adult family members. As a result of these program goals, Turie T. Small Elementary students will increase their academic achievement, grow into successful adults and achieve economic self-sufficiency.

5.3 Program Evaluation

5.3.a. Evaluation Plan

After discussing the program needs, Baird Solutions, Inc. has been chosen to perform the evaluation duties because they have extensive experience in evaluating 21st Century Community Learning Center Programs.

Program data is collected monthly and include: report card grades, test scores, attendance data, academic achievement levels, referral rates and absentee rates. Data is reviewed to determine changes in academic achievement, behavior and attendance.

Year-end reports provide a detailed analytic comparison of all program activities, including student post-test scores in content areas, grades, attendance and academic achievement. The reports also evaluate how well the program has met the proposed objectives. All program activities are examined, and recommendations are made for modifications, as necessary. In general, the evaluation examines how the program impacted the school, community and classroom.

Case studies are done on identified high-risk students. The profile includes family structure, current academic performance and attendance. Interviews are conducted with students and family members to assess the student's participation and accomplishments. Exit interviews are conducted to determine which aspects of the program helped encourage the students to achieve.

Evaluation Timeline		
Activity	When	Person Responsible
Collection of attendance, grades, test scores and behavior records	Monthly	Program Director
Collection of report card grades	Quarterly	Program Director
Collection of attendance and enrollment data, Survey participants	Mid-year	Program Director
Collection of attendance, discipline, report card and test scores Family member surveys	Year end	Program Director
Analyze data and compile report	Year end	Program Director/Evaluator

Realign program schedules, offerings if evidence of need	Preplanning	Program Director/Principal
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5.3.b. Measurable Objectives and Assessments

Because the students at Turie T. Small Elementary are in poverty and academic achievement is decreasing, activities are targeted to facilitate building critical thinking skills and enhance student engagement. Academic objectives are built to reinforce the school day curriculum in a project based, interactive and non-threatening manner. Pre and post testing is done in the 21st CCLC program and regular school day assessments will also be used.

Personal enrichment activities are designed to positively impact our students and their families, provide them with tools to engage their interest in learning and academics, provide them with a cultural background, and encourage character development. These types of activities help develop the whole child and promote a life-long interest in learning.

Objective 1: 60% of K – 5 participating students will improve their reading/language arts grade as measured by report card grades.

Objective 2: 60% of K – 5 participating students will improve their math grade as measured by report card grades.

Objective 3: 40% of K – 5 participating students will improve their science grade as measured by report card grades.

Objective 4: 50% of K – 5 participating students will improve their behavior, problem-solving and conflict resolution skills as measured by referral, detention and suspension rates.

Objective 5: 60% of K – 5 participating students will improve their physical fitness skills and nutrition habits as measured by absentee and early check out rates.

Objective 6: 50% of participating adult family members will improve their literacy levels as measured by perceptual surveys.

Objective 7: 75% of participating adult family members will improve their parenting skills as measured by perceptual surveys and participant feedback.

5.4 Applicant's Experience and Capacity

Volusia County Schools has been operating since 1854. They have a proven track record of providing educational and support services to 68,000 students annually. They have managed millions of dollars in federal funding with no audit exceptions, and are in compliance with all required rules and regulations. Turie T. Small Elementary School has been educating students since 1884 as the Daytona Colored School. They have a long history of educating minority students and their leadership has extensive experience in serving the needs of a diverse population. Administration has several years' experience in managing after school and summer programs, as well as delivering services that improve academic achievement.

5.5.a. Community Notice

Volusia County Schools adheres to all requirements under the Sunshine Law and Florida Statute Section 119.07, pertaining to public records. All applications requesting Federal funds are placed on the Consent Agenda for Board approval. The agenda is available to the public one week prior to each School Board meeting and all meetings are open to the public. Should an individual wish to obtain a copy of the physical application, they may do so by submitting a Public Records Request Form. The community is aware that the Turie T. Small Elementary School is applying for this grant in order to provide after school services.

5.5.b. Collaboration with Private Schools

There are 3 private schools in Turie T. Small's service area and the principals of each school were contacted by email. The outcome of this consultation was that the private school students who reside in the same community have the same needs. Private school students are given enrollment packets, should they wish to participate in order to ensure equitable participation. The program manager will provide timely and meaningful consultation with the Private School contacts throughout the school year.

5.5.c. Partnerships

Turie T. Small has several active partnerships currently operating. Food Brings Hope provides tutoring, supplemental snacks and meals and field studies. Bethune Cookman University provides mentors, tutors and programming for parents. Embry Riddle Aeronautical University provides enrichment activities.

5.5.d. Collaborations with the Regular School Day

The Kids Zone Program is held at Turie T. Small Elementary for their students. Collaborating with regular classroom teachers is ongoing as the teachers see each other and many also work the after school program. Should private school students attend, the school administrator communicates freely with the teachers and all parties are kept up to date on all progress and/or areas of concern.

5.5.e. Sustainability

The Kids Zone Program is sustainable. The initial costs to provide the curriculum and materials will be borne by 21st CCLC funding. Consumables and staffing costs continue for the duration of the program and are covered by this funding, as well. The 21st Century Advisory Board has been charged with recruiting donors and volunteers and garnering community support for the

program. Local churches have pledged varying degrees of help, many of it in the form of donations. Volunteer staff from local colleges can be maintained through MOU agreements and will defray staffing costs. A donation account is set up and these funds are kept separate from other funding and maintained for the specific purpose of continuing program funding after the first 5 years. Two local foundations have shown some interest and their partnership will be welcomed as new business partners who have funding to offer. Local businesses provide donations as well. Every effort has been made to ensure this program will continue indefinitely, as it is so needed by this community.

5.6 Program Plan

5.6.a. Target students

All targeted students attend Turie T. Small Elementary. 97.68% of these students receive free or reduced priced lunch and Turie T. is a Title I school. 28% of the students at Turie T. Small are on grade level in reading/language arts while 43% are on grade level in math. Students in grades K through 5 are targeted according to the level of identified needs each student has. With the capacity of 120 students, Turie T. Small prioritizes students based on a tiered system. They serve students in K through 5th that have the highest need academically first and consider their siblings until full capacity is reached. The system is tiered based on grade level. There are three tiers, the first tier is students who were previously retained and are performing below grade level; these students may also have frequent referrals and a high absenteeism. The second tier consists of students who are working on grade level, however struggling with the content or with other barriers that are prohibiting their academic success. The third tier consists of any remaining students who apply.

5.6.b. Recruitment and Retention

Turie T. Small's data team meets during pre-planning to identify and analyze student data using grade level checklists, Diagnostic Reading Assessments, as well as district and standardized test scores. Once students are tiered, enrollment packets are sent home to all identified students. These students are highly encouraged to enroll in the program. The classroom teachers call parents and explain the purpose and for the Spanish speaking families, the on-site translators make the phone call to ensure that the families understand and are aware of the program and its purpose.

Enrollment is also open to all siblings to encourage daily participation for the duration of the program day. Enrollment packets contain information about the program and all faculty is provided with information and enrollment materials. Information regarding the program is available on the school's website, as well as in the newsletter. Area community-based organizations and churches advertise the program to make all adult family members aware of its availability. To maintain students' interest in the activities, they are structured to be high interest, engaging and fun in order to meet the needs of the students. Project-based learning modules are aligned to Florida Standards. Incentive activities, such as attendance certificates, are earned by participating students who attend regularly. Adult family member services are structured in the same way. All activities provided by The Kids Zone are structured around meeting the needs of the entire family to ensure the entire family enjoys participating and brings away needed information and skills. Special Family Nights are held, outside of the Family Literacy activities, to involve the parent and the child together. Bingo for Books, Pizza Math and Talent Night are examples of family activities that take place to raise awareness of the program and inspire active participation.

5.6.c. Student Program Activities

Based on the results of the 2014 FCAT, the foci for Turie T. Small are ELA and Math 3rd thru 5th grade. The targeted areas are based on the school performing below proficiency in all the above mentioned areas. In order to prepare our younger students for the rigor of intermediate grades, the grant will provide extended learning opportunities for grades K thru 2 as well. Kids Zone Extended Day Program will be offered at Turie T. Small through multiple venues. Our goal is to address our students' needs in the areas of ELA and Math K-5. Kids Zone Extended Day Program, founded by the Food Brings Hope Foundation, is offered to grades K thru 5, five days per week. FBH provides daily snacks and a hot meal at least one session per week.

Project-Based Learning (PBL) is an open-ended program implemented to encourage learning, while not creating an overly academic climate. The project-based activities stand between play and academics and combine the best of both. Making PBL part of the Kids Zone Extended Day Program gives our youth new opportunities to become leaders, thinkers, and problem-solvers. Through projects that they help design, students become more engaged in their communities and add their voice to discussions about local issues.

Children spend time with staff that consistently recognizes that there is much to learn and many ways to do it and provide an enriching, supportive atmosphere that complements and furthers the learning that occurs during the regular school day. Adults guide them through choosing new ideas, and experiencing the challenge and hard work of engineering their own necessary bridges to understanding these new ideas. Part of that bridge building includes the adult helping or assisting the child to do what he/she cannot do until they can do it for themselves.

Instead of just planning fun activities for kids, staff learn more about the issues kids care about in order to plan student-driven projects. That involves taking surveys, guiding discussions, or taking students out to investigate issues in their community. During projects, the staff practice

new approaches for managing student teams, connecting youth with local experts, and planning showcase events where students share what they have learned or created.

A few examples: Open gym morphs into a project in which students design community fitness challenges. Snack time connects to a project about how food makes us healthy and how to practice appropriate social skills. Homework help shifts to literacy projects in which students produce digital stories that capture family traditions.

Turie T. Small uses the Success Maker Program as a supplemental resource to differentiate instruction for all students. Success Maker identifies and addresses individual learning needs quickly and efficiently. Success Maker is uniquely designed to meet the individual needs of students at each tier of the intervention process and has the power to provide a learning experience as unique as each of them. This robust resource for RTi initiatives includes the following features:

- **Diagnostic Initial Placement:** identifies students' needs and begins instruction at the appropriate level to facilitate timely intervention.
- **Personalized reading and math curriculum:** automatic feedback based on performance to encourage self-directed learning and on-task behavior.
- **On-demand progress monitoring and formative assessment:** data and tools you need to identify opportunities for individual and group intervention; create remedial custom courses; and forecast time needed to achieve performance targets on high stakes testing.

In order to provide students with cultural enrichment opportunities outside of their immediate neighborhood, students engage in a variety of activities which will expose them to history, science, the arts, health and fitness, post-secondary opportunities, and more:

- St. Augustine Historic District
- Blue Springs
- Orlando Science Center

- Bicentennial Youth Park
- Embry Riddle Aeronautical University
- Pioneer Art Settlement
- SeaWorld
- Jacksonville Zoo
- Bethune-Cookman University Performing Arts Center
- Daytona Beach News Journal
- Daytona State College
- Kennedy Space Center
- Epcot
- Dance
- Intramural Sports

5.6.d. Adult Family Member Program Activities

The Adult Family Member Program Activities tie directly to the Turie T. Small initiative to improve the social concerns in the community and improve parent involvement. The impetus of this initiative is for the parents to become more active in the education of their children.

Additionally, parents are provided an opportunity to further their education through a partnership with Bethune-Cookman University (BCU). The program provides the following for parents:

- Afterschool financial planning
- Onsite GED computer based/facilitator opportunity through partnership with BCU
- Onsite college courses through partnership with BCU
- Job searching assistance
- Computer skills assistance
- Homework skill assistance
- FSA training
- Parent to Kid workshops
- Elementary to Middle School transition meetings

- Parent Resource Network

Parents are a very important part of their child's education and there are multiple reasons why parents may be reluctant to be involved. Through the Family Member Program, the staff assists parents with breaking down those barriers and supports them in becoming an active participant in their child's education.

5.6.e. Staffing and Professional Development

The Program Director develops and coordinates all program activities, as well as provides program oversight, supervision of participants, and completes all required documentation and deliverables. The Site Coordinator supervises the daily program activities, hires the program staff, handles enrollment applications and maintains daily attendance. The Coordinator and academic instructional staff are highly qualified and state certified teachers. All staff, volunteers, and any individuals providing personal enrichment activities are level 2 background cleared. Academic activities have a staff ratio of 1:10, while enrichment activities are provided using a ratio of 1:20.

Professional development offerings include how to recruit and retain participants, how to create an engaging teaching environment and how best to meet the needs of children in poverty. Additional professional development offerings include CPR and first aid training, as well as classroom management during group instruction and how to create inspiring project-based learning activities.

5.6.f. Program Site

Daily program activities take place on the Turie T. Small Elementary School campus. This is the zoned school of the participating students. The campus meets all local ordinances and codes. Regular activities take place in classrooms and the media center. Recreational activities take

place in the gym and on the playground. Snacks are offered in the cafeteria. The school is built to accommodate up to 475 students and there is ample space for a program that serves 120 students. Since Turie T. Small is a neighborhood school, all families reside within walking distance and are easily able to access the campus.

5.6.g. Safety and Student Transportation

The Kids Zone Program implements these procedures and policies to ensure student safety during all program activities. Following school dismissal, students report to their assigned central campus location and are signed in by program staff. Once attendance has been taken, students are escorted by staff to the location for their activities. A student “buddy system” (in which 2 students walk together) is utilized for students going to the restroom or to another classroom. No student is permitted to go to another area of the campus alone. First aid kits will be kept on hand. Program staff will communicate via two-way radios. All students are required to have signed parent permission forms on file indicating their mode of transportation (walking, by bike, by parent or authorized adult) at the end of the day. Parents identify on the permission form persons authorized to pick up their child. Proper identification is presented by these individuals and verified by staff. All students are signed out by an adult using a dismissal log noting the date and time of departure. To ensure safety during off-campus activities, parent permission forms, including emergency information, are required before students can participate. Volusia County Schools’ buses provide transportation to the field trip sites. Program staff chaperone field trips maintaining a student staff ratio of 1:5.

All staff maintain level 2 background checks and comply with the Jessica Lunsford Act. All personal enrichment providers and volunteers who work with the students undergo the same level of background screening. Monthly emergency drills (fire, code yellow: hazardous materials, code green: severe weather, code blue: bomb threat, and code red: school lockdown) will be

conducted. All program staff are provided with evacuation maps as well as a reference sheets with emergency codes and steps to take for each. The Program Director is trained in both first-aid and CPR.

5.6.h Dissemination Plan

Effective communication with our school families and community stakeholders is essential to the success of the program. Several modes of communication are used including phone calls via an automated telephone communication system, posters, flyers, press releases, the school marquee, school and program website and word of mouth. Additionally, The Kids Zone Program is featured in monthly school newsletters informing families and community members of upcoming events and special achievements. The Program Director is responsible for setting up and maintaining the website. The web address will be featured in all printed program materials. The website contains activities and services offered, program information and schedules, highlight student achievements, describes special program activities and provides field trip information. Flyers and brochures are made available at local community-based organizations and area churches. The program is showcased at school-wide events such as Open House, FCAT/FSA Family Night and Family Science Night. The website link will be available on the Turie T. Small Elementary website as well as Volusia County Schools' website. Additionally, community partners receive monthly newsletters keeping them apprised of the accomplishments of the program to encourage continued support.

Appendix A
Continuing Improvement

Agency Name: Volusia County School District Project Number: 640-2447B-7CCC3
Program Name: 21st Century Community Learning Centers

Reason(s) for the change: Improvements and upgrades to the programming are being recommended based on need.

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

5.3.a. Evaluation Plan

After discussing the program needs, ~~Baird Solutions, Inc.~~ The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) has been chosen to perform the evaluation duties because they have extensive experience in evaluating 21st Century Community Learning Center Programs.

Program data is collected monthly and include: report card grades, test scores, attendance data, academic achievement levels, referral rates and absentee rates. Data is reviewed to determine changes in academic achievement, behavior and attendance.

Year-end reports provide a detailed analytic comparison of all program activities, including student post-test scores in content areas, grades, attendance and academic achievement. The reports also evaluate how well the program has met the proposed objectives. All program activities are examined, and recommendations are made for modifications, as necessary. In general, the evaluation examines how the program impacted the school, community and classroom.

Case studies are done on identified high-risk students. The profile includes family structure, current academic performance and attendance. Interviews are conducted with students and family members to assess the student's participation and accomplishments. Exit interviews are conducted to determine which aspects of the program helped encourage the students to achieve.

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Analyze data and compile report	Year end	Program Director/Evaluator
Realign program schedules, offerings if evidence of need	Preplanning	Program Director/Principal

5.5.b. Collaboration with Private Schools

There are 3 6 private schools in Turie T. Small's service area and the principals of each school were contacted by email. Private school representatives were given a presentation of the program offerings and given flyers with contact information. The outcome of this consultation was that the private school students who reside in the same community have the same needs. Private school students are given enrollment packets, should they wish to participate in order to ensure equitable participation. The

program manager will provide timely and meaningful consultation and communication with the Private School Contacts throughout the school year.

5.6.c. Student Program Activities

Based on the results of the 2014 FCAT, the foci for Turie T. Small are ELA and Math 3rd thru 5th grade. The targeted areas are based on the school performing below proficiency in all the above mentioned areas. In order to prepare our younger students for the rigor of intermediate grades, the grant will provide extended learning opportunities for grades K thru 2 as well. Kids Zone Extended Day Program will be offered at Turie T. Small through multiple venues. Our goal is to address our students' needs in the areas of ELA and Math K-5. Kids Zone Extended Day Program, founded by the Food Brings Hope Foundation, is offered to grades K thru 5, five days per week. FBH provides snacks and a hot meal at least one session per week.

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Instead of just planning fun activities for kids, staffers learn more about the issues kids care about in order to plan student-driven projects. That involves taking surveys, guiding discussions, or taking students out to investigate issues in their community. During projects, staff practice new approaches for managing student teams, connecting youth with local experts, and planning showcase events where students share what they have learned or created.

A high school mentor program will be implemented pairing our participants with a high school student to work on PBL projects and physical fitness activities.

Saturday Camps will be held on 8 – 10 Saturdays during the year for 3 hours. These camps will feature an academic focus and comprise many fun activities that reinforce skills in that curriculum area, such as Science Camp, Math Camp, STEM Camp, PBL Camp, Writing Camp.

A few examples: Open gym morphs into a project in which students design community fitness challenges. Snack time connects to a project about how food makes us healthy and how to practice appropriate social skills. Homework help shifts to literacy projects in which students produce digital stories that capture family traditions.

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5.6.d. Adult Family Member Program Activities

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- Afterschool financial planning
- Onsite GED computer based/facilitator opportunity through partnership with BCU
- Onsite college courses through partnership with BCU
- Job searching assistance
- Computer skills assistance
- Homework skill assistance
- FSA training
- Parent to Kid workshops
- Elementary to Middle School transition meetings
- Parent Resource Network

Parents are a very important part of their child's education. There are multiple reasons why parents may be reluctant to be a part of their child's education. Through the Family Member Program the staff assists parents with breaking down those barriers and supports them in becoming an active participant in their child's education.

Parents have responded positively to the program structure and improved campus climate created by the program. They have shown an interest in programming on positive discipline, healthy eating and budgeting, and programming will include these themes. A family activity calendar will be distributed at the beginning of the year and as each month's night draws near, it will be advertised and flyers sent home. Curriculum nights will be featured to continue to get parents interested and involved in what their children do in school: Math Night, Science Night, and Literacy Night.

5.6.e. Staffing and Professional Development

The Program Director develops and coordinates all program activities, as well as provides program oversight, supervision of participants, and completes all required documentation and deliverables.

The Site Coordinator supervises the daily program activities, hires the program staff, handles enrollment applications and maintains daily attendance. The Coordinator and academic instructional staff are highly qualified and state certified teachers. All staff, volunteers, and any individuals providing personal enrichment activities are level 2 background cleared. Academic activities have a staff ratio of 1:10, while enrichment activities are provided using a ratio of 1:20.

Professional development offerings include how to recruit and retain participants, how to create an engaging teaching environment and how best to meet the needs of children in poverty. Additional professional development offerings include ~~CPR and first aid training, as well as~~ classroom management during group instruction and how to create inspiring project-based learning activities. As a result of seeing an improvement in behavior from offering this structured after school program, we will have trainings on social emotional learning from our guidance department.

Underscore reflects additions to the 2015-16 narrative.

~~Cross-out~~ reflects deletion of language in the 2015-16 narrative.