



Widmyer Elementary School and Warm Springs Middle School/Morgan County Schools (MC After 3) Local 21st Century Community Learning Center Annual Evaluation Report

1. Program Overview

Grantee Name: Morgan County Schools

Grant Cycle (Years): 2

Site(s) Included: Widmyer Elementary School and Warm Springs Middle School

Program Director: Summer Goller

Evaluation Period (School Year): 2024-25

External/Local Evaluator (if applicable): N/A

Brief Program Description:

MC After 3 shares the same mission as Morgan County Schools, which is “Every Child Every Day.” In addition, the afterschool program embodies the 21st CCLC mission to “provide high-quality, federal-funded academic enrichment and support for students (especially from low-income areas) during non-school hours (after-school, summer), helping them meet academic standards through subjects like STEM, literacy, arts, and physical activity, while also offering family education and building essential 21st-century skills like teamwork and critical thinking for future success.”

MC After 3 is offered four days per week for 25 weeks, or more, at both Warm Springs Middle and Widmyer Elementary Schools. Each program incorporates a meal, physical activity, and academic enrichment and/or homework help. There are buses that operate limited stops along both main thoroughfares.

2. Goals and Objectives

Goal 1: Increase Academic Achievement				
Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan
1.1 By the end of the school year, at least 75% of students who attend the 21st CCLC program for at least 90 hours	1.1.1 Students will meet with tutors to determine an individualized plan to set goals and establish	• Students will master explicitly taught foundational reading and writing skills.	• PALS (Phonological Awareness Literacy Screener) for foundational skills	• PALS BOY assessment will be administered to all students to assess reading foundational skill

will demonstrate growth from the iReady or IXL BOY (beginning of the year) to the EOY (end of year) benchmark in reading.	steps to achieve those goals. 1.1.2 Students will receive evidence based one-on-one daily tutoring in reading and language arts literacy. 1.1.3 Students will receive homework help and/or remediation in reading four days a week. 1.1.4 Students will participate in small or whole group repeated readings (including read aloud) and collaborative discussions to improve comprehension by building knowledge, vocabulary, and fluency with high interest, grade level, informational and literary texts. The WV College and Career Readiness standards for ELA, social studies, and science will be used to guide text/topic selection and instruction. 1.1.5 Students will receive Project Based Learning (PBL) and/or STEAM enrichment activities during	• Students will demonstrate improved fluency with grade- level passages based on topics and texts under study. • Students will demonstrate comprehension of grade-level informational and literary texts that are used for repeated readings and collaborative discussions	• iReady progress monitoring assessments for foundational skills and comprehension • Formative assessment documented by tutors with anecdotal notes, checklists, rubrics, or rating scales while students answer text-based questions, participate in collaborative discussions, practice phonics skills in isolation and in connected text, and complete cold reads of grade-level passages based on topics and texts under study.	mastery. • For interventions only, students will be grouped according to skills needed. • Ongoing formative assessment and anecdotal notes will be used to assess and document student progress/mastery of individual skills. • During tutoring or interventions, students will be regrouped as skills are mastered. • Quarterly PALS and/or iReady /IXL progress monitoring assessments will be administered to document student growth. • Text-based questions and collaborative discussions will be used to gauge student comprehension of topics and texts used for repeated reading and to correct misconceptions. • Weekly cold reads
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	the week utilizing reading activities. 1.1.6 Students will engage in a physical activity (such as karate, Yoga, basketball, etc.) four days a week. 1.1.7 Students will receive community-based enrichment activities (i.e., dance lessons, rocketry, character-building, & prevention lessons) weekly.			of short grade-level passages about topics under study will be used to assess fluency improvement.
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Goal 1: Increase Academic Achievement

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan
1.2 By the end of the school year, at least 75% of students who attend the 21st CCLC program for at least 90 hours, will demonstrate growth from the iReady or IXL BOY (beginning of the year) to the EOY (end of year) benchmark in math	1.2.1 Students will receive homework help and/or remediation in mathematics four days a week. This will include evidence-based one-on-one tutoring and small group interventions to improve conceptual understanding, procedural fluency, and application of grade level math skills as listed in the College and Career Readiness Standards for mathematics.	• Students will master explicitly taught math concepts and skills. • Students will apply newly mastered mathematical knowledge to solve problems using the mathematical habits of mind from the WV College- and Career-Readiness Standards for Mathematics.	• i-Ready/IXL progress monitoring assessments • Formative assessment of conceptual understanding, procedural fluency, and mathematical habits of mind during math instruction and application documented by teacher notes, checklists, rubrics, or rating scales.	• For interventions, students will be grouped based on skill mastery using results of iReady/IXL BOY assessment. • Formative assessment and anecdotal tutor notes will be used to document student mastery of new skills, concepts, and mathematical habits of mind. • As students master new skills and concepts, they will be placed in

	1.2.2 Students will receive Project Based Learning and/or STEAM enrichment activities weekly. 1.2.3 Students will engage in a physical activity (such as karate, Yoga, basketball, etc.) weekly. 1.2.4 Students will receive community-based enrichment activities (dance lessons, rocketry, character-building, & prevention lessons self-esteem, etc.) weekly.			different intervention groups. • iReady/IXL progress monitoring assessments will be used to demonstrate student growth.
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Goal 2: Increase Family Engagement

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan
2.1 By the end of each program year, 70% of families participating in family engagement programs sponsored by 21st CCLC will increase their actions to support their child in school. 2.2 By the end of the program, at least 85% of parents/adults who have participated in the adult CCLC	2.1.1 Positive Action (EBP) afterschool program and parent kits 2.1.2 Adult education classes (financial literacy, computer training) 2.1.3 Family Strengthening Program 2.1.4 Working with Youth Trainings 2.1.5 “Family Night”	• 50% of parents/guardians will log in monthly to the county’s progress tracking system to review child’s progress and grades. • 70% of parents/guardian will contact their child’s teachers at least once each semester or will volunteer at school or after school. • Parent Teacher Organization	• Increase in family involvement with student and schools • Increase in parent/guardian’s skills and knowledge (math, reading, financial, computer, family strengthening, parenting) • CCLC parents/adults increase in marketability for future employment • More CCLC parents/adults completing GEDs and other post-secondary coursework	• Pre and post-test adult knowledge surveys • PPI (Parent Practices Inventory) • Adult literacy measures • Adult computer competency measures • Event feedback forms • Focus groups • Annual parent/guardian survey will be sent out and analyzed by program director to measure parents’ confidence in interacting with the school and supporting their

programs will report that they found the program satisfactory or highly satisfactory, according to the pre- and post-test adult knowledge surveys.	2.1.6 Staff will communicate with parents in person monthly about their child's academic progress. 2.1.7 School and afterschool staff will recruit and invite parents to attend PTO, attend parent teacher conferences, and volunteer in school or after school. 2.1.8 Training both in person and online will be offered to aid parents on how to communicate with teachers, use the school progress tracking system, and check their student's progress. 2.1.9 Have three interactive family fun	membership by afterschool parents/guardians will increase. • Parents/adults will have access to computer labs and libraries, and transportation from Blue Ridge Community and Technical College (BRCTC). • Morgan County Starting Points, Morgan County Partnership, and Morgan County Schools will advertise parent resources via partner websites and newspaper articles. • Advisory Council will support the 21st CCLC director in planning parent engagement activities. • Increase in family involvement with student and schools • Increase in parent/guardian's skills and knowledge (math, reading, financial, computer, family strengthening, parenting) • CCLC parents/adults increase in	• Engagement Survey of all parents • Observations of parent-teacher interactions • Increased PTO membership by afterschool parents • Pre and posttest knowledge survey results (CCLC adult participants) • Outreach strategies analyzed to increase adult CLC attendance (meeting minutes, lists, websites social marketing) • New programs developed and scheduled (instructors' contracts, schedule posted) • Number of parents/adults who attend "Family Nights"	child's learning. • Site Coordinators will review systems analytics twice a year to track parents contacting teachers or logging into school's data system. • Site Coordinators review PTO membership list and attendance from beginning to end of each year to identify if parents of afterschool students are more active with schools. • Pre- and post-test adult knowledge surveys • School event parent/adult attendance logs • Event feedback forms
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	workshops (virtually or in-person) at each site per year. 2.2.1 Parent/adult activities scheduled based on participant feedback on convenience schedules 2.2.2 Positive Action Parent kits 2.2.3 “Family Nights”	marketability for future employment • More CCLC parents/adults completing GEDs and other post-secondary coursework		
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3. Program Implementation

3.1 Activities Offered

Widmyer Elementary School began its program with 30 minutes of physical activity, followed by a meal, and then students divided by grade level and went to separate classrooms to work on academics. Starting Points came in monthly and did a collective Social-Emotional Learning activity. Life or Drugs, Tri State Support staff came in daily to provide extra support to teachers.

Warm Springs Middle School began its program day with a meal, followed by tutoring/homework help for 45 minutes followed by 30 minutes of physical activity. Life or Drugs had a staff member present to provide support at this site as well. Site staff prepared enrichment activities regularly for our students, including glow nights, hunter’s safety courses, holiday parties and yoga.

3.2 Staffing and PD

Professional Development for MC After 3 happened on Morgan County Schools Professional Learning days and consisted of a short meeting with teachers to discuss any upcoming changes after the program director returned from a training or conference. All other communication happened via email or when the program director attended the program to check in. The sites are small, the staff even smaller, and professional development was very informal for these sites as a result. All school day staff are saturated with professional development so clear, quick, concise information dissemination was very appreciated. The program director did go to Life or Drugs personally to explain the program comprehensively to their staff.

3.3 Alignment with School-Day Instruction

Widmyer Elementary School and Warm Springs Middle School have weekly grade level team meetings that include discussion about students who attend MC After 3 and what they need to accomplish, students who are falling behind academically or have social-emotional needs and need to be referred to MC After 3. Email communication is established and regular between the site coordinator and the regular school day teachers.

4. Participation Data

WVDE-required:

- Students served: During the 2024-25 school year, we served a total of 159 students: 128 at Warm Springs Middle School and 31 at Widmyer Elementary School.
- Regular attendees: Of those students served, 29 students attended 90 hours or more: 14 at Warm Springs Middle School and 15 at Widmyer Elementary School.
- ADA: The average daily attendance was 34.37 for both sites: 18.01 at Warm Springs Middle School and 16.36 at Widmyer Elementary School.
- Demographics:

SY 24-25: 144 students were white, 10 students were two or more races, one student was Asian, four students were black, and one student was Hispanic; 88 were male, 71 were female; 48 were economically disadvantaged, 31 had disabilities and one was an English Language Learner.

- Family engagement participation:

Each year staff represented MC After 3 at school sponsored family nights and all parent-teacher conferences. In addition, at Warm Springs Middle School, four family engagement events were hosted over the course of the program. The total served for all family engagement activities exceeds 350 individuals and 45 families.

5. Progress Toward Goals

Over 70% of the students who attended regularly showed improvement in academics, as reported in our continuation report. MC After 3-specific family engagement was more successful at Warm Springs Middle School than at Widmyer, with over 70% of the middle school families reporting positive feedback. Widmyer family engagement had overall very high participation, and our afterschool program piggybacked on the pre-planned school side events with good success given by feedback and attendance.

6. Student Outcomes

2024-25

There are no GPRA outcomes to report.

7. Family Engagement Outcomes

In the previous year, family engagement reached its highest level on record, with participation increasing by 50% compared to prior years. Through a comprehensive approach that included school-based and program-related outreach initiatives, staff successfully engaged at least 45 families. This achievement reflects the effectiveness of strategic efforts to strengthen connections between families and educational programs.

8. Program Strengths

Program strengths included measurable gains in academic proficiency and improved coordination between regular school-day staff and program staff, which enhanced the ability to meet student needs effectively. Additionally, the family engagement goal was exceeded, reaching more families than projected, and documented significant academic improvement as evidenced in the continuation report. These outcomes demonstrate the program's success in fostering both academic achievement and strong school-family partnerships.

9. Areas for Improvement

Identified areas for improvement include increasing the frequency and consistency of professional development opportunities for staff and strengthening student recruitment efforts at Widmyer Elementary School.

10. Recommendations

N/A

11. Continuous Improvement Plan

Continuous Improvement Plan: Increasing Student Attendance (SY 2025–2026)

Goal: Increase overall student attendance by **10–15%** compared to SY 2024–2025.

Key Challenges:

- Inconsistent attendance rates across programs.
- Barriers include transportation issues, family engagement gaps, and student motivation.

Strategies & Action Steps:

- **Family Engagement:** Share monthly attendance updates, host quarterly events, and provide resources to support consistent attendance.
- **Student Incentives:** Launch recognition programs and organize special events for students meeting attendance goals.
- **Staff Collaboration:** Offer training to identify barriers and hold bi-monthly meetings to review data.
- **Transportation Solutions:** Explore partnerships for transportation support and communicate schedules clearly.
- **Monitoring & Evaluation:**
 - Track attendance weekly and review trends monthly.
 - Compare data to previous year benchmarks.
 - Adjust strategies based on feedback and performance.

- **Expected Outcome:** Attendance increase of **10–15%**, stronger family-school partnerships, and improved student engagement.

12. Conclusion

In conclusion, while attendance requirements were not fully met, these sites came very close and have developed a clear improvement plan in collaboration with school and administrative staff. MC After 3 offers more than academic support, it provides a safe, structured environment for students during the critical after-school hours when they are statistically most vulnerable to making poor choices.

13. Appendices

None