

ORIGINAL

**Miami Community Charter Elementary School**  
Florida City, Miami-Dade County

***MCCS Extended Learning Program***  
**21<sup>st</sup> Century Community Learning Centers Program**

**Project Year 2018-2019**

## **Project Abstract**

Miami Community Charter Elementary School is located in Florida City, Miami-Dade County. The school is in the middle of the migrant farm workers community and serves 531 students (Grades K to 5) during the school year and 120 students in the after-school program. Almost all the students qualify of the Free and Reduced Lunch Program (98.9%), are Economically Disadvantaged, are English Language Learners, and have poor English language fluency. The *21<sup>st</sup> Century Community Learning Center MCCS Extended Learning Program* expands academic and personal enrichment opportunities for students, including learning of Florida's ELA, Mathematics, and Science Standards through project-based and interdisciplinary teaching and learning. The *MCCS Extended Learning Program* enables students to conceptualize abstract STEAM (Science, Technology, Engineering, Arts, and Math) skills through engaging and interesting projects. During the school year the program operates Monday to Friday from 3:30 to 5:30 pm, during Spring Break (Writing Boot Camp March 25-28, 2019) from 9:00 am to 2:00 pm; and, during summer (June10-July 10, 2019) from 9:00 am to 2:00 pm. Program activities include reading, math, science project-based learning, and homework assistance. The program offers students physical education, art, music, digital literacy, and speech/drama through a seamless transition between school day and afterschool - it is offered on the same campus to the same target population Adult family members participate in special activities ("My Parent & I Discover" Saturdays) throughout the year that offer opportunities to learn how to help students succeed in school.

## **3.2 – Community Notice and Needs Assessment**

### **3.2. a. Community Notice**

Miami Community Charter Elementary School informed the community of its intention to submit a proposal in response to the RFP and news regarding the submission through several formats/venues:

- personal contact to inform the neighborhood private schools.
- sending letters to the private schools to invite students to attend the program.
- a hard copy of the RFP and proposal is available at the school office.
- during the week of August 20, the program director will visit the area schools to distribute program flyers.
- posting the news in the school website ([www.mccsedu.org](http://www.mccsedu.org)) and uploading the proposal.
- the program director visits to the Everglades Housing Authority and Community Center will include sharing information about the program.

### **3.2. b. Needs Assessment**

Miami Community Charter Elementary School is a Title I school located in the middle of a migrant farm workers community (Florida City, Miami-Dade County) and serves 531 students in grades K-5. The demographic of the school mirrors the demographics of the southwest side of Florida City. According to the State data reported in the School Improvement Plan, Miami Community Charter School is a 100% minority school. The percent of students eligible for Free and Reduced Lunch program (FRLP) is over 98% and over 66% Economically Disadvantaged and English Language Learners (ELL). Eighty-five percent (85%) of students reside in the Everglades Migrant Camp and surrounding neighborhoods.

The economic, educational, social and legal constraints facing our community make it extremely vulnerable. Our neighborhood is an isolated rural environment with limited community resources. Florida City's annual household income is \$27,860 while the State of Florida's is \$50,860 (According to the U.S. Department of Labor the migrant workers are the most economically disadvantaged working group and earn poverty-level wages<sup>1</sup>). The area has one of the highest crime rates in the State of Florida: according to the RoadSnacks 2017 survey based

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<sup>1</sup> <http://www.ciw-online.org/Resources/tools/general/12Facts&Figures.pdf>

on FBI records<sup>2</sup>, Florida City is one of the most dangerous cities in Florida. The level of formal education, language fluency, both in the native language and English, and professional work skills in Florida City is significantly lower than the rest of Miami Dade County<sup>3</sup>.

Florida City lacks the entities, establishments and after school activities that can positively contribute to children's extended learning and their appreciation for the application of acquired knowledge. Students begin formal education with significant academic and developmental deficiencies. Based on AP1 results administered to our students in September 2017, only 6% of our Kindergarten students had pre reading skills. Such initial delay and deficiency compromise a child's opportunities to meet the academic demands of Florida Standards and College and Career Ready credentials. A review of FSA reading scores shows that Vocabulary and Reading to Informational Text are the most challenging for our demographic group. Providing a comprehensive and meaningful after school program, focusing on student's academic, social and emotional growth, is essential for students' long-term success.

Moreover, parents' lack of information, limited financial resources, long work hours, physical distance, and lack of transportation make access to afterschool programs and activities impossible. The 21<sup>st</sup> CCLC funding enables Miami Community Charter School to implement a detailed and multi- year program to close academic gaps by offering services that are not available anywhere in our neighborhood. Furthermore, the program offers a seamless transition between school day and afterschool - it is offered on the same campus to the same target population. The individualized approach is unique in our community and will enable our students to reach their own unique potential. To close the gaps in services and address the insufficiency of resources to meet the afterschool needs of the community, our program will:

1. Offer a balanced approach to remediation/tutoring of reading, mathematics and science basic skills and application of knowledge through student's direct engagement with project

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<sup>2</sup> [www.roadsnacks.net/most-dangerous-cities-in-florida](http://www.roadsnacks.net/most-dangerous-cities-in-florida)

<sup>3</sup> <https://www.census.gov/quickfacts/fact/table/floridacitycityflorida,fl,US/PST045217>

based and interdisciplinary learning.

2. Provide student-centered art, music, drama/speech and physical education programs to support students' natural talents and increase their vocabulary and language fluency.
3. Engage students with digital literacy and enable them to use technology to gather and evaluate information; conduct research, solve problems and create original work; and, communicate and collaborate with others through technology.
4. Extend students' learning opportunities with field trips related to core subject areas.
5. Empower the parents to participate in the process of student learning by implementing "My Parent & I Discover" Saturdays.

The 21<sup>st</sup> CCLC MCCS Extended Learning Program offers individualized learning, tailored to the needs of each student. The program offers a seamless transition between school day and afterschool - it is offered on the same campus to the same target population. Students and their families feel comfortable and safe on the campus and the school has a high retention of students.

Miami Community Charter Elementary School is an active participant in the community affairs. Thorough participation and collaboration with other community educational services including public and private schools, RCMA (provider of child care and early education for children of migrant farm workers and rural, low-income families) and Centro Campesino (community development corporation that strengthens families in Central and South Florida) programs, the school and other community entities have a mutual agreement and understanding of the need for quality extended after school programs serving all our students.

### **3.3 – Dissemination of Information**

Miami Community Charter Elementary School disseminates the 21<sup>st</sup> CCLC MCCS Extended Learning Program information through the following:

- Announcement in "News Leader", which is a local and well circulated newspaper in our area. This newspaper is free and accessible for all.

- The school manages a certified Microsoft Office Academy. The school staff is qualified to launch and maintain the web page, which includes the approved narrative, proposed goals and objectives, and program's progress reports.
- The program director disseminates program information at meetings with local agencies/stakeholders.
- Information posted in flyers at the local Title I, McKay Scholarship, Step Up programs and parent centers.
- the program director is charged with overseeing dissemination activities.

### **3.4 – Target Population, Recruitment and Retention**

The 21<sup>st</sup> CCLC MCCS Extended Learning Program is open to students in grades K - 5 attending Miami Community Charter Elementary School and other students in the area, including Discovery Montessori Academy. Through information disseminated to the other schools (emails, letters, personal visits) and community centers, the community will be informed of the date, time, and location of enrollments and program activities. The program operates with open enrollment with limited space as follows:

- Grades K, 1<sup>st</sup>, 2<sup>nd</sup> – 15 students each
- Grades 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> – 25 students each

The ELL students, levels 1 to 4, have the first priority followed by the sibling(s) of students that are in the program. Students with special needs receive accommodation and services as described in each Individual Education Plan (IEP). Upon enrollment of the student in the program, the program director requests a copy of the most recent IEP and teacher(s) are informed of the requirements of the plan. All other students are accepted based on space availability. An active waiting list is in use to replace the vacancies until July 31, 2019.

The student and the family of those students accepted in the MCCS Extended Learning Program are informed by one of the following methods:

- Black Board text message (for students who attend Miami Community Charter Elementary School during the day)
- Phone call to the parent
- Written notification sent home with student
- Publish the list in the web page

Parent's participation in the program is essential to the program's success. The program staff holds an information and open house session in the Everglades Hosing Authority Center during the week of August 20, 2018. In addition, parents receive information about the program through flyers posted in the community and letters/flyers sent home by the teachers.

Strategies to ensure that students consistently attend the *21<sup>st</sup> CCLC MCCS Extended Learning Program* and participate in the whole array of activities include the following:

- Keeping track of attendance and identifying issues in a timely manner. Student's attendance is monitored by taking daily attendance and attendance roster is sent to the program coordinator. Parents of students who are absent receive a phone call from the program staff. After three absences, the parent must meet with the program director to resolve the issue. Continuous poor attendance results in student's removal from the program.
- Adult family members are informed of the importance of attendance and participation through methods described (e.g., Black Board text message, flyers, postings in boards, etc.).
- Offering engaging activities that are of interest to students and adult family members.
- Hiring and retaining staff members that are caring, competent and excel at providing quality academic and enrichment activities for the target population.

- Providing referrals to support services if needed.

### **3.5 – Times and Frequency of Service provision for Students and Adult Family**

The 21<sup>st</sup> CCLC MCCS Extended Learning Program is offered from September 1, 2018 to July 31, 2019. The annual calendar includes the following:

1. Afterschool program offered Monday thru Friday from September 1, 2018 to June 5, 2019 (total of 169 days). Hours of operation are from 3:30 to 5:30 pm. Eligible students are provided with transportation service (approved by MDCPS). The schedule offers 75 minutes of core academic work, including tutoring and project based learning. Physical education, art, music, digital literacy, and speech/drama are scheduled for 45 minutes a week, enabling students to attend in weekly rotation.
2. Spring FSA Boot Camp offered from on March 25, 26, 27 and 28, 2019. The hours of the program are from 9:00 am to 2:00 pm. Transportation and lunch is provided for all students. The boot camp objective is to provide students with test taking strategies and writing workshops.
3. “My Parent & I Discover” Saturdays. The purpose of this segment of the program is to encourage the parent(s) and child’s collaboration in learning activities. The segment of the program is offered four Saturdays, from 9:00 am to 2:00 pm.
  - October 27, 2018 – Reading & ELA picnic
  - January 19, 2019 – Everglades, my backyard science
  - March 23, 2019 – Math in Action based on financial literacy
  - June 1, 2019 – My Parent & I Write Our Own Summer Book!
4. Summer Academic-Recreational Program offered from June 10 to July 10, 2019. The program operates Monday thru Friday, from 9:00 am to 2:00 pm. The program is closed on July 4, 2019. Lunch is available for all students and transportation is available for eligible

students. The program is a STEAM program and students work on four different projects, one per week. The projects are age and grade level appropriate and have its own components of reading, math, science, technology and art, offered every day. The program will conclude with STEAM Fair Night.

### **3.6 Program Evaluation**

A local, external evaluation firm (Escoffery Consulting Collaborative, Inc.) was identified to conduct the evaluation activities for the program. The process to identify and select the independent evaluation firm was conducted by Miami Dade County Public Schools through a request for information emailed to the approved evaluators. The independent evaluation firm was selected based on qualifications, ability, and expertise designing and conducting evaluations for 21<sup>st</sup> CCLC programs.

The lead evaluator from Escoffery Consulting Collaborative, Inc. is Dr. Lorna Escoffery who will be responsible for developing and implementing the evaluation activities throughout the life of the grant. Dr. Escoffery has over 20 years of experience in evaluation and has conducted numerous evaluations. A graduate from Stanford University and University of Miami, Dr. Escoffery has years of experience developing, managing, and evaluating projects in the major nonprofit, faith based and educational agencies. Dr. Escoffery 's impressive work history with charter schools dates back to the earlier years of charter schools in Florida when she was the Director for Grants for South Florida Annenberg Challenge. She started designing evaluation plans and conducting evaluations for 21<sup>st</sup> CCLC programs in 2005.

Dr. Escoffery is completely bilingual (English and Spanish) with diverse educational and professional qualification, that combined with her knowledge of the demographic of the Florida City and Homestead area makes her a perfect evaluator for the program. Dr. Escoffery's resume is included with the proposal.

Dr. Escoffery will use quantitative and qualitative methodologies, as pertinent, to evaluate progress and achievement of the stated objectives. She will develop the processes, protocols, and timeline for data collection and entry. She will train program staff in the processes and protocols. Dr. Escoffery will prepare and submit required reports, facilitate staff meetings, identify recommendations for program improvement, assist staff with data collection activities, and conduct data analyses.

Program evaluation will be both formative and summative and include the pertinent reports. Formative evaluation will include, at a minimum: a review of operational accomplishments and challenges (e.g., hiring staff, student recruitment/retention, partner board, etc.); reflection on the narrative, and whether the objectives are being met; data regarding operations and objectives (e.g., days of operation, attendance, data collection, progress, challenged, and activities). The formative evaluation will provide timely data for program improvement.

Dr. Escoffery and the program director will work to coordinate the evaluation activities with program staff, students, adult family members and others (if applicable). Program data will be collected on a going basis with quarterly feedback and debriefing provided to stakeholders (e.g., administration, program director, staff members, parents, community, and Board of Directors of Miami Community Charter School). Data and reports will be used by the program director, program academic leader, and teachers during monthly meetings to address barriers with attendance or homework completion. This will provide staff with opportunities to engage in addressing challenges, promote collaboration, discussion, professional learning communities, and supports. The program director/academic leader will meet monthly with the school principal and the executive director to provide data. The principal and executive director will provide information at board meetings for the Board of Directors regarding the 21<sup>st</sup> CCLC. Parents will receive monthly progress reports about the program that include their child's strengths, weaknesses, and any information pertaining to the upcoming month. The yearly evaluation will be provided to the community and will be posted on the school website. Summarizing, the

evaluation efforts and results will be used for program improvement efforts, to provide timely data/information to stakeholders, and to provide reports as required. Evaluation results will be shared with the community through updates in the school's newsletter/printed media, at parent events, and through targeted printed flyers sent to the students' homes.

### **3.6. a. Statewide Standard Objectives**

**Domain - ELA/Writing:** Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance. 85% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year, which will be measured by Academic Report Card Grades, and students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C. Students that have maintained proficiency during the school year, will have clearly demonstrated an improved knowledge, and will either gain or maintain in their grade level proficiency. The program coordinator/curriculum director will monitor student progress, by collecting data (report cards) 3 times a year, (October, January, and April), this will be used as a matrix for progress. A mid-year change will be measured based on change in quarter 1 grades to quarter 2 grades (increase, decrease or maintain), an end of year change will be measured based on changes from quarter 1 grades to quarter 2 grades.

**Domain - Mathematics:** Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance. 85% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year, which will be measured by Academic Report Card Grades, and students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C. Students that have maintained proficiency during the school year, will have clearly demonstrated an improved knowledge, and will either gain or maintain in their grade level proficiency. The program coordinator/curriculum director will monitor student progress, by collecting data (report cards) 3 times a year, (October, January, and April), this will be used as a matrix for progress. A mid-year

change will be measured based on changes in quarter 1 grades to quarter 2 grades (increase, decrease or maintain), an end of year change will be measured based on an increase from quarter 1 grades to quarter 2 grades.

**Domain - Science:** Improve science performance to a satisfactory level or above or maintain an above satisfactory level of performance. Eighty-five percent (85%) of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year, which will be measured by Academic Report Card Grades, and students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C. Students that have maintained proficiency during the school year, will have clearly demonstrated an improved knowledge, and will either gain or maintain in their grade level proficiency. The program coordinator/curriculum director will monitor student progress, by collecting data (report cards) 3 times a year (October, January, and April), this will be used as a matrix for progress. A mid-year change will be measured based on changes in quarter 1 grades to quarter 2 grades (increase, decrease or maintain), an end of year change will be measured based on an increase from quarter 1 grades to quarter 2 grades.

### **3.6. b. Objectives for Academic Benchmarks**

**Domain - Third Grade Promotion:** Improve third grade promotion rate based on Florida Standards Assessment (FSA) requirements. Sixty percent (60%) of regularly participating students in 3<sup>rd</sup> grade will achieve promotion based on their performance on the FSA. This goal will be measured with the FSA assessment in Spring 2019. Fifty-two percent (52%) of Miami Community Charter School students were above the 50<sup>th</sup> percentile on the SAT-10: the goals are to maintain those students and to increase the number of proficient students by 10%. This data will be monitored by the Program Director/Curriculum Coordinator and the data to be collected prior to the FSA scores, will be iReady Assessment Period 2 (December) and iReady Assessment Period 3 (May), Predicted Proficiency report, which predicts student likelihood of achieving a Level 3 or higher on the FSA.

### **3.6. c. Applicant-Specified Objectives**

**Domain - Improve Homework Completion.** Eighty-five percent (85%) of regularly participating students will improve their homework completion as measured by report card grades and communication with the students' teachers. Sixty-six percent (66%) of students who attend Miami Community Charter School are either ELL students or former ELL students, indicating that the main language spoken at home is a language other than English. A majority of the students' parents are migrant farm workers and work longer hours than usual. These factors compound the need for students to have homework support and to complete homework in the school setting. The program coordinator/curriculum director will monitor student progress, by collecting data (report cards) 3 times a year, (October, January, and April), this will be used as a matrix for progress. A mid-year change will be measured based on changes in quarter 1 grades to quarter 2 grades.

**Domain - Improve Physical Activity:** 85% of regularly participating students will improve their physical activity as measured by logs. There is a need for early intervention in healthy eating, and physical activity for elementary students. The program will challenge students to engage in fitness and health education. Student changes will be assessed with the physical education teacher's log monitoring student endurance while running. Measurements will occur mid-year point, by a comparison of the student's time in running a quarter mile, from the baseline at the beginning of the year (December). The end of the year performance will be measured by comparing the baseline time to the end of year (May) time.

**Domain - Improve Literacy Skills/Family Literacy:** 85% of adult family members of regularly participating students will improve their literacy skills as measured by attendance logs and session-specific evaluation (assess changes) for the "Parent & I" sessions. A families' health, income, and education have a significant impact on the success of a student and by developing the tools to teach and support their child in developing literacy, student's academic achievement will improve. Parent training in courses such as financial, health literacy support, Florida

Standards Assessment, and using the student portal, can support student learning. Parent's attendance at the "Parent and I" sessions, will be monitored using sign in sheets. Data will be compared from the 1<sup>st</sup> session to the 2<sup>nd</sup> session to monitor mid-year attendance, and then from session 1 to session 4 to evaluate the entire year.

### **3.7 Program Activities**

This section describes the strategies and activities that support the objectives of the program and align with the needs of the targeted students. Refer to the sample schedule and activity plan for a detailed list of the activities. The *21<sup>st</sup> CCLC MCCS Extended Learning Program* student activities are designed to increase students' academic potential and success, prepare them for college and career tracks, and support their emotional and social growth and development. The program is based on an individualized learning approach aimed at providing support and resources to all students to reach their own potential. Student activities include:

- Daily 75 minutes of core subject academic work, including Florida Standards-based tutoring, homework assistance, and project-based interdisciplinary learning. This portion of the program provides learner focus on literacy and language fluency. Student's increase their ability to read the informational text, comprehend the concepts, and apply their learning to collaborate with peers/teacher on problem solving. Students use a variety of instructional materials including print, digital and manipulative to gain academic mastery.
- Daily 45 minutes non-core subject to support students' social and emotional growth, which includes music, art, physical education, drama/speech, and digital literacy. This portion of the program enables students to learn and practice healthy life style, correct use of technology, financial literacy, social skills, decision making, problem solving without conflict and appreciation for art and culture. Drama and speech are included in the program to help students' language fluency through role playing. Use of STEAM-based technology to enable

students to gather information, collaborate with peers and use problem solving skills including trial and error to create original student work.

- Services for individuals with disabilities are provided as described in each student's IEP.
- Empower the parents and encourage them to participate in their child's learning process through joint activities in "My Parent & I Discover".

The 21<sup>st</sup> CCLC program is composed of an afterschool program, Summer Academic Recreational Program, Writing Boot Camp, and "Parent and I Discover" Saturday sessions/academies. After school program activities include daily reading, math, and science project-based learning, and/or homework assistance. The program offers students physical education, art, music, digital literacy, and speech/drama for 45 minutes a week, allowing students to attend in weekly rotation. The afterschool program operates Monday thru Friday from 3:30 to 5:30 pm.

The Summer Academic-Recreational Program will be offered from June 10 to July 10, 2019 and operate Monday thru Friday from 9:00 am to 2:00 pm (closed on July 4, 2019). The program is a STEAM program and students will work on four different projects, one assigned to each week, that are age and grade level appropriate. Each project has its own components of reading, math, science, technology and art, offered every day. The program will conclude with STEAM Fair Night.

A Spring Writing FSA Boot Camp will be offered from March 25-28, 2019 from 9:00 am. to 2:00 pm. The activities will provide students with opportunities to engage in test taking strategies and writing workshops.

"My Parent & I Discover" aims to encourage the parent(s) and child's collaboration in learning activities. The programs will be offered four Saturdays, from 9:00 am to 2:00 pm with specific topics:

- October 27, 2018 – Reading & ELA picnic
- January 19, 2019 – Everglades, my backyard science

- March 23, 2019 – Math in Action based on financial literacy
- June 1, 2019 – My Parent & I Write Our Own Summer Book!

### **3.8 – Applicant’s Experience and Capacity**

Miami Community Charter School has been in operation since August 2004 and serves the community with dedication and has become a true community partner. In addition to Miami Dade County Public Schools, the applicant collaborates with other community stakeholders such as Miami Dade College, Mexican-American Council, Council General of Mexico In Miami, Everglades Housing Authorities, and University of South Florida.

Miami Community Charter School has several programs and is accountable to its partners. Currently, the Consulate General of Mexico in Miami supports the school’s Bilingual Education Program. The Mexican-American Council collaborates with the school to promote the College and Career Programs in the area. These educational programs are monitored based on student’s academic, emotional and social growth, and therefore the Miami Community Charter School must collect, disaggregate and analyze data. Moreover, Miami Community Charter School is the recipient of Supplementary Education Services, Title I, NFRLP, and UNISIG grants, all of which require progress monitoring based on data collection and disaggregation. Financially, Miami Community Charter Elementary School has no records of financial misconduct, misuse of funds or corrective action. The school is a regular recipient of the following allocations:

- Title I funds - since 2005
- National School Lunch Program - since 2005
- School Improvement Grant 2017-2018
- FTE funds - since 2004

Miami Community Charter School always has been and is in compliance with the audit requirements of the aforementioned programs. The school is committed to continue operating

with good practices, both organizationally and financially. To uphold its fiduciary duties, Miami Community Charter School has in place the following procedures:

- 21<sup>st</sup> CCLC funds are released to Miami Community Charter Elementary School's account.
- The program expenditures and payroll are reported to the accounting under 21<sup>st</sup> CCLC.
- All purchase orders are labeled for 21<sup>st</sup> CCLC, and must be delivered to the programs' physical address, 101 SW Redland Road, Florida City, Florida 33034.
- The program keeps an up to date inventory list all the time.
- All procedures comply with Miami Dade County Public Schools.

Miami Community Charter School counts with the staff needed to operate a successful 21<sup>st</sup> CCLC program. Refer to the attachments for the 21<sup>st</sup> CCLC program organizational chart and the section below for description of the staff structure.

### **3.9 – Staffing & Professional Development**

#### **3.9. a. Staffing Plan**

All 21<sup>st</sup> CCLC program staff and contractors will be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S. If used, volunteers that assist more than 10 hours per month will be cleared through a Level II background screening. Refer to the attachments for the 21<sup>st</sup> CCLC program organizational chart.

Miami Community Charter Elementary School offers program employment opportunities to its faculty and staff, who are already finger printed, meet the professional qualification such as the teaching certificate, and know the majority of students. Teachers with ESOL endorsement, STEM certification, and reading endorsement have priority for employment. The program also examines other qualified candidates for the program. The teachers' certification, annual performance assessment results as well as their students' academic performance results are taken into consideration to determine a teaching assignment in the program. The program hires 6 teachers,

2 paraprofessionals, and 2 non-core subject instructors for 120 students. The Academic Leader of the Program is included in the teaching team, however with allocated time to collaborate with other teachers. The non-core teachers may be assigned to groups larger than 20 students. The student-adult ratio, including non-core teachers and paraprofessionals is 1 to 12. All faculty and staff members are cleared by Miami-Dade County Public Schools and have an employee number.

**Program Director (1)** – The program director is responsible of managing and overseeing the effective implantation of the program and budget described in the approved application to ensure that Miami Community Charter Elementary School meets its responsibilities to the FDOE under the grant agreement in a timely manner The program director is charged with monitoring and assessment of the strengths, weaknesses, needs for changes in the quality and quantity of the program or any segment of it, as well as students and staff attendance. The program director provides weekly reports to the Offices of the Executive Director and School Principal. The program director is charged with overseeing dissemination activities. The program director is the liaison with the external evaluator. The program coordinator is responsible for the programs' daily operation.

**Program Academic Leader (1)** – The program academic leader is a certified teacher who oversees the academic content of the program:

- Review lesson plans and ensure that the plans are in accordance with Florida standards.
- Plan and provide the teachers with opportunities for professional development.
- Assist teachers with the delivery of instruction.
- Participate in the process of assessing students' academic needs and placement as well as monitoring their progress.
- Collects and disaggregates student data and provides information to program director and school principal for further actions.
- Teaching responsibility for core subjects as needed.

**Teachers (6)** – Responsible for the delivery of the academic content of the program with fidelity, gather evidence and data, and interpret individual student data to facilitate student's learning to meet the Florida Standards. All teachers are certified defined as a teacher with a valid Florida Professional Educator's certificate or a temporary certificate.

**Instructional Paraprofessionals (2)** – Instructional paraprofessionals work with students in the classrooms as directed by the teacher and provide support to the teachers.

**Non-core Subject Instructors (2)** - The non-core instructors are not certified teachers, however meet the fluency and credentials of instructing the non-core subject. These instructors provide support and assistance to instructors in the non-core subjects.

The physical education teacher the staff member on site at all times with CPR and First Aid certification that includes the face-to-face component. The program director is the collaboration liaison with the school.

### **3.9. b. Professional Development**

The program aims to achieve two main objectives and professional development activities will assist staff in this effort. The objectives are the following:

- Increase students learning, deepen their knowledge of Florida Standards, and improve their performance in FSA.
- Increase and sustain student's language fluency by using interdisciplinary teaching and learning.

All teachers, paraprofessionals, and instructors must attend three professional development trainings that reinforce the academic objectives. One of the trainings will occur prior to the start of the 2018-19 school year (August 11, four hours) and the topics include: lesson planning, connection with the school hours, and understanding the Florida Standards. A 3 1/2 hours training (August 27) will focus on orientation, logistics, responsibilities, etc. pertaining the afterschool program. Another training will be scheduled for September 19 (3 1/2 hours) and will focus on project based teaching and learning.

Staff is committed to professional and will participate in any training required or suggested by the Florida Department of Education.

### **3.10 – Facilities**

The 21<sup>st</sup> CCLC program is offered on the Miami Community Charter Elementary School Campus. The school is located at 101 SW Redland Road, Florida City, Florida 33034. The campus is safe and easily accessible to students and their adult family members. Miami Community Charter Elementary School Campus has sufficient space for the 21<sup>st</sup> CCLS program and is constantly maintaining equipment and resources to maintain safety.

The campus is composed of four buildings and the 21<sup>st</sup> CCLC program will be offered in the main building. The reception area (Program Coordinator's Desk) has clear view of the outside and the parking lot. Security cameras are located throughout the campus and displayed in a large screen TV. All the student and adult traffic takes place from the main entrance to the building, which opens to the school's parking. All visitors must report to the front desk and may not go to the main building while the program is in progress. The classrooms are equipped with smart TVs. Students in Kindergarten and 1<sup>st</sup> grades use the first floor's classrooms while students in grades 2, 3, 4, 5 use the 2<sup>nd</sup> floor classrooms. The playgrounds and fields are located on the Miami Community Charter Elementary School Campus and are enclosed. The cafeteria is in the campus (main building) and students walk to the cafeteria with their teacher. At the cafeteria are supervised by the project staff.

The campus and facilities are approved by MDCPS and have passed all codes and regulations. The campus is enclosed, has security (electronic and in person) and the school has a safety plan (MDCSP) that is followed. Miami Community Charter Elementary School is a neighborhood school and the families live between one and five miles away so it is easily accessible. Students and parents access the school using their bikes, walking, parent drop-off or school transportation.

### **3.11 – Safety and Student Transportation**

Students of Miami Community Charter School are accompanied by the day school staff to the 21<sup>st</sup> CCLC program. For students that come from other schools, the drop off time is between 3:10-3:25 pm in front of the main entrance of the main building. All parents must complete the emergency contact card and specify the way the child (if they are from other schools) arrives to the program and returns home. Security and safety precautions include:

- The entrance door is locked from 3:30 to 5:30 pm
- An armed security guard is in front of the building until 6:00 pm
- The transportation service is an approved Miami-Dade County Public Schools vendor and provides services for the day school. All drivers are cleared by the school district.
- At the time of dismissal, the students walk with the teacher to the bus. After the bus dismissal, parents pick up starts.
- Students are not dismissed to an unauthorized person.

#### **Accidents and Emergencies**

All accidents are documented in an Accident Report, which includes a brief description of the accident, supervising adult, kind of injury and the action taken after that. All accidents reports are signed by the program director, a copy is kept in the office, and the original goes home for the parent's signature. The signed form must be returned to the program director. The parent must be notified immediately.

The safety of children will be ensured during off-site activities and field trips. Prior to off-site activities, written permission by the parent will be required for students to attend the scheduled activity. No verbal authorizations will be accepted. Means of transportation for activities will be provided by MDCPS approved transportation vendors. While off-site, students will be supervised at all times and emergency contact information will be readily available. During swimming field

trips (if any take place), trained lifeguards, swim instructors, and 21<sup>st</sup> CCLC staff members will supervise students.

In the event of a life-threatening situation, a 911 call will be made and the parent will be contacted. If there is a non-life threatening emergency, the parent will be notified so that staff and parent can determine the appropriate course of action. If a parent or emergency contact cannot be reached, the site will determine the most appropriate course of action for the safety and well-being of the child. In any situation where a child is injured or needs medical attention, an incident report must be written and filed with the school as well as the 21<sup>st</sup> Century program. If the involvement of the law enforcement or emergency medical services deems necessary, the program director must inform the school's executive director and principal immediately.

### **3.12 – Partnership**

#### **3.12. a. Partnerships**

The 21<sup>st</sup> CCLC program will benefit from established partnerships with the Mexican-American Council (support for the music component of the program and offers to the parent/adult family member component). In addition, Miami Community Charter School has procured a partnership with Dixie Catering and to provide snacks to the program. The healthy snacks will be provided to all participating students when the program is in operation. Program staff will continue to explore sources of funds, including grants and donations, to ensure the sustainability of a program that is vital for our community.

The Consulate of Mexico offers cultural events for our Miami Community Charter School families and these take place during afterschool hours on our campus. The parents and students participating in the afterschool program will enjoy these opportunities which include art shows, music events, and book fair in Spanish).

#### **3.12. b. Collaborations**

Students participating in the program mainly attend Miami Community Charter School or are siblings of students enrolled in the school. However, Miami Community Charter School has developed strategies to create/continue collaborations throughout the school year with the schools in the local area. These strategies include constant communication, attending local events, distributing school-related information throughout the community, and creating relationships with staff from other schools.

The University of South Florida offers adult literacy classes on our campus and adult family members participating in our 21<sup>st</sup> CCLC program can take advantage of these opportunities. Program staff will create flyers advertising the classes and distribute them throughout the year.

Miami Community Charter School has a collaboration with AGAPE to provide mental health services to the school community. Program staff will offer informational materials to the parents throughout the year so they can take advantage of their services.

### **3.12. c. Sustainability**

The program and school staff have established collaborations and partnerships with many agencies in the community and in Miami-Dade, including the Mexican-American Council, Consulate of Mexico, AGAPE, Centro Campesino, and RCMA. These agencies assist with services, resources, and referrals for students and families. We actively coordinate with Centro Campesino and RCMA and discuss our needs so that there is no duplication of resources and we serve all the members of the community in a timely and appropriate manner.

Program staff will continue to work on securing additional funding and partnerships that enhance the program and make it sustainable. As a Title I school located in a low income area, Miami Community Charter School is a center to serve free breakfast and lunch to all children. This includes students attend the 21<sup>st</sup> CCLC program during the spring and summer recess. Miami Community Charter School staff will assist with these efforts - it is important to remember that the students at the school benefit from an afterschool program and summer program that take place

in *their* school. Specially, a program that offers individualized learning, tailored to the needs of each student and that is coordinated with the day school.