
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
WASHINGTON ELEMENTARY 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
On the day of the site visit, students were observed to be reading, playing academic games, completing homework, writing in journals, completing craft-based activities based on non-fiction books just read, and participating in a coding activity which involved robotic mice being programmed to go through a maze. In every room observed, academic themes were present. Daily themes were provided to staff who created lesson plans (centered on math, literacy, physical education, and art).					
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
Students has access to multiple staff in each room. In fact, in one classroom, students were able to individually play games with program staff (for example monopoly). It was evident based on the observations that students greatly enjoyed spending time with the staff members. Staff responded to youth needs in a timely manner and provided individual attention when needed.					
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
At the time of the visit, very little socio-emotional programming was provided to students, although one day-school teacher did facilitate some. The site coordinator had just attended a conference and acquired resources to implement socio-emotional programming. She was planning to share the resources with other programs in the district and create plans for socio-emotional programming.					
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
Program staff created lessons that were based on the academic work done during the regular school day. The program had access to excellent school space, including the cafeteria and five classrooms. The principal was in their second year at the school and was supportive of the program.					
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
Only one school day teacher worked for the program. In the past, between five and six teachers helped the program regularly. This limited the knowledge staff had of the regular school day (although the site coordinator did try to acquire this information and disseminate to staff).					

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Focus Area 3: Program employs successful recruitment strategies					
6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY: Program staff plan program activities to incorporate numerous topics and themes.	1	2	3	4	NR
<p>Program staff incorporated a different theme each day of the week (math, literacy, physical education, art, and fun Friday). In addition, program staff tried to ensure students had access to opportunities they would not have otherwise had. Community partners also helped ensure programming was varied.</p>					
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
<p>The afterschool program had been established for a number of years at this site. As such, little in terms of recruitment was required to fill the program. At the time of the visit, there were between 50-60 students who attended daily. The program did not have a waitlist, but enrolled all students who were interested in attending.</p>					
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
<p>The program had not made efforts to specifically target students to attend the program. The program was structured so that all students who were interested in attending could come. The program had not limited enrollment based on disability or special education status, enrolling students with Emotional Behavioral Disorders. However, no students were specifically recruited/targeted to come.</p>					
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
<p>Program staff communicated with parents through newsletters, as they picked up their children, and during family events. The program had partnered with the school to facilitate school-wide parent events. In addition, parents could sign up to be a 'secret reader' and come into the program to surprise their child and read to the students. However, educational offerings for parents was lacking and additional communication strategies could have been explored.</p>					
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
<p>Numerous partnerships in the community existed. Partners included Fire Escapes, a local Karate place, the Boys and Girls Club, and UW Oshkosh. These organizations provided programming to participants, supplies, and staffing.</p>					