

**Peoria Public Schools
READY-SET-GO
Full Service Community Schools
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Ready-Set-Go: Full-Service Community Schools Narrative

Peoria Public Schools (PPS) proposes, **Ready-Set-Go**, to meet the academic, wellness, arts, and career awareness needs of students and parents for a path to living wage occupations. Under **Absolute Priority One**: During year 1, the project will serve at least 150 students in grades K-8 at both Roosevelt and Harrison elementary schools. By year 5, the project will grow within those buildings to serve at least 250 students. We recently received a 21st Century Community Learning Center After School Grant which serves two other schools in the same region of the city. It is our desire to provide some of the parallel equitable services for the four schools to fully support and serve an entire high school region with enriching activities, academic improvement and social-emotional benefits. The parallel implementation of these programs would provide safe, nurturing and enriching experiences for students after school hour, as well as, important interventions and enrichment, both academic and emotional during the day through Full-Service Community Schools (FSCS). The parent/family experiences at the two FSCS Focus Schools will be open to the entire school communities. Even if students are not electing to participate in the after-school program or are not considered to need interventions, their families can still participate in events. Students may join at any point during the school year. Comparison data for all four schools serving the high school region will be provided in this narrative to provide context for need.

The comprehensive plan for **Ready-Set-Go** will support improved academics, social-emotional and physical wellness, financial literacy, and career planning for students. Parents will benefit from classes for GED, financial literacy, parent support, and career guidance. Parents and/or grandparents of students not yet enrolled but living in the school attendance area will have special Wednesday programming available in order to provide a readiness opportunity. Staff in

the grant program as well as full time educators and staff in each school will also participate in the development of a Culture of Caring for students and staff. Results will be achieved through a coordinated, personalized, wraparound approach with coaches assigned to students to support asset development and remove barriers, providing teachers with strategies and tools to support students, and an extended school day filled with activities which provide social-emotional, physical, and academic supports. Roosevelt and Harrison are each **Title 1 schools designated as lowest performing in the ESSA rankings.** Under **Competitive Preference Priority 2 – Broadly Representative Consortia** PPS will work with the Peoria Regional Office of Education, the Peoria Park District, the arts community, Illinois Math Academy, Tri-County Urban League, Hult Health Education Center, Junior Achievement, University of Illinois Extension Office, Illinois Central College, and OSF St. Francis Hospital Trauma Center. We will also engage many community organizations to fulfill the activity requests of children. Included is a letter of support from Align Peoria, a coalition of over 165 partners from institutions, agencies, organizations, trades and businesses created to support PPS to increase graduation rates. This demonstrates an understanding that the community is willing and able to provide support to the district whenever and however it is needed. Under **Competitive Preference Priority 3 – History of Effectiveness**, previously, we have implemented a Full-Service Community Schools Grant, two Federal School Improvement Grants, two WIOA Pre-Apprenticeship grants, a Pre-School For All Grant, an AT&T grant, a Department of Justice grant for Sandy Hook Promise student activities, and two 21st Century Community Learning Centers Grant among other state and local grants. We have had many community partners throughout the years who continue to support us.

Our school district has had long standing relationships with the Illinois Math Academy through supporting our students with Lego Robotics, Tri-County Urban League serving many of our most struggling students academically and working with parents on GED attainment, adult literacy, and job acquisition, Peoria Park District through a variety of field trips, providing coaches for 21st Century, and providing summer school opportunities to our students, and finally OSF St. Francis who is now in a long-term commitment to provide a school-based wraparound and trauma center within our school district.

With **Competitive Preference Priority 4 – Evidence-Based**, we will implement highly effective evidence-based strategies and interventions based on What Works Clearinghouse (WWC) standards. There are several WWC reports we will use as foundational to the grant but are basing our grant request on just two. The titles of the interventions, elements of study to be used, why selected and how the intervention will be used, and the rating are listed. There was no one, whole study that fit our project. We selected to co-mingle the elements of several strategies below to strategically meet the needs of our students in extended ways. These strategies align with our district's strategic plan and each of the schools' own achievement plans. The strategies extended learning for students to deepen their experiences and understandings.

What Works Clearinghouse Document #1

Pashler, H. and others. (2007). Organizing instruction and study to improve student learning. IES practice guide.

Study Elements Used

- Recommendation #5b (strong evidence): Use quizzes to re-expose students to key content.

- Recommendation #7 (strong evidence): Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material.

Why Selected and How Used

- This practice guide directly relates to project component academic improvement with the relevant outcome of students meeting their growth targets annually
- These elements were selected for use with students during the day with the assigned certified math tutors during special pull out times of the day. This will also be used through inquiry-based activities through project-based learning STEAM activities. Classroom teachers will be gaining this information as well through district workshops aside from the grant.
- Certified tutors and after-school teachers will receive specific professional development on asking open-ended questions and how to prompt students to think more deeply and respond more reflectively.
- Each of the learning modules will have embedded quizzes within to re-expose students to information.

What Works Clearinghouse Document #2

Dynarski, M. and others. (1998). Impacts of dropout prevention programs. Final report. A research report from the School Dropout Demonstration Assistance Program evaluation.

Princeton, NJ: Mathematics Policy Research, Inc.

Study Element Used Listed as Strong Rating

- Staying in Schools (Accelerated Middle Schools) – potentially positive effects

- Progressing in School (Accelerated Middle Schools) – positive effect

Why Selected and How Used

- This study supports the “catch up or speed up” philosophy also embedded in the Illinois Postsecondary and Workforce Readiness (“PWR”) recommendations. The “catch up” is to bring students up to speed quickly by focusing on the most important, key elements. The “speed up” element is to provide middle schools students with opportunities for early high school (or even early college). The focus of this work will be on acceleration rather than continual remediation.

Project Aims

Special attention will be paid for students not likely to move on to the next grade level. The expectation is 150 students in year one will participate. Twenty additional students will be added at Roosevelt the first four years and then maintain that number for years four and five (relative to building enrollment) while Harrison will add an additional twenty students the first three years and maintain that number the final two years. The table below illustrates the enrollment.

	Harrison	Roosevelt	Total
Year One	75	75	150
Year Two	95	95	190
Year Three	115	115	230
Year Four	115	135	250
Year Five	115	135	250

Table 1: Target Enrollment

Project objectives include: 1) academic improvement by students meeting or exceeding growth targets for reading and math; 2) students engaging in career focus and planning; 3) students engaging in wellness activities; 4) students engaging in essential skills and financial literacy understandings; 5) students engaging in after school fine arts and STEM experiences; 6)

students engaging in mindfulness experiences and 7) parents/guardians/ grandparents engaging in GED, adult literacy, financial literacy, Wraparound social services and career guidance workshops.

Barriers which may occur for children and/or families regarding race, low income factors, special education, limited English proficiency, sexual orientation and identity, and access to transportation will be removed through this program. All students will be welcome to participate. Success Coaches will specifically work with students who have more than one identified barrier. All students in the program will have access to tutoring, field trips, celebrations and activities.

FULL-SERVICE COMMUNITY SCHOOLS PROGRAM PROPOSAL

Demographic of Intended Audience

Peoria Public Schools has selected Harrison Elementary and Roosevelt Magnet School as full-service community school sites meeting the **Absolute Priority One** to serve two or more sites. Data provided in this section will also include Trewyn and Manual HS Academy because these schools have recently received 21st Century School Grants. Harrison, Roosevelt, and Trewyn are all feeder schools to Manual Academy. This grant will allow us to provide more equitable opportunities for all students in the region. This region of our district is arguably the most desperate in the state and the nation and designated as lowest performing in the ESSA rankings. The four schools enroll 2,232 students. Each of the schools are designated as Title 1 school-wide program schools.

The information in Table 1 below is a snapshot from ED360 through the Illinois State Board of Education and is based on the 2018-2019 state data (<https://ed360.isbe.net/App/Home/Index>, April 4, 2019). There are no anomalies with the below data as these demonstrate consistency from previous years.

PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

	Requesting Full-Service Roosevelt	Requesting Full-Service Harrison	21 st Century Trewyn	21 st Century Manual
Projected Enrollment	652 students	470 students	442 students	668 students
Grade Levels	K-8	K-8	K-8	9-12
White	4.90%	9.67%	13.80%	9.19%
Black	87.44%	65.99%	75.42%	64.45%
Hispanic	2.30%	20.07%	4.71%	20.11%
Asian	0.00%	0.00%	0.00%	0.67%
American Indian	0.15%	1.12%	0.00%	0.13%
Two or More Races	4.29%	2.97%	5.39%	5.33%
Pacific Islander	0.92%	0.19%	0.67%	0.13%
Low Income	85.76%	80.30%	89.90%	82.96%
ELL	0.31%	18.59%	1.35%	8.52%
Homeless	7.35%	3.35%	7.74%	1.73%
Special Education	16.69%	16.17%	28.28%	19.97%
Attendance	90.84%	93.94%	87.89%	82.94%
Chronic Truant	32.70%	28.90%	20.20%	64.50%
Mobility	30.00%	28.00%	36.00%	33.00%
Dropout				13.00%

Table 2: Demographic data

The data above indicates the diversity of the children in the four schools. It also illustrates the challenges our children face with regards to poverty, mobility, and homelessness. There is also a disproportionate number of children with special education designations at these schools.

Each of the schools is located in the 61605-zip code in the City of Peoria. According to the most recent census, this particular zip code has seen a drastic decline in population over the past 35 plus years. The poverty projection is expected to continue to rise.

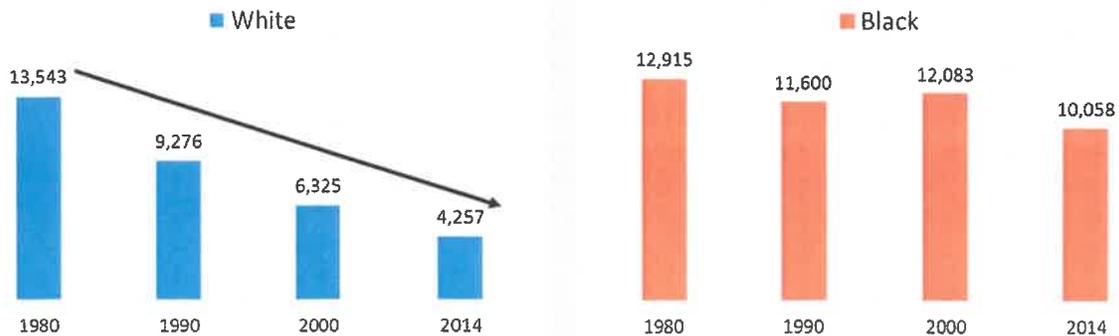


Table 3: Racial Population Changes

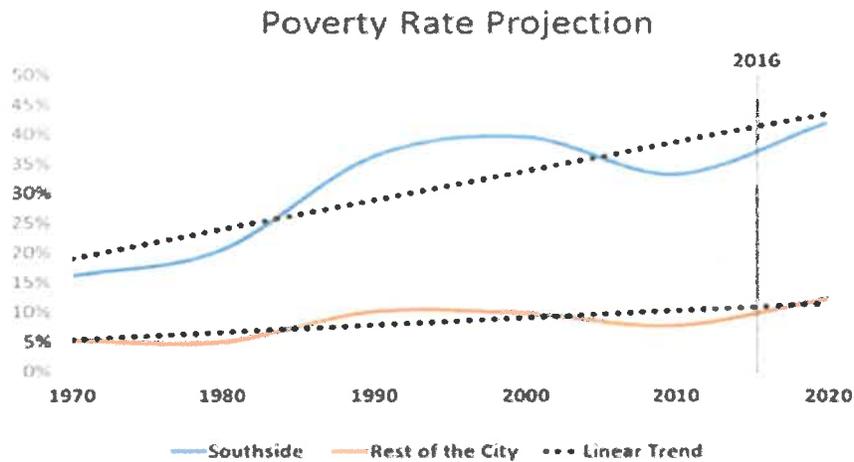


Table 4: Poverty Rate

Some of the core factors for the movement of individuals from the 61605 neighborhoods and the rise in poverty include the lack of gainful employment. Business and industry has reduced, grocery stores are now non-existent, and public transportation has fallen off to a few routes causing longer walks to transportation. The median household income is \$21,656 as compared to the rest of the city at \$51,632. The life expectancy for a male in the 61605-zip code is ten years less than anyone else in the city. According to the Economic Innovation Group Distress Index, this zip code ranks 1,114 out 1,115 of all zip codes in Illinois, thus only one zip code is more economically distressed in the state. Nationally, the 61605 neighborhoods rank 26,078 out of 26,126 nationally. Only 48 zip codes are in more distress than the 61605 neighborhoods.

ECONOMIC INDICATOR

The Economic Innovation Group data for 2017 shows that 29.1% of the 61605 population does not have a high school diploma. 47.6% of adults are not working and the median income ratio is only 38% of the median income of the United States. Within this depressed area, 44.2% of residents are living at or below the poverty rate.

Economic Indicator	61605	U.S.
No high school diploma	29.10%	13.30%
Adults not working	47.60%	28.20%
Median Income Ratio	38.00%	100%
Poverty Rate	44.20%	15.50%

Table 5: Economic Indicator

CRIME STATISTICS for 61605

The below information demonstrates crime statistics for the 61605 neighborhoods. The data shows just one week of reported crimes in the 61605 neighborhoods in the first week of April (www.crimemapping.com). The data shows number of incidences and on what day in the first graph. The second graph shows the types of crime being committed. What is evident is that many of the criminal events occur during the school week but also during times when students are not in school. There is no way to ascertain the age of the individuals committing the crimes nor how many crimes are never reported. There were twenty murders in Peoria in 2018, mostly located in two zip codes. This does indicate that our children do need to be in safe, structured, and productive experiences to be separated from nefarious activities.

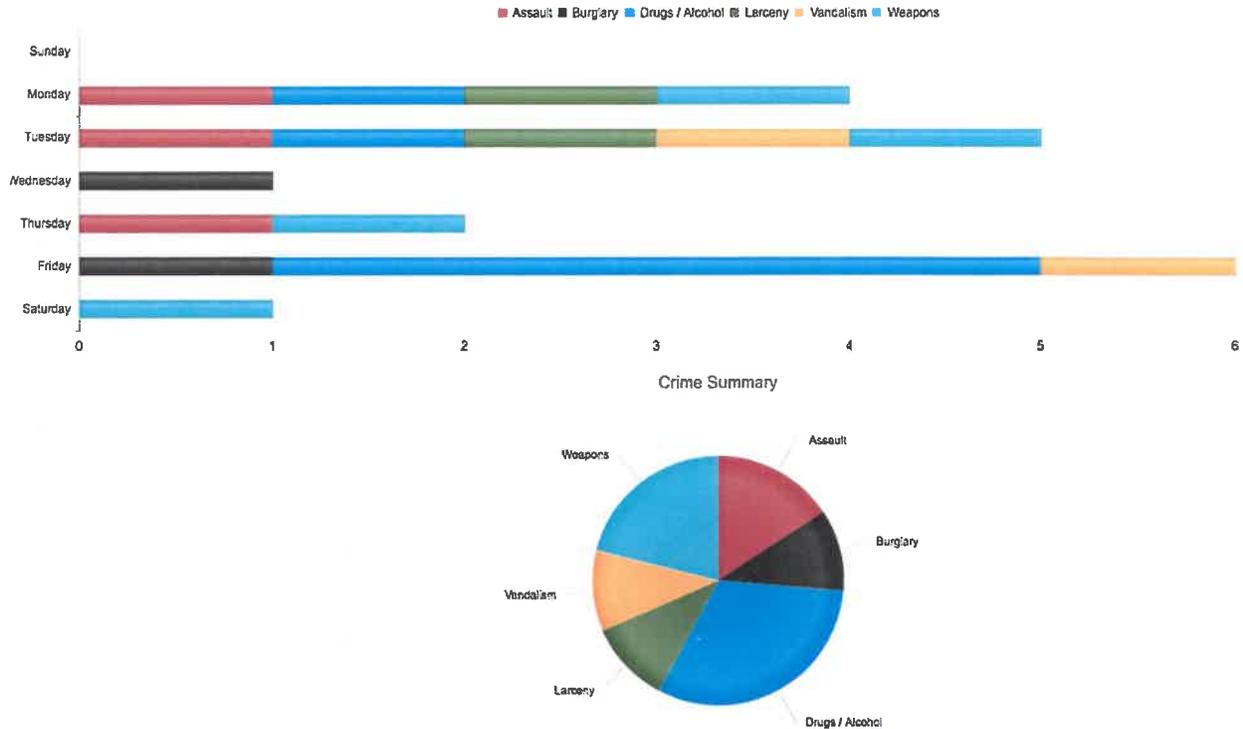


Table 6: Peoria Crime Statistics

NEEDS ASSESSMENTS

Heart of Illinois United Way

Several assessments have been used to identify the needs of students in the 61605 neighborhood schools. The Heart of Illinois United Way presented a community assessment identifying multiple areas needing attention to improve the lives of the residents of the Peoria area. These are broad picture needs. One finding is that the educational attainment is being inhibited by the lack of basic needs being met for example, hunger inhibiting concentration and lack of ability to advance at school or job due to childcare issues. These issues can inhibit participation in learning. Another finding is related to the Adverse Childhood Experiences Study (ACEs). Students experiencing emotional/physical abuse, neglect, family/household challenges

such as observing domestic violence, mental illness in parent, substance abuse, divorce or incarceration are:

- 2 ½ times more likely to fail a grade
- Score lower on standardized tests
- Have language difficulties
- More likely to be suspended or expelled and
- Are designated as special education more frequently

(Illinois ACEs Response Collaborative Summit 2015, Education Policy Brief)

Social Emotional Learning Department Data

Peoria Public Schools has instituted a department of Social-Emotional Learning to try to mitigate the negative effects of ACEs. A district needs assessment was given directly to high school students in the 61605 neighborhoods to gather opinions about what our district could provide to them to help with academic success. Students were also asked what social supports they would need from the school. The results provide excellent feedback to help us design a program that will effectively support students.

How can PPS Help You Academically?	Number of Responses
Help with study skills, time management and organization	112
ACT/SAT Test Preparation	101
Tutoring (after school, on weekends, over school breaks)	100
A quiet place to study afternoons and weekends	100
Access to school materials after school and on weekends	80
Access to a writing lab to complete papers and essays	76
Access to technology after school and on weekends	71

Table 7: Student Academic Support Requests

Although these data are from high school students, many of the requests they have are relative to what can and should be learned or supported in middle school. The key academic supports students requested were for study skills, time management and how to be organized for

class. This flows smoothly into also helping students prepare for high stakes tests. Students also requested a writing lab. A large number of students indicated that they wanted tutoring opportunities and spaces in which to study after school and on weekends. Gaining access to school materials outside of the school was another important element for students. Many students do not have internet access, nor do they always take curriculum materials home.

Again, these data, although from high school students are areas that can be developed and supported during middle school. The key social supports students requested were ways to reduce stress and control anger. Self-regulation is a key element to managing inter-personal skills. Students have requested employability skills, specifically interviewing. This speaks to critical thinking, speaking and listening development, and inter-personal skills. Knowing how to have healthy relationships is another important need area requested. Finally, students see value in screenings regarding behavioral and psychological concerns. All of these components are able to be provided in earlier grade levels.

How can PPS Offer Social Support to You?	Number of Responses
Stress Release Assistance	86
Anger Management Support	81
Interview Skills Training	60
Building Healthy Relationships	52
Assistance with Bullying/Harassment	47
Behavioral and Psychological Screenings	47

Table 8: Student Social Support Requests

SAEBRS – FastBridge Data

According to another internal K-8 assessment, the following characteristics indicated high risk for students: truancy, mobility, poverty and family structure. This assessment was provided to both teachers and students for the final impact designation. In this assessment, “high

risk” means that students are identified as having a lot of barriers to being able to academically and socially engage with others effectively.

School	Percent “At Risk”	Number of “At Risk”
Harrison (K-6)	43%	239 students
Roosevelt (K-8)	41%	251 students
Trewyn (K-6)	30%	104 students

Table 9: Social Emotional Learning Assessment K-8

Harrison identifies 239 (43%) of students as “high risk,” while Roosevelt similarly identifies 251 (41%) as “high risk.” At Trewyn, 104 students (30%) students are identified “high risk.” The result of students having a “high risk” designation indicates students will have a stronger likelihood of struggling in school due to truancy, mobility, poverty and family structure.

Panorama Data

For the 2018-2019 school year, our district implemented a new social-emotional data collection system called Panorama. Of 529 grade 6-12 students receiving SEL interventions, 53% of students reported having a growth mindset which is up 1% from the fall benchmark, 55% of students reported that they were doing better with self-management, down from 62% in the fall. Forty-nine percent (49%) of students reported that they are socially aware of other people’s perspectives, down from 55% in the fall. In general, a little more than half of students said that talent could be changed and that they could change putting forth a lot of effort. In terms of controlling behavior, 61% of students said they could possibly change their negative behaviors. Only 38% of students felt that they could change liking a subject. In terms of giving up, 44% said they could control this while 60% felt that they could change their level of intelligence. Self-management covered a variety of topics which included being prepared, on time work completion, ability to pay attention and resist distraction, following directions, being polite to adults and other students, and working independently. This also asked students about staying

calm, not interrupting, and maintaining temper. Most of the results fell in the 60s percent-wise but remaining calm when someone was bothering them was 34%. Being prepared and following directions were both high with 69% and 68% respectively.

Social awareness had an overall score of 49%. This covered listening to others, caring for other's feelings, getting along with others, compliment others, ability to describe your feelings, being respectful when disagreeing with a view, how well could students stand up for self without putting down others, and how well could the student disagree without starting an argument? Most scores were in the mid-point range with 39% not able to clearly identify feelings.

The grades 3-5 data had the same questions. There were 402 students receiving social-emotional learning interventions. Approximately 52%, a drop of 2%, indicated they had a growth mindset. The highest percent, 61%, indicated it would be possible to change giving a lot of effort while their low score, 40%, said they could change how easily they would give up. For self-management, 50% was the average all the way around. Only 28% of students indicated they stayed calm, even when someone was bothering them, while on the high end, 64%, students said they came prepared for class. Social awareness was also in the mid-range at 54%. In terms of staying calm and not starting an argument 46% said they could do that while 67% said they cared about other people's feelings.

Discipline Data

The below chart shows the number of out of school suspensions for each of the four schools in the Full-Service Community Schools impact area. Three of the schools showed a decrease in out of school suspensions with one still showing an increase. Three of the schools have instituted highly organized management procedures. The next step is to institute lessons on personal/self-regulation lessons for students.

		2016-2017	2017-2018	2018-2019*
Manual		546	572	522
Trewyn		172	126	93
<i>Focus Schools</i>	Harrison	222	167	58
<i>Focus Schools</i>	Roosevelt	428	311	365
Total		1368	1176	1038

*Data through March 2019 for 2018-2019

Table 10: Comparative Out of School Suspension Discipline Data

Culture of Caring for Students and Staff

Because our social-emotional and discipline data has demonstrated such need, the district has been working with the Peoria County Regional Office of Education (ROE #48) and started to develop a “Culture of Caring for Students and Staff.” This is defined as training focused on trauma-informed practices, safe and supportive relationship development, resiliency development, effective, student engagement practices, positive classroom/school culture and embedding social-emotional learning into daily instructional practices. For this project, professionals will gain an understanding of trauma, learn practical strategies for effective classroom management and instruction and receive feedback from classroom observations and student interviews. Modeling and coaching will take place to support and assist professionals with strengthening their skills which in turn, models safe and supportive student to student and educator to student relationships. Professionals will also learn how to promote employee wellness and self-care for staff.

State Physical Education Data

Our latest physical education state assessment data demonstrates a need for our students to have opportunities to improve their physical health. These data demonstrate that 75% of our

students need to improve in their aerobic capacity, 38% of our students need to improve flexibility, 42% need to improve muscular endurance, and 57% need to improve muscular strength. These data, in the chart below, indicate additional physical activity is needed for students.

	Aerobic Capacity			Flexibility		
	Tested	Number Meeting	Needs Improvement	Tested	Number Meeting	Needs Improvement
Roosevelt	106	18	88	105	60	45
Harrison	56	0	56	60	49	11
Trewyn	32	11	21	32	19	13
Manual	107	46	151	197	115	82

	Muscular Endurance			Muscular Strength		
	Tested	Number Meeting	Needs Improvement	Tested	Number Meeting	Needs Improvement
Roosevelt	103	54	49	103	22	81
Harrison	58	45	13	56	29	27
Trewyn	32	27	5	32	29	3
Manual	197	99	98	197	86	111

Table 11: Physical Education Data Report to State

Educational and structured recreational activities provide engaging opportunities for students to be productive and accountable while developing lifelong healthy habits.

ACADEMIC NEEDS

Harrison Community Learning Center has demonstrated slight growth in math but a decline in reading on academic data but still demonstrates single digit achievement. On the 2018 state test, 2.6% of students met in reading and 3.9% met in mathematics. Harrison is designated by the state as “lowest performing.” Roosevelt Magnet School showed minimal growth yet has overall poor achievement on the state exams. On the 2018 state test, 6.4% of students met in reading and 4.4% met in mathematics. This school has also been designated by the state as “lowest performing.” While most interventions in these schools are focused on students not meeting standards, students who are almost meeting standards and those who are meeting and/or

exceeding also need to be provided special supports. Both schools have had leadership changes in the past two years providing for more stability. Additionally, both schools have had a great deal of teacher turnover and filled many classrooms with long term and/or daily substitute teachers. The past year has seen a little more stability in teacher staffing. The district has provided coaches for long term substitute teachers to assist with primarily classroom management.

Each of the elementary schools have restructured their Tier 1, 2 and 3 reading programming for the 2018-2019 school year. The district has committed to reorganizing district staff for support, changing staffing support for schools, and purchasing new materials and software for core instruction and intervention. The schools also need supplemental supports for academics during the day and to extend the day and year. The academic supports include additional trained tutors working with students in small groups during the day, opportunities for teachers to work with students after school, and in the summer. Schools need help with providing interventions for students who are not meeting standards but also need support to provide enrichment for those who are meeting or exceeding standards. There is a need for a specific focus on reading and providing students with an understanding of the importance of school. Some of this means connecting students to potential occupations that interest them, hobbies, and athletics. Schools have been trying to provide for the holistic needs of their students which at times can pull attention from an academic focus. As part of the academic focus, the district is working with their Align Peoria partners to develop a community-wide reading focus and implementation. This is expected to roll out by Fall of 2019.

Manual Academy also continues to demonstrate poor achievement on the state exams. On the 2018 grades 7/8 state test, 5.2% of students met in reading and 2.1% met in mathematics. In

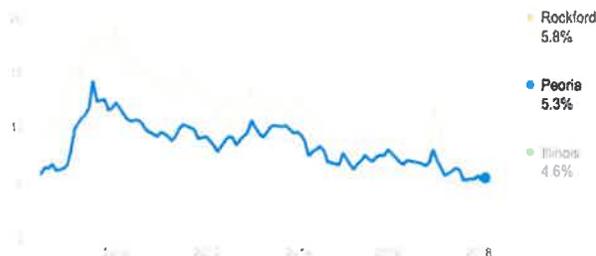
high school, students took the SAT and demonstrated only 6% of students passing. Seventy-seven percent of freshmen students demonstrated on track. This data demonstrates that there is a drop off of students earning credits beginning in freshmen year and continuing beyond.

Roosevelt and Harrison feed into Manual so the work being done in those buildings have a direct impact on high school proficiency.

By 2020, 70% of jobs in Illinois and 65% in the United States will require credentials beyond high school, (https://cew.georgetown.edu/wp-content/uploads/2014/11Recovery2020.ES_Web_.pdf, May 31, 2018). While unemployment numbers in Peoria are going down, the number of people ready to fill jobs in the 61605 is going down as well.

Peoria / Unemployment rate

5.3% (Mar 2018)



While employment numbers are dropping in Peoria, these data do not account for the number of people who have given up looking for jobs or who are not qualified for the jobs available.

Table 12: Unemployment Rates

STUDENTS NEEDING MEALS

Roosevelt and Harrison are both schoolwide Title 1 schools thus the majority of students receive meals at school. During the implementation of the Full-Service Community Schools Grant, students will have access to after-school meals. The intent is to provide a more holistic approach to supporting students outside of the regular school day. Despite there being many food pantries at churches and missions in the neighborhoods surrounding the two focus schools,

students still go without meals. As reported by one of our focus school principals, “I have students who leave here after school and don’t eat again until they have breakfast with us.” The National School Lunch After-School Care Program (see appendix for description) will reduce this issue. The meal program will be available to all students. Students will receive two of the following four components to meet standards: fluid milk as a beverage or on cereal, meat or meat alternative, a vegetable serving or a fruit juice if no milk, and a serving of whole-grain or enriched bread/cereal.



Each school, now has a “little pantry” located outside of their building. The little pantry is set up for individuals to donate food for others to take. While there are many churches serving meals in the neighborhoods of the focus schools, many of our children still do not get enough to eat unless at school.

The neighborhoods served by Roosevelt and Harrison are considered “food deserts.” This dubious determination was coined by the news after the last grocery store left the Manual region. When residents of the Manual region need groceries, they must travel either to a neighboring town across the Illinois River or five miles to the nearest Peoria-located grocery store.

Student Voice

Another element we want to enhance is that of student voice. Students will be given a questionnaire before the program starts to ascertain their thoughts on participation and in which

activities they would most want to participate. Students will be able to continually provide feedback to program staff especially through the work of Success Coaches, explained in detail later. We will also provide quarterly opportunities for students to give feedback regarding the program.

PERFORMANCE OBJECTIVES AND OUTCOMES BY YEAR

Recruiting efforts will be to identify 150 students for year one and then add students as defined in the below chart. Students will be identified through their academic data which includes grade point average, NWEA assessment data, state assessment data, attendance and discipline data. Students will be invited to participate via the grant staff and school staff.

Target Student Numbers for FSCS Program

	Harrison	Roosevelt	Total
Year One	75	75	150
Year Two	95	95	190
Year Three	115	115	230
Year Four	115	135	250
Year Five	115	135	250

Table 13: Target Number of Students for Project

Performance Objectives, Outcomes, and Measurable Milestones – Target numbers based on students participating half of the days per year (Y=Year of program)

Academic			
Objectives	Outcomes	Number and Percentage of Families and Students (Milestones)	Data Collection Method/Person Responsible
Provide academic supports to students to improve reading skills and strategies.	Students will meet individual growth targets on NWEA - MAP.	A minimum of 50% of students in the program will meet their growth target annually. <u>Student Numbers</u> Y1: 75 Y2: 95	Data will be collected through the NWEA- MAP assessment system and maintained in a master Excel Spreadsheet.

PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

		Y3: 115 Y4: 125 Y5: 125	Site Coordinator
Provide academic supports to students to improve mathematic skills and strategies.	Students will meet individual growth target on NWEA - MAP.	A minimum of 50% of students in the program will meet their growth target annually. <u>Student Numbers</u> Y1: 75 Y2: 95 Y3: 115 Y4: 125 Y5: 125	Data will be collected through the NWEA- MAP assessment system and maintained in a master Excel Spreadsheet. Site Coordinator
Provide financial literacy workshops for students	Students will participate in a financial literacy workshop	50% of students will complete a financial literacy module. By Year 5: 125 students	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.) Site Coordinator
Provide learning experiences for students to complete projects based on their interest and academic need.	Students will complete at least one, long term project of interest	25% of students in the program will have completed one project annually. Expected: Y1: 37 Y2: 47 Y3: 57 Y4: 62 Y5: 62	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. Photos of completed projects will be taken and students will keep artifacts of these projects in an online file through One Drive. Projects will be evaluated based on teacher created rubrics. Data will be kept in the master spreadsheet.

PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

			Teachers and Site Coordinator
Provide various STEM activities for students such as LEGO Robotics, Coding Camp, etc.	Students will participate in various STEM experiences	50% of students will engage in STEM activities. By Year 5: 125 students	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.) Teachers and Site Coordinator
Provide fine arts activities for students including registration fees for summer camps	Students will participate in fine arts activities	A minimum 25% of total students (250 students). By Year 5: 62 students	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.) Site Coordinator and Program Director
Provide academic focused field trips	Students will participate in STEAM related field trips to deepen their academic background knowledge	A minimum of 25% of students will participate in one or more of the annual field trips. By Year 5: 62 students	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.) Site Coordinator and Program Director
Ensure that students have an individualized learning plan that leads them to planning for a career.	Students will create individualized learning plans.	50% of students will have an individualized learning plan annually. Y1: 75 Y2: 95	Documentation of completion will be maintained in the master Excel spreadsheet with all student information.

		Y3: 115 Y4: 125 Y5: 125 Of the 40 students success coaches work with at each building, 75% will have a completed plan annually (30 students)	(Student attendance sheets will be maintained.) Success Coaches Site Coordinator
Physical Fitness and Socialization			
Objectives	Outcomes	Number and Percentage of Families and Students (Milestones)	Data Collection Method/Person Responsible
Provide nutritional after school meals for students	Student will have a third opportunity to eat while at the FSCS program	A minimum of 80% of students in the program will eat at the afterschool program. <u>Student Numbers</u> Y1: 120 Y2: 152 Y3: 184 Y4: 200 Y5: 200	Documentation of meal participation will be maintained by Sodexo Food Service. Site Coordinator and Program Director
Provide opportunities for students to learn about community assets relative to physical fitness and overall wellness	Students will have opportunities to participate in the Riverplex Recreational Center, Forest Park Nature Center, etc.	15% of students will participate in off campus recreation over five years. 38 students	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.) Site Coordinator and Program Director
Implement intramural activities, community athletic experiences, etc.	Students will participate in intramural activities during at least one activity rotation (6-8 weeks) and/or participate in	A minimum 50% of total students will participate in intramurals annually. Y1: 75 Y2: 95 Y3: 115	Documentation of completion will be maintained in the master Excel spreadsheet with all student information.

PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

	community athletic activities	Y4: 125 Y5: 125	(Student attendance sheets will be maintained.) Site Coordinator
Provide registration for students to participate in long distance running races in Peoria	Students will participate in races such as Steamboat, Komen, etc.	3-5% of students will participate in long distance running races. 8-13 students.	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.) Program Director
Provide students with healthy choices workshops regarding physical well-being	Students will participate in workshops to understand healthy eating habits and physical fitness	At least 50% of students will participate in Hult workshops by Year 5. 125 students	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.) Site Coordinator and Program Director
Improve physical health of students	Students will participate in physical fitness activities to open sessions	At least 30% of students will improve their physical education state test score by year 5. 75 students.	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. Group Leaders and Site Coordinator

Social-Emotional Well-Being			
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Objectives	Outcomes	Number and Percentage of Families and Students (Milestones)	Data Collection Method/Person Responsible
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PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

<p>Provide mind-body activities to teach mindfulness and self-regulation</p>	<p>Students will learn how to demonstrate self-regulation</p>	<p>Reduction of 10% annually the number of discipline incidents by students in program.</p>	<p>Skyward Data System reports; Documentation of completion will be maintained in the master Excel spreadsheet with all student information.</p> <p>Group Leaders and Site Coordinators</p>
<p>Provide opportunities for students to feel connected to their neighborhood and the larger community</p>	<p>Students will participate in community service activities.</p>	<p>50% of students will participate and earn one hour of community service by year 5.</p> <p>135 students</p>	<p>Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets will be maintained.)</p> <p>Site Coordinator and Program Director</p>
<p>Provide teachers and staff with tools and strategies to implement a trauma- informed environment.</p>	<p>Teachers and staff will model and implement strategies and activities that demonstrate intentional focus on a positive accepting culture.</p>	<p>Reduction of 10% annually the number of discipline incidents within schools.</p>	<p>Skyward Data System reports; Documentation of completion will be maintained in the master Excel spreadsheet with all student information.</p> <p>Principal, Culture of Care Coach and Site Coordinator</p>
<p>Provide students with skills and strategies to reduce inappropriate behaviors relative to self-regulation and self-management.</p>	<p>Students will demonstrate better self-regulation/management skills.</p>	<p>Improvement in the number of students demonstrating better self-regulation skills as evidenced by Panorama data. 5% improvement each year.</p>	<p>Documentation provided through Panorama Reporting.</p> <p>Principal, Family Core Counselor, and Site Coordinator</p>

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Provide students with social-emotional health issue support	Students demonstrating need will engage with the Family Core counselor to work on Tier 2 and 3 interventions	Annually 30% of students in the Family Core caseload will meet regularly with the Counselor; annually 10% of students will demonstrate improved data.	Student Columbia scale Parent Columbia scale Individualized goals Teacher/student goal scale. Pre-post tests Family Core Counselor
Provide opportunities for students to meet students from other schools and build relationships.	Students will participate in experiences where they will meet students they do not know.	30 students will participate in activities each year with the other focus school.	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets maintained.) Site Coordinator and Program Director
Provide Wraparound Center social-emotional and physical services to families	Families will access services through community resources at the Center	Up to 15 families will access the Center annually	Documentation of cases (by identifying number only). Wraparound Liaison
Parent/Family Engagement			
Objectives	Outcomes	Number and Percentage of Families and Students (Milestones)	Data Collection Method/Person Responsible
Provide GED study classes to parents/grandparents or guardians	Adults in the 61605 neighborhoods will participate in GED classes	Y1: 3; Y2: 5; Y3-Y5: 8 adults enrolled annually	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Attendance sheets maintained.) Program Director

PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

<p>Provide parent, grandparent or guardian/child educational field trip to Chicago museums, planetarium, etc. Students without a parent/guardian may still attend.</p>	<p>Students will participate in annual field trip with a significant adult in their life.</p>	<p>Y1-Y5: 20% of students will participate with an adult by year 5. 50 students</p>	<p>Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Student attendance sheets maintained.) Program Director</p>
<p>Provide financial literacy classes for parents/grandparents or guardians</p>	<p>Adults in the 61605 neighborhoods will participate in financial literacy classes</p>	<p>Y1: 5 adults enrolled at each building; Y2-Y5: 10 adults enrolled annually at each building</p>	<p>Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Attendance sheets maintained.) Program Director</p>
<p>Provide early childhood at home strategies to parents and grandparents</p>	<p>Parents/Grandparents will participate in “Wee-Ones Wednesdays” to better prepare children for kindergarten.</p>	<p>Y1: 5 adults enrolled at each building; Y2: 8 adults enrolled at each building; Y3-Y5: 10 adults enrolled at each building</p>	<p>Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Attendance sheets maintained.) Site Coordinator and Program Director</p>
<p>Provide wellness classes to adult family members that include healthy eating and ways to reduce stress such as meditation and yoga</p>	<p>Parents and/or grandparents will participate in wellness workshops</p>	<p>Y1: 6 adults enrolled; Y2: 8 adults enrolled; Y3-Y5: 10 adults enrolled</p>	<p>Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Attendance sheets maintained.) Site Coordinator</p>

Parents will have access to career guidance workshops	Adults in the 61605 neighborhoods will participate in career workshops to understand stackable credentials, post-secondary needs, etc.	Y1: 6 adults enrolled; Y2: 8 adults enrolled; Y3-Y5: 10 adults enrolled	Documentation of completion will be maintained in the master Excel spreadsheet with all student information. (Attendance sheets maintained.) Program Director
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Table 14: Goals and Outcomes

PIPELINE SERVICES

Peoria Public Schools is committed to providing most of the required pipeline services listed to schools of focus. Each pipeline service we will provide is listed and where we have other agency or institution involvement, this will be explained. This program will address the academic, social-emotional and physical wellness of each child with an eye on preparing them for their future career. We believe the Full-Service Community Schools grant will be able to provide extra academic support to students who maybe do not have access to additional support outside of the school day, opportunities for students to develop physical fitness practices while learning about a variety of exercise options and developing essential skills (personal ethics, work ethics, communication and teamwork). The development of essential skills we see as an important key to being able to gain and keep a sustainable career. Being able to communicate, problem solve, collaborate, demonstrate financial literacy and demonstrate excellent employee skills such as punctuality, friendliness, accuracy and perseverance are all components we will be able to emphasize and develop in the program. The graphic below illustrates the elements of focus for students to having thoughts, ideas, and eventually plans which will help prepare for their futures.

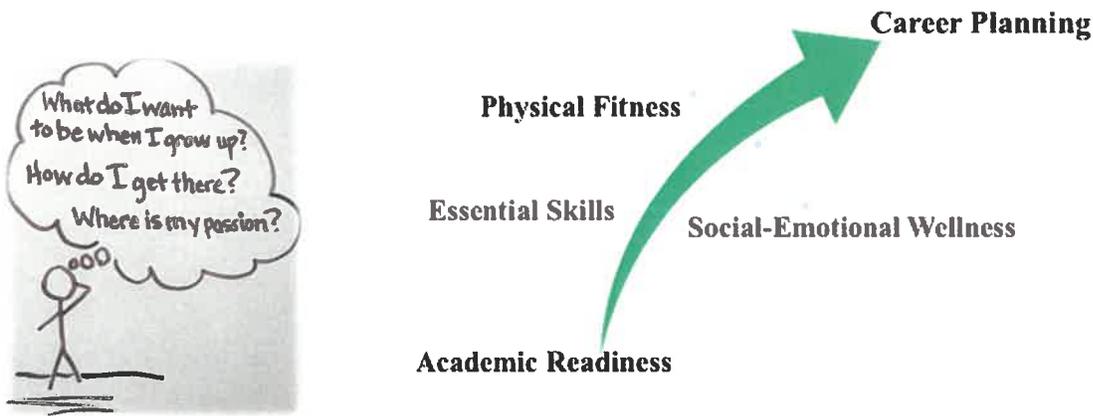


Table 15: Visual for Project Work

The district provides schools with a variety of resources and supports from other grants, volunteers/donors, or the education fund. However, even with these additional supports, we are still not reaching enough students. This grant will get us closer to accomplishing a more well-rounded approach. The pipeline services selected will improve academic achievement and how the service will address the annual measurable performance objectives and outcomes described. *We will not address pipeline service #8 (juvenile crime prevention and rehabilitation programs).* This pipeline service #8 will be met through our Stop the Violence, Department of Justice Grant, which engages students in creating a positive culture in schools. Our district is committed to relentless pursuit of opportunities for students to have a personalized learning experience defined as providing what students need academically as well as interest-based which means students having a voice in the development of their learning. We believe that providing positive, afterschool activities will provide students with opportunities for good choices in their lives and provide for a safe environment by extending the school day. With our career focus during the day and after school, our students will meet a variety of individuals to learn about how to plan for and lead lives of happiness and passion.

Pipeline Service #1: Early-Childhood Education While we will not specifically offer a full early-childhood education program, we will be addressing the importance of early-childhood education through parental outreach as well as offering some pre-K student activities. At this time, we do not offer preK services to every eligible student. **Service #1 was selected due to our own district data that indicates that only ¼ of our eligible students are in programs. This pipeline service responds to several data indicators of concern including chronic absenteeism once in school and 58% percent of incoming kindergarten students (district-wide) are not demonstrating developmental readiness as measured by the KIDS State Assessment.** The table below demonstrates kindergarten readiness for the Harrison and Roosevelt students.

	Harrison	Roosevelt
Self-Regulation	27.9%	40.7%
Language/Literacy	24%	25.9
Mathematic	11.5%	27.2%

While expanding our programs through the Pre-K for All Grant, we have more work to do. One of our challenges is that many of our Pre-K students stay at home with grandparents, who receive subsidies to take care of their grandchildren who are not going to preK program, thus we want to reach out and educate our grandparents (and parents) on early learning strategies.

New Strategy for Pipeline #1 Our “Wee-Ones Wednesdays” program will provide opportunities for parent and/or grandparents to get together in a supportive environment to learn how to provide educationally and developmentally nurturing environments at home. Initially, we will try to find out from this audience, what their needs might be to somewhat tailor the focus areas for them. The focus areas may include how to build vocabulary, importance of daily reading, holding conversations, learning letters/sounds and counting, simple cooking with their

grandchild, every day math, and connecting grandparents (and including parents) with community resources for food, education, and respite to name just a few. The local public library has a bookmobile and would be able to bring the bookmobile to the school so that families would have access to Pre-K books. This program would run 20 days at the two sites. Bus passes would be provided in order for families to get to schools. A variety of speakers would be engaged including our local Hult Health Education partner providing healthy eating and exercise information, agencies would be invited to share how they can support families whether those be through financial management, access to food and health services, and employment connections. Our local Career Link office (document in appendix) will work with families on school sites about employment opportunities and one of our local banks will come and work on financial literacy which will be arranged through our Align Peoria organization. We have no baseline data for this yet so we will be using quantitative and qualitative data, explained later in evaluation, to capture guiding data to develop and hopefully replicate this program. While the adults would have a couple of workshops to choose from during these sessions, the Pre-K students would be together focusing on socialization through play-based learning.

This strategy will be based on the WWC Intervention Report. (2015). Shared Book Reading. Justice, L. M., McGinty, A. S., Piasta, S. B., Kaderavek, J. N., & Fan, X. (2010). *Language, Speech, and Hearing Services in Schools*, 41(4), 504–520. Retrieved from: <https://eric.ed.gov/?id=EJ909127>. While this study had mixed results, there was no study that mirrored the elements of our program exactly for early-childhood. Our work will be in working with early-childhood family members and the shared reading model will highlight many of the above-mentioned focus areas and teaches how to develop concepts of print, works on language development and general reading achievement all of which had more positive effects.

The Handbook of Early Literacy Research (2003) has a chapter entitled “Joint Caregiver – Child Storybook Reading: A Router to Literacy Development” discusses the long history of reading as a family routine. The discussion develops the idea of connectedness to family, importance of conversation based on the book, and the overall interest students demonstrate while reading. This also discusses the development of print knowledge and how to comprehend text. This text comes the closest to demonstrating that there is potential for positive effects in promoting early childhood caregivers to read with students.

Neuman, S.B. and Dickinson, D.K. (2003). The handbook of early literacy research.

Pipeline Service #2: High-Quality In-School and Out-of-School Programs and Strategies

Currently Available to Harrison and Roosevelt: Each of the schools in our program have high quality programs and strategies in them. These will be highlighted in the below chart. **Pipeline**

Service #2 was selected due to continued low academic performance at each school. This pipeline service will have a direct impact on academic achievement and will directly

address the measurable outcomes. The strategies selected will be assessed using the Northwest Evaluation Association’s Measures of Academic Progress (NWEA - MAP). The strategies will also impact their financial literacy project and the STEM experiences they will have.

Current Programs in Place in Each School

Particular support will be provided to students deemed to be at risk of dropping out of school in high school. Currently, we use Core Knowledge in grades K-3 which is highly rated by www.edreports.org as a complete English-Language Arts curriculum. In grades 4-8, we are using Journeys and Collections from Houghton-Mifflin-Harcourt. These core reading programs are supported by a readers’ workshop format. Both offer rigorous text. The past two years, our district has focused on increasing the level of complexity of text used with students and the

expectation that students will be required to do more thinking and producing during learning. Previously, students were provided fewer opportunities to problem-solve, make connections, evaluate, analyze, and create. The math series is equally challenging. Eureka math requires students to develop conceptual understandings and apply these to a variety of mathematical situations. Along with these curricula, the district has changed the support structure so that there is more intense focus on the most struggling of students and for teachers to get classroom coaching in the core classroom. Expanded interventions for Tier 3 reading are being implemented. These include Reading Recovery and Orton-Gillingham curriculum. The district has also recently started to layer in social-emotional learning supports for students. Commitments of counselors for schools and the implementation of schoolwide practices to support students as they learn to control their anger and responses to situations have also just been implemented. Our new initiative, the Culture of Caring for Students and Staff, focuses on making the most of the multi-tiered system of student support. We also just launched the first wave of student culture clubs. Through the SAVE Promise Club initiative, student leaders have been trained to teach their peers about positive interactions, how to be more inclusive, and how to watch out for one another. Due to the many challenges our children face, referenced earlier regarding Adverse Childhood Experiences, the social-emotional support and self-regulation development is very important.

We also offer opportunities for parents to learn about the schools, how to help their child be successful in school and the many programs offered by the school district. Each school holds multiple academic nights such as reading and math nights, science nights, and also fine arts performances. The academic nights included sharing by teachers of how to help children learn while at home or about the current curriculum. These events will be supported by the general

parent programs at the school as well as the Title 1 parent programs called Parent University. These nights provide parents with an understanding of the district vision, district resources, and community resources.

The charts below illustrate some of the personnel and other supports the district is committed to providing at each of the focus schools for the 2019-2020 school year:

Harrison and Roosevelt

Intervention/Supports Currently In Place	Funding Sources
Two Academic Tutors <ul style="list-style-type: none"> • Provide reading support to children in Tier 1 and 2; runs groups in classrooms during Tier 1 	Title 1
Reading Recovery Teacher for Tier 3 <ul style="list-style-type: none"> • Provides reading support to children in Tier 3 	Title 1
Reading Interventionist for Tier 2 <ul style="list-style-type: none"> • Provides reading support to children in Tier 2 	Title 1
Instructional Coach for Teachers (Half Time) <ul style="list-style-type: none"> • Provides instructional methods/delivery coaching to classroom teachers and tutors, reading recovery teacher, and interventionist 	Title 1
Parent Nights <ul style="list-style-type: none"> • Provides parents with curriculum understandings, how to help their child(ren) at home, and learn about district resources 	Title 1
Reading Buddies <ul style="list-style-type: none"> • Community volunteers come weekly to read to and with students 	Volunteers
Northwoods Community Church Readers (Roosevelt Only) <ul style="list-style-type: none"> • Community volunteers come weekly to read to and with students 	Volunteers
Rotary Readers (Roosevelt Only) <ul style="list-style-type: none"> • Community volunteers come weekly to read to and with students 	Volunteers
Counselor <ul style="list-style-type: none"> • Provides interventions for students struggling with self-regulation; works with individuals and groups of students; works with parents 	Education Fund
Afterschool <ul style="list-style-type: none"> • Online reading program provided through summer and ends August 31st 	State Funded Grant Healthy Communities Schools Grant
SAVE (Students Against Violence Everywhere) Promise Clubs <ul style="list-style-type: none"> • Student leadership teams focused on promoting a positive, inclusive culture at schools 	Stop the Violence Federally funded Department of Justice Grant

Table 16: Current academic supports

Career Curriculum Framework

Peoria Public Schools is fortunate to have the support of over one hundred-sixty institutions, agencies, businesses and organizations called Align Peoria. This organization has been created to provide support to the Peoria school district. The first strategy of this organization was to provide guest speakers and field trips to every K-8 classroom. The sixteen career clusters are represented through K-8. Twice a year, individuals representing one of the career clusters will speak to students, present artifacts, and discuss how they got to where they are in their career. These partners will also share about stackable credentials and other career options related to their own. Once a year, students will take a field trip related to one of the career clusters and hear from individuals while at their place of employment. This project will lead into opportunities for students to do job shadowing, mentoring, multi-day experiences, training and internships by middle and high school. For many of our students, being able to have a vision for their future and understanding that doing well in school to get there, is an out of reach concept. The desire of this organization is to provide opportunities for students see more possibilities for their own future and increase the graduation rate.

The district bases all of our career work on the Illinois PaCE: Postsecondary and Career Expectations model in the appendix of this document. While PaCE is organized beginning in grade 8, the Peoria Alignment career framework we are just rolling out develops understandings and focus on careers beginning in kindergarten. The PaCE model focuses on financial aid and literacy, career exploration and development, and post- secondary education exploration, preparation, and selection.

The Full-Service Community Schools Grant will offer a variety of experiences and opportunities that our children and families in the focus schools do not have. The Full-Service

Community Schools program would expand our services during the day to provide for more personalized learning, provide rich learning and safe afterschool experience, and allow for more summer opportunities.

Financial Literacy

Our long-standing relationship with Junior Achievement will expand from during the school day on a variety of topics to providing afterschool workshops to students on financial literacy. Students will take their career choice and build a budget based on that career. They will also learn how to prepare financially for that career. Students will learn about foundational financial elements such as savings, investing, taxes, and overall planning as examples. The Junior Achievement organization is also a member of Align Peoria and has been an outstanding partner of Peoria Public Schools.

The below includes the components we feel would help to supplement the current program and provides for our long-standing partnerships to reach even more students and parents. The chart below provides a snapshot of strategies we plan to employ should we be awarded this grant.

Pipeline Strategy #2

New Strategy	Purpose/Why Needed
Math Support (During the Day) 6 Math Tutors (Retired Certified Teacher) year one	Currently, we do not have extra math support for students. 4 Math Tutors would support students with current math needs.
Accelerated/Enriched Learning 2 Tutor (Retired Certified Teacher) year one	Currently, we do not have ways to provide accelerated or enriched learning for students who are higher achieving.
Illinois Math Academy – Group Leader	This partnership allows students to learn math skills through another method from the classroom thereby expanding their strategies. This will also allow for opportunities for students to be a part of Lego Robotics.

Afterschool Project-Based, Online, and Small Group Instruction/Homework Help	Currently, we do not extend the school day with additional opportunities providing deeper learning experiences, building background knowledge, having personalized learning, and promote interaction of learners.
Success Coaches	Adults who monitor student success, encourage students to engage in activities, and connect students to resources. Focus is on setting goals for their future and sticking to those commitments.
Family Core Counselor – Split between the two buildings	Part-time counselor to work with students on self-regulation and engaging in strategies around the www.casel.org framework. Will work with students during the day and after school.
Culture of Caring Leader	Expert from the Regional Office of Education to work directly with the two focus school faculties on developing positive school-wide and classroom culture.
Community Service	Students will have opportunities to engage in community service. They will be allowed to determine what is meaningful and impactful.
Community and Organization Events	Provide registrations and/or transportation for students to participate in experiences that other students have access to due to financial resources. Examples include special events, community theatre, special workshops, College for Kids, etc.
Intramurals, Movement, and Fine Arts	Provide students with fitness programs and afterschool small group lessons for fine arts such as orchestra, dance, and art.
Accelerated Learning	Provide a variety of accelerated and enriched opportunities for individual and/or small groups of students to provide a personalized learning experience.
Field Trips	Provide a variety of field trips to develop background knowledge and opportunities to observe the larger city, region and state.

Table 17: Pipeline Strategies #2

SELECTED STRATEGIES

The following are the strategies selected for **Pipeline #2**. These strategies were selected to align with the strong evidence strategies of quizzing students to re-expose them to materials, accelerated middle school learning opportunities for students who need to “catch up” or for enrichment. Another important element is for there to be deep learning due to well-crafted questions and engagement. Teachers will need staff development on providing inquiry-based questions, project-based learning opportunities, and in general, requiring students to engage deeply with their work. Of special focus will be working on writing with students.

TUTORING (Retired Certified Teacher)

Peoria Public Schools is requesting academic support for students by providing two additional tutors focused on math. Both schools, Harrison and Roosevelt, have students who have not yet “broken the math code” and need support to do so. We will hire retired math teachers for these positions. Our students struggle with math concepts and the re-exposure and questioning strategies will benefit our students. One of the math tutors will also work with students who are ready to accelerate in math.

The math tutors will work under the guidance of the district math coordinator. Students will be grouped according to needs and be provided hands on learning experiences as well as online opportunities. Other students who are highly skilled at math will be offered advanced courses such as Algebra 1 normally offered at high schools. Students will work in a blended learning environment with the aide on an online learning system. These math tutors will oversee their progress and provide instruction when needed. This will allow students to work at their own pace and at their own learning level. Students will also have access to classroom teachers afterschool for tutoring. Teachers will provide leveled supports for students struggling but also for enrichment. The leveled support will focus on their Tier 1 needs as well as where challenges may be. The small group and individualized attention will be highly beneficial to students as many students become distracted in large group settings or are hesitant to ask for help in front of peers.

Illinois Math Academy

The program will provide time for students to work with the Illinois Math Academy. This organization work with students to develop memory, concentration, creativity and problem-solving and by strengthening math skills. The program develops mental math skills by using the

ancient hands on tool, an abacus. This highly successful, local organization, will also provide opportunities for students to participate in Lego Robotics.

The math focus directly connects to the Accelerate Math study in the What Works Clearinghouse. Again, the key to this is focusing on the element of “progressing in school” which provides for individualized needs being met. This personalization will be motivating to students because they will get the attention they need to be successful. This section also uses “organizing instruction and study to improve student learning,” practice guide and focuses on using quizzes to re-expose students to key concepts being learned during their classroom period but reinforced by the other math experiences. The Illinois Math Academy staff will be part of the group leaders.

TEACHERS (Called After School Certified Tutors)

There will be specific teachers assigned to work the after-school program for the two schools. Teachers will focus on providing extra instruction in reading and math after school through a variety of modes three days a week. These modes including project-based learning based through the 6Cs (six competencies described below) by Michael Fullan, online learning, and small group instruction. Students will work on reading, math, science and social studies standards as well as learn about key skills of research and technology. Writing will be of special focus to develop higher level thinking skills. Homework completion, as identified by parents in the 21st Century grant in the parallel schools, is another focus area.

Developing Competencies

Michael Fullan describes six competencies students need to be competitive in the workplace. These skills are: character, citizenship, collaboration, communication, creativity and critical

thinking (Fullan, M. and others, 2018). The chart below defines the six competencies for deep learning from page 17. (Original source: *New Pedagogies for Deep Learning*, 2014).

Competencies	Definitions
Character	<ul style="list-style-type: none"> • Learning to Learn • Grit, tenacity, perseverance, and resilience • Self-regulation, responsibility, and integrity
Citizenship	<ul style="list-style-type: none"> • Thinking like global citizens • Considering global issues based on a deep understanding of diverse values and worldviews • Genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability • Compassion, empathy, and concern for others
Collaboration	<ul style="list-style-type: none"> • Working interdependently and synergistically in teams • Interpersonal and team-related skills • Social, emotional, and intercultural skills • Managing team dynamics and challenges • Learning from and contributing to the learning of others
Communication	<ul style="list-style-type: none"> • Communicating effectively with a variety of styles, modes, and tools including digital • Communication designed for different audiences • Reflection on and use of the process of learning to improve communication
Creativity	<ul style="list-style-type: none"> • Having an “entrepreneurial eye” for economic and social opportunities • Asking the right inquiry questions • Considering and pursuing novel ideas and solutions • Leadership to turn ideas into action
Critical Thinking	<ul style="list-style-type: none"> • Evaluating information and arguments • Making connections and identifying patterns • Problem solving • Constructing meaningful knowledge • Experimenting, reflecting, and taking action on ideas in the real world

Table 18: Fullan’s 6 Competencies

Reference: Fullan, M. and others. (2018). *Deep learning: Engage the world change the world*. Corwin. Thousand Oaks, CA.

Focusing on these components through project-based learning will provide students with the opportunity to develop their reading and math skills, connect to the community, develop

problem-solving skills, and learn how to create new solutions. Students will be challenged with real life issues. Students will complete 1-2 projects per year. Teachers will not only provide the project-based, inquiry activities but also after school tutoring based on during the day learning.

Part of the work of the math team will be to determine what power standards students need to master in order accelerate whether to catch up or to speed up to higher level courses. This methodology is supported through the WWC elements along with using quizzes to re-expose students to key content and asking deep explanatory questions that require students to demonstrate a deep understanding of taught material.

Online Learning

The first way will be to provide students with the opportunity to participate in the online reading lab. The district uses myON learning which is online reading software that gives students access to thousands of books, vastly expanding the library, and also providing students with the opportunity to use technology. This allows access twenty-four hours a day to any student with a username and password. An afterschool lab was established at the pilot sites. During the pilot, the Roosevelt and Harrison students demonstrated great use of the system, primarily during the school day. We want to increase use outside of the school day. We are also cognizant that many of our children do not have immediate access to technology in the home. Our various community partners provide technology access and support Roosevelt and Harrison. So having an after school lab would be beneficial as well to students.

myON Learning Lab

Categories of Reading	Roosevelt	Harrison
Number of Students	575	584
Total Minutes Read	239,753	143,516
Minutes Read Before School	1,435	92
Minutes Read During School	214,973	123,748
Minutes Read After School	20,684	18,528

Minutes Read on Weekends	2,660	1,146
Outside of School Time Usage	10%	14%

Table 19: myON Reading results

The partners close to the schools have access to the online system, yet many students do not attend these locations. Southside Mission and Peoria Public Library both provide online access to students and have locations fairly close to both buildings. Attendance at the sites can be inconsistent so continuing and expanding the reading lab at the schools would be hugely beneficial. Teachers will also be able to provide students with access to online math programs already a part of the district software. Because data is gleaned on each student's achievement, teachers can use the data to adjust and make decisions about the academic supports they may need.

We plan to add online math lab activities for students who may need this during the day or after school. We will use online math programs that are "best fits" for each student. These include but are not limited to: Khan Academy, Imagine Math, Zearn, and Dreambox (which has all content areas and will be a right fit for some students).

Small Group Instruction

Students will have the opportunity to work together in small groups for both project-based learning but also for intensive reading and math instruction from the teacher. The small group learning opportunity will allow for more personalized support and an opportunity for students to work together collaboratively and through problem-solving. Ideally, groups will be organized to meet the individual needs of students and provide unique opportunities for learning whether a below average achiever or students accelerating.

Accelerated Learning Experiences

When a school demonstrates low achievement, high achieving students may be overlooked. Within the Full-Service Community School program, the plan is to provide students with opportunities for enrichment. Some of this enrichment will occur through taking advanced classes such as for high school credit either online or with an Algebra or English 1 teacher. An aide will monitor the online work while a teacher of record will support the student through the actual learning. This may occur during the day and/or after school. In the afterschool portion, students will be challenged through the project-based learning activities which will be able to help students stretch through problem-solving exercises. Another opportunity for accelerated and enriched experiences will be to offer dance, band instrumental and orchestra practice as a part of the program. Currently, there are not enough students to support these programs during the day but providing private lessons afterschool will enrich their learning.

This strategy aligns with the “progressing in school: accelerated middle schools” embedded in the What Works Clearinghouse (WWC) Dropout Prevention Practice Guide.

After School Teaching Structure

Students will rotate to centers about twenty-five minutes at a time.

Math Teacher (2)	Reading Teacher (2)	Learning Labs (aides)
Will use Math Learning Center - Bridges Intervention for small group work	Guided Reading – small group reading practice; 6 Traits writing curriculum	Personalized focus: Provide time for students to work on math and/or reading depending on need area based on student data and problem-solving team recommendations.

Table: 20 After School Instructional Model

CULTURE OF CARING COACH

The Culture of Caring Coach will work with educators on developing a positive classroom and school-wide culture by understanding childhood trauma and the impact this has on learning. Discussions, peer coaching, strategies and practices are all developed during the

professional learning time teachers have in each school. This strategy brings together the academic and social-emotional learning needs of students to approach teaching and learning that supports the whole child.

SUCCESS COACHES

Success coaches are assigned to a set group of twenty students. Each success coach will meet with assigned students to set academic goals, monitor and coach for positive behaviors, and work with students on their individualized learning plan. The individualized learning plan is important as it will help students organize a plan to graduation. Success Coaches will visit students during the school day and/or after school as needed. Some students may need more monitoring and support than others but in general, there will be a minimum of one check in per week and as much as meeting two to three times a week individually or in small group. This is more than mentoring.

The success coach will ensure that students in grades 5-8 complete their career interest survey and learning modules in order to develop their individualized learning plan (ILP). The career inventory is open for students at grade 6 through Xello (formerly Career Cruising). Students in lower grades will still take an interest inventory and complete their own paper learning plan. The ILP is designed to provide an electronic portfolio for students to record their career choice (identified through the Xello career interest inventory), posts academic and career goals, as well as provides a platform for students to record their course plan for high school through post-secondary. The success coaches will work with the site coordinator to ensure that each student will have an ILP and make sure students have career related experiences.

This aligns with the WWCs report on helping students navigate the path to college.

Recommendation #4 is on engaging and assisting students in completing critical steps for

college entry. In the case of students in elementary and middle schools, this starts with identifying their career choice, having experiences around that choice, and setting a course trajectory to accomplish that choice. This also aligns with **recommendation #5** to increase families' financial awareness, and help students apply for financial aid. There are probably parents not even aware of how to do this and that their children have access to ways to provide for college by experiences they have in high school. Students also need this understanding to learn how to save what they can but also to understand that post-secondary education, if they choose to pursue it, is not out of their reach. The focus on financial literacy is expanded to include students who wish to enter the workforce immediately, those who wish to enroll in a technical school, two-year program, or attend a four-year university.

COMMUNITY EVENTS AND EXPERIENCES

Another important element is for students without the financial means to still have experiences and opportunities to participate in activities that enrich learning and background knowledge. A teacher once conveyed that she taught her children about the ocean. In her classroom she gave definitions, showed pictures and videos, and they read about the many creatures under the surface. She felt confident that her students understood what an ocean was. Approximately a month after teaching this, her children were on a district assigned field trip which happened to take them by the Illinois River which creates one of Peoria's boundaries. Her students were getting very excited and she asked what they were excited about, she described how one of her children proudly shouted that "there's an ocean!" At that moment, she realized that deeper context and background knowledge was vitally important for her children. She also connected that many of her children rarely left the neighborhood they grew up in unless on a

field trip. Providing children with experiences allows children to envision different possibilities for their lives.

Our community is rich with opportunities for children. We have a vibrant park district offering many fitness and hobby-based activities for children. The Park District's Riverplex offers swimming, track, gym activities and workout classes all available to students. Additionally, the park district provides students opportunities to visit the zoo, hike at Forest Park Nature Center, and The Peoria Playhouse Museum. Our community also offers children's theatre. Our Riverfront Museum has rotating displays of interest for children. There will also be an opportunity for students to attend the Sculpture Walk which is a rotating installation of artists' work. And, while these are just a few of the amenities we have here in Peoria, regionally, we have nature conservation areas supported by the Illinois Department of Conservation such as the fish hatchery and Wildlife Prairie Park. Our community is also located an hour and fifteen minutes from Springfield and three hours from Chicago, Indianapolis and just another hour to St. Louis, Missouri. Each of these cities provide rich cultural experiences that the majority of our children may never experience.

Besides the larger scale experiences, there are many opportunities for children in our community but due to either transportation or limited personnel, students miss out. The University of Illinois has a summer STEM camp for girls, that while the registration is free, many of our children cannot access this due to a lack of transportation. They have committed to providing professional development for our teachers to present STEM experiences afterschool for both boys and girls, but we would also like to provide transportation to the week-long summer experience. During the summer experience, students meet career STEM professionals, are steeped in project-based learning, and research a career of interest for a culminating capstone

project for the end of the week. For a child to miss out on this due to lack of transportation is limiting their ability to imagine broader opportunities for their lives. These types of experiences also allow a child to understand how to work harder or differently in school and how to set their path to accomplishing their goals.

The University of Illinois Extension office has also presented us with an opportunity to provide some of our high school students interested in becoming teachers to provide STEM experiences for our afterschool program. The 4-H Youth Development Educator, Extension Staff and 4-H adult volunteers will provide training of teen teachers, oversight of the teen teachers, and curriculum to use. This opportunity will benefit students in our competency-based programs as well as having students seeing role models in students from their neighborhoods working with them. The teen teachers are working on internship hours as a part of dual credit teacher pathway classes.

The chart below describes examples of other opportunities as examples for children that may require registration or transportation fees. Some of the opportunities are ones we have known about but did not have the means to provide for student. There are often new activities that arise but because schools do not have the means for transportation, these opportunities often cannot be accessed.

Field Experiences

Activity	Purpose	Is there a Fee	Is there a Transportation Need
STEM Saturdays	Jump Simulation Center offers workshops at different points through the school year and shows students how medical technology uses robotic simulations	Yes	Yes
Lego Robotics Competitions	Teach students about coding, problem-solving and about how to work competitively.	Yes	Yes

Peoria Art Guild Art Fair	Allow students to see a variety of art mediums and approaches to art	Yes	Yes
Various Running Races	Peoria hosts various long-distance races for charities and one race that is a Boston Marathon pre-qualifier; giving students the opportunity to compete would allow them to possibly find a lifelong health benefit, gain skills for high school and possibly earn college scholarships	Yes	Yes
Illinois Central College – College for Kids	This summer camp opportunity provides a variety of experiences such as STEM, culinary, nature experiences, etc. This provides students the opportunity to engage with children from around the region.	Yes (some scholarships are available)	Yes
Festival of Lights	A neighboring community has one of the largest holiday light displays that runs through a park. There is a parade and then the “floats” are on display for approximately one month. This activity would be for children and parents/guardians. The purpose of this is for children to possibly be inspired by the imagination of others to contribute to the community and spend relaxing time with their family.	Yes	Yes

Table 21: Sample Community Activities

Another important community experience is to provide students with the opportunity to contribute positively through service. Students will be expected to demonstrate up to five hours of community service per year and will earn “points” doing so. We believe that the more exposures students can have to educational and/or career experiences, the better informed and prepared students will be.

FUN, FITNESS AND FINE ARTS ACTIVITIES

As our team studied the needs of our focus schools, we looked at the pipeline of activities through high school and recognized that at the high school level, fewer students are engaging in sports or music programs as compared to peer high schools in the same community. The team

identified the need for more exposure to a variety of fitness and sports experiences. Peoria also has a rich arts community and it is important for our students to not only understand this but become a part of it. The below descriptions of each type of program, whether fitness or fine arts, are examples as students will be given a survey to ensure that areas of interest are addressed as well as providing broader experiences. In some cases, we may combine the two focus schools in order to have more students participate in the singular activity.

The intramural program, coordinated by the site coordinator and the Peoria Park District, and supported by coaches through the Peoria Park District, will offer students with opportunities to develop skills, healthy habits, and learn where their passion lies. The grant team will be seeking opportunities to have Illinois Central College and Bradley University student athletes to come and speak to students.

Students will take a survey at the beginning of the year to identify the activities they might like to engage in for the program. The team will further identify athletic experiences that will be beneficial to the students. Examples of other experiences we are expecting to possibly offer include tennis, cross-country, volleyball, soccer, basketball, hiking, gymnastics, and dance. Mindfulness and yoga experiences will also be a part of the program through our social-emotional learning program. Having teachers at the program who can provide students with positive outlets to reduce stress and stay focused will support the improvement of discipline issues. Students will be surveyed throughout the year to determine what activities they might like to have.

The Peoria Arts community is rich and highly interested in providing art experiences with students. One such example is for students to put on a full play themselves. Mr. Garry Moore, a local performer and retired broadcaster, has volunteered to work with students on a theatre

production. A second example is student created mural work to hang in each building and around the community. An example of one such mural is below created during a summer school program. We have long and ongoing partnership with local artists Doug and Eileen Leunig who are dedicated to bringing arts opportunities to our youth. They worked with us to get the mural experience in place and plan to continue this activity by assigning local artists to work with students in the 21st Century schools and we would like to add these additional schools through the Ready-Set-Go grant.





A third example of an arts opportunity is film-making. Students create a script, shoot images and video, and learn to edit their own films. A small pilot was conducted last summer and went very well with students producing four films that were meaningful to them. Students created films that were shown at the annual BIG Picture Film Festival being held in October in downtown Peoria. One film received special recognition and placed in the awards category.

A fourth example of the arts is a strong partnership with have with Arts, Inc. This business will provide our programs with artists willing to work with our students but also will host our students at special Saturday art events at their new studio, slated to open by fall of 2019. An internationally known artist, Jonathon Romain, and his wife, Nikki Romain, run the arts studio and have rehabbed an old school in an effort to be a part of the urban renewal process occurring in Peoria.

While not related to the studies referenced, personalization and having something to look forward to is very motivating to people. Our 21st Century schools have demonstrated that students love the arts as these are among our highest attendance activities. Having exciting and

interesting activities to attend at the end of the school day can make the entire day go better for students.

Field Trips

All students will have the opportunity to experience academic based field trips. These field trips will develop background knowledge and provide students with a broader view of the world. Students will also have college-based field trips to see what a college campus is like. Examples of possible campuses include Bradley University, Illinois Central College, and Eureka College.

There will be one field trip per quarter to a variety of locations. Examples of experiences include local activities such as going to Forest Park Nature Center, Peoria Chiefs Baseball, Rivermen Hockey, and the Golf Learning Center. Out of town experiences might include the Illinois Department of Natural Resources Fish Hatchery, Chicago’s Shedd Aquarium, Museum of Natural History, etc. Students will earn points through their engagement with the activities, academic achievement, positive behaviors, and completion of career modules and attendance at financial literacy workshops. The points will calculate to have extra experiences.

These strategies in Pipeline #2 will have a direct impact on measurable outcomes to improve reading and math skills, gain a developmental understanding of financial literacy, by participating in STEM, arts activities and attending academic focused field trips.

NEEDED TO ACCOMPLISH GOALS - Summary

The below chart lists categories of support needed by the Full-Service Community Schools Grant to kick start different experiences for students and families in our two focus schools.

Intervention/Supports Needed through FSCS Grant for Pipeline Service #2

Afterschool Intramural/Fine Arts Activities – equipment, salaries for coaches and instructors
Part-time tutors for math – salaries
Part-time success coaches – salaries
Part-time aides – program support
Afterschool Math Support (Illinois Math Academy) – salaries
Community Resources Programming – program fees (GLOW – mentoring, Hult Health Education, Arts, Inc.)
Activity Transportation
Community Event Activities (Lego Robotics, memberships to Riverplex, funding for registration and transportation for College for Kids, Illinois Math Academy, STEM activities, etc.); Field Trips, etc. – registrations
Access to advanced classes/course work – enrollment costs

Table 22: Requested Supports for Pipeline #2

Pipeline Service #3: Support for Child’s Transition (from one school level to the next)

Currently, our students do not participate in transition activities from their elementary school to high school. We plan to institute several activities to help students connect prior to high school. One such experience includes combining students from the two schools for some of the after-school activities. Besides combining for physical activities, fine arts or field trips, students may also join for community service experiences. This will allow students to get to know one another and promote healthy teamwork and competition.

A second experience will be to have high school students come and talk about getting ready for high school. This is a perfect connection to the 21st Century program at Manual High School as students are to demonstrate community service hours. Students will also get to go to their high school for at least one activity during the year to know what a high school “feels like.”

Finally, we will be able to have our high school seniors “walk the halls” in their caps and gowns at the end of the school year. This will allow children to see siblings and neighbors ready to graduate. **We selected this pipeline service #3 to support transition from elementary, to middle, to high school and to post-secondary** because we believe adding these elements will reinforce to students what their future can be and that they too can achieve their goals. This will

have a direct impact on the measurable outcomes as students start to consider their future and careers of interest. This will specifically focus on measurable outcomes: provide opportunities for students to feel connected to their neighborhood and larger community and provide opportunities to students to meet other students and build relationships. **The measurable outcomes directly impacted by Pipeline #3 will be to ensure that students have an individualized learning plan that leads them to planning for a career.**

NEEDED TO ACCOMPLISH GOALS

The below chart lists categories of support needed by the Full-Service Community Schools Grant to help students and families transition to the next level in our two focus schools.

Intervention/Supports Needed through FSCS Grant for Pipeline Service #3
Success Coaches
Activity Transportation

Table 23: Requested Supports for Pipeline Service #3

Pipeline Service #4: Family and Community Engagement and Supports

Currently, our district holds Parent University nights which brings parents/guardians and families together to learn about curriculum and services offered to all students. The program is held several times a year, provides a meal, and includes community agencies. Likewise, schools provide evening events for parents/guardians to attend with students such as math nights, reading nights, and performances. Each school presents what is most needed for their families.

The district also has a homeless liaison and although our identified number is not very large, we are aware of many families doubling up but not wanting to declare this. The liaison works with schools to provide for the needs of homeless families and other families. The Midwest Food Bank provides meal packets for families, available at the district office and

through school offices upon request. And we serve breakfast and lunch at our buildings. For some of our children, the only meals they have are at school.

With the Full-Service Community Schools Grant, we would add site coordinators to not only implement the grant but operate as parent liaisons for the schools. We find that one of the barriers to parent involvement is being able to reach parents and a second barrier is that parents do not always have transportation to get to school. Besides a parent liaison, the FSCS Grant would also provide funds to offer GED classes through the local Tri-County Urban League. There is already an established program so funds would go to pay for the instructor and tutors for parent/guardians from the focus schools. We also ask for financial support to provide bus passes to parents if enrolled in the GED courses. Finally, one thing we have learned from our high school training programs, is that our families need financial literacy instruction. We will partner with a local financial institution and Junior Achievement to provide this learning to parents/guardians as well as students. Our community is blessed with adult literacy classes throughout the city. Our role will be to connect parents with these classes, pay any fees, and provide bus passes to get them to the locations.

We will hold opportunities for parent engagement with students in the program through performances such as theatre and dance productions, presentations of project-based learning, and opportunities for parents to participate in field trips. There will be bi-monthly opportunities to celebrate student work.

We are aware of the persistent challenge of authentic parent engagement and look for ways to combine workshops with student performance nights. We have hope, drive and persistence, to provide families with what they need to get to a livable, sustainable wage.

The measurable outcomes directly impacted include providing GED classes for parents and/or grandparents of students in the focus schools, student and family activity engagement, financial literacy classes, early-childhood workshops, attendance at career awareness workshops, and wellness workshops.

NEEDED TO ACCOMPLISH GOALS

The below chart lists categories of support needed by the Full-Service Community Schools Grant to provide family and community engagement and supports in our two focus schools.

Intervention/Supports Needed through FSCS Grant for Pipeline Service #4
Site Coordinators
Success Coaches
Early Childhood Teacher Salary for Wednesday workshops
Community Agency Work for parent workshops and classes
Bus Passes and Registration Fees for Parents

Table 24: Requested Supports for Pipeline Services #4

Pipeline Service #5: Activities that Support Postsecondary and Workforce Readiness (may include job training, internship opportunities and career counseling)

At this time, we are building a robust job training and internship program. One of the first things we did was to identify students who might normally be overlooked as Advanced Placement students. Additionally, we have increased the number of students taking Dual Credit classes. This has been ignited through the Equal Opportunity Schools initiative and our students’ involvement with Career-Cruising Xello. The goal is to provide learning opportunities to students that were previously overlooked due to prior performance or perception.

	Advanced Placement	Dual Credit
2015-2016	512	77
2016-2017	529	206
2017-2018	727	250
2018-2019	642	223

Table 25: Advanced Learning Students (Taking one or more classes)

Two years ago, our school district was designated as one of only ten competency-based districts in the state. This has provided flexibility in giving students options to gaining their education in a more relevant way. Two examples of the competency-based learning include pilot projects instituted in the spring of 2018. The Peoria Options Program (POPs) provided students with no chance of graduating on time, the opportunity to prepare for the HiSET test. Students had specialized instruction for half the day, employability skills training midday, and then were at a job placement the final part of the day. This was very successful and 28 of 28 students have graduated. The second pilot that was implemented was a program through Caterpillar, Inc. Seven manufacturing students spent afternoons at a plant and rotated through various jobs including assembly, painting, and welding. Four of the students are working full time with Caterpillar and a third welding student who did not get into the internship ended up getting hired as well. Two students started college choosing to go through engineering. In the 2018-2019 school year, we currently have sixteen students in this program. Four other students are working with engineers. A third pilot was through Advanced Medical Transport which is the ambulance and 9-1-1 call center for the region. Eight students are interning there and at least three are expected to get pipeline jobs upon graduation. Additionally, we offer internships in construction, certified nursing assistant, and cosmetology.

Program/Student Interest	Number of Students
Cosmetology II	3
Health Occupations – I	1
Health Occupations – II	12
Construction	18
Caterpillar Manufacturing	13
Caterpillar Engineering	4
Advanced Medical Transport	8
Beachler’s Automotive	2
Total	49

Table 26: Spring 2019 Internships

These all have a competency-based element. Each high school has one counselor dedicated to focus on career opportunities for students.

As mentioned earlier, Align Peoria is providing career awareness opportunities for students. The current strategy to support the school district is to provide more internship and training opportunities for students. The expectation is to provide opportunities for hundreds of our high school students especially in the 61605 neighborhoods. While these opportunities are for high school students, the experiences and exposures these students have will be heard and understood by their younger siblings and neighbors. These students will also be some of the ones asked to speak to students. **The measurable outcome directly impacted is for every student to have an individualized learning plan.** This will be tracked through the Xello system and through the excel data books (a shared document file) maintained by the site coordinators and success coaches.

NEEDED TO ACCOMPLISH GOALS

The below chart lists categories of support needed by the Full-Service Community Schools Grant to provide activities that support postsecondary and workforce readiness for students and families in our two focus schools.

Intervention/Supports Needed through FSCS Grant for Pipeline Service #5
Site Coordinators
Success Coaches
Bus Passes for Parents

Table 27: Requested Services for Pipeline Services #5

Pipeline Service #6: Community Based Supports (facilitating connection to the community and success in postsecondary education and workforce)

Career Pathways

In October 2014, Peoria Public Schools partnered with the City of Peoria, Illinois Central College, the Peoria Chamber of Commerce, the Greater Peoria Economic Development Center, the Central Illinois Workforce Alliance (CIWA), and the Peoria Federation of Teachers to pilot the Peoria Pathways to Prosperity Network, an initiative seeking to ensure that many more youth graduate from high school and are career-ready. This work is rooted in the work Harvard, *Creating Pathways to Prosperity: Creating a Blueprint to Action* which has two key findings in that “the country has failed to provide the majority of its young people with the preparation they need to be successful, and two, that failure comes with perilous economic and social consequences,” (<https://www.gse.harvard.edu/news/14/07/pathways-prosperity-releases-new-reports>, May 31, 2018). The rationale is to maintain regional and global competitiveness. Businesses need the Peoria talent pipeline to supply employers with talented and credentialed individuals.

Illinois Central College (ICC), an open-enrollment, comprehensive community college offers credit-based courses and provides relevant credential and apprenticeship programs for students transitioning from pre-apprenticeship programs and/or from high school to college. Illinois Central College, located in Peoria County, has provided postsecondary education programs and services for almost 50 years. We have worked successfully with ICC to provide early college experiences for our students as well.

These collaborations along with the curriculum framework developed with Alignment Peoria, is building a stronger focus on providing students with relevant and enriching experiences for our students. In the past year, we have had over 49 students involved in internships, 642 students enrolled in AP Courses and 223 students enrolled in early college

which is defined through dual credit or dual enrollment. Some of these internships occurred through WIOA grants. In order to provide these advanced opportunities, students have received extra support services. It is our desire with the Ready-Set-Go grant, to start even earlier with students on their advancement opportunities, job shadow experiences, opportunities to meet working adults in industry, business, the medical community, etc. so students can envision their opportunities for after high school beginning today. Offering middle school students, the opportunity to take high school level courses either in person or online will help students vision their future and provide support especially if a student is the first to possibly graduate high school or attend college. Using the Illinois Post-Secondary and Career Expectations chart as a guide, in appendix, Success Coaches will work with students to consider, vision, create short term, mid-term, and long-term goals through high school and what their post-high school plans might be. Part of that work is to provide financial workshops for students and parents.

Parents may think that financial situations may preclude their children or themselves from advancing into a post-secondary job or education. Part of the goal of the Ready-Set-Go grant is to provide opportunities to learn about budgeting, accessing scholarships and other opportunities to make dreams a reality.

Along with offering financial literacy workshops for parents and students, we also plan to offer career guidance support through Tri-County Urban League and Career Link while inviting career counselors from local secondary education institutions such as Illinois Central College and technical schools to speak to parents.

NEEDED TO ACCOMPLISH GOALS

The below chart lists categories of support needed by the Full-Service Community Schools Grant to kick start different experiences for students and families in our two focus schools.

Intervention/Supports Needed through FSCS Grant for Pipeline Service #6
Refreshments for career nights
Success Coaches
Guest Speakers
Bus Passes for Parents

Table #28: Requested Services for Pipeline #6

Pipeline Service #7: Social, health, nutrition and mental health services and supports

Trauma and Wraparound Services

Peoria Public Schools, in collaboration with OSF Saint Francis Medical Center, is providing Trauma Recovery Center for victims and/or witnesses of crime in the 61605 neighborhoods (serving Roosevelt and Harrison) to provide therapy and navigating the criminal justice system. OSF is a major teaching affiliate of the University of Illinois College of Medicine at Peoria and is also home to the Children’s Hospital of Illinois. The OSF Trauma Recovery Center has strong support from the Peoria community including the Peoria Police Department, Peoria County Sheriff’s Office, Peoria County State’s Attorney, Center for Prevention of Abuse, Human Service Center, Pediatric Resource Center at the University of Illinois, Center for Youth and Family Solutions, Family Core, Southside Office of Concerns, Prairie State Legal Services, Peoria Citizens Committee for Economic Opportunity, and Tri-County Urban League.

The Trauma Recovery Center also works with families to locate resources as a result of being a part of the criminal justice system. The Trauma Center and the Wraparound Center are located in the neighborhoods where the two focus schools are located. The centers bring together a variety of services for students and families. The primary goals are to decrease psychological distress, minimize long-term disability, improve overall quality of life, reduce risk of future victimization, and promote post-traumatic growth for the impacted individual.

Concurrently with the development of the Wraparound and Trauma Center, the state legislature passed the Neighborhood Safety Act. Representative Jehan Gordon-Booth explained, “It is the culmination of working with reformers, law enforcement and crime survivors. Our goal was to craft a bill to deal with 1) mass incarceration in Illinois as one of the nation’s top incarcerating states, 2) find a way to bring more judicial discretion during sentencing, and most importantly 3) providing crime survivors support to deal with the often times untreated trauma that we see in so many of our communities through the Trauma Recovery Center concept.”

As demonstrated in the social-emotional learning and crime statistics data, trauma is not just an event but rather is an ongoing condition. Individuals and families experience depression, post-traumatic stress, flashbacks, and nightmares to name just a few ongoing issues. These conditions can inhibit one’s ability to gain and/or maintain employment as well. The SEL Director has indicated that while many families are served at the wraparound center, it has been made clear that there needs to be home services by making contact, communicating, and then connecting individuals to the services. In many cases, family members need transportation as well. This demonstrates a need for an individual who can provide the specific liaison work to the wraparound center.

Community Resources and Services Located at the Wraparound Center
Center for Youth and Family Solutions
Chestnut Health Systems
Family Core Respite Program
Helping Hands Food Pantry
Juvenile Probation
OSF Trauma Recovery Program
Positive Health Solutions
Unity Point and Hult Health Center

Table 29: Community Resources and Services Located at the Wraparound Center

The trauma centers will be part of a larger umbrella of wraparound services being provided to students and families. The Wraparound Center will connect to individuals through

school problem solving teams, individuals requesting help and through outreach. The individual will work with a case manager to determine what services are needed and then get connected appropriate community and district services.

Healthcare Services

Peoria Public Schools already partners with Unitypoint - Methodist to provide health centers in two of the four schools in the region where Roosevelt and Harrison are located. Students are able to have a nurse see them for illnesses and immunizations. The school district also offers annual registration hubs in the summer to provide easy access to register for school but also to provide students with medical and dental needs.

Nutrition

Each of our schools of focus for this grant provide breakfast and lunch for students. Additionally, churches support the schools with weekend sack lunches. The evening aspect of this grant will provide evening meals for students as mentioned earlier. Each of these schools also provide breakfast and lunch meals during the summer for children. The federal government's meal program will also allow for an afterschool meal to be provided free of charge to students.

Physical and Mental Wellness Support Activities

Hult Health Education Center will be providing wellness classes in terms of healthy cooking and physical activity. Hult has been a long-standing partner of the district and we are expanding their role will be expanded to support, alongside the other mental health providers, courses for parents concerning mental health concerns such as depression and suicide signs. Additionally, we will offer workshops to parents on how to care for themselves regarding managing stress. This is in knowing the indicators as well as how best to respond by using

strategies and practices such as meditation and yoga. A Family Core (local counseling agency) counselor will work full time at our schools to specifically focus on the students enrolled in the program but will also be available to work with families outside of the day. These activities, again, will be working on those social-emotional and mental health issues that might be creating barriers.

Connecting to Services

While Hult Health Education Center is willing to bring programs to our schools for families, in order for families to connect to services such as the Wraparound Center, they may need transportation. Site coordinators may provide rides to families and the grant will also provide bus passes to get to resources.

The measurable outcomes most directly impacted is that students will engage in the meal program, participation in off campus community fitness activities, engagement of students in intramurals, participation in community races, engagement with health related workshops, work with counselor, improved physical fitness, improvement of self-management and stress reduction behaviors, community service, engagement of teachers understanding of trauma informed instruction and self-care, and connecting with students at other schools prior to high school .

NEEDED TO ACCOMPLISH GOALS

The below chart lists categories of support needed by the Full-Service Community Schools Grant to work on the overall health in our two focus schools.

Intervention/Supports Needed through FSCS Grant for Pipeline Service #7
Transportation money to Wraparound Center and other agencies
Culture of Caring salaries – professional development provider, health educator, and counselor
Transportation money for students to engage more broadly in the community

Salaries for intramural coaches

Table 30: Requested Services for Pipeline #7

Professional Development

Each of the personnel in the FSCS program will receive professional development relative to their individual area. A description of the professional development provided to the personnel in each position is below. The funding sources are listed as well. The legend is as follows:

Frequency	Indicated/Abbreviated
Required	X
Beginning of Year	BOY
Middle of Year	MOY
Funding	Abbreviated
Full-Service Community Schools Grant	FSCS
Education Fund	EF
Partner Funding	PF

Professional Learning and Requirements

Program Director and Site Coordinator	Math and Enrichment Teachers	Building Clerical	Certified Teacher Tutors	Community Partners/Group Leaders	Fine Arts Teachers	Success Coaches	Teachers' Aides	Classroom Teachers/Staff	Wraparound Center Liaison	Early Childhood Teacher and Aide
								Projected 60	1	

PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

Culture of Care	X	X		X	X		X	X	X		X
		BOY MOY		BOY MOY			BOY MOY	BOY MOY			
Source	FSCS	FSCS		FSCS	FSCS		FSCS	FSCS	FSCS		FSCS
DCFS Training	X	X	X	X	X		X	X	X	X	X
Frequency	BOY	BOY	BOY	BOY	BOY		BOY	BOY	BOY	BOY	BOY
Source	EF	EF	EF	EF	PF		EF	EF	EF	EF	EF
Emergency Training	X	X	X	X	X		X	X	X	X	X
Frequency	BOY	BOY	BOY	BOY	BOY		BOY	BOY	BOY	BOY	BOY
Source	EF	EF	EF	EF	PF		EF	EF	EF	EF	EF
Bloodborne Pathogens	X	X	X	X	X		X	X	X	X	X
Frequency	BOY	BOY	BOY	BOY	BOY		BOY	BOY	BOY	BOY	BOY
Source	EF	EF	EF	EF	PF		EF	EF	EF	EF	EF
Employability Skills	X	X		X	X		X	X			
Frequency	BOY	BOY		BOY	BOY		BOY	BOY			
Source	FSCS	FSCS		FSCS	FSCS		FSCS	FSCS			
Project-Based Learning	X	X		X				X			
	BOY MOY	BOY MOY		BOY MOY				BOY MOY			
Source	FSCS	FSCS		FSCS				FSCS			
Inquiry Based Questioning	X	X		X							
Frequency	BOY	BOY		BOY							
Source	FSCS	FSCS		FSCS							
Behavior Management	X	X		X	X		X	X	X		

PEORIA PUBLIC SCHOOLS READY-SET-GO FSCS PROGRAM

Frequency	BOY	BOY		BOY	BOY		BOY	BOY	Ongoing		
Source	FSCS	FSCS		FSCS	FSCS		FSCS	FSCS	EF		
Online Learning	X	X		X				X			
Frequency	BOY	BOY		BOY				BOY			
Source	FSCS	FSCS		FSCS				FSCS			
Career-Cruising Xello	X	X		X			X	X			
Frequency	BOY	BOY		BOY			BOY	BOY			
Source	FSCS	FSCS		FSCS			FSCS	FSCS			
Individualized Learning Plans	X	X		X			X	X			
Frequency	BOY	BOY		BOY			BOY	BOY			
Source	FSCS	FSCS		FSCS			FSCS	FSCS			
Understanding Data	X	X		X			X	X			
Frequency	BOY	BOY		BOY			BOY	BOY			
Source	FSCS	FSCS		FSCS			FSCS	FSCS			
Working with Parents	X	X	X		X		X			X	X
Frequency	BOY	BOY	BOY		BOY		BOY			BOY	BOY
Source	FSCS	FSCS	FSCS		FSCS		FSCS			EF	FSCS
Grant Management	X										
Frequency	BOY										
Source	EF										
Team Meetings	X	X		X	X		X	X			

Table 26: Professional Learning for Staff

Family Learning Opportunities

Because all families from the two schools are welcome to engage in activities, the program director and site coordinators will work closely with the principals to advertise parent/grandparent workshops to keep trying to engage more family involvement. Besides presentation events and performances, parents will be invited to an opening meeting about the program, Parent University workshops provided by the district, and to the curriculum nights held at the school. Additional advertisement will occur through the district communications director which connects to local media outlets.

Expected parent/guardian workshops will be based on a survey of parents of needs, however, financial literacy and career development workshops will be offered at each site. An Align Peoria financial institution will be asked to participate. Topics will be gleaned from parents and added to the expected workshop focus areas of budgeting and management, savings, securing loans, and how to develop and maintain a good credit rating.

Management of Facilities

Roosevelt and Harrison have large full-size gyms, dance or multi-purpose rooms, and smaller classroom spaces available. Harrison also has a large green space. Activities such as golf and tennis will be implemented off site. Buses will take students to locations not far from the school sites. Both schools will be almost 1:1 with technology as well. Most other programs will be able to take place at each of the schools. Principals will work with custodians and site coordinators to identify spaces to be used.

Activity Schedule

Students will be given a survey regarding the activities they will most want to do however, they will be exposed to a variety of fitness activities. All activity leaders will work two

hours each day of the program. Attendance is taken at the beginning of each activity and turned in to clerical at the end of the activity. Below is an example schedule for the week, subject to change relative to enrollment.

Afterschool Schedule	Roosevelt	Harrison
School Dismissal	2:30	3:30
Meet for snack immediately after dismissal	2:40	3:40
55 minutes - academic supports	3:00	4:00
5 minute break	3:55	4:55
1:00 activity time	4:00	5:00
Program dismissal	5:00	6:00

Table 32: Example Schedule

There may be times when activities will take longer than the time allotted. This will be worked out amongst the providers. The district requires a building rental agreement to be filled out by organizations holding activities on school property. In this case, there will be no such paperwork completed but rather, custodians will work with the coaches and site coordinator to ensure that emergency and cleaning information is understood.

PERSONNEL AND TIME ALLOCATIONS

The following is a review of personnel for the grant, responsibilities, time allocation and funding sources. The grant time implementation will be for three days a week for some activities and 5 days a week for others up to 84 days. We selected three days based on current knowledge gained from other grants.

We have learned that for the types of part time positions in our grant, retired teachers are our general employee base, and as such often do not want to work five days a week. We also know that many of the Mondays in our calendar are holidays. With the 21st Century grant, we learned, too, that adults do not want to work five days a week after school and they do not want to work on Fridays. We have selected two hours a day for the program as well based on feedback from our 21st Century program. Parents have commented that students getting home too late,

especially in the darkness of winter, is not desirable. We have also noted some waning of interest through 21st Century and being at school every day late. All of this data has helped us to design a three-day approach. Our Family Core counselor, described below, will work three days at Roosevelt and two days at Harrison each week as will the Culture of Caring professional development provider. The decision to split these positions came down to expense but still trying to meet need. Principals will make the final decision about how to divide the time but Roosevelt will have the larger amount allocated due to being almost 180 students larger.

Building Clericals

Individuals will manage the secured entry (allowing access in and out of the building), answer phone calls and maintain attendance lists, and manage payroll. The clerical will also contact parents if students are not in attendance. Building clerical will also maintain student records in order to track activities of students. It is expected that these individuals will be one of the two clerical who work during the day. This person will handle all orders, invoices, payroll and billing. Our Budgets Director will work directly with this person to ensure compliance. We have budgeted for overtime pay. If not, we will hire someone from another building who is able to access our data management system. The time allocation for this position is expected to be 2.5 hours per day and the funding source will be education fund.

Overtime Custodians

Provides cleaning after activities so building is ready for the next school day. Will help return equipment to proper locations. This may add one extra hour of work per day and will be paid for through the education fund.

English Language Interpreter

To support the high number of families with Spanish as their primary language, we will have an interpreter available for parent events. Every effort will be made to hire staff able to speak Spanish. The amount of time for this activity will be based on the activities that include parents. As such, this is a flexible allocation of time and will be paid for through the education fund.

Teachers' Aides

Each building will have two after school aides to assist with the online learning and project-based learning activities. Aides will also assist with providing meals to students and assist with getting students on and off transportation by running arrival and dismissals procedures. Time allocation is expected to be 2.5 hours each day of the program.

Building Principals

The building principals, both experienced and established in their buildings, will be integral to the work at the FSCS program. Principals will assist with the hiring of site coordinators, building clerical, and approving tutors and aides. The principals will have bi-weekly formal meetings with the site coordinators to maintain operational clarity and coherence. Once a month, the principals will meet with site coordinators, program director, counselor, tutors and coaches to discuss student data and information from the school-based problem-solving team. The principals will also oversee the building clerical and custodians. This full time position is paid for entirely through the education fund.

Wee-Ones Wednesday Teacher and Aide

For ten sessions at each building, a Pre-K teacher will provide parents and/or grandparents with early-childhood at home learning strategies so students are ready for kindergarten. We will hire from our Pre-K teacher ranks. The aide will be available to provide

discovery play time for Pre-K students who come to the workshop. Time allocation for this position is 1.5 hours a session with twenty sessions expected. Both the teacher and aide will work the 1.5 hours for twenty sessions, ten in each building. This would be paid for entirely by the FSCS grant and believe it to be a pilot for the rest of our district.

SITE COORDINATOR

PPS is requesting one full time site coordinator for each building. In this role, the site coordinator will schedule programs, implement grant elements, schedule trips, track data and ensure high quality programming. Site Coordinators will coordinate the after-school food service as well. (Full job descriptions for each position available in appendix).

This person also acts as an advocate for the student in order for the student to receive a more personalized learning experience. The site coordinator will work with partners and program delivery personnel to ensure high quality programming for students. The site coordinator role will also be to substitutes, reschedule activities, or redesign activities as needed.

The site coordinator will maintain data for each student in the program. While monitoring data, the site coordinator will work with teachers to identify the individual supports needed for each student. The key will be to connect each student with the academic and behavioral supports they require. The site coordinator also helps the students identify what after school activities they might like. There will be sports, fine arts, visual arts and academic supports. The site coordinator will help students to identify their areas of interest and work with success coaches to ensure student participation. To accomplish this, the site coordinator will be responsible for connecting to the larger community to ascertain opportunities for the students whether academic and behavioral supports, after school activities and/or services, or fine arts and sports opportunities.

As the person who will ensure implementation, the site coordinator will hold bi-weekly meetings with staff members to monitor student progress. All of this work will be done in conjunction with the school-based Response to Intervention (RtI) teams. Finally, the site coordinator will make sure that students engage in community events and experiences relative to their interest areas.

The site coordinators will work full time and meet weekly with the program director so that work is completed collaboratively and distributed evenly when appropriate. This is a Full-Service Community School full time position with benefits. This position will receive a 2% annual raise each year which is in line with district raises.

Estimated Expected Time Spent on Tasks

Scheduling of activities and events (in collaboration with Program Director)	20% of time
Personnel Management	15% of time
Data Collection and Tracking	15% of time
Community Resources Coordination (in collaboration with Program Director)	10% of time
Student advocate/behavior management (in collaboration with Family Core Counselor)	15% of time
Work with and for parents	10% of time
Overall operations, weekly meetings with Program Director and principal, monthly partner check in meetings, team meetings and professional development	20% of time

Table 33: Site Coordinator Time

Program Director

The Program Director will oversee management of the grant compliance issues, budgets, ordering, and in general implementation. This individual will hire the site directors, in collaboration with principals and Innovation Officer, as well as working with outside agencies on human resource procedures and overall personnel hiring for activities. The Program Director will be the primary agency contact but will work in collaboration to schedule programs with site

coordinators. Additionally, the Program Director will be at each site each day to work on data collection with the site coordinators, check in on personnel, and collaborate with principals aside from the bi-weekly principal-site coordinator- program director meetings. The Program Director will also meet weekly with the Innovation Officer and provide a weekly update of activities at each building as well as provide the quarterly report for the state. This individual will also provide a report to the Board of Education.

This is a Full Service Community School full time position with benefits. This position will receive a 2% annual raise each year which is in line with district raises.

Estimated Expected Work Allocations

Below is an example breakdown of expected workload.

Scheduling of activities and Site Coordinators	10% of time
Personnel Management/Parent Work	5% of time
Data Collection and Tracking	25% of time
Community Resources Coordination	20% of time
Site Inspections	15%
Overall operations, weekly meetings with site coordinator and principal, monthly partner check in meetings, team meetings and professional development; weekly meeting with Innovation Officer; reporting and communications	25% of time

Table 34: Program Director Time

DAYTIME CERTIFIED TEACHERS FOR MATH

The math team includes two math tutors and an online learning lab tutor for each building. All tutors are certified and two will be paid for through FSCS and one will be paid for through Title 1 (as a new position). The three positions are five hours per day for a total of 15 hours for the week. There will be a focus on students who need extra math support in grades 2-8 as well as some opportunity for acceleration of students who might be ready for high school math. The online learning programs will primarily focus on math support. Currently we have

math software that we are looking to discontinue but we are looking to add Dreambox which is a highly rated math program if we get the grant or another highly rated program. We have Edgenuity online learning system that we will use to provide high school courses for students who are ready to accelerate at grades 6-8. The small group intervention materials are companion pieces to Eureka Math but also includes a strategic menu of materials that will be used based on the identified student need.

FAMILY CORE COUNSELOR

This full time, FSCS grant position will work between Harrison, two days week, and Roosevelt schools, three days a week, based on student population. Family Core Family School staff provide mentoring, prevention and leadership clubs, provide basic needs for students such as school uniforms and hygiene products as well as to help get access to school supplies and food, transportation for students and families, monitor and provide intervention for attendance, make home visits and parent contacts, and connect families to community resources. Counselors also provide group and individual interventions for students. The Family Core Counselor would work closely with the site coordinator to ensure that students needs are met.

CULTURE OF CARING COACH

The Culture of Care Coach specifically focuses on the impact trauma has on childhood learning and development with concrete strategies and skill development to improve overall culture of schools. The Culture of Care Coach comes from the Peoria Regional Office of Education (#48). The program is rooted in deep research on Adverse Childhood Experiences (<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>) and how to help students recover and focus on developing resilience for a more well-rounded life. The following is the new ESSA model focused on the whole child:



Table 35: Illinois ESSA Model

The above categories are important for socially-emotionally balanced well-being. This is a full-time position dedicated to just the two focus schools. The percent of time spent in each building will be dependent on the number of team meetings that are scheduled. This cannot be finally determined until staffing is completed for next school year which usually occurs by the end of May. This full-time position will be paid for through other federal funds and will help to create the entire support system for students.

Wraparound Center Liaison

The Wraparound Center Liaison position will work with Harrison (40% of the time) and Roosevelt (60% of the time) families in the capacity of connecting families to the Wraparound Center Services. This position will make parent contacts, make appointments and follow up to ensure appointments were kept, arrange for rides to and from the wraparound center, collaborating with the Family Core counselor, and implement the intake process. The intake process entails interviewing parents and connecting families to the appropriate resources. Working Tuesdays, Wednesdays, and Thursdays for eighty-four days, the liaison will work at the center for four hours. This is a part-time position paid for through the FSCS grant.

Success Coaches

Described earlier in some detail, our success coaches will work with students on understanding how to plan for their future by setting short term and long-term goals related to academics and behavior, completing their career interest inventory and their individualized learning plans. The success coaches will keep notes on their students to track their progress and will meet with site coordinators and principals at least once a month to help make decisions about how to support students. Success coaches will meet with their twenty students during a six-hour time block. Coaches will work with principals and site coordinators to determine how best to use their time whether all during the school day or some after school. Meetings may be individual or in small groups depending on student needs and dynamics. Success Coaches will follow a model developed by TRiO (Turning Roadblocks into Opportunities) which is a program used in high schools to help students to get ready for college. The TRiO Programs are federal outreach and student services programs designed as part of the Higher Education Act of 1965 to identify and provide services for individuals from disadvantaged backgrounds. TRiO Programs

are administered, funded, and implemented by the United States Department of Education. TRiO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. TRiO focuses on students who might not normally get a chance at college due to academic disabilities. Success Coaches at the FSCS will specifically work with students who may have the same indicators as defined for TRiO. Working with students to set their goals, get the supports and tutoring they need, and to be an encouraging partner, Success Coaches will become a mentor and significant adult in the lives of our children. The goal would be to maintain the Success Coaches with the same cohort of students through the life of the grant and beyond. This is a part time position paid for through FSCS. Coaches will spend five hour and fifteen minutes with students and have 45 minutes for documentation.

After School Aides

There will be two after school aides for each building who will support the program by helping students with meal time, assisting in the afterschool learning lab, and supporting the tutors and/or group leaders as determined by the site coordinator. They will also make sure students get on buses to go home. The aides will work 2.5 hours each day and will be funded through the FSCS grant. If an additional aide is needed, the district will use Title or Ed Fund money to pay for this position.

After School Certified Teacher Tutors

There will initially be four certified teacher tutors at Roosevelt and ending with as many as eight by year five. Harrison will have four certified teacher tutors initially and having as many as seven by year five. This will keep after school groups small and more personalized. Tutors will initially work with students to complete homework, will provide more math support through

online math programs, and work in small group settings. Additionally, they will work with students on project-based learning activities based on student interests. For example, students may focus on a career of interest or a hobby. They will research and design their learning framed around Fullan's 6C's – communication, collaboration, creativity, critical thinking, character, and citizenship and decide how they would like present their project. Students may use online multi-media resources if they choose. Each student will work on at least one project a year. This position is for 1.5 hours per day and will be paid for through the FSCS grant.

Afterschool Group Leaders

Our program will partner with Arts, Inc. and the Peoria Park District to provide the majority of instructors and coaches for the activity portion of the days. Visual, drama, digitized art, choral and instrumental arts are all possibilities. Students will be surveyed to determine what they will want to have offered. The Park District has been a great partner and is willing to offer a wide range of sports and stress reduction activities for students. The study survey will determine what sports to offer but we will try to bring in pipeline activities to ready students for high school.

Additional group leaders include GLOW which stands for Girls Light Our Way. This is a local organization that focuses on teaching young ladies to be empowered, respect themselves, and how to set goals for their future. The young ladies have experiences at community events and are mentored about how to carry themselves in all settings. This has been a popular program in our schools. GLOW will run once a week at each building for twenty weeks and will be paid for entirely by the FSCS grant.

Peoria Grown, a newly formed volunteer group, will come to show students how to prepare meals with fresh vegetables grown in community gardens. After teaching students how

to make the meal, children will each receive a bag of groceries to replicate the meal at home. Through another program, students can sign up to create container gardens. We will have people donate no longer needed large pots, seek soil donations, and seek donations or purchase small plants and seeds. Students will be able to nurture their gardens at the schools as both have protected, yet sunny, courtyards.

Hult Health Center for Healthy Living is another group leader. Hult is a non-profit provider of comprehensive health education and wellness services for people of all ages. The staff provides programs for healthy eating and exercising, good choices programs, sexual education programs, mental health programs, and oncology programs. Hult will provide eight activity days for each building. Students will have programs based on what they select in the opening survey. This program will be paid for through the FSCS grant.

Another group will be academic focused and will run Lego Robotics and Math-Olympics. This group will help the two schools be able to be in district competitions.

Other groups will be added based on student interest surveys.

GUEST SPEAKERS

It is our plan to invite Bradley and Illinois Central College student-athletes and students engaged in fine arts to come and speak with our students to encourage them to find their own passion. Additionally, we will work through Alignment Peoria and other partners to identify individuals to speak based on students interests and needs. We will use only volunteer guest speakers.

ADVISORY COUNCIL

Should we be awarded the FSCS grant, we will officially form an advisory council to receive data reporting and provide guidance. Council members will include faith-based, agency-

based, and community resources representatives. More information about the role of the advisory council is found in the evaluation section.

ANNUAL EVALUATION

The annual evaluation will include measuring the outcomes on the objectives chart, evaluation of staff, and evaluation of partners. Additionally, the program evaluation will include input from students, parents, and staff.

Jan Leonard from the United Way of Peoria has agreed to conduct the annual evaluation of the grant and will provide a comprehensive evaluation report. Mrs. Leonard's resume is in the appendix and demonstrates a long history of evaluation work with grants.

This comprehensive report will include pre and post evaluations that are both quantitative and qualitative. The advisory board will use these data along with the innovation officer, program director and site coordinators to adjust or make changes for subsequent years. The Innovation Officer will work collaboratively with principals to select the Program Director. Principals and the Program Director will work with the innovation officer to select the site coordinators, certified math tutors, success coaches, early-childhood teacher and certified aides to ensure the individuals are a good "fit" for their schools and meet their standards for enhancing culture. The Innovation Officer and Principals will select the Family Core Counselor. All other hiring will be handled through the Program Director and Site Coordinators. The graphic below demonstrates the staffing structures per building.

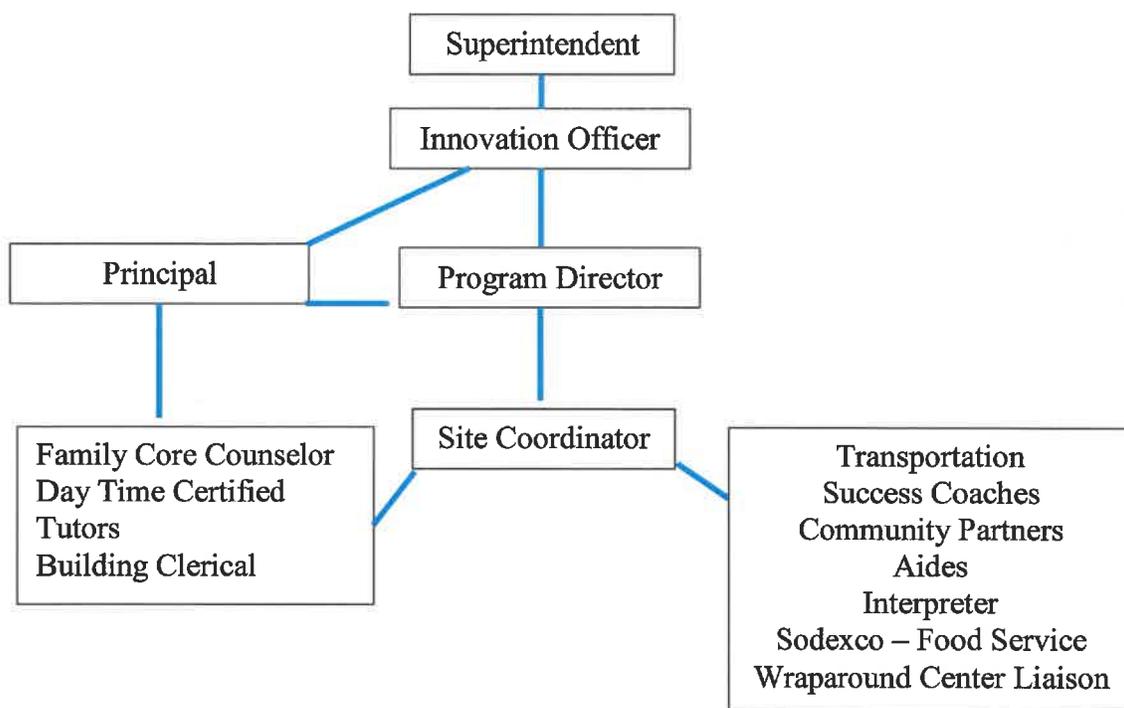


Table 36: Evaluation and Organizational Chart

Evaluation of Staff

Staff will be given the evaluation tool to be used with their position within the first two weeks of program start. Formative feedback will occur monthly informally but formally at the end of the first two months. Each staff person will have a mid-year and an end of year evaluation. Staff will understand that there is no guarantee of continued or return employment until told they will be returning if they choose.

Staff Evaluated and By Whom	First two months	Mid-Year	Final	By Whom
Program Director	X	X	X	Innovation and Grants Officer
Principal	X	X	X	Innovation and Grants Officer
Site Coordinators	X	X	X	Program Director with input from Principal and Innovation Officer
Certified Tutors, Aides, Early-Childhood Teacher and Success Coaches Family Core Counselor	X	X	X	Site Coordinators with input from Principals and the Program Director

Wraparound Center Liaison				
Community Partners	X	X	X	Site Coordinators, Program Director with input from Principals and Innovation and Grants Officer
Building clerical and custodial			X	Principal with input from site coordinators

Table 37: Evaluation Timeline Chart

Site Coordinators will evaluate how well transportation worked. Did transportation show up when required? Were children on time to programs and taken home on time? Site Coordinators will also evaluate the quality of instruction by afterschool teachers. Success Coaches will also be monitored and evaluated by the site coordinators. Success Coaches will keep a journal on their students to evaluate program effectiveness and meet monthly with site coordinators to discuss student needs.

The teacher tutors will also be evaluated by the site coordinators. They will be observed on the following: (1) demonstration of well-developed lesson plans; and (2) implementation of those plans. The math tutors will be evaluated primarily by the site coordinator in collaboration with principals.

The site coordinator will also evaluate the building clerical for friendliness, completion of work, and problem-solving abilities with input from program director and principal. The evaluation tool used by the district will be used.

Finally, community partners will be evaluated for follow through on agreed upon services, observed interaction with students, and overall implementation. This document will be created with input from the site coordinators.

Student Evaluations

Students will be given a participation permission letter before the program begins. The letter will not only ask about participating and on what days and times and will include any relevant health issues staff needs to know. The letter will also have a provision that lets parents know that students will be asked to participate in surveys and focus groups. This will help define groups.

Students will be given a survey to find out what activities they might like to have so we can ensure that they will have choices along with the opportunity to try new activities. Students will be given a survey after each activity to get an understanding of the activity met their needs. Besides the survey, the evaluator will hold focus groups to glean information from students about the following:

1. What activities they have liked the best and why?
2. What has the interaction been like with the coaches and/or group leaders?
3. Describe how coming to the FSCS program has or has not benefitted you?
4. How beneficial has the academic portion of FSCS been for you?
5. What are your likes/dislikes about the program?
6. What field trips, events, or activities have you especially liked and why?
7. What guest speakers have you heard that have made a particular impact?
8. Have you seen any improvements academically in your classes since being a part of the program? If so, what were those? If not, why do you think that is?
9. Has your daily school attendance improved, stayed the same or gotten worse now that you are in the program? Please explain.
10. Please share additional thoughts or ideas.

Questions may vary based on student age level but will remain in the same categories. Additional questions may be asked based on student responses. Focus groups will be held two times. Once at the mid-point and once at the end.

EVALUATION METHODS

The grant evaluator will use a variety of methods to collect data. Besides the quantifiable data listed in the performance measures chart, focus groups will be conducted with students, staff, and parents at the mid-year and end of year points. These qualitative constructs will be analyzed for themes to inform success features and areas of opportunity. Students will be given formative surveys about every six weeks to guide activity scheduling. A sample of students will be interviewed regarding their perceptions of academic performance and improvements. The data will all be compiled into a mid-year and end of year report presented to the advisory board.

Parents will also be interviewed either on site or through phone conversations. These qualitative measures will also be analyzed for themes. What do parents appreciate about the program? What are areas of improvement? What types of educational opportunities might they like to have? The evaluator will only ask if they are aware of the Wraparound Center but will not ask what services they have accessed. These data will be collected through blind identifiers at the Wraparound Center.

sample evaluation templates are found in the appendix.

EVALUATION OF STUDENT ACADEMIC DATA

Site Coordinators will keep an electronic data file (shared online document) similar to the example below which will monitor student involvement. All data will be kept in the district's One Drive cloud filing system in order to provide ongoing feedback. Students will sign in at each

activity which will be a second layer of monitoring. Separate documents will be kept as needed to capture each of the outcomes.

		BEGINNING OF YEAR		MIDDLE OF YEAR		END OF YEAR		
Student Name	Grade	Reading NWEA	Math NWEA	Reading NWEA	Math NWEA	Reading NWEA	Math NWEA	Completion of Financial Literacy Project

Student Engaged Activities			Student Engaged Field Trips			Individualized Learning Plan			
Basketball	Volleyball	Dance	Forest Park Nature Center	Glen Oak Zoo	Children's Museum	Goals Created	Course Alignment	Career Inventory	Interest Inventory

Table 38: Example of data collected for each student

Student data will be discussed at the regularly scheduled meetings to identify student assets and aligning activities and experiences with those strengths and interests. Also, during these meetings, barriers will be identified and problem-solving will occur to determine if school resources, grant resources, or community resources can reduce the barriers. These meetings will occur with the site coordinator, success coaches, teachers and tutors. These data will be compiled as well.

An annual report will be prepared and presented to the advisory council by May 1 of each year. The Program Director will present a “grant review” which successes, opportunities, and

barriers yet to overcome. The grant evaluator will provide data and summary information from the goals, outcomes, and measurement charts. A presentation will be expected to take place as directed by the superintendent and for the Peoria Public Schools Board of Education if designated by the superintendent.

Advisory Board

An advisory board will be developed for the FSCS grant. The Program Director and principals will recruit from a broad spectrum of stakeholders. Documents from the Federation for Community Schools will be used as guiding documents and can be found in the appendix of this proposal. The goal of the advisory board is to ensure sustainability practices, make adjustments to programs as observed necessary, and to engage stakeholders and partners for future years of the grant if deemed appropriate. The advisory board will help determine if the grant needs to be adjusted in following years.

Other examples of advisory board membership representatives: Health care provider, human services organization, youth development agencies, family services, parent support services, parent organizations, informal parent groups, parks and recreation, law enforcement, local business, city government, higher education, and others. The advisory board will be able to provide a broader lens on the evaluation of the grant.

We plan to add more positions to the advisory council to include a broad spectrum of stakeholders including student and parent/grandparent representation. Current advisory council members at this point include:

Name	Position	Connection to Grant
Julie Schifeling	Bradley University Credentialing Coordinator in the College of Education and Health Sciences	Former Program Director for a prior Full Service Community Schools Grant

Lyndsie Fugate	Goodwill – Goodfellow Mentoring Program Coordinator	Runs mentoring program
Jan Leonard	United Way – Supporting Student Success Coordinator	Grant Evaluator United Way supports schools through grants
Valda Shipp	George Washington Carver Community Center Executive Director	Serves children and families in the Roosevelt and Harrison neighborhoods with programs
Gary Velasquez	Divergent City Church	Adopt-a-School Partner for Harrison
Derrick Booth	Peoria Public Schools – Social-Emotional Learning Director	Aware of needs of residents and available resources
Michelle Carmichael	Peoria Regional Office of Education (#48)	Director of Culture & Climate Programs
Susan Grzanich	Peoria Public Schools - Innovation and Grants Officer	Grant Owner-Direct oversight of Program Director

Table 39: Initial Advisory Board Members

SUSTAINABILITY

This program is being looked at as an opportunity to pilot several strategies and thus, the plan will be to leverage support through Title 1 funds, community support organizations and through other grants. The expectation is to use this program as a model to expand to other schools as well as with our community agency partners. We will use a sustainability self-assessment tool also in appendix.

With each grant we implement, we pilot new strategies that we can embed or add to the regular school day and/or through other programs. This allows successful strategies to be sustained beyond just the grant time period as well.

CAPACITY

Peoria Public Schools has written and implemented many grants over the years. A previous 21st Century grant was implemented approximately ten years ago. The first grant was fully implemented with positive outcomes. This FSCS grant, upon award, will be presented to

the school board and therefore will become a part of the fabric of what occurs in other schools as well. Two multi-million-dollar school improvement grants were also implemented in two high schools. These two grants garnered positive outcomes and provided opportunities to implement strategies in other buildings such as professional learning communities for teachers.

Bradley University, in partnership with Peoria Public Schools, received a \$300,000 grant from a private foundation to pilot the full-service community schools model, with a primary focus on Trewyn. A year-end evaluation (2015-2016) indicated that students who attended three or more community schools activities: (a) improved to all passing grades except for 1 “D”, (b) 26 students having no discipline referrals and the remaining students averaging 2.1 referrals; and (c) 25 of the 48 students having no absences for the year with the remaining 23 averaging 2.3 absences.

A new position has been created in the school district of Innovation and Grants Officer. One of the main purposes of this position is to write for and oversee grant initiatives such as what is in this grant. Most recently, the district received large grants for early childhood education, pre-apprenticeship training experiences for students and 21st Century Community Learning Centers among other grants.

The opportunity to have a full-time program director and two full time site managers will also strengthen the capacity for full implementation. Finally, partnerships with the Peoria Park District, the arts community – specifically, Arts, Inc., Tri-County Urban League and Illinois Math Academy are long standing and will help to maintain the programs effectively.

Other Funding Request Detail

Transportation

We will be requesting transportation funds to provide rides for students to get home after the activities, for students to get to different venues for their activities (shared with both buildings), for students to attend external experiences, and provide rides for students to take field trips on evenings and weekends.

Timeline of Work

Upon award notification, the Innovation Officer and Site Coordinators will meet minimally two times a week to detail and develop workflows and implement plans.

Activity	Responsible Person	Completion Date
Post and Hire Staff	Innovation Officer with principals/Program Director/Site Coordinators	Within two weeks of award notification
Communicate grant award to partners and set up partners planning meetings	Innovation Officer Program Director	Within three weeks of award notification
Meet with evaluation team and advisory board	Innovation Officer Program Director	Within four weeks of award notification
Order materials, equipment and supplies	Site Coordinators and clerical	Within four weeks of award notification
Meet with internal district supports, ie. Transportation, custodial, food service, etc.	Program Director	Within two weeks of award notification
Create and implement marketing plan	Innovation Officer Program Director Public Relations Officer for District	Within two weeks of award notification
Identify students to invite (plus open enrollment)	Site Coordinator Principals	Within four weeks of award notification
Begin recruiting Success Coaches	Program Director Site Coordinator	Within three weeks of award notification
Organize, prepare and schedule professional development	Innovation Officer Site Coordinator	Within four weeks of award Notification
Implement professional development plan	Innovation Officer Site Coordinator	Within seven weeks of award notification
Student interest surveys	Site Coordinators	Within four weeks of award notification
Begin program	Site Coordinator and Team	By week eight and nine
Weekly reports	Program Director Site Coordinator	By week two

Provide regular updates of progress to Superintendent	Innovation Officer	Weekly
Begin walkthroughs	Program Director Site Coordinators	Weekly
Interval Anecdotal Analysis Meetings to check benchmarks and overall progress	Principals, site coordinators, Program Director and Innovation Officer	21day intervals
Student interest surveys	Site Coordinators Success Coaches	Every 6 weeks throughout the year
Mid-Year Evaluation	Evaluator	At Day 42
Report to Advisory Board	Evaluator and Program Director	1 month after mid-year evaluation
End of Year Evaluation	Evaluator	At Day 84
Report to Advisory Board	Evaluator and Program Director	1 month after mid-year evaluation

Table 40: Year One Timeline of Activities

Impact: Opportunity to support the whole child through academic, social-emotional, and career goal development.

Inputs	Outputs	Short Term Outcomes	Mid-Term Outcomes	Long Term Outcomes
<p>For Students</p> <ul style="list-style-type: none"> Math Intervention Success Coaches Counseling Services Reading/Writing Support Physical Fitness Activities Self-regulation strategies Financial Literacy workshop Fine Arts Experiences Community Resource Experiences and Events STEM experiences Individualized Learning Plans Healthy living workshops Community Service Positive Peer Relationships Celebrations <p>For Families</p> <ul style="list-style-type: none"> Financial Literacy workshop GED/Literacy Classes Early Childhood Strategies Career Guidance Workshops Access to Wraparound Services Wellness experiences <p>For Staff</p> <ul style="list-style-type: none"> Trauma-Informed Classrooms Wellness experiences 	<p>For Students</p> <ul style="list-style-type: none"> Students meeting academic growth targets Students developing goals for middle, high school, and careers Students developing self-regulation skills Students developing healthy lifestyles through fitness and healthy foods Students developing financial literacy Students having experiences in the arts, STEM, and community Students giving back to the community Students engaged in celebrating milestones <p>For Families</p> <ul style="list-style-type: none"> Families develop financial literacy plans Families accessing literacy classes and GED classes Families learning how to support early childhood learning at home Families engaging in career guidance Families accessing needed services Families learning about wellness <p>For Staff</p> <ul style="list-style-type: none"> Students experience support, positive classroom cultures Staff engaging in wellness experiences 	<p>For Students</p> <ul style="list-style-type: none"> Students learning study skills Students develop goals Students learn self-regulation strategies Students learning about healthy living Students engaging in financial literacy modules Students experience a broad spectrum of arts, STEM and community resources Students learning about the importance of being connected to a community Students experience celebrations for achievements <p>For Families</p> <ul style="list-style-type: none"> Families learn about financial literacy Families engage in services to better themselves through literacy or GED courses Families learn how to support their preK children at home Families access career steps guidance Families learn about wellness for a healthier home <p>For Staff</p> <ul style="list-style-type: none"> Teachers learn about trauma – informed classroom cultures Staff learn about wellness 	<p>For Students</p> <ul style="list-style-type: none"> Students learning study skills and begin to meet growth targets Students identify some careers of interest Students implement self-regulation strategies Students developing healthy living plans Students engaging in financial literacy modules Students choosing experiences that enrich their lives Students participate in community service activities Students have voice in the types of celebrations they will have <p>For Families</p> <ul style="list-style-type: none"> Families learn about financial literacy Families engage in services to better themselves through literacy or GED courses Families learn how to support their preK children at home Families access career steps guidance Families learn about wellness for a healthier home <p>For Staff</p> <ul style="list-style-type: none"> Teachers implement trauma – informed classroom strategies Staff engaging in wellness activities 	<p>For Students</p> <ul style="list-style-type: none"> Students meet growth targets Students have a high school plan created Students demonstrating positive behaviors daily Students implementing healthy living plans Students developing an age appropriate financial literacy plan by grade 8 Students joining clubs and organizations that enrich their lives Students determine ways to improve the community through chosen or developed service Students create celebrations for one another <p>For Families</p> <ul style="list-style-type: none"> Families learn about financial literacy Families engage in services to better themselves through literacy or GED courses Families learn how to support their preK children at home Families access career steps guidance Families learn about wellness for a healthier home <p>For Staff</p> <ul style="list-style-type: none"> School discipline incidents dropped drastically Staff demonstrating wellness