



# One full year of fun!

Welcome back to school and another year of fun in Gilchrist County's 21st Century Community Learning Center After-School Program! With a full year under our belt, we are ready to meet any challenge. The 2007/2008 school year was the first year that Gilchrist County Schools were awarded a 21st CCLC grant that allowed us to provide a free after school program of academics and enrichment to targeted students. As you know, Trenton and Bell Elementary Schools are planning to host 21st CCLC programs for the duration of the allotted 5 years. The 2008/2009 school year will be the second year of this cycle. In order to show your support of this program, please be sure to take part in program activities designed for parents and encourage your child to stay for the full program each day.

The 2008/2009 school year program will be very similar to last year's program. Last year, students took part in tutoring, mentoring, homework help, and enrichment in several areas. Students participated in arts and music based activities, as well as technology components, physical education, and

language activities. Our students are very excited about learning Spanish through Rosetta Stone software and a knowledgeable paraprofessional, and will continue to receive this service as well as Sign Language. The Tune in to Reading program was a success and will continue to be used this year. Wellness activities included physical fitness, obesity awareness, dental health, nutrition, character education, anger management, bullying prevention, and much more. A service-learning component will be added this year, so stay tuned for changes.



*Environmental Cleanup Day at Trenton Elementary Site*

## We need to hear from you!!

Please be aware that we are very interested in hearing what you have to say about the program - we do listen to your concerns and take all input into consideration.

When you receive surveys and questionnaires about the program, please complete these and return as soon as possible. Future funding for this program is only possible through the continued support of parents

and community members. Also, please note that some of these surveys may take place through Connect-Ed automated phone messages that you will receive throughout the year. Important announcements will also be made through this system, so please listen carefully when you receive a call from your site coordinator or school principal. Thank you for your patience and support!

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### Important Dates to Remember

- August 18—1st day of school and program
- August 27—Early Release
- September 1—Labor Day Holiday
- September 10—Early Release
- October 8—Early Release
- October 17—Teacher Workday
- November 12—Early Release
- November 26-28—Thanksgiving Holidays
- December 18 & 19—Early Release
- December 22-31—Christmas Holidays
- January 1-2—New Year Holiday
- January 5—Teacher Workday

# Global Literacy Summer Program was a hit!

After the 2007/2008 school year program was over, Gilchrist County was awarded a special Global Literacy summer program. This program ran for six weeks starting June 16th from 9am-3pm. The summer program served over 120 students from both elementary schools.

This program focused on literacy and global awareness activities. As part of the program, students rotated to several different activities or “blocks” daily.

## Lit 2 Go

During the Lit 2 Go block, students had the opportunity to research cultures through languages, native foods, games, music, geography, customs, etc., by searching online book/story databases available through University of South Florida’s Lit 2 Go program. Students were able to download these stories as audio files that they could read along with via the available text. Students learned how to sync computer audio files with digital audio players in order to in-

crease the portability of the stories. In addition, students were able to research, write, illustrate, and “publish” their own stories through Create-a-Book kits and then read and record their book to audio files to share with other students in the program. This component promoted literacy, technology skills, research skills, critical thinking, and global awareness. Many of the books and stories emphasized the differences and similarities in cultures. For instance, the familiar “Cinderella” story was introduced to students as it is read in various



Los estudiantes de Espanol y sus maestra.

other cultures, including *Adelita: A Mexican Cinderella Story*, *Cendrillon: A Caribbean Cinderella*, *Smokey Mountain Rose: An Appalachian Cinderella*, *Yeh-Shen: A Cinderella Story from China*, etc.

In addition, students learned about story elements and various genres of stories (folk tales, fairy tales, poems, etc.) Students used hands-on methods to compare stories from various cultures, such as completing Venn Diagrams and character maps. Other projects included Hmong Story Cloths (Art Around the World), creating character puppets, kite making, mapping story regions, and virtual field trips.

## Spanish

During the Spanish block, students learned basic Spanish words based on their grade level. Students were exposed to various groups of Spanish words, such as *Hola y Adios*, *Los Colores*, *Los Numeros*, *Mi Cuerpo*, *Mi Muchilla*, *La Casa*, *La Familia*, *Animales*, and more. During this block, students also participated in fun group activities, Spanish Songs, Bilingual Books, and Creative Projects.

## Sign-Language

During this block, students were able to learn about the history of sign language, finger spelling, and the manual

alphabet. In addition, students learned how other nonverbal factors are involved in this language, including visual backgrounds, facial expressions, and body language. Students were able to



TES students practicing sign-language

show off their learning with signed Question Games and review sessions.

## News

During this block, students were able to develop knowledge of other world regions

and cultures, as well as global economic, political, and social issues. Students participated in newspaper scavenger hunts, read about the staff that writes for newspapers, identified parts of the story formats, learned about paraphrasing, and studied using quotations and summarizing. In addition, students created their own “newspaper” with news about program events and activities. In order to have student-created newspapers, the students took their own pictures, edited, interviewed, and wrote their own news stories. Student also directed the compilation, printing, and dissemination of the newspapers.

## Drama

Drama was integrated into the summer program in order to

## Global Literacy (...continued)

really showcase what the students learned in the various other components. Plays and skits put on by the students incorporated world languages, cultural themes, and other program components. Students learned about stage positions, body positions, behavior, stage jobs, dramatizing emotions, stage voices, enunciation, diction, improvisation, etc. Students wrote plays, rehearsed, set up props, and performed for parents and community members.

### Tour of Culinary Cultures

Within this block, students were able to learn about various cultures through the culinary arts. Students explored diets of particular cultures, looked at why the cuisine may be different, in addition to



Skit Day for Parents at BES Site

learning how to cook various foreign cuisines. This was an exciting component for the children, as they were able to learn, measure, cook, and eat foods that even the teachers were unfamiliar with. In this block, students worked on creating their own recipe books, learned about nutrition, grew herb gardens, learned about food origins, created food group charts, created global food collages, learned culinary terms, and prepared dishes that they had to learn how to pronounce.

### Global Graffiti Wall

During this block, students were able to create Graffiti Walls of large posters with various themes including The

Meaning Behind My Name, Family Origins, Flags, Mapping National Origins, Cultural Celebrations, Group Story, World Traveler, and Classroom Quilt. Groups talked about where names came from, how and why people have moved around, how people greet one another in different regions, etc. In addition, students created post cards from their place of origin, wrote a collaborative story, graphed global

nation names by alphabet, and created a classroom quilt by designing individual squares with information about themselves. This experience emphasized the many ways in

*"This experience emphasized the many ways in which we are different and the many ways in which we are the same."*

which we are different and the many ways in which we are the same. Students were also able to design culturally themed artwork using shirts as canvas, and paint, string, markers, sequins, and glitter as the mediums. For this project, students researched their assigned country and created artwork depicting the country's flag, foods, religion, languages, and other cultural nuances.



### Wellness

The Wellness block allowed students to be active while learning about global themes. Students took part in building teamwork through Activity Blankets, located countries on maps, and played games from other cultures. Some of these games included Polish games (Green Leaves, Everything with Feathers Flies), Italian games (John on a Pony), English games (Kim's game, court games), European games (European Hopscotch), Eritrean games (Catch the Stone), French games (Croquet), Chinese/Asian games (Cat's Cradle, Pickup Race, Catch the Dragon's Tail, Hop Sackers), and Spanish games (The Hawk and the Rabbits, Mexican Ball, Circle Call Ball, Center Base).

### Field Trip

As a culmination to the program, BES 21<sup>st</sup> CCLC students attended a field trip to the "Inside Africa" exhibit at the FL Museum of Natural History.



Dinner at Yamato's After Museum Visit

This allowed students to relate to the African culture through the amazing artifacts on display. Students toured this exhibit and learned about African animals, traditions, and people. At the conclusion of this field trip, students ate a traditional Japanese meal at Yamato's restaurant after watching the meal be prepared.



# Gilchrist 21st CCLC

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*All the kids, all the time.*

21st Century Community Learning Centers are authorized under Title IV, Part B of No Child Left Behind's reauthorization of the Elementary and Secondary Education Act (ESEA). The overall aim of the funding is to provide after-school education and enrichment programs for students in areas with demonstrated need.

Gilchrist County's goals for the program are to increase academic achievement, improve parental involvement, and academic enrichment opportunities for participating students. Our focus is on Reading and Math skills, parental involvement, communication with parents, technology, music, art, physical fitness, obesity awareness, character education, overall health, and school attendance.

We're on the web!  
[Gilchrist21stCCLC.wikidot.com](http://Gilchrist21stCCLC.wikidot.com)

## Making Progress!

The program is making a difference for many students. In addition to individual reports and updates regarding your child, please review the following for information on the progress of regularly participating students.

Of the students that have recorded classroom reading grades, **76% increased their reading grade** or maintained an "A" from the first term to the last term of the school year.

From the March 2007 FCAT to the March 2008 FCAT, **75% maintained proficiency in reading or increased one whole achievement level**. Of this same group, **83% maintained proficiency or increased one whole achievement level in math**.

Of the students taking SAT-10 for two or more years, **59% increased** their national percentile ranking in reading, and **54% increased** in math.

Based on surveys, **81%** of regular

school day teachers have noticed a **marked improvement in the reading abilities** of students that attend the 21st CCLC program, while **89%** report progress in math.

In addition, **80%** of program students demonstrated an improvement in the amount of classroom homework successfully completed.

Parental involvement has increased, and communication has increased as well.

Both sites reported at least 80% of students increasing in their knowledge of and ability to use technology as a learning tool.

100% of regularly participating 21st CCLC students maintained appropriate school attendance throughout the school year.

Please talk to your site coordinator if you have questions regarding this information.



Ms. Janie Morrison 's Kindergarten group at TES