

2018-2019 Midyear Program Report Summary

Grant Recipient: Stephen-Argyle Central School District

Joint Partner: Tamarac Senior Living Center

Center Name: Stephen-Argyle Central Elementary-Win-E-Mac School District-Waubun Elementary/High School-Fosston Elementary-Fosston Jr/Sr High School-Stephen-Argyle Jr/Sr High School

Objective 1: 21st Century Community Learning Centers will offer high quality well-rounded education opportunities that help students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society.

Goal 1.1: 100% of Centers will offer high quality opportunities for academic enrichment, including providing tutorial services to help students to meet the challenging Minnesota and local academic standards.

What academic programs did participating students have access to each week during the Fall? (Will need to be included in 21APR Fall 2018 data) How do the center's education programs align with Minnesota and local academic standards. What quality assessment tool did the center implement.

Goal 1.1 At Stephen Argyle Central Elementary we provide 2 ½ hours of programming each day after school for five days a week. Students have had Science, Technology, Art, Social/Emotional as well as a physical activity to begin each session. AR and Exel Math tests are also available for Reading and Math enhancement. We will be attending the M3Huddle on February 22 in Detroit Lakes and will use the YPQA to write our action plan at that time.

Goal 1.2 Win-E-Mac currently provides 2 ½ hours of programming after school Monday-Thursday. The goal with our after school programming is to prioritize homework completion as well as furthering the school day and learning time through academic enhancement. Our staff is there to provide assistance and tutoring to those who do not understand the days class work or are having problems answering their homework correctly. We also work directly with the teachers for each grade level to provide us with spelling words for the week. Our participants not only practice their spelling each day, we also give them spelling pre-tests each Thursday prior to their classroom spelling tests on Fridays. If our attendees do not have any homework or spelling to complete, they are encouraged to practice their reading, complete AR comprehension testing, as well as sumdog for furthering their Math skills. We print out sheets weekly based on our theme for the week and use a Super Teacher subscription to utilize themed worksheets, coloring sheets, math practice, and writing

skills. Our themes are usually based on holidays, important weeks in school, and seasons. Some examples include football, winter, Christmas, patriots, presidents, halloween, fall etc. The after school programming time is typically divided into 5 areas: 1) healthy snack, 2) homework help/reading comprehension/math skills, 3) CNN10 student news, 4) physical activity, 5) activity time (STEM, crafting, etc.)

Goal 1.1 The after school program in Waubun is open from 3:30-6:00 on Monday-Thursday. We spend our afternoon with snack, tutoring, and an activity. We work on our local school standards in each academic area, with concentration on reading, math, and STEM. Our homework help time is spent on areas that are specified by the teaching staff. Social Emotional learning is also featured. We spend time also on life skills, fitness and manner lessons. We will be attending the M3Huddle during the month of February in Detroit Lakes, MN. Our homework help is directly related to standards in that it is an extension of the classroom. Our STEM activities are tied to Science, Technology, Engineering and Math standards. Our SEL activities also play a great role in the college and career ready goals as well as help with the district's focus on establishing a personalized learning plan for each student. The foods portion helps our students engage in cooking healthy foods.

Goal 1.1

We provide 1 hour of programing in the morning before school and 2 hours of programing after school 5 days a week.

The before school time programing priority is to give students time to complete homework and give assistance/tutoring when needed. If students do not have homework students are encouraged to do read and take AR comprehension quizzes or to work on math fact by playing a variety of math games.

The after school programing time is typically divided into 4 areas, 1) healthy snack, 2) physical activity, 3) activity time (STEM, reading, art), 4) homework/math facts/reading comprehension. Some STEM activities incorporated a combination of different types of the STEM disciplines. During fall term we completed 20 science based, 8 technology, 10 engineering, 20 math, 12 reading and 6 art based activities. In addition to these activities ½ hour per day is spent on homework/reading comprehension/math facts.

We will be attending the M3 Huddle in February 1st and write our action after attending this workshop. We will use the YPQA brought forth through the M3 Huddle training as an assessment.

Goal 1.1

We offered academic tutoring in our library media center each morning from 7:00 a.m. to 8:00 a.m. for students with an academic teacher on duty. We also offered tutoring in the library media center every afternoon from 3:15 p.m. to 4:15 p.m. with a para. Along with homework help/tutoring we also include snack, physical activity, technology & engineering and art. We follow our standards in our district as a guide of academic standards. Our M3Huddle has been rescheduled to February 22nd in Detroit Lakes. After the training we will use YPQA.

1.1 Our Before and After School students were offered 133 hours of programming. Session schedules began with a snack and social interaction with staff, focusing on social etiquette, behavioral situations (20 minutes). Homework and tutoring followed, based on recommendations from classroom teachers (30-45 minutes). Enrichment activities completed each session with community service opportunities. STEM projects, art activities, and basic life skills. Resulting from our previous M3Huddle, we regularly offer STEM activities, work with the Tamarac Senior Living Center for service projects, and contract with the Marshall County 4-H Office for enrichment activities. Students have access to academic help before and after school daily to complete daily work from classroom teachers, as well as enhancement

opportunities. Our main focus was reading comprehension, and math skills. Students also completed AR tests during this time.

Goal 1.2: 100% of Centers will offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. (GPRA)

What enrichment programs did participating students have access to each week during the Fall? (Will need to be included in 21APR Fall 2018 data) Describe the center's student advisory process, and describe the middle/high school students' college and career readiness programs(if applicable).

1.2 We work with the program Every Monday Matters for social/emotional ties. Art and Technology components were also a part of weekly lessons. We typically spend 30 minutes each day/week are dedicated to hands on STEM activities or Reading activities. When our Student Advisory team meet, we tend to brainstorm ideas that would make our program stronger and also are of interest to the student attendees. Another issue that was brought up in the fall was the amount of high school students that would be needed to help tutor our younger students. Some high school students are now actively participating in our after school program. They are great mentor/tutors for our elementary students.

1.2 We typically spend 30-45 minutes per day, each day, on education based hands on activities. These activities include either STEM projects, craft projects, or special guests. We have had Math nights where our Math teacher comes in with Math activities for all grade levels. We have had robotics nights where our robotics and tech teachers come in to have the kids work with our school robots. We have had sports nights where we have our varsity coaches come in to work on basic drills with the kids. The hands on activities we do each week mainly revolve around what our theme is for the week. During the summer and fall, we did weekly trips to the McIntosh library. The librarian would always have a special activity planned for the children. We also regularly visited both the nursing home in Erskine and the nursing home in McIntosh. We worked directly with the activity planners at both sites so the residents had a fun activity and snack to interact with the children. In the winter, due to the col, we tend to plan indoor activities at the school. So far this frigid winter, we have been attending the 7/8th grade sporting events as they are the only grades who have games during the time we are in the program. WEM provides free access to all sporting events for students so it is a fun free activity to utilize while hiding from the cole. Our student Advisory Committee members are Mady Plante and Grace Kaugpang. They help with new ideas and suggest other events to our committee.

1.2 We spend time each program period on educational based activities. The students especially like the Healthy Cooking classes. Reading comprehension and math games are also a part of our enrichment. Hands on activities are available for students to choose during the class. The student advisory process is typically done during time at the program. Students give insight to things they would like to do in the program or what is interesting to them. They also give feedback to things that they do not really like.

1.2

Typically 45 minutes each day, 4 days a week is time dedicated to educationally based hands on activities centered around STEM, reading or art. September and October our theme was apples, listed below is a sample of a few of the apple activities:

Reading and comparing different stories about Johnny Appleseed-(reading comprehension), doing a directed drawing of Johnny Appleseed-(art), learning how different types of apples have evolved in taste, size, color, texture, over many years-(science), making predictions and tasting apples (science) graph results (math), building the tallest tower that would hold an apple on top using only items given-(engineering), (math-measurement), quill apple project (art), determining what liquids slows down the process of apples turning brown after being cut -oxidation (science), reading apple pie story (reading comprehension), cooking/baking an apple pie-(math-measurement). Parent advisory meetings were held twice with volunteers selected and students involved in brainstorming ideas for activities and enrichment. We include pathfinders as a way to introduce our elementary students to careers.

1.2 We offered art activities time in the art classroom every evening Monday through Thursday with the art teacher. In addition we offered weight training every morning and every afternoon. We also have a survival course one evening each week where we teach basic cooking, laundry, home budgeting, etc. Parent and student surveys were distributed to gather ideas for activities and enrichment. Teachers, students, and parents were asked to volunteer to be on an advisory board. Introduction to careers and college readiness comes from exposure to lessons and discussions with the adults in the programs.

1.2 Students in grade 3-10 participated in a summer musical, "Willy Wonka Jr". Each student was given a copy of the book, "Charlie and the Chocolate Factory", which was the basis of the musical. Part of rehearsal time was spent reading the book, and comparing it to the musical production we presented. Students also designed and painted props and sets, and attended a similar presentation of "Into The Woods Jr" as a field trip to Win-E-Mac school. Our After School group visited the Tamarac Senior Assisted Living Center for a tour to initiate our visit to that facility for community service, including preparation for evening meals and working with students on crafts and decorations. Weekly opportunities included STEM activities (hands on experiments, cooking, problem solving, painting, problem solving activities. The Student Advisory Committee includes Tyler Tonkin, Ashley Wavra and Alicia Brewer.

Goal 1.3: 100% of Centers will reach their recruitment goals with at least 70% regularly attending participants (students attend at least 30 program days during the school year).

This Midyear Program Report and PTF at M3Huddle was to be completed on February 1, but has been rescheduled, because of weather, to February 22nd. At this workshop we will be looking at participation data for all sites.

Eight Students (Grades 7-12) regularly attend our After School program, with another four students who have begun more regular attendance at the end of the Fall session.

Goal 1.4: 100% of Centers will offer 3 days of programming per week for a minimum 420 unduplicated hours of programming, including a minimum four (4) weeks per summer, and at least 300 hours per regular school year. (MDE)

How many hours of programming was offered during summer 2018? How many hours of programming was offered during fall 2018?

1.4 We offered two separate types of services in the summer. One was a morning academic school based program with an afternoon enrichment program. The enrichment program provided activities in performing arts, STEM, and visual arts. We provided 120 hours of service in the summer and 230 hours of fall programming.

1.4 Summer Hours: 200 hours of programming were held in the summer which also included our theatrical production of "Into The Woods".
Fall Hours: 200 hours were offered for students in the afterschool program four days a week.

1.4 Our summer hours were 6 hours per day, 4 days per week for 4 weeks.
During the fall of 2018 we offered 115 hours, 12 ½ hours per day 4 days a week. for 46 days.

1.4

Two types of programming were offered in the summer. One was an academic school based program and the other one a theatrical production for a total of 84 hours.

During fall term 1 hour of programming before school and 2 hours of programming were offered after school 5 days a week.

Summer – 84 total hours

Fall term- 176 total hours

1.4 The hours provided by the before school and after school program from September through December was approximately 400 hours. Our summer program featured our theater group and lasted five weeks.

1.4 Our Summer Theater Event (Willy Wonka Jr.) offered 65 hours over a six week period. This event featured both elementary and high school students. Our Summer School program offered 105 hours over a 3 week period. The Elementary students also participated in an academic program which was offered for approximately 120 hours. Our Jr./Sr. High program offered 98 hours of After School Programming, along with 35 hours of Before School hours, for a total of 133 hours during the Fall Semester.

Goal 1.5: 100% of Centers shall proactively, to the extent possible, build meaningful partnerships to coordinate programs and activities with organizations and programs that are in the same geographic area, that serve similar purposes and target the same students and families. (CFR Title 34 §76.580)

Did the Grant Advisory/Stakeholder Committee meet during the fall quarter? Who are the center's partners and/or organizations? What did your site do for *Lights on Afterschool* event. How does your center provide equitable access to all students.

1.5 Various groups visited the Tamarac Senior Living Center for community service opportunities as well as career exploration. Stephen Argyle Central participated in Lights on Afterschool. Parents, students, and community members were invited to the Hotdish Cookoff, our Engagement Night.

The entire community is always invited and encouraged to attend events. We have notifications emailed to families at home as well as a hard copy that goes home directly home with students. The local paper also advertises all of our events.

1.5 Win-E-Mac partnered with Polk Co. 4H, McIntosh Library, McIntosh Manor, Pioneer Memorial, Fosston Library Arts Center, and the Fosston Civic Center. Win-E-Mac participated in the Lights On Afterschool night. All students and parents were invited to attend. Our activities for the event included supper, family fitness in the gym, and family games in the media center.

1.5 Waubun has been involved with the White Earth Home Health Services in their Nutrition and Elder Care departments. We also have been involved with the Mahnommen County 4 H Program. We were involved in the Lights on Afterschool event by hosting a school cookout in conjunction with a football celebration. It was very well attended.

1.5

Fosston partnered with Polk Co. 4H, Freshwater Targeted Services and Fosston Library Arts Center.

Fosston participated in Lights On Afterschool. All students and parents were invited to attend activities that included a meal, light bulb art project, glow in the dark science lesson, and a glow in the dark walk with glow necklaces.

Fosston sponsored an evening Family Engagement Night inviting all students and parents. The family night included a meal, bingo, reading a story, art drawing, minute to win it games and art/craft decorating the school cafeteria. We recruit participants through letters sent home.

1.5 Yes, our school held an advisory meeting during the fall quarter. For our meaningful partnerships we created gardens with the residents of the Essentia Senior Living Center nursing home in Fosston. We encourage any home schooled students to attend through the school website and flyers sent home with students. Our superintendent and principals have spoken on the radio to various civic organizations to inform the public by "word of mouth" about the opportunities to non-public students.

1.5 The Parent Advisory Committee met in November to review Fall activities and discuss future plans. Various groups visited the Tamarac Senior Living Center for community service opportunities, as well as

career exploration. A Homeschool student was involved in the activities. The entire community is urged to attend our After School events and are also encouraged to volunteer during activities. Event notifications have been emailed to student homes, and posted on the school website. The local paper also advertises our events.

Goal 1.6: 100% of Centers will offer families of participating students' opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational services. (ESSA)

Please describe how the center provided opportunities for family engagement. (Will need to be included in 21APR data)

1.6 Stephen Argyle Elementary had a hot-dish cook-off in November and had great community support. Volunteer parents and students worked at this event which was open to the public. Our Advisory Board meetings were held once during the summer term and also once during the fall term. Several informal/impromptu discussions are also held as parents come to pick up their students at the program. We include staff, parents, teachers, and students in our formal meetings. Planning always includes brainstorming ideas and evaluation of our program.

1.6 Win-E-Mac held a family activity night. We provided meal and activities. When our parents come early, we have a few families who will stay and play games with us. We did a Christmas bingo before we released for the holiday and had many families and siblings come early to join in. The advisory board meets briefly before these events. The board brainstorms ideas for upcoming events and any concerns they may have. We also invite them to volunteer to help during the family engagement nights.

1.6 In our after school program we send recruitment flyers to all the students in the district, (public and non-public). We also advertise on Facebook and we do not turn any students away. We encourage parents and community members to volunteer at our program.

1.6 Advisory Board meetings were held once during summer term and 2 times during fall term. Members of the advisory board include 21st Century staff, Elementary Principal, Elementary Teacher, Parents and Students. Some agenda the advisory board helped with were writing the initial letter to invite students to 21st Century programing, determine expenditures for Lego kits needed to start a Lego Club, ideas related to Lights On Afterschool program, Family Engagement activities ideas and review the overall budget.

During the months of Sept., Oct., and Nov. we were very excited to have a parent volunteer 2 times a week. Parents often come early to pick up their child/children and because their student is involved with an activity or game the parents often observe class or more often join in with the activity with their child.

1.6 We held our “Lights on Afterschool” event at the elementary school where we painted light bulbs and were scheduled for a walk around our art walk. We also have a “Spotlight on Excellence” where each department displays what the students are doing in class and the families can come and interact with the teachers, students, and other parents.

1.6 We had a hot-dish cook-off in November and had great community support. Parents and students worked the event as well.

Students in our program have the opportunity for field trips for enrichment experiences. Families are encouraged and invited to participate as leaders in our Family Engagement activities, including our Burger Night at the high school.

Objective 2: Participants of 21st Century Community Learning Center programs will demonstrate educational and social benefits from well- rounded education opportunities.

Goal 2.1: Students regularly participating in the center programs will show continuous improvement in achievement through measures that include Minnesota standard test scores.

2.1 Students participating in the 21CCLC program are assessed with the NWEA tests and also teacher judgement on classroom performance. Testing is being conducted in February with final results not available at this time.

2.1 We work one-on-one with the teachers and have had good feedback on education improvement. When the parents were surveyed, they also expressed that their children are doing better in school because of the program. Formal assessments will be held at the end of the school year.

2.1 We try to talk with teachers at our school about the performance of the students who attend the 21CCLC. We will assess our students during testing a little later in the school year.

2.1

Grade K-1 students were given an Early Literacy Assessment and Grade 2-6 were given a Reading and Math Assessment. These assessments were given during the weeks of Sept. 4-7 and 10-14. These assessments were given again during the week of Nov. 6-9 and 12-16.

Results of these assessments show:

Grades 2-6—average of 25 students attend 2-3 times per week.

Reading scaled scores- 5 students showed a decrease on their score. (1 of these students has poor attendance)

Math scaled scores- 3 students showed a decrease on their score. (1 of these students has poor attendance)

Grade K-1—average of 8 students attend each day.

Early Literacy- 3 students showed a decrease on their score.

2.1 Staff members have noted students in our After School program look forward to their After School time, which encourages regular attendance in school and motivates them to maintain academic progress.

Goal 2.2: Regular attendees in the center programs will report positive experiences.

2.2 Our participation attendance has greatly grown compared to last year and students reported very positive feedback on their after school surveys.

2.2 We average 12-15 students per day. Per the survey given to the students, the majority of answers were positive about the program. Parents also indicated a positive response to our program.

2.2 We surveyed our participating students and found that we enjoying our after school program and enjoyed the activities provided.

2.2

On Monday-Thursday average attendance is 13-15 students each day. On Fridays average attendance is 18-22. Activities include reading comprehension, math facts, STEM, art, physical activity, social skills, and a healthy snack.

Thirty two students completed a survey about the after school program. Students were given the answer choices Yes, No or Not Sure. Yes being a positive response, no being an area to work on or undecided. The majority of responses were yes.

2.2 Students gave very positive feedback in their surveys, indicating that students felt safe at our program activities and looked forward to attending our After School activities. They also appreciated a quiet place to complete homework with resources available to them at the school building.

Goal 2.3: Regular attending middle and high school students become college and career ready (if applicable).

2.3 NA

2.3 Middle and high school students will soon be participating in a small engines repair class that will be instructed by our high school industrial arts teacher. We are hoping for a large number of students who will be involved.

2.3 NA

2.3 NA

2.3 Activities provided by our 4-H resources emphasized career opportunities. The students have also enjoyed Pathfinders activities for career readiness.

Objective 3: 21st Century Community Learning Center grant recipients will demonstrate operational efficiency of the program.

Goal 3.1: Grant recipients submit complete and accurate fiscal forms in a timely manner.

NA, Reviewed at end of year

Goal 3.2: Grant recipients submit complete and accurate data on 21st Century program performance measures in a timely manner.

NA, Reviewed at end of year

Goal 3.3: Grant recipients resolve compliance findings in a monitoring visit report in a timely manner.

NA, Reviewed at end of year