

DLR SIP Review 2016-2017



Our Mission: "Educate students to be lifelong learners who are productive responsible citizens."

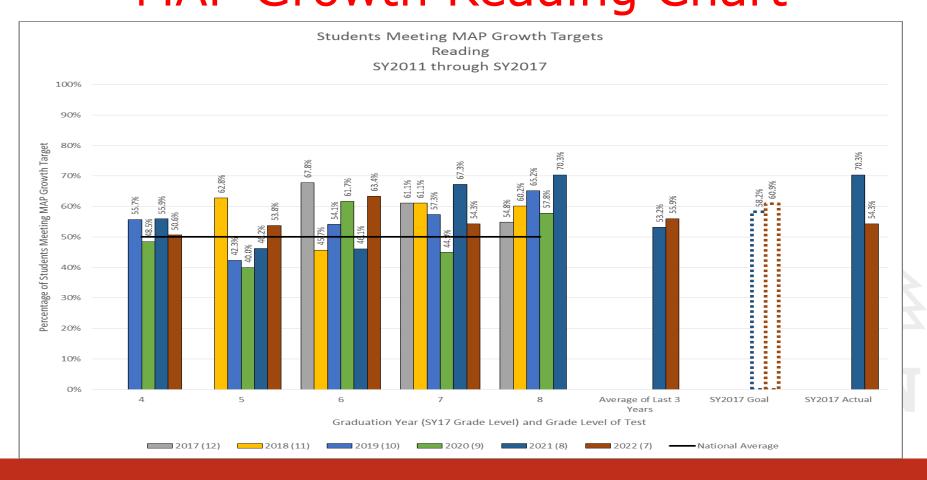


SIP Goal 1:

At each grade level 5% more students will achieve their MAP growth target* in the areas of reading and math *(as compared to trend data indicating what would normally be expected)



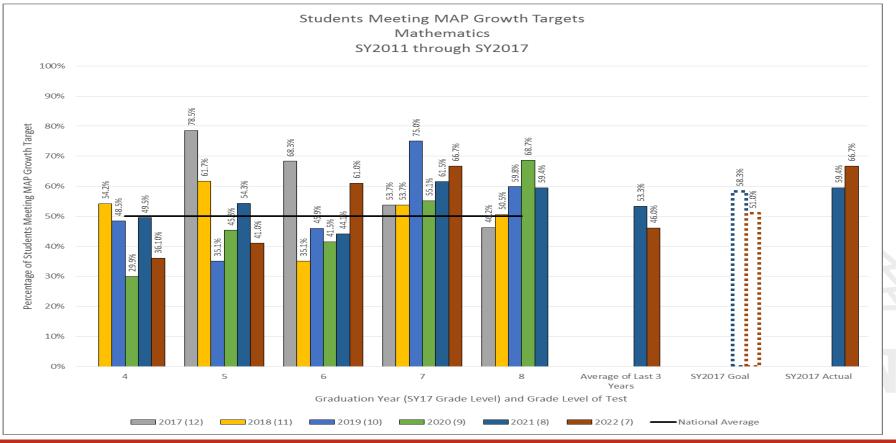




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MAP Growth Math Chart



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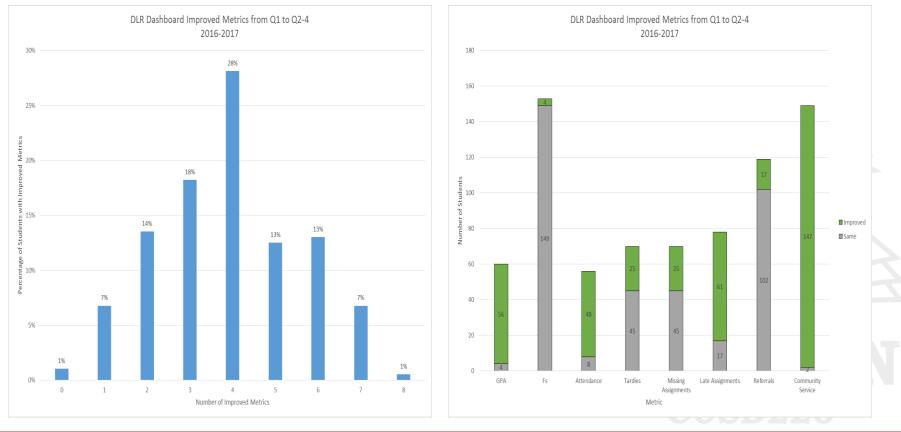
Oregon School District

Data Notebook & PS Dashboard

- GPA
- Number of F's
- Attendance
- Tardies
- Missing Assignments
- Late Assignments
- Referrals
- Eagle Hours



Data Notebook & PS Dashboard, Q1 – Q2-4 Comp.



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Building-wide tardy/unprepared policy Disappointed

1) No valid data as parameters of the policy changed several times in response to number of disciplinary consequences being earned.

2) This fact was true however, tardiness to class was greatly improved but coming unprepared remained an issue.



Oregon School District Proud

Data Team Minutes-Math / Science- 7th/8th Grade

October 25, 2016

Present: Albrecht, Bothe, Gale, Klink, Rasmussen

- 1. Completed input of post-assessment scores into data form and discussed the results in regard to student strengths and obstacles.
- 2. The following are the goals and results indicators of both Math and Science postassessments:
 - *7th Grade Math/Science:

-Smart Goal: The percentage of 7th grade Science and Math students meeting or higher in creating a graph will increase from 20% to 70% by 10/14/16 as measured by a mirrored post-assessment given on 10/14/16.

-Current percentage of students Meeting or higher was 96%-GOAL MET.

*8th Grade Math/Science:

-The percentage of 8th grade Math and Science students meeting or higher in slope will increase 0% to 60% as measured by a post-assessment given on 10/6/16.

- -Current percentage of students Meeting or higher was 61%-GOAL MET.
- 3. Displayed complete post-assessment data on the wall in the teacher's lounge.

Data Teams Meeting Agenda:

Team	PE, Computer, Art	
Date	9-15-16	
Time of Meeting	2:23 – 2:50	
Location	Conference Room	
Items to Bring	Charted data from pre-assessment	
	Samples of pre-assessments in each scoring group from Proficient to Interver	ntion
	Item analysis of pre-assessment	
	Research-based strategies	
Agenda	Action	Timeframe
ABellou	Analyze Pre-assessment results	5 min
		3
	Step 1: Collect and Chart Data	3 min
	Brenda's Class	
	 8 = Used correct manners 	
	 19 = Didn't use correct manners 	
	Carrie's Class	
	 5 = Used the correct manners 	
	 23 = Didn't use the correct manners 	
	Jim's Class 2=Used the correct manners	
	~ 2 = Didn't use the correct manners	
	Danny's Class	
	• 2 = Used the correct manners	
	 28= Didn't use the correct manners 	
	Totals = 116 encounters with questions (15% did it correctly while 85% did it incorrectly)	
	17 = Used correct manners	
	99 = Didn't use correct manners	
	Danny will create an excel spread sheet and graph for the next meeting	

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Faculty Meeting Agenda

April 26, 2017

OCUSD mission - "Educate students to be lifelong learners who are productive, responsible citizens."

DLR vision - "<u>Together</u> we will learn, grow and support one another to succeed at DLR and beyond."

Agenda Items:

- A. Pay it Forward
- B. HUMANeX engagement survey follow up
- C. Professional Development Game Changers
 - a. Jeff D. Note taking
 - b. Brenda, Jamie, Nancy vocabulary instruction
- D. Beyond Textbooks
 - a. May 9th 3 groups email to come soon
- E. HMH survey distribution
 - a. Has been very helpful feedback



OREGON CUSD220

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SIP Goal 2:

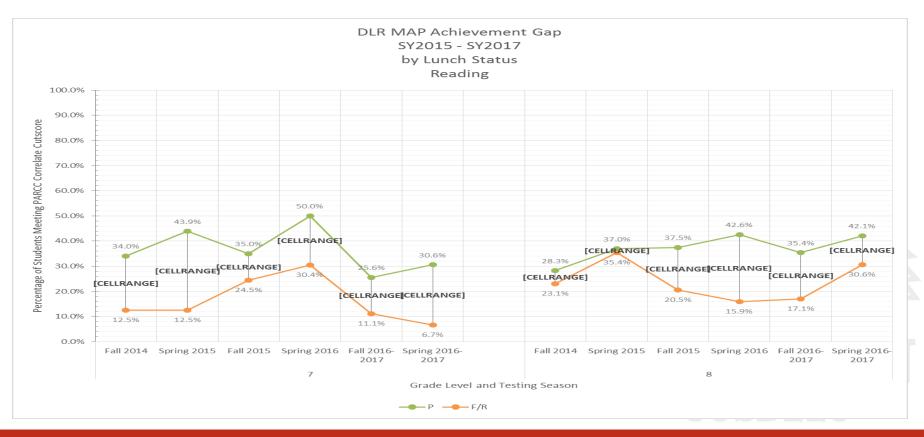
At each grade level we will close the free/reduced vs. paid lunch status attainment gap by 2.5 %.



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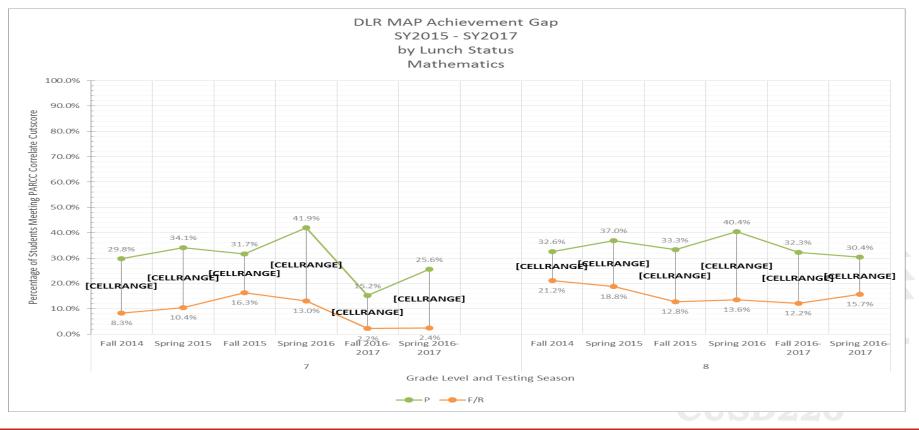
MAP Attainment (F/R Gap) Reading Chart



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MAP Attainment (F/R Gap) Math Chart



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David L. Rahn Summer Reading Program

Where:	Lutheran Church (in conjunction with existing lunch pr	rogram)	
When:	2 nd and 4 th Tuesday each month, end August 8 th		
What:	Students choose books from DLR library, or order spec	cial – 1 st meeting	
Who:	Identified incoming 7 th and current 7 th graders		
Transportation:	Mt. Morris Walkers or School Van		

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Disappointed

Fall Engagement Data

Oregon CUSD220 David Rahn Junior High School Bottom Items, Two to Brainstorm

Bottom 5 Rank Ordered By Mean	Dimension	Current Mean	Vote/ Goal
47. In class, I get to choose the activities I work on.	Choice	2.49	
101. Often, I am so tired it is hard to focus on learning.	Survival Needs	2.83	
100. Often, I am so hungry it is hard to focus on learning.	Survival Needs	2.89	
46. I get to choose how I do my assignments and projects.	Choice	2.92	
103. My assistant principals visit my classroom often.	Perceptions of the Assistant Principal(s)	2.97	

David Rahn Junior High School (n = 181) Bottom Items, Two to Brainstorm

Spring Engagement Data

Dimension	Previous Mean	Current Mean	Vote/ Goal
Choice	2.49	2.48	
Survival Needs	2.83	2.83	
Relevance	3.01	2.85	
Survival Needs	2.89	2.92	
Choice	2.92	2.96	
	Choice Survival Needs Relevance Survival Needs	DimensionMeanChoice2.49Survival Needs2.83Relevance3.01Survival Needs2.89	DimensionMeanMeanChoice2.492.48Survival Needs2.832.83Relevance3.012.85Survival Needs2.892.92

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HUMANeX



SIP Goal 3:

As a result of a focused effort related to "soft skills" (organization, goal setting, acts of kindness, etc.) activity participation, I am an Eagle, Eagle Hours and attendance percentages will increase over 2015-16 percentages.





Proud

 All school service day – 2nd annual day went off without a hitch

 Optional HR service projects – many homerooms still chose a project, many year long



Oregon School District

Eagle Hour Comparison

2015-2016 school year 109/199 students eclipsed the 10 hour mark for community service, 54.77%.

4,305.75 total service hours recorded.

This school year 131/194 students eclipsed the 10 hour mark for community service, 67.52%.

5,799.50 service hours were completed this school year.

CUSD220



Proud

 We plan to not publicize "I Am an Eagle" as a reward, but other action plans will lead students to the opportunities needed to attain.



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OREGON																
Sub-oritarion met (calculation step for one of major oritaria) Major oritarion met Program met																
No we have not a to a first out on a second s																
Number of students meeting Minimum cutscore:	e 2	6	3.3	50	100	-1	10	40	TRUE	TRUE		TRUE	78.0		40 4	
	CURRENT_ACTIVI		Cumulative_WEI						MAP Reading						criteria	
Englisher Hinshew, Elizabeth	TIS	SYLE ACTIVITIES	GHTED	BELOW_C	055	55	REFERRALS	COMMSVC	Met	MAP Math Met	1. Activities	2. Academics TRUE	3. Loodership TRUE	4. Service 343.05	met	
Bowers, Samantha	5		3.607		ő		-	310.95	TRUE	TRUE	12	TRUE	TRUE	310.95		
Noon, Brenna	-		3.075	•		•	0	201.15	TRUE	TRUE	•	TRUE	TRUE	201.15	4	
Bothe, Jadyn	-		4.058	•	0	0	0	166.75	FALSE	TRUE	9	TRUE	TRUE	196.75	-	
Olaide, Itabella Sheely, Taylor			3,793					162.75	TRUE	TRUE		TRUE	TRUE	162.75		
Holden-Fox, Helena			3.515					142.25	TRUE	TRUE		TRUE	TRUE	142.25		
Ktamiler, Ashiya	3		3.759	•	0	0	0	136.5	TRUE	TRUE	7	TRUE	TRUE	136.3		
Kenney, Lyndi	4		3.784	0	0	0	-1	133.75	TRUE	TRUE		TRUE	TRUE	133.75		
Oyerley, Madiryn	4	-	3,825	•	•	•	0	130.0	TRUE	FALSE	•	TRUE	TRUE	130.8	4	
Harmas, Sydney	7		4.067	•	0	•	0	119.45	FALSE	TRUE	- 11	TRUE	TRUE	119.45	4	
Strite, Kyle Gillingham, Ullian	-		3,333					116.5	FALSE	TRUE	10	TRUE	TRUE	116.5		
Ketter, Owen	2		3.781		ŏ	0		108.5	TRUE	FALSE	7	TRUE	TRUE	108.5		
Black, Madyson	2		3.593	0		-1	-7	306.25	TRUE	TRUE	7	TRUE	TRUE	106.25	4	
Tranchina, Isabella	2		3.969	•	0	•	0	106	TRUE	FALSE		TRUE	TRUE	105	4	
Manser, Colton Reckamp, Claudia		-	3.975			•		101.7	TRUE	FALSE	4	TRUE	TRUE	101.7		
Good, Gatlin			2,805						TRUE	TRUE	4	TRUE	TRUE	95		
Moter, AlexaUn			3.525	•	ő	0	-1	86.25	TRUE	FALSE		TRUE	TRUE	86.25		
Martin, Ella	4		3.941	•	0	0	0	85.3	FALSE	TRUE		TRUE	TRUE	85.3	4	
Clark, Madyson	2		3.624	•	0	•	-4	80.25	FALSE	TRUE	7	TRUE	TRUE	80.25	4	
Bothe, Jed Cermak, Lydia			4.082					79.55	FALSE	TRUE	1	TRUE	TRUE	79.55		
Fost, Jenna			3,770				-4	68.85	TRUE	FALSE		TRUE	TRUE	68.85		
Braden, Heather			4.061	0	0	0	0	60.05	TRUE	TRUE	12	TRUE	TRUE	60.85		
Schone, Nathaniel			3,859	•	0	0	4	56.35	TRUE	TRUE		TRUE	TRUE	56.35	4	
Tomilinson, Abigali			5.728	•	•	•	0	53.25	TRUE	FALSE		TRUE	TRUE	53.25	-	
Watters, Leah Tremble, McKenna			4,032					53.25	TRUE	FALSE		TRUE	TRUE	53.25		
Hughes, Sophia	1		3.029	0	ŏ	-4	-	40.75	TRUE	TRUE		TRUE	TRUE	40.75		
Mowry, Tyler	4	-	3.367	-1	0	•	4	241.4	FALSE	TRUE	7	FALSE	TRUE	241.4	3	
Hawkins, Madison	1		3,433	0	0	0	0	155.35	FALSE	TRUE	3	TRUE	TRUE	155.35	3	
Bradshaw, Gavin Kenemon, Deven	-		3.846	-10		•	•	142.05	FALSE	FALSE	3	TRUE	TRUE	142.05	3	
Sreeden, Timothy			2.062	-10				104.5	PALSE	TRUE	10	TRUE	TRUE	104.5		
Seitel, Nicholas			2,400	-11	0		-3	301.95	FALSE	TRUE	12	FALSE	TRUE	101.95	3	
Labash, Claire	5		2.802	-1	0	•	-6	71.5	TRUE	FALSE	12	FALSE	TRUE	71.5	3	
Smith, Jacob	1		3.546	0	0	0	-10	55	TRUE	FALSE	4	TRUE	FALSE	56	3	
Helter, Jarren Ruter, Abigali	-		2,046	-19				49.75	FALSE	FALSE	1	TRUE	TRUE	49.75	3	
Black, Arika			3.248	-19	0			42.4	TRUE	TALSE		FALSE	TRUE	42.4		
Diehl, Kliee	2		2.766	-3		•	0	41.75	TRUE	FALSE	6	FALSE	TRUE	41.75	3	
Ebert, Austin	5		3.055	0	0	0	0	39.6	TRUE	TRUE	11	TRUE	TRUE	29.6	3	
Wilhelm, Alexis Thorsen, Adam		-	3,834					34.35	FALSE	TRUE		TRUE	TRUE	34.35		
Thorsen, Adam Glendenning, Adam	-	-	4.019	<u> </u>		•	-1	31.5	TRUE	TRUE		TRUE	TRUE	31.5		
Hanshman, Conner			2.947	-1	0		0	28	TRUE	TRUE		TRUE	TRUE	20		
Humphrey, Mokuley	4		3.940	0	0	0	-4	26.55	TRUE	TRUE		TRUE	TRUE	26.55	3	
Davis, Alexandria			3.307	-2	0	0	-7	24.75	TRUE	TRUE	•	TRUE	TRUE	24.75	3	
Schmidt, Erin Raminez, Katiyn			3.631	2				22.5	FALSE	FALSE		TRUE	TRUE	22.5		
Raminez, Katiyn Herbst, Andrew			3.529					13.25	TRUE	TRUE		TRUE	TRUE	19		
Burke, Tate	c		2.037	-5	0	0	0	\$5.7	FALSE	FALSE	0	FALSE	TRUE	55.7	2	
Ebens, Travis	0		3.147	-1	0	0	-1	39.25	#N/A	#N/A	0	TRUE	TRUE	39.25	2	
Smice, Deborah	5		2.270	-11	0	•	-10	38.75	TRUE	TRUE	10	TRUE	FALSE	30.75	2	
Fuentes, Brianna Pierce, Adrian			1.514	-20		-10	-41	38	TRUE	TRUE	10	TRUE	FALSE	36.5	2	
Fierce, Adrian Cermak, Grant	1		4.002				-4	36.5	TRUE	TRUE		TRUE	TRUE	36.5	2	
Ankney, Olivia	1	1	3.891	•	0	0	0	32.2	TRUE	FALSE	2	TRUE	TRUE	32.2	2	

I am an Eagle 2017.xisx

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P. 1 of 2



I Am an Eagle Comparison

- For the 2015-2016 school year 12/94 students, 12.76% earned this award.
- For the 2016-2017 school year 32/104 students, 30.76% earned this award

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	# Students	Absences	Tardies	Rate	
2010-2011	248	2601	158	93.8	
2011-2012	243	2146	287	95.4	
2012-2013	233	1649	138	95.9	
2013-2014	204	1573	113	95.6	
2014-2015	190	1553	116	94.5	
2015-2016	207	1574	159	95.6	
2016-2017	198	2172	1106	93.8	

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Disappointed

- Homeroom attendance data walls these provide no data indicating they are having an effect
- Yearly perfect attendance competition Down each year from 14 in 2015 to 9 in 2016 to 6 in 2017, no effect



Activity Participation Comparison

• 2015-2016 %

• 2016-2017 %

• 86%

• 85.5%



- Introduction to all extracurriculars
- Identify students who have not participated in anything and conduct an individual meeting with them.
- For each sport, hold an informational meeting for all students to include HS athletes