



The Family Institute for Health and Human Services

SEMI-ANNUAL REPORT OF PROGRESS

The following chart is used to track Project C.A.R.E.S. 21stCCLC program STRATEGIES that are aligned to our 21st CCLC project goals, PERFORMANCE MEASURESs, and corresponding evaluation devices.

<p>GOAL 1: <i>Close the achievement gap by increasing the number of student participants gaining more than 1 year of academic growth and/or scoring a Level III or higher on the Math I End of the Course Exam by 5% each school year</i></p>		
<p>PERFORMANCE MEASURES: <i>Ensure that 50% of student participants enrolled in Project C.A.R.E.S. at West Charlotte High School for 30 days or more achieve more than 1 year's academic growth and/or score a Level III or higher on the 9th grade Common Core Math I End of Course exam by the end of the 2016 school year.</i></p>		
<p>STRATEGIES:</p> <p>Project C.A.R.E.S. will utilize Catch-up Math learning software to prepare students for the Common Core Math I EOC assessment. Project C.A.R.E.S. blended learning enrichment opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the needs of students with various learning styles. Targeted face-to-face direct instruction will be provided in small groups or individually to ensure students' understanding and mastery of Common Core Math I objectives; the blended learning environment offers the opportunity for learning to continue beyond the regular school day. This strategy will also offer an opportunity to increase student engagement; which will ultimately have a positive impact on student learning outcomes. Project C.A.R.E.S. will utilize also utilize Catch-Up Math blended learning software to prepare students for the</p>	<p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Benchmark assessment reports • Study Island pre-assessment data results • Catch-up Math pre-assessment data results • Weekly data analysis of the student's performance using Catch-up Math web based platforms • Staff Development Training • Progress Monitoring Trackers • Progress Reports • Teacher's Survey • Web-Based Lesson Plans 	<p>TIMELINE:</p> <p>Students will be given a pre-assessment In December, a mid-year evaluation, in March 2016 and post evaluation, in June, as well as, weekly assessments and monitoring using Catch-up Math.</p> <p>Current progress toward the goal: A Benchmark pre-assessment was given in February to evaluate the student's level of readiness for Math I Common Core EOG Exam. Student's are using Catch-up Math weekly to ensure that they gain more</p>

<p>Common Core Math I EOC assessment. Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. Catch-Up Math uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. Catch-Up Math then instructs the student on the topics she is most ready to learn. As a student works through a course, Catch-Up Math periodically reassesses the student to ensure that topics learned are also retained. Catch-Up Math courses are very complete in their topic coverage and Catch-Up Math avoids multiple-choice questions. A student who shows a high level of mastery of Catch-Up Math course will be successful in the actual course they are taking. Catch-Up Math also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer program for participants.</p>		<p>than 1 year of academic growth and/or score a Level III or higher on the Math I End of the Course Exam.</p>
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<p>GOAL 2: <i>Close the achievement gap by increasing the number of student participants gaining more than 1 year of academic growth and/or scoring a Level III or higher on the English II End of the Course Exam by 5% each school year</i></p>		
<p>PERFORMANCE MEASURES: <i>Project C.A.R.E.S. has four performance measures. The first is to make sure at least 50% of program participants enrolled Project C.A.R.E.S. for 30 days or more that are enrolled in 10th grade English II End of the Course Exam will demonstrate more than a year's worth of academic growth in reading as determined by their Lexile reading score by the end of each school year.</i> <i>Second, make sure at least 50% of program participants enrolled Project C.A.R.E.S. for 30 days or more that are enrolled in 10th grade Reading End of Course exam will score a level III or higher on the End of Course exam.</i> <i>Third, ensure L.E.P. and EC student subgroups that attend Project C.A.R.E.S. for 30 day or more will show 5% gains or more in literacy each year as evident Achieve 3000 pre & post assessment data results, EOC exam scores.</i> <i>Finally, ensure that 80% of students attending Project C.A.R.E.S for 30 days or more read two or more books each year to move their Lexile readiness to grade level.</i></p>		
<p>STRATEGIES: Project C.A.R.E.S. will utilize</p>	<p>DATA SOURCES: <ul style="list-style-type: none"> • Benchmark assessment </p>	<p>TIMELINE: By the end of the</p>

<p>Achieve 3000 to prepare students for the English II EOC Reading Exam. Project C.A.R.E.S. blended learning enrichment opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the needs of students with various learning styles. Targeted face-to-face direct instruction will be provided in small groups or individually to ensure students' understanding and mastery of English II is reading objective. The blended learning environment offers the opportunity for learning to continue beyond the regular school day. This strategy will also offer an opportunity to increase student engagement; which will ultimately have a positive impact on student learning outcomes.</p> <p>Once program participants have completed Achieve 3000 pre-assessment, then they will work on target reading strategies using Achieve 3000 to increase their Lexile scores. Additionally, they will be required to read up to four books to improve reading comprehension and Lexile scores.</p>	<p>reports</p> <ul style="list-style-type: none"> • Achieve 3000 data assessment results • Monthly data analysis of student's Achieve 3000 Lexile growth • Student Individualized Goal Plan • Progress Monitoring Trackers • Staff Development Training • Progress Reports • Teacher's Survey • Web-Based Lesson Plans 	<p>2016 school year, students will be given a pre-assessment In December, a mid-year evaluation, in March and post evaluation, in June, as well as, weekly monitoring to evaluate the effectiveness of Achieve 3000 abilities to ensure student participants gain more than 1 year of academic growth and/or score a Level III or higher for program participants enrolled in 10th grade English II</p> <p><i>Current progress toward the goal:</i> A Benchmark pre-assessment was given in January to evaluate the student's level of readiness on the English II Common Core EOG Exam. Students are using Achieve 3000 weekly to ensure program participants gain more than 1 year of academic growth and/or score a Level III or higher on the English II</p>
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		End of the Course Exam
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GOAL 3: Increase proficiency scores for 11th grade students attending Project C.A.R.E.S. for 30 days or more on the ACT Exam by 1 composite point each year.

PERFORMANCE MEASURES:
 Project C.A.R.E.S. will ensure 50% of the 11th grade students attending Project C.A.R.E.S. at West Charlotte High School for 30 days or more will demonstrate college readiness as defined by scoring a 17 or higher on the ACT Exam by the end of the 2016 school year.

<p>STRATEGIES:</p> <p>Students will be given a login to Triumph Learning web based software. Program participants will be required to complete monthly ACT practice exercises an assessment to increase their college readiness skills in Literacy, Math and Science to prepare program participants' to take the ACT exam.</p>	<p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Monthly Progress monitoring using Triumph Learning 	<p>TIMELINE:</p> <p>In February students will be given a practice ACT to evaluate their level of readiness for the ACT exam. In March students will be given another practice assessment to measure their level of readiness for the ACT exam to be given by CMS in April or May.</p> <p>Current progress toward the goal: Students have been set up with a login account for Triumph Learning and have begun using working on activities in preparation for the ACT.</p>
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GOAL 4: Students attending Project C.A.R.E.S. at West Charlotte High School for 30 days or more average daily attendance will be at or above the district's average.

PERFORMANCE MEASURES:
 Students attending Project C.A.R.E.S. for 30 days or more will maintain an average daily attendance greater than the combined daily school average each year. Increase the daily attendance average for students attending Project C.A.R.E.S. at West Charlotte High School for

30 days or more at or above the daily district average.

<p>STRATEGIES:</p> <ul style="list-style-type: none"> • Site Coordinators will take daily attendance • Project C.A.R.E.S. will reach out to families of students that are having attendance challenges • Project C.A.R.E.S. will emphasize the importance of attendance to ensure students are engaged in the program once they show up. • We will provide attendance awards each quarter for students who meet our attendance goals. 	<p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Google Docs • Attendance logs • Attendance Awards/Certificates & Recognition • Surveys 	<p>TIMELINE:</p> <p>By the end of the 2016 school year Student’s attendance will be at or above the district's average</p> <p>Current progress toward the goal: Project C.A.R.E.S. program participants have been attending school on a regular basis, as well as, showing up for our after school program regularly. We are in the process of planning a ceremony for students with perfect attendance. We will be sending out attendance surveys to program stakeholders in February.</p>
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GOAL 5: *Increase the number of students that are proficient or score a Level III or above by 5% on the 6th, 7th, and 8th grade EOG Math exam.*

PERFORMANCE MEASURES:
Ensure that student participants enrolled in Project C.A.R.E.S. at Coulwood Middle School site for 30 days or more will score proficient or above on the 6th, 7th, and the 8th grade End of the Grade Math Exam.

<p>STRATEGIES:</p> <p>Project C.A.R.E.S. will utilize Catch-up Math blended learning software to prepare students for the 6th, 7th, and 8th grade EOG Math Exam. Project C.A.R.E.S. blended learning enrichment opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the</p>	<p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Benchmark assessment reports • Catch-up Math pre-assessment data results • Weekly data analysis of student’s performance using Catch-up Math • Teacher's Survey • Progress Monitoring Trackers 	<p>TIMELINE:</p> <p>By the end of the 2016 school year, students will be given a pre-assessment December, a mid-year evaluation, in March and post evaluation, in June, as well as, weekly monitoring to evaluate the effectiveness of Catch-up Math ability to ensure student</p>
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<p>needs of students with various learning styles.</p>	<ul style="list-style-type: none"> • Web-Based Lesson Plans • Staff Development Training • Progress Reports 	<p>participants gain more than 1 year of academic growth and/or score a Level III or higher on the Math I End of the Course Exam.</p> <p><i>Current progress toward the goal:</i> A Benchmark pre-assessment was given in December to evaluate the student's level of readiness for Math I Common Core EOG Exam. Student's are using Catch-up Math, weekly to ensure program participants gain more than 1 year of academic growth and/or score a Level III or higher on the Math I End of the Course Exam</p>
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<p><i>GOAL 6:</i> Increase the number of students that are proficient or score a Level III or above by 5% on the 6th, 7th, and 8th grade EOG Reading exam.</p>		
<p><i>PERFORMANCE MEASURES:</i> Ensure that student participants enrolled in Project C.A.R.E.S. at Coulwood Middle School site for 30 days or more will score proficient or above on the 6th, 7th, and the 8th grade End of the Grade Reading Exam.</p>		
<p><i>STRATEGIES:</i></p> <p>Project C.A.R.E.S. will utilize Achieve 3000 to prepare students for 6th, 7th and 8th grade EOG Reading Exam. Project C.A.R.E.S. blended learning enrichment opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the needs of students with various learning styles. Targeted face-to-face direct instruction will be provided in small groups or individually to ensure</p>	<p><i>DATA SOURCES:</i></p> <ul style="list-style-type: none"> • Benchmark assessment reports • Achieve 3000 data assessment results • Monthly data analysis of student's Achieve 3000 Lexile growth • Student Individualized Goal Plan • Teacher's Survey • Progress Monitoring Trackers • Staff Development Training 	<p><i>TIMELINE:</i></p> <p>By the end of the 2016 school year, students will be given a pre-assessment in December, a mid-year evaluation, in March and post evaluation, in June, as well as, weekly monitoring to evaluate the effectiveness of Achieve 3000</p>

<p>students' understanding and mastery of English II is reading objective. The blended learning environment offers the opportunity for learning to continue beyond the regular school day. This strategy will also offer an opportunity to increase student engagement; which will ultimately have a positive impact on student learning outcomes</p> <p>Once program participants have completed Achieve 3000 pre-assessment, then they will work on target reading strategies using Achieve 3000 to increase their Lexile scores. Additionally, they will be required to read up to four books to improve reading comprehension and Lexile scores.</p>	<ul style="list-style-type: none"> • Progress Reports • Web-Based Lesson Plans 	<p>abilities to ensure student participants gain more than 1 year of academic growth and/or score a Level III or higher for program participants enrolled in 10th grade English II</p> <p><i>Current progress toward the goal:</i> A Benchmark pre-assessment was given in December to evaluate the student's level of readiness for the English II Common Core EOG Exam. Students are using Achieve 3000 weekly to ensure program participants gain more than 1 year of academic growth and/or score a Level III or higher on the English II End of the Course Exam</p>
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<p><i>GOAL 7:</i> <i>Decrease the number of student referrals & suspensions for students attending Project C.A.R.E.S for 30 days or more by 25% initially and 10% every each year thereafter</i></p>		
<p><i>PERFORMANCE MEASURES:</i> <i>Students attending Project C.A.R.E.S. at West Charlotte, Statesville Road Elementary and Coulwood Middle School sites for 30 days or more will show a 25% decrease in referrals and suspensions from the previous school during the 2014-2016 school year.</i></p>		
<p><i>STRATEGIES:</i></p> <p>Program participants will learn how to identify and understand the thoughts and feelings of others via School Connect lesson plans as evidenced by</p>	<p><i>DATA SOURCES:</i></p> <ul style="list-style-type: none"> • School suspension or referral data • Student Individualized Goal Plan 	<p><i>TIMELINE:</i></p> <p>By the end of the January 2016 and each month after, schools will be</p>

<p>survey data results and a decrease in the number of suspensions and referrals each year. Program participants will become more self-aware by identifying their strengths and positive qualities via School Connect lesson plans as evidenced by survey data results and a decrease in the number of suspensions and referrals each year. Program participants will learn self-management techniques by establishing goal plans. Program participants will become responsible decision makers by assessing factors that might influence their behavior via School Connect lesson plans as evidenced by survey data results and a decrease in the number of suspensions and referrals each year. Program participants will learn how to take personal responsibility for their actions by recognizing and understanding their obligation to engage in ethical, safe, and legal behaviors via School Connect lesson plans as evident by survey data results and a decrease in the number of suspensions and referrals each year. Program participants will learn how to respect others by learning how to treat others with kindness and compassion via School Connect lesson plans as evidenced by survey data results and a decrease in the number of suspensions and referrals each year. Program participants will learn how to generate, implement, and evaluate positive and informed solutions to their problems via School Connect plans as evident by survey data results and a decrease in the number of suspensions and referrals.</p>	<ul style="list-style-type: none"> • Parent Contact Logs • Google Docs File • Surveys • Progress Reports 	<p>required to complete our suspension and referral forms each week.</p> <p><i>Current progress toward the goal:</i></p> <p>Each school has been sending a list of students attending Project C.A.R.E.S. are compiling Suspension and referral data for Project C.A.R.E.S. to analyze which program participants have been suspended or received referrals. We are in the process of purchase The School Connect Curriculum and sending our student surveys.</p>
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GOAL 8: Increase parental involvement for students attending Project C.A.R.E.S. for 30 days or more by 10% each year each year by hosting symposiums, forums, and educational workshops for parents.

PERFORMANCE MEASURES:

Project C.A.R.E.S. has two performance measures. The first is to make sure that parents of students attending West Charlotte High School, Statesville Road Elementary and Coulwood Middle school will show a 10% increase in parental involvement each year by attending monthly symposiums, forums, and parent workshops. Next, Project C.A.R.E.S. Will track parental involvement each month by collecting parent signatures in sheets and tracking survey data results.

STRATEGIES:

Forums and workshops will serve as a source of information, including but not limited to prevention and intervention techniques on topics such as absenteeism, drop-out prevention, homework help, mental health counseling, drug-use, violence, math and reading support and communication. The forums will also serve as a gateway to additional wrap-around resources available in the community. Additionally, parental involvement will be incorporated into Project C.A.R.E.S. as part of the counseling sessions.

Parents will be given the opportunity to attend monthly parent forums at Unique Caring Foundation to provide parents with information and outlets to additional community resources. Parent forums will be causal environments for parents to interact with each other, counselors, and program staff while gaining useful knowledge to help their students improve. Individuals from partnering organizations will serve as speakers at the parent forums on topics ranging from absenteeism to college prep.

These forums are designed to help parents gain information to be more involved in the solutions to student improvement and success. High school participants will be given the opportunity to participate in monthly career and college prep sessions guided by SAT Coordinator. During these sessions, students will learn about various careers and higher education opportunities through

DATA SOURCES

- Signature Sheets
- Parent Surveys
- Student Individualized Goal Plan
- Unique Caring Community Resource Guide
- Project C.A.R.E.S. Website
- Parental Involvement Plan
- Facebook
- Twitter

TIMELINE:

By the end of the 2016 school year Project C.A.R.E.S. will have increased parental involvement at each of our sites.

Current progress toward the goal:

Unique Caring Foundation has developed a community resource guide for all program participants and their families attending Project C.A.R.E.S. These community resource guides are being distributed to all program participants and their families. Project C.A.R.E.S has finished designing its parent involvement plan. Beginning in January we will hold forums, provide program information via

<p>research and speakers. Students will set goals and correspond with their counselor to create an action plan to achieve those goals. Whether it is getting a job or taking the necessary exams and applying, to college, students will obtain the necessary skills to succeed. This activity will aid in increasing students' attendance and graduation rate because they will have something to work towards.</p> <p>Students and parents will be given the opportunity to participate in monthly service learning activities, within the Charlotte Mecklenburg Community held on Saturdays, at designated times (9:00 am -12PM). The students will be allowed to choose the types of activities they participate in with guidance from program staff. Service learning activities will allow parents to be more involved and will further develop the sense of responsibility, self-awareness, social skills and problem solving skills of the students.</p>		<p>Facebook, InStagam and Twitter on the topics to provide valuable information for program participants and their families. We will also are organize a parent involvement group consisting of our participants parents and members of our staff.</p>
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<p>GOAL 9: <i>Produce globally competitive students by using 21st century digital technology through the Arts</i></p>		
<p>PERFORMANCE MEASURES: <i>Program Participants will become use 21st century skills in developing Project Based Learning Projects. Parents of Project C.A.R.E.S. Program Participants will show improvement in parental involvement by volunteering, attending community events, and by participating in Project Based Learning opportunities.</i></p>		
<p>STRATEGIES:</p> <p>Project C.A.R.E.S. will develop Project Base Learning Activities for each site to ensure program participants are globally competitive and able to use 21st century digital technology through the Arts.</p>	<p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Student Projects • Field Trip • Attendance Logs • Student Survey 	<p>TIMELINE:</p> <p>By the end of the 2016 school year, each site will develop 21st Century Project Base Learning activities that will prepare students to use 21st Century skills.</p>

		<p>Current progress toward the goal: We have designed Project Based Learning Activities for each our of our sites, but the sites have not begun to work on their Project Based Learning Activities yet. We began this goal in December.</p>
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<p>GOAL 10: <i>Ensure that program participants develop physically and have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.</i></p>		
<p>PERFORMANCE MEASURES: <i>Ensure the 80% of Program Participants enrolled in Project C.A.R.E.S. at West Charlotte, Statesville Road Elementary, Coulwood Middle School and Wallace Center for 30 days or more will develop motor skills, cognitive skills, and social interaction skills in an atmosphere of fun.</i></p>		
<p>STRATEGIES: Project C.A.R.E.S. Program Participants will develop motor skills, cognitive skills, and social interaction skills as evident by successfully completing daily fitness games. Program Participants will also complete fun fitness activities weekly. Additionally, Program Participants will apply cognitive information they have learned in movement vocabulary games to develop their motor skills, cognitive skills, and social interaction skills.</p>	<p>DATA SOURCES</p> <ul style="list-style-type: none"> • Activity logs • Lesson plans 	<p>TIMELINE: By January 2016, all sites will have all necessary materials and equipment need to implement this goal.</p> <p>Current progress toward the goal: We have purchased some activities and equipment. By mid January all additional enrichment and scholastic activities and equipment will be purchased.</p>

<p>GOAL 11: <i>Increase the number of students that are proficient or score a Level III or above by 5% on the 3rd and 4th grade EOG Math exam.</i></p>
<p>PERFORMANCE MEASURES:</p>

Ensure that student participants enrolled in Project C.A.R.E.S. at Statesville Road Elementary School site for 30 days or more will score proficient or above on the 3rd and 4th grade End of the Grade Math Exam.

<p>STRATEGIES:</p> <p>Project C.A.R.E.S. will utilize Study Island blended learning software to prepare students for the Math EOG assessment. Project C.A.R.E.S. blended learning enrichment opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the needs of students with various learning styles. Targeted face-to-face direct instruction will be provided in small groups or individually to ensure students' understanding and mastery of Math EOG objectives; the blended learning environment offers the opportunity for learning to continue beyond the regular school day. This strategy will also offer an opportunity to increase student engagement; which will ultimately have a positive impact on student learning outcomes.</p>	<p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Benchmark assessment reports • Study Island pre-assessment data results • Weekly data analysis of the student's performances using Study Island • Teacher's Survey • Progress Reports • Student data trackers • Staff Development Training • Web-Based Lesson Plans 	<p>TIMELINE:</p> <p>By the end of the 2016 school year, students will be given a pre-assessment in December, a mid-year evaluation, in March and post evaluation, in June, as well as, weekly monitoring to evaluate the effectiveness of Study Island ability to ensure student participants gain more than 1 year of academic growth on the Math End of the Grade Exam.</p> <p>Current progress toward the goal: A Benchmark pre-assessment will be given in December to 3rd and 4th grade Program Participants evaluate their level of readiness for Math Common Core EOG Exam.</p>
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GOAL 12: *Increase the number of students that are proficient or score a Level III or above by 5% on the 3rd and 4th grade EOG Reading exam.*

<p>PERFORMANCE MEASURES:</p> <p><i>Ensure that student participants enrolled in Project C.A.R.E.S. at Statesville Road Elementary School site for 30 days or more will score proficient or above on the 3rd and 4th grade End of the Grade Reading Exam.</i></p>		
<p>STRATEGIES:</p> <p>Project C.A.R.E.S. will utilize Achieve 3000 to prepare students for 3rd and 4th grade EOG Reading Exam. Project C.A.R.E.S. blended</p>	<p>DATA SOURCES:</p> <ul style="list-style-type: none"> • Benchmark assessment reports • Study Island data assessment results 	<p>TIMELINE:</p> <p>By the end of the 2016 school year, students will be given</p>

<p>learning enrichment opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the needs of students with various learning styles. Targeted face-to-face direct instruction will be provided in small groups or individually to ensure students' understanding and mastery of English II is reading objective. The blended learning environment offers the opportunity for learning to continue beyond the regular school day. This strategy will also offer an opportunity to increase student engagement; which will ultimately have a positive impact on student learning outcomes</p> <p>Once program participants have completed Study Island pre-assessment, then they will work on target reading strategies using Achieve 3000 to increase their Lexile scores. Additionally, they will be required to read up to four books to improve reading comprehension and Lexile scores.</p>	<ul style="list-style-type: none"> ● Monthly data analysis of student's Study Island Lexile growth ● Student Individualized Goal Plan ● Teacher's Survey ● Progress Reports ● Student data trackers ● Staff Development Training ● Web-Based Lesson Plans 	<p>pre-assessment in December, a mid-year evaluation, in March and post evaluation, in June, as well as, weekly monitoring to evaluate the effectiveness of Study Island abilities to ensure student participants gain more than 1 year of academic growth</p> <p><i>Current progress toward the goal:</i> A Benchmark pre-assessment was given in December to evaluate the student's level of readiness taking the 3rd and 4th grade English Common Core EOG Exam. Students have begun using Study Island weekly to ensure program participants gain more than 1 year of academic growth</p>
<p><i>GOAL 13:</i> Increase the number of students that are proficient or score a Level III or above by 5% on the 6th, 7th, and 8th grade EOG Math exam.</p>		
<p><i>PERFORMANCE MEASURES:</i> Ensure that student participants enrolled in Project C.A.R.E.S. at Wallace Center site for 30 days or more will score proficient or above on the 6th, 7th, and the 8th grade End of the Grade Math Exam.</p>		
<p><i>STRATEGIES:</i></p> <p>Project C.A.R.E.S. will utilize Catch-up Math blended learning software to prepare students for the 6th, 7th, and 8th grade EOG Math Exam. Project C.A.R.E.S. blended learning enrichment</p>	<p><i>DATA SOURCES:</i></p> <ul style="list-style-type: none"> ● Benchmark assessment reports ● Catch-up Math pre-assessment data results ● Weekly data analysis of the student's performance 	<p><i>TIMELINE:</i></p> <p>By the end of the 2016 school year, students will be given pre-assessment In December, a mid-</p>

<p>opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the needs of students with various learning styles.</p>	<p>using Catch-up Math</p> <ul style="list-style-type: none"> • Teacher's Survey • Progress Monitoring Trackers • Web-Based Lesson Plans • Staff Development Training • Progress Reports 	<p>year evaluation, in March and post evaluation, in June, as well as, weekly monitoring to evaluate the effectiveness of Catch-up Math ability to ensure student participants gain more than 1 year of academic growth and/or score a Level III or higher on the Math I End of the Course Exam.</p> <p><i>Current progress toward the goal:</i> A Benchmark pre-assessment was given in December to evaluate student's level of readiness for Math I Common Core EOG Exam. Student's are using Catch-up Math weekly to ensure program participants gain more than 1 year of academic growth and/or score a Level III or higher on the Math I End of the Course Exam</p>
<p><i>GOAL 14:</i> Increase the number of students that are proficient or score a Level III or above by 5% on the 6th, 7th, and 8th grade EOG Reading exam.</p>		
<p><i>PERFORMANCE MEASURES:</i> Ensure that student participants enrolled in Project C.A.R.E.S. at Wallace Center site for 30 days or more will score proficient or above on the 6th, 7th, and the 8th grade End of the Grade Reading Exam.</p>		
<p><i>STRATEGIES:</i> Project C.A.R.E.S. will utilize</p>	<p><i>DATA SOURCES:</i></p> <ul style="list-style-type: none"> • Benchmark assessment 	<p><i>TIMELINE:</i> By the end of the</p>

<p>Achieve 3000 to prepare students for 6th, 7th and 8th grade EOG Reading Exam. Project C.A.R.E.S. blended learning enrichment opportunities combine face-to-face instruction with online learning. It combines effective teaching strategies with the precision of technology to provide personalized education to meet the needs of students with various learning styles. Targeted face-to-face direct instruction will be provided in small groups or individually to ensure students' understanding and mastery of English II is reading objective. The blended learning environment offers the opportunity for learning to continue beyond the regular school day. This strategy will also offer an opportunity to increase student engagement; which will ultimately have a positive impact on student learning outcomes</p> <p>Once program participants have completed Achieve 3000 pre-assessment, then they will work on target reading strategies using Achieve 3000 to increase their Lexile scores. Additionally, they will be required to read up to four books to improve reading comprehension and Lexile scores.</p>	<p>reports</p> <ul style="list-style-type: none"> • Achieve 3000 data assessment results • Monthly data analysis of student's Achieve 3000 Lexile growth • Student Individualized Goal Plan • Teacher's Survey • Progress Monitoring Trackers • Staff Development Training • Progress Reports • Web-Based Lesson Plans 	<p>2016 school year, students will be given pre-assessment In December, a mid-year evaluation, in March and post evaluation, in June, as well as, weekly monitoring to evaluate the effectiveness of Achieve 3000 abilities to ensure student participants gain more than 1 year of academic growth</p> <p><i>Current progress toward the goal:</i> A Benchmark pre-assessment was given in December to evaluate the student's level of readiness for the Common Core EOG Exam. Students are using Achieve 3000 weekly to ensure program participants gain more than 1 year of academic growth and/or score a Level III or higher on the English II End of the Course Exam</p>
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Signature: *Felicia Brooks-Hamilton*
Program Director

Date: December 22, 2015