

Common Data Elements

Subgrantee: WINGS at Bethune Elementary

Date: June 18, 2025

1. Attendance

Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour		# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending	
Number:	120	Number:	159	Number:	125	Number:	4	Number:	168

2. Objectives

Total Objectives		Met		Not Met		Other	
Number:	8	Number:	7	Number:	1	Number:	0

3. GTID

Number of Student GTIDs Reported in Transact/Cayen	159
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4. Report Card Grades

4A. English Language Arts

Students without Grades		Students in grade levels 7,8,10,11, &12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Students in grade levels 7,8,10,11, &12 Attending at least 1 day or 1 hour 1st Semester ELA Grade			
Number:		A	B	C	D or F	A	B	C	D or F
N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

4B. Math

Students without Grades		Students in grade levels 7,8,10,11, & 12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Students in grade levels 7,8,10,11, &12 Attending at least 1 day or 1 hour 1st Semester ELA Grade			
Number:		A	B	C	D or F	A	B	C	D or F
N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Identify the preferred if it is not letter grades

5. Teacher Reported Engagement in Learning Survey

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	6	%	20	%	34	%	22	%	18
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	4	%	18	%	34	%	28	%	16
146	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	4	%	19	%	36	%	23	%	18

6. Partners

Number of Partners	Total Amount of Contributions
5	\$ 135,274



WINGS FOR KIDS

2024 - 2025

SUMMATIVE
REPORT

BETHUNE
ELEMENTARY



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Executive Summary

Wings for Kids at Bethune Elementary is a 21st CCLC afterschool program serving kids in Metro Atlanta. The results outlined in this summative report provide a descriptive picture of how well Wings for Kids staff performed in providing academic enrichment programs and other youth-development activities consistent with the approved goals, objectives, and performance measures. Table 1 presents a snapshot of the program’s performance data that indicates 7 of the stated 8 objectives are Met and 1 Did Not Meet at the time of this report.

Table 1: Snapshot of Wings for Kids at Bethune Academy 2024-25 Evaluation Results

Objectives for Students and Parents	Data Collected	Status
Objective 1.1: Fifty-five percent (55%) of WINGS student participants Grade 2 through 5 (attending the program 30 days or more) will score developing or above on iReady Reading Assessment	iReady (Reading) Assessment Scores	Met
Objective 1.2: Objective 1.2) Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Reading/ELA scores as indicated by the Reading/ELA Report Card grades.	Reading Report Card Grades	Met
Objective 1.3: Sixty-five percent (65%) of WINGS student participants Grade 2 through 5 (attending the program 30 days or more) will score developing or above on iReady Math Assessment.	iReady (Math) Assessment Scores	Met
Objective 1.4: Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Math Scores as indicated by the Math Report Card grades.	Math Report Card Grades	Did Not Meet
Objective 2.1: Ninety percent (90%) of WINGS student participants in Kindergarten through Grade5 (attending the program 30 days or more) will attend school during the regular school day 90% or more of the time as indicated by school.	Infinite Campus	Met
Objective 2.2: Eighty percent (80%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will have two or less disciplinary referrals.	Infinite Campus	Met
Objective 3.1: 50% of adult family members of WINGS student participants (attending the program 30 days or more) will participate in two or more literacy, educational, or family involvement activities during the year.	Parent Sign-In Sheets	Met
Objective 3.2: Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) who participate in the family engagement opportunities will report an increase in literacy knowledge and skills as indicated by parent literacy event surveys.	Parent Survey Results	Met

Program Overview

WINGS for Kids at Bethune Elementary History

Wings for Kids at Bethune Elementary is an education program that teaches kids how to behave well, make good decisions, and build healthy relationships. Wings for Kids (WINGS) works to achieve this vision by weaving a comprehensive social emotional learning curriculum into a fresh and fun afterschool program. Primarily supported by 21st Century Community Learning Center (CCLC) funding, Wings for Kids at Bethune Elementary afterschool program was offered at Bethune Elementary School, a Title I school in Atlanta, Georgia, serving predominantly economically disadvantaged students. The program operated at the school site and kids attended 3 hours per day, 5 days a week during the school year. There was no cost to attend the program, but full-time attendance was required. Kids received an afterschool snack, help with their homework and support with their school day studies.

The Wings for Kids mission is to equip kids with the skills they need to succeed in school, stay in school, and thrive in life. Growing up in today's world demands strong, resilient, hard-working, and creative kids. All children possess these traits - plus many more - because potential is distributed equally; opportunity is not. Wings for Kids has focused exclusively on working with under-resourced and overlooked communities by providing children a safe place to stay after school and teaching them skills to succeed in school. Children from these communities oftentimes experience significant trauma, are exposed to violence and crime, various health problems, psychological distress and more. Research shows that strong social emotional skills are key to helping kids succeed in school, be prepared for the workforce, and become positive and healthy contributors to society. Research also shows that effective social-emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, two significant predictors of who will stay in school through high school graduation.

The goals of the program are to:

- (1) improve students' academic performance,**
- (2) increase positive student behaviors, and**
- (3) increase family involvement.**



Program Overview

◆ Academic Achievement.

The program offered educational support services to students in English Language Arts (ELA), Reading, and STEM (Science, Technology, Engineering and Mathematics) every Monday through Thursday for 60 minutes during a component referred to as Academic Center. Academic Center consisted of both large group and small group sessions. Students were allotted time to complete homework assignments or if students had no homework assignments, they were engaged in academic activities focusing on Reading and Math development. Students were also supported by a Certified Teacher employed by WINGS as an Education Consultant to help bridge the academic gap.

◆ Positive Student Behaviors.

The program used an early and comprehensive approach grounded in the principles of positive youth development and evidence-based social emotional learning practices to foster the mindsets, skills, and confidence within each child to behave well, make good decisions, and build healthy relationships. The WINGS approach provided a unique depth of implicit and explicit teaching by weaving social emotional learning throughout the program time or school day. This evidence-based curriculum was made up of ten learning objectives, two objectives for each of the five competencies (self-awareness, self-management, relationship skills, responsible decision-making, and social awareness), supported by corresponding lessons, activities, and games.

◆ Increased Family Engagement.

Family engagement occurred through the Wings for Kids at Bethune Elementary's afterschool program. Parents, guardians and/or other adult family members of afterschool students were invited to participate in several different events throughout the school year. Each event incorporated an educational component with resources for students and parents to utilize to further develop the students' Reading and Math competencies. The Program Coordinator and Coach of the Wings for Kids at Bethune Elementary program also made it a priority to check-in with parents/guardians regularly concerning the students' social emotional development and academic achievement.

Program Evaluation

Qualifications of the External Evaluator

RW Educational Consultants, LLC (RW) served as the external Evaluator for Wings for Kids (WINGS) at Bethune Elementary School (BES) for the 2024-25 academic year. RW has no investment in WINGS, nor any affiliation with program staff, student participants, or program partners as stated in the guidelines.

RW is a team of consultants devoted primarily to research and program evaluation, grant writing, professional development, and program management. Dr. Gardner's research experiences combined with formal training in the biological sciences ensures the overall scientific integrity of the evaluation process of 21st CCLC afterschool programs with or without a STEM/STEAM/SEL focus.

Currently, RW evaluates and partners with 8 established 21st Century Community Learning Center afterschool programs in Metro Atlanta. RW staff 1) provides a robust and effective evaluation plan that collects research data for federal reporting of the formative and summative reports; 2) oversees aspects of the monitoring process in accordance with federal guidelines; and 3) staffs a former 21st CCLC program manager to provide integral feedback.

The Plan to Evaluate Program Implementation

WINGS 21st CCLC afterschool program at BES delivers academic, social emotional learning, and enrichment opportunities to students and adult family members residing across the metropolitan communities of Atlanta. This endeavor represents a well-established collaborative partnership between Fulton County Public Schools (FCS), BES and WINGS. The intended purpose of the program is to: (1) provide opportunities for academic enrichment, including supplemental instruction to support students in realizing increased skills in reading/language arts, mathematics, and science; (2) offer students a broad array of additional services, programs, and personal enrichment activities reinforcing and complementing the school day academic program; and (3) extend adult family members of regularly participating students' opportunities for expanded literacy and related educational development.



Program Evaluation

The three primary goals of the WINGS 21st CCLC at BES are:

- ◆ **Goal 1: Improve Academic Performance** levels in mathematics and reading on standardized tests that are correlated with the Georgia Performance Standards for students who attend the program for 30 days or more.
- ◆ **Goal 2: Increase Positive Student Behaviors** as evidenced by their school-based attendance and discipline records.
- ◆ **Goal 3: Increase Family Involvement** in the education of participating students who attend the program for 30 days or more

This summative report is designed to highlight the multiple strengths and accomplishments of the WINGS 21st CCLC program at BES, acknowledge challenges and barriers, and make recommendations to support continued sustainability according to the Goals and Evaluation Objectives in Table 2.

Relevant questions to each evaluation objective are listed in Table 3. RW, PCC, and Director of Programs for WINGS created a work plan to develop clear data collection tools, assessment timeframes, deliverables, and milestones, and identify persons accountable for different phases and activities of the evaluation process for the five evaluation objectives. Consistent communication between the aforementioned parties occurred regularly by email, phone, advisory meetings, and special school events during the 2024-25 school year

Table 2:
Relationship Between WINGS Program Goals and the Evaluation Objectives

Program Goals	Evaluation Objectives
Goal 1: Improve Academic Performance.	Evaluation Objective 1: To assess the design and implementation of the after-school program. Evaluation Objective 2: To assess academic performance in mathematics. Evaluation Objective 3: To assess academic performance in reading.
Goal 2: Increase positive student behaviors.	Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.
Goal 3. Increase Family Involvement.	Evaluation Objective 5: To assess family participation and knowledge in the afterschool program.



Table 3:
WINGS EVALUATION OBJECTIVES AND RELEVANT QUESTIONS

Evaluation Objectives	Evaluation Objectives
Evaluation Objective 1: To assess the design and implementation of the afterschool program.	<ol style="list-style-type: none"> 1. How is WINGS designed? 2. Who are the stakeholders involved in the design and evaluation of WINGS? 3. Is the leadership team aware of data collected and the use of data-collection tools? 4. Is there fidelity in the implementation of WINGS? If so, are changes being made according to recommendations?
Evaluation Objective 2: To assess student academic performance in Mathematics.	<ol style="list-style-type: none"> 1. Are improvements made in Mathematics scores on iReady for students who participate in WINGS at BES? 2. Are improvements made in Mathematics scores on the report cards of WINGS student participants at BES?
Evaluation Objective 3: To assess student academic performance in Reading.	<ol style="list-style-type: none"> 1. Are improvements made in Reading scores on iReady for students who participate in WINGS at BES? 2. Are improvements made in Reading scores on the Report Cards for WINGS participants at BES?
Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.	<ol style="list-style-type: none"> 1. Are improvements made in student attendance in program activities and enrichment projects at WINGS as evidenced by their school-based attendance records? 2. Are improvements made in student behaviors in program activities and enrichment projects at WINGS as evidenced by their school-based discipline records?
Evaluation Objective 5: To assess family participation and knowledge in the afterschool program.	<ol style="list-style-type: none"> 1. Are adult family members attending the family-oriented programs at WINGS as evidenced by parent sign-in sheets? 2. Are adult family members made aware of date and time of parent engagements at BES? 3. Are family members completing parent surveys?



Program Evaluation

Evaluation Work Plan:

The evaluation work plan was developed by the Evaluator and discussed with the Director of Programs to organize the assessment activities, assessment tools, persons responsible for evaluation tasks, and timetable. Table 4 provides the work plan organized by the evaluation objectives.

Table 4: WINGS AT BES WORK PLAN

Evaluation Objective 1:

To assess the design and implementation of WINGS afterschool program.

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Develop an evaluation work plan and list of data and information to be collected.	Evaluator develops work plan and list of data and other information needed; informs Director of Programs of data required.	July 2024
2. Review the design/structure of WINGS.	Evaluator , in consultation with Program Coordinator and Coach reviews staffing, program schedule, and parent enrichment activities.	August 2024
3. Obtain descriptions of all academic and enrichment courses and names of all teachers/instructors.	Evaluator retrieves information from Trans-act.	December 2024
4. Review data to be tracked and the use of data-tracking tools.	Evaluator reviews data tracking tools with Program Coordinator and Coach .	November 2024
	Evaluator participates in EdVantage workshops and evaluation webinar.	October 2024 & January 2025
	Evaluator reviews "Common Data Elements" documents and surveys required by the GaDOE.	December 2024 & April 2025
5. Determine fidelity of implementation of WINGS and the quality of improvements based on formative evaluation.	Evaluator reviews implementation of WINGS in consultation with Director of Programs and PCC .	January 2025
6. Review and collect Teacher surveys required by GaDOE.	Evaluator in consultation with the Program Coordinator and Coach , develops and implements a plan for disseminating and collecting all surveys.	March 2025
7. Determine stakeholders' involvement in the design and implementation of WINGS.	Evaluator in consultation with the Program Coordinator and Coach reviews stakeholders' involvement.	April 2025



Program Evaluation



Table 4:
WINGS AT BES WORK PLAN (Continued)

Evaluation Objective 2:

To assess student academic performance in Mathematics.

Evaluation Objective 3:

To assess student academic performance in Reading.

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine if there are improvements in mathematics scores on iReady.	Evaluator reviews Mathematics iReady scores by grade level from Program Coordinator and Coach .	Summer 2025
2. Determine if there are improvements in ELA scores on iReady.	Evaluator reviews ELA iReady scores by grade level from Program Coordinator and Coach .	Summer 2025
3. Determine if there are improvements in mathematics and reading report card scores.	Grant Coordinator enters mathematics and reading grades into TransAct System each term.	December 2024 and April 2025

Evaluation Objective 4:

To assess positive student behaviors in program and daytime activities.

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Review student attendance on quarterly report cards.	Program Assistant maintains lists of school-based student attendance.	December 2024 and April 2025
2. Determine the number of behavior referrals for each WINGS Kid.	Program Assistant maintains lists of WINGS students with behavioral referrals.	December 2024 and April 2025

Evaluation Objective 5:

To assess positive student behaviors in program and daytime activities.

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine the type and level of parent involvement and knowledge in WINGS.	Program Coordinator and Coach maintains lists of parents who attend and volunteer in WINGS parent/family meetings and collect parent survey results.	December 2024 and April 2025

Methods of Data Collection and Timeline

WINGS at Bethune Elementary contracted with RW Educational Consultants, an Atlanta-based research and evaluation firm, to serve as the external evaluator for WINGS. RW is responsible for assessing and reviewing all data sources used to measure progress toward achieving the goals and objectives and for the orchestrating of several data collection methods. Site visits by RW to BES occurred in the fall of 2024 and in the spring of 2025. The purpose of the site visits is to conduct informal interviews with the Program Coordinator and Coach (PCC), Program Assistant (PA), and/or WINGSLeaders (WL). Additionally, RW observed and collected information on the program’s daily operations and procedures. Other regular visits included attendance at Advisory Council Meetings, Parental Engagement Activities, and Student Performances. Due to the nature of the data collection methods and reports received, simple descriptive statistics are used to analyze and report all data collected as outlined in the data collection schedule in Table 5.

Table 5:
WINGS AT BETHUNE DATA COLLECTION TIMELINE

Data Collection Activity	Timeframe
Reviewing original grant proposal and associated amendments	Fall 2024
Conducting classroom observations	Fall 2024 & Spring 2025
Attending Parent Events	Fall 2024 & Spring 2025
Analyzing Teacher Surveys	Spring 2025
Communicating with the PCC and PA	Fall 2024 & Spring 2025
GaDOE Webinar Training	Fall 2024 & Spring 2025
GaDOE EdVantage Workshop	Fall 2024
Evaluator Training	Spring 2025
Attending Advisory Council Meetings	Fall 2024 & Spring 2025
Reviewing data in TransAct AfterSchool 21st System	Fall 2024 & Spring 2025
Analysis of data gathered from state assessment results, reports cards (grades, attendance and discipline)	Spring 2025

Program Implementation

Program Operation

Recruitment of WINGS kids began with identifying students with the greatest behavior and academic needs based on the recommendation from the point of contact at the school. Identified students and previous WINGS kids are given priority admission. Once all prospective students are identified, each child receives an application for the program. Additional information for prospective participants is distributed via fliers located in the front office during the entire school year. In addition, information about WINGS is provided during Bethune's initial Open House for the current school year. This meeting provides families, whose children may not have been targeted for the program, the opportunity to enroll their children.

WINGS has an open registration policy. Although WINGS leadership team plans to operate at the program's fullest capacity, staff are aware that due to student attrition and mobility, slots may become available on a rolling basis. If no spots are available, students will be placed on the waiting list.

The WINGS Program Model remains consistent across all sites. WINGS activities incorporate a weekly curriculum designed to promote specific SEL and academic learning objectives. The program components are as follows:

- **Community Unity:** WINGS kids discuss their day at the school and what happened in their classes. The students recite the WINGS Words to Live By pledge together, receive a lesson and play a game based on the week's learning objective, and receive a healthy snack immediately after the session. The lessons and games infuse academic teachings from the school day. This session typically takes place in the school gym. That way, kids who arrive early can use the space to bond with their WL until the start of the program.
- **Academic Center:** On Monday through Thursday, the kids spend an hour on academics. It could be homework time or a tutoring session in a specific subject. WINGS staff coordinate with the Education Consultants to identify areas of focus for these sessions to best support the kids in completing their homework. WLs are typically responsible for leading the academic center, and their role includes assisting kids with homework and ensuring a peaceful learning environment.
- **Choice Time:** This is an extracurricular learning time for the kids. This may include music, art, sports, cooking or STEAM activities. Wings partners with Community Partners to offer this enrichment learning focused on STEAM and physical activity. Wings kids participate for a trimester before choosing another activity.
- **S.O.A.R. Session (Science, Opportunity, Academics, and Recreation):** Twice a week, each session includes at least two focus areas. Students explore science topics, engage in hands-on learning and new experiences, strengthen academic skills, and enjoy activities that support physical and mental well-being.
- **WildWINGS:** On Fridays, WLs lead kids in fun games based on the week's learning objectives. Lessons and activities integrate education concepts from the school day.

Program Implementation

Program Instruction

Academic and Enrichment services are provided after the regular school day ends from 2:15 p.m. to 5:15 p.m. Monday – Friday. WINGS afterschool program schedule is structured to maximize student success as outlined in Table 6.

Table 6:
WINGS AT BETHUNE PROGRAM SCHEDULE

Components	Explanation
Location	Bethune Elementary School 5925 Old Carriage Drive, College Park, GA 30349
Grades	Kindergarten – Grade 5
Dates of Operation	August 19, 2024 – May 16, 2025 (160 days open)
Times of Operation	2:15 p.m.- 5:15 p.m., Monday - Friday
Contact Hours	Receive 15 hours of program services per week
Number of Attendees	Total Registered Attendees = 159 Regular Attendees = 125 Average Daily Attendance = 88
Classroom Environment	Low student-teacher ratio = 15:1 in Kindergarten/Grade 5 Relaxed learning atmosphere
Gender Composition of Classes	Mixed gender in both academic and enrichment classes
Content Areas & Tutorials	SEL, Reading & Mathematics
Staff: Academic Areas	Taught by WINGSLeaders
Staff: Enrichment Courses	Taught by subject matter experts during Choice Time.
Staff: Enrichment Courses	Taught by subject matter experts during Choice Time.
Staff: Education Consultant	Prepare Curriculum and supervise academic instruction.
Advisory Council	Suggests recommendations for program activities.

Program Implementation —

Although homework study time is scheduled Monday - Thursdays during the Academic Center, students are also allowed additional time for homework during S.O.A.R. Session, if needed. The enrichment course offerings are also designed to strengthen students' social, emotional, cognitive, and physical development. A sample schedule of daily enrichment activities is summarized in Tables 7 and 8.

Table 7:
K – 2nd Grade Program Schedule

Time	Activity
2:15 – 2:20	Transition to Class
2:20 – 3:05	Community Unity
3:05 – 3:10	Transition
3:10 – 3:50	S.O.A.R. Session
3:50 – 4:00	Transition
4:00 – 4:10	Snack
4:10 – 5:10	Academic Center
5:10 – 5:15	Transition
5:15	Dismissal

Table 8:
3rd-5th Grade Program Schedule

Time	Activity
2:15 – 2:20	Transition to Class
2:20 – 3:20	Academic Center
3:20 – 3:30	Snack
3:30 – 3:40	Transition
3:40 – 4:25	Community Unity
4:25 – 4:30	Transition
4:30 – 5:10	S.O.A.R. Session
5:10 – 5:15	Transition
5:15	Dismissal

Social Emotional Learning of all WINGS sites is rooted in the five-core skill sets of emotional intelligence and is referred to as: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. The five-core skill sets are broken down into a kid-friendly language generally called **Words to Live By**. This universal language is used daily by all WINGS staff for teaching social and emotional skills. Each week, lessons from **Words to Live By** are delivered to WINGS kids at all sites. Ten **Words to Live By** lessons and learning objectives are taught in trimesters throughout the academic year.



Program Implementation —

The 10 Words to Live By lessons are:

1. Love and accept who you are.
2. Share your emotions.
3. Learn to control yourself.
4. Make choices that are best for you.
5. Understand that life is full of surprises and different feelings
6. Others are unique and it's important to learn more about them.
7. What happens as a result of your choices is on you and no one else.
8. Be a friend who supports and trusts.
9. Step into the shoes of others to see how they feel.
10. Work together by being kind, caring, and listening.

Recruitment, Staffing Model, and Training

Recruitment efforts were successful in attracting well-qualified, motivated, and passionate enrichment staff. Throughout this report the Evaluator makes a distinction between a **“WINGSLeader”**, **“Education Consultant”**, **“Program Coordinator and Coach”**, and **“Program Assistant”** based on the following definitions:

- ◆ **“WINGSLeader (WL)”** refers to an individual trained to coach the students on the SEL curriculum, lead and engage the kids in academic time.
- ◆ **“Program Coordinator and Coach (PCC)”** refers to an individual that oversees daily operation of a WINGS social and emotional learning (SEL) afterschool program.
- ◆ **“Education Consultant (EC)”** refers to an individual who is certified as a teacher, academic instructional coach, and advisor.
- ◆ **“Program Assistant (PA)”** refers to an individual trained to support the operation of programming through administrative activities and serve as the point of contact for program, staff, and student data.



Program Implementation —◆◆◆

Staffing Management at BES consists of 1 EC, 10 WLs, 1 PCC and 1 PA. The PCC is charged with oversight of the day-to-day operations. The PCC is key in ensuring high quality, high performing, educational and culturally responsive programming is in operation. The PA supports the efforts of the PCC and coaches individual kids on managing behavior appropriately and providing crisis intervention. The WL serves as a mentor to students in the program. The WL to student ratio is no more than 1:15 and have their own group or "Nest." However, WLs are expected to know all students and possess the ability to work with other groups as necessary.

The WL coaches the kids on the SEL curriculum, manages behavior through evidence-based techniques, leads and engages the kids in academic time, hands-on experiential projects, community service acts, and other age-appropriate activities and discussions. To ensure sufficient attention for students that require additional assistance during the Academic Center, the PA and PCC are strategically placed within academic and enrichment classes and rotate throughout the afterschool program.



Program Implementation

Professional Development of all WINGS staff begins with onboarding at the end of every summer. WINGS intake is an elaborate, two week-long process loaded with numerous SEL, behavior management, and academic enrichment workshops called The Program Leadership Institute. WINGS leadership staff then return to their schools to facilitate the SEL Institute, which is a two-three week-long training for their part-time staff in which they review lessons on topics including self-awareness, empathy, social awareness, and self-management. The SEL Institute ensures best practices are consistent between all WINGS sites. Attendance of all veteran and new WINGS staff is expected, and onboarding begins three weeks before afterschool programming begins. Professional development does not end after the academic year begins. A schedule of additional training for all WINGS part-time and full-time staff is presented in Table 9.

Table 9:
WINGS AT Bethune Staff Professional Development

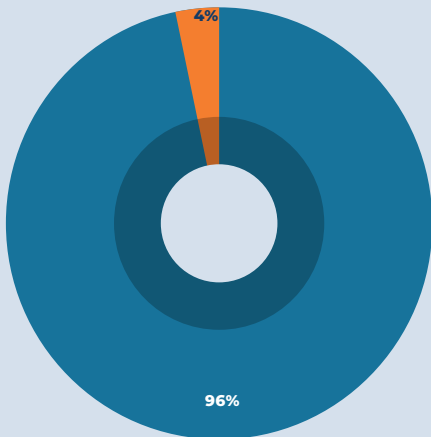
Date	Title of Professional Development	Attendance
July 15-19, 2024	FT Program Leadership Week 1	2
July 22-26, 2024	FT Program Leadership Week 2	2
August 29, 2024	Managing Staff Performance	2
December 9, 2024	PT Staff Evaluation & PD Planning	2
January 10, 2025	Effective Communication (LMS)	2
July 31, 2024 - August 2, 2024	WL Week 1	9
August 5 - 9, 2024	WL Week 2	9
August 12 - 16, 2024	WL Week 3	9
September 4, 2024	WL Behavior Management Aligned W/ SEL Principles	8
September 9, 2024	GS Attendance Training	8
December 4, 2024	Working With Choice Time Partners	7
January 17, 2025	WL Proactive Behavior Management	7
February 13, 2025	Team Communication	7
February 14, 2025	WL Corrective Feedback	9
April 14, 2025	Keep It positive	6

STUDENT ATTENDANCE AND ENROLLMENT

Student Demographic Data

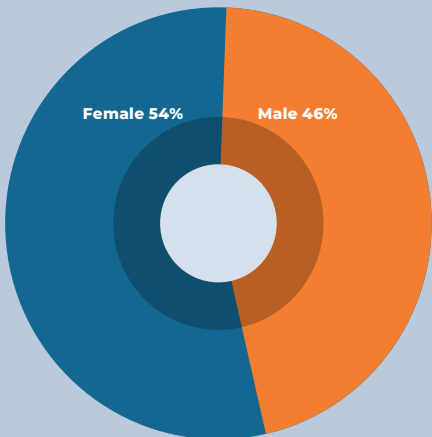
Figure 1 (a-d):
WINGS Student Demographics at Bethune Elementary

WINGS at Bethune Elementary
Student Ethnicity (a)



■ African American
■ Two or More Races

WINGS at Bethune Elementary
Student Gender (b)



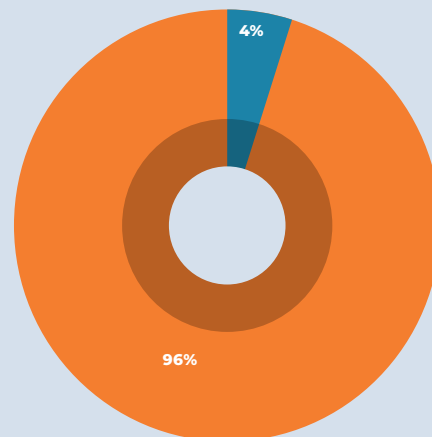
■ Female
■ Male

WINGS at Bethune Elementary
Student English Proficiency (c)



■ English Proficiency
■ Not - English Proficiency

WINGS at Bethune Elementary
Student Special Needs Status (d)



■ Yes - Special Ed
■ No - Special Ed

Program Implementation

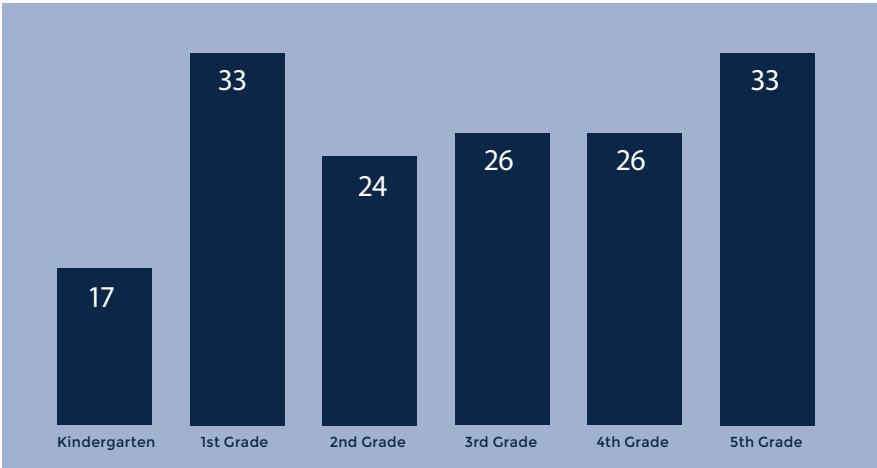
Approximately 476 students attended BES during the 2024-25 academic year of which WINGS aimed to serve 120 as student participants of the afterschool program. WINGS established attendance target is approximately 25% of the total school enrollment based on historical trends. Since BES is a Title I school, all WINGS student participants were identified as eligible for free and/or reduced meals. The ethnic homogeneity of the learning center program closely reflects that of the BES neighborhoods in that 96% of students are African American and 4% are of two or more races.

During Year 1, analyses of student demographics (Figure 1 a-d) show that more than half (54%) of students were female and all students qualified for free and reduced-price lunch and were English proficient. Lastly, most students (96%) did not qualify for special education services.

Student Enrollment and Attendance

Enrollment and attendance are immediate measures of impact; both are a measure of the program’s success. For 2024-25, 159 students enrolled in WINGS for one day or more, of which 125 attended for at least 30 days and are identified as Regular Attendees. The number of total student enrollment by grade level is summarized in Figure 3 according to data retrieved from Transact Systems. Many of the students who enrolled in the program and did not finish can be attributed to the unfortunate circumstances of attrition, parent work schedule conflicts, and highly mobile families that relocated often. WINGS retained 78.62% (125 of 159) of its students and maintained an average daily attendance (ADA) of 88. These numbers are particularly impressive for an elementary afterschool program serving a socio-economically disadvantaged community.

Figure 2: WINGS At Bethune Total Student Enrollment By Grade Levels (159)



Program Implementation

Table 10:
WINGS AT BETHUNE TOTAL STUDENT ENROLLMENT

Grade Level	N	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>= 270 Hours
Kindergarten	17	1	2	3	1	3	7
1st Grade	33	3	4	3	6	2	15
2nd Grade	24	0	2	4	2	1	15
3rd Grade	26	3	3	3	6	3	8
4th Grade	26	0	1	3	7	4	11
5th Grade	33	1	2	4	8	3	15
Total	159	8	14	20	30	16	71



Assessment of Objectives

Overview

WINGS at Bethune Elementary has 8 objectives that undergirds its 2024-25 21st Century Community Learning Center services. Each of the objectives, as well as the respective evaluation objectives, is addressed in this section of the Summative Report. All 21st CCLC programs are required to indicate progress towards attaining each of their stated objectives. To assess progress, each objective is rated using one of the three following categories: 1) Met, 2) Did Not Meet, or 3) Unable to Measure. As shown in Table 11, the goals and objectives for WINGS focus on improving academic achievement, increasing parental involvement, and increasing positive student behavior.

Table 11:
WINGS GOALS AND OBJECTIVES

Goals	Measurable Objective
Goal 1: Improve Student Academic Performance	<p>Objective 1.1) Fifty-five percent (55%) of WINGS student participants Grade 2 through 5 (attending the program 30 days or more) will score developing or above on iReady Reading Assessment</p> <p>Objective 1.2) Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Reading/ELA scores as indicated by the Reading/ELA Report Card grades.</p> <p>Objective 1.3) Sixty-five percent (65%) of WINGS student participants Grade 2 through 5 (attending the program 30 days or more) will score developing or above on iReady Math Assessment.</p> <p>Objective 1.4) Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Math Scores as indicated by the Math Report Card grades.</p>
Goal 2: Improve Youth Development	<p>Objective 2.1) Ninety percent (90%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will attend school during the regular school day 90% or more of the time.</p> <p>Objective 2.2) Eighty percent (80%) of WINGS student participants in Kindergarten Through Grade 5 (attending the program 30 days or more) will have two or less disciplinary referrals.</p>
Goal 3: Improve Family Engagement	<p>Objective 3.1) 50% of adult family members of WINGS student participants (attending the program 30 days or more) will participate in two or more literacy, educational, or family involvement activities during the year.</p> <p>Objective 3.2) Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) who participate in the family engagement opportunities will report an increase in literacy knowledge and skills as indicated by parent literacy event surveys</p>

GOAL 1. IMPROVE STUDENT ACADEMIC PERFORMANCE

Goal 1 examines regularly attending students’ academic outcomes, meeting grade-level expectations, and increasing academic achievement. Objective 1.1 measures WINGS student academic performance on the district wide iReady Reading Assessment. More specifically, the objective measures the extent to which 55% of regularly attending students scored developing (Level 2) and above. Spring iReady Reading Assessments were administered during the 2024-25 academic year and scores of all WINGS Kids were given to RW. Of the 125 regular attendees shown in Table 12, 123 students had iReady Reading Fall and Spring scores for analysis, a match rate of 100%. Analysis shows that 76.42% of regularly attending students with iReady scores achieved developing and above on the assessment. Objective 1.1 is met.

Table 12: WINGS IREADY SCORES

Subject	Number of regular attendees	Number of regular attendees scoring Level 1	Number of regular attendees scoring Level 2 and above	(N)	% of regular attendees who scored Level 2 and above
Math	125	22	101	123	82%
ELA/Reading	125	29	94	123	76%

Objective 1.2: This objective assesses students' academic performance in ELA using Report Card grades. Specifically, it measures whether 75% of regularly attending students either increased or maintained their grades from fall to spring. Grades were obtained from BES for Quarter 1 (Q1) in fall 2024 and Quarter 3 (Q3) in spring 2025. Grades for WINGS Kids were entered into TransAct Systems and retrieved by RW. Among the 125 regularly attending student participants listed in Table 13, 123 fall grades and 121 spring grades in ELA were provided to RW. One-hundred and five (105) students had both fall and spring scores. A total of 83 WINGS Kids maintained or increased their ELA report card grades: 50 in grades 2-5 with numerical scores and 33 WINGS kindergarten – 1st grade students with meets/exceeds. Objective 1.2 met the grant-approved benchmark, with 79% of WINGS Kids maintaining or improving their ELA report card grades in K-5.

Objective 1.3: This objective measures student’s academic performance on the Districtwide iReady math assessment. Specifically, it assesses whether 65% of regularly attending students scored developing (Level 2) or above. Of the 125 regular attendees, 123 students had iReady math scores available for analysis. The analysis shows that 82.11% of regularly attending students with iReady scores achieved developing or above on the assessment (Table 12). Objective 1.3 met the 65% benchmark.

Assessment of Objectives

Table 13: WINGS REPORT CARD GRADES

Subject	Number of regular attendees	Number of regular attendees with fall grades	Number of regular attendees with spring grades	Matched (N)	% of regular attendees who increase or maintained grades
Math	125	123	110	105	66%
ELA	125	123	121	105	79%

Likewise, Objective 1.4 measures the student’s academic performance in math from Report Card grades. More specifically, the objective measures the extent to which 75% of regularly attending students either increased or maintained their grades from fall to spring. All grades were obtained from BES for Quarter 1 (Q1) in fall 2024 and Quarter 3 (Q3) in spring 2025. Grades for WINGS Kids were entered into TransAct Systems and retrieved by RW. Of the 125 regularly attending student participants shown in Table 13, 123 fall and 110 spring math grades were provided to RW. One hundred and five (105) students had both fall and spring matched scores resulting in a match rate of 95.45%. A total of 69 WINGS Kids maintained or increased their math report card grades, 39 in grades 3-5 with numerical scores and 30 WINGS kindergarten – 2nd grade with meets/exceeds. Objective 1.4 did not meet the grant approved benchmark with 65.7% of WINGS Kids maintaining or improving their math report card grades in K – 5.

GOAL 2. IMPROVE YOUTH DEVELOPMENT

Goal 2 examines improvements in regularly attending students’ youth development by analyzing daytime school attendance and the number of discipline referrals. Objective 2.1 measures if at least 90% of regular attendees will attend school at least 90% of the time. Also, Objective 2.2 investigates if 80% of regular attendees will have 2 or fewer disciplinary referrals. The PA received the attendance and discipline records of WINGS Kids attending 30 days or more from the school counselor/principal. The data of WINGS students during the school day for fall and spring semesters were given to RW.

After comparative analysis of the attendance data for Objective 2.1, RW concluded BES has 125 regular attendees of which 123 student records were provided for both fall and spring. RW concluded that 111 students attended daytime school 90% of the time. Therefore, analyses of both spring and fall attendance data indicate that 90.24% of scholars attended daytime school 90% of the time. Objective 2.1 did meet expectations. Evaluation of discipline data for Objective 2.2 concluded that a total of 123 students attended WINGS for 30 days or more in K - 5 and 123 students have both fall and spring discipline records. Seven (7) WINGS Kid had 2 or more discipline records, leaving 97.56% of the students with optimal performance records. Therefore, Objective 2.2 was met.

Assessment of Objectives

GOAL 3: INCREASE PARENT INVOLVEMENT

Goal 3 is focused on encouraging parent/family involvement in their child’s education and awareness of their needs. Objectives measure the percentage of parents of regularly attending students who attended engagement activities throughout the academic year. To assess progress towards Objective 3.1, RW analyzed sign-in sheets from parent events for WINGS. As displayed in Table 14, WINGS offered a total of 4 parent engagement opportunities with a total of 168 parents in attendance according to the sign-in sheets.

For Objective 3.1, at least 50% of regularly attending students’ parents are expected to attend at least two parenting events (or 125 parents). One hundred and sixty-eight (168) parents attended the parent engagements exceeding the benchmark. Therefore, Objective 3.1 is met.



Table 14:
WINGS at Bethune Elementary Parent Engagement Activities

Date	Activity	Attendance
10/25/24	Trade Your Treats	44
12/13/24	Holiday Hooray	52
02/07/25	Poets That Paint	44
05/16/25	WTLB Concert & 5th Grade Graduation Ceremony	28
	TOTAL	168

Assessment of Objectives

To assess Goal 3, Objective 3.2 measures the percentage of family members of regular attendees who reported an increase in literacy knowledge and skills. RW analyzed the results of the Georgia 21st CCLC Family Event Survey to gauge progress toward these objectives. The surveys were administered at the end of every family engagement activity. The survey specifically asks each family member 1) The activities offered at this event have increased my knowledge of reading and writing activities I can do with my kids, and 2) This activity has influenced me to read more often with my child. Family members were surveyed at the Holiday Hooray, Poets That Paint, Trade Your Treats and WTLB Concert family engagements. A total of 123 surveys were analyzed and the results indicate that 76.42% of family members agreed to an increase in literacy knowledge after attending the engagements. Likewise, 78.04% of family members also agreed that the activities presented at the family events encouraged them to read more often with their children. Indeed, Objective 3.2 met and exceeded the benchmark of 50% of family members reporting an increase in literacy knowledge and skills.

Figure 3a:
Family Members Survey Results at BES

Question 1: The activities offered at this event have increased my knowledge of reading.

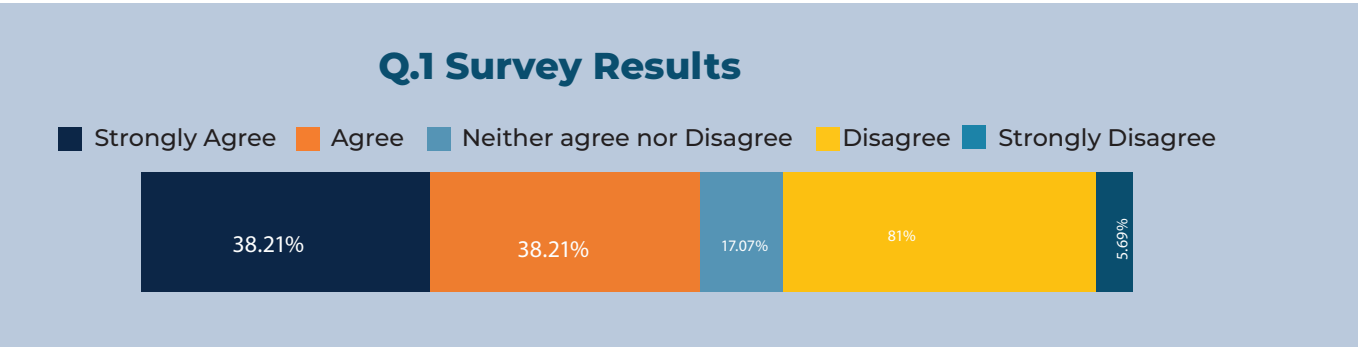
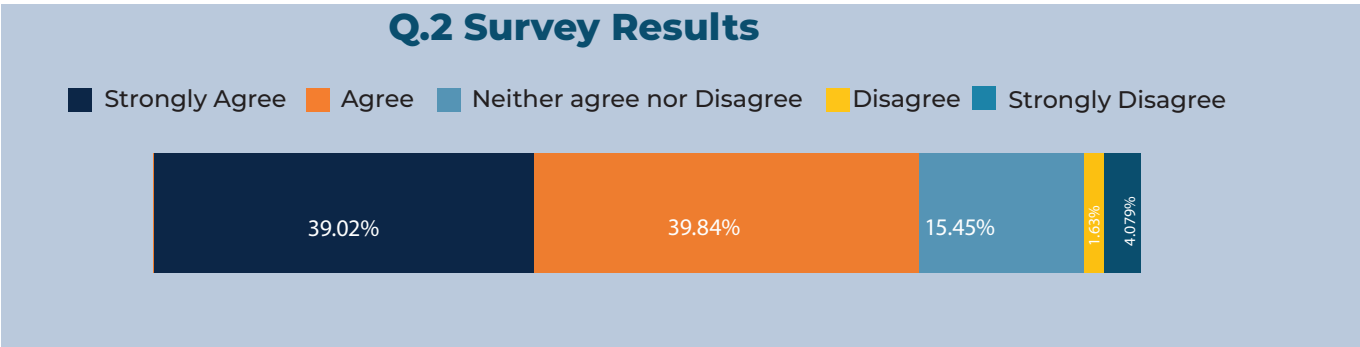


Figure 3b:
Family Members Survey Results at BES

Question 2: This activity has influenced me to read more often with my child.



Status of Objectives

Table 15 provides a summary status of the WINGS at BES Objectives at the end of the 2024-25 academic year. As reported in the FY25 Common Data Elements form, 7 of the objectives are Met and 1 Did Not Meet. Data collected included results from iReady, Sign-In sheets, the school's student information system (Infinite Campus), family survey results, and Transact System.

Table 15:
WINGS OBJECTIVE STATUS

Date	Activity	Status
Objective 1.1	Objective 1.1 Objective 1.1) Fifty-five percent (55%) of WINGS student participants Grade 2 through 5 (attending the program 30 days or more) will score developing or above on iReady Reading Assessment	Met
Objective 1.2	Objective 1.2 Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Reading/ELA scores as indicated by the Reading/ELA Report Card grades.	Met
Objective 1.3	Objective 1.3 Sixty-five percent (65%) of WINGS student participants Grade 2 through 5 (attending the program 30 days or more) will score developing or above on iReady Math Assessment.	Met
Objective 1.4	Objective 1.4 Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Math Scores as indicated by the Math Report Card grades.	Did Not Meet
Objective 2.1	Objective 2.1 Ninety percent (90%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will attend school during the regular school day 90% or more of the time	Met
Objective 2.2	Objective 2.2 Eighty percent (80%) of WINGS student participants in Kindergarten Through Grade 5 (attending the program 30 days or more) will have two or less disciplinary referrals.	Met
Objective 3.1	Objective 3.1 50% of adult family members of WINGS student participants (attending the program 30 days or more) will participate in two or more literacy, educational, or family involvement activities during the year.	Met
Objective 3.2	Objective 3.2 Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) who participate in the family engagement opportunities will report an increase in literacy knowledge and skills as indicated by parent literacy event surveys	Met

Highlights and Other Observations

Outdoor Field Trip... Zoo Atlanta

“The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction.”
— Rachel Carson

On February 5, 2025, forty students from Bethune Elementary took a walk on the wild side with a field trip to Zoo Atlanta. Before boarding the bus, students selected an animal they were most excited to see and conducted research on its habitat, diet, and behavior, later sharing fun facts with their peers during classroom discussions.

Armed with curiosity and observation sheets, the students wandered through the zoo, recording everything that caught their attention—especially differences in species and how each one adapts to its environment. From giant pandas and clouded leopards to sun bears, lemurs, and majestic elephants, students got a rare opportunity to explore global biodiversity up close.

A special highlight was a close-up encounter with a ring-tailed lemur. Students were fascinated to learn that this herbivorous creature drinks rainwater from treetop leaves and thrives in dense forest canopies. They also discovered the critical conservation efforts underway to protect species like the golden lion tamarin, native to the Atlantic Coastal Forest of Rio de Janeiro, Brazil.

After the field trip, students completed Zoo Atlanta’s “Animal Needs” worksheet, reinforcing their understanding of ecosystems, survival strategies, and the delicate balance of nature. The day served as both an exploration of the animal kingdom and a lesson in environmental responsibility.



Highlights and Other Observations

In-House Field Trip... 8-Legged Scales Experience

“Fear is only as deep as the mind allows.”
— Japanese Proverb

In one of the most thrilling and unforgettable in-school events of the year, 117 students at Bethune Elementary got up close and personal with creatures that usually make people squirm. The 8-Legged Scales Experience brought a traveling menagerie of reptiles, amphibians, and arachnids directly to campus, transforming the school into a pop-up science center focused on wonder, curiosity, and respect for misunderstood species.

Before the show, WINGS mentors held a classroom discussion around classification—what it means, why we do it, and how animals are grouped. This foundational knowledge helped students engage with the experience through a scientific lens.

During the event, students encountered snakes longer than some of their own bodies and touched fuzzy creatures they had never seen before. Presenters not only showcased animals but also shared age-appropriate facts designed to reduce fear and promote understanding. From hissing cockroaches to vibrant frogs and gentle lizards, each creature helped rewrite the narrative of “scary” animals.

After the show, students recorded their observations, sorted the animals into appropriate classification groups, and completed a follow-up activity that tested both memory and understanding.

The 8-Legged Scales Experience was more than just fun—it was a bold step toward replacing fear with fascination, inspiring students to see even the slimiest or spikiest creatures with new eyes.

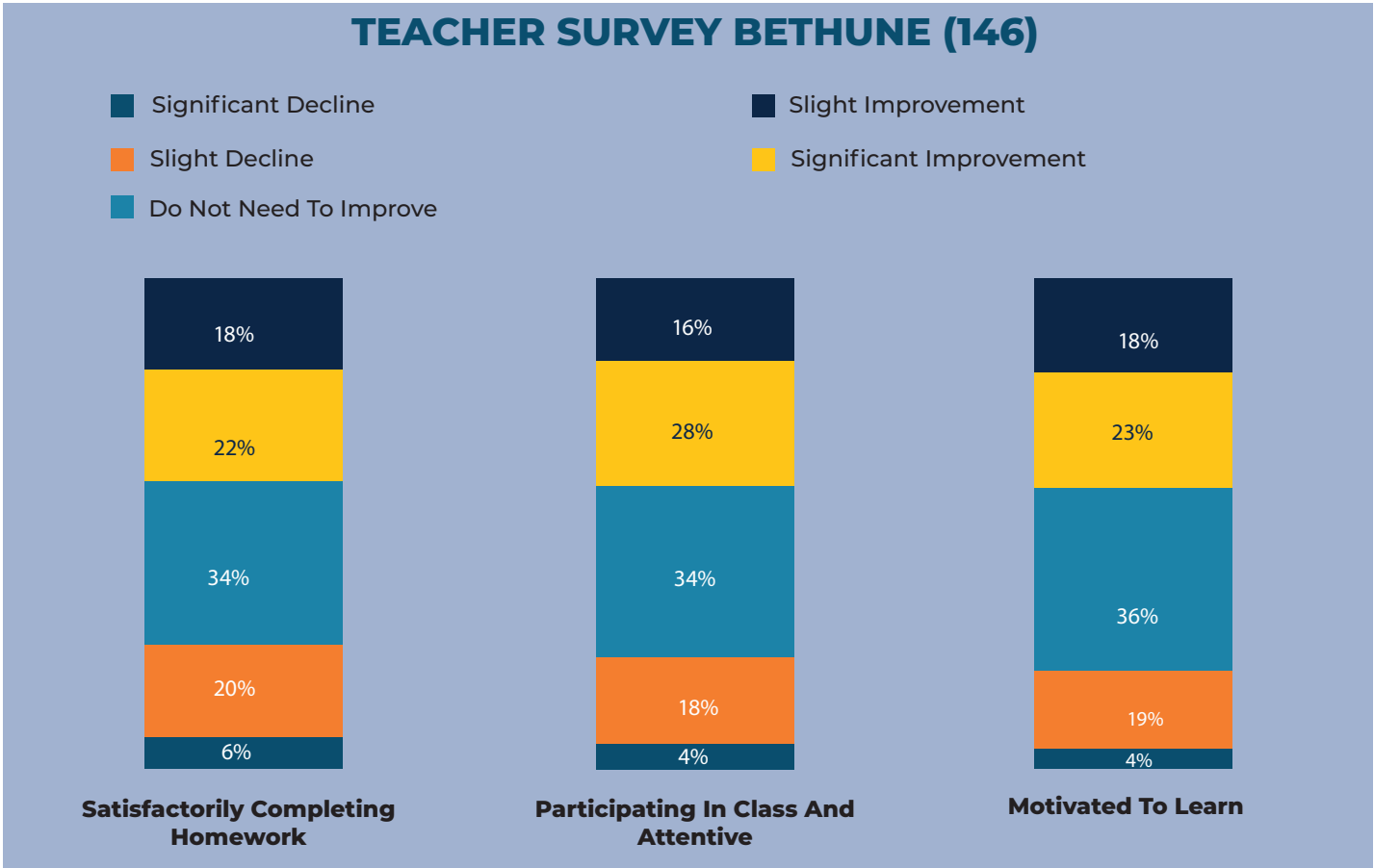


Highlights and Other Observations

How Well Are We Doing?

The purpose of this evaluation is to obtain feedback from school day teachers about their perception of the afterschool program and the habits of the WINGS Kids. Information is collected on homework completion, students’ self-esteem, motivation, and the sense of belonging. More precisely, they were asked to assess the level of functioning and report the demonstrated level of improvement as: do not need to improve, significant improvement, slight improvement, slight decline, and significant decline. These measurements are vital as they provide information that can be used to improve academic performance and social development. WINGS is successful in receiving responses from 146 WINGS Kids’ daytime teachers to the state-mandated end-of-year satisfaction survey inventory. The results of the Teacher Surveys are presented in Figure 4.

Figure 4:
WINGS at BES Teacher Reported Engagement in Learning Survey Results



Program Sustainability

Partnership Development is a collaborative effort between Wings for Kids and Bethune Elementary. During the 2024-25 school year, the leadership team worked with 5 program partners who contributed resources such as face masks, school supplies, food, and other donations. These funds were used for all programs operated by WINGS. The contribution amounted to a total of \$135,274.00 for the school year as shown in Table 16.

Table 16:
FY25 WINGS AT BETHUNE PARTNER CONTRIBUTIONS

Partner	Contribution Type	Amount
1. Bright From the Start	In-Kind	\$13,689.00
2. Cummins Engine Foundation	Monetary	\$20,000.00
3. Fulton County Schools	In-Kind	\$81,585.00
4. LuluMa Foundation	Monetary	\$10,000.00
5. United Way of Greater Atlanta	Monetary	\$10,000.00
TOTAL		\$135,274.00



Summary of Findings and Recommendations



Summary:

Based upon the program operation reported in this evaluation, it can be concluded that WINGS 21st CCLC at Bethune completed Year 1 with fidelity and designed an afterschool program tailored to address the pre-existing academic performance gaps within the student population. WINGS programmatic activities are strategically aligned with the goals and objectives outlined in the 21st CCLC proposal funded by GaDOE. At the end of Year 1, WINGS “Met” 7 and “Did Not Meet” 1 of the grant approved benchmarks. Additional significant accomplishments—based on analyses of program documentation, surveys, and report card data—are listed below.

- WINGS offered 3 hours of face-to-face afterschool programming five days per week, for 160 days from August 19, 2024 - May 16, 2025.
- WINGS provided programming to 159 registered students, of which 125 or roughly 78.61% were regularly attending students.
- Provided students with high-quality academic support and instruction closely linked with the school day with an ADA of 88.
- Yielded high program satisfaction among students and parents.
- Engaged 168 parents in high-quality workshops and other events designed to identify their child’s needs and support their child’s academic growth.
- Improved students’ academic standing and academic behaviors.
- WINGS kids maintained the standard of excellence with 97.56% of all students receiving less than 2 discipline referrals during the school year and 90.24% of all students attended the school day 90% of the time.



Summary of Findings and Recommendations

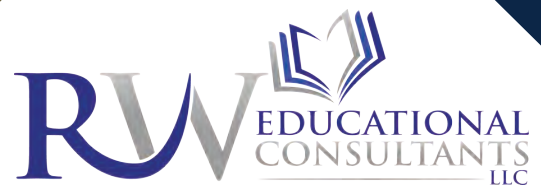
As with most 21st CCLC programs, the end of the year is a time of reflection, revision and amending. In addition to the previous recommendations, it is the opinion of RW to consider future discussions of the following in upcoming leadership meetings.

- **Conduct Mid-Year Family Check-Ins.** In addition to celebrating students at family events, consider scheduling informal mid-year check-ins with parents/guardians (via phone or short surveys) to gather feedback on the program, address concerns, and share student progress. This helps build trust and can identify issues before they escalate, while also making families feel more connected to the program's mission.
- **Offer Staff-Led Passion Projects and Clubs.** Allowing WINGSLeaders to create short-term clubs or workshops based on their own interests such as photography, dance, coding, or gardening can increase enthusiasm among both staff and students. These rotating clubs encourage student exploration while highlighting staff talents and strengthening staff-student relationships.



Recommendations are intended to identify ways for WINGS to further enhance the activities that are currently in place so that each participating student can acquire the knowledge and skills needed to meet the expectations stated in the program objectives. All recommendations are carefully considered and are only included if they will help the program make a greater impact.

~ THE END



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BETHUNE ELEMENTARY

WINGS FOR KIDS
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