

To: Mr. Mahoney  
From: Kelli Virgil  
Re: Superintendent Report  
Date: July 2019

### **School Improvement Plan FY 20:**

- **Academics** – 40% of students will reach their attainment level on the state-standardized assessment and 50% of students will reach their MAP growth goal as well as meet and or exceed on BT benchmark assessments.
- **Social/Emotional** – 85% of students will exhibit positive feelings toward school, 100% of students and their families will have at least one form of positive communication each quarter, and there will be a 50% reduction in referrals from the previous school year.
- **Culture/Professionalism** – 100% of teachers will observe a colleague and provide feedback once/quarter, each team/department will set an actionable goal each quarter, teams will create and implement a SEL shared via Google sheet monthly.

### **Professional Development**

- Ryan Huels along with third grade teacher, Katie Groharing, and fifth-grade math teacher, Amanda Rochon, attended a two-day workshop put on by the Chicago Coaching Institute/Main South High School at NIU Naperville campus. The workshop is primarily for instructional coaches to provide them with tools to better support the teachers they will work with.
  - Ryan - Although, different from the work I do as an administrator, the workshop provided a number of resources that will enhance my growth as an instructional leader through the evaluation and Rigor walkthrough process we take part in as I feel much more equipped at having quality conversations with staff about instruction.
- Kelli Virgil went to the Model Schools Conference in Washington D.C. The theme for the conference was in regards to social-emotional learning and the changing role that schools are having in this realm. A major take-away from the conference was from Dr. Stephanie Jones, Harvard professor, who led a training titled “Implementing Effective SEL Strategies: Three Big Ideas.” She stated that from the grade of pre-k through eighth grade there should be one focus each year of a self-regulation skill. She also just published a white-paper with Dr. Bill Daggett on this topic.

### **Title 1**

- EOY report for Reading Team Time (RTT) 1<sup>st</sup>-4<sup>th</sup> and Leveled Literacy Instruction (LLI) – 1<sup>st</sup> & 2<sup>nd</sup>
  - RTT 1<sup>st</sup>/2<sup>nd</sup> – 55 students received services at the beginning of the year and 24 graduated.
  - RTT 3<sup>rd</sup>/4<sup>th</sup> – 48 students received services at the beginning of the year and eleven graduated.
    - First grade: 94% of students who received services met/exceeded their individualized reading level growth goal
    - Second grade: 90% of students who received services met/exceeded their individualized reading level growth goal
    - Third grade: 94% of students who received services met the goal of 1.25 years’ growth.
      - Fourth grade: 92% of student who received services met the goal of 1.25 years’ growth.
  - LLI 1<sup>st</sup>/2<sup>nd</sup> – 23 students received services at the beginning of the year and seven graduated.

### **Alternative Student Placement Summary**

At the conclusion of the 2018-2019 school year, Oregon Elementary School had nine students enrolled in the following OCEC alternative placement programs: four students in Chana Take Charge, and five students in the PACE communication classroom. The following information is collected from the end-of-year report card.

- **Chana:**

	Empowerment	Reading	Writing	Math
Second	B	B-	B	B
Fifth	A+	A	A+	A+
Sixth (1)	A-	B+	A-	A-
Sixth (2)	A+	A	A	A+

- **PACE:**

	Life Skills	Language Arts	Math
Kindergarten (1)	A-	A	A
Kindergarten (2)	A	A	A
Kindergarten (3)	A-	A-	A-
Kindergarten (4)	A	N/A (general ed.)	N/A (general ed.)
Second	B+	B+	B+

### **Points of Interest:**

- Twelve OES students in grades 4-6 attended summer school June 4<sup>th</sup>-27<sup>th</sup>. Mrs. Garncarz and Mrs. Rufer led summer school and explored topics in math and reading with students.
  - 35 Students were invited for reading and math support.
  - Transportation was available for students this year for the first time.
  - Students were given personalized learning plans based off of standards not met during the school year. These activities were done through the use of Chromebooks as well as collaborative tasks.
  - Daily snacks and juice were provided by the school from extra breakfast items during the year.
- Summer custodial work is progressing nicely. There was some delay with the extended amount of student school days as well as all-staff training days; however, the summer crew and leaders are progressing well and the building seems to be on-track.
- A community meeting was held on June 20<sup>th</sup> with parents, staff, and board members invited to discuss what it means to be a responsible OES student. Discussion also occurred regarding how administration can support that, and what it means to be a responsible administrator at OES. Continued discussions will occur July 11<sup>th</sup> at 5:00 in OES. Mass email invites were sent out again and need for childcare was also inquired.
- **Restorative Justice PD-** Shannon Cremeens and Ryan Huels have begun using Restorative Justice/Discipline approaches when addressing disciplinary issues at OES and OHS. In short, Restorative Discipline involves working with a student to understand why they are exhibiting negative behavior and working with them to come up with a plan to fix the behavior. This could involve a restorative circle in which the student who exhibited a negative behavior meets with the student/staff they have wronged, and they work through the problem together with a solution they can all agree on. This is a much more inclusive approach to behavior management as opposed to simply assigning negative consequences that may or may not be related to the behavior exhibited.
  - Seeing the benefits had on individual cases, Shannon and Ryan would like to offer an optional professional development to our staff on August 12 with information about Restorative Discipline, and how they could possibly implement in their classrooms in the upcoming school year. Emphasis will be on the importance of creating an inclusive classroom community fostered on positive student relationships with a number of tools teachers can use to address negative behavior in a manner that supports all students.