

**21st Century Community Learning Centers
Scope of Work Narrative
SMARTville**

5.1 PROJECT ABSTRACT

The SMARTville 21st Century Community Learning Centers (21st CCLC) project represents a combined effort from Millennia, Sadler, and Tangelo Park elementary schools to improve the academic performance and personal enrichment of 220 low performing, high-poverty students in grades 2-5. SMARTville focuses on Science and Social Skills, Math, Athletics/Arts, Reading, and Technology (SMART) education to supplement the school day teaching and learning. Project-based learning activities will engage students in rigorous, real-world learning that interests them and build on their academic achievement. SMARTville also incorporates activities that will increase parent and family involvement focusing on career success and academic home support for 21st CCLC children.

5.2 NEEDS ASSESSMENT

Millennia, Tangelo Park and Sadler elementary schools are located in high need communities within Orange County Public Schools (OCPS), the 10th largest school district in the nation and the fourth largest in Florida. Orange County serves around 191,900 students from Pre-K to 12 Grade. The enrollment consists of 30% White, 37% Hispanic, 27% Black, 4% Asian, and 2% Multi-Cultural. The needs of our consortium are evident in our profile.

DEMOGRAPHICS												
21st CENTURY COMMUNITY LEARNING CENTERS SMARTville	Title I	% Eligible for the FRL	% Racial Rep.				% Hispanic	% ELL	% ESE	Mobility Rate	Enrollment	# 21st CCLC Students
			Black	White	Asian	Other						
Millennia Elementary	√	82	45	47	4	4	44	37	14	35	1028	90
Sadler Elementary	√	93	25	71	2	2	70	67	9	27	830	65
Tangelo Park Elementary	√	93	64	33	1	3	27	26	10	50	419	65

All three schools serve majority-minority student populations with high percentages of children from low income families and English language learners, as reflected in the above chart. There are more than 15 languages spoken in our communities. In a recent survey, data showed that classroom teachers perceive that more than 500 hundred of our students go to an empty home due to the struggles that families face when having two or more jobs to generate a sustainable income. This reality is alarming considering that the crime rate continues to increase in the school zones, reaching more than twice the U.S. average in violent crimes. In fact, there were five murders in this area during the last month. Many students are being raised by single parents (usually mothers) or are experiencing divorced parents in the middle of custody battles. According to the U.S. Census Bureau (May 2010), the educational background of the parents in these communities is reported as 25.8% having a Bachelor's Degree. All these factors impact our students' performance data.

Sadler Elementary has been graded a "D" school during the past three years causing it to be classified under the Differentiated Accountability Department. Tangelo Park Elementary School has also evidenced a consistent decrease on state performance test scores going from a school grade "A" to a "C" this past year. This school benefitted from the one-letter-grade drop down protection, avoiding a school grade of a "D" under this policy. Millennia Elementary School earned a grade of a "B" but continues to struggle with learning gains. All schools performed below the district's scores. Florida Standards have been fully implemented in the targeted grades, and this has been the first year of formal assessment of these standards. As predicted by the data from a less rigorous assessment, the district has predicted that only 30% percent of students will score on grade level for Reading at Sadler, 25% at Tangelo Park, and 35% at Millennia. In Math, 34% of students at Sadler are predicted to be on grade level, 33% at Millennia, and 30% at Tangelo Park. The impact of this performance data is also evident in the amount of referrals that are received. When we look at all three schools in our consortium's

behavior referrals for minor and major infractions, we find that our school is in need for character education in our community.

We currently offer Extended Day services at two of our schools. However, these services are not accessible to families who cannot afford to pay for after school services, because they have identified more critical expenditures that take priority. To reduce risk factors and promote academic and social success, funds are being sought to implement innovative learning opportunities for students and parents beyond school hours while providing a safe environment to students, many of whom would be going to empty homes after school according to a teacher survey conducted this month. Anticipated outcomes include increased student academic achievement in the areas of Reading, Math, Science, Social Skills, and Technology, as well as parental involvement and development.

SMARTville, through the 21st Century Community Learning Centers, will keep our students safe, learning, and enriching their lives with projects that will allow them to see the real life application of their academics. In addition, SMARTville will equip parents to provide the necessary support to our students' academic success in the areas of science, math, reading, technology, athletics/arts, and social behavior through the SMARTville Parent Academy component that will serve parents of the targeted population.

5.3 PROGRAM EVALUATION

The independent evaluator will be selected from the district's External Evaluator pool of candidates, who are identified through the OCPS Procurement process that ensures the evaluator meets high standards and is qualified to perform an independent evaluation that supports program improvement. An active request for proposals was posted for applications from candidates who want to be included in the OCPS External Evaluator pool for the upcoming school year. When the grant is awarded, the Fund Manager (one of the principals) will review a candidate grant program area experience matrix and responses to the request for proposals

(RFP) to gain more detailed knowledge of the Respondents' experience in the areas related to the grant. The Fund Manager will work with Grant Services staff to prepare a Scope of Work and set of deliverables for the 21st CCLC external evaluation services. The Fund Manager provides Procurement a list of the selected External Evaluator(s), the Scope of Work, deliverables and an abstract about the grant program. Procurement will release a request for quotes (RFQ) to the recommended Respondents with a deadline to reply within five days. The Fund Manager will review the quotes and compare them to available funding, and will notify Procurement staff, who will negotiate the final price with the recommended Respondent and finalize the Statement of Work to be executed. When completed, the Fund Manager will take appropriate steps to prepare for payments to be made, aligned with deliverables. Qualifications of external evaluators in the pool: A minimum of a master's degree in a field appropriate to providing external evaluation services for educational programs. External evaluators selected for the pool provide evidence of the following technical skills and research experience to the selection committee:

- Literature search and acquisition of background materials.
- Evaluation design and methodology (Needs assessment, formative and summative evaluations, cost benefit and cost effectiveness analyses, development of an evaluation plan/design/logic model, and development of evaluation questions)
- Appropriate sampling techniques for estimating population parameters and implementing cost-effective designs.
- Interviewing techniques, survey construction, use of focus groups, and classroom observations.
- Protocols, instruments or test development, including evaluation of the psychometric properties of instruments.

- Manipulation and analysis of large data sets, including both quantitative and qualitative data.
- Univariate and multivariate statistical techniques, including multi-level modeling.
- Data visualization, graphics and the development of their presentations and reports.

5.3.b Measurable Objectives and Assessments

The following are the academic objectives of SMARTville:

Objective 1: 75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.

Objective 2: 75% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.

Objective 3: 75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.

The data to monitor, in both formative and summative avenues, will be accessible to site coordinators and the project director. Orange County Public Schools has developed an online data warehouse where OCPS employees can find benchmark information for students. This includes all data that reflects assessments taken throughout the school year. We also have access to the Performance Matters platform, which houses all data that shows students' growth through school and district assessments. For a more frequent monitoring, the 21st CCLC teachers, site coordinators, and project director have access to the online component of the reading program that will evidence students' growth on the staircase of text complexity on a weekly basis.

The following are the objectives for the enrichment component of SMARTville:

Objective 4: 85% of participating students will increase their positive behavior as measured by perceptual survey (teacher).

Objective 5: 85% of participating students will demonstrate their knowledge of healthy lifestyle choices as measured by perceptual survey (student).

In order to gather the data for these two enrichment components, students will answer online surveys every nine weeks. These surveys will show increased knowledge in positive behavior choices, nutrition habits, and physical activity. Surveys for behavior improvement will be sent out to homeroom teachers and will demonstrate an increase on student positive behavior choices during the school day. These surveys will be house on the SMARTville Sharepoint Intranet web site for teachers, site coordinators, and project director to view.

Objective 6: 90% of participating family members will increase their awareness of community resources as measured by perceptual survey (parent).

5.4 Applicant's Experience and Capacity

Millennia, Sadler, and Tangelo Park Elementary Schools have demonstrated their abilities of successfully implementing after-school programs and social projects that supplement the student school day. Millennia and Sadler Elementary School have worked together with 21st Century Community Learning Centers from the year 2007 to 2011. Tangelo Park has also implemented after school clubs that extend the academic focus of the school day. However, teachers volunteer their time and as a result services are not as consistent. All three schools also offer extended day services, which require a fee that the majority of the targeted 21st CCLC students' families are unable to pay.

In terms of the leadership capacity, a grant Funded Program Director will be designated to oversee the appropriate facilitation of the 21st CCLC project at all schools. The responsibilities for this position include communicating the progress of the 21st CCLC project to participating schools, classroom teachers, and parents through meetings, activities, electronic communication, including websites, SMARTville newspapers (SMARTnews), informational flyers, data reports as well as all purchase orders and personnel, including payroll. In order to deliver accurate progress toward 21st CCLC objectives, each school agrees to provide the Program Director with the necessary access to grade reports, placement assessments, progress monitoring data, attendance reports, as well as any other data related to academics or

operational information. Daily attendance and progress monitoring will be accessible to the Program Director through the Orange County Public Schools Sharepoint website where SMARTville will house all relevant data and reports. Additionally, lesson plans, photos and parent involvement sign-in sheets will be available. The Program Director will have at least five years of educational background experience, be a certified teacher and hold a bachelor's degree. Experience in staff development and curriculum design and planning will also be required. This project coordinator will work in collaboration with the three school principals to ensure successful implementation of the grant. One of the school principals already went through the process of supporting 21st CCLCs throughout the five year duration of the grant as the lead principal. All three principals have an average of nine year of experience in leadership. Lead teachers at every school site will be Florida DOE certified with successful classroom experience and evidence of effective collaboration with colleagues.

At OCPS, the Grants and Data Projects includes a senior manager with over twenty years of experience in the field who will ensure that all financial/data monitoring and reporting requirements are met on a timely basis. The School Transformation Department will also ensure that all reporting is completed.

5.5 Partnerships, Collaboration & Sustainability

Schools in the SMARTville project will work with local community resource agencies to implement the activities that have been planned to accomplished the objectives of the 21st CCLC. We have established strong partnerships that will enhance our enrichment component and parent academies.

5.5.a Community Notice

The excitement is palpable in our communities as the announcement has been made on our websites. A message has also been sent out through the Orange County Connect Telephony system. Through this message, it was communicated to the families of the consortium that funds were being sought to offer after-school services to students who meet

grant criteria with the purpose of improving academic performance and closing the achievement gap in the areas of Reading, Math, and Science and also to enrich personal experiences in Athletics, Social Skills, and Arts.

The grant proposal will be published on our websites and a copy will be kept in the front office for public access. A Connect Orange Message will be sent to the communities informing parents of these two avenues for accessing the grant proposal. The proposal will also be discussed at the Parent-Teacher Organization (PTO) Meetings and School Advisory Council (SAC) Meetings in the month of May at all three school sites.

Timeline	Activities
Weeks of April 13 th to 24 th to Grant Announcement Day	Website Dissemination
Week of April 20 th - 24 th	Connect Ed Message
From May 4 th	Proposal Available Online at all three school websites
May	Dissemination at PTO and SAC Meetings
August	Meet the Teacher

5.5.b Collaboration with Private Schools

OCPS placed a legal ad on April 9, 2015 in the Orlando Sentinel to invite Orange County nonpublic schools to attend a meeting on Friday, April 17, 2015 at 9 a.m. in the Ronald Blocker Educational Leadership Center, Conference Room E, to discuss the 21st CCLC Statewide grant competition and current programs and how nonpublic school children can participate and benefit from the program. The invitation was also emailed to all Orange County nonpublic schools listed on the Florida Department of Education website. Any that bounced back were followed up on (faxed or re-emailed) until we received verification that the invitation was received. Meeting attendees were given an agenda, an overview of the program, a list of new applicant schools and current schools participating in continuation 21st CCLCs and two forms for their principal/director to sign, including a civil rights commitment form and a form indicating that they are interested in sharing the information with their students.

Discussions were facilitated to ensure awareness of the opportunity for equitable participation of private school children who meet the criteria of the target population, determine how the private school students could participate, and learn from the nonpublic school representatives about how best the centers can help meet the needs of the children. Central to the conversation was the importance of ongoing communication between the nonpublic school principal/director/teachers, the parents/family members and the 21st CCLC coordinator to ensure the academic and personal enrichment needs of each individual child are being met. The district also provided technical assistance to the schools that were interested in potentially applying on behalf of their students themselves in future competitions.

Based on these conversations, Site Coordinators---with the support of the Program Director---will notify nonpublic schools located in their school zone that the grant was funded. This will be done through an e-mailed flyer that provides information about the 21st CCLC program, parent registration guidelines, first come/first served registration, contact information of the Project Director and the 21st CCLC location. The centers that provide transportation home to public school children will provide transportation home for the private school children. Site coordinators will communicate with the private school children's parents, school teachers and leaders, as they do within the public school. The nonpublic school parents will be responsible to sign data release forms for reporting requirements.

5.5.c Partnerships

Many partnerships have been established for the success of SMARTville. Home Depot has committed to support our program a focus on helping 21st CCLC children to grow plants in greenhouses, as a part of an investigative project. Later on, they will also offer workshops in carpentry for a robotics unit within the STEM component. These orientations will take place four times a year at every school. United Way is another partner that will work with our centers through the SMARTville parent academy by offering orientation to 21st CCLC parents about savings and budgeting, as well as through a unit project involving the academic track of Math.

The Orange County Library System will provide volunteer hours for parents. They will come to all three facilities twice a year to offer two sessions. One of them will be to focus on how to increase reading time at home, and the other session will focus on their online checkout system that allows parents to check out books for the family without having to go to the library as the books are delivered to their homes. Nova Southeastern University has committed to participate with SMARTville by providing students with knowledge on business models to establish Math connections with the real world through a project-based learning unit.

The Coalition for the Homeless is another partnership that has been created with our consortium. They will come to our facilities to give students awareness of the services that are provided through the coalition as a part of enrichment for the social enrichment component of the program. The Oak Ridge Neighborhoods Centers for Families will hold two sessions per site through the SMARTville Parent Academy to assist parents with their resumes and job interviewing skills. Please see attached chart for a summary of partners and their contributions.

5.5.d Collaborations with the Regular School Day

The consortium for this 21st CCLC was initially established when a meeting was held at Millennia Elementary School, where all schools worked on the foundational framework of our program. All schools were involved in the process when discussing curriculum choices for academic tracks and enrichment activities. All schools decided to absorb the cost of the curriculum. Potential partners were identified and tracks were distributed. The Orange County Grants and Data Projects Department hosted a support session for our consortium to provide technical assistance and all schools attended. A third meeting was held at a Sadler Elementary School, and the other two schools attended to review the draft to revise and edit. The Program Director will be a liaison among schools. Teacher leaders will email each other on a weekly basis to provide feedback on projects implemented and determine adjustments. Data will be shared among schools through the SharePoint website that will house all progress monitoring

data. This will allow teacher leaders to compare performance and consult implementation strategies.

SMARTville will consistently extend the school day activities. The main focus of the program is to improve academic achievement, and this will occur if the Florida State Standards continue to be the foundation of all student-centered instruction. SMARTville will provide students with supplemental curriculum that will strengthen understanding of declarative and procedural knowledge through an alternative framework, project-based learning. All school principals and the superintendent have provided letters of commitment.

5.5.e Sustainability

The consortium has considered the 20% decrease in funding during the last three years of the project. In order to sustain the services and continue improvement, the schools are covering the costs of both Reading and Math research-based programs for the entire project time. Additionally, we will continue strengthening the relationships with the community to sustain the project. We will also work proactively in the creation of additional grants from public and private sectors. The development of SMARTville is an ongoing process that continues throughout and beyond the grant period to ensure sustainability. Our school principals will also fund the portion of salaries that will adjust the budget to the year's needs.

5.6 Program Plan

SMARTville is the name of the consortium for the 21st Century Community Learning Center. SMART stands for Science and Social Skills, Math, Athletics, Reading, and Technology. The implementation of the program will be divided into different learning communities. Each community will have a different thematic project every nine weeks that will incorporate all content areas and disciplines in a project-based learning framework. According to the National Education Association, project-based learning is viewed as a model that shifts away from teacher-centered instruction and emphasizes student-centered projects. NEA also indicates that this model helps make learning relevant to students by establishing connections outside of the

classroom. One of the strongest points that NEA establishes to promote the utilization of project-based learning is the opportunities that it brings to build relationships with the community. Every project will have an academic foundation. This means that in order to complete each project, students will have to succeed in the academic tracks of SMARTville.

Reading instruction will be planned, delivered, assessed, and monitored with the implementation of the research-based Reading Program Achieve 3000 at no cost to the 21st CCLC as participating schools will absorb this cost. Kevin Baird, Chairman of the Center for College and Career Readiness, Dr. Malbert Smith, President and Co-founder of Metrametrics and Dr. Susan Gertler, Academic Officer and Co-founder of Achieve 3000 agreed that this program helps meet the needs of every student. Achieve 3000 will be implemented by having students read articles that are associated with the project they are working on during the current nine weeks. Certified teachers will present the project to students at the beginning of the nine weeks and will assign articles for students to read. These articles will match their students' Lexile levels, achieving deep levels of differentiation while discussing the same content. Achieve 3000 closely aligns with objectives of the Florida Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and careers. Most importantly, Achieve 3000 has an assessment component that tailors the tests to the students' reading levels, enabling students to continually progress and provides teachers with the information they need to customize the level of support during lessons. Instruction with this program is based on a Five-Step Literacy Routine that teachers follow. This routine involves setting a schema, reading for information, demonstration of mastery, constructing meaning, and forming an opinion. In addition to the already differentiated Lexile for every student, teachers can differentiate during the constructing meaning step by offering different degrees of support to help students increase their reading comprehension.

For Math, SMARTville will implement SRA Number World at no cost to the 21st CCLC. Schools will absorb this cost as well. This program is a research-based, highly-engaging

intervention program that helps bring math-challenged students up to grade-level with real world applications. This is a blended learning curriculum for at-risk students that is teacher-led and that is also adaptive. Direct instruction and having the differentiated component through the adaptive capability of the program responds to the needs of the targeted population as they struggle to perform on grade level and will be able to spiral up to this level by filling the gaps that are needed. Number World also counts on an assessment and reporting piece that places students at their performance level and monitors their progress, so teachers can make instructional decisions that are suitable to foster progress. Both academic programs, Achieve 3000 and Number World will be the research-based programs implemented for the academic track of SMARTville. Within the academic track, students will engage project-based learning as the framework of delivery. Projects will be designed to increase higher-order processing, reasoning, and critical thinking skills. These projects will be intertwined with the articles they read through the research-based Achieve 3000 curriculum. Basically, students will read about the topic of the project to then apply this knowledge in a “hands-on method”. For example, in Math, students will apply the concepts learned through the Number World Program and read articles about entrepreneurship to understand what it means to be an entrepreneur through the academic track to then work in teams to form a Friendship Bracelet Company. They raise “money” by pitching their product to venture capitalists and selling stock or by taking bank loans. The team travels through the entire entrepreneurial cycle of designing, manufacturing, marketing, and selling their bracelets. Students will actually create friendship bracelets.

A partnership with Nova University has been established and their staff will come to our facilities to talk to students about business. This project will address Florida State Standards in the Math and Reading content areas. Another project that will be offered through Science is the Bag Design Project. Within this project, students will read articles about “green innovations” through the academic track. Articles will be at the student Lexile level and will include comprehension questions for progress monitoring.

The class will receive a letter (Letter from GT and T Company to Students) from the Green Tools and Toys Company which manufactures "green" electrically-operated tools and toys that do not need to be plugged into an outlet and also are friendly to the environment. The letter will request student assistance for developing ideas for new products. After the students have been given an opportunity to learn about electricity and magnetism, they will collaborate in small groups to develop a tool or toy that meets the criteria given by the company. After building a prototype, groups will present their toy or tool to another class and make video clips of their toy or tool to post on the school website. A strong partnership was also established with the president of the Rosen Hotels and Resorts to promote college and career readiness in the hospitality industry. Students will read about business, and the project will center on students designing and managing their own business within the hospitality industry with the support and guidance of the Rosen Hotels and Resorts staff.

SMARTville will also offer enrichment programs that will focus on healthy lifestyle choices and behavior and problem solving. For the healthy lifestyle choices component, students will participate in different physical activities. Students will change the focus of these activities every nine weeks. The focuses for these activities are aerobics, Zumba, basketball, and planning the design of their own routine work out plan. One day a week, students will focus on healthy nutrition. Students will use the resources on the United States Department of Agriculture, including the "choose my plate" app to study their eating habits and how these can be improved. A partnership with South Orlando YMCA Family Center has been established, and they have committed to visiting each facility at least once to discuss physical activities and nutrition plan with SMARTville students.

The other enrichment component of our program is the one that focuses on behavior and problem solving. All of our schools encounter discipline challenges on a daily basis. Students are placed on behavior plans due to the lack of problem solving skills and positive behavior choices. SMARTville will provide direct instruction to students utilizing the program

Learning for Life at no cost to the 21st CCLC. This research-based curriculum focuses on Character Education, bullying prevention, life skills, and addresses social, emotional and behavioral issues enabling students to reach their full potential. Due to the high risks these students encounter in their communities, providing them with character education will equip them with the necessary tools to face daily challenges and make positive choices.

The following chart contains examples of some of the projects we will be implementing during our after school SMARTville 21st CCLC:

Content and Objective	Academic	Project-Based Learning	Partnership
Science Reading	Instruction in Reading Lexile Articles about Greenhouses and Hydroponics	Students experience traditional gardening and hydroponics techniques to conduct an investigation on the effectiveness of both and create a presentation with photos of the process to present the entire scientific method	Home Depot
Math Parental Involvement	Mathematical Operations	Interview for jobs. Get a salary. Create a budget. Make important life choices. At the end of the nine weeks, fill out your taxes.	United Way NOVA
Athletics	Instruction in Reading Using Lexile Articles about Nutrition	Students (working in a groups of 4) will develop a product that informs others of the dangers associated with poor nutrition and poor fitness habits as well as the lifestyle changes that can combat it.	South Orlando YMCA Family Center
Social Skills	Instruction in Reading using Lexile Articles about Recycling	Students will participate in a community service project by designing and organizing a donation drive for the	Coalition for the Homeless of Central Florida

Content and Objective	Academic	Project-Based Learning	Partnership
		homeless.	
Reading Science	Instruction in Reading Lexile Passages on Gardening	Science community set aside plots of land for school gardens. Students will design a plan for a family garden plot.	Home Depot
Math Reading	Mathematical Thinking	Project-based learning title: "Connecting Math to Our Lives" Students read/study careers and conduct an interview on how Math is applicable to their jobs. Interviews will be recorded.	Community Members
Reading Arts Technology	Instruction in Reading Lexile Passages on Famous Artists	What's Your Art? Students gather information about different types of refining arts and explain why it is considered an art through a podcast or any other multimedia presentation of their choosing.	Teacher Contributes to the Technology Knowledge
Reading Math	Instruction in Reading Lexile Passages on the Hospitality Industry and Business Management	What's my business? Should I manage a hotel, a nutrition agency, a catering company?	Rosen Hotels and Resorts

The examples above reflect some of the many creative ideas that SMARTville will use. The foundation is the instruction of Reading and Math, as well as the incorporation of Science Articles. Many project ideas have generated from available resources like Defined STEM and The Buck Institute for Education. We anticipate to have many projects populated based on the

interests of the target students and foresee more partnerships to create the perfect experiences for learning.

5.6.a Target students

Our target population will consist of 220 students who are served under the free or reduced-price meal program. A hundred percent of the targeted population comes from Title I schools. Ninety of these students are served at Millennia Elementary, 65 students are served at Tangelo Park Elementary and 65 at Sadler Elementary. These numbers originated after calculating the amount of students that were enrolled at each school. Our consortium will serve students from 2nd to 5th grade. These students will be selected based on performance and observational data. Since our objectives are aligned to increase academic performance, improve social skills, and increase parental involvement. We will invite students whose data show below grade level performance on state assessments, district assessment, and classroom performance. We will prioritize the selection of students looking at the lowest 25% subgroup as identified by the district under the No Child Left Behind Act. We will also consider students who lack social skills resulting in behavior problems that affect their performance in the classroom. The referral data will be considered for this parameter as well as teacher observational records. In addition, consideration of parental involvement in previously offered school events will be a criterion as we believe that lack of home support is detrimental to student success.

5.6.b Recruitment and Retention

In order to recruit students, a flyer will be sent to private schools and follow up phone calls will be made to ensure the awareness and potential participation of students who might evidence the characteristics of the 21st CCLC student. All sites will look at academic performance data to select students that are identified as the lowest 25% of performing students. In addition, we will utilize classroom teachers' feedback to select students who struggle with academic performance, behavior problems and who might be students who are dismissed from school to arrive at empty homes. These three indicators will be the basic

characteristics of the targeted populations. The strategies that will be used to recruit these students start with making our 21st CCLC an appealing environment through our name SMARTville. We will portray the after school program as a VIP club where students are exclusively selected for activities that are different from the regular school day. The program will offer dinner at no cost to the program. This dinner is also an inviting strategy to keep students coming to the program as some of them do not count on additional meal when they get home after school. To enroll students, we will contact parents by phone and will explain the program in detail. To follow up on the call, a brochure with the explained information will be sent home with the selected students and a program application will be attached. After collecting the applications and enrolling students, a SMARTville directory will be created to establish a consistent communication system that will include email, texts, and phones. A weekly message will be sent out to families with information of the week's activities and parental involvement sessions that are scheduled. The program will retain students through the implementation of projects that interest students and through survey information. Students will provide feedback on the program in order to adjust, add, or modify offerings. Perfect attendance certificates will be awarded to students monthly. Students who attend the program consistently will participate in the SMARTEST Demonstration of Achievement where students will take pride on their projects by presenting them to an audience at the end of every nine weeks.

5.6.c Student Program Activities

The targeted population will continue working on Florida Standards during the after school SMARTville time. When students are enrolled in the 21st CCLC, they will complete a survey that will identify their interests and learning styles. Based on these responses, the site coordinators from every school site will assign students to a SMARTville community where they will receive a unit project that will last for nine weeks. Within this project, they will follow an academic track that will have reading and math as the foundation and will incorporate other

content areas, all through project based learning. A day in the life of student in our SMARTville will start where students are picked up at their dismissal classrooms by program employees and walked to the cafeteria. Attendance will be taken by the site coordinator, utilizing a scanning system. The site coordinator will hold a folder containing a page with all the barcodes that are unique identifiers for every student. As students pick up their school-approved snack, the teacher leader will scan the student barcode, generating an immediate database that can be seen by the program director. After that, students will participate in supervised homework. Students will engage in the first block assigned to them. This block can be an academic or an enrichment block, depending on their academic data. Students participating in the academic track will receive direct differentiated instruction in Reading on Mondays and Wednesdays through a research-based curriculum that will allow them to read articles that are Lexiled, focused on Florida Reading Standards, and associated with their enrichment project. On Tuesdays and Thursdays, the academic track will provide differentiated instruction through the implementation of a research-based Math curriculum that will tailor the content on Florida Math Standards. The site coordinator will announce the transition to the second block through the school speaker system. All teachers will stand at their doors and will supervise students' mobility in the area. The site coordinator will walk through all classrooms to ensure that all participating students have reached their destinations. During this block, students who completed the academic track of the day will work on their unit project, depending on the SMARTville community they were enrolled in based on interest. Enrichment activities will include gardening, service projects, recycling, budgeting, STEM, athletics/nutrition, or investigations. (Please refer to program plan for more specific examples.) At 5:45 P.M., students will be escorted to the cafeteria where they will get dinner at no cost to the 21st CCLC. After this, students will be assigned to a supervised dismissal area. Students riding the bus will be accounted for through a dismissal checkmark on a weekly bus report sheet. Students who are

car riders and walkers will be signed out through signatures. The following is a summary schedule of SMARTville:

2:50-3:05 P.M. Students are in dismissal area with school-site classroom teachers who will be assigned to this dismissal duty.

3:05- 3:20- P.M. Attendance and Snack.

3:25-3:55- P.M. Supervised Homework with First Block Teacher

3:55-4:45 P.M. Block 1

4:45-5:40 P.M. Block 2

5:40-5:55 P.M. Dinner

6:00-6:05 P.M. Dismissal Procedures

All these activities will be designed, delivered, and assessed based on data and aligned to the program objectives. Throughout our project there will be events with adult family member educational opportunities.

5.6.d Adult Family Member Program Activities

The National Education Association, as determined by research completed by the Southwest Educational Data Laboratory, reports that students are more likely to be successful in school, stay in school longer, and have a more positive attitude towards school when schools, families, and communities work together. Research also determined that regardless of family background or income, students of involved families earn higher grades and test scores, attend school more regularly, have improved behavior, and are more likely to graduate. SMARTville will foster these relationships by offering a SMARTville Parent Academy component. Six different academies will be offered at each site and partnerships have been established. The Orange County Library System (OCLCS) will offer two evenings where parents will learn how to include literacy structures at home in order to increase academic achievement in reading. Another activity that the OCLS will offer is an orientation on how to access the database of books in the system, select the books they would like their children to read, and order these

books to be delivered to their homes. This is an important piece of information based on the fact that many of the families of the targeted students do not have transportation to visit the public library. Another academy to be offered at all facilities is the one sponsored by United Way. They have committed to support our program by offering two days of orientation per site to our families on how to create a budget and save money. Finally, understanding the need of more resources on stronger incomes, the Oak Ridge Neighborhood Centers for Families will offer an academy on how to improve resume and deliver successful job interviews. These activities align with the academic and social objectives of the program. The Orange County Police Department will offer six classes on drug and violence prevention as part of the SMARTville Parent Academy. United Way has also committed to support our SMARTville through workshops on income tax preparation. SMARTville is a community project that goes beyond the school facilities into the improvement of the entire community.

5.6.e Staffing Plan and Professional Development

Counting on a knowledgeable and dedicated team of professionals is crucial to the successful implementation of SMARTville. We will staff our 21st CCLC program with 15 teachers and two certified paraprofessionals that will ensure student safety and support student achievement in the academic areas of Reading, Math, and Science as well as provide enrichment opportunities in Social Skills, Technology, and Athletics. Each site coordinator will be certified by the FLDOE and will have a track of professionalism and aspiration to leadership activities as evidenced by letters of recommendations submitted by their school principals. These teacher leaders will oversee attendance, submission of lesson plans, curriculum compliance through daily classroom observations, student safety, and will monitor performance and attendance data. Some other duties of the site coordinators will include updating Sharepoint sites to include all relevant information as well as dismissal procedures and parent communication. They will communicate with the Program Director to ensure compliance and student success. Certified teachers will plan, deliver, and assess research-based curriculum in

Math, Reading, and Science. Certified teachers and paraprofessionals will offer enrichment activities utilizing a project based learning framework for instruction.

In order to recruit and hire teachers and paraprofessionals, an information session will be held at the 21st CCLC sites. Objectives for all academic and enrichment areas will be shared, as well as duties, schedules, and all pertinent information. This information is necessary for potential employees to be aware of the necessary commitment. Interviews will be conducted to hire teachers and paraprofessionals that best fit the needs of the targeted population. After SMARTville is completely staffed, staff development will be offered to all employees in the areas of Reading, Math, and Science curriculum. This training will equip our teachers to plan, deliver, and assess instruction. In addition to the academic content, employees will receive training on how personal enrichment activities will be conducted utilizing the project-based learning framework. Information on partnerships with these projects will be shared at this point. To provide a comprehensive understanding of SMARTville, employees will receive training on what a regular day in our program will look like for both students and teachers with the purpose of emphasizing their duties and responsibilities. This staff development plan will be delivered annually, based on survey responses after the first year of implementation.

5.6.f Program Site

Millennia Elementary School is located at 5301 Cypress Creek Blvd. in Orlando. The pre-identified classrooms that were chosen for the project are located on the second floor of the main building of school in order to provide the safest environment. Each classroom has a water fountain, a sink, at least four desktop computers, and a Smartboard. The school has two computer labs that will be utilized for online reading and instruction. The cafeteria is in the same building, and students will meet there for arrival, dinner, and dismissal procedures. The school also has a media center on the first floor of the building. Electronic access is provided to teachers and staff who work for the school, so no one else has access to the areas designed for instruction. Recreational/ Athletics activities will take place at the basketball court or at a

covered pavilion. The entire campus is protected by a fence that surrounds the perimeter of the facility.

At Sadler Elementary School, instruction will primarily take place in the classrooms. The classrooms planned for use will be self-contained by being equipped with sinks, water fountains, bathrooms, electronic whiteboards, desktop computers. All school sites have at least two computer labs and a cafeteria, where the beginning and end of every session will take place. Outdoor activities will take place on the grassed courtyard, playground (there are three, each designed for specific age groups), four-hoop basketball court, and an outdoor pavilion. These spaces will be used for learning activities that require large, open spaces and for physical health enrichment. The location of the school is next to several communities from which the majority of our students live in.

A public bus stop is located immediately outside of the front of the school. The school is surrounded by a chain-link fence and all outside facing doors are locked by security doors that require school badges to enter. Visitors are admitted through two entrances that are watched by security cameras.

Instruction will primarily take place in classrooms located in Pods B and C to maximize space for student instruction and to ensure safest environment for all students and electronic materials. The entrance and hallways leading to both pods are monitored by security cameras. All outside doors remain locked as visitors will need to check in at the office or cafeteria. Each classroom contains a sink, water fountain, and at least 3 desktop computers. Additional technology is available to students (iPads, Think Pads). Tangelo Park also will utilize the two computer labs on site (one being located in the media center and the other in Pod B) for instruction and online reading. The cafeteria is located adjacent to the media center and will house large group activities, as needed. This will also be the location for students to meet for arrival, dismissal and supper. Recreational/ Athletics activities will take place at the basketball court or at a covered pavilion. There is also a playground and field area. The entire campus is

protected by a fence that surrounds the perimeter of the facility and is monitored by security cameras.

5.6.g Safety and Student Transportation

All successful educational programs have students' safety as the number one priority. This is why SMARTville will have systems in place that will foster a safe environment for all participants. As soon as students walk into the cafeteria, 21st CCLC staff will take attendance utilizing a scanning system, in addition to the traditional paper pencil procedure. Each student will have a card that will contain emergency contact numbers, classroom teachers and their SMARTville schedule, as well as a barcode that will be a unique identifier. This electronic attendance process will provide the site coordinator and program director with immediate attendance data on a daily basis. The safety of students will be maintained throughout the program through consistent supervision provided by all 21st CCLC Program employees. All employees will be district employees and will have their identification badges visible at all times. To ensure a safe dismissal process, systems will also be in place. When registering, parents will determine and communicate how students will go home. All students will be brought into the cafeteria at dismissal. They will be supervised by SMARTville staff and divided into different dismissal areas. Buses will be provided for students that can benefit from this form of transportation. These students will be accounted for as they go on the bus. Students that are picked up by their parents will be signed out. For walkers, parent authorization will be obtained prior to the start of the project. However, no student will be permitted to walk home alone. An approved guardian must pick up the student in order to be dismissed to walk home. To make changes to dismissal, parents will be required to send written notification and project staff will verify the request.

5.6.h Dissemination Plan

Information on this initiative has been already started with school websites announcing the submission of this proposal. Additionally, the program plan and objectives will be disseminated through Meet the Teacher, Open House, PTA/SAC meetings, school marquee, newsletters, the Connect Orange Telephone System, and informational brochures distributed to families and nonpublic schools. Informational sessions for stakeholders will be held at each site providing program information on attendance, objectives, and expectations of participating students and families. Progress reports will update parents on their child's academic progress, and program updates will be provided at family events. School websites will have a specific tab that will provide the public access to documents like the award letter, objectives, and photos and updates of SMARTville. Students and families will participate in a showcase acknowledging students and parents for their commitment and achievements at no cost to the project.