

To: Mr. Mahoney
From: Kelli Virgil
Re: Superintendent Report
Date: September 2017

School Improvement Plan FY 18:

SIP Goal 1: ELA-Literacy & Math

- Student Attainment: 80% of all students will reach their attainment target based on local assessment data.

SIP Goal 2: Social/Emotional

- OES students will have an increased positive view of school and themselves.

SIP Goal 3: Family & Student Engagement

- OES Families & Students will feel more invested and engaged in the school community.

SIP Goal 4: Climate & Culture...

- 72% of staff will agree that morale at OES is positive

Teaching & Learning:

- Aimsweb & MAP testing has occurred for the fall benchmarking. Grade levels have also begun utilizing the BT pacing calendar and formative assessments. MAP testing will begin September 5th.

Professional Development:

- New teachers, fourth and fifth grade teachers were trained on utilizing the new PowerTeacher Pro system as well as implementing the Standards Based Grading at their grade level on September 1st.
- HMH was here on September 1st to train the fifth and sixth grade teachers on the new materials for each content area.
- An all-district diabetes training is set for September 26th @ 3:30.
- Several staff members have attended CPI trainings in the summer, and more are scheduled to attend in October.
- Three teachers (one from third/fourth/fifth) will attend a Standards-Based Grading training at RTHS on September 8th.

Special Education:

- Co-teaching training dates will fall in October, December & February.
- Looking to host in the aerobics room at BHC.

Summer Book Club:

- The reading teachers have completed the assessments on students who participated. Results should be ready for this month's board report.
- The Summer Reading Team was awarded the Award of Excellence from the ISBE Those Who Excel Banquet to be held in October.

I READ:

- Lori Peterson, our volunteer liaison, was awarded the Award of Excellence from the ISBE Those Who Excel Banquet to be held in October.
- New volunteer will begin working with students in October.

Title 1:

- All students 1st-4th have been leveled. This was done with assistance from homeroom teachers, special ed. teachers, reading teachers and volunteers (retired teachers).
- The Title 1 team created a list of best practices resources and provided it to all staff to support classroom teachers. The team is proctoring AIMSWEB testing the week of 9/5 and will begin a full schedule of interventions once completed.

Speech:

- Attached is the oral language study that Stacey Glendenning piloted with Samantha Smith's kindergarten classroom during the fourth quarter of the 2016-2017 school year.

Beyond Textbooks:

- K-4 math classes are currently following the pacing calendar provided by BT.
- 5th and 6th math and ELA are following the pacing calendar provided by BT.
- Formative assessments have been given in all grades that are on-track with the pacing calendar.

Points of Interest:

- The First Day Celebration was a success. There was involvement from the high school and the community. The drone video and video of the assembly have been posted to the weekly announcements to the community as well as on Facebook and the website.
- Mr. Huels has been publishing weekly story lines via social media on what the OES students' week looks like. There have been contributions by other teachers as well by using the same hashtag.
- Several students have collaborated with Mr. Huels on making quick videos for teachers to show regarding reminders on behavior expectations and SOAR expectations in various areas of the school.
- HAWK Academy dates have been set for each month. These will occur on noon dismissals. Each grade will reteach behavior expectations as well as teach leadership characteristics to the students for one hour. Resources are provided by Mr. Huels and Mrs. Virgil.
- Teachers have been sending Mr. Huels positive office referrals that he notifies families of on Fridays of each week. He will call families with the student to let them know of the positive referral.
- PBIS – On August 31st, OES held a student/staff hat day and staff jean day with spirit wear. In order to wear each, one dollar had to be paid. OES raised \$390 for PBIS funds.

Grade-Level Update:

- PreK – no update
- Kindergarten – KIDS training to occur September 12th with an ISBE KIDS representative
- 1st – no update
- 2nd – Mrs. Kilmer's class is participating in a class volunteer project of collecting old markers to be recycled through Crayola. This will be done throughout the year.
- 3rd – no update
- 4th – Planning a field trip to the Chana School House and accompanying activities they can implement in their classrooms surrounding the trip.
- 5th – Field trip on 9/8 to the Ogle County Fairgrounds to explore agriculture and science related careers. Mrs. Principe attended a training on 9/1 to better implement her new Science materials from HMH.
- 6th – Field trip to Camp Ross on 9/6 and 9/7 for Outdoor Education experiences. Mr. Mendoza and Mr. Rogers Mrs. Principe attended a training on 9/1 to better implement their new Science and Social Studies materials from HMH.

- Music - Mrs. Davis has planned National Anthem Day for 9/22 at 8:30. The public is welcome to attend. Mrs. Gamlin has begun to introduce the concepts of beat and rhythm to her K-2 classes.
- Art - Mrs. Handschuh has been introducing primary colors with the accompanying book "Mouse Paint" to Kindergarten classrooms. First Grade classes were working on self-portraits. Mr. DeWilde had students dive into the Planning and Preparation aspects of creating a quality piece of art.
- PE- Age appropriate skill based games centered around the skills of Throwing, Running Safely, Dodging, and Tagging have been incorporated in all PE classes. Mr. Boyer and Mr. Gipper have begun Fitnessgram testing which will measure student's progress in a number of exercises throughout the year.

Current Enrollment as of September 30, 2017:

F4S	33
Pre-K	14
DLR	21
Kindergarten	83
1st	84
2nd	101
3rd	103
4th	111
5th	117
6th	108
Total	775

Discipline:

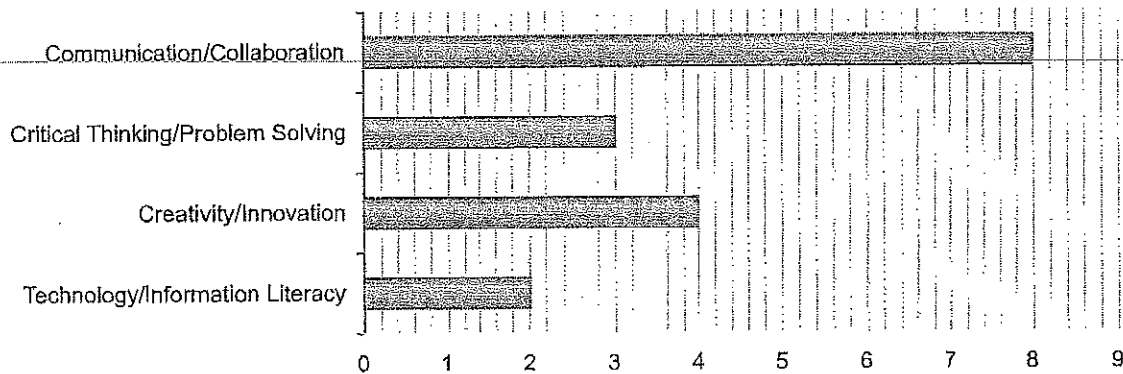
Our first quarter school-wide PBIS goal is to keep referrals in the **defiance/disrespect** category to 30 or less. We are currently at 17 – four majors and thirteen minors...none of the minors are from transportation. If students meet the goal, Mr. Huels and Mrs. Virgil will sleep on the roof.

Informal Report

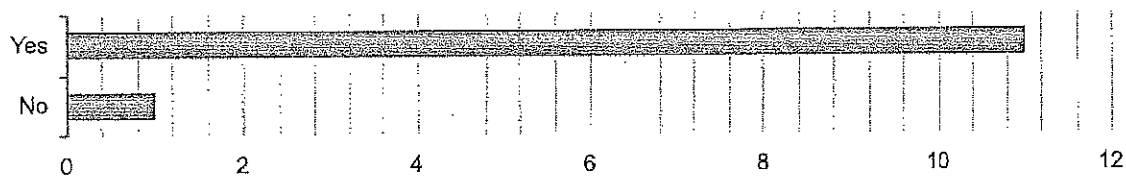
8/1/2017 - 8/31/2017 | Oregon Elementary (OES)

Informal Count: 13

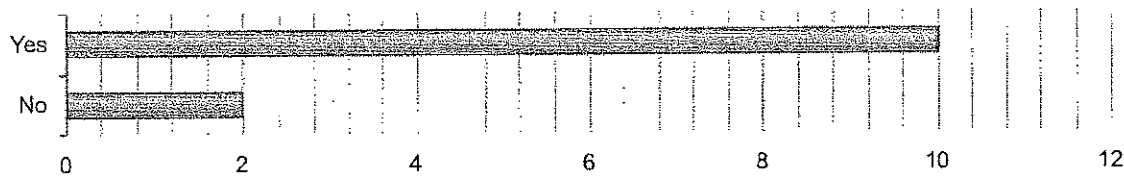
21st Century Skills:



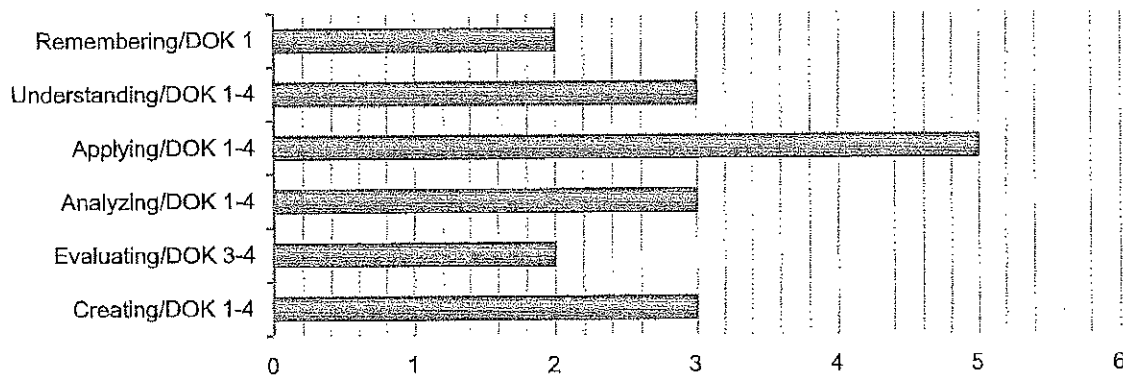
Priority Standards Posted



Essential Questions/Corresponding Big Ideas



Bloom's/DOK: Check all that apply

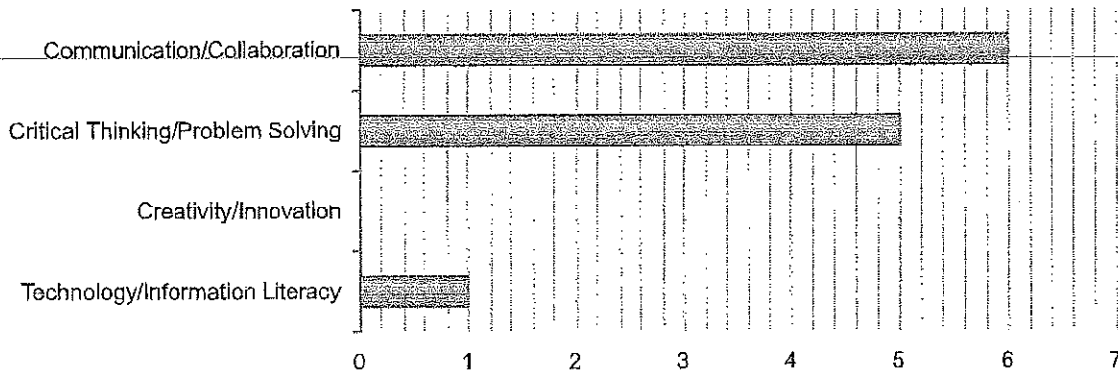


Informal Report

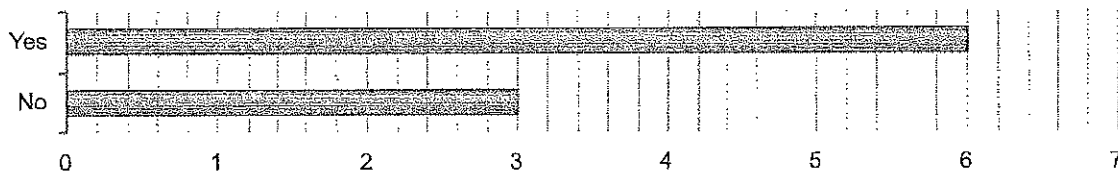
8/1/2016 - 8/31/2016 | Oregon Elementary (OES)

Informal Count: 9

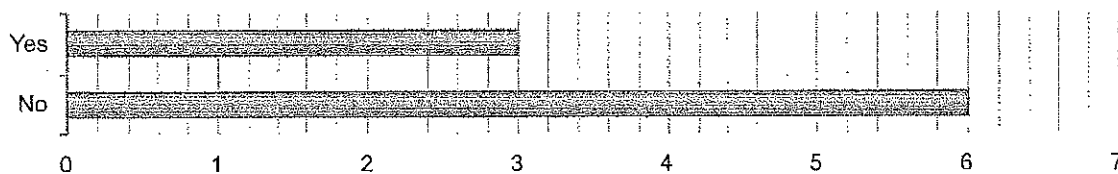
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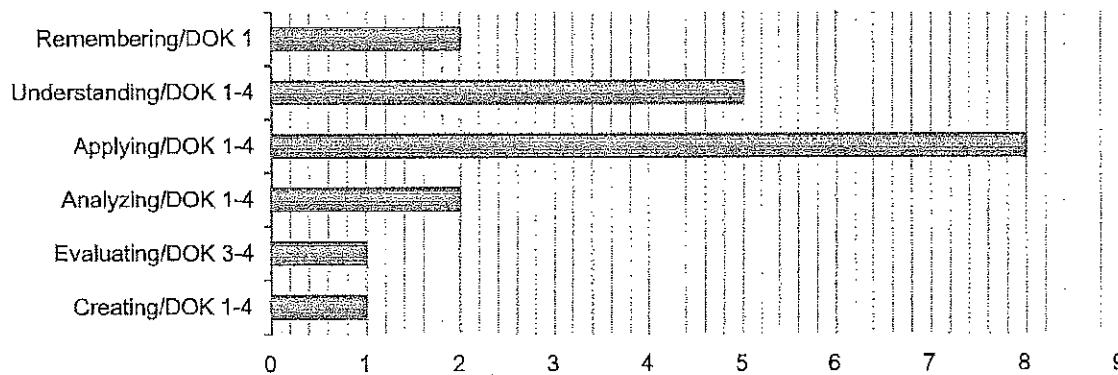
Priority Standards Posted



Essential Questions/Corresponding Big Ideas



Bloom's/DOK: Check all that apply



Oral Language Narrative Study – 2017

Oral language is essential and is at the base of academic success through classroom responses, reading, and writing. Dr. Reed-Houck has found that when students are not making progress in our reading team time interventions there is an underlying language component missing for the student. In an effort to collaborate and find interventions that would work for our students, the idea for this pilot intervention came from a research article titled *“Classroom-Based Narrative and Vocabulary Instruction: Results of an Early – Stage, Nonrandomized Comparison Study”* in the Language, Speech, and Hearing Services in Schools Vol. 45 July 2014.

Participants involved: Mrs. Stacey Glendenning, Speech/Language Pathologist, Miss Samantha Smith, kindergarten teacher; and Miss Smith’s kindergarten classroom. This intervention took place beginning on April 11, 2017 through May 17, 2017. Students were given a pre and post assessment which consisted of looking at a picture and creating a story to match the picture. During this four-week time, Mrs. Glendenning provided 12 30-minute language lessons to Miss Smith’s classroom. These lessons targeted the following narrative story telling components: character, setting, problem, solution, and character feelings. Students learned to listen for information to answer who, what, and when questions. They participated in drawing pictures using details and then practiced sharing with another student or a small group of students using complete sentences. Miss Smith supported this intervention in her classroom and provided a home connection using her newsletter to let parents know what skill was being targeted and how they could help at home.

Fourteen kindergarten students completed both the pre and posttest. Twelve of the fourteen students demonstrated growth, two students achieved stagnant scores. The two students who didn’t show growth on the assessment were assessed on the last day of school. They did show improvement in the classroom.

We found that teaching students the basic oral language skills to create academic sentences and tell a story including details was effective for students of all ability levels in the classroom. Informal observations were also made during the study; students’ attention to detail when listening to each other and story read-aloud increased, student created illustration improved, as well as improved written sentence structure.

This fall, we will be sharing this study and information with the kindergarten team to determine how these lessons can be shared with all students. I will be working with Teri Reed-Houck to provide lessons to students not making growth in RTT and we will be observing to see if these skills will make a difference for our readers who are struggling to grow.

Summer Reading Program Report, 2017

This summer, 69 students in grades 1-5 (up to 15 students per grade level) were invited to participate in the summer book club. As in past years, students worked with a teacher to select eight books at their instructional reading level. Books were mailed to students, one per week, beginning in June and ending late in July. Students were invited to reflect and respond after each book by posting on the OES Summer Reading Facebook page. The following is a break-down of achievement by grade.

1ST Grade:

- 15 participants returned to school as 2nd graders (1 retained in 1st)
 - 2 decreased in reading level
 - 7 remained the same in reading level
 - 6 improved in reading level
 - **87% remained on level or gained reading skill**
 - **13% dropped in skill**

2nd Grade:

- 16 participants returned to school as 3rd graders
 - 6 decreased in reading level
 - 9 remained the same in reading level
 - 1 improved in reading level
 - **63% remained on level or gained reading skill**
 - **37% dropped in skill**

3rd Grade:

- 11 participants returned to school as 4th graders
 - 2 decreased in reading level
 - 8 remained the same in reading level
 - 1 improved in reading level
 - **82% remained on level or gained reading skill**
 - **18% dropped in skill**

4th Grade:

- 14 participants returned to school as 5th graders
 - 1 decreased in reading level
 - 8 remained the same in reading level
 - 5 improved in reading level
 - **93 remained on level or gained reading skill**
 - **7% dropped in skill**

5th Grade:

- 12 participants returned to school as 6th graders
 - 0 decreased in reading level
 - 4 remained the same in reading level
 - 8 improved in reading level
 - **100% remained on level or gained reading skill**
 - **0% dropped in skill**

Annual Comparison of Reading Levels *Maintained/Increased (Success Rates)*

Year Grade	2012 <i>Control- No intervention</i>	2013	2014	2015	2016	2017
1			66%	80%	53%	87%
2			67%	46%	36%	63%
3	30%	83%	100%	81%	77%	82%
4			90%	89%	93%	93%
5				100%	100%	100%

Insights Gained From Summer 2017

Students who do not read will inevitably drop in reading skill from May to August. Recent research suggests that at-risk students, especially those from low-income families, lose 4-5 months of reading skill over the summer (see attached summary of summer loss). For this reason, it is imperative that OES attempt all feasible ways of encouraging family involvement in literacy activities over the summer.

This year, on average, all participating student groups maintained or grew in reading level. Research suggests (and our own data have shown) that young students who read eight books throughout the summer maintain their reading level. First and second grade groups experienced moderate gains in skill retention this year (compared with summer 2016), which we may attribute to more careful selection of participants with parents who display involvement in school. Upper grade students, as in previous years, experienced high rates of skill retention. Higher success rates are likely due to the added independence and advanced levels of reading ability of 10- to 12-year-old students.

Additional Information Gathered

In order to facilitate inferences related to reading level retention, we asked teachers who were leveling summer readers this fall to ask a quick series of questions before they began assessing:

- Did you receive books in the mail over the summer?
- Did you read the books? How many books did you read?
- Did you enjoy the books?

Answers to these questions were cross-referenced against student reading levels. Students who reported reading “most” or “all” books maintained or grew in skills 97% of the time. Of those who reported reading “none” or “a few” books, just 18% maintained their reading skill over the summer.

We are particularly concerned with reading skill loss in second graders going to third grade. Looking at our data longitudinally, students in second grade maintain reading skill at lower rates than students at other grade levels. A possible explanation is that second grade readers are approaching fluency by the end of

the year. This is a critical juncture in their development as readers: those who maintain practice will clear the hurdle of learning to read, whereupon reading becomes automatic. Those who do not continue to practice at this important stage of development will suffer disappointing setbacks in their reading skill and have to recover much ground in the fall. This effect is documented throughout the years of the Summer Reading project, and has been noted by 2nd and 3rd grade teachers each fall.

In order for students to maintain their skill, it may be necessary to create a more intensive and supervised reading experience for at-risk readers in the summer of their second grade year. The Reading Team will share ideas with administration to attempt to more effectively support these readers. However, more intensive intervention will likely require a greater financial investment.

Social Media Responses

In previous years, stamped post cards were mailed with books each week. Parents and students were asked to briefly respond to the books they read. Each year we had approximately a 50% return rate. This year the Reading Team established a Summer Reading Facebook account to engage families in the response to books, in the hopes of encouraging more participation and reducing the preparation time and expense of postcards. The Facebook account was publicized numerous times throughout literature sent home with summer readers, on the District Facebook account, and verbally shared with students while selecting their books.

Unfortunately, the family responses were very limited—only two families out of 69 engaged in responding to books on the Facebook account. It is possible lower-income families do not use social media in ways that make its use as a vehicle for reading response a viable alternative. The Reading Team will continue to brainstorm more effective ways to engage families in the literacy process at home.

Rewards and Recognition of Readers

We will continue to offer recognition of all successful participants by having their photo placed in the local papers. In addition, 36 students who maintained their reading skill over the summer will be invited to the RTT Reading Lounge for 30

minutes of relax and read time with a snack. For the 21 students who grew in reading level, each will be given vouchers to purchase books of their choice at the Fall book fair.

This year we will be adding certificates of achievement for successful participants that are mailed home with a letter of congratulations for parents. We hope this extra information and positive reinforcement for the parents will encourage greater summer literacy involvement among participating families.

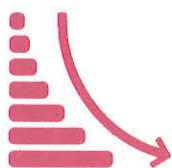
We thank our OES Administrators and the Board for their continued support of the Summer Reading Program. We believe it has been effective in the maintenance of reading skill over the summer, and more importantly, gives children the opportunity to select, read, and own books they love.

Respectfully Submitted,

Teri Reed-Houck

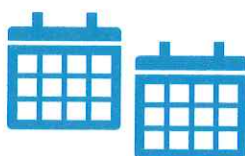
SUMMER BY THE NUMBERS

THE ACHIEVEMENT GAP WHAT HAPPENS TO CHILDREN DURING THE SUMMER?



THE "SUMMER SLIDE"

is what often happens to disadvantaged children during the summer months. They tread water at best or even fall behind, while higher-income children build their skills steadily over the summer months.



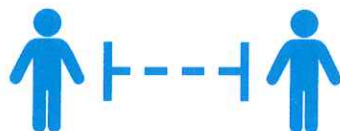
Most students lose **TWO MONTHS**

of mathematical skills every summer, and low-income children typically lose another two to three months in reading.¹



Summer learning loss during elementary school accounts for two-thirds of the achievement **GAP IN READING** between low-income children and their middle-income peers by ninth grade.²

Based on a study by Johns Hopkins University



THE ACHIEVEMENT GAP

between children from high- and low-income families is roughly thirty to forty percent larger among children born in 2001 than among those born twenty-five years earlier.³

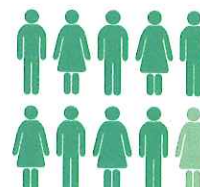


Elementary school students with high levels of attendance

(at least five weeks) in voluntary

SUMMER LEARNING PROGRAMS

experience benefits in math and reading.⁴



9 IN 10 TEACHERS

spend at least three weeks re-teaching lessons at the start of the school year.⁵

Sources: ¹ Afterschool Alliance. (2009). *American after 3 pm: The most in-depth study of how America's children spend their afternoons*. Retrieved from http://www.afterschoolalliance.org/AA3_Full_Report.pdf * Alexander, K. L., Entwistle D. R., & Olson L. S. (2007a). *Lasting consequences of the summer learning gap*. *American Sociological Review*, 72, 167 * New York Times. (Feb 9, 2012). *Education Gap Grows Between Rich and Poor, Studies Say*. * Catherine H. Augustine, Jennifer Sloan McCombs, John F. Pane, Heather L. Schwartz, Jonathan Schweig, Andrew McEachin, and Kyle Siler-Evans. *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth*. RAND Corporation. (September 2016). * Surveyed by the National Summer Learning Association. Retrieved from <http://ers.sagepub.com/content/66/3/227.abstract> and http://c.ymcdn.com/sites/www.summerlearning.org/resource/resmgr/press_releases/nsla_summer_release_130528_f.pdf and http://c.ymcdn.com/sites/www.summerlearning.org/resource/resmgr/Publications/Impact_on_Teaching_and_Learn.pdf

www.summerlearning.org



**national summer
learning association**

ACCESS TO AND DEMAND FOR SUMMER PROGRAMS



51% OF FAMILIES
not participating in a summer
program say they would if one
was available to them.⁶



Of families who pay for summer programs,
the average weekly reported cost is
\$288 PER CHILD
per week⁷

SUMMER HEALTH AND NUTRITION FOR KIDS



In 2014, only **ONE IN SIX** youth
eligible for the federal Summer Food Service
Program received these subsidized meals
during the summer, leaving millions of
dollars in federal funding on the table and
many young people to needlessly go
hungry when school is not in session.⁸



Minority children gain weight up to
TWICE AS FAST
during the unstable months of
the summer as during
the school year.⁹

SUMMER JOBS, SUMMER MELT AND OLDER YOUTH



Without summer counseling and support,
ONE-THIRD
of first generation college attenders fall
victim to the "summer melt" and fail to
enroll in the fall, even after being accepted.¹⁰



Waiting lists for summer youth jobs are
IN THE THOUSANDS
in most major cities, despite promising
findings around reduced crime and
mortality rates for participants.^{11,12}

Sources: ⁶ Afterschool Alliance. (2009). *American after 3 pm: The most in-depth study of how America's children spend their afternoons*. Retrieved from http://www.afterschoolalliance.org/AA3_Full_Report.pdf ⁷ Ibid. ⁸ Sims, K., Anderson, S., FitzSimons, C., Burke, M., & Kapp-Klote, H. (2014). *Hunger doesn't take a vacation: Summer nutrition status report 2014*. Food Research and Action Center. Retrieved from http://frac.org/pdf/2015_summer_nutrition_report.pdf. ⁹ Von Hippel, P. T., Powell, B., Downey, D. B., & Rowland, N. J. (2007). The effect of school on overweight in childhood: gain in body mass index during the school year and during summer vacation. *American Journal of Public Health*, 97(4), 696-702. ¹⁰ Castleman, B. L., Page, L. C., Winkle-Wagner, R., Bowman, P. J., John, E. P. S., Meyer, H. D., & Hu, S. (2014). *Summer melt: Supporting low-income students through the transition to college*. Cambridge, MA: Harvard Education Press. ¹¹ Heller, S. B. (2014). Summer jobs reduce violence among disadvantaged youth. *Science*, 346 (6214), 1219-1223. ¹² Gelber, A., Isen, A., & Kessler, J. B. (2014). *The effects of youth employment: Evidence from New York City summer youth employment program lotteries* (No. w20910). National Bureau of Economic Research.

www.summerlearning.org




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learning association**