

To: Board of Education & Mr. Mahoney
From: Kelli Virgil
Re: Superintendent Report
Date: July 2016

School Improvement Plan FY 17: DRAFT

SIP Goal 1: ELA-Literacy & Math

- Student Growth: 50% of all students will achieve or surpass their positive individual student-growth target based on local assessment data.

SIP Goal 2: Social/Emotional

- OES students will have an increased positive view of school and themselves.

SIP Goal 3: Student-Created

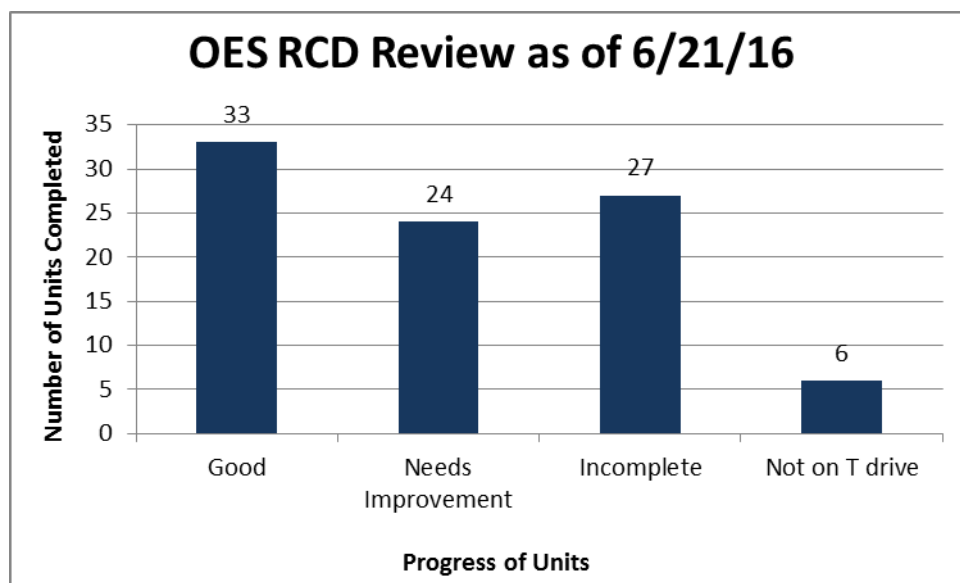
- OES Students will feel more invested and engaged in the school community.

SIP Goal 4: Climate & Culture...

- TBD – Phoenix team will determine after results of Spring 2016 survey

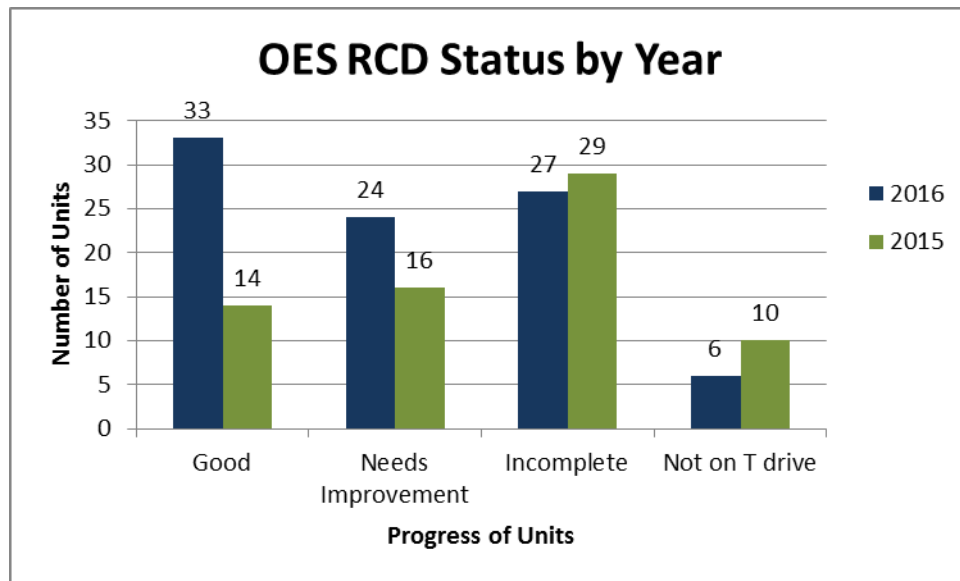
Teaching & Learning

- All units reported by OES teachers as being started at minimum have been reviewed. A total of 90 units were assessed using the unit assessment criteria developed by Leadership and Learning and the OCUSD RCD committee.
 - Good/great units were complete
 - Units designated as needs improvement were missing at least one component or had at least one area needing revision.
 - Units identified as incomplete were missing major components of the unit. The design template with many of these units had numerous areas that had not been completed.
 - Six units were stated as being started; however, no trace of them exists on the



shared drive.

- In June 2015, a total of 69 units were reviewed. The total number of units grew to 90 in June 2016, an increase of 21. As evidenced by the chart, many more have a “good/great” status.



Innovation:

- **Foundations 4 Success:**
 - Classes have been set. There will be 16 in the morning and no more than 15 in the afternoon (there are currently 12).
- **I READ:**
 - Kindergarten – Average improvements by percent
 - Letter Name Fluency – I READ students: 73.5%, Compared peers: 44%
 - Letter Sound Fluency – I Read students: 89.7%, Compared peers: 83.8%
 - First Grade – Average improvements by percent
 - Reading Curriculum-Based Measurement
 - I READ students: 75.2%, Compared peers: 72.8%
 - Reading Levels
 - I Read students: increased 5.5 levels, Compared peers: increased 5.6 levels
- **Cluster Grouping:**
 - We are set to utilize this structure in all grades with the exception of Kindergarten and Pre-K.

Special Education:

- All classes have been set and teachers assigned.

Response to Intervention (RtI):

- No update.

Title 1

- No update.

Alternative Student Placement Summary

At the conclusion of the 2015-2016 school year, Oregon Elementary School had two students enrolled at the Chana Take Charge alternative placement school. The following information is collected from the end-of-year report card.

- First Grader – Male:
 - Reading: B+
 - Math: B+
 - Writing: C+
 - Empowerment: C-
- Third Grader – Male:
 - Reading: A
 - Math: A-
 - Writing: A
 - Empowerment: A

Points of Interest:

- Seven OES students in grades 4-6 attended summer school May 31-June 16. Ms. Volkening led summer school and explored topics in math and reading with students.
 - This year's approach was slightly different due to lack of funding through the ROE.
 - One teacher was present vs. two in the past.
 - If a student's need was building math skills, they did not have to be present for the reading portion of the day and vice-versa.
 - The return rate on invites was less than 50%.
- Fundraiser plans for the 2016 school year have been set. We will once again be working with Karen Ippen and World's Finest Chocolate. The fundraiser is set to run from September 19-October 7. This year's sales will have a 50% profit margin.
- Summer custodial work is progressing nicely. In talking with Mr. Nesemeier, he is pleased with progress as well. At the time this was written, most of the classrooms in the Jefferson wing had been completed and crews were moving into the center section of the building.