



# OES April 2024 Board Board Report

**OES Vision:** *At Oregon Elementary School, we are a community that cultivates academic excellence and empowers young leaders to make a positive impact on the world*

## **Academic Improvement**

- 3rd-6th Graders took the Illinois Assessment of Readiness the week of April 8th. The test consisted of 3 ELA assessments and 2 Math assessments ranging from 60-90 minutes long. We will get preliminary results in May/June with finalized results in the Fall.
- We tried a few more things to encourage students to try their best and focus on the IAR test after consultation with other administrators across the region and seeing the success we had with similar efforts during MAPS testing. We added incentives for students to encourage positive test taking strategies such as using all of the time allotted, showing their work, and maintaining focus during the test. Teachers have also spent a great deal of time completing practice assessment items, going over test taking strategies to be best prepared for the test, and having positive messages/notes shared with students to encourage them to do their best.
- We are working to plan to implement to the LTRS training in the 2024-25 School Year. LETRS stands for: Language Essentials for Teachers of Reading and Spelling and is the gold standard for professional development in regards to the Science of Reading. This training would better equip our staff to be more in alignment with the newly released Illinois Literacy Plan.
- We will begin drafting the School Improvement plan for the 2024-25 school. After consultation with our team, I anticipate that we will continue our current efforts to improve academic outcomes in ELA and Math. We will be able to more make more specific goals after receiving preliminary IAR results and end of year benchmark assessment data. We will continue to plan to best use Wednesday early dismissal time to allow teams to collaborate and analyze student assessment data to best meet the needs of our students moving forward.
- The addition of a 4th Special Education Teacher to OES will help both our Special Education Team and General Education teams to meet the needs of all of our students with and without IEPs. Our current special education teachers have had expanding caseloads that were amongst the largest in the area, and the addition of the 4th teacher

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will reduce caseloads and staff and general education

collaboration between special ed

- PreSchool screenings took place the week of April 8th. Approximately 70 students were screened this week in addition to referrals we have received or will receive from Early Intervention. We anticipate our 6 PreSchool classrooms to be full with a waitlist again next year. We are continuing to look at ways to expand our grant funding from the state to better support our early childhood students.
- Science classes studied the eclipse leading up to the event on April 8. Classes viewed various live streams and resources provided by NIU and NASA.
- Kindergarten screenings will take place on Wednesday April 17th with another date in July. Our staff coordinated with OES preschools, Nash, Best Beginnings, and Little Explorers daycare to schedule screenings for over 80 incoming students. This will allow us to plan for the incoming class with accurate academic and behavioral information to best service the students in the new year.
- We held a Math Family Night on March 21st and will be holding a Spring into Science Night on April 16. Although attendance has not been what we had hoped, the families that have attended have enjoyed hands on activities to do with their children at the event. We will continue to work to increase participation and engagement from families in our 2024-25 School Improvement plan.

## **Implementation of The Leader in Me**

- Our Lighthouse Coordinators and building administrators worked with our LIM Coach on a Self-Assessment as the first step towards working towards a Lighthouse designation. We have identified a few specific things that will need to be the focus of our action teams moving forward.
- We have an all staff training planned with our Leader in Me Coach following the last day of school that is focused on integration into academics, goal setting, student learning portfolios, and other areas that will strengthen our implementation going into the 2024-25 school year.
- We plan to have a Student Showcase on the last day of student attendance in which families will be invited in to meet with their student to review their student learning portfolios/data binders and celebrate all of the progress they will have made this school year.

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- We have begun administering an Assessment which will survey students, staff, and families on various areas of our academics, school environment, and student experience all of which are key levers for our Leader in Me Action Teams throughout the year. We will share the final results in May or June once the survey is completed and analyzed.

## **Grade Level/Department Updates**

PreK: Screenings for next year were held the week of April 8th. We moved them entirely over to the Jefferson end of the building instead of using the Blackhawk Center this year. This was done to be more welcoming and easier for families to navigate of having them have to visit multiple buildings for the screenings. All 3 PreK teachers, our speech pathologist Brittany Groenhagen, OCEC Social Workers, School Psychologist, Occupational and Physical Therapists, and our school Nurse Sharon Hoover are all involved in the screening process to give a full assessment of a student's needs as they begin their academic journey.

Kindergarten: The team will hold screenings for incoming Kindergarten students on April 17th. The team has worked with Nash, Best Beginnings, and local daycare providers to plan the screenings.

1st Grade: First Grade is busy finishing up the different Common Core standards that have not been taught yet. We continued learning about story elements and nonfiction text features. We also learned about national symbols and different landforms. We are currently learning about central idea and theme. Our focus currently is what stories can teach us, especially different lessons and morals. We are also finishing up our first grade phonics curriculum during the month of April.

In writing, we have switched our focus to informational writing. Informational writing is the final writing type that students must learn in first grade. We already covered narrative and opinion writing earlier this year and will continue to review these writing types during center work. By the end of this quarter, students should be able to write a 4-5 sentence paragraph that introduces the topic, gives 2-3 facts and provides a closure to their writing.

In math, we learned about 2D shapes and dividing them into equal fractions of halves and fourths. We also started learning about 2 digit addition and subtraction, including mentally finding 10 more or 10 less of a given number. We are continuing to work on different strategies for solving 2 digit addition and subtraction. Our next unit will be about telling time to the hour and half hour.

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2nd Grade: Second grade just w Academics | Activities | Service | Leadership adding examples for our reasoning. We are beginning fractions in math, and will be diving deeper into story problems in upcoming weeks. At our April Ag in the Classroom, students enjoyed watching a puppet show about the water cycle and created their own movable water cycle. All the students are anxiously awaiting our upcoming field trip to Niabi Zoo.

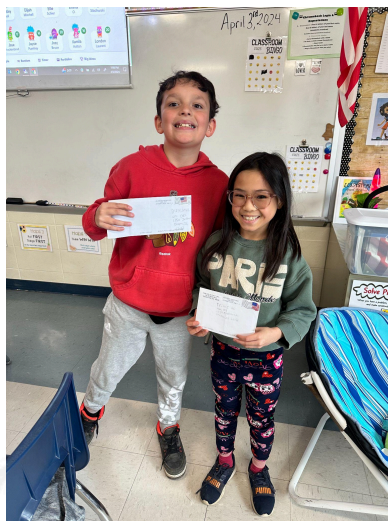
3rd Grade: ELA-Reviewing all standards from the year in preparation for IAR testing and wrote personal narratives including a St. Patrick's Day themed one that was used to display in the hallway. To go with a story called "The Journey of Oliver K. Woodman," we also created local landmark postcards.

MATH-We have been working on one of our toughest standards of the year, which is elapsed time. We have also been doing some standards review to prepare for IAR testing.

SOCIAL STUDIES-We have been studying communities, so we are doing a cross-curricular project where students created their own Oliver K Woodman and then mailed it to someone in a different community. We will be tracking all of the places Oliver has traveled using a hallway display, as we receive letters back from the people to Oliver was sent.

TLIM-We have been doing some a variety of activities requiring creative collaboration to reinforce Habit 6, which is Synergizing.

4th Grade: 4th Grade held the annual IKidaRod race in Oregon Park West on Friday April 5th. Many family volunteers helped put on the event as groups of 4th grade students worked together to complete various challenges as they raced around Park West to simulate the Iditarod Race in Alaska. 4th graders also have been practicing their letter writing skills by writing letters to the mushers who lead the dog sled race teams in Alaska for the Iditarod. We were thrilled to have a few of the mushers write back.



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5th Grade: 5th Grade students v testing. The test is given to all 5th grade students as a result of the school report card.

ence Assessment following IAR is a part of our school's summative

6th Grade: In 6th grade science we took a week to learn more about space science and learn about the upcoming eclipse. We are growing tomatoes in our class and attempting to hatch baby chicks. This is our second attempt on both as the first time was not successful.

P.E.: This past month in PE students participated in floor hockey, hand striking games, record breaking week, tumbling, badminton, and earned free choice activity time.

Art: Ms. Doll is working with one of our Leader in Me Action committees centered around the Physical Environment of our building to form a student Art Club. Their first project will be to create a large mural in the Etnyre wing of the building.

Library: The staff is preparing for the book fair in late April.

Music: All students have had a blast listening to songs chosen by OES staff members. The winning song by THREE votes was Bang!

K: How to read music and the difference between rhythm and melody.

1-2 grade: Correctly label rhythms and play along with fun classroom instruments.

3rd and 4th grade: We are preparing for our upcoming concert on April 25th. 3rd grade has a theme of songs about food. 4th grade has a baseball song, a pirate song, a hand-clapping game, and piano songs.

Reading Team: The reading team is preparing for end-of-the-year FastBridge benchmark testing. Testing begins for kindergarten through fourth grade students on April 15th and is projected to conclude on the 19th.

Preparations are underway for the summer book program. The free reading program will be offered to 80 students in grades first through fourth. Students are allowed to pick six books of their choice, at their guided reading level, as a means to encourage independent reading over the summer months (in an attempt to avoid the "summer slide" when student reading levels decline due to lack of regular reading practice). This program has proven very successful for our students, in the past, and the reading team feels very fortunate and thankful that the district continues to fund this program for our students.

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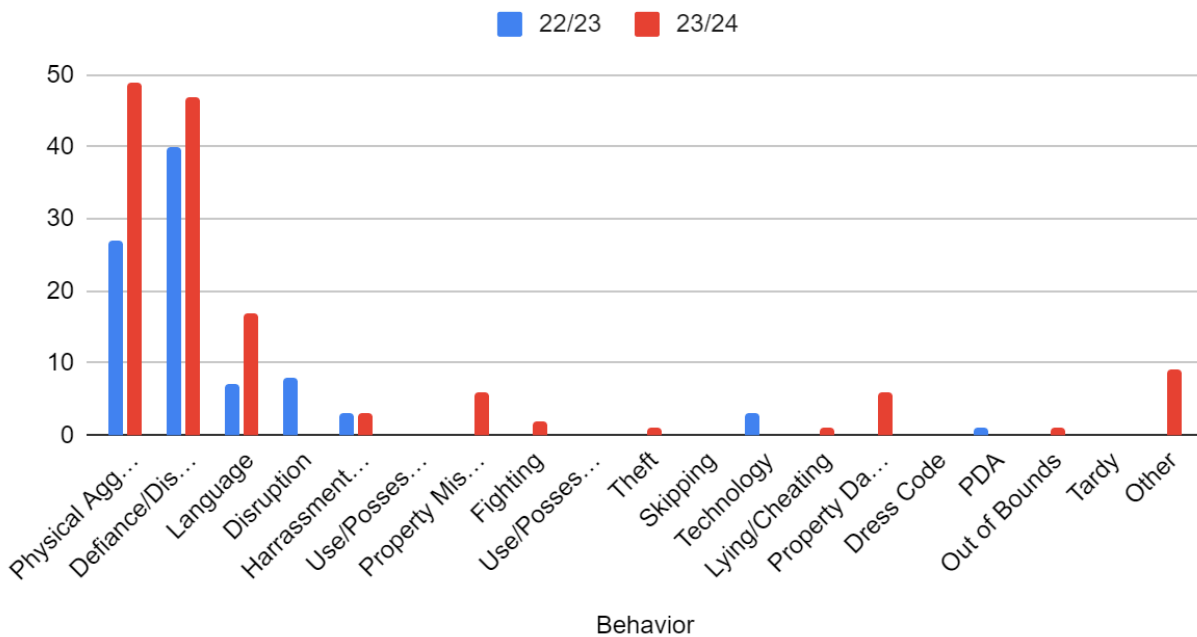
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The Title I students will have their final visit with the therapy dogs on Friday, May 19th. This final session with the dogs, and their handlers, will be the culminating visit and draw the program to an end.

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## Behavior Data

### Referrals by Behavior



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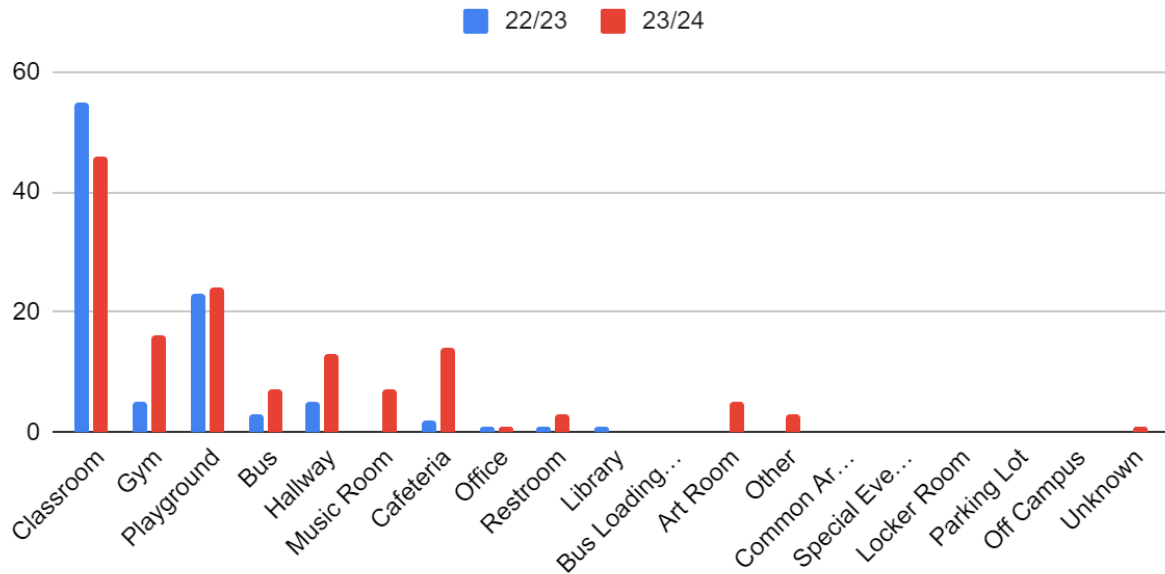
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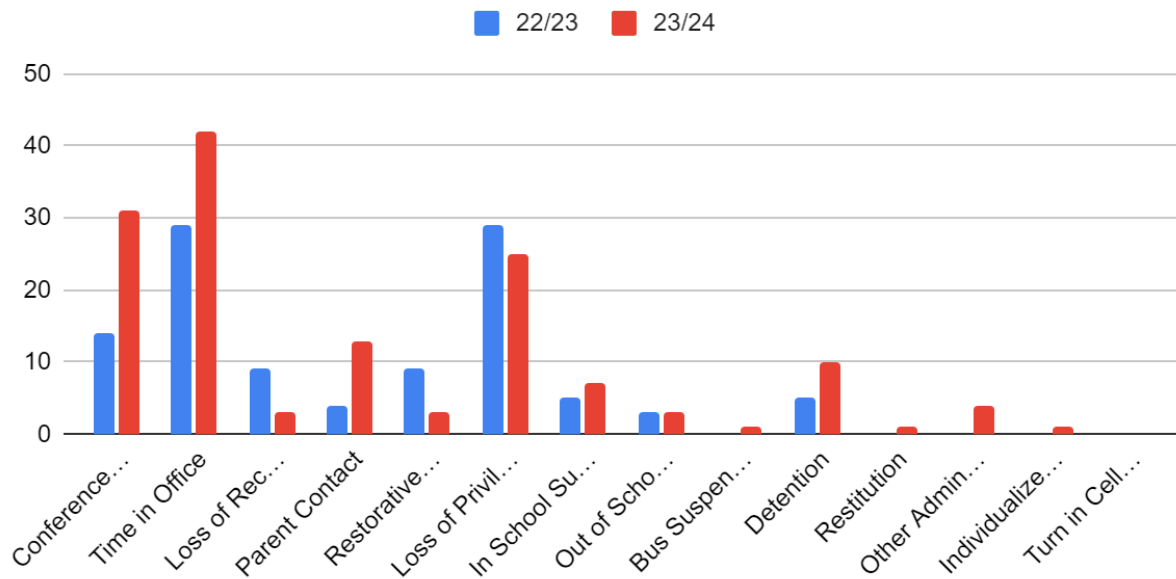
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## Referrals by Location



Behavior by Location

## Consequence Assigned



Consequence



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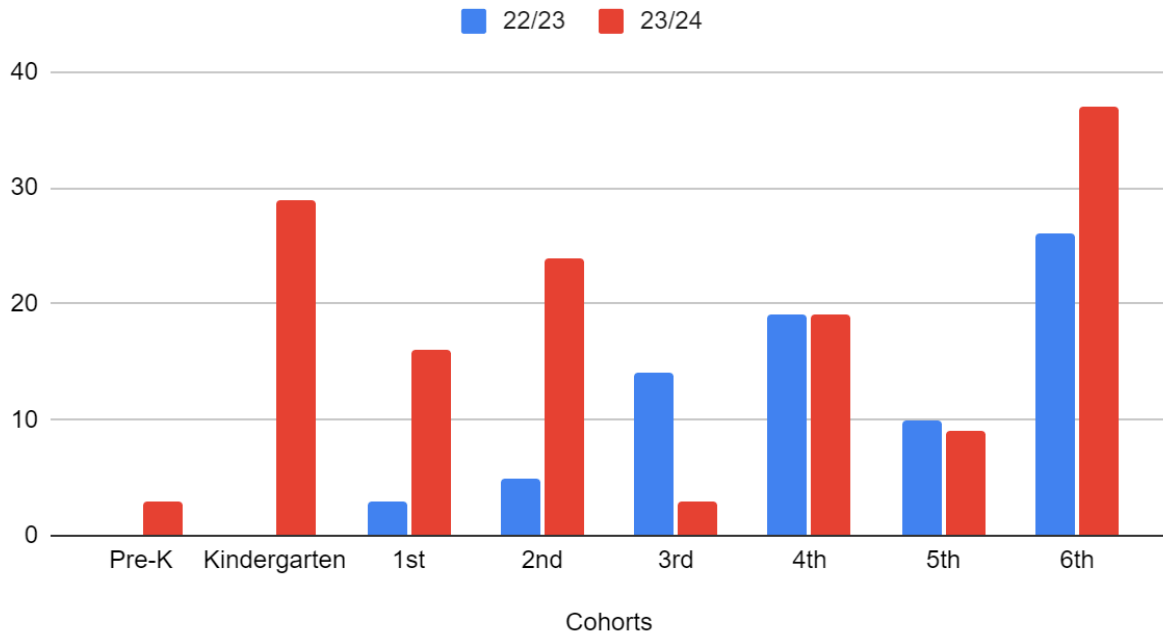
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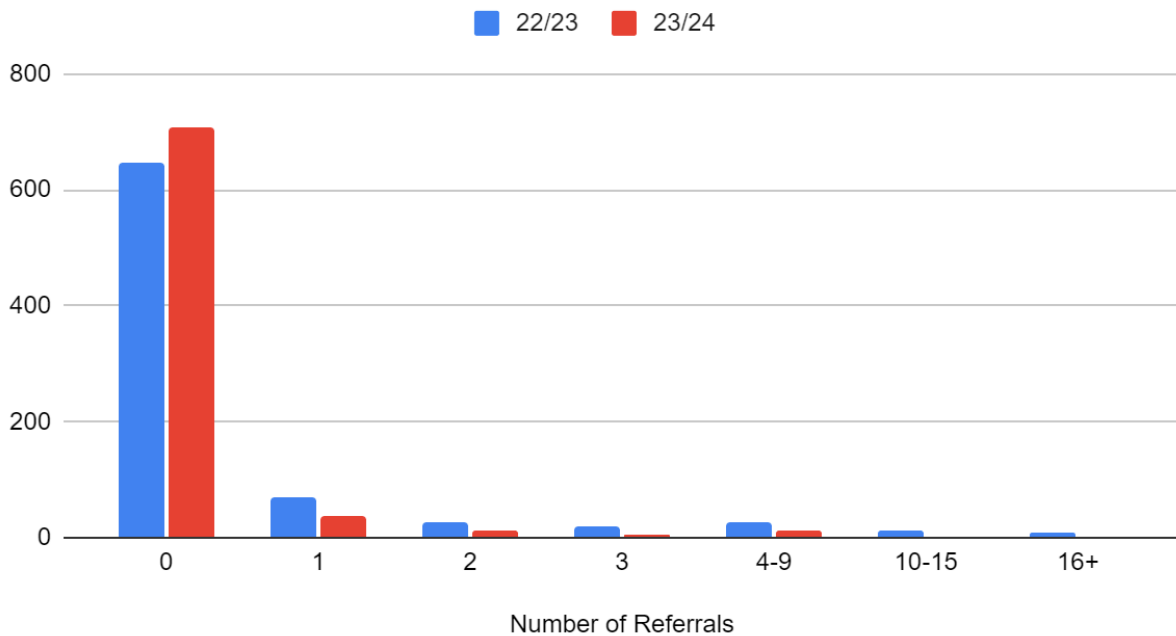
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## Referrals by Cohort



## Student Distribution of Referrals



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Comparing current discipline data to the same period last year reveals an increase in various infractions within the school environment. Instances of disruptions such as defiance toward staff and physical altercations have escalated.

To address these escalating behaviors, staff and administrators continue to promote positive behavior to foster a safe and respectful school climate. This is done by reinforcing positive behaviors through incentives, recognition and consistent reinforcement of school-wide expectations. Individual student teams continue to meet and evaluate interventions currently in place, and new teams are established when necessary. We have recently looked into professional development opportunities for staff to help them in addressing behaviors when they arise. We have also offered opportunities to engage families through inviting guest speakers to discuss Parenting with Love and Logic and to discuss the impact social media can have on today's youth.

By implementing these strategies collaboratively, the aim is to address the underlying factors contributing to the increase in student behaviors while promoting a positive school climate.

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**Enrollment as of 4/5/24**

	Total	Outside Placement/OCEC
PreK	100	0
Kindergarten	111(11 Junior Kindergarten)	1
1st	94	1
2nd	95	1
3rd	90	4
4th	102	2
5th	92	4
6th	88	1
OES Total	772	13

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