

To: Dr. Mahoney & Board of Education
From: Kelli Virgil
Re: Superintendent Report
Date: July 2018

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:

- Alignment of calendar days with ICLE for PD in regards to strategies audit.
- Met with Diane Jones, ICLE Consultant, at ICLE – MSC2018 (Model Schools Conference 2018) to discuss various strategies/topics to be discussed during PD/instructional coaching time.
- Met with Adam Drummond, ICLE Consultant, at ICLE – MSC2018 and discussed methods for implementing data-driven conversations into weekly team meetings, i.e. presenting the staff with EQs in the weekly Friday Focus that will be discussed at grade level meetings with administrators present.
- Mr. Huels attended the Humanex Legacy and Impact Summit in Kalamazoo, Michigan on June 17-19 with Ms. Cremeens and Mr. Nelson. A number of the speakers shared insights on how to have a greater impact in your organization and making the most of an opportunity to impact the lives of others. Jim Casas, a renowned speaker and award winning principal, presented on different ways to positively impact school culture and provided practical strategies to build relationships with students. Inky Johnson and Joshua Medcalf spoke at length about enjoying the process instead of being laser focused on goals with a priority on mental health.

OCEC Programs EOY info:

- Chana Education Center:
 - Two students in first and fifth grades. Both students ended up with an A or higher in the following areas: empowerment, social studies, English lit/language arts, math, English/lit, an elective and science. The first grader had a B in PE and the fifth grader ended with a C in PE.
- PACE: Communication classroom –
 - Two students in kindergarten. Both students attend the OES program. They both ended the year with an A in the following areas: math, language arts, adapted PE, social studies, science and life skills.
- PLUS: Life Skills –
 - Two students in grades 5 and 6. Both students attend the DLR program. Both students ended the year with an A or B in the following areas: adapted PE, empowerment, reading, science, language arts, math social studies and life skills.

Points of Interest:

- The SIP team meet in June to discuss the additions of the rubric framework as an action step to goal one and the implementation of affirmations as an action step for goal two.
- I Read - This is the fourth year for I Read. I Read students are those identified as needing more home support in regards to mentoring. The first students to begin the program have completed the four-year cycle which ends once they finish third grade. OES has averaged around 10 volunteers each year within each grade level. Our numbers are comparable to that of the Rockford School District and Harlem School District. We have been able to sustain this same amount every year the program has been at OES. This is due in large part to Lori Peterson, the volunteer liaison.

- Kindergarten-
 - The average I Read student ended the year reading between a B & C level according to the Fountas & Pinnell reading levels. The average non-I Read comparable kindergartener ended at a C. Grade level expectation is to end at a C/D. With Aimsweb testing, the average I Read student grew by stating 23 more letters from fall to spring and sounding out 24 more letters from fall to spring. The average non-I Read comparable kindergartener grew by naming 31 letters and sounding out 36 from fall to spring.
- First Grade-
 - The average I Read student ended the year reading between an I & J. The average non-I Read comparable student ended at a J. The EOY expectation is to read at a level I. The average I Read student grew in the amount of 45 more words that they were able to read in one minute. The average non-I Read comparable student grew by 44.5 words.
- Second Grade-
 - The average I Read and non-I Read comparable student ended the year reading between M & N. The EOY expectation is to be at a level M. Both the average I Read students and non-I Read comparable students grew by 12 points from fall to spring on the MAP testing. The I Read students were able to grow an average of 27 words more from fall to spring when reading in one minute. The non-I Read students grew an average of 26 words more from fall to spring in one minute.
- Third Grade-
 - The average I Read student finished the year reading between Q & R reading levels. The average non-I Read comparable student ended the year at a Q. The grade level expectation for EOY is P. The I Read students grew an average of three more correct answers on the MAZE assessment from fall to spring and the non-I Read students grew an average of six. The I Read students grew an average of three points on the MAP assessments from fall to spring, while the non-I Read students grew an average of 9.25 points from fall to spring.