
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
ROOSEVELT 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
<p>Academics were incorporated into numerous aspects of the program. Math and literacy activities were provided on Mondays and Tuesdays each week. For example, on the day of the visit (a Monday), program staff provided Winter Counting, Math Centers, and Math Domino War. In addition, some community partners provided academic enrichment opportunities such as Lego League Junior. This 12-week curriculum, led by a 5th grade teacher, provided youth access to STEM programming.</p>					
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
<p>The staff to student was low and program staff responded to students in a timely manner. In addition, the site coordinator created behavior plans for students who needed extra support.</p>					
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
<p>The program had partnered with the Boys and Girls Club of Fox Valley to provide socio-emotional programming to participants. This curriculum was provided for a brief period of time. In addition, one of the program staff provided social-emotional lessons to participants bimonthly. However, future concrete plans to incorporate more socio-emotional programming was lacking.</p>					
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
<p>The site coordinator worked as a recess supervisor during the regular school day. This allowed her to check-in with teachers regularly and know the expectations of the day school. Afterschool staff were trained on Positive Behavior Interventions and Supports. The principal was highly supportive of the program as well. Although these relationships existed and the program had access to enough school space, the space available to the program was not as ideal as it could be. Specifically, afterschool space was not used as classrooms during the regular school day limiting the resources available afterschool.</p>					
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
<p>Three teachers worked directly for the afterschool program. In addition, teachers provided feedback on what the afterschool program could do to help students succeed. Teachers also helped recruit students to the program.</p>					

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 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>At the time of the site visit, the program averaged 76 students daily. The program had an established participant base from the past year, which helped the program fill quickly. In addition, school personnel identified new students in the school and referred them to the program. Moreover, because the site coordinator worked as a recess supervisor, she had access to students and built rapport with them during the regular school day. The program did not have a waitlist, but worked to ensure that all students who needed programming had access to it.</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 did not specifically target students to attend the program. Program staff did discuss individual student issues with the teachers. However, these issues were discussed after the student registered for the program. The program staff made sure not to exclude students from the program, including those with Emotional Behavioral Disorders. But efforts to recruit particular students had not been made.</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 as they picked up children, through emails, and newsletters, which were distributed electronically through Parent Messenger and on school/district websites. In addition, a few parent events had occurred including Lights On Afterschool, the fall dance (in partnership with the school), and the Expo Lego League. Plans for future family events were not yet in place for the spring semester and the program did not provide any educational offerings to parents.</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>Partnerships included the karate center, UW Oshkosh Quest students, Boy Scouts, Leo League Jr., and the Boys and Girls Club, which provided staffing. In addition, the program had partnered with two local high schools, which helped identify high school students who worked for the program.</p>					