

Mid-Year Progress Monitoring of Goals – Grant 1

| Clay Elementary | | | | | | |
|---|---|-----------------------------|------------------------------|------------------------------------|---|--|
| Increase of 2+ NCEs on STAR Reading Assessment | Increase of 2 NCEs on STAR Math Assessment | Passing Grade in ELA | Passing Grade in Math | Parent Participation in PTC | Improved Homework Completion, Classroom Participation, or Attendance | Zero Failed Courses or Discipline Incidents |
| 26% | 12% | 93% | 86% | 86% | 47% | 74% |
| H.E. White Elementary | | | | | | |
| Increase of 2+ NCEs on STAR Reading Assessment | Increase of 2 NCEs on STAR Math Assessment | Passing Grade in ELA | Passing Grade in Math | Parent Participation in PTC | Improved Homework Completion, Classroom Participation, or Attendance | Zero Failed Courses or Discipline Incidents |
| 55% | 19% | 90% | 87% | 58% | 71% | 84% |
| Clay County Middle School | | | | | | |
| | | Passing Grade in ELA | Passing Grade in Math | Parent Participation in PTC | Improved Homework Completion, Classroom Participation, or Attendance | Zero Failed Courses or Discipline Incidents |
| | | 33% | 75% | 6% | 17% | 90% |

**Students included in the data collection attended their school's afterschool program 10 or more days.*

When checking progress against grant goals, Grant 1 schools saw success. Clay Elementary led the group in the percentage of afterschool students who have a passing grade in Reading, as well as the percentage of participating students whose parents attended Parent Teacher Conference (PTC). H.E. White Elementary had the most students to increase their STAR Reading Assessment scores by 2 normal curve equivalents (NCE), the percentage of students who have a passing grade in Math, and the percentage of afterschool students who have seen improved homework completion, classroom participation, or attendance rates. Clay Middle had the highest percentage of afterschool participants who have no failed courses and no discipline incidents.

Mid-Year Progress Monitoring of Goals – Grant 2

| Big Otter Elementary | | | | | | |
|---|---|-----------------------------|------------------------------|------------------------------------|---|--|
| Increase of 2+ NCEs on STAR Reading Assessment | Increase of 2 NCEs on STAR Math Assessment | Passing Grade in ELA | Passing Grade in Math | Parent Participation in PTC | Improved Homework Completion, Classroom Participation, or Attendance | Zero Failed Courses or Discipline Incidents |
| 40% | 27% | 87% | 89% | 29% | 86% | 87% |
| Lizemore Elementary | | | | | | |
| Increase of 2+ NCEs on STAR Reading Assessment | Increase of 2 NCEs on STAR Math Assessment | Passing Grade in ELA | Passing Grade in Math | Parent Participation in PTC | Improved Homework Completion, Classroom Participation, or Attendance | Zero Failed Courses or Discipline Incidents |
| 53% | 40% | 100% | 100% | 30% | 73% | 40% |
| Clay County High School | | | | | | |
| | | Passing Grade in ELA | Passing Grade in Math | Parent Participation in PTC | Improved Homework Completion, Classroom Participation, or Attendance | Zero Failed Courses or Discipline Incidents |
| | | 95% | 95% | 0% | 95% | 90% |

**Students included in the data collection attended their school's afterschool program 10 or more days.*

Grant 2 schools also saw growth. Lizemore Elementary led the way with all afterschool participants having passing grades in Reading and Math. These students also had the most improved homework completion, classroom participation, or attendance rates among the three schools. Additionally, Lizemore Elementary afterschool students saw the most growth on the STAR Reading and Math Assessments. Parent participation in parent teacher conferences was slightly higher at Lizemore Elementary, too. Big Otter Elementary saw high percentages in many of these areas as well. Clay High's afterschool participants had the fewest failed courses and discipline incidents and the most improved homework completion, classroom participation, or attendance rates of the three schools.

The many different activities and individual attention students receive as part of the Clay Afterschool Program contribute to the growth they experience during the regular day. Scroll down to see how afterschool staff are supporting students' learning and creativity!



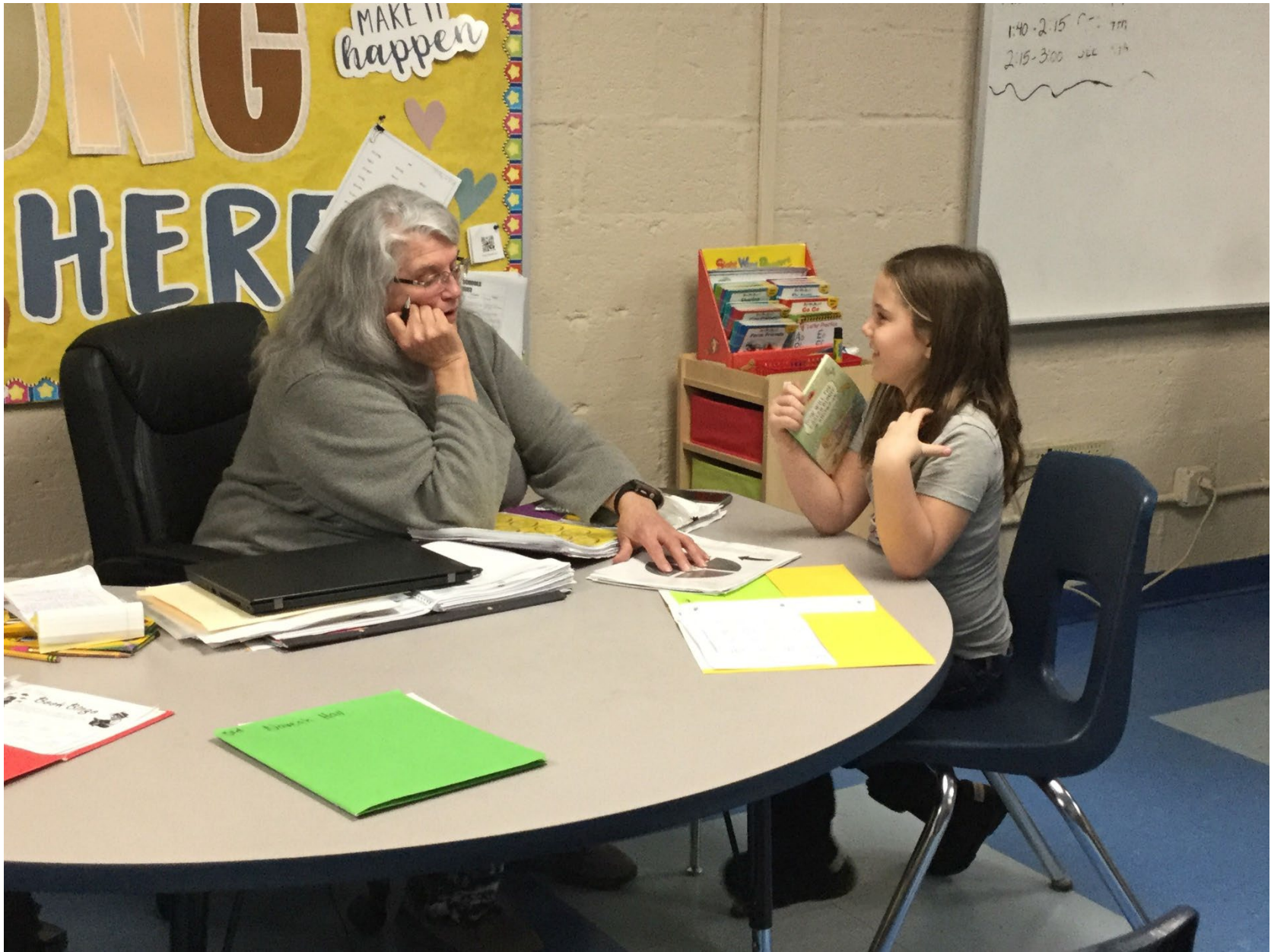
LIZEMORE ELEMENTARY

(This Page): Lizemore Elementary Site Coordinator Julie Triplett provides one-one-one support for a young reader. Julie allows students to come and read with her on a regular basis.

(Second Page): Lizemore Elementary afterschool math teacher Shelly Drennen often participates in math games with students. In this picture, she and the students are playing Domino War, practicing place value and problem-solving skills.

(Third Page): Kay Miller, a Lizemore Elementary afterschool teacher, conducts a book talk with a student to ensure good comprehension. Every student in the Developing Reader program receives such one-on-one attention.





CLAY ELEMENTARY



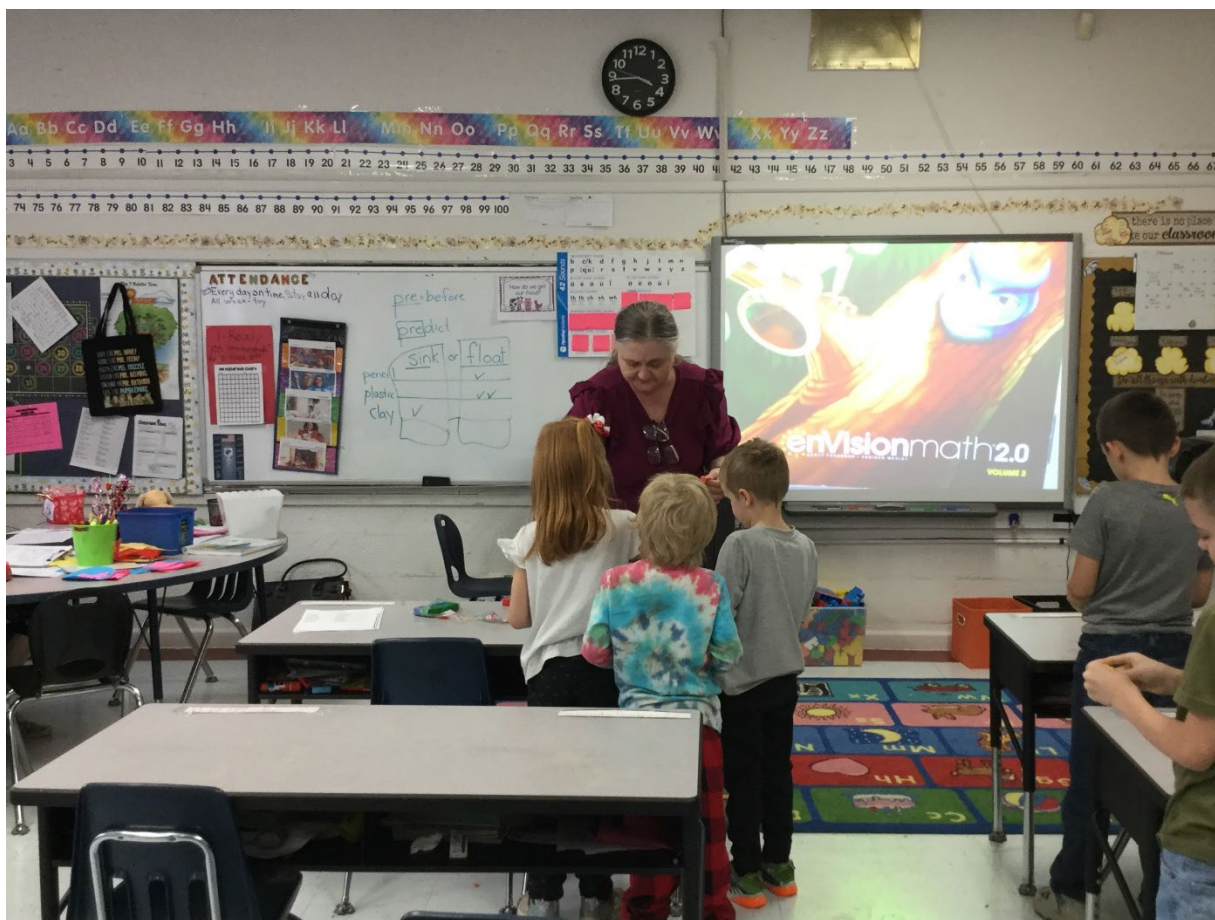
(This Page): Clay Elementary afterschool enrichment teacher Jessica McKinney designs hands-on, inquiry-based learning activities for students. Here, she works with a group of K-1 students tasked with designing an obstacle course out of modeling clay that when stood vertically would allow a bean to pass from top to bottom.

(Second Page): Developing Reader teacher Shirley Slater listens as a student reads aloud to her, providing support to help build the reader's fluency.

(Third Page): Clay Elementary students proudly display the personalized Valentine's Day picture frames they made while sporting their heart-shaped sunglasses.







H.E. WHITE ELEMENTARY

(This Page): Afterschool teacher Susanne Stinson turned Homework Help into an engaging learning opportunity. After a discussion of the prefix *pre-* and what it means to predict, Ms. Stinson asked students to predict if various objects would sink or float in a small tub of water. Students had to support their responses with reasons.

(Next Page): After observing objects of various densities, students had the opportunity to create their own object. They hypothesized if the object would sink or float and made design tweaks if the object sunk, figuring out what would help it float.



| Blends | bl | cl | fl | gl | pl | sl | |
|--------|-----|-----|-----|-----|-----|----|----|
| blends | br | cr | dr | fr | gr | pr | tr |
| blends | sc | sk | sl | sm | sn | sp | st |
| blends | scr | spr | str | spl | squ | | |
| blends | dw | fw | | | | | |



CLAY COUNTY MIDDLE SCHOOL

(This Page): Afterschool teacher Mike Kiser coaches students participating in the recently added Esports program. Games such as League of Legends build students' critical thinking and communication skills, as well as teach them how to problem solve, collaborate with others, and develop their perseverance when faced with a challenge.

(Second Page): The old Technology Student Association room has been outfitted with 10 Esports stations, including gaming chairs and headsets.

(Third Page): Teacher Beth Hubbard has brought Aerial Drones and Robotics to the afterschool program.

(Fourth Page): Students practiced running an obstacle course in preparation for an aerial drone competition.

(Fifth Page): The Kanawha County Schools Middle School Aerial Drone Competition provided students with the opportunity to test their skills.

(Sixth Page): The girls team qualified for the Aerial Drone Championship Competition in Sugar Land, Texas, on April 15-16.













CLAY COUNTY MIDDLE SCHOOL CONTINUED

(This Page): Tracy Wayne leads students participating in afterschool band. The group was practicing a new song.

(Next Page): Doug Wayne took students outside for the Outdoor Adventure Club, where they placed two geo caches.

