

Common Data Elements

Subgrantee: WINGS at Fickett 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:	130	Number:	108	Number:	5	Number:	233

2. Objectives

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

3. GTID

Number of Student GTIDs Reported in Transact/Cayen	130
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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			
	A	B	C	D or F	A	B	C	D or F
Number:	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			
	A	B	C	D or F	A	B	C	D or F
Number:	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	
	%	7	%	13	%	36	%	13	%	31
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	5	%	9	%	31	%	23	%	32
75	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	4	%	3	%	32	%	27	%	35

6. Partners

Number of Partners	Total Amount of Contributions
4	\$180,000



WINGS FOR KIDS

2024 - 2025

SUMMATIVE
REPORT

FICKETT
ELEMENTARY



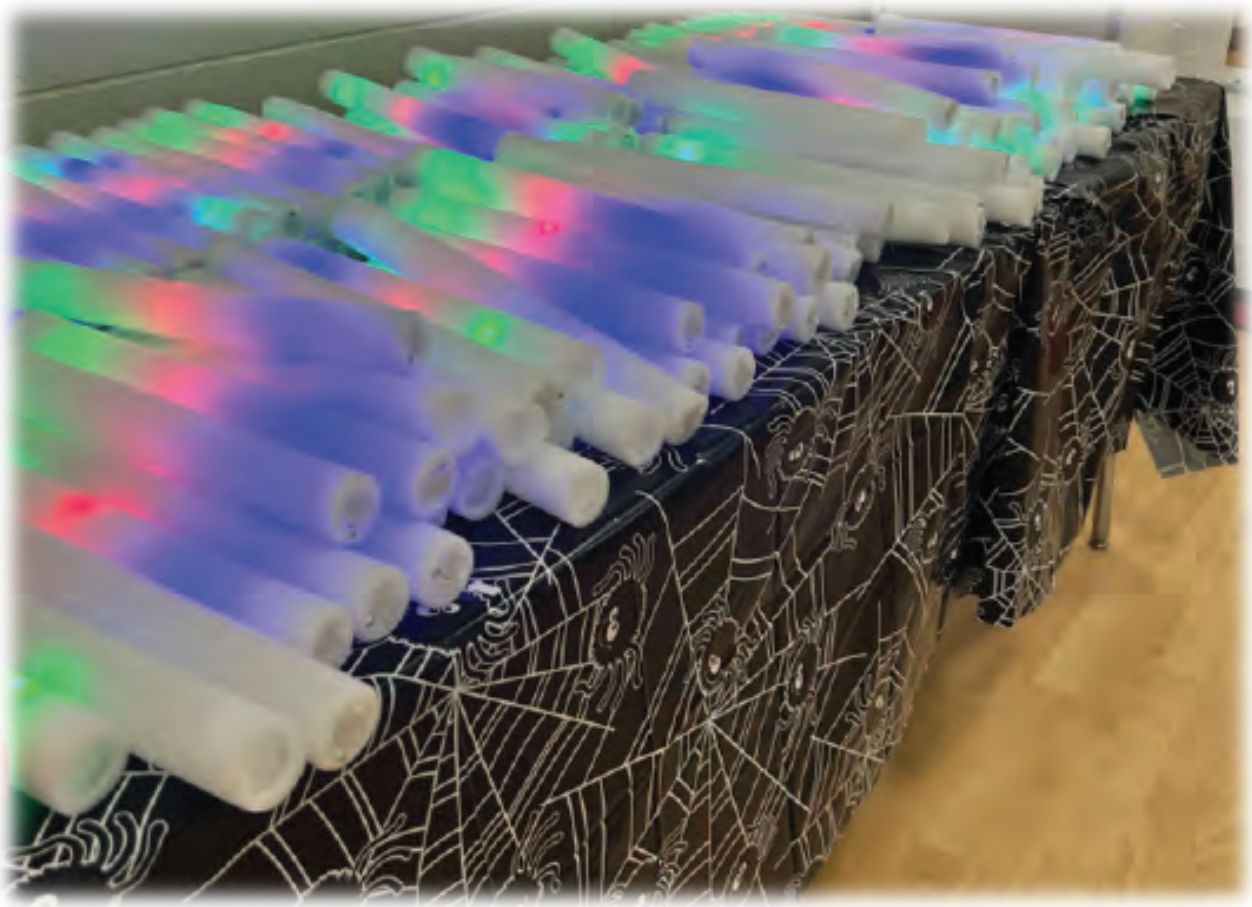
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Executive Summary

Wings for Kids at Fickett Elementary is a 21st CCLC afterschool program serving kids in Metro Atlanta. The findings 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 summary of the program’s performance data that indicates all 8 objectives are Met at the time of this report.

Table 1: Snapshot of Wings for Kids at Fickett Elementary 2024-25 Evaluation Results

Objectives for Students and Parents	Data Collected	Status
Objective 1.1: Fifty-five percent (55%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will increase their MAP Growth Reading Performance from the fall to the spring as indicated by the MAP (Reading) assessment.	Reading MAP Assessment Scores	Met
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 in Kindergarten through Grade 5 (attending the program 30 days or more) will increase their MAP Growth Math Performance from the fall to the spring as indicated by the MAP (Math) assessment.	Math MAP 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	Met
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 as indicated by school.	School Day Attendance Records	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.	School Day Discipline Records	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.	Sign-In Sheets of Parent Engagement Activities	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.	Family Survey Results	Met



Program Overview

Wings for Kids at Fickett Elementary History

Wings for Kids at Fickett 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 Fickett Elementary after school program was offered at Fickett Elementary Elementary School, a Title I school in Atlanta, Georgia, serving predominantly economically disadvantaged students since fall 2024. The program operated at the school site and kids attended 3 hours per day, five 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 bus transportation home.

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 Fickett'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 Fickett 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 Fickett (Fickett) for the 2024-25 academic year. The external evaluator 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 Fickett 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 Atlanta Public School District, Fickett, 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 Fickett 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 evaluation is designed to highlight the multiple strengths and accomplishments of the WINGS 21st CCLC program, 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 parties occurred regularly by email, phone, advisory meetings, and special school events during the 2024-2025 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.

Program Evaluation

Table 3:
WINGS at Fickett 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 the MAP Assessment for students who participate in WINGS at Fickett? 2. Are improvements made in Mathematics scores on the report cards of WINGS program participants at Fickett?
Evaluation Objective 3: To assess student academic performance in Reading.	<ol style="list-style-type: none"> 1. Are improvements made in Reading scores on the MAP Assessment for students who participate in WINGS at Fickett? 2. Are improvements made in Reading Scores on the Report Cards of WINGS program participants at Fickett?
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 as evidenced by their school-based attendance records? 2. Are improvements made in student behaviors 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 the date and time of parent engagements? 3. Are adult family members completing the 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 Fickett 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 and Grant Coordinator 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 TransAct Systems.	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 Program Coordinator and Coach .	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 Fickett 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 MAP.	Evaluator reviews Mathematics MAP scores by grade level from Program Coordinator and Coach .	May 2026
2. Determine if there are improvements in ELA scores on MAP.	Evaluator reviews ELA MAP scores by grade level from Program Coordinator and Coach .	May 2026
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 2025 and April 2026

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 2025 and April 2026
2. Determine the number of behavior referrals for each WINGS Kid.	Program Assistant maintains lists of WINGS students with behavioral referrals.	December 2025 and April 2026

Evaluation Objective 5:

To assess family participation in the afterschool program.

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 2025 and April 2026

Methods of Data Collection and Timeline

WINGS at Fickett Elementary contracted with RW, 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 WINGS at Fickett Elementary 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 Fickett 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 System	Fall 2024 & Spring 2025
Analysis of data gathered from state assessment results and reports cards data (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 Fickett's initial Open House for the current school year. This meeting provided families whose children may not have been targeted for the program the opportunity to enroll their children.

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

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, receive a lesson and play a game based on the week's learning objective, and receive a healthy snack immediately after the session. Lessons and activities integrate educational concepts 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. WL are typically responsible for leading 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 **2:30 p.m. to 5:30 p.m. Monday – Friday**. WINGS afterschool program schedule is structured to maximize student success as outlined in Table 6.

Table 6:
WINGS at Fickett Program Schedule

Components	Explanation
Location	Fickett Elementary School 3935 Rux Road SW, Atlanta, GA 30331
Grades	Kindergarten – Grade 5
Dates of Operation	August 19, 2024 – May 23, 2025 (160 days/34 weeks)
Times of Operation	2:30 p.m.- 5:30 p.m., Monday - Friday
Contact Hours	Receive 15 hours of program services per week
Number of Attendees	Total Registered Attendees = 130 Regular Attendees = 108 Average daily attendance = 81
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
Transportation	Provided for students who live in the school zone
Staff: Academic Areas	Taught by WINGSLeaders
Staff: Enrichment Courses	Taught by subject matter experts during Choice Time
Staff: Education Consultant	Prepare Curriculum and supervise 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 Schedule

Time	Activity
2:30 – 2:40	Transition to Class
2:40 – 2:50	Snack
2:50 – 3:40	Community Unity
3:40 – 3:45	Transition
3:45 – 4:15	S.O.A.R. Session
4:15 – 4:25	Transition
4:25 – 5:25	Academic Center
5:25 – 5:30	Transition
5:30	Dismissal

Table 8:
3rd – 5th Grade Schedule

Time	Activity
2:30 – 2:40	Transition to Class
2:40 – 3:40	Academic Center
3:40 – 3:50	Transition
3:50 – 4:00	Snack
4:00 – 4:50	Community Unity
4:50 – 4:55	Transition
4:55 – 5:25	S.O.A.R. Session
5:25 – 5:30	Transition
5:30	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 RW 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 Plan at Fickett 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." WLs are expected to form relationships with all students and be able to work with any group of kids. WLs coach the kids on the SEL curriculum, manage behavior through evidence-based techniques, lead and engage the kids in academic time, hands-on experiential projects, community service acts, and other age-appropriate activities and discussions.

The WL works in concert with the EC to manage the classroom and assist with instruction. The EC is a certified teacher from the school day possessing experience in classroom management and content delivery. The EC operates as the liaison between the WINGS program and school day staff to ensure the safety of students, support communication to families, enforce program and school policies and procedures. To ensure sufficient attention for students that require additional assistance during the Academic Center, the PA, EC, 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 one to two weeks before afterschool programming begins. Professional development does not end after the academic year begins. A schedule of additional training for all WINGS staff is presented in Table 9.

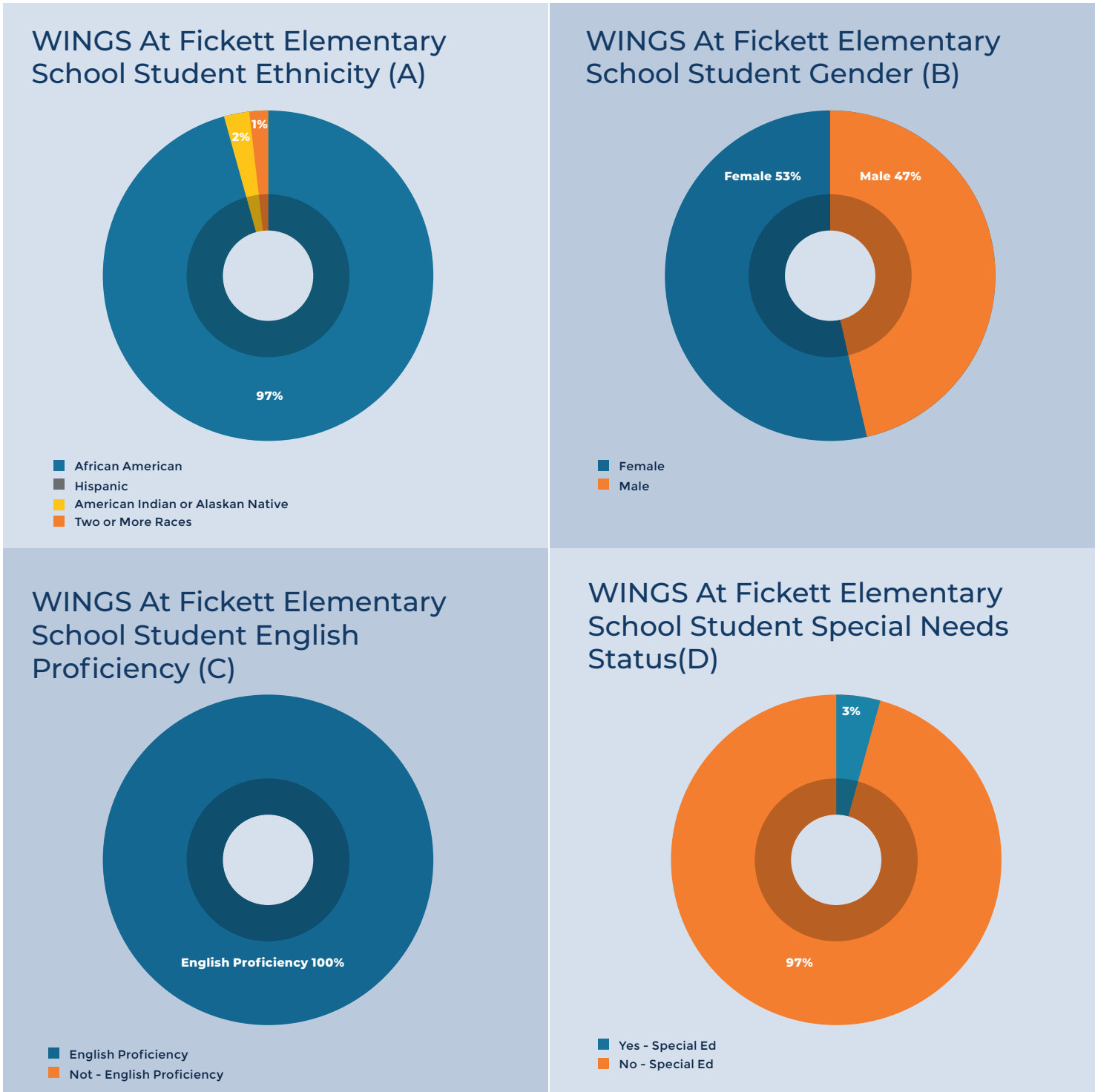
Table 9:
WINGS at Fickett Elementary Staff Professional Development

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	8
August 5 - 9, 2024	WL Week 2	8
August 12 - 16, 2024	WL Week 3	8
December 4, 2024	Working With Choice Time Partners	8
January 17, 2025	Engaging Volunteers	7
February 12, 2025	WL Effective Communications	6
March 5, 2025	Positive Behavior Management	8
March 24, 2025	Teachable BOP	6
April 28, 2025	Importance of SEL	9
May 20, 2025	Keep it Positive	6

STUDENT ATTENDANCE AND ENROLLMENT

Demographics

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



Program Implementation

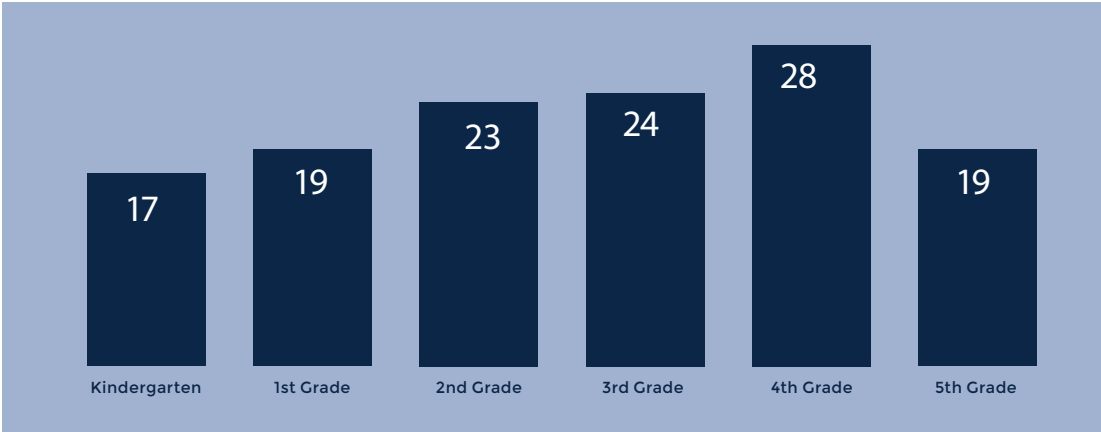
Approximately 432 students attended Fickett during the 2024-25 academic year of which WINGS aimed to serve 120 as student participants of the afterschool program. WINGS established attendance target is approximately 28% of the total school enrollment based on historical trends. During the reporting period, the program served 130 students in grades Kindergarten through 5th grade. While the program was available to all students, the ethnic homogeneity of the learning center program closely reflects that of the Fickett's neighborhoods in that 97% students are African American, 2% are American Indian/Alaskan Native, and 1% identified as two or more races.

Additional analyses of student demographics (Figure 1 a-d) show that male and female students are of relatively equal proportions (53% female and 47% male), and all were English proficient. Lastly, 4 students (3%) qualified 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. WINGS' established attendance target continues to reside at approximately 30% of the total school enrollment based on historical trends. For 2024-25, 130 students enrolled in WINGS for one day or more of which 108 attended at least 30 days (Table 10). The number of total students enrolled 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 highly mobile families that relocated often and excessive absenteeism. WINGS retained 83% of the students and maintained an average daily attendance (ADA) of 81. These numbers are particularly impressive for an elementary afterschool program serving a socio-economically disadvantaged community.

Figure 3:
WINGS at Fickett Total Student Enrollment by Grade Level (130)



Program Implementation

Table 10:
Fickett Total Student Participants Hours

Grade Level	N	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>= 270 Hours
Kindergarten	17	1	1	1	2	3	9
1st Grade	19	1	1	4	1	0	12
2nd Grade	23	1	1	3	5	4	9
3rd Grade	24	1	3	1	7	1	11
4th Grade	28	0	3	0	9	3	13
5th Grade	19	0	1	2	2	4	10
Total	130	4	10	11	26	15	64

Program Transportation

WINGS has overcome one of the major hurdles to successful operation of an afterschool program which is transportation. Many WINGS student participants ride the school bus home from the program and the remaining ones are picked up by a family member. A major advantage of WINGS 21st CCLC is the ease of transporting students quickly to the immediate school community where many of the students reside. Although many program managers are concerned about the challenges of transportation, WINGS is situated in a community where transportation home at the end of a school day does not negatively impact WINGS program participation. Working parents or single parents who are not available to collect children or arrange for transportation for student participants receive an added advantage of the daily bus transportation home.



Assessment of Objectives

Overview

WINGS at Fickett has 8 objectives that undergirds its 2024-25 21st CCLC 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 at Fickett Goals and Objectives

Goals	Measurable Objective
Goal 1: Improve Student Academic Performance	Objective 1.1 Fifty-five percent (55%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will increase their MAP Growth Reading Performance from the fall to the spring as indicated by the MAP (Reading) assessment. 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. Objective 1.3 Sixty-five percent (65%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will increase their MAP Growth Math Performance from the fall to the spring as indicated by the MAP (Math) assessment. 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.
Goal 2: Improve Youth Development	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 as indicated by school 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.
Goal 3: Improve Family Engagement	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. 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.

Assessment of Objectives

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 Districtwide MAP Reading Assessment. More specifically, the objective measures the extent to which 50% of regularly attending students will increase their performance in Reading. Both fall and spring MAP Reading Assessments were administered during the 2024-25 academic year and scores of all WINGS Kids were given to RW. Of the 108 regular attendees, 107 students had MAP Reading fall and spring scores for analysis, a match rate of 99%. The data in Table 12 indicates that 87.85% of regularly attending students with MAP Reading scores increased academic performance from fall to spring test administration. Objective 1.1 is met.

Table 12:
WINGS MAP SCORES

Subject	Number of regular attendees	Number of regular attendees increasing academic performance	Matched (N)	% of regular attendees who increased academic performance
Math	108	99	107	92.52%
ELA/Reading	108	94	107	87.85%

Likewise, **Objective 1.2** measures the student’s academic performance in ELA 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 Fickett 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 108 regularly attending student participants, 101 matched scores were available for analysis from the Reading report card grades, a match rate of 93.5%. After analysis, 93 students maintained or increased their ELA grade from fall to spring semester in Kindergarten – 5th grade. Objective 1.2 did meet the grant approved benchmark of 75% with 92.1% of WINGS Kids maintaining or improving their ELA report card grades in K – 5.

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	108	107	102	101	82.2%
ELA	108	107	102	101	92.1%

Assessment of Objectives

Objective 1.3 measures WINGS student academic performance on the Districtwide MAP Math Assessments. More specifically, the objective measures the extent to which 65% of regularly attending students will increase their performance in math. Both fall and spring MAP Math Assessments were administered during the 2024-25 academic year and scores of all WINGS Kids were given to RW. Of the 108 regular attendees, 107 students had MAP math fall and spring scores for analysis, a match rate of 99%. The data indicates that 92.52% of regularly attending students with MAP math scores increased academic performance from fall to spring. Objective 1.3 met and exceeded the 50% benchmark.

Objective 1.4 measures the extent to which 75% of regularly attending students either increased or maintained their math grades from fall to spring. Of the 108 regularly attending student participants, 101 matched scores were available for analysis from the math report card grades, a match rate of 93.52%. After analysis, 83 students maintained or increased their math grade from fall to spring semester in kindergarten – 5th grade. Objective 1.4 met the grant approved benchmark of 75% with 82.2% 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 evaluating daytime school attendance and the number of discipline referrals.

Objective 2.1 measures if at least 90% of regular attendees will attend school during the regular 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 analysis of the attendance data for **Objective 2.1** RW concluded that a total of 108 students attended WINGS for 30 days or more and 104 students have both fall and spring attendance data. Of the 104 students, 94 attended daytime school 90% of the time. Therefore, longitudinal analyses of both spring and fall attendance data indicate that 90.38% of scholars attended daytime school 90% of the time.

Objective 2.1 is met. Analysis of discipline data for **Objective 2.2** concluded that a total of 108 students attended WINGS for 30 days or more in K – 5 and 104 students have both fall and spring discipline records. Only one WINGS Kid had more than 2 discipline records. Therefore, Objective 2.2 is 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 5 parent engagement opportunities with a total of 233 parents in attendance according to the sign-in sheets. For Objective 3.1, at least 50% of regularly attending students’ parents (or 108 parents) are expected to attend at least two parenting events. Two hundred and thirty-three (233) parents attended the parent engagements. Therefore, Objective 3.1 did meet the benchmark.



Table 14:
WINGS at Fickett Parent Engagement Activities

Date	Activity	Attendance
08/14/2024	Parent Orientation	94
10/30/2024	ScaredFit	36
12/12/2024	Pancakes and Pajamas	57
03/21/2025	March Madness	26
05/22/2025	WLTB Concert & Graduation	20
	TOTAL	233

Assessment of Objectives

To assess Goal 3, Objective 3.2 measures the percentage of parents of regularly attending students 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 ScaredFit, Pancakes and Pajamas, March Madness, and WTLB Concert family engagements. A total of 52 surveys were analyzed and the results indicate 77% of parents agreed to an increase of literacy knowledge after attending the family engagements. Likewise, 70% 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 Fickett

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

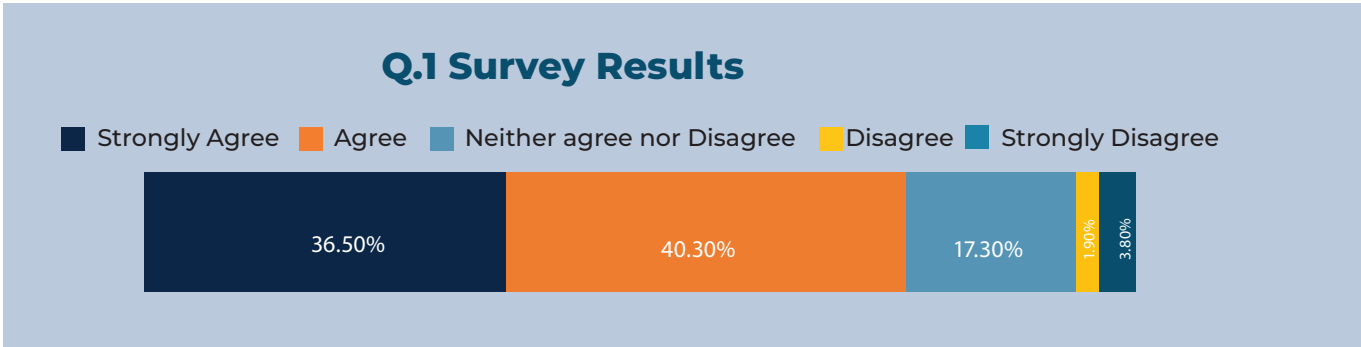
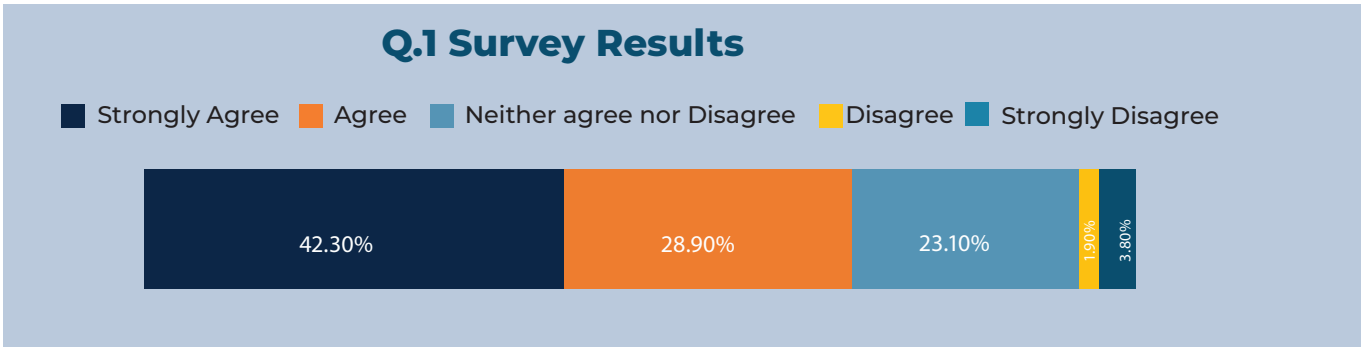


Figure 3b:
Family Members Survey Results at Hutchinson

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



Objective Status



Table 15 provides a summary status of the WINGS at Fickett Elementary Objectives at the end of the 2024-25 academic year. As reported in the FY25 Common Data Elements form, all 8 of the objectives are Met at the time of this report. Data collected included results from MAP Assessments, Sign-In sheets, family survey results, the school's student information system (Infinite Campus), and Transact System.

Table 15:
WINGS at Fickett Objective Status

Date	Activity	Status
Objective 1.1	Objective 1.1 Fifty-five percent (55%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will increase their MAP Growth Reading Performance from the fall to the spring as indicated by the MAP (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 in Kindergarten through Grade 5 (attending the program 30 days or more) will increase their MAP Growth Math Performance from the fall to the spring as indicated by the MAP (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.	Met
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 as indicated by school	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.	Met

Highlights and Other Observations

ScaredFit: Family Fitness Night

*"Take care of your body. It's the only place you have to live."
– Jim Rohn*

On October 30, 2024, the Fickett Elementary gymnasium transformed into a haunted haven for health with WINGS' ScaredFit event – where fitness met fun just in time for Halloween. With 36 families participating, including kids dressed as everything from Transformers to witches and Nintendo characters, the evening brought spooky energy and spirited movement to the whole family.

Families kicked things off with an energizing warm-up: jumping jacks, high knees, arm circles, and full-body stretches. From there, participants crawled, hopped, and bounded their way through cardio drills like bear crawls, frog jumps, and crab walks – engaging in movement-based play that made exercise feel like a game.

The educational core of the evening focused on nutrition. Families received accessible guidance on portion sizes, the value of colorful plates, and practical strategies for reducing processed foods. From whole grains and fruits to protein-packed snacks, families left with a better understanding of how to fuel their bodies throughout the day—from breakfast to bedtime.

The night wound down with light-hearted balance challenges, kangaroo hops, butterfly stretches, and peaceful poses—reminding everyone that fitness is just as much about self-care as it is about movement. It was a frightfully fun way to celebrate health and community, showing that a strong body can be built with laughter, learning, and a few Halloween hops.



Highlights and Other Observations

Pancakes and Pajamas: Holiday Movie Night

“Sometimes, the smallest things take up the most room in your heart.”
– A.A. Milne (*Winnie the Pooh*)

On December 12, 2024, WINGS at Fickett Elementary invited families to cozy up for Pancakes and Pajamas, a warm and whimsical evening that brought the spirit of the holidays to life. Fifty-seven attendees gathered in their comfiest clothes to enjoy a night full of joy, treats, and literacy-focused bonding.

The gym was transformed into a wintery lounge complete with soft blankets, glowing lights, and a photo booth to capture the night’s memories. Families were treated to a showing of *The Grinch*, with a surprise visit from The Grinch himself—adding a touch of magic to an already memorable event.

A festive concession stand served up hot cocoa, pancakes, waffles, and candy canes, filling the room with the sweet scents of the season. Between bites, families played Winter Bingo and shared stories, laughter, and quality time together. The evening also included a thoughtful literacy component. Each family received a curated winter reading list to take home, encouraging quiet moments of connection and storytelling during the holiday break.

From syrupy smiles to holiday hugs, Pancakes and Pajamas reminded everyone that the best memories are made when warmth, wonder, and loved ones come together.



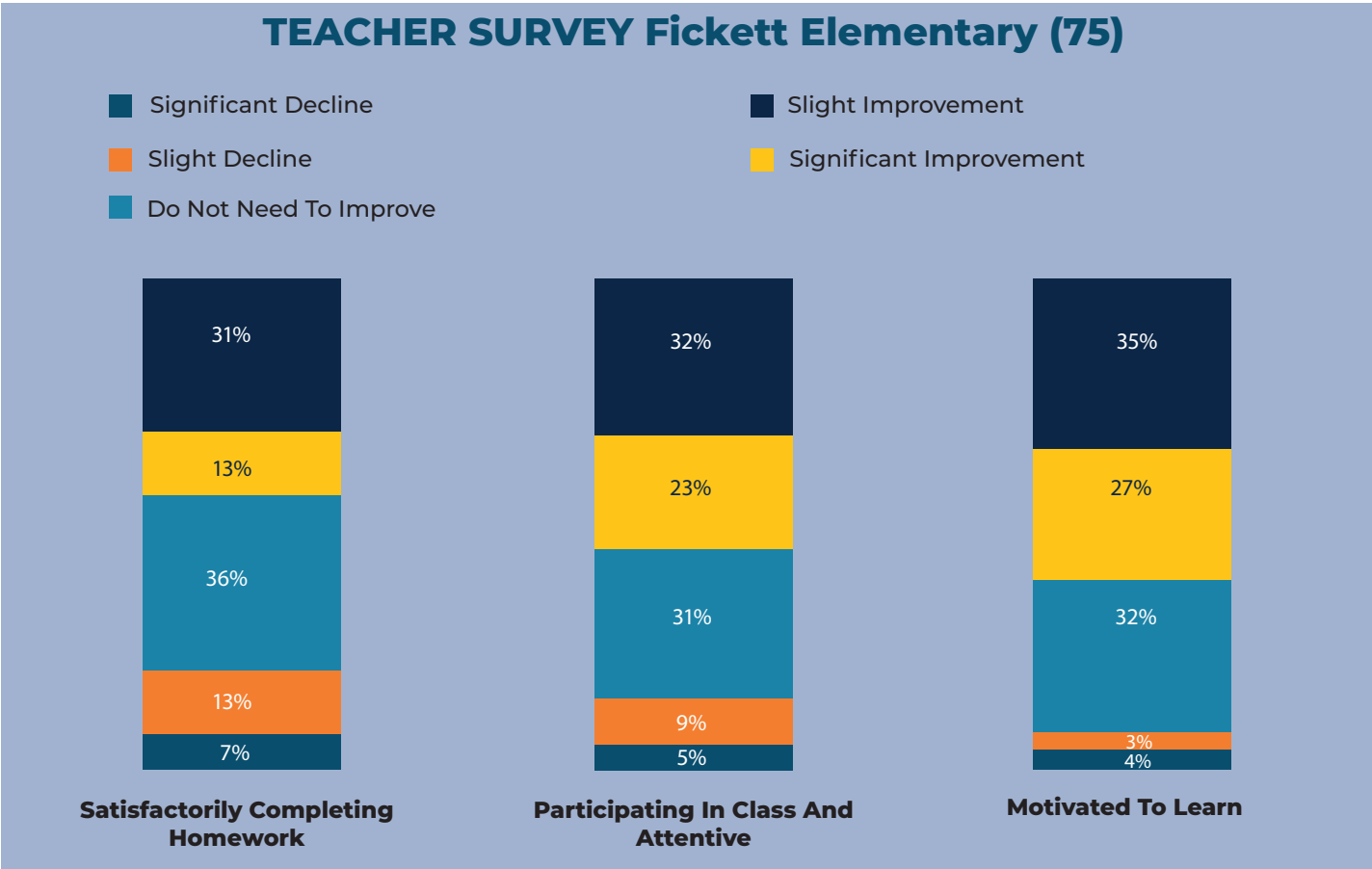
Highlights and Other Observations

How Well Are We Doing?

The purpose of this evaluation is to obtain feedback from teachers of WINGS kids during the school day about their perception of the habits of each student. Information is collected on homework completion, students’ motivation, and attentiveness. These measurements are vital as they provide information that can be used to improve academic performance and social development.

Fickett is successful in receiving responses from 75 WINGS Kids’ daytime teachers to the state-mandated end-of-year Teacher Reported Engagement in Learning Survey. The teachers are asked about the changes in academic performance and behavior of WINGS kids during the school year. More precisely, they are 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. The results of the Teacher Reported Engagement in Learning Survey are presented in Figure 4.

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



Program Sustainability

Partnership Development is a collaborative effort between Wings for Kids and Fickett 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 \$180,000 for the school year as shown in Table 16.

Table 16:
FY25 WINGS at Fickett Partner Contributions

Partner	Contribution Type	Amount
1. Atlanta Public Schools	In-Kind	\$140,000.00
2. Cummins Fire Engine Foundation	Monetary	\$20,000.00
3. LuluMa Foundation	Monetary	\$10,000.00
5. United Way of Greater Atlanta	Monetary	\$10,000.00
	TOTAL	\$180,000.00



Summary of Findings and Recommendations

Summary:

Based upon the program operation reported in this evaluation, it can be concluded that WINGS at Fickett Elementary ended the first year 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” all 8 of the grant approved benchmarks. Additional significant accomplishments—based on analyses of program documentation, survey, 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, through May 23, 2025.
- WINGS provided programming to 130 registered students, of which 108 or 83% were regularly attending students.
- Provided students with high-quality academic support and instruction closely linked with the school day.
- Offered 4 students with special needs high-quality enrichment opportunities.
- Yielded high program satisfaction among students and parents.
- Engaged 233 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 99.15% of all students receiving less than 2 discipline referrals during the school year and 90% 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. It is the opinion of RW to consider future discussions of the following in upcoming leadership meetings.

- **Implement Peer Leadership Opportunities for Students.** Empowering older or returning students to take on leadership roles such as classroom helpers, junior activity leaders, or WINGS Ambassadors can build confidence, reinforce positive behavior, and deepen student engagement. These roles can be rotated weekly or monthly to encourage broader participation and foster a sense of responsibility and ownership in the program.
- **Pilot a “Buddy Reading” Program Across Age Groups.** Pair younger and older students for scheduled reading time once or twice a week. Older students can develop empathy and confidence through mentorship, while younger students receive literacy support in a fun, relationship-centered format. Staff can model reading strategies beforehand to support quality engagement.



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.

~ END OF REPORT



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WINGS FOR KIDS
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