

To: Dr. Mahoney & Board of Education  
From: Kelli Virgil  
Re: Superintendent Report  
Date: February 2019

**School Improvement Plan FY 19:**

**SIP Goal 1: ELA-Literacy & Math**

- Student Attainment: 50% of all students will reach their attainment target based on local assessment data.

**SIP Goal 2: Social/Emotional & Family/Student Engagement**

- OES students will have an increased positive view of school and themselves and feel more invested and engaged in the school community.

**Professional Development:**

- Rachel White created and shared a Professional Development opportunity for all staff on various technology resources staff can use to enhance their instruction. Multiple staff commented on how well-prepared and useful the information was. Several of them participated in it during the snow/cold days since the format was changed to online.
- 1<sup>st</sup>-4<sup>th</sup> grade level teams and 5<sup>th</sup>/6<sup>th</sup> reading/writing teachers met with Diane Jones regarding implementation of Reader's Workshop and Guided Reading.
- **Book Studies** – Plan on implementing a strategy from a resource that Diane Jones provided at the February staff meeting. Will go over the resource in the staff meeting. It is an on-line instructional strategy "catalog" for teachers with examples. The intent is for teachers to start incorporating more of these strategies in their lessons.

**Points of Interest:**

- **Innovation Conversation** – Kindergarten and Pre-K families will get to meet with their child's teacher in a one-one setting beginning in the 2019-2020 school year. This will take place over the first two days of school. This will allow for students and their families to see their classroom, meet their teacher and bring their supplies in a more intimate and less crowded environment. Families of kindergarten students who have not had a child go through OES previously will also be invited to a new family night orientation the week before school starts in August. Students will be able to attend the First Day Celebration with their families. We have found that the kindergarten and Pre-K students get overwhelmed in this environment when not with their families.
- **Community Collaboration** – The February PTP night has been canceled due to low RSVP numbers. We will be offering two more for the year. One in March and one in April.
- **Family Feedback** – Our third PAC (Coffee and Cookies) meeting is scheduled for February 19<sup>th</sup> at 5:00.
- **SEL** - Our second survey of the year was sent out for students at the end of January. We hope to get all collected soon due to the snow/cold days. Waiting for collaboration with tech to begin pilot of Suite 360 as an intervention for students who are sent to the office for behavior choices or are serving an ISS.
- **Student Services** – OES currently celebrated Kindness Week from the Student Ambassadors who planned it all. It promoted various acts of kindness students and staff could complete at school. The group shared resources with teachers/staff along with various dress up days to promote Kindness Week!
- **Spelling Bee** - 21 fifth and sixth grade students participated in the annual OES Spelling Bee. Emma Molnar-Schlichtmann, OES 6<sup>th</sup> grader was the champion and will represent OES at the Regional Spelling Bee in Dixon on February 21<sup>st</sup>. The spelling bee took two days to identify the winner!
- **Benchmarking Data** – MAP Testing was completed for grades Kindergarten-6<sup>th</sup> in less than 7 days. Mandi Callaway, paraprofessional, reported that this was the fastest and most efficient testing session to date due in large part to the increase in available technology with our Chromebook carts throughout the building. Students were testing in both reading and math. This assessment allows students, staff, and families to gain a detailed picture on a child's individual progress throughout the school year. The test taking of three times a year (August, January, and May) allows us to compare our students' progress with peers from around the country and make informed decisions about interventions/services provided.

### Grade-level/Content-area Updates:

- **Pre-K:** Students have been involved with learning about ice, what makes it melt, the life of a snowflake and penguins.
- **K:** Students have been studying dinosaurs and recently went to the Burpee Museum and the Discovery Center as a culminating activity for their unit of study. They also celebrated the 100<sup>th</sup> day of school with several fun activities.
- **1<sup>st</sup>:** Students reviewed expectations for their classrooms when they returned from break. They celebrated the 100<sup>th</sup> day of school with 100 themed activities. They also talked about Groundhog Day and making predictions.
- We talked about groundhog day and making predictions
- **2<sup>nd</sup>:** Second graders have amped up kindness week by having the children participate in the Million Penny Challenge for St. Jude through 97 WZOK. The kids collected, counted and graphed pennies to donate to St. Jude hospital. Two students from each class got to go with Mrs. Kann to the radio station to drop off the pennies we collected. The students who went to drop the pennies off at the radio station were also lucky enough to go on the air!
- **3<sup>rd</sup>:** Shared Google Docs with students to create opinion writing pieces, collaborated with partners to research famous African Americans in history, discussed power verbs that are part of the #oneword campaign during Hawk Academy to create a grade level word cloud, worked through Kindness Week by doing random acts of kindness for students and staff, **assigned Freckle activities for students to work on at home during the snow days—received a lot of good feedback from parents about having this option, kids were also able to login to Read N Quiz at home in order to take comprehension quizzes on at home reading during days off.**
- **4<sup>th</sup>:**
- **5<sup>th</sup>:**
- **6<sup>th</sup>:** Mr. Rogers' Social Studies class held a Wax Museum in which students brought a character from Greek Mythology to life for visiting classes from throughout the school. This hands on learning experience is always a highlight of the year in 6<sup>th</sup> Grade.
- **PE:** Groups have begun units on hockey and jump rope in coordination with their annual fundraiser for the American Heart Association.
- **Art:**
- **Grades K-3 (Handschuh):**
- **Grades 3-6 (DeWilde):** This school year our classes have been cut from 42 minutes to 27 minutes. This has certainly been a challenge for our curriculum, materials preparation, grading, and classroom management. I am doing what I can to continue to provide students with the best possible art experience.
  - **3rd Grade** – Third grade students are finishing a unit on Impressionist painter, Georges Seurat. Students created a watercolor landscape and used the artist's pointillism technique to experiment with color blending.
  - **4th Grade** – Fourth grade students are continuing their unit on art and traditions from China. Students created paper lanterns using complementary color schemes. Next students will create large 3D dragon face inspired by the Legend of Nian.
  - **5th Grade** – Fifth grade students learned about American pop artist, Keith Haring. Students worked in teams to draw figures inspired by Haring's subway compositions. Individually, students applied Haring's style to figure drawings that represented their own unique hobbies, interests, or career aspirations.
  - **6th Grade** – Sixth grade students created wearable collar pieces inspired by Egyptian art. Students will wear their creations in a photo project using green screen technology to create their own narratives inspired by Egyptian pyramid paintings.
  - **Art Academy** –
    - 5th grade Art Academy students are creating paper-mache sculptures inspired by pop artist Keith Haring.
    - 6th grade Art Academy students will create 3D drawings inspired by contemporary artist, Eric Joyner.
- **Music:** 4<sup>th</sup> Graders will begin their unit on recorders by working to earn various levels of mastery with corresponding belts.
- **Library/Tech:**

○ **Reading:**

- Winter AIMS testing has been completed for kindergarten through grade 6 in math and reading. Scores have been reported and are being used as part of the process of determining access to supplemental services in grade-level data meetings.
- A new literacy book is being written by Dr. Pamela Farris (Professor NIU and ISU) and Mary Gardner (retired OES Reading Specialist, Interim Director of NIU Reading Clinic). The OES Reading Team has been asked to share information and data from our successful summer reading program for inclusion in a chapter on rural literacy education. It is an honor to have our project included in the book and we hope the program will spread to other districts.

**Current Enrollment as of February 4, 2019:**

F4S	40
Pre-K	17
DLR	38
Kindergarten	107
1st	79
2nd	87
3rd	101
4th	102
5th	114
6th	126
<b>Total</b>	<b>813</b>

**Behavior Data:**

<b>Number of Referrals</b>	<b>Students</b>
0	644
1	79
2	25
3	15
4	11
5	4
6	6
7	6
8	4
9	4
10-15	9
16-20	3
20-30	6
30-40	7

**Positive Highlights/Action Steps**

- The question had been posed about the dramatic increase in the number of referrals compared to this year and last. The question was posed to our 5<sup>th</sup>/6<sup>th</sup> Grade teams in addition to our PBIS Team. The PBIS Team will begin working to identify areas of improvement with specific ways to promote positive behavior, creating resources for staff, and identifying a common language/expectations that will tie in with our adoption to The Leader in Me in the 2019-2020 school year.
- Multiple teams and individuals are doing extraordinary things to meet the unique needs of our student population. Our 6<sup>th</sup> Grade team has been a fantastic example of adapting their current practice to meet the needs of their students in a positive, welcoming manner. They have created multiple avenues to promote positive behavior through incentives, student recognition opportunities, and most importantly in the day-to-day relationship building

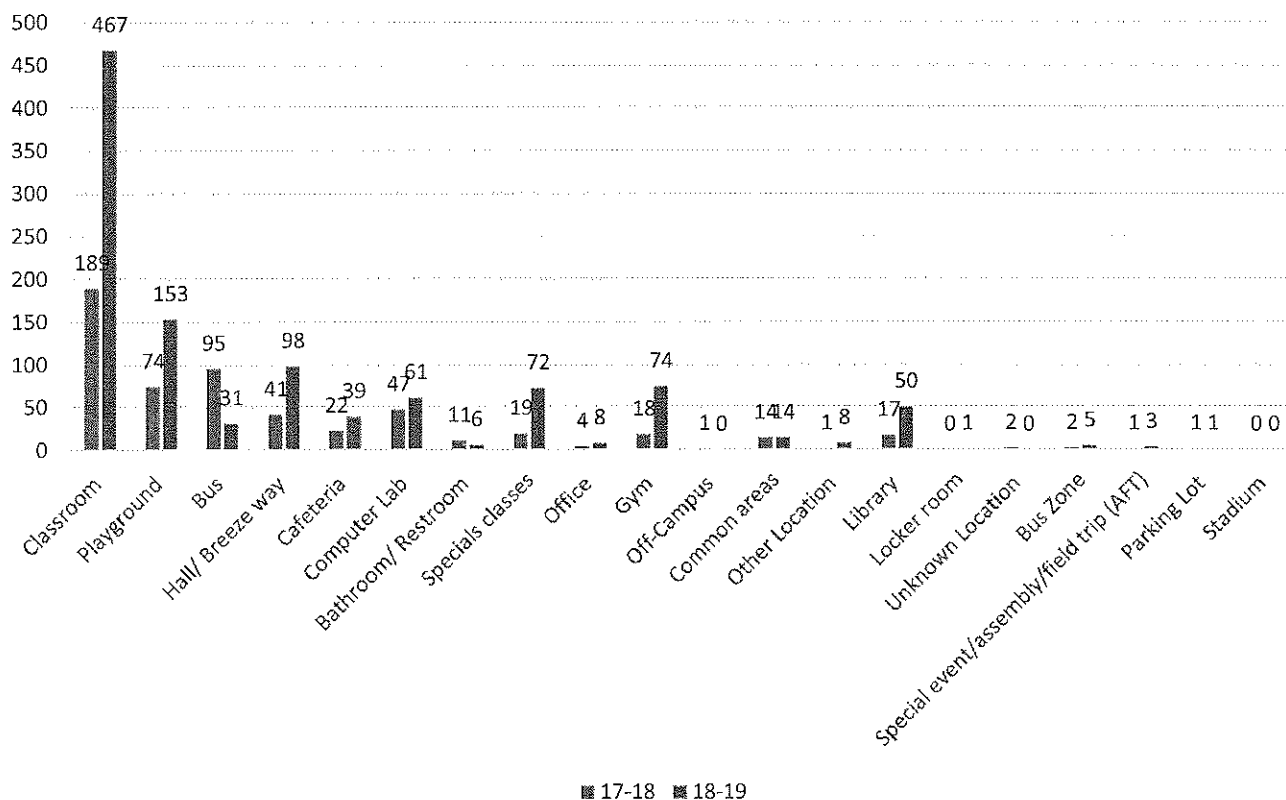
with students. They have revamped their Writing period to incorporate more Social/Emotional Learning opportunities for students in need. These lessons have been taught in coordination with Tandy Howard, OES Instructional Coach, and Josep Montanola, OES Social Worker, with groups of girls or boys separately designed to give them the skills to be more successful in class.

- Both Mr. Montanola and Krystal Stewart, OES Counselor, have worked tirelessly to meet the needs of individual students in addition to holding group lessons to give students more skills to be successful in class.
- Our 3<sup>rd</sup> Grade team is a model team of developing consistent expectations and working to promote the positive things taking place.

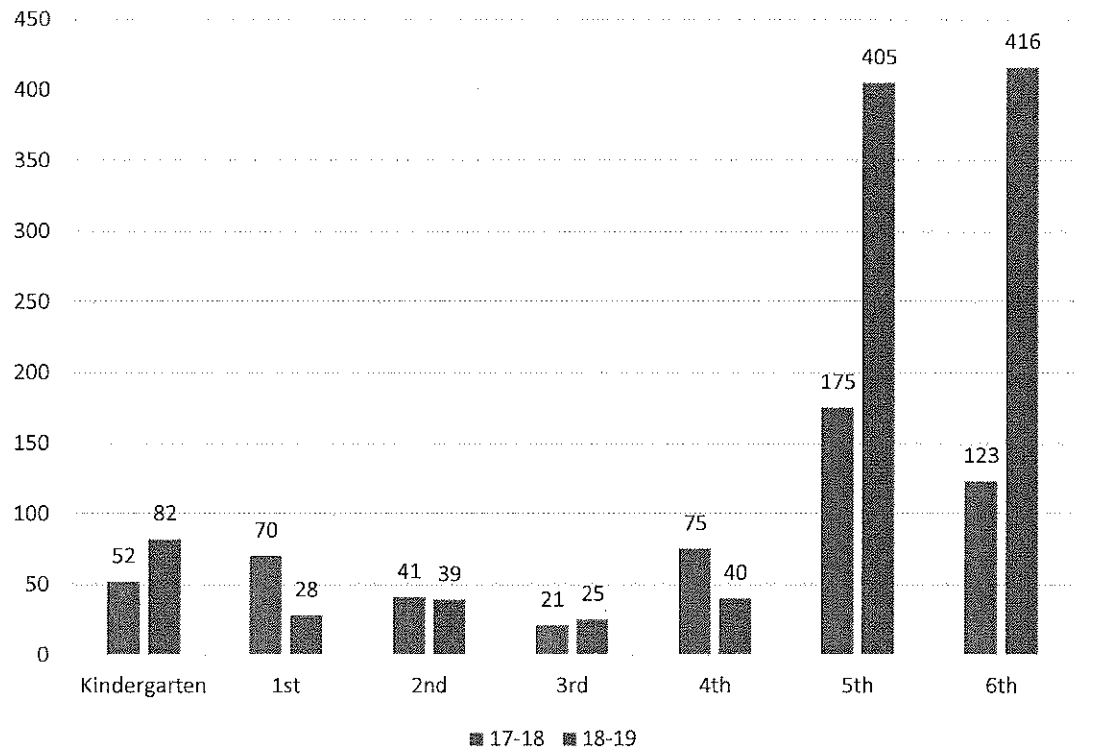
Below is a split from the 1<sup>st</sup> 50 days of school to the most recent 50 since many of the positive and proactive efforts by many of our staff have taken place.

	1 <sup>st</sup> 50 Days- August-November 11	November 11-Present	Increase/Decrease
Kindergarten	55	27	-51%
1st	11	17	55%
2nd	28	11	-61%
3rd	14	11	-21%
4th	30	10	-67%
5th	197	208	6%
6th	290	126	-57%

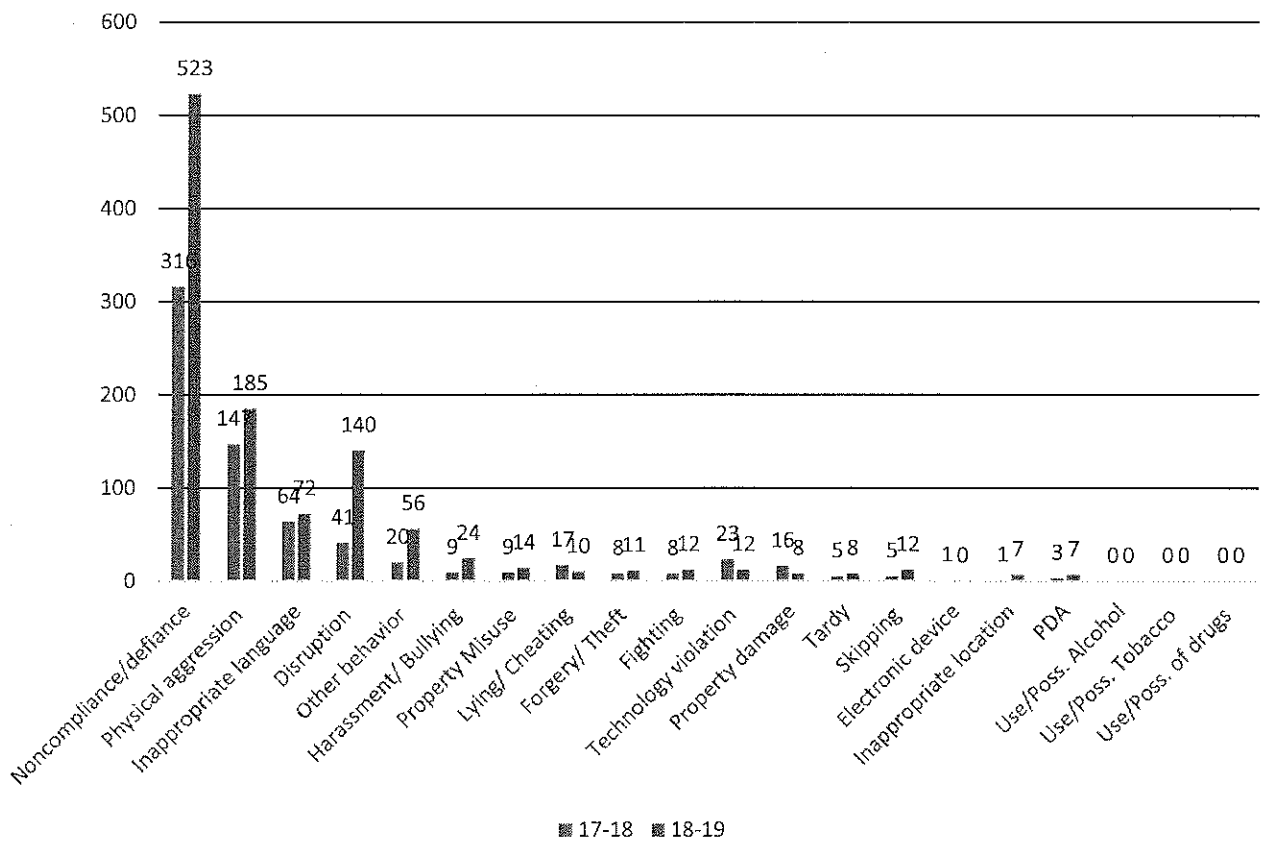
Referrals by Location 17-18 vs 18-19



### Grade Levels 17-18 vs 18-19



### Referrals by Behavior 17-18 vs 18-19

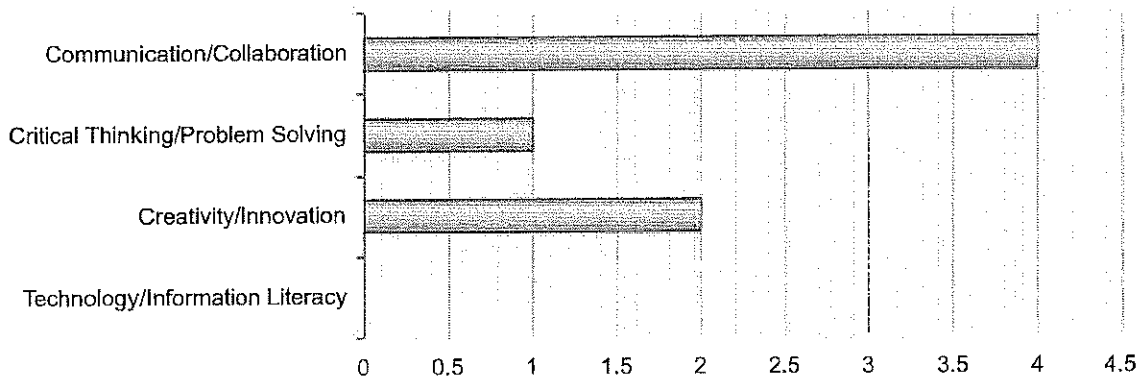


# Informal Report

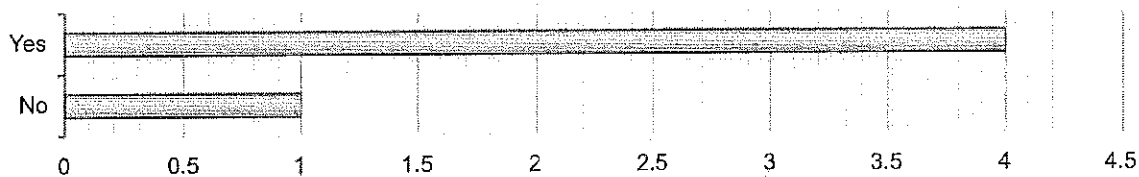
1/1/2019 - 1/31/2019 | Oregon Elementary (OES)

Informal Count: 5

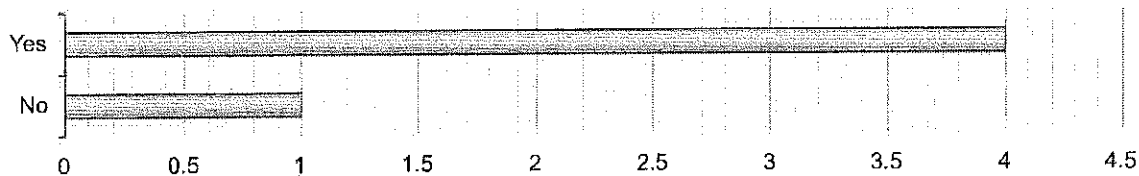
## 21st Century Skills:



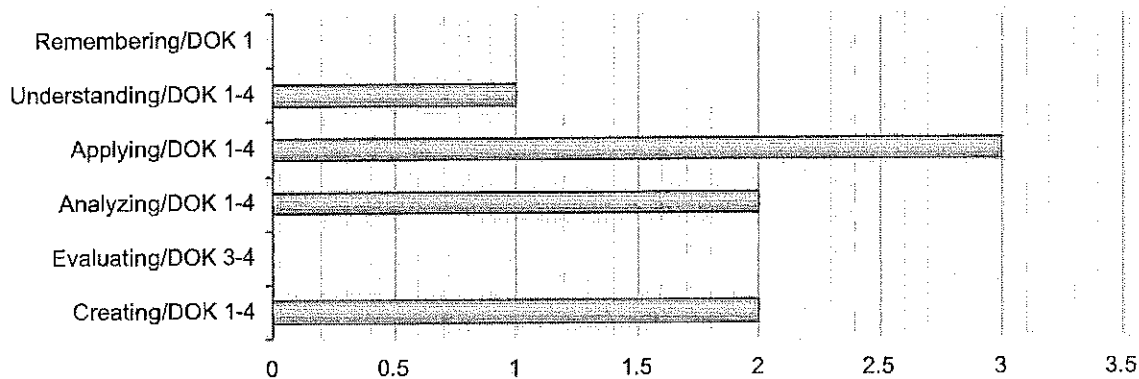
## Priority Standards Posted



## Essential Questions/Corresponding Big Ideas



## Bloom's/DOK: Check all that apply

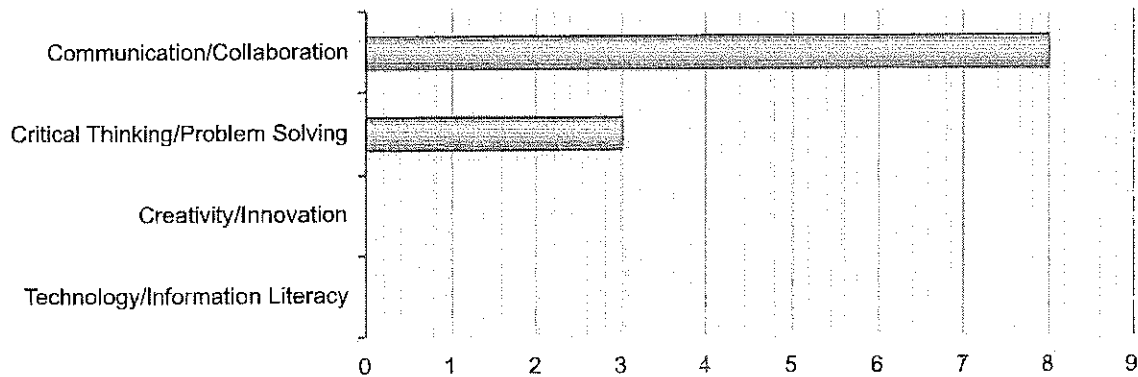


# Informal Report

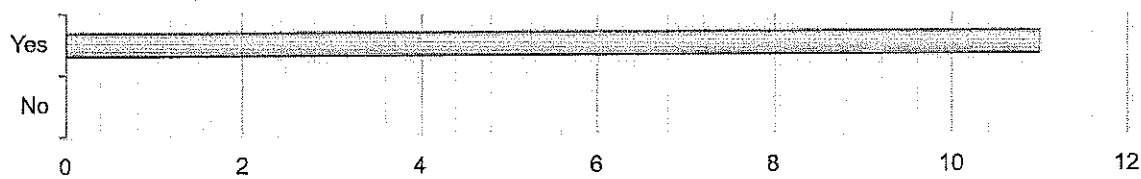
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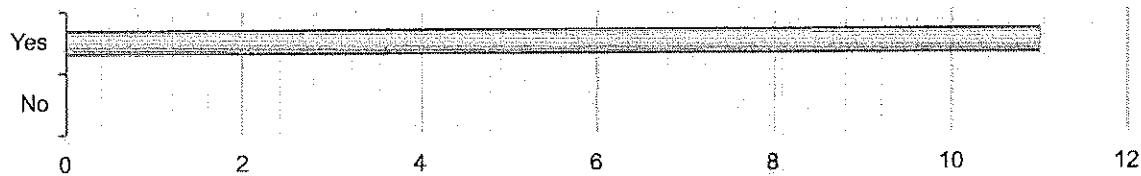
## 21st Century Skills:



## Priority Standards Posted



## Essential Questions/Corresponding Big Ideas



## Bloom's/DOK: Check all that apply

