Final Report

Final Report 2023 - 2024

☐Cohort 16   ☒Cohort17

Year ☒1 ☐2 ☐3

Name of LEA/CBO: __Colbert County Schools_____

Name of the 21ˢᵗ CCLC Program School(s) Served: __Hatton Elementary School_

Location of Program (City, State): _Leighton, Alabama_____

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Date: September 10, 2024

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1.0 Executive Summary

1.1 Introduction

The purpose of the Hatton Elementary School 21st CCLC is to serve the needs of children and families in the community who are lacking after-school and/or summer care through the provision of a high quality enrichment program in a safe learning environment. The program targets at-risk and academically challenged students. This program provides remediation to acceleration. The program focuses on each child's physical, social, emotional, cognitive and creative development while providing support to his/her families. The HES 21st CCLC program is based on community needs in conjunction with the community partners. The HES 21st CCLC serves students in grades K-6. The program has the capacity to serve 90 students in the after-school program and 90 students in the summer program. The overall projected outcomes for the HES 21st CCLC are to meet the needs for after-school and summer care, provide academic enrichment in reading and math to meet challenging state academic standards, implement STEM activities, increase attendance for the regular school day, increase parent and family engagement, improve behavior throughout the school day, provide service learning opportunities, and provide nutritional snacks and wellness education. These were the needs first perceived by administrators when they decided to move forward with the application process. The objectives of the program address the needs of the community, as determined by the needs assessments and the CIP. In order to achieve the outcomes of the project, services are provided for students and families that are aligned with the specific program goals. These services include homework help, individual and small-group tutoring, and enrichment lessons on reading and math, art, and STEM lessons taught by highly qualified teachers. The program provides a safe, caring environment for students who are in need of supervision after-school and in the summer. Indicators of program success will be determined by the gains shown on state assessments, surveys to parents and stakeholders, and information gleaned by program staff as they communicate with parents, students, and school personnel. To ensure that the program is successful, program staff communicate continuously with parents and the faculty of HES. This interaction is also important for recruitment and raising awareness of the program. The HES 21st CCLC staff tracks the gains/achievement of students in the program, providing evidence of program success to parents, stakeholders, and community partners.

The overall purpose of the program evaluation is to improve the program's success. The goal of the evaluation is to aid the grantee in assessing their efforts in meeting the goals and objectives set forth in the grant application. By establishing a collaborative relationship with the grantee, the external evaluator can provide suggestions for improvement and growth in the 21st CCLC program. Questions: *What changes are seen in the students' academic development as a result of participation in the HES 21st Program? Has participation in the program improved school day attendance? Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned? How is the program helping students with social interaction? Are the STEM enrichment activities being offered effective toward improving academics in math and science? What impact has participating in a service project had on teaching our students' empathy?*

1.2 Evaluation Design, Methods, and Limitations

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HES 21st CCLC is in compliance and the program is operating under the boundaries of the grant, while meeting the stated goals and objectives. The goals and objectives were evaluated with both quantitative and qualitative information. The quantitative was mostly pre-post assessments of reading and math. Also using attendance programs, sign in sheets, flyers for parents for communication, and technology when available to utilize parental participation. The qualitative was in surveys and evaluator observation visits and using the APT-O assessment. Qualitative information was from evaluators visits through informal conversations and interviews with students, parents and staff members. All but one goal, reducing unexcused absences, were met during the 2023-2024 school year. There were only students who had more than five unexcused absences for the school year. This is 84% of the 67 students in the after school program. Limitations are in surveys and observations that are subjective in nature but still provide a picture of the moment.

An important part of the 21st CCLC, is the program's ability to self-evaluate and alter activities to meet the program's goals and measurable objectives more effectively. This self-evaluation is an ongoing effort of the system/school administrators and the program staff and is thoroughly documented. The evaluation plan uses qualitative and quantitative data to direct program changes to ensure student growth and refine, improve, and strengthen the project.

The more formal evaluation efforts are the technical advisor (ALSDE Programs Team) on the state level, and the external evaluator on the local level. Periodically, the technical advisor assesses the program's compliance/progress, ensuring programmatic quality. The technical advisor's findings are reported to the ALSDE, and in turn to the U.S. DOE. On the local level, the external evaluator monitors the program on a yearly basis (with periodic visits throughout the year). The evaluator's report details program operations such as attendance, hours of operation, schedules, timesheets/timekeeping methods, PD plans, safety plans and procedures, budgetary fiscal matters, documentation, effectiveness of the community learning program administrator, and grant fidelity. In addition to the grant and program management evaluation, the external evaluator also assesses the success of the program through student gains and achievement. Tools necessary for the evaluation are school/program attendance and behavior data, documentation of bookkeeping/budget expenditures, time sheets and employee schedules, safety plans and procedures, anonymous electronic or traditional surveys, student assessment data – STAR Renaissance, ACAP, and any other information requested by the evaluator. The evaluator analyzes the data and provides recommendations for continued program improvement. The main goal of the external evaluator is to make sure the program is operating under the boundaries of the grant, while meeting the stated goals and objectives. Once the evaluator has found the strengths and weaknesses of the program and written the report, he meets with the community learning program director, administrators, and the advisory council to discuss the findings and his suggestions for improving the program. An action plan is then formed to address areas of needed improvement and to increase student gains. The findings of the report and proposed changes are printed and distributed to participants, parents, and community stakeholders, and published on the school's website. The essential questions, which are connected to the goals/objectives of the grant are as follows: (1) What changes are seen in the students' academic development as a result of participation in the HES 21st CCLC

Program? (2) Are the STEM enrichment activities being offered effective toward improving academics in math and science? (3) Has participation in the program improved school day attendance? (4) How is the program helping students with social interaction? (5) Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned? (6) What impact has participating in a service project had on teaching our students' empathy?

1.3 Findings, Conclusions, and Recommendations

The HES 21st CCLC is in compliance and the program is operating under the boundaries of the grant, while meeting most of the stated goals and objectives. The goals and objectives were evaluated with both quantitative and qualitative information. The quantitative was mostly pre-post assessments of reading and math. Science was unavailable this year. Also using attendance programs, and sign in sheets, flyers for parents for communication and technology when available to utilize parental participation. The qualitative was in surveys and evaluator observation visits and using the APT-O assessment. Qualitative information was from evaluator visits through informal conversations and interviews with students, parents and staff members. All but one goal, reducing unexcused absences, were met during the 2023-2024 school year. There were only students who had more than five unexcused absences for the school year. This is 84% of the 67 students in the after school program. HES 21st CCLC is one of the more successful programs.. They have a good amount of parental involvement. Recruitment of personnel was a problem in the past, but was adequately staffed with certified teachers and paraprofessionals during the 2023-2024 program year. Recommendations on each goal are stated in the table below. Other limitations are in surveys and observations that are subjective in nature.

2.0 Program Operations

Table 2.1 Site Information

Name of Site(s)	Number of Days Per Week Site(s) are Open	Proposed Number of Days Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week	Actual Number of Days Open
Hatton Elementary	5	175	35	12.5	

Table 2.2 Staffing

o   There are 8 certified teachers and 3 para professionals that work on a regular basis. All teachers are certified in elementary, 7 teachers are day school teachers and 1 teacher is a retired teacher working part time. All employees are board approved in the Colbert County School District. Two teachers serve as site coordinators and 6 teachers serve as program teachers.

o   VOLUNTEERS

This program currently does not utilize volunteers for staffing - just partners who present programs during the year. HES 21st CCLC Program had 7 community volunteers that presented on various topics.

o   Staffing Ratio
   ● The average staffing ratio is 1 staff member to 12 students.

   ● Staff Strengths/Challenges
      ▪ This section may be used to come to conclusions about staffing turnover, strengths, challenges, burnout, and/or other issues

   ● Staff Training

Date	Staff	Training	Length	Provider
June 1, 2024	Andrea Pless, Jera Prestage, Beth Brickner, Joy Hollingsworth, Emily Kirchner, April Willis, Donna Reeps, Pam Duncan, Krista Chase, Kelly Berry	Summer Program Staff Orientation-Guidelines/Expectations for 21st CCLC Summer Program	1 ½ hour	Brooke Cunningham Emily Counce
August 2, 2023	Andrea Pless, Jera Prestage, Beth Brickner, Joy Hollingsworth, Emily Kirchner, April Willis, Donna Reeps, Pam Duncan, Krista Chase, Kelly Berry	After School Program Staff Orientation-Guidelines/Expectations for 21st CCLC After School Program	1 ½ hour	Brooke Cunningham, Emily Counce
January 4, 2024	Kelly Berry, Beth Brickner, Joy Hollingsworth, Andrea Pless, Jera	CPR Training	2 hr	Katie Hester

	Prestage, April Willis			
January 4, 2024	Andrea Pless, Jera Prestage	Med Assist Training	2 hr	Tonya Klyce
January 4, 2024	Andrea Pless, Jera Prestage, Beth Brickner, Joy Hollingsworth, Emily Kirchner, April Willis, Donna Reeps, Pam Duncan, Krista Chase, Kelly Berry	After School Program Staff Orientation-Guidelines/Expectations for 21st CCLC After School Program Updates	1 hr	Brooke Cunningham, Emily Counce
March 8, 2024	Andrea Pless	ACEA Conference	15 hr	ACEA
12/4/2023 12/11/2023 12/15/2023	Andrea Pless Jera Prestage	Cohort 17 Trainings		ALSDE
4/4/2024	Jera Prestage	Mid Year Reporting	1 hr	ALSDE
	Kelly Berry, Emily Kirchner, Andrea Pless, Beth Brickner	Using Arts to Re-Engage Students	1 hr	Webinar
	Kelly Berry, Joy Hollingsworth, Pam Duncan	Planning for a Game Changing Summer	1hr	Webinar
	Emily Kirchner, Kelly Berry, Andrea Pless, Beth Brickner, Kelly Berry	Math Counts: Factoring Math into OOS Time Program	1 hr	Webinar
	Kelly Berry	Creating and Sustaining a Caring Culture	1 hr	Webinar
	Kelly Berry, Beth Brickner, Emily Kirchner, Andrea Pless	Colorful Quick Writes	1 hr	Webinar
	Krista Chase, Kelly	Beyond the Conference:	1 hr	Webinar

	Berry, Andrea Pless,	Launching a STEM Graffiti Wall		
	Krista Chase, Kelly Berry, Emily Kirchner, Andrea Pless	AI in Education: AI Resources	1 hr	Webinar
	Kelly Berry, Andrea Pless	Activities to Celebrate the Great Outdoors	1 hr	Webinar
	Krista Chase, Emily Kirchner, Andrea Pless	Beyond the Conference: After School Artist, Authors, and Advocates	1 hr	Webinar
	Krista Chase	Beyond the Conference: All I Wanna Do is Zoom-a-zoom	1 hr	Webinar
	Krista Chase	Beyond the Conference: Mitigating Crisis	1 hr	Webinar
	Krista Chase	BSH Webinar: Accelerating Learning Recovery and Engage Students	1 hr	Webinar
	Krista Chase	BSH Webinar:Family Fun and Summer Learning	1 hr	Webinar
	Krista Chase, Emily Kirchner, Beth Brickner	BSH Webinar:Math No Problem	1 hr	Webinar
	Krista Chase	BSH Webinar:We Hear You, Giving Students a Voice through the Arts	1 hr	Webinar
	Krista Chase, Joy Hollingsworth	Lights on Afterschool 101	1 hr	Webinar
	Emily Kirchner	Aligning with the School Day	1 hr	Webinar
	Emily Kirchner	Engage, Encourage, and Energize Participants	1hr	Webinar
	Emily Kirchner, April Willis	Promoting Healthy Futures	1 hr	Webinar
	Emily Kirchner	Relationship Driven Activities	1 hr	Webinar

	Jera Prestage	Making Every Lesson Count	1 hr	Webinar
	Jera Prestage	Powerup Fitness	1 hr	Webinar
	Jera Prestage, April Willis	Setting the Stage: Unpacking the Data on High Quality After School Programing	1 hr	Webinar
	April Willis, Pam Duncan, Joy Hollingsworth,	Back to After School with STEM	1 hr	Webinar
	April Willis	Caring for Children and Youth in Crisis	1 hr	Webinar
	April Willis	Getting Started with Service Learning in Afterschool Programs	1 hr	Webinar
	April Willis	Help them Grow, Watch them Go	1 hr	Webinar
	Pam Duncan	BSH: Laws of Motion	1 hr	Webinar
	Pam Duncan	Data Use in OST	1 hr	Webinar
	Pam Duncan	Lights on AfterSchool : Youth Town Hall	1 hr	Webinar
	Pam Duncan, Joy Hollingsworth	Powerful Partnerships; Schools and After School and Summer Programs	1 hr	Webinar
	Pam Duncan	Structuring Successful Homework and Tutoring Sessions	1 hr	Webinar
	Pam Duncan, Joy Hollingsworth	Utilizing National Service Members	1 hr	Webinar
	Pam Duncan	Implications for Out Of School Time Programs	1 hr	Webinar
	Pam Duncan, Joy Hollingsworth	Free and Low Cost Resources for Evaluations and Continuous Quality Improvement	1 hr	Webinar
	Beth Brickner	The Six Priorities	1 hr	Webinar

	Joy Hollingsworth	Navigating SEL from the Inside Out	1 hr	Webinar

Table 2.3 Activities

- Activities
    - Art, Music, Math/Reading Enrichment, Physical Education, Character Education, STEM, Library, Technology, Field Trip, Parent Involvement, Community Guest Speakers, Financial Literacy, Culture Diversity, Health/Nutrition, Environmental Literacy, Service Learning
- Target Populations
    - students performing below proficiency, truant, parents

Table 2.4 Activities

Activity/Description	How many participants attended this activity during the term	How many total hours of this activity did you offer during the term	Frequency of Activity	Partner Involved
Academic Enrichment - library, technology, career readiness, culture diversity, drug & violence prevention, financial literacy, environmental literacy	65	52.5 hr	45 min a day, 2 days a week	
Assistance to Students who have been Truant, Suspended, or Expelled - Character Education	65	26.25 hr	15 min a day, 5 days a week	
Healthy and Active Lifestyle	65	87.5 hr	30 min a day, 5 days a week	
Literacy Education/Remediation/Tutoring/Homework	65	87.5 hr	30 min a day, 5 days a week	
Math Remediation/Tutoring/Homework	65	87.5 hr	30 min a day 5 days a week	
Science, Technology, Engineering, and Mathematics, including computer science	65	52.5 hr	1 hr a day, 2 days a week	
Financial Literacy - Guest Speaker	47	1 hr	1 time	First Metro Bank

Fire Safety - Guest Speaker	31	1 hr	1 time	Brick Hatton Volunteer Fire Department
Careers on Wheels	30	2 hr	1 time	Andys Wrecker Service, Waste Connections, Colbert County Sheriff, Brick Hatton Volunteer Fire Department
Good Sportsmanship - Guest Speaker	30	1 hr	1 time	Amberly Elkins
Agriscience Education - Guest Speaker	24	1 hr	1 time	Kerry Fulks

Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant? Yes

The HES program offers a broad array of programs and activities to the students. The program utilizes community partners to present programs about health and nutrition, financial literacy, safety, drug awareness, as well as offers weekly enrichment lessons in Art, music, and STEM.

3.0 Demographic Information

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Table 3.1 Participant Attendance

From Grant Application	Data
Grades served	K-6
Number of students proposed	90
Number of families proposed to serve	50

Table 3.2 Participant Attendance

Pre-k - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten		6th grade	5
Kindergarten	4	7th grade	
1st grade	17	8th grade	
2nd grade	16	9th grade	
3rd grade	13	10th grade	
4th grade	7	11th grade	
5th grade	5	12th grade	
Total	62	Total	5

Table 3.3 Grade Levels by Hour Band

Attendance - Pre-K - 5th Grade						
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten							
Kindergarten	0	0	1	3	0	0	4
1st grade	2	3	2	7	2	1	17
2nd grade	2	3	3	4	3	1	16
3rd grade	1	3	1	7	1	0	13
4th grade	0	1	2	4	0	0	7
5th grade	0	0	2	3	0	0	5
Hour Band Total	5	10	11	28	6	2	62
Attendance - 6th - 12th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
6th grade	1	1	0	1	2	0	5
7th grade							
8th grade							
9th grade							
10th grade							
11th grade							
12th grade							
Hour Band Total	1	1	0	1	2	0	5

Table 3.4 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	19	1
Hispanic or Latino	5	0
Native Hawaiian or Pacific Islander	0	0
White	35	4
Two or More Races	9	0
Data Not Provided	**0**	**0**

Table 3.5 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	24	0
Female	39	5
Data Not Provided	0	0

Table 3.6 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	0
Economically disadvantaged students	60	5
Family members of participants served	44	5

4.0 Student Assessments and Data Results

Table 4.1 Student Grade Report (Aggregate)

School	Grading Period	Subject	Grade	Total Student
Hatton Elementary	1st Semester	ELA/Reading	76	62
Hatton Elementary	2nd Semester	ELA/Reading	78	60
Hatton Elementary	1st Semester	Math	78	62
Hatton Elementary	2nd Semester	Math	80	60
Hatton Elementary	1st Semester	Science	92	62
Hatton Elementary	2nd Semester	Science	93	60

STUDENT GRADE REPORT (Comparison)										
Subject:	English/Reading									
Grading Period:	First Semester Grade vs. Second Semester Grade									
School	**Total Student**		**No Change (Highest Grade)**		**Improved Grade**		**No Change**		**Declined Grade**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Hatton Elementary 21st CCLC	59	87%	4	7%	17	29%	27	46%	11	18%

Table 4.2 Student Grade Report (Reading Comparison)

Table 4.3 Student Grade Report (Mathematics Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	Mathematics									
Grading Period:	First Semester Grade vs. Second Semester Grade									
School	**Total Student**		**No Change (Highest Grade)**		**Improved Grade**		**No Change**		**Declined Grade**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Hatton Elementary 21st CCLC	59	87%	6	10%	21	36%	18	31%	14	23%

5.0 GPRA Results

Percentage of Participants Improving on Reading/Language Arts State Assessments

Table 5.1 GPRA Measure (State Assessment – Reading/Language Arts):

Reading/Language Arts						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	3	4	6	5	0	0
For how many of these students do you have outcome data to report?	0	0	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	0	0	0

Percentage of Participants Improving on Mathematics State Assessments

Table 5.2 GPRA Measure (State Assessment - Mathematics)

Mathematics						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	3	4	6	5	0	0
For how many of these students do you have outcome data to report?	0	0	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	0	0	0	0	0	0

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA

Table 5.3 GPRA Measure (Grade Point Average)

NA

	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12.						
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?						
Of these students, how many demonstrated an improved GPA?						

Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

Table 5.4 GPRA Measure (Attendance)

Attendance						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12.	9	22	14	19	0	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	4	10	4	7	0	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	3	10	4	6	0	0

Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Table 5.5 GPRA Measure (In-School Suspension)

In-School Suspension						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12	9	22	14	19	0	0
For how many of these # students have the outcome data to report, and who had in-school suspension in the previous school year?	0	0	0	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	0	0	0	0	0	0

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Table 5.6 GPRA Measure (Engagement in Learning)

Engagement in Learning						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-5.	9	20	14	17	0	0
For how many of these # students have the outcome data to report?	1	6	7	6	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	1	6	7	5	0	0

6.0 Parental Involvement

Table 6.1 Parental Involvement Activities

Activity Category	Participants Attended	Total Hours Offered
Parent Orientation - Summer Program	_25_	_1_
Miracle Worker - Parent Involvement	_7_	_2_
Cooks Museum - Parent Involvement	_10_	_6_
End of Summer Celebration - Parent Involvement	_5_	_2_
Parent Orientation - After School Program	_45_	_1_
Careers on Wheels - Parent Involvement	_10_	_2_
Guest Speaker Events - Parent Involvement		
Financial Literacy - Guest Speaker	_13_	_1_
Fire Safety - Guest Speaker	_0_	_1_
Good Sportsmanship - Guest Speaker	_0_	_1_
Agriscience Education - Guest Speaker	_6_	_1_

7.0 Findings and Recommendations for the After-School Program
Table 7.1

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
What changes are seen in the students' academic development as a result of participation in the HES 21 st CCLC?	*Provide academic enrichment to improve academic progress* - **Goal 1:** Improve student achievement in Reading and Math. **Objective 1:** Reading proficiency of regularly attending students who attend the HES 21st Century Community Learning Center After School Program will make gains in reading/ELA of at least 2% by the end of the school year as measured by Renaissance STAR Reading Assessment, and/or the state accountability test Alabama Comprehensi	Daily remediation, tutoring, and homework help in the areas of Reading and Math.	Student assessments are taken 3 times a year through STAR Reading and Math. Data is collected and analyzed to determine student proficiency. Report Card data is also collected to determine student achievement. ACAP testing is conducted in the spring for appropriate grade levels.	August 2023 - May 2024	STAR Reading Data for regularly participating students showed an average of 12% growth. Students were assessed 3 times during the school year. Academic report card grade data for regularly attending students showed a decrease in ELA/Reading by 1%. Aggregate Report Card Grade	Goal was met; No Recommendations needed.

					Data for all participating students recorded 2% gains in ELA/reading with an average grade of 76 in the Fall and 78 in the Spring.	
What changes are seen in the students' academic development as a result of participation in the HES 21 st CCLC?	**Objective 2:** Math proficiency of regularly attending students who attend the HES 21st Century Community Learning Center After School Program will make gains in math of at least 2% by the end of the school year as measured by Renaissance STAR Math Assessment, and/or the state accountability test Alabama Comprehensive Assessment Program (ACAP),	Daily remediation, tutoring, and homework help in the areas of Reading and Math.	Student assessments are taken 3 times a year through STAR Reading and Math. Data is collected and analyzed to determine student proficiency. Report Card data is also collected to determine student achievement. ACAP testing is conducted in the spring for appropriate grade levels.	August 2023 - May 2024	STAR Math Data for regularly participating students showed an average of 7% growth. Students were assessed 3 times during the school year. Academic gains were recorded for regular attending students. The average gains for report	Goal was Met; No Recommendations needed

	and/or student report card grades in the area of math.				card data equaled 3% in Math for regularly attending students. Aggregate Report Card Grade Data for all participating students recorded 2% gains in Math with an average grade of 78 in the Fall and 80 in the Spring.	
Are the STEM enrichment activities being offered effective toward improving academics in Math and Science?	*Implement Science, Technology, Engineering and Math (STEAM) activities.* **Goal 2 :** Provide academic and enrichment support in STEAM areas and show relation to curriculum standard, careers and real-world applications.	Daily remediation, tutoring, and homework help in the area of Math. Weekly STEM lessons are provided to all after school participants to provide additional	Student assessments are taken 3 times a year through STAR Math. Data is collected and analyzed to determine student proficiency. Report Card data is also collected to determine student achievement in Math and Science.	August 2023-May 2024	All 67 regularly attending students participated in STEAM activities. Lesson Plans show STEAM Activities on a weekly basis.	Both Goals Were met: no recommendations

	Objective 3: 90% of regularly attending students will participate in at least one STEAM activity per week. Documentation will be based on attendance and lesson plans.	Science and Technology enrichment.				
Are the STEM enrichment activities being offered effective toward improving academics in Math and Science?	**Objective 4:** Math and Science proficiency of regularly attending students who attend the HES 21st CCLC After School Program will increase in all grades by at least 2% by the end of the year as measured by the student report card data and/or the state accountability test Alabama Comprehensive Assessment Program (ACAP).	Daily remediation, tutoring, and homework help in the area of Math. Weekly STEM lessons are provided to all after school participants to provide additional Science and Technology enrichment.	Student assessments are taken 3 times a year through STAR Math. Data is collected and analyzed to determine student proficiency. Report Card data is also collected to determine student achievement in Math and Science.	August 2023-May 2024	STAR Math Data for regularly participating students showed an average of 7% growth. Students were assessed 3 times during the school year. Regular attending students maintained or increased their math score by an average of 3%	Goal was Met: Recommend increased STEAM lessons to focus on the area of science and keep students actively engaged in lessons.

					and students maintained the same average report card grade in Science. Aggregate Report Card Grade data for all participating students in math and science both increased, Math by 2% and Science by 1%	
Has participation in the program improved school day attendance?	*Increase attendance for the regular school day* **Goal 3 :** Increase student attendance rates for the regular school day. **Objective 5:** 90% of students regularly attending the HES 21st	Daily attendance in the after school program is taken. Provide fun and engaging enrichment lessons to encourage student	Attendance is monitored monthly.	August 2023 - May 2024	84% of students attending regularly maintained less than five unexcused absences.	Goal was not met: Recommend to educate parents on the attendance and excuse policies. Increase communication with parents when students are absent. Meet with school administration for suggestions

	CCLC After School Program will maintain less than five unexcused absences with will result in a decrease in Early Warning Court referrals during the school year. This will be measured each semester through attendance records in PowerSchool and/or Early Warning Court referrals.	excitemen t.				for improvement.
Is the program developing community partners that will assist in strengthenin g and sustaining the program?	*Provide Service Learning opportunities* **Goal 4 :** Increase student involvement in Service Learning opportunities **Objective 6:** 95% of regularly attending students will engage and actively participate in a Service Learning Project during the		Lesson Plans, promotion, donation drive and organization , guest speakers	August 2023-J une 2024	All students attending the HES 21st CCLC program participat ed in the service learning project. Students participat ed in the fall service learning project where they collected	Goal was met: no recommendatio n Needed

	school year. Students will participate in the investigation, preparation, action, reflection, and celebration of the project as evidenced in attendance and work samples/pictures.				donations for St. Judes Children's Hospital. Students participated in the spring service learning project where they organized a community garden.	
What attitudes do students and their parents demonstrate toward their participation in the program? Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned?	*Increase parent/family involvement* **Goal:** Increase family involvement in the school/classroom. **Objective 7:** By the end of the school year 50% of the 21st CCLC families will have participated in one or more family involvement opportunities as measured by attendance logs. This will be measured	Parent Orientations at the beginning of each school year and summer program. Monthly community guest speakers are invited each month. Parents are encouraged to participate. Regular parent communic	Sign in sheets and parent communication is collected to determine parent and family engagement.	August 2023 - May 2024	Ten Parental involvement activities were hosted by the HES 21St CCLC program with a total of 115 parents attending these events.	Goal was met: no recommendation

	by sign-in sheets at each event.	ation is conducted through DOJO.				
How is the program helping students with social interaction?	*Improve behavior throughout the regular school day* **Goal 5 :** Increase positive school behavior. **Objective 8:** The number of disciplinary actions of students who regularly attend the HES 21st CCLC After School Program will decrease by at least 2% by the end of the school year. This will be measured by PowerSchool and office referrals for those students that had disciplinary actions.	Weekly Character Education lessons are conducted to promote positive school behavior.	Student Incident Reports are monitored monthly.	August 2023 - May 2024	96% of regularly attending students had positive behaviors with no discipline incidents. There was a reduction among behavior incidents from 4 in 22-23 to 3 in 23-24. Three students received discipline referrals, but the overall school discipline incidents were reduced by 50%.	Goal was met: no recommendation

8.0 Other Findings

There were three on-site visits at Hatton Elementary. The program launched with the new grant in December, with the first site visit in January, the second in April, and the final visit in June during the summer program.

During each visit, the APT-O Overall Program Rating and Impressions instrument was used. The ratings included fifty scores of four and three scores of three. Due to the high ratings, there were no recommendations except to purchase additional STEM materials for student use. The program adhered to its lesson plans and daily schedule. Other instruments used included the Arrival and Homework instruments, which also confirmed compliance with the grant requirements. Copies of the APT-O instruments can be found in the Appendix of this document.

All areas of the grant were successfully implemented. It was clear that the staff took their responsibilities seriously and carefully met all the requirements of the grant.

The program's smoothness was noted as a strong point, with well-established routines, organized transitions, and solid infrastructure. The program was relaxed and flexible, featuring scheduled activities and structured time. The equipment was well-maintained, and throughout the observations, the staff and students interacted well. Students complied easily with staff requests, and there were playful interactions observed. No inappropriate behavior was noted.

Conclusions: The overall impression of the program is that it understands the purpose and guidelines of the grant.

9.0 Surveys Results

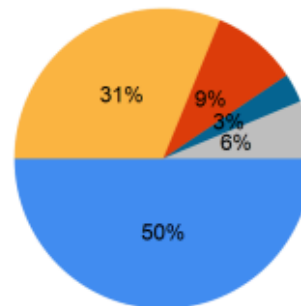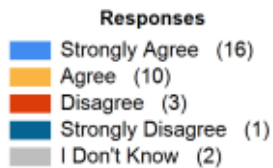**Survey Analysis Report** | 21st CCLC Afterschool Student Survey (Spring 2024)

1. The afterschool program helps me improve in reading.

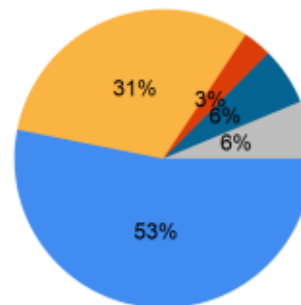Response Type: Mandatory - Select one response

Total Responses: 32

Responses
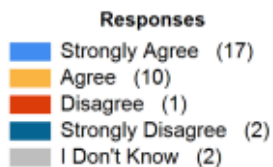- Strongly Agree (15)
- Agree (10)
- Disagree (4)
- Strongly Disagree (1)
- I Don't Know (2)

Pie chart: 47% (Strongly Agree), 31% (Agree), 13% (Disagree), 3% (Strongly Disagree), 6% (I Don't Know)
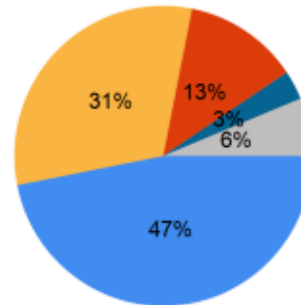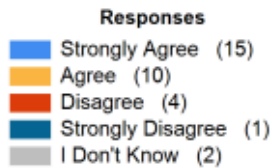
2. The afterschool program helps me improve in math.

Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (16)
- Agree (10)
- Disagree (3)
- Strongly Disagree (1)
- I Don't Know (2)

Pie chart: 50% (Strongly Agree), 31% (Agree), 9% (Disagree), 3% (Strongly Disagree), 6% (I Don't Know)

3. I enjoy the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (17)
- Agree (10)
- Disagree (1)
- Strongly Disagree (2)
- I Don't Know (2)

Pie chart: 53% (Strongly Agree), 31% (Agree), 3% (Disagree), 6% (Strongly Disagree), 6% (I Don't Know)

Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2024)

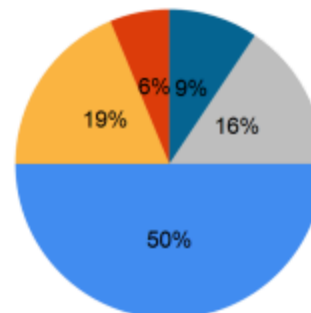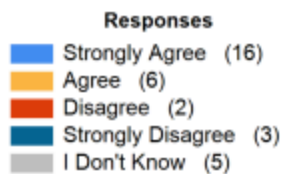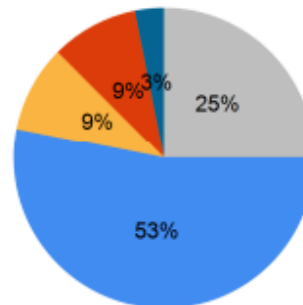### 4. The afterschool program helps me behave better in the school day program.

Response Type: Mandatory - Select one response
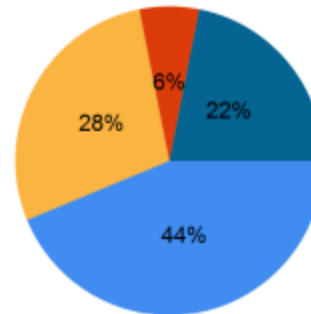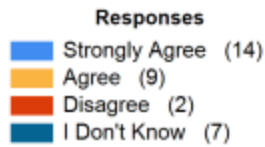
Total Responses: 32

Responses
- Strongly Agree (14)
- Agree (9)
- Disagree (2)
- I Don't Know (7)

6%
22%
28%
44%

5. My school day attendance has improved since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (16)
- Agree (6)
- Disagree (2)
- Strongly Disagree (3)
- I Don't Know (5)

6% 9%
19%
16%
50%

6. The afterschool staff helps me with my homework.

Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (21)
- Agree (7)
- Disagree (1)
- I Don't Know (3)

22%
3%
9%
66%
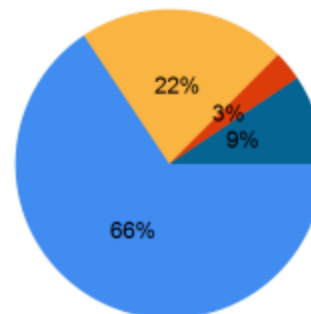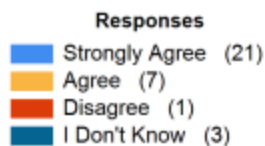
Survey Analysis Report | 21st CCLC Afterschool Student Survey (Spring 2024)

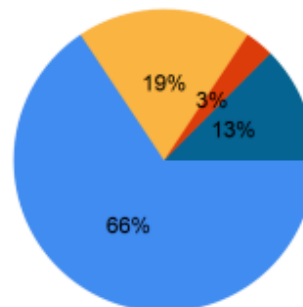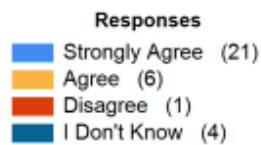### 7. I have opportunities to make suggestions for activities.   Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (17)
- Agree (3)
- Disagree (3)
- Strongly Disagree (1)
- I Don't Know (8)

Pie chart values: 53%, 25%, 9%, 9%, 3%
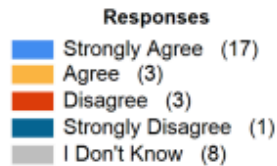
8. I am treated fairly by the afterschool staff.   Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (21)
- Agree (6)
- Disagree (1)
- I Don't Know (4)

Pie chart values: 66%, 19%, 3%, 13%

9. When I am at the afterschool program I feel safe.   Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (22)
- Agree (8)
- Disagree (1)
- I Don't Know (1)

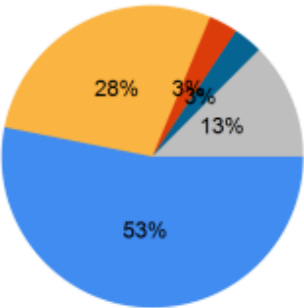Pie chart values: 69%, 25%, 3%, 3%
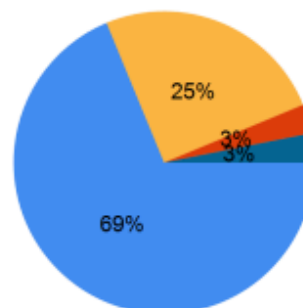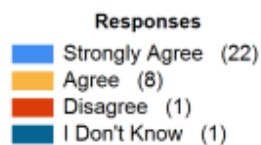
Survey Analysis Report | 21st CCLC Afterschool Student Survey (Spring 2024)

10. I like the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 32

Responses
- Strongly Agree (17)
- Agree (9)
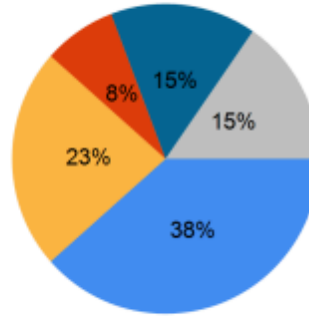- Disagree (1)
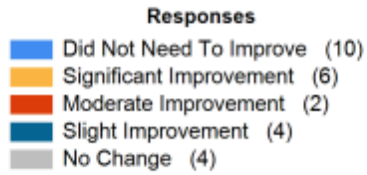- Strongly Disagree (1)
- I Don't Know (4)

28% 3% 3% 13% 53%

Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

1. Turning in his/her homework on time.
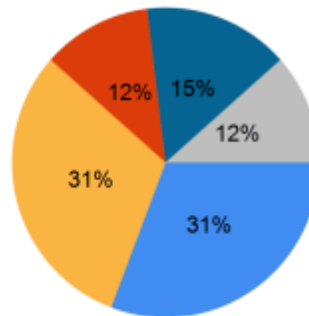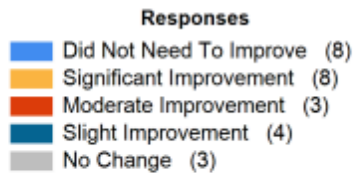Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (10)
- Significant Improvement (6)
- Moderate Improvement (2)
- Slight Improvement (4)
- No Change (4)

2. Completing homework to your satisfaction.
Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (8)
- Significant Improvement (8)
- Moderate Improvement (3)
- Slight Improvement (4)
- No Change (3)

3. Participating in class.
Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (7)
- Significant Improvement (7)
- Moderate Improvement (4)
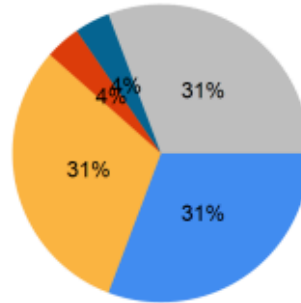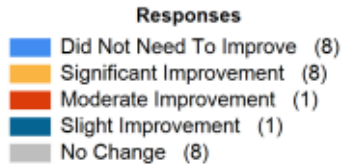- Slight Improvement (6)
- No Change (2)
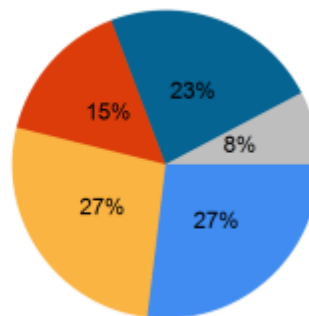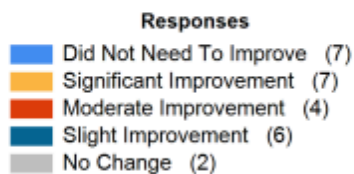
Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

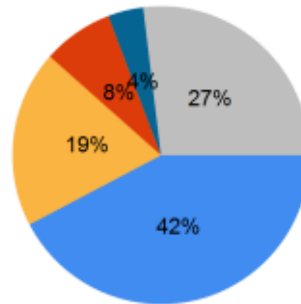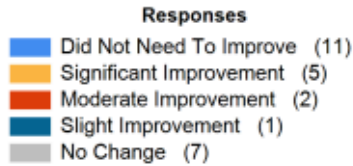### 4. Volunteering (e.g., for extra credit or more responsibilities).

Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (8)
- Significant Improvement (8)
- Moderate Improvement (1)
- Slight Improvement (1)
- No Change (8)

5. Attending class regularly.

Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (11)
- Significant Improvement (5)
- Moderate Improvement (2)
- Slight Improvement (1)
- No Change (7)

6. Being attentive in class.

Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (5)
- Significant Improvement (5)
- Moderate Improvement (7)
- Slight Improvement (7)
- No Change (2)
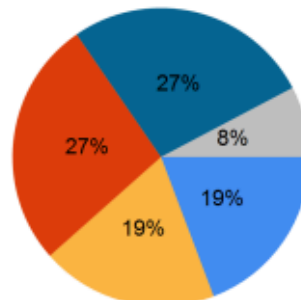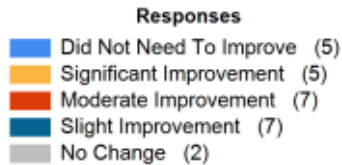
Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

7. Behaving well in class.

Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (9)
- Significant Improvement (4)
- Moderate Improvement (7)
- Slight Improvement (1)
- No Change (3)
- Slight Decline (2)
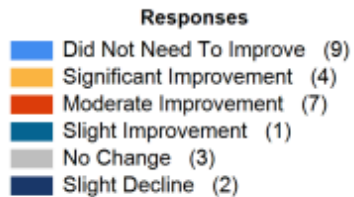
8. Academic performance.

Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (8)
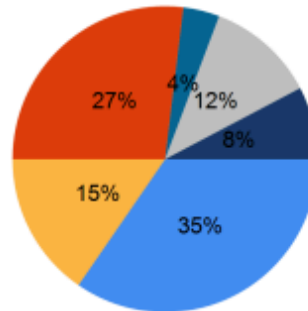- Significant Improvement (8)
- Moderate Improvement (5)
- Slight Improvement (5)
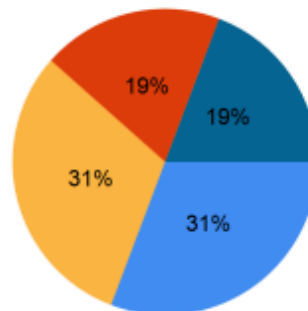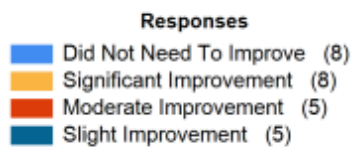
9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (7)
- Significant Improvement (5)
- Moderate Improvement (6)
- Slight Improvement (3)
- No Change (5)
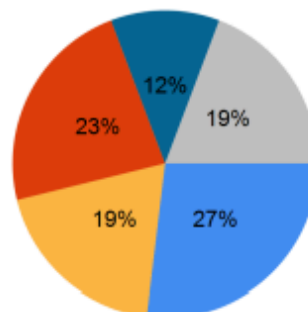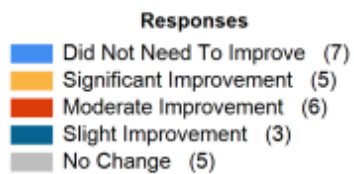
Survey Analysis Report | DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

10. Getting along well with other students.

Response Type: Mandatory - Select one response

Total Responses: 26

Responses
- Did Not Need To Improve (12)
- Significant Improvement (1)
- Moderate Improvement (6)
- Slight Improvement (3)
- No Change (3)
- Slight Decline (1)
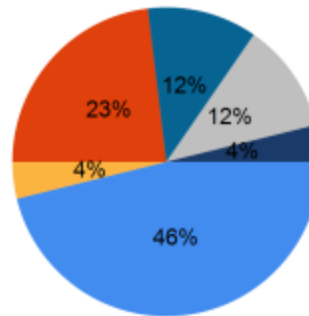
Survey Analysis Report | 21st CCLC Afterschool Parent/Guardian Survey (Spring 2024)

1. My child's reading grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 9

Responses
- Srongly Agree (3)
- Agree (5)
- I Don't Know/Not Applicable (1)

56% 11% 33%

2. My child's math grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 9

Responses
- Strongly Agree (1)
- Agree (7)
- I Don't Know/Not Applicable (1)

78% 11% 11%
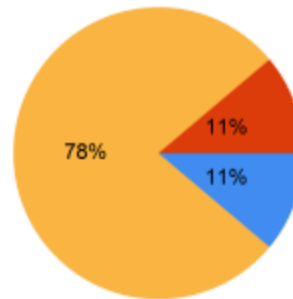
3. My child enjoys the science, technology, engineering and math (STEM) activities available in the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 9

Responses
- Strongly Agree (2)
- Agree (5)
- I Don't Know/Not Applicable (2)

56% 22% 22%

37
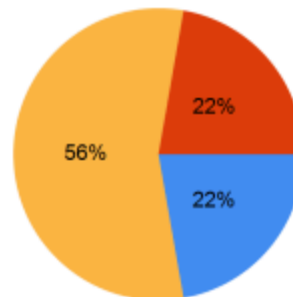
Survey Analysis Report | 21st CCLC Afterschool Parent/Guardian Survey (Spring 2024)

4. My child gets along better with others since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 9

Responses
- Strongly Agree (1)
- Agree (7)
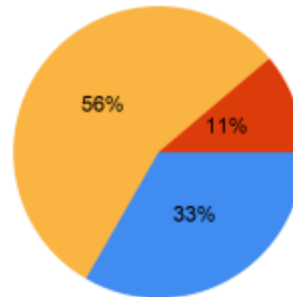- Disagree (1)

78% · 11% · 11%
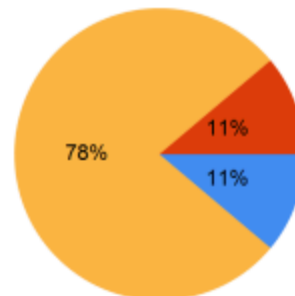
5. My child's school day attendance has improved since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 9

Responses
- Strongly Agree (2)
- Agree (4)
- Disagree (1)
- I Don't Know/Not Applicable (2)

11% · 22% · 44% · 22%

6. The afterschool program staff maintains frequent communication with me.

Response Type: Mandatory - Select one response

Total Responses: 9

Responses
- Strongly Agree (3)
- Agree (5)
- Disagree (1)

56% · 11% · 33%
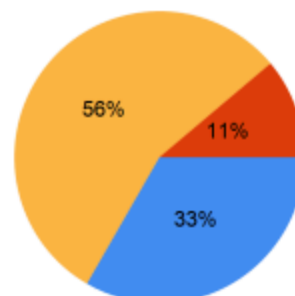
Survey Analysis Report | 21st CCLC Afterschool Parent/Guardian Survey (Spring 2024)

7. I am pleased with the parent involvement opportunities provided through the afterschool program.   Response Type: Mandatory - Select one response

Total Responses: 9

Responses
Strongly Agree (1)
Agree (8)

89%   11%

8. The afterschool staff treats my child with respect and listens to what he/she has to say.   Response Type: Mandatory - Select one response

Total Responses: 9

Responses
Strongly Agree (5)
Agree (4)

44%   56%
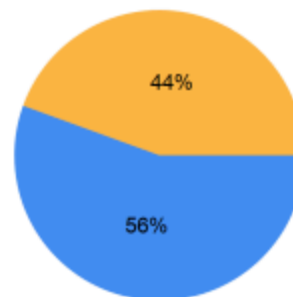
9. The afterschool program has systems in place to ensure my child is safe.   Response Type: Mandatory - Select one response

Total Responses: 9

Responses
Strongly Agree (6)
Agree (3)

33%   67%
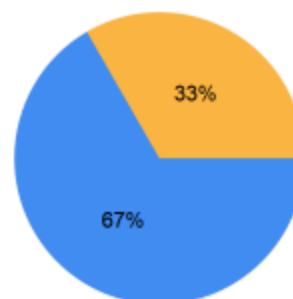
Survey Analysis Report | 21st CCLC Afterschool Parent/Guardian Survey (Spring 2024)

10. I am satisfied with the afterschool program.   Response Type: Mandatory - Select one response

Total Responses: 9
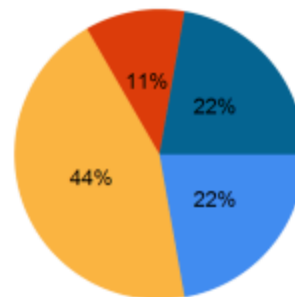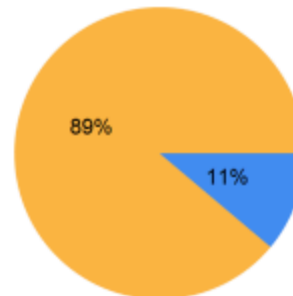
Responses
- Strongly Agree (6)
- Agree (3)

67%
33%
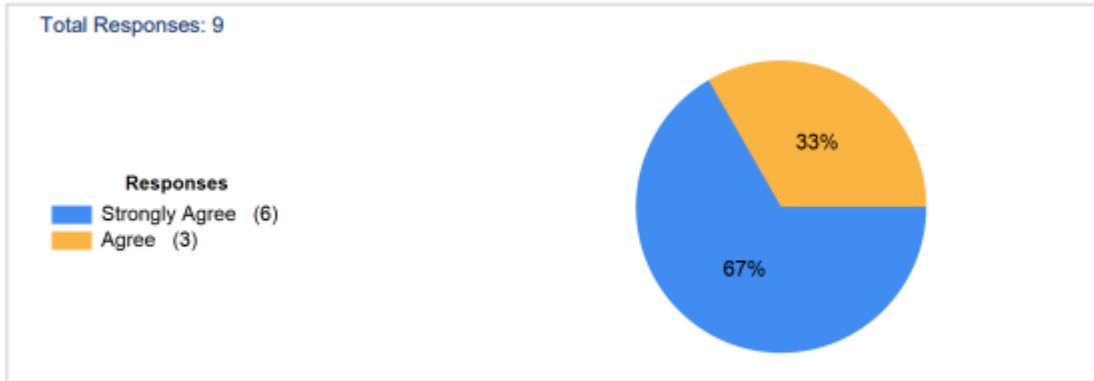
10.0 Summer Program

10.1 Overview of the Summer Program

With the expected summer slide of our students and now the increased learning loss due to virtual learning, the HES 21st CCLC program is more imperative than ever before. Our students who have participated in the Cohort 15 program have been able to maintain and some increase their level of knowledge from the end of the regular school year to the beginning of the next school term. We have witnessed first hand the benefits of the summer program for our students and families. Offering the summer learning program has also been a huge benefit for the families of the Hatton communities. The HES 21st Century Community Learning Center will be provided for 4 weeks consecutively starting the week following the dismissal of school for the summer. Students attending the summer program will be provided a nutritious breakfast, lunch, and snack provided through the Child Nutrition Program.

The HES 21st Century Community Learning Center Summer Program will begin June 3rd, 2024 and operate for 4 weeks, 4 days per week. The program will run for six and a half hours per day, from 7:30 am - 2:00 pm, 26 hours per week. The program will conclude on Thursday, June 27th, 2024. This will allow the students a significant amount of time during the summer to receive engaging academic enrichment to prevent the risk of "summer slide". This will also allow time for families to take a vacation and students to be able to have a break before the new school year begins.   Likewise with the after school center, if there is an issue that would warrant closing the

summer program center, such as weather, water leaks, outbreak of illness, the superintendent will close the summer program center as needed.

The program will serve all current HES 21st Century Community Learning Center participants from the after school program who wish to continue into the summer. Available spots in the summer program will be filled by teacher referrals of students who are below proficiency in reading and math at the conclusion of the regular academic school year, and then any student who may be on the waiting list for the program.

Grade level groupings will be provided for age appropriate activities. Each grouping will rotate through various activities. All students will begin their program activities with academic instruction either through remediation, summer skill loss, or advancing current skills. Students will first enter the academic summer instruction program for a minimum of 60 minutes. Following this component, students will rotate into groups for physical education, art, technology, academic games, and project-based learning. In addition to engaging and fun enrichment activities in the area of math and reading, students will participate in hands-on STEM activities. In an effort to connect student learning to real world applications and the community around them, guest speakers, career professionals, individuals and groups from the community will be invited to speak and present to the HES 21st Century Community Learning Center program participants. These presentations, workshops and related activities will attest to the validity of the students' learning and help them begin thinking about career choices.

Students will have the opportunity to participate in fun experiences and activities to make their summer a memorable time. They will be able to create an art portfolio to display their end of the program exhibit; they will present a musical program at the celebration of the end of summer program; they will learn the basics of finance with hands-on, fictional budgeting, spending, and savings opportunities as well as experiencing a wide range of hands-on real-world activities. Students will travel to local historical sites, museums, and parks to coincide with the weekly educational presentations about these places and activities, that although they are local, many students have not had the opportunity to visit and experience.

10.2 Summer Program Operations

The HES 21st Century Community Learning Center Summer Program will begin June 3rd, 2024 and operate for 4 weeks, 4 days per week. The program will run for six and a half hours per day, from 7:30 am - 2:00 pm, 26 hours per week. The program will conclude on Thursday, June 27th, 2024.

Table 10.3 Summer Site Information

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Hatton Elementary	15	4	26

10.4 Summer Staffing

Staffing Type	Paid	Volunteer
Administrators	0	0
College Students	0	0
Community Members	1	0
High School Students	0	0
Parents	0	0
School Day Teachers	6	0
Other Non-Teaching School Staff	3	0
Subcontracted Staff	0	0
Other	0	0
Total	**10**	**0**

o   Staffing Ratio
   ● The average staffing ratio is 1 staff member to 7 students. There are several students within the program with IEPs that require individual assistance by our paraprofessionals.

10.5 Summer Activities
   ● Activities
      ▪ Art, Music, Math/Reading Enrichment, Physical Education, Character Education, STEM, Library, Technology, Field Trip, Parent Involvement
   ● Target Populations
      ▪ students performing below proficiency, truant, parents

Table 10.4 Activities

Activity/Description	How many participants attended this activity during the term	How many total hours of this activity did you offer during the term	Frequency of Activity	Partner Involved
Academic Enrichment - library, technology, career readiness, culture	46	11.25 hr	45 min a day, 15 days	

diversity, drug & violence prevention, financial literacy, environmental literacy				
Assistance to Students who have been Truant, Suspended, or Expelled - Character Education	46	7.5 hr	30 min a day, 15 days	
Healthy and Active Lifestyle	46	11.25	45 min a day, 15 days	
Literacy Education/Remediation/ Tutoring/Homework	46	15 hr	1 hr a day, 15 days	
Math Remediation/Tutoring/H omework	46	15 hr	1 hr a day 15 days	
Science, Technology, Engineering, and Mathematics, including computer science	46	11.25 hr	45 min a day, 15 days	

Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant? Yes

11.0 Summer Demographics

Table 11.1 Participant Attendance

Pre k - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten		6th grade	3
Kindergarten	3	7th grade	
1st grade	8	8th grade	
2nd grade	13	9th grade	
3rd grade	6	10th grade	
4th grade	6	11th grade	
5th grade	5	12th grade	
Total	**41**	**Total**	**3**

Table 11.2 Grade Levels by Hour Band

Attendance - Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten							
Kindergarten		1	1	1			3
1st grade		2	4	2			8
2nd grade	1	5	8				14

	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
3rd grade		3	2	1			6
4th grade		1	5				6
5th grade	2	2	1				5
Hour Band Total	3	14	21	4			42

Attendance - 6th - 12th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
6th grade			3				3
7th grade							
8th grade							
9th grade							
10th grade							
11th grade							
12th grade							
Hour Band Total			3				3

Table 11.3 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	1	0
Asian	0	0
Black or African American	15	5
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	36	0
Two or More Races	5	0
Data Not Provided	3	0

Table 11.4 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	26	1
Female	15	2
Data Not Provided		

Table 11.5 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	0
Students who are economically disadvantaged	43	3
Family members of participants served	35	3

12.0 Adherence to the Grant Application

The summer program was implemented just as it was written in the grant. Staffing was adequate to meet the needs of the students. Students received instruction in Reading, Math, Art, Physical Education, and STEM activities daily. Students were provided breakfast, lunch, and snacks daily.

13.0 Results and Recommendations for the Summer Program

Students participated in daily STEM and art activities, along with a period of physical education. They also enjoyed a field trip to Cook's Museum and two parent-involvement events: Water Day and a visit to the Helen Keller play. A meeting with the staff will be held to review successes and identify areas for improvement.

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

The results of the yearly evaluation will be submitted in written form to the Program Director to be examined for feedback. Once agreement has been made regarding the evaluation, the results of the final report will be shared with the Advisory Council and Staff TBD. The results will be shared, also, with parents through a newsletter. The school day staff will receive evaluation information through an email from the program director. Feedback will be solicited from each group asking for their help in improving the program. Once all feedback is received, the Program Director, Site Coordinator, and Lead Teachers to improve the overall effectiveness of the program will work on an action plan.

15.0 Appendices

Signature Page
The Site Coordinator/Program Director and the External Evaluator must review, discuss, and sign this document.

Brooke Cunningham

Site Coordinator's/Project Director Signature   Date _9/15/2024_

Emily Counce

Site Coordinator's/Project Director Signature   Date _9/15/2024_

Olal R. Horton   Date _9-5-24_

External Evaluator's Signature

Hal R. Horton

104 McGuire Court

Muscle Shoals, Alabama

(256) 381-2961

E-mail halhorton1@gmail.com

Objective: Evaluator for 21st Century Community Center Grants

I have been an evaluator of 21st Century Community Center Grants for the past eight years. I have taken various college courses in program improvement. The Ed.S. program at University of North Alabama and the doctoral program Samford University had many aspects of program evaluation components. Both of my advanced degrees were in educational leadership. I taught research at the University of North Alabama for master degree students that contained analysis components in the course. I have five years' experience as the director over a 21st CCLC program where I was responsible for implementing the guidelines as approved in the grant. I was hired as a grant reader by The U.S. Department of Education and was responsible for reading and evaluating proposed grants to ensure they met grant guidelines. I have also served on various committees for SACS and AdvancEd accreditation teams to visit school systems to evaluate their programs for continuing accreditation.

EDUCATION

2006	Alabama Association of School Business Officials Certificate Program, University Alabama
2002	Ed.D. Degree in School Leadership, Samford University, Birmingham, Alabama
	Dissertation Topic "Reading Achievement Gain of Second Graders Using Volume Reading"
1998	Ed.S. Degree in School Administration, University of North Alabama, Florence, Alabama
1995	Master's Degree in School Administration, University of North Alabama, Florence, Alabama
1988	Bachelor's Degree in Vocational and Technical Education, Athens State College, Athen

1973　　　　　　**High School Diploma, Cherokee High School, Cherokee, Alabama**

SPECIALIZED TRAINING

2011　　　　　　**Mathematics Common Core Standards Phase I Implementation**

　　　　　　　　(The implementation is to occur in 2011. I was trained to instruct districts how to interpret the new more rigorous standards)

2010　　　　　　**Appointed to the State Mathematics Common Core Standards Committee**

2008　　　　　　**Trainer of Trainers Coordinator BBSST Alabama SDE**

2008　　　　　　**Designing Assessment Systems to Improve Student Learning**

　　　　　　　　SREB Learning-Centered Leadership Program

2008　　　　　　**Completed National Principals Mentoring Certification Program (NOVA, NAESP, PALS)**

2007-08　　　　**Co-Developer for curriculum instruction of Instructional Leadership Class 692 with UNA**

2007　　　　　　**Leadership Immersion Institute Certification 'Mentoring Aspiring and Beginning Principals (Certified for PALS (Peer Assisted Leadership Service) in State of Alabama) Sponsored by Nova State University, NAESP, PALS)**

2007　　　　　　**Alabama Standards for Instructional Leaders and Teachers SDE Classroom Improvement**

2007　　　　　　**Mentor New Principals & Assistant Principals Institute for CLAS**

2007　　　　　　**Scott Foresman Executive Reading Advisory Board Symposium**

2006　　　　　　**AMSTI Trainer Certification, Year I and Year II**

2005　　　　　　**AMSTI Initiative Principal**

2005　　　　　　**Positive Behavior Support (PBS) Leadership Training**

PROFESSIONAL ASSOCIATIONS

§ **Council for Leaders in Alabama Schools "CLAS"**

§ **National Association of Elementary School Principals**

§ **Alabama Vocational Association, State President 1994-95, President Elect 1993-94**

§ **Alabama Vocational Association, Trade & Industrial Section, State President 1991-92**

§ **The American Vocational Association, National Planning Committee**

§ **Phi Kappa Phi, Honor Society, University of North Alabama**

§ **Phi Delta Kappa, University of North Alabama**

§ **Iota Lambda Sigma, National Distinguished Teacher Award**

WORK EXPERIENCE

1999-2015	**Principal, Highland Park Elementary School (Grades 1-2), Muscle Shoals City Schools, Alabama**
2003-2005	**Adjunct Professor at University of North Alabama**
1997-1999	**Assistant Principal, West Elementary School (Grades K-3), Russellville City Schools, Alabama**
1991-1997	**Robotics Instructor, Muscle Shoals Center for Technology, Muscle Shoals City Schools, Alabama**

HONORS/SPECIALIZED ADMINISTRATIVE EXPERIENCES

2010	**Presented to the State Board of Education on Common Core Standards**
2006-2008	**District President for Counsel of Leaders of Alabama Schools (CLAS)**

2006	Consultant for Escambia County (Pensacola, Florida) - worked with 13 failing school principals
2004	Doctoral Candidate Committees, Samford University, Birmingham, Alabama
2004	Northwest Community College Presidential Search (State Board member appointment)
1998	Alabama Career Technical Teacher of the Year
1997	Alabama Secondary Teacher of the Year
1994-95	President, Alabama Vocational Association

PROFESSIONAL ACTIVITIES

2006-2015	University of North Alabama Instructional Leadership Advisory Council
2008-2015	Co-Director of 21st Century Learning Community Center
2007-2009	Trainer/Mentor of Principals for CLAS
2008	Recipient of the State AYP Rewards Program
2008	National Principals' Mentoring Certification Program
2008	Building Based Student Support Team Trainer
2008	Presenter of "Celebrate What is Right with the World"
	Trainer of Trainers (Southern Regional Education Board SREB) Learning Cultural Leadership- Curriculum Designing Assessment to Inform Instruction, Atlanta, Georgia
2008	Consultant to Elementary Principals, Talladega, Alabama
2008	Trainer/Mentor of Assistant Principals for CLAS
2008	Class Banner School Award
2006-2008	Alabama Principal Trainer for Math, Science and Technology (AMSTI)
2006	Chamber of Commerce Workforce Committee Instructional Leadership Award
	1999 Employed/trained as a grant reader for the U.S. Department of Education Bilingual Education, Washington D.C.

Overall Program Ratings & Impressions

Site ID: *Hatton Elem*   Observer ID: *Horton*   Date: *01/09/2024*

Locations Observed *(check location(s) that apply)*

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

A. Program Space Supports Goals of Programming	Rating
1. Books, games and other program equipment are in good working condition. *1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)*	1 2 3 ✓ 4
2. The environment is conducive to learning. *(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)* *1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)*	1 2 3 ✓ 4
3. Space is well organized. *(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)* *1=(Ex: Space is cluttered, too crowded, disorganized.)*	1 2 3 ✓ 4
4. If program has own space, the indoor space reflects the work of children and youth. All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.) *1=No youth products or artwork are displayed.*	1 2 3 4 ✓ N/A
5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions). Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.) *1=Visible materials do not reflect a diversity of backgrounds.*	1 2 3 4 ✓ N/A
6. The space is accessible for all youth and staff. *1= Youth are excluded from activity due to limitations in environment*	1 2 3 4 ✓ N/A
7. Staff can communicate with youth and/or their families in their home language(s). *1 = Staff can not communicate with youth and families.*	1 2 3 4 ✓ N/A

Field Notes: Classroom materials were in place and ready to use during the activities portion of the day. Very organized.

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

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

Field Notes:

The program followed the daily schedule and activities followed the lesson plan for the day. The day flowed well from snack time, to homework time, to activity time. A variety of activities were available during homework time. The teacher worked with several students at a time at the reading table on homework. The other students were involved with activities until it was their time with the teacher. This worked very well and was a normal daily routine for the students.

A STEM lesson was observed. The students made a snowball launcher. The students made their own snowball launcher using a cup and a balloon taped to the cup with duct tape. The students had a lot of fun shooting the cotton balls in the room. They discussed how to improve their launchers.

C. Overall Ratings of Social-Emotional Environment	Rating
1. **Staff-youth interactions are positive and respectful.** (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1 2 3 ✓ **4**
2. **Staff apply rules equitably and consistently.** Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	1 2 3 ✓ **4**
3. **Staff are respectful and supportive of one another, cooperate with one another.** (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) *1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)*	1 2 3 ✓ **4**
4. **Youth are kind, respectful and inclusive of each other.** Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1 2 3 ✓ **4**
5. <u>**When minor conflicts occur,**</u> **youth are able to problem-solve together to resolve conflicts with minimal intervention.** (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1 2 3 4 ✓N /A
6. <u>**When negative or disrespectful peer interactions occur (that are not resolved constructively by youth),**</u> **staff intervene.** Staff intervene quickly and facilitate youth-youth conflict resolution. *1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)*	1 2 3 4 ✓N /A

Students were courteous to each other. When in small groups, the students were helpful to each other while building items with plastic gears and other activities. Staff and students worked well with the teacher.

Homework/Academic Support Time

Site ID: Hatton Elementary   Observer ID: Horton   Date: 01-09-2024

B. Youth Participation in Homework/Academic Support Time	Rating
1. **Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity).** All youth are constructively engaged throughout the homework/academic support time. *1=Very few/no youth are constructively engaged. (Ex: May be distracting others, engaging in off-task behaviors, overly silly or loud).*	1 2 3 4 ✓ **4**

Field Notes

All of the students were engaged in some activity. Very organized classroom during homework time.

C. Staff Effectively Manage Homework/Academic Support Time	Rating
1. **Staff interactions (manner, affect, tone of voice) with youth are positive and supportive.** *1=Staff interact in harsh, punitive, or irritable manner.*	1 2 3 ✓4
2. **Staff treat youth respectfully, and assume best intentions.** (Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view). *1=Staff constantly correct, criticize, or reprimand youth.*	1 2 3 ✓4
3. **Staff use simple reminders and redirection to support positive behavior.** Staff are always calm and straightforward; Let youth know what is inappropriate and remind them of rules and behavioral expectations. *1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to.....?")*	1 2 3 ✓4

Field Notes:

The staff was calm and assigned all of the student activities. Well-paced for the time allotted.

Homework/Academic Support Time

D. Staff Provide Individualized HW/Academic Support	Rating
1. **Staff work to ensure that youth are engaged and progressing during homework/academic time.** Staff proactively check in with <u>many or all</u> youth during homework/academic support time. *1=Staff are not focused on youth; staff do not check in or offer youth help during homework/academic support time.*	1 2 3 ✓ 4
2. **Staff encourage individual youth.** (Ex: "I like your thinking," "I noticed that you are really taking your time on this project", "You can do it—give it another try.") *1=Staff do not offer encouraging remarks to any individual or groups of youth.*	1 2 3 ✓ 4
3. <u>**When youth need or ask for help**</u>**, staff respond to youth requests in a timely manner.** (Ex: All youth requests acknowledged right away. Waiting time is short.) *1=(Ex: Staff are busy with other tasks and do not acknowledge or respond to most youth requests).*	1 2 3 4 ✓N /A
4. <u>**When youth ask for help,**</u> **staff provide individualized assistance to youth.** Staff take the time to really understand and focus on individual youth needs; (Ex: Answer questions, explain how to do something). *1=Staff do not provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)*	1 2 3 4 ✓N /A
5. <u>**When providing assistance to youth**</u>**, staff help youth think through problems or questions themselves rather than offering answers.** Staff guide youth's thinking and help them develop problem solving skills. (Ex: ask "how," "why," "what-if" questions, help youth brainstorm potential solutions). *1=Staff provide answers to youth, rather than helping them to figure it out on their own*	1 2 3 4 ✓N /A

All students were working quietly and worked well in small group activities. The teacher was patient with the students and made the students think and come up with the answers.

Arrival Time

Site ID: Hatton   Observer ID: Horton   Date:01/09/2024

Start Time <u>3:00</u>   *Minimum observation duration:*
End Time   <u>3:15</u>   *10 minutes*

Observed   Number of staff   <u>5</u>
          Number of youth   <u>32</u>
          ✓Start of arrival ✓ End of arrival
          (check all that apply)

Location of Arrival Time *(check location(s) that apply)*

□ Classroom

□ ✓Cafeteria
□ Gym
□ Outdoors
□ Library
□ Other (please describe)

_____

Brief Description of Arrival Time

The students arrived in the cafeteria and received a

snack. They were quietly engaged in small talk to each other.

They transitioned into different classrooms by grade level after snack

time.

_____
_____
_____

_____

Did Arrival Time include a snack?
   ✓ Yes □ No

Arrival Time Items	Rating
1. **Staff greet/acknowledge youth as they arrive.**＊ (Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.) *1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)*	1 2 3 ✓ N/A **4**
2. **Youth seem to know the arrival routine and follow it with gentle reminders.**＊ (Ex: On their own, youth put their backpacks away and go get snack.) *1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)*	1 2 3 ✓ N/A **4**
3. **Activities are available for youth to become engaged in as soon as they arrive (may include snack).** A variety of activities/choices are available. *1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)*	1 2 3 4 ✓ N/ A
4. **Staff engage in friendly verbal exchanges (chats) with youth.** Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) *1=Staff do not have friendly exchanges with any youth. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up his/her coat.)*	1 2 3 ✓ **4**

/**Note** # of youth who have extended, 1:1 conversations with staff (i.e. each person has minimum of 2-3 turns to speak.)

3

_____

Field Notes:

The students came in orderly and engaged in conversation with each other. Then snack time was provided for the students. After snack time (about 10 minutes), the students prepared to go to prospective classrooms for homework/academic and activities.

School Name: __Hatton Elementary__

Week of: ____January 8th, 2024____ thru __January 12th, 2024__

Staff Name: ___Joyalyn Hollingsworth___ Position: _____Teacher_____ Grade Level: __4th-6th__

Program Goals:

1. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.
2. Implement Science, Technology, Engineering and Math (STEM) activities.
3. Increase student attendance for regular school days.
4. Increase parent and family engagement
5. Improve student behavior throughout the regular school day.
6. Provide service learning opportunities
7. Provide nutritional snacks in the after school program
8. Provide a safe alternative for students without after school childcare

This Lesson Plan Covers the following components:(check all that apply)

_____ Nutrition	_____Environmental Literacy	_____Drug Prevention	x_____STEAM
x____Physical Education	_____Financial Literacy	_____Bullying Prevention	
x_____Technology	_____Cultural Diversity	_____Art/Music/Theater	
_____Career Readiness	_____Character Education	x_____Library Activities	

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Title					
Purpose: What will be learned and what 21ˢᵗ CCLC goal will this meet?	P 1 & 2 **Math - Tutoring**	P 1 & 2 **Engineering Challenge**	P 1 & 2 **Environmental Literacy**	P 8 **Technology/Character Education**	P8 **Physical Education**
Enrichment/Tutoring/Remediation (must cover at least one of these components daily)	**Remediation**	**Enrichment**	**Enrichment**	**Tutoring**	
Standards to Address	**Standard 6.4**			**Standards 6.4**	**Standard 5-1.1**

Description of Activity:	The students will work in small groups multiplying decimals. HW Help if needed.	They will construct a snowball launcher. HW Help if needed.	Learn the different book genres and discuss ways to tell them apart. HW Help if needed.	Type about what you did over the Christmas Holidays and email it to me. HW help if needed.	The students will play board games. HW Help if needed.
Materials Needed:	chart paper dry erase markers math book	cotton glue paper scissors cup	Classroom Book Library	Computer	monopoly candyland UNO
Additional Component Activity:					
Physical Education: (include description and standard)	Basketball	Relay Races	Outdoor Play	Gym Activities	Outdoor Play

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The site coordinator and external evaluator reviewed and discussed the observation instruments.

21st CCLC Site: _____HATTON ELEMENTARY_____

Observation Date: _____01-09-2024_____

Site Coordinator Signature: _____Jeee Prestage_____

External Evaluator Signature: _____Hal R. Gaston_____

Overall Program Ratings & Impressions

Site ID: Hatton Elementary   Observer: Horton   Date: 04-09-2024

Locations Observed *(check location(s) that apply)*

- □ ✓Classroom
- □ ✓Cafeteria
- □ ✓Gym
- □ Outdoors
- □ Library
- □ Off-Site
- □ Other (please describe)

A. Program Space Supports Goals of Programming	Rating
1. **Books, games and other program equipment are in good working condition.** *1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)*	1 2 3 ✓ 4
2. **The environment is conducive to learning.** *(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)* *1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)*	1 2 3 ✓ 4
3. **Space is well organized.** *(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)* *1=(Ex: Space is cluttered, too crowded, disorganized.)*	1 2 3 ✓ 4
4. **If program has own space, the indoor space reflects the work of children and youth.** All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.) *1=No youth products or artwork are displayed.*	1 2 3 4 ✓N/A
5. **If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions).** Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.) *1=Visible materials do not reflect a diversity of backgrounds.*	1 2 3 4 ✓N/A
6. **The space is accessible for all youth and staff.** *1= Youth are excluded from activity due to limitations in environment*	1 2 3 ✓ N/A 4
7. **Staff can communicate with youth and/or their families in their home language(s).** *1 = Staff can not communicate with youth and families.*	1 2 3 4 ✓N/A

Field Notes:

When students arrived at the classroom for STEM activities, all the materials were readily available and waiting. Throughout the day, the schedule flowed smoothly, and the teachers followed the provided lesson plans.

Site ID: Hatton Elementary   Observer: Horton   Date: 04-09-2024

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

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

Field Notes:

The after-school program operated on schedule, and the rotations moved along smoothly. The students, already accustomed to the routine, did not need much help from the teachers. Transitions for students leaving early due to parental pickup happened without any issues. Both whole group and small group activities were observed, as well as some teamwork exercises.

Site ID: Hatton Elementary   Observer: Horton   Date: 04-09-2024

C. Overall Ratings of Social-Emotional Environment	Rating
1. **Staff-youth interactions are positive and respectful.** (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1 2 3 ✓ 4
2. **Staff apply rules equitably and consistently.** Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	1 2 3 ✓ 4
3. **Staff are respectful and supportive of one another, cooperate with one another.** (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) *1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)*	1 2 3 ✓ 4
4. **Youth are kind, respectful and inclusive of each other.** Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1 2 3 ✓ 4
5. **When minor conflicts occur,** youth are able to problem-solve together to resolve conflicts with minimal intervention. (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1 2 3 4 ✓N /A
6. **When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.** Staff intervene quickly and facilitate youth-youth conflict resolution. *1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)*	1 2 3 4 ✓N /A

Field Notes:

The students and staff showed mutual respect, and during group activities, students readily assisted one another. Staff members maintained positive relationships with parents during pickup times, fostering a welcoming atmosphere.

Homework/Academic Support Time

Start Time 3:18 _____ —Minimum observation duration:

End Time   3:45 _____ 20 minutes

Observed   Number of staff   1 _____

Number of youth   14 _____

✓Start of HW/AS ✓ End of HW/AS

(check all that apply)

Location of Homework /Academic Support Time
(check location(s) that apply)
✓Classroom

☐ Cafeteria
☐ Gym
☐ Outdoors
☐ Library
☐ Other (please describe)

Brief Description of Homework/Academic Support Time

During the after-school program, a short window was dedicated to homework due to ongoing ACAP testing. Following this, the teacher organized five stations filled with STEM materials for the children to use.

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

Field Notes:

The teacher had already set up the stations for the children to rotate through. These stations included pulleys, magnetic straws, gears, and a stacking challenge. Working in teams, the children were allotted approximately 12 minutes to complete a project at each station. Despite occasional interruptions as some children had to leave, the flow of the lesson remained uninterrupted.

Site ID: Hatton Elementary   Observer ID: Horton   Date: 04-09-2023-2024

B. Youth Participation in Homework/Academic Support Time	Rating
1. **Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity).** All youth are constructively engaged throughout the homework/academic support time. *1=Very few/no youth are constructively engaged. (Ex: May be distracting others, engaging in off-task behaviors, overly silly or loud).*	1 2 3 ✓4

Field Notes

All the students were excited to start building their projects using various materials like magnets and pulleys.

C. Staff Effectively Manage Homework/Academic Support Time	Rating
1. **Staff interactions (manner, affect, tone of voice) with youth are positive and supportive.** *1=Staff interact in harsh, punitive, or irritable manner.*	1 2 3 ✓4
2. **Staff treat youth respectfully, and assume best intentions.** (Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view). *1=Staff constantly correct, criticize, or reprimand youth.*	1 2 3 ✓4
3. **Staff use simple reminders and redirection to support positive behavior.** Staff are always calm and straightforward; Let youth know what is inappropriate and remind them of rules and behavioral expectations. *1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")*	1 2 3 ✓4

Field Notes:

The teacher smoothly managed the rotation, explaining how it should proceed, and all students followed her instructions. After completing their activities, the teacher had everyone clean up their areas and pack away materials in their designated boxes for the next class. Then, the students transitioned to the gym for physical education.

Site ID: Hatton Elementary   Observer ID: Horton   Date: 04-09-2023-2024

D. Staff Provide Individualized HW/Academic Support	Rating
1. **Staff work to ensure that youth are engaged and progressing during homework/academic time.** Staff proactively check in with <u>many or all</u> youth during homework/academic support time. *1=Staff are not focused on youth; staff do not check in or offer youth help during homework/academic support time.*	1 2 3 ✓ 4
2. **Staff encourage individual youth.** (Ex: "I like <u>your</u> thinking," "I noticed that you are really taking your time on this project", "You can do it—give it another try.") *1=Staff do not offer encouraging remarks to any individual or groups of youth.*	1 2 3 ✓ 4
3. **When youth need or ask for help,** staff respond to youth requests in a timely manner. (Ex: All youth requests acknowledged right away. Waiting time is short.) *1=(Ex: Staff are busy with other tasks and do not acknowledge or respond to most youth requests).*	1 2 3 4 ✓N /A
4. **When youth ask for help,** staff provide individualized assistance to youth. Staff take the time to really understand and focus on individual youth needs; (Ex: Answer questions, explain how to do something). *1=Staff do not provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)*	1 2 3 4 ✓N /A
5. **When providing assistance to youth,** staff help youth think through problems or questions themselves rather than offering answers. Staff guide youth's thinking and help them develop problem solving skills. (Ex: ask "how," "why," "what-if" questions, help youth brainstorm potential solutions). *1=Staff provide answers to youth, rather than helping them to figure it out on their own*	1 2 3 4 ✓N /A

Field Notes:

The teacher moved around the room providing assistance to students and ensuring they remained engaged. Some of the students asked the teacher to take pictures of their work.

Arrival Time

Site ID: Hatton Elementary   Observer ID: Horton   Date: 04/09/2024

Start Time __3:00__   _Minimum observation duration:_
End Time __3:15__   _10 minutes_

Observed   Number of staff   __3__
Number of youth   __30__
✓Start of arrival ✓ End of arrival
(check all that apply)

Location of Arrival Time _(check location(s) that apply)_
□ Classroom

□ ✓Cafeteria
□ Gym
□ Outdoors
□ Library
□ Other (please describe)

_____

_____

Brief Description of Arrival Time

_____

_____

After school, students headed directly to the cafeteria before making their way to the snack table. Once snack time was over, younger students enjoyed STEM activities while older students participated in physical education classes.

Did Arrival Time include a snack?
✓ Yes □ No

Arrival Time Items	Rating				
1. **Staff greet/acknowledge youth as they arrive.**✦ (Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.) _1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)_	1	2	3	✓ 4	N/A
2. **Youth seem to know the arrival routine and follow it with gentle reminders.**✦ (Ex: On their own, youth put their backpacks away and go get snack.) _1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)_	1	2	3	✓ 4	N/A
3. **Activities are available for youth to become engaged in as soon as they arrive (may include snack).** A variety of activities/choices are available. _1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)_	1	2	3	4	✓N /A
4. **Staff engage in friendly verbal exchanges (chats) with youth.** Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth—inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) _1=Staff do not have friendly exchanges with any youth. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up his/her coat.)_	1	2	3	✓ 4	

(Note # of youth who have e i.e. each person has minimum of 2-3 turns to speak.)

__4__

Field Notes:
After a long day of testing (ACAP), the students were ready for a break, and they seemed to enjoy the after-school program. Some of the students went to STEM and the others went to physical activity in P.E.

After School Schedule
Hatton Elementary School

3:00-3:15 = Snack

3:15-3:45 = Homework and Learning Stations

3:45-4:30 = Physical Activity

4:30-5:15 = Enrichment Lessons and Activities

5:15-5:30 = Clean Up Room and Come to Front

Colbert County Schools 21st CCLC After School Program – Lesson Plans

School Name: _____ Hatton Elementary _____

Week of: _____ April March 8, 2024 _____ thru _____ April March 12, .2024 _____

Staff Name: ___ Krista Chase ___   Position: ___ Non Certified Teacher ___   Grade Level: K-3 _____

Program Goals:

1. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.
2. Implement Science, Technology, Engineering and Math (STEM) activities.
3. Increase student attendance for regular school days.
4. Increase parent and family engagement
5. Improve student behavior throughout the regular school day.
6. Provide service learning opportunities
7. Provide nutritional snacks in the after school program
8. Provide a safe alternative for students without after school childcare

This Lesson Plan Covers the following components:(check all that apply)

_____ Nutrition	_____ Environmental Literacy	_____ Drug Prevention	X _____ STEAM
_____ Physical Education	_____ Financial Literacy	_____ Bullying Prevention	
_____ Technology	_____ Cultural Diversity	X _____ Art/Music/Theater	
_____ Career Readiness	_____ Character Education	_____ Library Activities	

	Monday 8	Tuesday 9	Wednesday 10	Thursday 11	Friday 12
Lesson Title		STEAM Games		Adding with Dice and Learning about Spring Time	
Purpose: What will be learned and what 21st CCLC goal will this meet?		2		1 and 6	
Prior Knowledge/Preparatory Activity Assessment/Verification Follow-up Activity/Reflection Outcome/Evaluation		Grade level standards are being taught through steam activities		Grade level standards are being retaught through games.	
Enrichment/Tutoring/Remediation (must cover at least one of these components daily)		Enrichment		Remediation and Enrichment	
Standards to Address		K science standard on developing and using models			
Description of Activity:		Building the tallest yet most sturdy		Making addition problems and getting	

			rotate groups of library stations and read and can take the AR test.		
Materials Needed:		Papers Markers Coloring Pencils	Books Chromebooks Stations		
Additional Component Activity:		Students will rotate small groups and work on homework and menu items.	Students will rotate small groups and work on homework and reading.		
Physical Education: (include description and standard)		Actively engage in physical education class in response to instruction and practice.	4-4.3 Invite players of all skill levels into the physical activities		

Colbert County Schools 21ˢᵗ CCLC After School Program – Lesson Plans

School Name: _____ Hatton Elementary _____

Week of: _____ April 8 thru _____ April 12 _____

Staff Name: __April Willis__ Position: Teacher Grade Level: __2nd/3rd__

Program Goals:
1. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.
2. Implement Science, Technology, Engineering and Math (STEM) activities.
3. Increase student attendance for regular school days.
4. Increase parent and family engagement
5. Improve student behavior throughout the regular school day.
6. Provide service learning opportunities
7. Provide nutritional snacks in the after school program
8. Provide a safe alternative for students without after school childcare

This Lesson Plan Covers the following components:(check all that apply)
_____ Nutrition	x _____ Environmental Literacy	_____ Drug Prevention	_____ STEAM
_____ Physical Education	_____ Financial Literacy	_____ Bullying Prevention	
_____ Technology	_____ Cultural Diversity	X _____ Art/Music/Theater	
_____ Career Readiness	_____ Character Education	_____ Library Activities	

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Title		Art	Library Activities		
Purpose: What will be learned and what 21ˢᵗ CCLC goal will this meet?		1 & 2	1 & 2		
Prior Knowledge/Preparatory Activity Assessment/Verification Follow-up Activity/Reflection Outcome/Evaluation		Solar Eclipse	Library		
Enrichment/Tutoring/Remediation (must cover at least one of these components daily)		Tutoring	Enrichment		
Standards to Address		Solar Eclipse	Library		
Description of Activity:		Students will watch a video on Solar Eclipse Day and then write and complete a coloring activity.	Students will discuss the parts of a book and talk about the volume of reading. Students will then		

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Signature Page

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

Andrea Pless   _04-09-24_

Site Coordinator's/Project Director Signature   **Date**

Hal R. Gorton   _04-09-24_

External Evaluator's Signature   **Date**

Overall Program Ratings & Impressions

Site ID: Hatton Elementary   Observer: Horton   Date: 06-20-2024

Locations Observed *(check location(s) that apply)*

- □ ✓Classroom
- □ ✓Cafeteria
- □ Gym
- □ ✓Outdoors
- □ Library
- □ Off-Site
- □ Other (please describe)

A. Program Space Supports Goals of Programming	Rating
1. Books, games and other program equipment are in good working condition. *1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)*	1 2 3 ✓4
2. The environment is conducive to learning. *(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)* *1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)*	1 2 3 ✓4
3. Space is well organized. *(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)* *1=(Ex: Space is cluttered, too crowded, disorganized.)*	1 2 3 ✓4
4. If program has own space, the indoor space reflects the work of children and youth. *All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)* *1=No youth products or artwork are displayed.*	1 2 3 4 ✓N /A
5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions). *Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)* *1=Visible materials do not reflect a diversity of backgrounds.*	1 2 3 4 ✓N /A
6. The space is accessible for all youth and staff. *1= Youth are excluded from activity due to limitations in environment*	1 2 3 4 ✓N /A
7. Staff can communicate with youth and/or their families in their home language(s). *1 = Staff can not communicate with youth and families.*	1 2 3 4 ✓N /A

Field Notes: The arrival process was well-organized, with staff greeting the children at the door. The RSO officer was very friendly and welcoming to the children as they arrived. Afterward, the children gathered in the cafeteria for a breakfast snack before heading to their classrooms for activities and instruction. Young students completed coloring their "Say No to Drugs" worksheets, learning about the difference between good drugs and bad drugs.

Site ID: Hatton Elementary   Observer: Horton   Date: 06-20-2024

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

Field Notes:

The daily schedule was adhered to, with an adjustment for a service project benefiting Safe Place for Women. The program included a walk-a-thon, during which donations were collected for Safe Place. Children, parents, and staff participated in the walk, spending about half an hour on the track. Additionally, kindergarten and first-grade students engaged in an activity where they made caterpillars from clothespins and completed a worksheet based on the book "The Very Hungry Caterpillar."

Site ID: Hatton Elementary   Observer: Horton   Date: 06-20-2024

C. Overall Ratings of Social-Emotional Environment	Rating
1. **Staff-youth interactions are positive and respectful.** (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1 2 3 ✓**4**
2. **Staff apply rules equitably and consistently.** Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	1 2 3 ✓**4**
3. **Staff are respectful and supportive of one another, cooperate with one another.** (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) *1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)*	1 2 3 ✓**4**
4. **Youth are kind, respectful and inclusive of each other.** Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1 2 3 ✓**4**
5. **When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.** (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1 2 3 4 ✓N/A
6. **When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.** Staff intervene quickly and facilitate youth-youth conflict resolution. *1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)*	1 2 3 4 ✓N/A

Attendance numbers were lower than usual, likely due to the mid-week holiday. One of the classes was about to explore the career of being a firefighter. They provided fireman hats for the students and a booklet from the fire department detailing information about the firehouse. After the lesson, students had a worksheet to complete.

Transition Time

Start Time   8:30

End Time   8:40

Observed   Number of staff   2

Number of youth   8

Entire transition time   □✓ Yes □ No

Location of Transition Time (check location(s) that apply)

- □ Classroom
- □ Cafeteria
- □ Gym
- □ Outdoors
- □ Library
- □ Other (please describe)

Brief Description: The transition was smooth. The children put away their work and proceeded to the playground for the service project walk-a-thon benefiting Safe Place.

Transition Time Items	Rating
1. Staff clearly communicate when it is time for a transition, and what they would like the youth to do. Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) *1=Staff provide little or no direction (when it is clearly needed).*	1 2 3 ✓ N/A 4
2. Transitions run smoothly; youth know the routine. *1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)*	1 2 3 ✓ 4
3. Transitions are handled quickly. (Ex: Youth move to the next activity within 2-3 minutes). *1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)*	1 2 3 ✓ 4
4. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive. *1=Staff use a negative, punitive, irritable, or harsh tone most of the time.*	1 2 3 ✓ 4
5. Staff treat youth respectfully, and assume best intentions. Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view). *1=Staff constantly correct, criticize, or reprimand youth.*	1 2 3 ✓ 4
6. Staff use simple reminders and redirection to support positive behaviors. Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). *1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused: "How many times do I have to tell you not to....?")*	1 2 3 ✓ 4
7. When addressing behavioral issues, staff use strategies that are developmentally appropriate and effective. *1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings).*	1 2 3 4 ✓N /A

Colbert County Schools 21st CCLC After School Program – Lesson Plans

School Name: __Hatton Elementary___ (Summer School Program)

Week of: _____June 10th, 2024_____ thru __June 14th, 2024__

Staff Name: ___Joyalyn Hollingsworth_____ Position: _____Teacher_____ Grade Level: ___4th-6th___

Program Goals:

1. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.
2. Implement Science, Technology, Engineering and Math (STEM) activities.
3. Increase student attendance for regular school days.
4. Increase parent and family engagement
5. Improve student behavior throughout the regular school day.
6. Provide service learning opportunities
7. Provide nutritional snacks in the after school program
8. Provide a safe alternative for students without after school childcare

This Lesson Plan Covers the following components:(check all that apply)

_____ Nutrition	_____ Environmental Literacy	_____ Drug Prevention	__x__ STEAM
__x__ Physical Education	_____ Financial Literacy	_____ Bullying Prevention	
__x__ Technology	_____ Cultural Diversity	_____ Art/Music/Theater	
_____ Career Readiness	_____ Character Education	__x__ Library Activities	

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Title					
Purpose: What will be learned and what 21st CCLC goal will this meet?	P 1 & 2 **Math - Tutoring**	P 1 & 2 **Engineering Challenge**	P 1 & 2 **Environmental Literacy/ Career Readiness**	P 8 **Technology/Character Education**	P 8 **Physical Education**
Enrichment/Tutoring/Remediation (must cover at least one of these components daily)	Remediation	Enrichment	Enrichment	Tutoring	
Standards to Address	Standard 6.6			Standards 6.5	Standard 5-1.1

Description of Activity:	Physical Education outside play on the big playground (basketball, kickball, hula hoop, and etc.)\n\nPaint Ceramic Designs and Wood Crafts (turtles, trucks, bikes, boats, and etc.)	Physical Education outside play on the big playground (basketball, kickball, hula hoop, and etc.)\n\nMusic (GoNoodle Dances and Line Dances)	Physical Education outside play on the big playground (basketball, kickball, hula hoop, and etc.\n\nCenters (manipulatives)	Physical Education outside play on the big playground (basketball, kickball, hula hoop, and etc.)\n\nPaint Ceramic Coasters	NO SUMMER SCHOOL
Materials Needed:	Ceramic Items Wood Items Paint Pens	YouTube GoNoodle	Center Tubs (Resource Room)	Coasters Paint Pens	
Additional Component Activity:					
Physical Education: (include description and standard)	Basketball	Relay Races	Outdoor Play	Gym Activities	Outdoor Play

Signature Page

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

Andrea Pless   6-20-24
_____   _____
Site Coordinator's/Project Director Signature   Date

_____   6-20-24
_____   _____
External Evaluator's Signature   Date