

21st Century Community Learning Center Grant Project
MIRACLE PLUS 3: Immokalee Middle and High Schools

SUMMATIVE EVALUATION

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OVERVIEW AND HISTORY

Immokalee, Florida is one of the nation's largest agricultural regions. The majority of the families in the area have limited education, limited job skills, and limited economic resources. Immokalee is remotely located and 40 miles inland from coastal Naples. After school program opportunities are limited in Immokalee and Miracle Plus 3 serves the middle and high school serving 278 regularly attending students.

The Southwest Florida Workforce Development Board (SFWDB) has been the key partner to the Collier County School District in providing academically focused after school programs in Immokalee for more than seven years. SFWDB began its after school work at 5 sites in Immokalee and has expanded to serving all 9 schools (including the charter, middle and high schools serving Immokalee students) and more than doubling the number of students participating. From the inception, MP3 has and continues to serve students in grades 7-12 who are academically underperforming and have associated at-risk characteristics.

Today, the program incorporates a broad range of instructional strategies to synergistically provide direct instruction and disguised learning opportunities that include a generous amount of hands-on activities. Curriculum and instruction is closely aligned to the day school and based on the Next Generation Sunshine State Standard and/or the Core Standards. Decisions including those of staffing, student grouping and learning activities are increasingly more data driven. Students attend the program 12 hours a week for 36 weeks at the three school sites and participate in an array of structured programs designed to increase skills in reading, math and science. Additionally, students are engaged in personal enrichment including leadership development, the arts and sports.

There are several current noteworthy and unique aspects of the Miracle 21st CCLC projects:

- Staff leadership developed a prototypical model to incorporate and leverage the SES (Supplemental Educational Services) resources to more cohesively serve students involved in both programs. This was as a result of being awarded one of five national grants with the aim of decreasing or eliminating competition and creating synergy. This has been part of the Immokalee Middle School effort.
- The program has used the federal grant resources to offer professional development opportunities to both its Miracle staff and SES tutors (sometimes the same) in areas of after school programming and targeted instructional components such as non-linguistic representation, thematic units, positive mindsets, and vocabulary acquisition. The professional development was delivered by McREL (Mid-continent Research for Education and Learning) consultants.
- To address the competencies of resiliency and self-efficacy, the program has adapted the work of Stephen Covey (*7 Habits of Highly Effective People*, 1989, 2004) to the after school program and is the first to do so nationwide. 2010-2011 was the first full year of implementation and it included the large majority of Miracle staff completing the 7 Habits of Highly Effective People Signature Workshop delivered by certified trainers. In the secondary schools, the Covey curriculum included *7 Habits of Highly Effective Teens* (Sean Covey, 1998) and the *6 Most Important Decisions You Will Ever Make* (Sean Covey, 2006).

Miracle Plus 3 measures effectiveness through seven main goals. The goals are: 1) improve academic achievement in reading, math and science, 2) explore fine and creative arts, 3) improve skills in recreational activities, 4) promote family awareness of community resources, 5) increase parental engagement in arts and health activities, 6) increase student knowledge of community service, and 7) demonstrate understanding of the 7 Habits of Highly Effective People adapted for students.

STUDENT ATTENDANCE AND ENROLLMENT

TABLE 1: STUDENT ENROLLMENT: TOTAL VERSUS REGULAR PARTICIPANTS

	Total Enrollment (Attending at least one day)				Regularly Participating Enrollment (Attending at least 30 days)			
	Summer 2010 Only	Academic Year 2010-2011 Only	Both Summer/ Academic Year	Total	Summer 2010 Only	Academic Year 2010-2011 Only	Both Summer/ Academic Year	Total
Immokalee Middle School	14	128	4	146	11	106	4	121
Immokalee High School	0	279	0	279	0	157	0	157

TABLE 2: AVERAGE DAILY STUDENT ATTENDANCE

	Summer 2010	Academic Year 2010-2011				Overall
		After School	Before School	During School	Weekend / Holidays	
Immokalee Middle School	11	73	0	0	20	73
Immokalee High School	0	90	0	0	0	90

Numbers in parentheses indicate PROPOSED average daily attendance.

TABLE 3: STUDENT DEMOGRAPHICS: TOTAL STUDENT PARTICIPANTS

	Gender		Free or Reduced-Price Lunch		
	Male	Female	Yes	No	Unknown
Immokalee Middle School	79	67	141	5	0
Immokalee High School	165	114	270	9	0

TABLE 4: STUDENT DEMOGRAPHICS: REGULAR PARTICIPANTS

	Gender		Free or Reduced-Price Lunch		
	Male	Female	Yes	No	Unknown
Immokalee Middle School	62	59	117	12	0
Immokalee High School	92	65	153	4	0

TABLE 5: STUDENT SPECIAL NEEDS: ALL PARTICIPANTS

	Limited English Proficient			Identified with Disability		
	Yes	No	Unknown	Yes	No	Unknown
Immokalee Middle School	54	92	0	27	119	0
Immokalee High School	100	179	0	41	238	0

TABLE 6: STUDENT SPECIAL NEEDS: REGULAR PARTICIPANTS

	Limited English Proficient			Identified with Disability		
	Yes	No	Unknown	Yes	No	Unknown
Immokalee Middle School	51	70	0	19	102	0
Immokalee High School	74	83	0	21	136	0

TABLE 7: STUDENT RACE AND ETHNICITY: TOTAL VERSUS REGULAR PARTICIPANTS

	Total Student Population					Regularly Participating Students				
	American Indian/Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	American Indian/Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American
Immokalee Middle School			84	60	2			74	47	
Immokalee High School			112	161	5			74	82	1

TABLE 8: STUDENT GRADE LEVELS: ALL PARTICIPANTS

	Grade In School													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Immokalee Middle School									74	72				
Immokalee High School											87	90	55	47

TABLE 9: STUDENT GRADE LEVELS: REGULAR PARTICIPANTS

	Grade In School													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Immokalee Middle School									61	60				
Immokalee High School											54	41	35	27

FEEDER SCHOOLS

Immokalee Middle schools students attend Immokalee High School in grades 9-12.

PROGRAM OPERATION

TABLE 10: SUMMER 2010 OPERATION

	Total number of weeks THIS site was open:	Typical number of days per week THIS site was open.	Typical number of hours per week THIS site was open on		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Immokalee Middle School	2	4	20	0	0
Immokalee High School	0	0	0	0	0

TABLE 11: 2010-2011 ACADEMIC YEAR OPERATION

	Total number of weeks THIS site was open:	Total number of days THIS site was open.	Typical number of days per week THIS site was open.	Typical number of hours per week THIS site was open on				TOTAL number of days THIS site operated			
				<i>Before School</i>	<i>During School</i>	<i>After School</i>	<i>Weekends/Holidays</i>	<i>Before School</i>	<i>During School</i>	<i>After School</i>	<i>Weekends/Holidays</i>
Immokalee Middle School	36	16.3	5	0	0	12	4	0	0	163	4
Immokalee High School	36	133	4	0	0	12	4	0	0	133	4

QUALITY OF STAFFING

TABLE 12A: STAFF’S REGULAR RESPONSIBILITIES (IMMOKALEE HIGH SCHOOL)

	2010-2011 Academic Year		Summer of 2010	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	10	0	0	
Center administrators and coordinators				
Youth development workers and other nonschool-day staff with a college degree or higher				
Other nonteaching school-day staff	5			
Parents				
College students	1	0		
High school students		3		
Other community members				
Other nonschool-day staff with some or no college				

TABLE 12B: STAFF’S REGULAR RESPONSIBILITIES (IMMOKALEE MIDDLE SCHOOL)

	2010-2011 Academic Year		Summer of 2010	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	6		0	
Center administrators and coordinators				
Youth development workers and other nonschool-day staff with a college degree or higher				
Other nonteaching school-day staff	6		2	
Parents				
College students	1			
High school students		5		
Other community members				
Other nonschool-day staff with some or no college				

OBJECTIVE ASSESSMENT

Academics

The academic progress of Miracle Plus 3 students is promising, but also shows need for improvement. FCAT and report grades are detailed below in the Academic Tables. The narrative uses rounded percentages and the tables reflect percentages reported to the hundredths. Report card grades show comparison between the first quarter and the 4th quarter. In the case of students that did not attend the entire year, but did attend 30 days or more, report card grades are the comparison between the first and last report card applicable for those students. Students that maintained A’s are counted as increased.

The overall FCAT Math results for students attending 30 days or more in Miracle Plus 3, showed that 20% of students increased, 40% remained the same and 40% decreased.

FCAT -Math			
Classification	Total # of Students in Program (Not Class.)	Student in Classification	Student % in Classification
Remained the Same	215	86	40.00%
Increased	215	44	20.47%
Decreased	215	85	39.53%
			100.00%

The Report Card grades results showed overall that 21% of students increased, 27% remained the same and 51% decreased.

Grades- Math			
Classification	Total # of Students in Program (Not Class.)	Student in Classification	Student % in Classification
Remained the Same	257	70	27.24%
Increased	257	55	21.40%
Decreased	257	132	51.36%
			100.00%

The overall FCAT Reading results for students attending 30 days or more in Miracle Plus 3, showed that 12% of students increased, 64% remained the same and 24% decreased.

FCAT-Reading			
Classification	Total # of Students in Program (Not Class.)	Student in Classification	Student % in Classification
Remained the Same	222	142	63.96%
Increased	222	26	11.71%
Decreased	222	54	24.32%
			100.00%

The Report Card grades for Reading for students attending 30 days or more showed overall that 30% of students increased, 27% remained the same and 42% decreased.

Grades- Reading			
Classification	Total # of Students in Program (Not Class.)	Student in Classification	Student % in Classification
Remained the Same	161	44	27.33%
Increased	161	49	30.43%
Decreased	161	68	42.24%
			100.00%

The overall report card grades for Miracle Plus 3 science attending 30 days or more, showed that 25% of students increased, 41% remained the same and 34% decreased.

Grades-Science			
Classification	Total # of Students in Program (Not Class.)	Student in Classification	Student % in Classification
Remained the Same	236	96	40.68%
Increased	236	59	25.00%
Decreased	236	81	34.32%
			100.00%

Academic Highlights

- Immokalee Middle School FCAT Math scores improved significantly compared to overall FCAT Math results. Among the middle school students attending MP3 for 30 days or more, 56% of students increased and 10% decreased. This compares to 20% of students increasing in FCAT math and 39% decreasing among all MP3 students.
- Overall, 65% of Miracle Plus 3 students show an understanding of the 7 Habits (*The 6 Most Important Decisions You'll Ever Make*) which promotes leadership and self-efficacy.

OBJECTIVES

Objective	Measures	Original Proposed Objective	Status
1.1 80% of regularly participating students (attending 30 days or more) will show improvement in reading skills as demonstrated by such measures as standardized testing, report card grades, and/or feedback from classroom teachers	<p>Report card grades: Quarterly(Reading /Language Arts)</p> <p>Oasis academic progress tracking software- monthly reports.</p> <p>Pre and post tests developed for each Thematic Unit</p> <p>Florida Assessments for Instructional Reading (FAIR) and FCAT: Annually (reading)</p> <p>Pre and Post tests are created by certified teachers; aligned with NGSSS</p>	YES	95% Objective Met

1.2 80% of regularly participating students (attending 30 days or more) will show improvement in math and science skills as demonstrated by such measures as standardized testing, report card grades, pre-and post measurements of Miracle Plus units.	Report card grades: Quarterly (Math/Science) FCAT : Annually (Math and Science scores) Pre and Post test for each Thematic Unit	YES	83% Objective Met
2.1 80% of reg. participating students (attending 30 days or more) will learn knowledge and skills related to the performing or creative arts as demonstrated by such measures as successful completion of student portfolios, projects and/or student surveys.	Pre and Post test by unit (twice throughout the program year) or products/artifacts created by students Pre and Post tests provided by subcontractors	YES	66% Objective Not Met. Good Progress is being made
2.2 80% of regularly participating students (attending 30 days or more) will demonstrate increased knowledge and skills in at least one recreational activity as demonstrated by such measures as pre- and post- assessments and/or student surveys.	Pre, mid and post fitness evaluation Student survey for knowledge of recreational activity	YES	92% Objective Met
3.1) 15% of parents of regularly participating students (attending 30 days or more) will improve their knowledge, and awareness of community resources related to health and adult education.	Newsletter quarterly (3 languages)	YES	0% Objective Was not measured for knowledge
3.2 15% of parents of regularly participating students (attending 30 days or more) will participate in family arts and health night activities as demonstrated by participation records.	Sign in sheets and Flyers	YES	22% Objective Met
4.1) 60% of regularly participating students (attending 30 days or more) will increase their knowledge of community, service, and economics.	Community Service pre and post test or Student Survey	YES	62% Objective Met
4.2) 60% of regularly participating students (attending 30 days or more) will demonstrate their understanding of the 7 Habits as measured by staff observation and/or student surveys	Survey or Assessments Student Product and artifacts	YES	65% Objective Met

PROGRESS TOWARDS SUSTAINABILITY

TABLE 13: TABLE OF PARTNERSHIPS AND SUB-CONTRACTORS

Agency Name	Type of Organization	Subcontractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Boys and Girls Club of Collier County, Florida	BGC	YES	10,000	60,000	Goods/Materials Paid Staffing Funding/Raise Funds
Collier County Public Schools	SD	YES	64,396	113,891	Volunteer Staffing/Paid Staffing
Parks and Recreation	PRD	YES		1,500	Goods and Materials
SW FL Workforce Board	CBO	NO	26,577		In Kind
United arts Council	CBO	YES	5,000	14,000	Programming Paid Staffing Funding/Raise Funds

OVERALL RECOMMENDATIONS

Miracle Plus 3 provides middle and high school students with a safe and nurturing place to go after school each day. The Miracle Plus 3 program has increased academic achievement for many of the students it served in the 2010-2011 academic year. MP3 is making positive progress toward meeting all of the program's goals.

Overall, academic achievement is increasing for students who are participants of the Miracle Plus 3 program. FCAT Math, FCAT Reading and report card grades indicate the majority of the students increased the grade earned or stayed at the same level of performance. In particular, participants at Immokalee Middle School made significant progress towards the project goals. MP3 middle school students scored well in FCAT Math and in the F.A.I.R. assessment. Formative assessment data of student progress is used well to monitor student progress. The data informs instructional decisions in meeting student needs.

- It is recommended that program staff work with day school teachers to support student class work and improve report card grades.

Student leadership through the FranklinCovey 7 Habits of Highly Effective is a promising practice. The inclusion of the college student virtual mentoring program is compatible with the 7 Habits and allows students to not only learn leadership through college students, but also serves to provide students an understanding of college admission requirements and college life.

- The program is encouraged to pursue Light House *Leader in Me* status at the middle and high school in order to continue efforts in student character development and personal leadership as integral components of improving academic achievement and quality preparation for middle school.

Infusing the arts, sports and personal enrichment with academic instruction is a strong component of the program. These services are critical parts of the program and should continue to be offered. Objective 2.1 was not met during the 2010-2011 program year.

- Miracle Plus 3 staff should work with the United Arts Council to structure arts activities to ensure that student growth can be measured.
- It is recommended that The Miracle Plus 3 program continue to provide a variety of enrichment programs for participants.

The involvement of Immokalee parents and families in the Miracle programs present unique challenges in an area in which the majority are field workers or service industry employees traveling 40 miles to work sites. Objective 3.1 was not met during the 2010-2011 program year.

- It is recommended that communication with parents and families continue to be consistent throughout the year through such vehicles as newsletters and phone calls.
- It is recommended that Miracle staff revise the type of data collection and methodology as it involves parents to more accurately reflect the actual involvement.

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