

**2017-2018 SUMMATIVE EVALUATION REQUIRED REPORTING TEMPLATE
GRANT YEARS 1, 3, & 4**

1.0 STUDENT ENROLLMENT AND ATTENDANCE

Student enrollment for regular participants (attending 30 days or more) was 493 and total (all participants) enrollment was 604. Regularly participating enrollment for each school site ranged from 150 to 182.

Regular enrollment per site was:

- Eden Park Elementary 182 (175 school year only, 7 both school year and summer)
- Lake Trafford Elementary, 161 (148 school year only, 13 both school year and summer)
- Pinecrest Elementary 150 (148 school year only, 2 both school year and summer)

Zero sites had regularly participating enrollment for summer only.

Total enrollment for each school site ranged from 187-229, each site had the following total enrollment:

- Eden Park Elementary, 229 (191 school year only, 7 both school year and summer, 31 summer only)
- Lake Trafford Elementary, 188 (154 school year only, 13 both school year and summer, 21summer only)
- Pinecrest Elementary, 187 (157 school year only, 3 both school year and summer, 27 summer only)

Table 1 provides student enrollment data.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2017 and School Year 2017-2018.

Center Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Eden Park Elementary	31	191	7	229	0	175	7	182
Lake Trafford Elementary	21	154	13	188	0	148	13	161
Pinecrest Elementary	27	157	3	187	0	148	2	150

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.

2.0 STUDENT AND FAMILY DEMOGRAPHICS

The program consisted of 285 female participants and 319 male participants for total student enrollment, and 256 females and 267 males for regular participants. Ages ranged from 8-12 years old for both total participants and regular participants. Demographics by site were:

- Eden Park Elementary: regular participants 91 female and 91 male; all participants 102 female and 127 male
- Lake Trafford Elementary: regular participants 75 female and 86 male; all participants 86 female and 102 male.
- Pinecrest Elementary: regular participants 75 female and 75 male; all participants 97 female and 90 male.

Table 2 provides student demographic information.

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	DK*		Male	Female	DK*	
Eden Park Elementary	127	102	0	8-12	91	91	0	8-12
Lake Trafford Elementary	102	86	0	8-12	86	75	0	8-12
Pinecrest Elementary	90	97	0	8-12	75	75	0	8-12

The program served students with special needs at all sites. For total participating students, Eden Park identified 121 students as Limited English Proficient, and 138 with a disability; Lake Trafford had 92 students identified as Limited English Proficient, and 120 identified as having a disability; Pinecrest had 113 identified as Limited English Proficient, and 129 with a disability. Table 3 provides data for students with special needs for total participating students

Table 3. Students with Special Needs: Total Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Eden Park Elementary	121	77	31	138	60	31
Lake Trafford Elementary	92	70	26	120	42	26

Pinecrest Elementary	113	74	0	129	58	0
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For regularly participating students, Eden Park identified 116 students as Limited English Proficient, and 130 with a disability; Lake Trafford had 91 students identified as Limited English Proficient, and 119 identified as having a disability; Pinecrest had 107 identified as Limited English Proficient, and 125 with a disability. Table 4 provides data for students with special needs for regularly participating students

Table 4. Students with Special Needs: Regularly Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Eden Park Elementary	116	66	0	130	52	0
Lake Trafford Elementary	91	70	0	119	42	0
Pinecrest	107	43	0	125	25	0

*DK = Don't Know.

Student race and ethnicity for regularly participating students was: Eden Park consisted of 172 Hispanic or Latino American, 23 Black or African American, 3 White or Caucasian American; Lake Trafford included 133 students identified as Hispanic or Latino, 49 Black or African American, 3 White or Caucasian American, and 3 unknown race/ethnicity; Pinecrest 164 Hispanic or Latino American, and 23 Black or African American. Table 5 provides data for total participants and regularly participating students' race and ethnicity.

Table 5. Student Race and Ethnicity*: Total and Regularly Participating Students.

Center Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown**	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown
Eden Park Elementary	0	0	23	172	3	0	0	0	19	160	3	0
Lake Trafford Elementary	0	0	49	133	3	3	0	0	39	118	2	2
Pinecrest Elementary	0	0	23	164	0	0	0	0	17	133	0	0

* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.

**** Unknown = Racial/ethnic group is unknown or cannot be verified.**

Participant grade levels for total participating students by school site was:

- Eden Park: 3rd – 82, 4th – 87, 5th – 60
- Lake Trafford: 3rd – 72, 4th – 58, 5th – 58
- Pinecrest: 3rd – 72, 4th – 54, 5th – 61

Table 6 provides data for participants' grade for total participating students.

Table 6. Student Grade for Total Participating Students.

Center Name	Grade In School*														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Eden Park Elementary	0	0	0	0	82	87	60	0	0	0	0	0	0	0	229
Lake Trafford Elementary	0	0	0	0	72	58	58	0	0	0	0	0	0	0	188
Pinecrest Elementary	0	0	0	0	72	54	61	0	0	0	0	0	0	0	187

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

Participant grade levels for regularly participating students by school site was:

- Eden Park: 3rd – 70, 4th – 60, 5th – 52
- Lake Trafford: 3rd – 67, 4th – 50, 5th – 44
- Pinecrest: 3rd – 64, 4th – 42, 5th – 44

Table 7 provides data for participants' grade for total participating students.

Table 7. Student Grade for Regularly Participating Students.

Center Name	Grade In School*														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Eden Park Elementary	0	0	0	0	70	60	52	0	0	0	0	0	0	0	182
Lake Trafford Elementary	0	0	0	0	67	50	44	0	0	0	0	0	0	0	161
Pinecrest Elementary	0	0	0	0	64	42	44	0	0	0	0	0	0	0	150

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

For total participants, the number of student receiving free or reduced-price lunch at each site was: Eden Park 191, Lake Trafford 154, and Pinecrest 179. Eden Park had 31 students in which it was unknown whether or not they received free or reduced-price lunch, Lake Trafford had 34

students in which it was unknown whether or not they received free or reduced-price lunch, and 8 students at Pinecrest Elementary also had unknown statuses for free or reduced-price lunch. Table 8 provides data for participants' grade for total participating students.

Table 8. Free/Reduced Lunch Status of Total Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Eden Park Elementary	191	7	31
Lake Trafford Elementary	154	0	34
Pinecrest Elementary	179	0	8

For regularly participants, the number of student receiving free or reduced-price lunch at each site was: Eden Park 177, Lake Trafford 151, and Pinecrest 144. Lake Trafford had 10 students in which it was unknown whether or not they received free or reduced-price lunch, and 6 students at Pinecrest Elementary also had unknown statuses for free or reduced-price lunch. Table 9 provides data for participants' grade for total participating students.

Table 9. Free/Reduced Lunch Status of Regularly Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Eden Park Elementary	177	5	0
Lake Trafford Elementary	151	0	10
Pinecrest Elementary	144	0	6

3.0 PROGRAM OPERATIONS

During the summer 2017, all three sites typically operated 4 days a week, for four weeks. The typical number of hours per week at the three operating sites was 32. Table 10 provides data for typical operation per week and year by site for summer 2017.

Table 10. Summer 2017 Operation.

Center Name	Total number of	<u>Typical</u> number of	<u>Typical</u> number of hours per week THIS center was open on:
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	<u>weeks</u> THIS center was open:	<u>days per week</u> THIS center was open:	WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Eden Park Elementary	4	4	32	0	0
Lake Trafford Elementary	4	4	32	0	0
Pinecrest Elementary	4	4	32	0	0

During 2017-2018 school year, all three sites typically operated 4 days a week for 36 weeks. Each site operated for 12 hours per week after school, and 4 hours on weekends/holidays for a total of 132 in operation during 2017-2018 school year. Table 11 provides data for typical operation per week and year by site for school year 2017-2018.

Table 11. School Year 2017-2018 Operation.

Center Name	Total # weeks THIS center was open	Total # days THIS center was open	<u>Typical # days per week</u> THIS center was open	<u>Typical # hours per week</u> THIS center was open				<u>Total # days</u> THIS center operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends / Holidays
Eden Park Elementary	36	132	4	0	0	12	0	0	0	132	4
Lake Trafford Elementary	36	132	4	0	0	12	0	0	0	132	4
Pinecrest Elementary	36	132	4	0	0	12	0	0	0	132	4

4.0 STAFF CHARACTERISTICS

Each site is supported by staff with a variety of different roles. Staff positions range from school day teachers, non-teaching school day staff, site coordinators, college students, high school student volunteers, to paid and unpaid sub-contractors.

4.1 Staff Demographics

Eden Park had five paid staff members for summer 2017. Staff consisted of the site coordinator, two college students, and two sub-contracted staff. During the 2017-2018 school

year, staff consisted of nine school day teachers, a site coordinator, three non-teaching school day staff, seven college students, and three sub-contracted staff.

**Table 12. Regular Staff by Paid and Volunteer Status.
Eden Park Elementary**

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	0	0	9	0
Center Administrators and Coordinators	1	0	1	0
Other Non-teaching School Day Staff	0	0	3	0
Parents	0	0	0	0
College Students	2	0	7	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Sub-contracted Staff	2	0	3	0
Other**	0	0	0	0

¹For all staff categories *except* "Other", report only staff paid with 21st CCLC funds.
* These categories represent the regular responsibilities of program staff during the regular school day.
** Use this category if data do not fit in specific categories provided

Lake Trafford had six paid staff members for summer 2017. Staff consisted of the site coordinator, one non-teaching school day staff, two college students, and two sub-contracted staff. During the 2017-2018 school year, staff consisted of seven school day teachers, a site coordinator, three non-teaching school day staff, and 11 college students, and seven sub-contracted staff.

**Table 12. Regular Staff by Paid and Volunteer Status.
Lake Trafford Elementary**

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	0	0	7	0
Center Administrators and Coordinators	1	0	1	0
Other Non-teaching School Day Staff	1	0	3	0
Parents	0	0	0	0

College Students	2	0	11	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Sub-contracted Staff	2	0	7	0
Other**	0	0	0	0
¹ For all staff categories <u>except</u> "Other", report only staff paid with 21 st CCLC funds. * These categories represent the regular responsibilities of program staff during the regular school day. ** Use this category if data do not fit in specific categories provided				

Pinecrest had five paid staff members for summer 2017. Staff consisted of the site coordinator, two college students, and two sub-contracted staff. During the 2017-2018 school year, staff consisted of nine school day teachers, a site coordinator, four non-teaching school day staff, and three college students, and seven sub-contracted staff.

**Table 12. Regular Staff by Paid and Volunteer Status.
Pinecrest Elementary**

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	0	0	9	0
Center Administrators and Coordinators	1	0	1	0
Other Non-teaching School Day Staff	0	0	4	0
Parents	0	0	0	0
College Students	2	0	3	3
High School Students	0	0	0	0
Community Members	0	0	0	0
Sub-contracted Staff	2	0	7	0
Other**	0	0	0	0
¹ For all staff categories <u>except</u> "Other", report only staff paid with 21 st CCLC funds. * These categories represent the regular responsibilities of program staff during the regular school day. ** Use this category if data do not fit in specific categories provided				

4.2 Students-to-Staff Ratio

The student-to-staff ratio for academic components of the program was 10:1 and enrichments components was 20:1. Each program site follows the required ratios.

4.3 Staff Training

At each program site, staff engaged in a staff orientation. In addition, four professional development sessions were conducted for staff. Professional development sessions were 90 minutes long and covered the following topics: Class Management (October 20, 2017), Kagan Structures (November 17, 2017), Increasing Student Achievement through Engagement (January 26, 2018), and Behavior and Consequences (February 16, 2018).



5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

Domain	Objective Assessment Plan	School Level Served	Standard of Success	Benchmark	Total Number of Participants Measured at End of Year	Total Number of Participants Meeting Success at End of Year	Percent of Participants Meeting Benchmarks at the End of the Year
Academic - English Language Arts/Writing	40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	40%	473	343	73%
Academic - English Language Arts/Writing	30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	30%	400	135	34%

Academic - Mathematics	40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	40%	473	305	64%
Academic - Mathematics	40% of regularly participating students will achieve a satisfactory level or above on mathematics.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	40%	407	230	57%
Academic - Science	40% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	40%	473	333	70%
Academic - Science	30% of regularly participating students will achieve a satisfactory level or above on science.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	30%	116	40	34%

Personal Enrichment - Behavior & Problem-Solving	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	Elementary School	Increase in 7 Habits assessment score	50%	436	398	91%
Personal Enrichment - Arts & Culture	65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Elementary School	Increase in UAC assessment score	65%	368	282	77%
Adult Family Member Performance	10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	Elementary School	Increase in assessment score	10%	79	66	84%

5.2 Other Findings

Surveys were administered to adult family members (parent survey), students (student survey), and teachers (teacher survey) for End-of-Year feedback. Survey results for Miracle 1 were positive for all respondent types. A summary of the results is displayed below.

Parent survey results ranged from 4.21 to 4.50 indicating means in the satisfied to very satisfied ratings. The number of parent surveys submitted was 115.

Parent Survey Results

	Mean
This afterschool program as a whole	4.45
Staff's warmth and friendliness	4.37
Staff's ability to work with my child	4.40
Staff's ability to relate and reach out to me as a parent	4.21
Variety of activities offered to my child	4.45
Safety of the program environment	4.45
My child's happiness with the program	4.50
Helping me become more involved with my child's education	4.31
Helping me become more involved with my child's education	4.42
Homework completion	4.30
Academic performance (i.e., grades, learning gains)	4.34
Getting along with others (i.e., peers, different cultures)	4.36
Staying out of trouble	4.46

5 = Very Satisfied, 4 = Satisfied, 3 = Not Sure, 2 = Unsatisfied, 1 = Very Unsatisfied

A text responses item asked: “What is the one thing you would like to see changed about your child's afterschool program?” 38 parents responded to this item. Results were:

- No changes needed – 24
- More academics, tutoring – 3
- Better food, snacks – 1
- More activities, games – 2
- More homework time – 4
- Expand hours – 3
- Address behavior problems, bullying – 1

The student survey results had means ranged from 2.64 to 2.84 indicating a higher “somewhat” to “definitely” rating by the 332 student respondents.

Student Survey Results

	Mean
Do you enjoy the activities in your afterschool program?	2.64
Does your afterschool program have adults who care about you?	2.79
Do you feel safe at your afterschool program?	2.75
Does your afterschool program help you get along well with others?	2.64
Does your afterschool program help you understand that following rules is important?	2.82
Does your afterschool program help you solve problems in a positive way?	2.74
Does your afterschool program help you with your homework?	2.84
Does your afterschool program help you improve your grades?	2.64

3 = Definitely, 2 = Somewhat, 1 = Not at all

Teachers completed the teacher survey for program students (n = 165). Means ranged from 2.99 to 3.36, indicating “improved” to “did not need to improve.”

Teacher Survey

	Mean
Turning in homework on time	3.06
Completing quality homework to your satisfaction	3.03
Paying attention and participating in class	3.07
Volunteering (e.g., for extra credit or more responsibilities)	3.04
Attending class regularly	3.36
Being attentive in class	3.13
Behaving well in class	3.22
Academic performance (e.g., improved grades, learning gains)	3.04
Coming to school motivated to learn	3.19
Getting along well with other students (positive interactions)	3.24
Self-efficacy (belief they can do well in school)	3.10
Parents interests and/or involvement in the child’s schooling	2.99

4 = Did Not Need to Improve, 3 = Improved, 2 = No Change, 1 = Declined



5.3 Student Success Snapshot

When J. started attending the Miracle After School program, program staff noticed that she was a very talented 3rd grade student who unfortunately was not very motivated to learn and her lack of motivation was leading her to disruptive behaviors.

Through a positive behavior reinforcing system, implemented during the after school program, J. started to show confidence and her academic achievement improved.

The "**Caught You!**" positive behavior reinforcing program consists of giving students opportunities for them to develop their best skills and feel confident! Students earn "tickets and incentives" for being proactive (7 habits) and trying their best academically (Growth Mindset). J. also had opportunities to choose between many classroom roles and developed great skills through practicing the 7 habits: Class helper, Safety Patrol, Supplies manager, etc.

The Reading/Writing tutoring implemented three times a week played a very important role in J.'s academic improvement, self-esteem and motivation. Through individualized help, J. received the tools she needed to improve her individual reading/writing skills. At the end of the school year J. made great academic progress; her grade went up from "D" (first quarter) to a "B" (fourth quarter) making the after school program staff and day teachers very proud of her.



5.4 Overall Findings for Each Objective

The following table provides the Miracle 1 program’s progress towards and achievement of each objective. At the end of 2017-2018, the program is meeting or exceeding the benchmark for each objective in the assessment plan.

Objective Assessment Plan	Standard of Success	Percent of Participants Meeting Standard of Success at End of the Year	Stars Achieved
40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	73%	5 stars - Meets or Exceeds Benchmark
30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Attain an Achievement Level 3 (satisfactory) or higher	34%	5 stars - Meets or Exceeds Benchmark
40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	64%	5 stars - Meets or Exceeds Benchmark
40% of regularly participating students will achieve a satisfactory level or above on mathematics.	Attain an Achievement Level 3 (satisfactory) or higher	57%	5 stars - Meets or Exceeds Benchmark

40% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	70%	5 stars - Meets or Exceeds Benchmark
30% of regularly participating students will achieve a satisfactory level or above on science.	Attain an Achievement Level 3 (satisfactory) or higher	34%	5 stars - Meets or Exceeds Benchmark
50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	Increase in 7 Habits assessment score	91%	5 stars - Meets or Exceeds Benchmark
65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Increase in UAC assessment score	77%	5 stars - Meets or Exceeds Benchmark
10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	Increase in assessment score	84%	5 stars - Meets or Exceeds Benchmark

6.0 PROGRESS TOWARD SUSTAINABILITY

Miracle 1 partners with five different agencies. The Collier County Public Schools partners as a sub-contractor with an estimated contribution of \$35,000 (\$168,000) for teachers, transportation, and classrooms. Sub-contractor partnerships include, United Arts Council at \$5,000 (\$20,000 value) for artists and enrichment activities, and Parks and recreation at \$0 (\$25,000 value) for recreational activities and location. The Naples Children and Education Foundation (funding), and SWFL Workforce Development Board (food) partner with the program for \$100,000 each.

Table 14: Partnerships and Sub-Contracts

Agency Name	Type of Organization	Subcontractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Collier County Public Schools	SD	Yes	35,000	168,00	Contracted: teachers, transportation Contribution: classrooms
Naples Children and Education Foundation	Foundation	No	100,000	0	Funding
SW FL Workforce Development Board	CBO	No	100,000	0	Food
United Arts Council	--	Yes	5,000	20,000	Artists, enrichment activities
Parks and Rec	--	Yes	0	25,000	Recreational activities and location
<i>Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.</i>					

7.0 LESSONS LEARNED AND RECOMMENDATIONS

Miracle 1 had many successes for 2017-2018. Students met or exceeded the benchmarks in all areas. Program participants are doing well in all academic, personal enrichment areas, grades

earned on report card and attaining level 3 (satisfactory) or higher on the Florida Standards Assessment (FSA). Each site will remain committed to helping students meet or exceed the benchmarks for 2018-2019. For continuous improvement, some changes will occur in science and English language arts/writing for the 2018-2019 school year.

Science

In science, the overall percent of participants meeting the benchmark was 34% however, Eden Park was below the 30% target with 21% of students meeting the science success criterion. For 2018-2019, the program at Eden Park will offer science enrichment and centers with science vocabulary words. Participants will have this intervention four times per week to increase the number of students meeting the Florida Standards Assessment (FSA) science success criterion.

English language arts/writing

Although the program is meeting the benchmark of 30% or more for English language arts/writing with 34%, two of the sites, Lake Trafford Elementary and Pinecrest Elementary, are not meeting the benchmark.

For 2018-2019, to increase the number of students meeting the reading success criterion at Lake Trafford, silent reading centers and writing centers will increase to 4x/week rather than 2x/week. In addition, reading tutoring will increase to 4x/week rather than 2x/week for students needing that support.

At Pinecrest, students will meet with a teacher two times a week for group tutoring in ELA. The groups will be comprised of students who are below the benchmark. The ELA groups will allow students to learn from each other, have direct assistance from the teacher and increase the amount of time students practice reading. The additional time and support will assist the students in raising their FSA scores.

The project staff will make the planned changes for 2018-2019 and monitor student progress for improvements. New students who enter the program will be provided with the same instructional time and support as those who matriculate. Changes over time will be monitored for students staying in the program to observe impact of services.

Participants really enjoy the personal development activities. Data indicate high percentages of participants meeting the benchmark in personal enrichment areas. The time for this programming should continue in duration and frequency to allow participants to maintain and excel in those areas.