EVALUATION OF THE

Oshkosh Area School District
21ˢᵗ CCLC Initiative

SITE VISIT SUMMARY REPORT:

WEBSTER STANLEY ELEMENTARY SCHOOL
OSHKOSH AREA SCHOOL DISTRICT

March 2019

UNIVERSITY of WISCONSIN
GREEN BAY

Elements of Strong Programs	1 Must Address and Improve	2 Some Progress Made	3 Satisfactory	4 Excellent	NR 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
Students were provided academic enrichment time each day centered on math, science, and reading/spelling. Thirty minutes of homework help were also provided each day, with students able to work longer on homework if desired/necessary.					
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
The staff to student ratio was low at the program and children appeared to be supported when in need of help. Program staff were observed to respond promptly to student questions and had good rapport with students.					
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
A curriculum for socio-emotional learning was facilitated at the program over an eight-week period. This curriculum rotated across different afterschool sites in the district. In addition, students from the UW-Oshkosh Counseling program also came to the program to work with particular students.					
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 principal of the school was very supportive of the afterschool program. Teachers in the school were also supportive of the program, often giving the afterschool program staff information on curriculum. In addition, lessons that were created by afterschool staff were linked to academic standards. The afterschool program had ample use of school space. Afterschool staff also incorporated the Positive Behavior Interventions and Supports (PBIS) framework, which was used during the regular school day.					
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
Teachers recruited students to attend the program and provided information to staff regularly. Although teachers were very supportive of the program, teachers were not involved directly afterschool. Staff did include two paraprofessionals from other schools in the district.					

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 3: Program employs successful recruitment strategies					
6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPINARY: Program staff plan program activities to incorporate numerous topics and themes.	1	2	3	**4**	NR
On the day of the site visit, students participated in a rock painting activity, watched a video reading of a book by Dr. Seuss, engaged in a Geography lesson, made sun-catchers, and participated in a math game. Each room observed was completely different than the next. Students clearly received varied activities throughout the program.					
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 afterschool program had an Average Daily Attendance rate of approximately 65 students. As this was the first year the Site Coordinator had been at the school, the year had been spent in trying to get to know the kids and build relationships with them. The program had also incorporated the use of a survey to document student interests. The results of this survey were used to inform programming decisions.					
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
Program staff appeared to have strong relationships with youth in the program, taking an interest in the children's lives and activities. Program staff did communicate with school staff to remain informed about particular issues kids had during the day. The site coordinator mentioned being able to work one-on-one with particular students when necessary. Despite this, there did not appear to be much in place to ensure that students most at risk academically were recruited.					
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 parents in various ways. Newsletters were provided to parents one or two times per month. In addition, a few parent engagement events were planned at the site including a Winter Celebration and a Lights on Afterschool event. The site coordinator also welcomed families to attend the program on Friday nights, having family-friendly programming for everyone.					
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
Numerous community-based partnerships existed including Fire Escape, UW Oshkosh, Quest, UW Oshkosh Counseling Students, as well as others.					