

ARISTOS GRANT PROGRAM

END-OF-YEAR SUMMARY for ARISTOS PROJECT ARCHIVE

Project Title: Allis Breakfast Club

Project School/Department: Frank Allis

Grade Level(s): 2nd & 3rd Implementation Year: 2006

Project Leader: Jane Wyngaard-Innes

Part I—Project Description

Indicate Primary (P) and Secondary (S) impacts of project in the appropriate box(es) below. (Leave boxes blank if effects were minimal.)

	Students	Staff	Parents	Community
Engagement	P		P	S
Learning	P	S	S	S
Relationships	P	P	P	

Project Abstract (copy from original proposal-- **highlight** new or unique aspects):

The Academic Boot Camp (a/k/a Allis Breakfast Club) **will target 15-20 struggling students the hour before the school day begins.** Teacher leaders will build relationships and provide academic support with these students, positively impacting both academics and emotional stamina. **A parent component would be implemented in a concerted effort to bridge and strengthen the connection between home and school.**

Goals and Objectives (copy from original proposal--**highlight** objectives attained):

A. Goals

- Targeted students will increase academic proficiency, improve relationships with school personnel and peers and will increase their stamina to remain engaged in learning in order to remain in classrooms for the academic day and decrease office referrals.**
- It is believed that through this intervention, targeted students will be more engaged, have more success and will be more emotionally available to learn.**

Objectives

- ❑ **Targeted students will learn skills to use in problem solving when conflicts arise with peers or teachers.**
- ❑ **Targeted students will improve homework completion.**
- ❑ **Targeted students will receive systematic intervention and instruction grounded in best practices and based on essential grade level outcomes.**
- ❑ **Every day that the ABC Club is in session, it's a new day for the child. Project leaders collaborate to make sure that each targeted student is ready for school, is set to learn through activities that provide direct instruction in reading and math and can go to class with a positive, can-do attitude. Breakfast will be available to qualifying students.**

Activities (copy from original proposal--**highlight** new or unique aspects):

Activities

For all the activities listed below, a Title I teacher, instructional coordinator and classroom teachers will serve as co-leaders and advisors to the program. The Academic Boot Camp will meet three mornings each week: Tuesday, Wednesday and Thursday, from 7:15-8:15 with students eating breakfast at 8:15 and being dismissed to their homerooms at 8:30.

The program would be funded for 20 weeks.

1. **Students arrive by 7:15 and sign in.** Project leaders will check homework and assist students in completing any necessary assignments.
2. **Students will receive direct instruction in reading and math, beginning in the area(s) the student is most struggling or minimally achieving.**

Within the context of the lessons or in a rotation, students will receive coaching in strategies needed to remain focused, calm, and to have positive relationships with teachers and peers. This would include setting goals and a personal mission statement.

Part II—Reflection / Advice

List the activities or other aspects of this project you will work hardest to preserve or expand beyond the grant implementation year. If none, explain.

I have spoken with Dr. Abplanalp about the possibility of teachers having a MOU to begin a contract day earlier, so ABC could continue. She indicated it is doable, but logistics of busing and personnel come into play. It's also a huge commitment for each family, which I honor and recognize.

I plan to continue this program, in some form, as part of our Allis After-School Enrichment plan. Two of my ABC colleagues/team members are interested in participating. While we won't be able to "get ready—get set---go" for the school day, we can take parts of the ABC (affirmations, self-monitoring, reflection, problem solving, direct instruction in academic areas of need as well as social skills/positive behavior) and work them into a "club" that meets after school. As students are already bused, it would be cost effective. That way, the initiatives that are the heart of ABC can continue, with some of the same personnel who made it so successful. Additionally, students' teachers would be on site to stop in and visit, problem solve, and set goals for the next day. This intervention would improve relationships, learning and engagement for students, parents and teachers.

List any resources or support systems you have discovered or developed which will help in sustaining part, or all, of this project in the absence of continued Aristos funding. Include current contact information, if applicable.

Briefly share any practical advice, encouragement, or caution you would give to another MMSD staff member interested in replicating part, or all, of your project. (Bear in mind that it is unlikely Aristos funds would be available to this person.)