

To: Dr. Mahoney & Board of Education
From: Kelli Virgil
Re: Board Report
Date: January 2022



Leader in Me:

- The January family night is scheduled for Monday, January 10th at 5:00. We will be discussing Habit 4.

Assessment:

- The second benchmark window for MAP assessment is January 10-21. Second quarter benchmark classroom assessments are finishing up from absences that occurred prior to break.

Professional Development:

- Diane Jones is scheduled to be at OES on January 25th. The topic of discussion will be on differentiation and test practice.
- There will be a presentation to the staff on January 26th regarding Challenging Behavior and Restorative Practices. This will be presented by a third party.

Community Involvement:

- This year we had 23 families and a total of 63 kids that we were able to provide Christmas gifts for due to community donations here at OES. Mrs. Stewart stated this is the biggest year we have had since she has been here. We are grateful for our community supporters!

Educational Grants:

- We had three teachers receive grants through the Maggie & Amos Foundation from the Chana Education Center. Jackie O'Rorke, kindergarten, received \$300 for outdoor classroom supplies. Cindy Kilmer, kindergarten, received \$300 for a classroom library makeover. Erin Welker, third grade, received \$250 to provide more book selections for students who are not reading at grade level.
- The Oregon Rotary Club donated \$6000 to Oregon Elementary School for each classroom within each grade level to add books to their classroom libraries!

Grade-level/Content-team Updates:

- **PreK** - We had Christmas fun before break, lots of crafts and Christmas presents for the parents. This month we are working on a few Author Studies: Mo Willems, James Dean, Jan Thomas. We continue to work on preacademic skills daily: letters, sounds, colors, numbers, names, and shapes. Back in December, we did a short unit on fairy tales – focusing on 3 Billy Goats Gruff and use of positional words and learned about different types of bridges to create our own, Little Red Hen and story sequencing and then The Gingerbread Man and comparing different versions of the story. We also did A LOT of fine motor work. This month we will begin a unit on Arctic Animals and start focusing more on letters, letter sounds and teen numbers, as well as reviewing routines and procedures.
- **Jr. Kindergarten** – During the month of December, Junior Kindergarten students had fun completing many winter activities. Using our math skills, we poured and measured ingredients to make playdoh. We also had fun “growing” a candy cane. Students enjoyed pajama day and making waffles in the classroom to celebrate the last day before winter break. During the month of January, students will be reviewing the capital letters and the lowercase letters of the alphabet. We will begin to read books that teach us the sound that each letter makes. Students will also work on writing their first and last name. During math, students will be writing the numbers 1-10. We will practice counting by 1's, 5's and 10's all the way to 100. In the classroom, we will get to explore new rise and shine bin items and new sensory items. The students will also take time to review the expectations of the hallway and the classroom.
- **Kindergarten** – Kindergarten is always so much fun around the holidays! In December, each student did a family “Home for the Holidays” project. They got to decorate a house, show off pictures and write sentences that shows



- their family holiday traditions. The students really enjoyed learning about what their friends do during the holiday. Santa also made a visit to kindergarten this year! Each student got to write a Santa letter, hand deliver it to Santa and Santa even brought each child an ornament. To end the year, we did different types of holiday activities that reinforced the skills we have learned so far. After returning from break we started doing different reading and writing activities with a snow theme. We have also started working on understanding how to combine numbers to build the foundation for addition.
- **1st Grade** – First Grade finished 2021 with end of semester reviews and assessments. Students were benchmarked in both Math and Reading to evaluate their retention of standards taught throughout second quarter. Students were also tested on their sight word knowledge and reading level growth. Before break, we celebrated the holidays with holiday themed reading and math activities. We also celebrated the end of the quarter with Polar Express Day. Students wore pajamas to school, and we had Polar Express themed learning activities and treats. For the beginning of 2022, first grade is starting with review of expectations and routines after winter break. We are also reviewing the standards that students needed the most review in based on benchmark assessment data received in December. After our review, we will start working on our third quarter standards. In ELA, we will start working on the differences between fiction and nonfiction as well as digraphs while reading and writing. Our writing focus for third quarter is opinion writing where we will focus on stating our opinion, providing reasons, and a closure to our writing. In Math, we will begin working on fractions and equal parts.
- **2nd Grade** – Before break we finished up MD2.10: graphing and RI2.9: comparing and contrasting non-fiction text. Then we reviewed and gave our benchmarks. We also finished Organ Wise Guys. After break, we are starting MD2.1a & b: measuring and RL2.1: asking and answering questions in fiction text.
- **3rd Grade** – *Math: We spent December working with money and making change using some fun Christmas themed activities. We then took time to review all third quarter standards to prepare for the quarterly benchmark. Some of our toughest standards of the year take place during the third quarter, but we will be easing into the toughest ones by first starting with a review of inverse operations. The rest of January will be spent looking at various types of graphs and learning how to create and interpret them. *ELA: In December, we learned about several different types of poetry and used our learning to create poetry books. We also prepared for our third quarter benchmark test. In January we will begin using text features to better understand informational texts and do some opinion writing. Students will also be working on writing complete paragraphs using proper punctuation with their daily digital writing journals. *Leader in Me: We will spend the first week of January reviewing the first three habits and updating our data binders before kicking off Habit 4 during the rest of the month.
- **4th Grade** – 4th grade celebrated the end of 2nd quarter with a holiday mug exchange and hot chocolate! Now that we are back and getting into the swing of things, we are reviewing Habits 1, 2, and 3. Students enjoyed making Habit 3: Put First Things First game boards where examples of using the habit offered advantages in the game while time wasters were obstacles that might cause you to head back to Start. We are looking forward to having our 2nd quarter awards ceremony at the end of the month. There is a lot of excitement, and hard work, to start the new year as we dive into long division and preparing for “How To...” demonstrations.
- **5th Grade** – Students made Google Slide presentations on the colonies in Social Studies classes and presented their learning to their peers.
- **6th Grade** – 6th Grade students continue to use ThinkCerca to support their writing instruction. In early January 6th graders were completing multiple lessons on the writing process using the newly acquired resource.
- **Art/Music/PE** – PE, Music, and Art staff planned the Holiday Family Night held in December. Mrs. Handschuh and Mrs. Hahn, art teachers, had two different holiday crafts in their rooms which were snowflake ornament making and glittery penguin garland. The PE staff, Mrs. Rogers, Ms. Paxton, & Mr. Elliot, had a Grinch Tag and snowball fight game in the gyms while Mrs. Davis, music, led the group in Christmas carols.



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- Reading Team** – The team will complete benchmarking assessments the week of January 10th. This information will be used at our tri-annual Data Meetings to assess student progress and determine which students need continued support/intervention. Bingo boards were sent home with all Title I students prior to Christmas Vacation. The boards asked students to read books in various fun settings (e.g. by the Christmas tree, snuggled up in a blanket, etc.) to encourage independent reading over break so reading levels would be maintained. The students that completed the activity were given a small treat as a reward for completing this task. The reading team will conduct AIMS Web benchmark testing January 10-14 for kindergarten through fourth grade students. Title I students continue to enjoy the monthly visits reading with the therapy dogs. The therapy dogs will be visiting each of the three Title I classrooms one more time in February, March, and April.

Behavior Data:

- Mid-Year Behavior Analysis:

Total by Month	August	September	October	November	December
21-22	65	110	80	146	100
19-20	44	192	79	140	136
18-19	29	240	210	237	168
Minor by Month	August	September	October	November	December
21-22	40	52	60	43	35
19-20	27	110	14	74	69
18-19	24	162	27	221	89
Major by Month	August	September	October	November	December
21-22	25	58	20	103	65
19-20	17	82	65	66	67
18-19	5	75	183	16	79

- Total Referrals to Date

	21-22	20-21	19-20	18-19	% Change Since 19-20	Change Since 18-19
Minor	230	73	294	525	-21.77%	-56.19%
Major	271	86	297	369	-8.75%	-26.56%
Total	501	159	591	894	-15.23%	-43.96%



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- Total Referrals have decreased compared to the last 2 full length school years.
- 5 students have accounted for 25% (127 referrals) of all referrals at OES. 11 students have accounted for 43% (217 referrals) of all referrals at OES. This accounts for 0.6 % (less than 1 percent) and 1.4% of our total student population.
- 2 students have accounted for 80% of the total referrals in 1st Grade. 5 5th Grade students have accounted for 55% of referrals in that cohort. 6 Sixth Grade students have accounted for 54% of referrals in that cohort.
- 20% of referrals have been assigned during a student's Specials block while that time accounts for 14% of their school day. 13% of referrals have taken place at recess, while it typically only accounts for 7% of their school day.
- 727 or 94% of OES students have received 1 referral or less this year.
- 25% of 6th Grade referrals have been assigned during their Specials Block. 26% of 5th Grade referrals have been assigned during their Specials Block.
- 78% of 6th grade students have received 1 referral or less. 77% of 5th Grade students have received 1 referral or less.

Enrollment Data: Updated 01.11.2022

PK	91
JK	14
K	93
1	89
2	93
3	93
4	85
5	97
6	108
OES Total	763