
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
WEBSTER STANLEY 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
Academics were incorporated into the program in varied activities that were fun and engaging. For example, on the day of the site visit, students participated in spelling bingo, a pass-the-story literacy activity, a STEM project involving creating a planet, as well as others.					
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
Because of the large number of teachers available in the program, multiple children received tutoring regularly. The program staff to student ratio was low. Program staff worked with teachers to identify students with academic difficulties and were well-aware of individual student's needs.					
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
The program facilitated activities geared towards socio-emotional learning every Wednesday. In the fall, this involved students receiving instruction from UW-Oshkosh graduate counseling students. In the spring, staff had planned to administer psychology-based lessons which would improve socio-emotional skills.					
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 site coordinator communicated regularly with school day staff, attending meetings where individual student progress was discussed, participating in school-wide professional development opportunities, as well as faculty meetings. The program had access to ample school space. Regular meetings with the principal also occurred.					
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
In a short amount of time, the site coordinator built strong relationships with teachers and involved teachers in programming. In total, 11 school day teachers and staff provided services afterschool.					

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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
The program included a diverse array of program options. Programming incorporated academic, physical, recreational, socio-emotional, and STEM activities. However, on any given day, students did not have much choice with regard to which activity they would participate.					
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 88 students per day. To recruit students, the site coordinator relied on teacher support to identify those in need and also made sure that he was available during the school day to build relationships with youth. This was accomplished during lunch/recess duty.					
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
At the beginning of the year, program staff worked with teachers to identify students who would benefit from participation the most. Program staff met with teachers regularly to review student data and ensure those attending the program needed the services provided.					
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
During pick-up time, the program staff engaged with families/parents to develop relationships. Program staff had set up a suggestion box for families to use, and also tried to attend other family events occurring in the school (such as music or athletic events). This allowed the program staff to engage with families at times outside of the regular program.					
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
The site coordinator had partnered with UW Oshkosh Quest, UW Oshkosh Anthropology, Student Organization of Latinos, Public Library, and Dr. Erich's skating/winter sports activities. The partners provided programming, staffing, and supplies to the program.					