

ARIZONA DEPARTMENT OF EDUCATION
21st Century Community Learning Center Program Planning Tool
Year 1



District/Site Name: Century Elementary District/21st Elementary School

	Measurable Objectives (Items 46-48)	Activities (Items 49-51)	Timeline (Item 76)	Evaluation Plan (Items 85-87)	Budget Alignment (Budget Detail Narrative)
<p><u>Program Need</u> (Items 40-43)</p> <p>Identified Needs: The needs assessment conducted indicates that there are several factors that contribute to the risk of academic failure for our students including low achievement scores, percentage of students who qualify for ELL services, school characteristics, low parent involvement and safety.</p> <p>Data compiled shows that many of our students are at risk for academic failure. 43% of 3-5th grade students either fall far below or approach the standards in math. 48% of 3-5th grade students either fall far below or approach the standards in reading.</p> <p>36% of our students qualify for ELL and the population continues to grow. Test results for these students are below that of the native English Speakers.</p> <p>75% of our students qualify for free/reduced lunch.</p> <p>Teacher and parent surveys indicate that parent involvement is limited. 40% of our parents do not attend parent teacher conferences.</p> <p>Target Population: 3-5 grade students who are at risk for academic failure including ELL and SPED students</p>	<p>List the program's measurable objectives in the three program areas.</p>	<p>Describe specific activities to be used to progress towards the stated objectives.</p>	<p>Provide a list of tentative dates (beginning and end dates) in which the activities will be implemented.</p>	<p>Clearly identify the instruments and method(s) that will be used to assess each objective. Also indicate when and how often the assessment will take place.</p>	<p>Clearly identify expenses that are needed to implement activities to achieve objectives.</p>
	<p>1. Academics Objectives:</p> <p>1.1 At the end of each year of the project, 80% of the students attending the 21st CCLC program 30 days or more will meet or exceed state performance standards in reading as measured by the AIMS-DPA.</p>	<p>1. Academics Activities:</p> <p>1.1 Intensive Reading tutoring (based on specific standards) -3rd grade -4th grade -5th grade</p> <p>Reading enrichment-cooking class (standards based)</p>	<p>1. Academics Timeline:</p> <p>1.1 Session 1: Sept. '09-Dec. '09</p> <p>Session 2: Jan. '10-May '10</p> <p>Summer: June 2010</p>	<p>1. Academics Evaluation:</p> <p>1.1 -Pre-, Mid, and Post-Formative Assessment for each class session. -DIBELS Data -Quarterly District Benchmark Reading proficiency data -Progress monitoring of after-school students. -Teacher observations will be evaluated as well. -After-school teachers will be invited to attend regular school day grade level data meetings where the regular school day teachers will be sharing data about the students.</p>	<p>1. Academics Budgeted items:</p> <p>1.1 -6 Academic Instruction Teachers (1 per grade/per session) -2 Enrichment Teachers (1 per session) -Instructional software (Reading XYZ), pencils, paper -Cooking supplies: curriculum (Cooking to Read), utensils, pots/pans, consumable products</p>
	<p>2. Youth Development Objective(s):</p> <p>2.1 At the end of each year of the project, 90% of the students attending the 21st CCLC program 30 days or more will report an increase in attaining at least three of four (2 External-Family/School and Adult Relationships; and 2 from Internal-Reading for Pleasure and Optimism) of the "Search Institute's 40 Developmental Assets®", using pre-, -during, and post assessment.</p>	<p>2. Youth Development Activities:</p> <p>2.1 Students' perceptions related to the four selected assets.</p> <p>Pre-to determine baseline</p> <p>During-to determine direction of student's 21st CCLC program</p> <p>Post-to determine students status</p> <p>Include results in Academic evaluation process</p>	<p>2. Youth Development Timeline:</p> <p>2.1</p> <p>At time of enrollment</p> <p>After 15 days of attendance After 30 days of attendance</p> <p>At end of student's attendance</p> <p>As received above</p>	<p>2. Youth Development Evaluation:</p> <p>2.1</p> <p>-Student records his/her self-perception of the 4 selected assets on a 1-4 Likert Scale at the time enrollment. -Periodic self-assessment with staff monitoring and follow-up -Academic Evaluation processes include findings -Change in students' self-perceptions noted for year-end reporting.</p>	<p>2. Youth Development Budgeted items:</p> <p>2.1</p> <p>-Paper and form copies -Site Coordinator</p>

	Measurable Objectives (Items 46-48)	Activities (Items 49-51)	Timeline (Item 76)	Evaluation Plan (Items 85-87)	Budget Alignment (Budget Detail Narrative)
<p><u>Total Center Services</u> (Items 69-74)</p> <p>Hours per week: 12 Days per week: 4 Weeks per yr: 30</p> <p>Days per yr: 120</p> <p>Projected # of regular attendees: 150</p> <p>Projected # of family members: 75</p>	<p>3. Family Engagement Objective(s):</p> <p>3.1 At the end of each year of the project, 80% of families who have students attending 21st CCLC program 30 days or more will improve their ability to advance their child/ren's academic success as measured by parent pre- and post-tests and their child/ren's increase in reading scores.</p>	<p>3. Family Engagement Activities:</p> <p>3.1</p> <p>Two After School class visits per family member: Observe child's reading instruction</p> <p>Four Workshops: Parenting for Student Success</p> <p>Once per week: Literacy for Adult Language Learners</p> <p>Assessment of students' increase in reading scores</p>	<p>3. Family Engagement Timeline:</p> <p>3.1</p> <p>Oct.'09-Apr.'10</p> <p>Oct.'09-Apr.'10</p> <p>Nov.'09-June'10</p> <p>Nov.'09-June'10</p>	<p>3. Family Engagement Evaluation:</p> <p>3.1</p> <p>Completed observation form signed by teacher</p> <p>Pre- and –post quiz and oral feedback based on “My Child’s Academic Success” (www.ed.gov)</p> <p>Pre- and post- BEST Literacy “Reading and writing skills in authentic situations for Adult language learners.”</p> <p>Quarterly District Benchmark Reading proficiency data</p>	<p>3. Family Engagement Budgeted items:</p> <p>3.1</p> <p>-Parent ed. instructor for coordination of observations</p> <p>-Parent ed. instructor -Resources (English & Spanish) no cost</p> <p>-Parent ed. instructor; -BEST Test booklets -Pencils, paper</p> <p>-Parent ed. instructor to review reading scores with family member</p>