
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
TIPLER MIDDLE SCHOOL
OSHKOSH AREA SCHOOL DISTRICT

January 2019



UNIVERSITY *of* WISCONSIN
GREEN BAY

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
Academic themes were incorporated into program activities. Program staff created lessons centered on math, literacy, and physical education. However, based on observations during the visit, academic content could have been infused more into the non-academic support/homework help session provided to youth. For example, outside of homework help, students participated in origami and theatre games (neither of which incorporated academics) and an architecture class where they designed a home (which did incorporate concepts of measurement). Unfortunately, the architecture class had many behavioral issues which prevented it from incorporating more academics.					
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
On the day of the site visit, many students elected to attend the academic support session (more than 20 students). Although this session was not required, the vast majority of the students wanted time to complete homework and receive academic support. However, only one staff member was present at this session. Yet, in another area providing an origami activity, one student received help from two staff members. In other areas, the staff to student ratio was very low (one staff to four youth) where little academic concepts were presented. The program could benefit from reallocating staff and structuring the program differently to ensure the academic support session is well staffed.					
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 had partnered with the Boys and Girls Club to facilitate a curriculum on healthy relationships. In addition, the program facilitated a drug and alcohol prevention program.					
Focus Area 2: Program activities are linked to the regular school day					
4. LINKS TO THE SCHOOL DAY: Program staff incorporate school curriculum into after school programming and align activities with school standards. Program utilizes school space and shares resources.	1	2	3	4	NR
The afterschool program provided academic support to students. The program also engaged teachers regularly and had access to ample school space. The program maintained the same behavioral expectations at the day school, with staff being trained on Positive Behaviors Interventions and Supports.					
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
The program had one school day teacher who worked directly for the program. In addition, two paraprofessionals were involved including the school's sign language interpreter and the media center specialist. The site coordinator attended the teacher's team meetings to get ideas for programming, feedback, and information on curriculum and student issues. Teachers were also available to assist in discipline issues that the students might have had.					

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Focus Area 3: Program employs successful recruitment strategies					
6. OPPORTUNITIES FOR INTEREST-BASED CHOICES: Students are provided the opportunity to determine what activities in which they will participate, based on their interests.	1	2	3	4	NR
Students were provided choices daily in the program. When students first arrived, they were provided sign-up sheets and asked which program offering they were interested in completing. There were typically three different options each day.					
7. YOUTH ARE ENGAGED IN PROGRAM DECISIONS AND DEVELOPMENT: Youth have a voice regarding program activities and/or policies.	1	2	3	4	NR
Program staff had youth fill out a survey at the beginning and middle of the year to ensure students had a voice in the program. In addition, youth were encouraged to continually provide feedback to the site coordinator regarding issues in the afterschool program. The site coordinator had plans to implement a Youth Advisory Board which would provide youth leadership experience as well.					
8. 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
At the time of the site visit, 60 students were registered for the program. Program staff attended the open houses facilitated by the school and presented information about the afterschool program. In addition, the site coordinator attended teacher team meetings where she received information about particular students who would benefit from participation. Finally, the program encouraged students to bring friends to the program.					
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 regularly emailed parents, as many students in the program walked home and did not communicate during pick up time. The program had also partnered with the school on school events, with 1-2 of these partnerships planned for the spring semester.					
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 afterschool program had partnered with FACT: Winnebago County Drug Prevention, 4H, the school's sign language interpreter, the Fox Valley Boys and Girls Club, Cross Fit, and Ice Skating Rink. These organizations helped facilitate programming, provided staffing, and ensured students had access to choices during the program that interested them.					