
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
MERRILL ELEMENTARY SCHOOL
OSHKOSH AREA SCHOOL DISTRICT

January 2020



CONSORTIUM *of*
**APPLIED
RESEARCH**

Elements of Strong Programs	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
Focus Area 1: Program activities are geared toward rigorous academic and socio-emotional enrichment					
1. SUPPLEMENTAL ACADEMIC ENRICHMENT: Academic activities, other than homework, are offered to students that promote engagement and stimulate thinking.	1	2	3	4	NR
Program staff created lessons daily, following an academic schedule that included science, literacy, and math themes. Students were observed on the day of the site visit to be making predictions using math skills, reading books in the library, and completing homework/worksheets.					
2. OPPORTUNITIES FOR INDIVIDUAL SUPPORT: Individual or small group tutoring, or one-on-one time, is available for students who need additional academic or emotional support.	1	2	3	4	NR
Tutoring was available for almost half of the participants based on need by a certified school day teacher. Small groups were formed daily and rotated to ensure these students received tutoring at least one time per week.					
3. PROGRAM ACTIVITIES PROMOTE THE DEVELOPMENT OF SOCIO-EMOTIONAL SKILLS: Activities incorporate life-skills such as character education, drug and alcohol prevention, anger management skills, leadership skills, etc.	1	2	3	4	NR
Program staff were observed to incorporate socio-emotional skills into programming. Staff explained expectations regarding behavior and reminded students of the importance of being kind to one another. In addition, a behavioral specialist in the school was going to administer socio-emotional lessons in the future.					
Focus Area 2: Program activities are linked to the regular school day					
4. LINKS TO THE SCHOOL DAY: Program staff incorporate school curriculum into afterschool programming and align activities with school standards. Program utilizes school space and shares resources.	1	2	3	4	NR
The afterschool program was aware of the school improvement plan and infused areas of focus on the improvement plan into the program. The program had access to ample school space. To ensure school personnel remained willing to cooperate with the program, the site coordinator had created a rotating schedule of which classrooms would be used each quarter. This ensured teachers did not feel strained in welcoming the program into their classrooms.					
5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM: School-day teachers or other school personnel participate directly or indirectly in the administration of the program to support academic enrichment.	1	2	3	4	NR
One school day teacher worked for the program, in addition to the sign language interpreter and a paraprofessional. Other school day teachers in the school were supportive of the program.					

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Focus Area 3: Program employs successful recruitment strategies					
6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY: Program staff plan activities to incorporate numerous topics and themes.	1	2	3	4	NR
Programming differed from day to day ensuring students remained interested in the program. Program staff created a schedule that met the needs of the students and ensured programming varied.					
7. INTENTIONAL STUDENT RECRUITMENT AND RETENTION STRATEGIES ARE USED: Program staff utilize effective recruitment and retention strategies and modify strategies as needed to maximize participation.	1	2	3	4	NR
The program served approximately 90 children every day, a substantial increase from the previous school year. The growth was reported to be due to word of mouth, as children and families were satisfied with the program and the changes that the site coordinator had incorporated since starting in his position.					
8. PROGRAM STAFF RECRUIT AT-RISK STUDENTS: Program staff employ efforts to identify and recruit academically at-risk students to the program.	1	2	3	4	NR
Teachers identified students who needed extra support and communicated this information to the site coordinator to ensure those students were served. In addition, a large portion of students served were considered at risk due to demographic factors, academic or behavioral need, special education need, or free/reduced lunch status.					
Focus Area 4: Program builds relationships with parents and community partners					
9. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH PARENTS: Program staff communicate regularly with parents and provide opportunities for program involvement.	1	2	3	4	NR
Program staff communicated with the families of participants through a monthly newsletter, phone calls, texts, posting information to the program and district websites, and family events. In addition, the program had a parent volunteer who was providing bi-monthly lessons on life skills.					
10. PROGRAM STAFF ACTIVELY DEVELOP RELATIONSHIPS WITH COMMUNITY PARTNERS: Program staff conduct outreach activities to engage community partners and involve them in the program.	1	2	3	4	NR
Partners included UW-Oshkosh Quest and Anthropology, Elks Community, Christine Ahn Center, NASA DPI project, Dr. Erich's skating and skiing program, and the Oshkosh Public Library. Field trips took place to various local businesses as well.					