

To: Dr. Mahoney & Board of Education  
From: Kelli Virgil  
Re: Board Report  
Date: January 2023



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### **Assessment Update:**

- Students who participated in summer school in July of 2022 had the following grades for the first and second quarters:

Grade/# of Students	%-Meet or Exceed Reading Q1/Q2	%- Meet or Exceed Math Q1/Q2
2 <sup>nd</sup> Grade/14 (HMH)	14/46	36/54
3 <sup>rd</sup> Grade/7 (BT)	28/28	71/43
4 <sup>th</sup> Grade/12 (HMH)	100/92	8/33
5 <sup>th</sup> Grade/10 (HMH)	20/40	20/10
6 <sup>th</sup> Grade/13 (HMH)	38/64	15/45

- All Kindergarten-6<sup>th</sup> grade students took the Fast Bridge Assessment that is used for benchmarking. This assessment was purchased to replace Aimsweb. There is also a component that OES is currently piloting that could replace MAP assessments. Below is the data for that assessment.
  - aMath – 585 students took the assessment. 115 (20%) are considered in the college pathway, 214 (36%) were identified as low-risk, 170 (29%) were identified as some risk, and 86 (15%) were identified as high-risk. Percentile scores-66% of students fell in the 30<sup>th</sup> percentile and above and 34% fell in the 29.99<sup>th</sup> percentile and below.
  - aReading – will be given in the spring.

### **Curricular Technology Resource Update:**

- FEV Tutoring:** OES 5<sup>th</sup> and 6<sup>th</sup> grade students utilized this resource for 1494 hours with 619 attended lessons. The average exit ticket percentage between the 5<sup>th</sup> and 6<sup>th</sup> grade activities was 83%. 5<sup>th</sup> grade averaged 89% on their exit ticket scores and 6<sup>th</sup> grade averaged 76%. The program utilized our NWEA MAPS assessment data to help differentiate the instruction each student will receive. Our contract with this resource is up and we will be transitioning to Tutor.com as it offers a more interactive experience with the tutors and is more closely aligned with standardized tests.
- IXL:** IXL is one of the online resources aligned to our learning standards that provides targeted skill practice for students. To date, our students have answered over 148,000 questions in IXL and 600 hours of targeted skill practice. This resource is used primarily at the 5<sup>th</sup>/6<sup>th</sup> Grade level during our Intervention/Enrichment time. Our 5<sup>th</sup>/6<sup>th</sup> Grade students have also used it collectively for over 125+ hours of intervention at home.
- Freckle:** Freckle is another online resource aligned to standards that provides targeted practice for students, used primarily in grades K-4<sup>th</sup>. Our usage/growth data with this resource points out that 3<sup>rd</sup> Grade students have used it the most and have made the most growth. As a school we have logged in for over 31,000 practice sessions using this resource with a total of 164,000 minutes of practice across ELA, math, and science.
- Think CERCA:** Our 4<sup>th</sup>, 5<sup>th</sup>, & 6<sup>th</sup> grade students took the MOY benchmark. In the fall, 4<sup>th</sup> grade students had an overall average score of 29%, 5<sup>th</sup> grade had 42%, and 6<sup>th</sup> grade had 30% with an OES average of 32%. In the winter, 4<sup>th</sup> grade students had an overall average of 69%, 5<sup>th</sup> grade had 62%, and 6<sup>th</sup> grade had 48%. The OES overall average for the MOY benchmark was 60%.



### **Professional Development:**

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- The Lighthouse Leaders, Mike Boyer, Erica Cann, & Jeff Stultz are scheduled to have a meeting with TLiM coaches to better lead the Lighthouse Team and leading our Action Committees. This is set to occur on January 26<sup>th</sup>.
- The Blue Team Leaders, Erica Cann, Audrey Goudreau, & Sam Kann are also scheduled to meet with TLiM coaches to discuss how the implementation of the academic portion of TLiM is going at OES. This is set to occur on February 23<sup>rd</sup>.

### **Community Engagement:**

- OES had three teachers apply for the Maggie & Amos Foundation Grants through the Chana Education Center.
  - Cyndi Kilmer, Kindergarten: \$500 for Sensory Bins
  - Amy Tomlinson, Pre-k: \$340 for Art and Fine Motor Supplies
  - Brandi Costa, Special Education: \$450 for Indoor Garden Supplies

### **Student/Family Communication:**

- The challenge given to staff before winter break was to communicate a positive message to all students prior to leaving.
  - Over 50% of homeroom teachers confirmed that all their students had a positive message home prior to break.
  - Five different service providers (reading/special education) also confirmed they sent positive messages home to their caseloads.

### **Grade-Level/Content-Team Updates:**

- **Pre-K:** We worked on Christmas and Winter activities. We continue to work on colors, shapes, numbers, names, letters, and letters sounds.
- **Junior Kindergarten:** Each semester students receive an individual postcard or letter home. Families received a Christmas letter and photo with a message about their student. This occurred during the last week of school. During the last week of school students all were able to complete a holiday activity. We grew candy canes, made reindeer food, and decorated a Christmas tree. On the final day before break, students were able to wear their pajamas. We all ate breakfast together and enjoyed reading stories. One of our favorite activities during the month of December was filling our stockings. Each student was able to bring in a small stocking stuffer for their friends. Stockings were stuffed and students were surprised on the last day with a stocking full of goodies. The students each got to open their gifts prior to leaving for break. Students all completed their second quarter assessments before going on break. We practiced counting, writing our name, identifying the letters of the alphabet, and writing our numbers. We will start learning sight words and letter sounds when we return from break.
- **Kindergarten:** December fun activities included a Santa visit on Friday Dec. 2<sup>nd</sup>. The students were able to get a picture with Santa and he brought each student an ornament for them to take home. The students completed a Home for the Holidays home-to-school holiday traditions project and those decorated houses hung up the hallway for the month. To finish up our gingerbread man unit each kindergarten class made a giant gingerbread man cookie, and each cookie escaped the oven and got lost in the school, so we had to track them down which the kids thought was the absolute best. On the day before break, kindergarten celebrated Sharpen the Saw Day with wearing pajamas to school and we did a holiday sock exchange

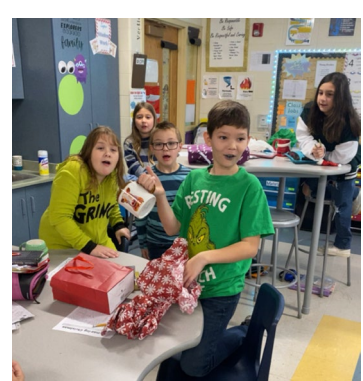
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where each student brought in a pair of socks wrapped up and then all the students chose a pair to unwrap and wear for the day. We also celebrated that last day before break with our classroom holiday parties.

- **First Grade:** First grade finished out second quarter by reviewing both ELA and Math standards that have been taught over the year. We also did holiday themed learning activities. Before break, we participated in Sharpen the Saw Day by creating different activities in each first-grade classroom that sharpened the different aspects (body, soul, brain, etc.) and students traveled to each classroom. We also celebrated the holiday season with our Polar Express Day. We completed polar express themed reading, math and writing activities. Over the semester, we have worked with Brianne Gugerty for the Organ Wise Guys program. Miss Melinda was also able to come in in December to teach us about the different kinds of Evergreen trees for Ag in the Classroom. For the first 2 days back from break, we will be reviewing expectations and routines with students as well as reviewing standards previously learned. Then we will start new content on Monday the 9<sup>th</sup>.
- **Second Grade:** 2<sup>nd</sup> grade ended second quarter with a review of math standards, and we wrapped up reading module 5. Students were able to make gingerbread houses and they learned about Christmas trees from Ag in the Classroom.
- **Third Grade:** ELA-Students learned about various types of form poetry and created several poems of their own and compiled them into a poetry book. They also chose a country to research holiday customs and traditions and created a slideshow based on their research. We also reviewed second quarter standards prior to taking our benchmark assessment. MATH-We spent the final month of second quarter exploring metric units and solved word problems containing those units. After reviewing our second quarter standards and taking our benchmark assessment, we had some holiday fun with our standard that focuses on money word problems. SCIENCE-We explored forces with a series of hands-on lessons. We also had an Ag in the Classroom lesson about poinsettias. TLIM-We focused our efforts on several mini service projects during the month of December that included making placemats to go with meals being delivered by Ogle County Meals on Wheels and creating holiday cards for the local assisted living center
- **Fourth Grade:** 4<sup>th</sup> grade students worked hard on their Middle of the Year writing benchmark on Think Cerca and finished their final opinion essay. In preparation for their Mid-Year math assessment, students reviewed by playing a variety of games such as Stinky Feet, Do We Match?, Two-Digit Multiplication Slam Dunk, and Teacher/Student Challenge. They enjoyed working collaboratively in hopes of seeing Mrs. Rufer and Mrs. Webb do the Griddy, make monkey sounds, do 10 burpees, and many other fun challenges. We spent some time Sharpening the Saw before Winter Break by rotating to each 4<sup>th</sup> grade classroom to play BINGO, board games, complete a directed drawing of the Grinch, and doing GoNoodle physical activity videos. Students participated in a Holiday mug exchange and enjoyed hot chocolate together also.



- **Fifth Grade:** Our 5th Grade teachers of Mr. Marchetti (Math) and Ms. Gaulrapp (ELA) have both fully embraced the implementation of HMH online resources, experimenting with the assessment tools to meet their students' needs, and incorporating the variety of high-level vocabulary and discussion features from the resource.
- **Sixth Grade:** Over 90 of the 6th Grade students, earned a field trip to FLOW Trampoline Park in Rockford on December 20th to celebrate meeting the 2nd Quarter behavior and work completion goal. 6th Grade classes are spending one class period each week in one of their core academic classes completing IAR practice exam questions by using the IAR Digital Item library. This resource will allow our students to be more familiar and better prepared with types of questions they will see on the IAR assessment in April.
- **PE:** This month in Mrs. Rogers' PE classes, we have been working on our basketball skills. We've practiced ball handling, dribbling, bounce pass, chest pass, and using our BEEF when we shoot. We will continue working these skills in January during station work.



Students were able to synergize while learning about strong and light effort while playing parachute and scooter games.



We synergized to build "igloo's" out of hula hoops.



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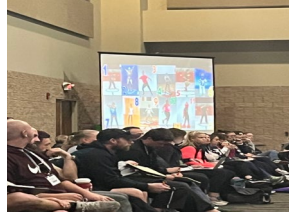




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We also talked more about nutrition and how foods contain nutrients that are important for our bodies to do work, build muscle, and fight off germs. During the 3rd quarter we will be talking about heart health to coordinate with the Kids Heart Challenge.

Mrs. Rogers – “I was also fortunate enough to attend the annual IAHPERD (Illinois Association for Health, Physical Education, Recreation, and Dance) at the beginning of the month. I attended many sessions relating to new and creative games for the classroom, incorporating team building into field day, classroom management, grading and assessment strategies, peaceful playground activities, and was able to meet up with several colleagues across the state to talk PE. It was a great experience, and I am so thankful for the opportunity to attend!”



- **Art:** Kindergarten finished their seasonal landscape murals this quarter! They worked collaboratively to depict a specific season. New this year, one class created a mural representing our community! Great job kindergarten artists!



- **Music:** Our 1st and 2nd Grade students held our first live performances by elementary students since 2019 with a holiday concert on December 8th. The concerts were held at the OES main gym in coordination with a holiday family night that had activities for families to do together between the concerts. The event was very well attended, and our students did an amazing job performing. Kudos to Mrs. Justine Davis for her hard work in preparing our students, many of which who had never performed for an audience before, for the concert!

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- **Reading Team:** The Reading Team completed Fast Bridge testing for kindergarten through 4<sup>th</sup> grade students from December 5<sup>th</sup>-13<sup>th</sup>. During this winter benchmarking period, classroom teachers also completed the computer-based math portion of this assessment. The reading team was pleased with how timely they were able to complete the testing for winter benchmarking. 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.

**Enrollment Data:** updated 01.06.2023

PK	90
JK	14
K	100
1	92
2	88
3	93
4	88
5	79
6	87
<b>OES Total</b>	<b>731</b>

**Behavior Takeaways/Data:**

- Out of School Suspensions are down 63% since last year. Our school district was placed on a watch list by the state board of education for the number of suspensions we had assigned so it is positive to see this number decrease. The decrease can be attributed to a further implementation of TLIM, use of more punishments at school such as a loss of privileges or ISS, and a more positive and structured school culture.
- 7 students or 0.9 % of the OES student population have accounted for over 50% of the referrals at OES. 687 or 91% of OES students have received 0 discipline referrals this year. 736 students or 97% of the OES student population have received 1 or 0 referrals. We are truly blessed with amazing goods who want to do the right thing. This could be attributed to our continued efforts with TLIM and to create a positive, student-centered culture.
- Referrals in the cafeteria and on the playground have decreased below pre-pandemic levels in the first year of a return to a “normal” lunch/recess. This could be due to our efforts as a staff to form positive relationships with students during this time. Amber Kerce, Sandy Goodwin, Courtney Barcai, and Leanna Stanley should be commended for their efforts in transforming how we supervise recess to make it a more positive experience for all students.
- 6th Grade’s cohort of students have decreased their number of referrals from this point last year by 36%. This could be attributed to their emphasis on consistency across classrooms with routines/procedures and positive behavior incentives.
- Total referrals are at their lowest level in over 5 years
- 2 individual 5th Grade students have received 52% of the referrals in 5th Grade. 3 individual 6th Grade students have received 42% of the referrals in 6th Grade.

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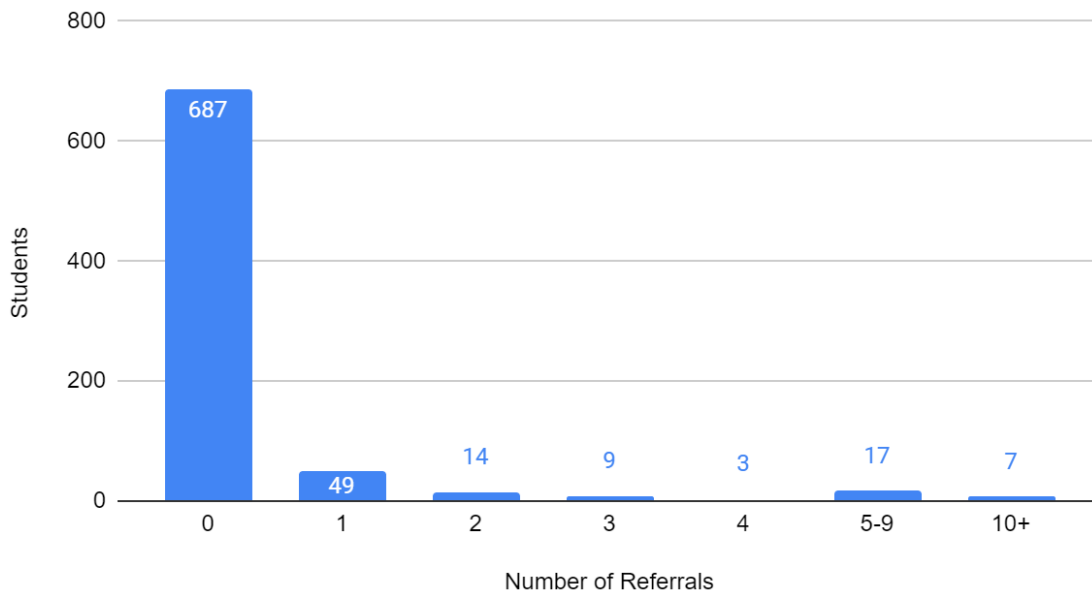


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- All five students have been referred for behavior and academic interventions and/or special education evaluations. 70% of the referrals by the 3 6th Grade students occurred in the 1st Quarter, showing a dramatic decrease in the 2nd Quarter due to intensive intervention and SEL support.

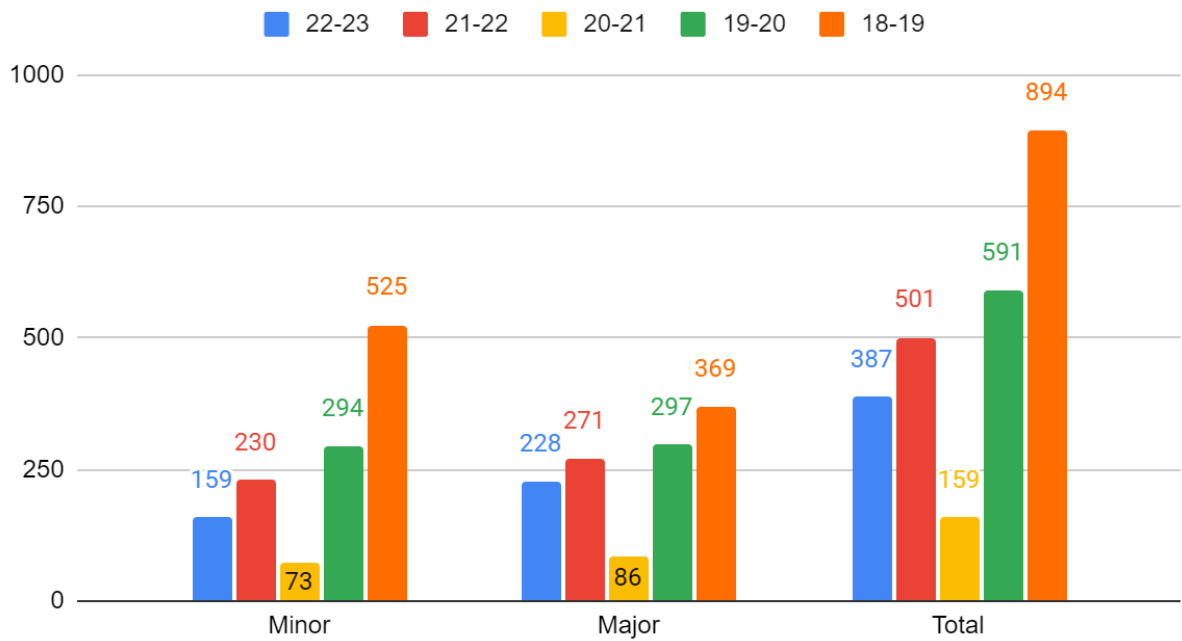
	% Change Since 19-20	Change Since 18-19
Minor	-45.92%	-69.71%
Major	-23.23%	-38.21%
Total	-34.52%	-56.71%

## Students vs. Number of Referrals

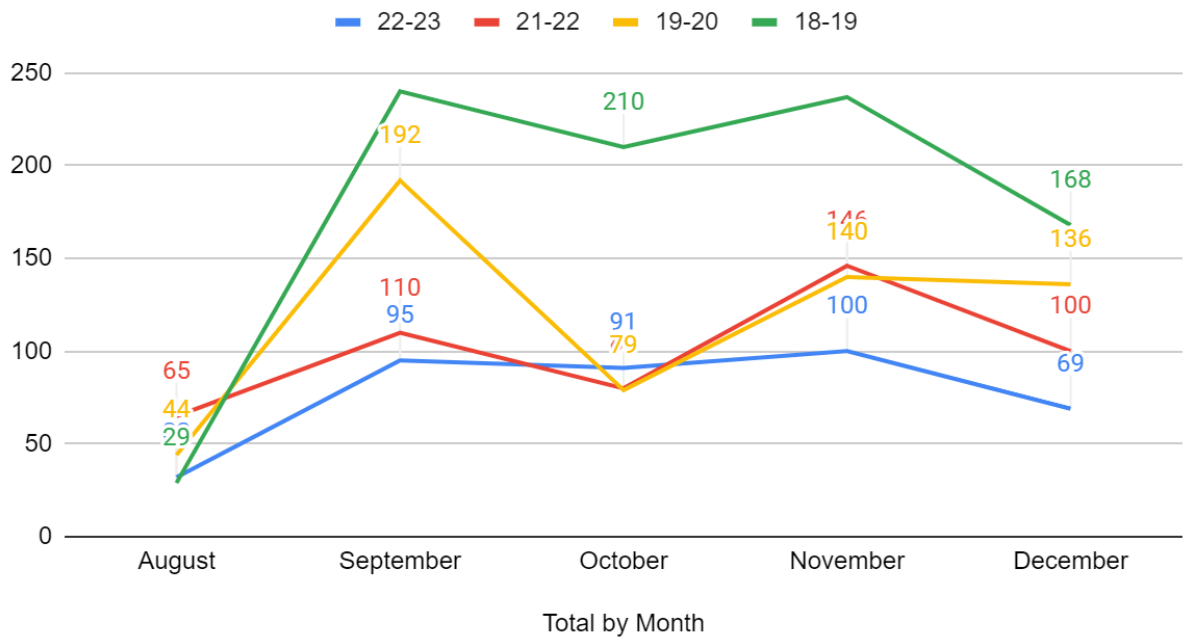




## Total Referrals



## Total Referrals by Month



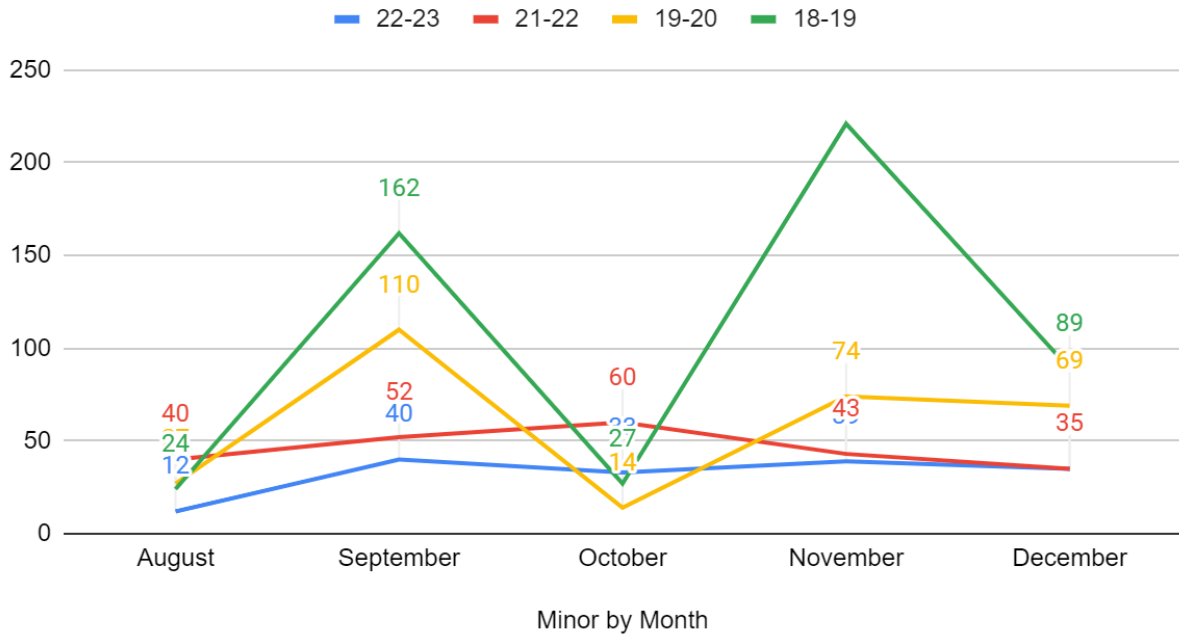




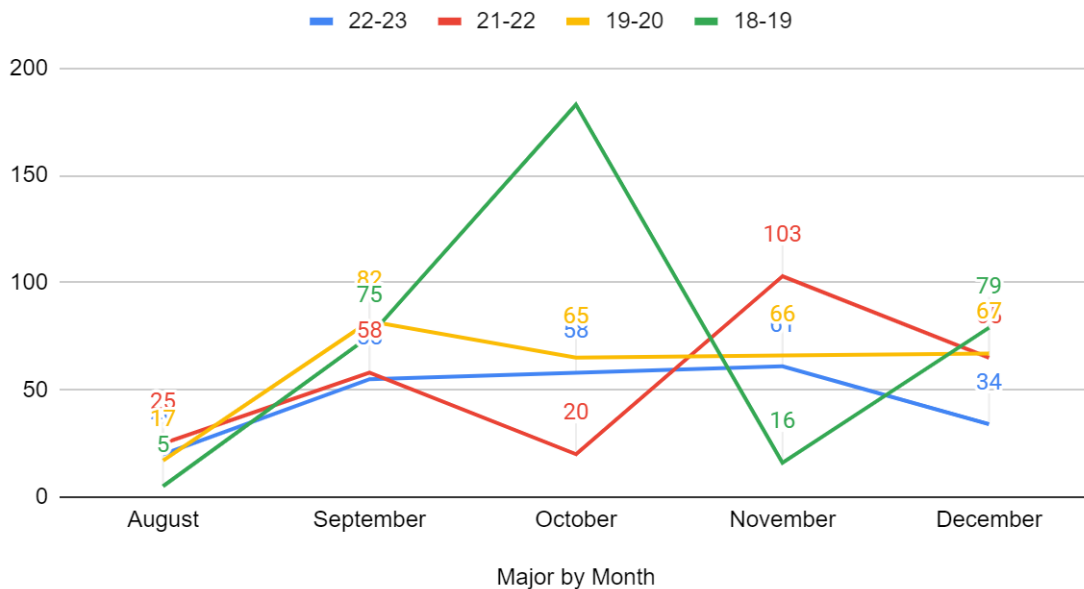
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## Minor Referrals by Month



## Major Referrals by Month

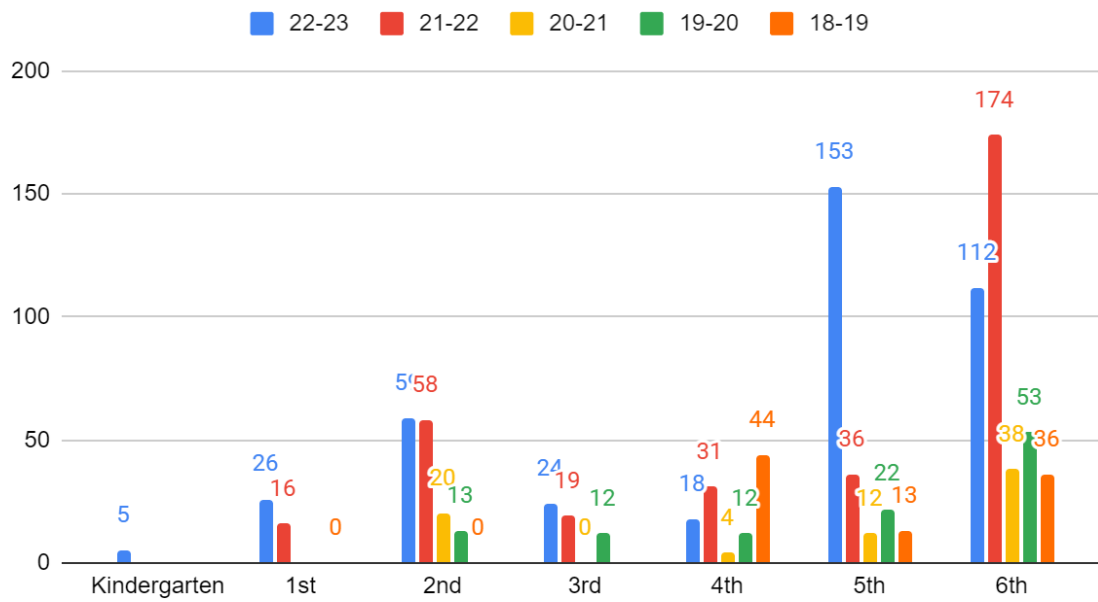




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## Referrals by Cohort



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