

OREGON
CUSD220

Academics | Activities | Service | Leadership

January 2018 Oregon High School Principal's Report

Student Athletic Code Violations Updates

- None

Faculty and Student Recognition/Other Issues

- Mr. Young will be coming back next year to teach dual credit speech. This will help us hold steady in the number of opportunities we will have to offer kids chances to earn college credit before graduation.

Welfare and Advisory/OEA and OESPA Issues

- No meeting for January for OESPA. OEA meeting scheduled 1-9-18.

Principal-Parent and Principal/Student Advisory Committees

- Next meeting will be held on January 24, focus on Illinois Report card and upcoming course offerings for 2018-2019.

New Programming OHS

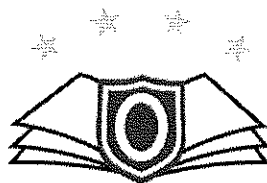
Social Entrepreneurship-Mr. Sitze

- 95% (one failure) of students passed SE for first semester.

Computer Programming

- No report.

Mission: Educate students to be lifelong learners who are productive, responsible citizens.



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Boost Update-Mrs. Starkey

Concerns:

One student failed English, all other students passed all their courses. He admits that he "messes around too much" and "will try harder," next semester. He, along with another student, exemplify the need for a team approach to intervention. It is imperative that we find the means of developing working relationships with students' outside counseling services and the juvenile justice system. It is improbable that we will be able to effectively tackle deep set issues without implementing the therapeutic techniques developed in these other settings.

Begin planning for next year: core group of BOOST students (mentoring, goal setting, BOOST classes all or mostly), but adding others to BOOST classes who may benefit from high-interest, small-class, hands-on learning environment.

Successes:

- NP and SD say, "I am ecstatic about my grades this year." And JE says, "I am glad and confident, but there is always room for improvement."

Coming up:

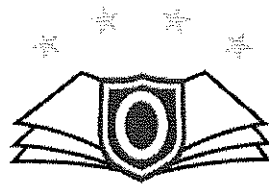
- Daily schedule has changed to allow Mr. Poser the opportunity for mentorship by the freshman team, to eliminate the problems caused by a too-small PE class, and to allow students to take a general class to recover credits and prep for the return to the general curriculum next year.
- students will begin planning their vacation trip. This will include a serious discussion of commitment to fundraising.
- this quarter, students will begin more traditional learning. While still high interest, project aspects will focus more on developing skills to meet deadlines, and critical and technical reading and writing.
- service project for the quarter: Ronald McDonald House tab collection, and a self-chosen individual service day.
- individualized goal development and attainment will be of greater focus.

Welding Lab Update-Mr. Knuth

Darren is setting up needs assessment meetings for this month Woods, Etyhre and FN Smith that both us will attend. Darren is going to try to get them all on same day, and hopefully before January board meeting.

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Andrew Nelson, Principal **OREGON HIGH SCHOOL** Mike Boyer, Associate Principal
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2017-2018 SIP Update

Goal I: Oregon High School staff and students will develop a stronger sense of community during the course of the 2016-2017 school year.

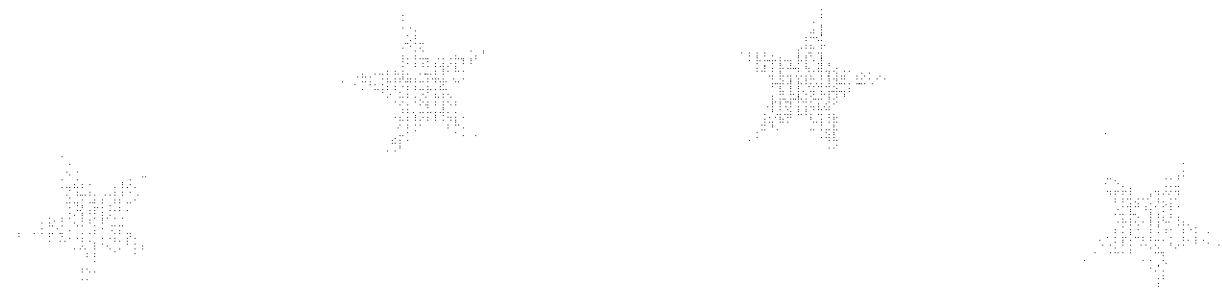
First two survey results attached.

Goal I I: 50% of Oregon High School Students will improve their Hawk Profile (based on Academics, Service, Leadership, and Activities) Index before the end of the school year.

- Mr. Larsen will run 1st quarter vs. 2nd quarter report once semester grades are finalized in January.
- We will include 1st semester HPI report to all students along with bi-weekly study hall reports when students return in January.

Goal III: Increase percentage of students meeting/exceeding on SAT in 2018 over 2017.

- Department updates attached.



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2016-2017 Oregon High School Improvement Plan

Our Mission:

- 1) To educate students to be life-long learners who are productive, responsible citizens
- 2) Imbue in our students the importance of: 1) Academics 2) Service 3) Leadership 4) Activities
- 3) To become the premier small high school in Illinois

Our Rationale:

- 1) Students and faculty/staff deserve a school that encourages and maintains a strong sense of belonging and purpose by fostering productive relationships.
- 2) Students and faculty/staff deserve a school that encourages responsible risk-taking and innovation to drive the act of self-actualization.
- 3) Students need to be empowered with the freedom to responsibly manage themselves, but with the overarching knowledge that with freedom comes responsibility.
- 4) Students need to be empowered with the information and feedback to help them improve their current academic and social performance.

Goal 1: Oregon High School staff and students will show an increased connection to OHS community during the 2017-2018 school year.

Rationale: Students and faculty/staff deserve a school that encourages and maintains a strong sense of belonging and purpose by fostering productive relationships.

Starting Point:	Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
Present SIP goal and its rationale	Presenting SIP goal and its rationale to faculty, staff, students and PPAC.	Nelson	By August 31 st for OHS By September 14 th for PPAC	Short survey to gauge understanding of SIP and purpose
Baseline Survey/Follow Up Surveys during year.	<ul style="list-style-type: none"> Survey of OHS faculty and students measuring connectedness Admin teaching SIP plan and its rationale to students 	Distribution: OHS teachers/Office Staff Analysis: Administration/ SIP Team/Principal Student Advisory Council	Beginning of each quarter	Quarterly surveys will provide indicator of strengths/weaknesses during the course of the year. (OHS/Britteny/CO Angela) First two administered, results from both tallied.
Daily Announcements	<ul style="list-style-type: none"> Create a live or pre-recorded video version of daily announcements (and post to Facebook via YouTube) Feature student groups at end of each broadcast Include student shout-out/student of the week/athlete of the week/senior of distinction recognition scroll 	Creation: Admin/Counseling /Student Groups/Band/Coaches/Secretaries	Beginning of school year Ongoing during year	Increase in sense of community (connectedness) as shown in student surveys. This hasn't happened yet to time and staff shortage. May not happen second semester.

School Celebration	<ul style="list-style-type: none"> • Merge Day and Bridge 8th Grade Visit Day • Adopt an 8th grader • New Student Orientation to include district welcome cookout • Spirit Fridays featuring OHS Drum line • Spirit Fridays encourage Hawk wear every Friday 	9 th Grade Team/Bridge Class Admin/Bridge Admin/Counseling/Staff Band/Coaches All Staff	Spring Spring August Bi-Weekly - Monthly Weekly on Fridays	Survey after 9 th grade orientation and merge day to determine if message was received. Won't happen until May Completed Ongoing Ongoing
Service Days/Athletic projects	<ul style="list-style-type: none"> • Create Service Day projects for Fall 2017 • Create Service Day project for Veteran's Day • Create Service Day Projects for Spring 2017 • Service projects athletic teams • Display service projects after service day • Provide pre-coaching prior to service days to display impact of projects they will complete 	Service Day Committee/ Hawk Projects Coaches/Lawton Office Staff Admin/Service Day Committee/Possible AV group	Plan set by August 31 st . Done Plan set by October 31 st . Done Plan set by March 31 st . (First meeting January 2018) Ongoing by season After each service day First one complete Spring	Quarterly surveys will provide indicator of strengths/weaknesses during the course of the year. First two done. Provide update after each season to staff to celebrate projects completed. Will combine fall and winter sports update in March. All- school presentation at end of the year Completion of video project Increased student attendance on service days

Goal 1: 50% of Oregon High School Students will improve their Hawk Profile (based on Academics, Service, Leadership, and Activities) Index before the end of the school year.

Rationale: 1) Students and faculty/staff deserve a school that encourages responsible risk-taking and innovation to drive the act of self-actualization. 2) Students need to be empowered with the freedom to responsibly manage themselves, but with the overarching knowledge that with freedom comes personal responsibility. 3) Students need to be empowered with the information and feedback to help them improve their current academic and social performance.

Starting Points:	Action Steps:	Who is Responsible?	Target Dates and Timelines:	Evidence of Effectiveness/Lead Measure(s)
Provide students with weekly HPI-related data updates	<ul style="list-style-type: none"> Reserve Mondays for "No Pass Mondays" Create weekly reports for study hall distributions on Mondays. (includes: grade graph, current GPA, missing assignments for week, attendance, service hours, quarterly goal) 	Adam/Admin – creation Study Hall Teachers	August Bi-Weekly - Mondays	Whole school HPI report run quarterly, with breakdown of individual categories to determine trends. (Adam runs report in January) Adam will run 1 st vs. 2 nd quarter comparison after first semester grades post in January
Increase conversation with parents regarding HPI	<ul style="list-style-type: none"> Add the graphic for each students' HPI graph to the bottom of each progress report and report card Include HPI conversations into PTC 	Adam/Admin – creation Staff	August Progress Reports October/November PTC Scheduled PTC throughout the school year	Addition of graphic to the report-Did not occur Conversations occur in meetings. Occurs

Add a dashboard visible to teachers and students showing graduation credits met/required	<ul style="list-style-type: none"> Add an online dashboard for students and teachers to track credits towards graduation 	Adam/Admin/Counseling	August	Addition of dashboard to PowerSchool (Adam) Done
Increase number of students who demonstrate leadership qualities in school	<ul style="list-style-type: none"> Provide students with PD on what it means to be a leader (leadership assembly) Display leadership posters in classrooms and hallways Provide teachers/students PD on how to teach leadership skills to students 	Admin Admin/Secretaries/Staff Admin/Ed Gerety Sessions	September	Overall growth of leadership data for students in HPI taken from whole school HPI report run quarterly, with breakdown of individual categories to determine trends. Report run after grades post in January for second semester. Increase in teachers noting students demonstrating leadership in classroom. Report at semester Report run in January after grades post.

Goal III: Improve Percentage of Students Meeting Math and English PSAT/SAT Benchmarks by (departments will set percentage) over 2016 benchmark results.

Starting Point:	Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/Lead Measure(s)
PSAT 9: 61% met in English PSAT 9: 31% met in math PSAT 10: 64% met in English PSAT 10: 35% met in math SAT: 55% met in English SAT: 31% met in math	Departments determine areas of weakness based on student scores tied to 2017-2018 class rosters. Areas of weaknesses addressed and assessed with PSAT/SAT type questions on formative, unit and summative assessments Results will be reported to Andrew quarterly.	Admin, English and math department chairs, Mike Boyer, Phil Yordy	End of each quarter. Did not happen. See notes in next column	Assessment results will provide lead measures on student performance, giving clearer picture on how students will perform before state testing in April. We won't have clear idea on progress for juniors until February practice SAT test. We are planning a practice PSAT 10 on 2-15 to check 10 th grader progress from last year's PSAT 9. We did not get baseline for 9 th graders until December. See additional updates from department chairs concerning revisions in plan.

OHS English Department Overview:

Increasing SAT Scores Over Last Year

What Don't We Currently Know About Our Students' Regarding English Portion Of The SAT?

- The department could not ascertain what specific areas our students did less well on the English portion of the SAT because the data we received didn't break results down with such fine distinction.
- It may very well be that after giving tests to students modeled on the SAT, the department will have a better idea where our students need improvement in terms of their skills. We will have clearer idea after we get the practice test results after 2-15-18 practice test.
- Other things that the department noted were:
 - A. Common Core is not a good fit with the SAT
 - B. BT, because it is aligned with Common Core, is also not a good fit with the SAT

What Do We Know About What's Being Asked of Our Students?

Comprehension of significant details in the text – questions use **paraphrasing**, not exact text language

- **Summary of main arguments and ideas** (requiring some inference – claims are not stated “on the page” necessarily).
 - a. The distractors here are ideas that *exist* in the passage, but are not the *main* ideas
- **Pairing “main idea”/ inference questions with “provide evidence” questions:**
 - a. What choice provides the best evidence for the answer to the previous question? ← SAT wording
- **Synthesis – analyze ideas from paired texts** (what do the questions look like for these?)
- **Define new words in context or connotative meanings of more familiar terms.**
- **Weird grammar – colon, semi-colon, dash**

Structure

- **Appropriate use of transitions** (relationship) and their meanings.
- For literature, **paraphrase/summarize** events

Inference

- **Rhetoric** – argumentative strategies, logic, effect of language choice

Other Sat Question Stems:

- Which choice best describes
 - A) what happens in the passage?

- B) the developmental pattern of the passage?
- In line ____, the word "____" most nearly means:
- The central claim of the passage is:
- Implicit vs. Explicit
- The main purpose of the passage is to:
- Which statement best describes the relationship between the passages?
- The author of Passage 2 would most likely respond to _____ in Passage 1 by claiming:
- What function does [example] serve in the passage?
- For characterization questions, answers are paired:
 - A) "Controversial and threatening"
 - B) "Provocative and mysterious" ← note high level vocab in answer choices

What Have We Done Based On Student Data We Have?

- The department took copies of past SAT tests and examined how test questions in the English section of the test were formatted and worded.
- After going through the process described above, teachers began embedding questions into their own tests that reflected the way questions are handled on the SAT in terms of content and structure.
- Mr. Zuber is doing SAT test prep in English III courses, focusing right now on reading passages.

OHS Math Department Overview: Increasing SAT Scores Over Last Year

What Do We Currently Know About Our Students' Regarding The Math Portion Of The SAT?

- We have collected data from how our students did last spring on their exams and we have catalogued it alongside what level of courses they have taken in the field of mathematics and how well they performed in those courses.
- When we took our first look at the data there were few anomalies. There were not very many students who performed well in rigorous courses yet did poorly on the SAT/PSAT, and likewise there were few students who performed poorly in courses and yet excelled on these exams. However, we also know that our percentage of students who did not meet SAT's standards was far below what we would like it to be.

What Have We Done Based On Our Students' SAT Data?

- As a result of these findings, we knew that we needed to incorporate some instructional strategies that would better prepare our students for the SAT exam that they will take as juniors.
- We have begun implementing bell ringer questions that are based on or directly taken from practice SAT exams. We have also continued to utilize SAT style questions on our exams. We are recommending that students utilize Khan Academy as a resource when they are unable to attend school (due to illness, vacation, etc.), when they need extra instruction on a topic and are unable to meet up with a teacher, when they need to review for the SAT, or in the case of the Open Program students, when they are moving at a pace that differs from their peers and would like individualized direct instruction.
- We believe that these steps will show growth in our students from their first attempts at PSAT/SAT exams to their next. If we see acceptable growth, we will continue these steps while searching for new strategies to put to use.
- If we see stagnation or a decline in our students' test results, we will reassess the current techniques and research new vetted practices that could supplement current instructional practices.

What Additional Actions Are We Planning?

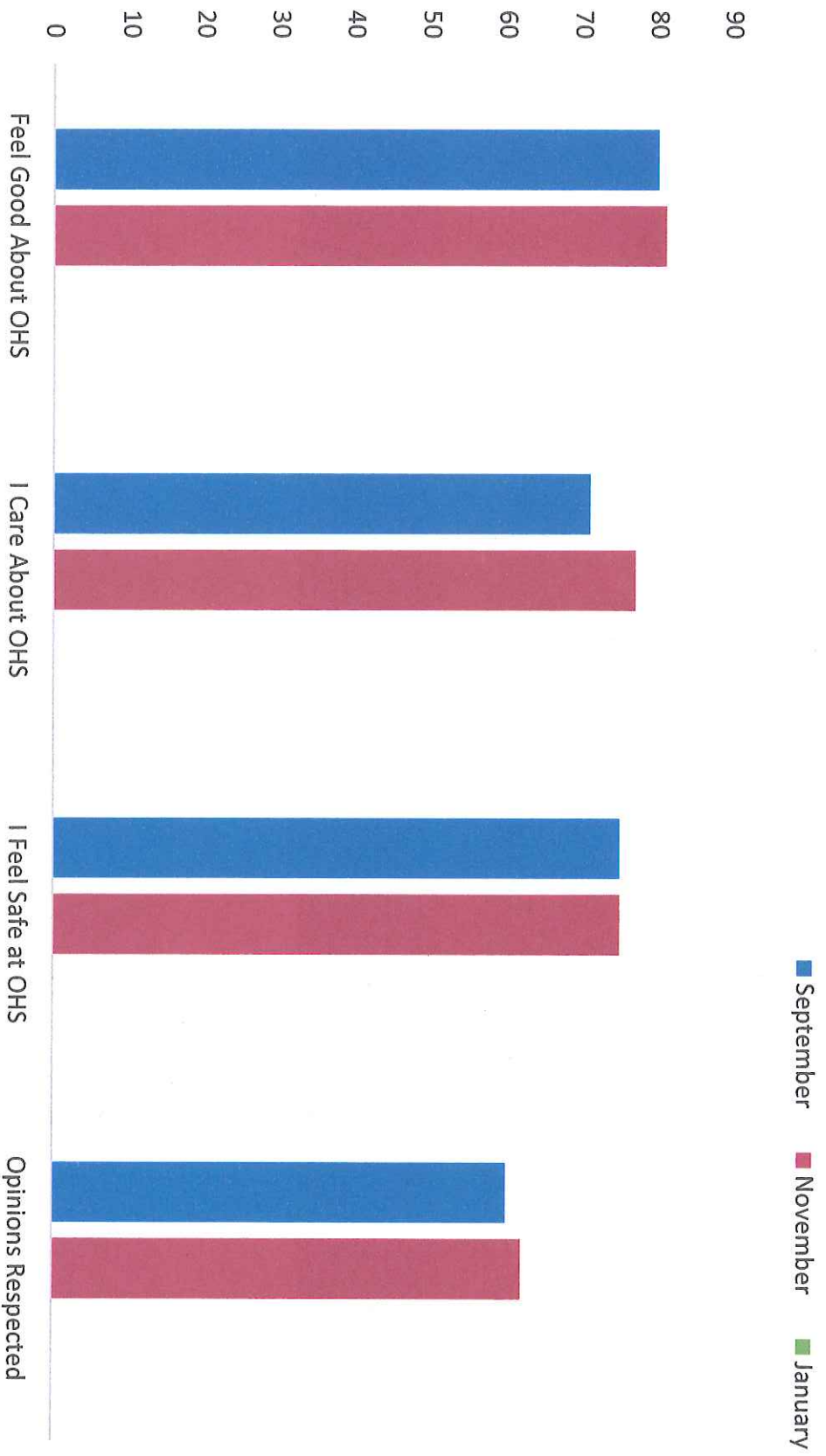
- We will be creating a new focus group that utilizes available practice SAT problems to give "bubble students" (kids who almost met standards on the test, but didn't quite get there) a crash course in how to take the SAT. This idea is still in the planning stage, but there is a chance that we could implement it this year with a short-term pilot group.

What Does The Future Look Like For Our SAT Data?

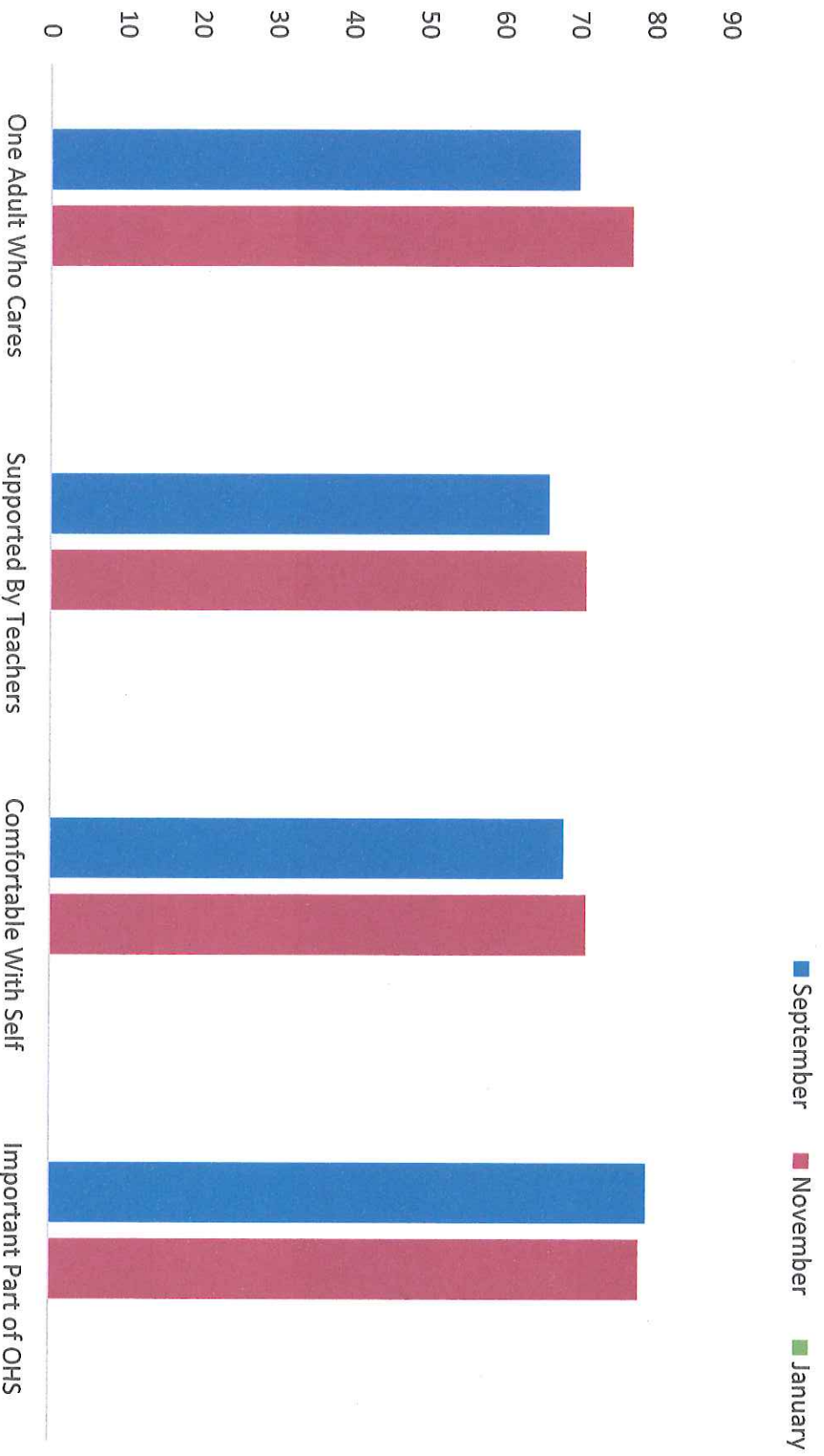
- The amount of data that we have currently, we compiled both in the dashboard on PowerSchool and in a more detailed document in an Excel spreadsheet, is only big data point we have right now of what we know about how well our students perform on the SAT.

- Over the next few years, we will be able to collect large amounts of comparative data, analyze the data, and pinpoint gaps in instruction.
- This will give us a much stronger understanding of what strategies are successful and where to refocus our efforts.

OHS Community Survey Results 1



OHS Community Survey Results 2



OHS Community Survey Results 3

