

To: Dr. Mahoney & Board of Education
From: Kelli Virgil
Re: Superintendent Report
Date: January 2020



School Improvement Plan FY 20:

- **Academics** – 40% of 3rd-6th grade students will reach their attainment level on the state-standardized assessment and 60% of students will reach their MAP math growth goal 55% of students will reach their MAP reading growth goal as well as 60% of students will 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:

- **Instructional Coach Team Observations** – This month our math team worked together to plan a lesson for the first teacher. We all observed the lesson being delivered, then sat down to debrief. Some questioning in our conversation in the lesson planning stage led us to research the ISBE and IAR websites to see if the tasks on the BT assessment were aligned. We identified subtle inconsistencies between the particular BT assessment that the teacher was using and IARs definition of the standard. We all became more familiar with using our resources to backward plan from assessment expectations from our conversation. The teacher did an outstanding job delivering the lesson; however, the team still made revisions when we debriefed the lesson to make it even better. In the end, the teacher came away with a very effective lesson that prepared her students for the standard's assessment, which she shared with her grade level teammates. I asked the teachers to reflect on their learning from the process. Teachers noted many positives including taking learning tasks from the lesson and incorporating them in their own lessons, appreciate the vertical discussion with teachers of their same discipline/building school-wide connections, and the incidental learning of seeing how others set up classroom routines, strengthening their own classroom management. In November and December, all three teams completed their first round. All three teams have dates scheduled to complete their second round in January.
- **ICLE** – Next round of coaching through ICLE is set for January. Diane Jones (ELA) will be here January 15th-17th, and Diane Ashley (Math) will be here January 22nd-24th for instructional coaching.
- **SEL** – The Lighthouse team met on January 3rd to plan the implementation and roll-out for Leader in Me that will begin in January. Information will be presented to staff on January 8th during the staff meeting.

PBIS/Leader in Me:

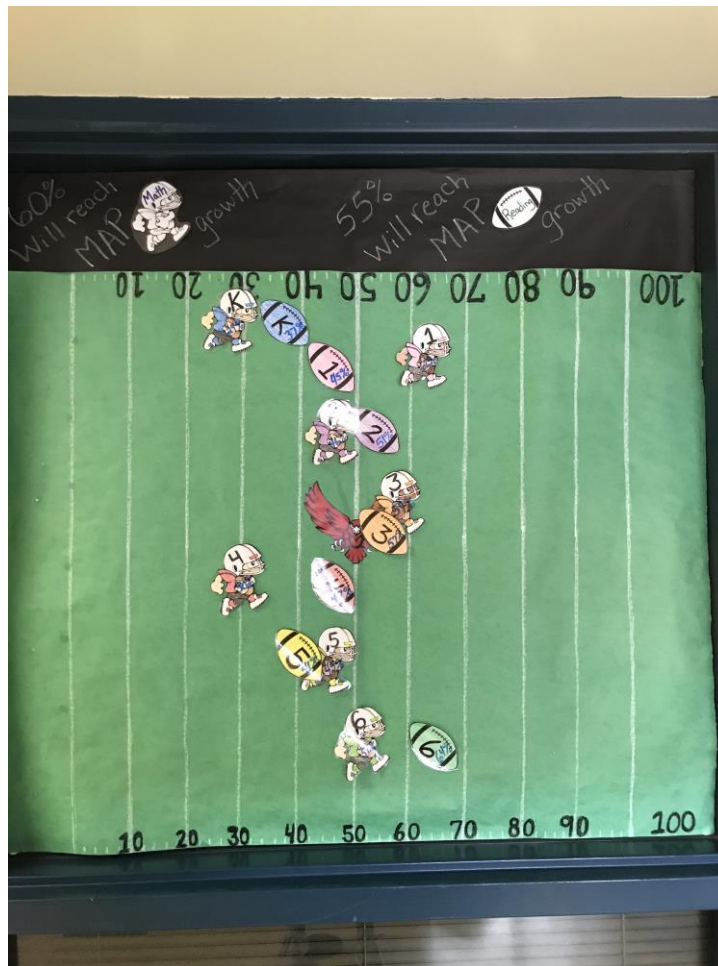
- There will be a family night on January 27th from 5:30-6:30 that will provide information regarding the implementation of Leader in Me, the OES Form of Agreement, the Professional Teacher Attributes document, and PBIS expectations and how they all correlate. Presentation/student activities will occur first followed by dinner.

Points of Interest:

- **Hawk Zone:** See behavior data
- **Family Night:** See above
- **PBIS/BSAT:** The 2nd Quarter Celebration was held on Friday December 20th. Students who displayed outstanding behavior were selected to participate in a Christmas tree relay in which staff was decorated in the form of a Christmas tree. The entire school sang Christmas songs before ending the celebration.
- **Academic Scoreboard:** With benchmark testing and data meetings occurring the week before Christmas Break, we were able to get our data and have students ready for the correct interventions/enrichments when they come back...picture below.



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Grade-level/Content Updates:

- **Pre-K:** We worked on counting and numbers, introduced 10 squares, sent home Math Bags & Literacy Bags, Christmas activities, Family Fun day, and had our Christmas Program.
- **Kindergarten:** During the month of December, Kindergarten students read the Gingerbread Boy books. Each day, the classes read a different book in the series. We compared the stories and talked about the characters, setting, repeated phrase, and the problem in each book. At the end of the week, the classes celebrated their learning by making a gingerbread cookie and finding it within the school. Academic skills worked on include reading sight words, beginning to write CVC words, reading leveled reading books, adding and subtracting and writing numbers. This month, we have talked about the difference between tattling (trying to get someone into trouble and reporting (getting someone help, or reporting that a major rule has been broken). During the month of December, each family was asked to participate in a family project. The families were able to decorate their home for the holidays, bring in pictures, and share a written response on how their family celebrates the holiday season. Each child was able to

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present their project during class time to share with their friends. Projects were hung in the hallway to show other grade levels as well.

- **First:** At the end of second quarter, we reviewed second quarter standards in both reading and math. We also did end of quarter assessments and MAPS testing. After completing assessments, we celebrated the end of the first half of the year by completing Holiday themed activities, including: holiday read alouds, assemblies, crafts, and Polar Express Day. We look forward to reviewing expectations when we return from break and then starting fractions and non-fiction reading.
- **Second:** Second graders participated in Holiday rotations where they made Reindeer food, playdough, painted trees with forks, and played Holiday Bingo. We traveled worldwide through our Christmas Around the World activities. Our hallways showed our festive spirit and our academic achievements. We made Prefix and Suffix snowflakes and Geometry Sweaters. Mr. Bill Bailey came to present his ukulele songs and children sang along.
- **Third:** We used our Chromebooks to learn how to collaborate with others to create a shared document. Discussed Christmas traditions around the world and culminated our discussion with a visit from a local ukulele player to hear some Christmas songs from a variety of countries. Reviewing standards in order to prepare for Benchmark testing. Completed the Boost program that involved students from the high school working with students from our rooms weekly. Created a series of different figurative language projects in order to create a winter wonderland hallway display of the various types of figurative language we've been learning about.
- **Fourth:** 4th Graders completed a service project in Music class with Mrs. Davis in which they made cards for area nursing homes that were delivered around Christmas time.
- **Fifth:** 5th grade classes continued to study different story elements of Literature texts in Reading class.
- **Sixth:** The 6th Grade team recognized students who met their quarterly behavior goal with a trip to Plum Hollow in Dixon.
- **Reading Team:** Nothing to report at this time
- **P.E.:** Classes were participating in a volleyball unit. OHS Volleyball players came over periodically throughout the unit to assist our staff with the instruction of the skills. We are appreciative of the OHS involvement in our PE department this year not only to support with skill development, but for the positive relationships that can be formed between our students and the high school students.
- **Art:** 4th Grade classes created a Community Builders display that is featured at the end of the 4th Grade hallway. Classes also made Christmas cards to spread Christmas cheer to staff members before break.
- **Music:** 1st and 3rd Grade held a joint concert at the OHS gym on Thursday December 12th. The concert was well-attended and the grade levels worked well performing together. Following that concert, the 5th/6th Grades held their annual Holiday Concert for the Band/Choir. Mr. Hall and Mr. Beske did an outstanding job getting the students, many who are new to choir/band, prepared for the performance.
- **Library:** Three more 6th grade students have completed the Caudill Nominee Challenge!

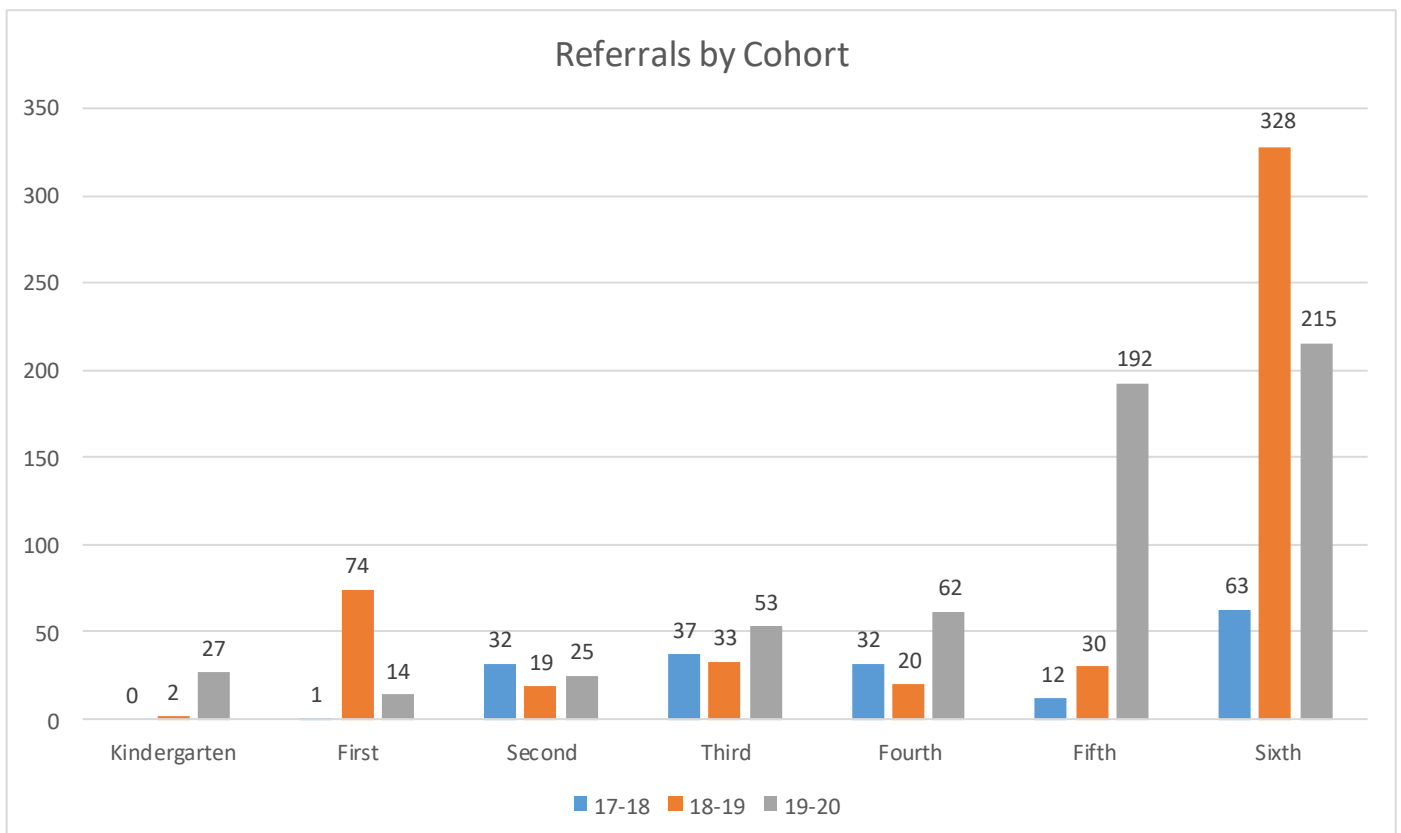
Enrollment: as of 01.06.2020



PFA	80
Pre-K (EC)	20
Kindergarten	103
1st	98
2nd	78
3rd	96
4th	108
5th	101
6th	106
Total	791

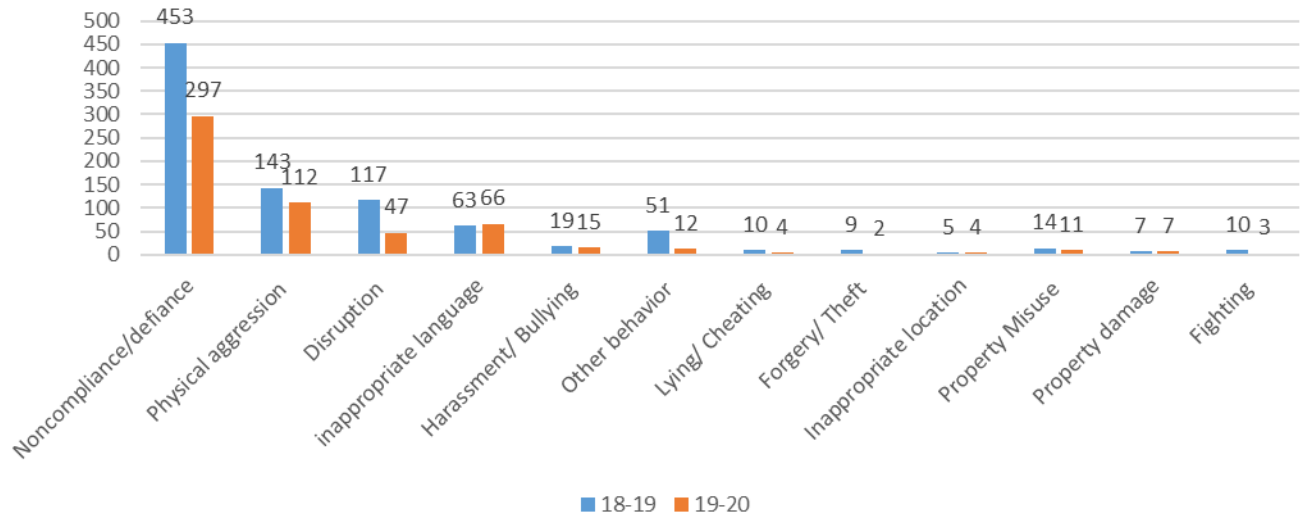
Behavior/Data Report:

	18-19 School Year to Dec.	19-20 School Year to Dec.	Increase/Decrease %
Minor	504	290	-42%
Major	397	290	-27%
Total	901	580	-36%
True Total (Including current 7 th Grade)	1292	580	-55%

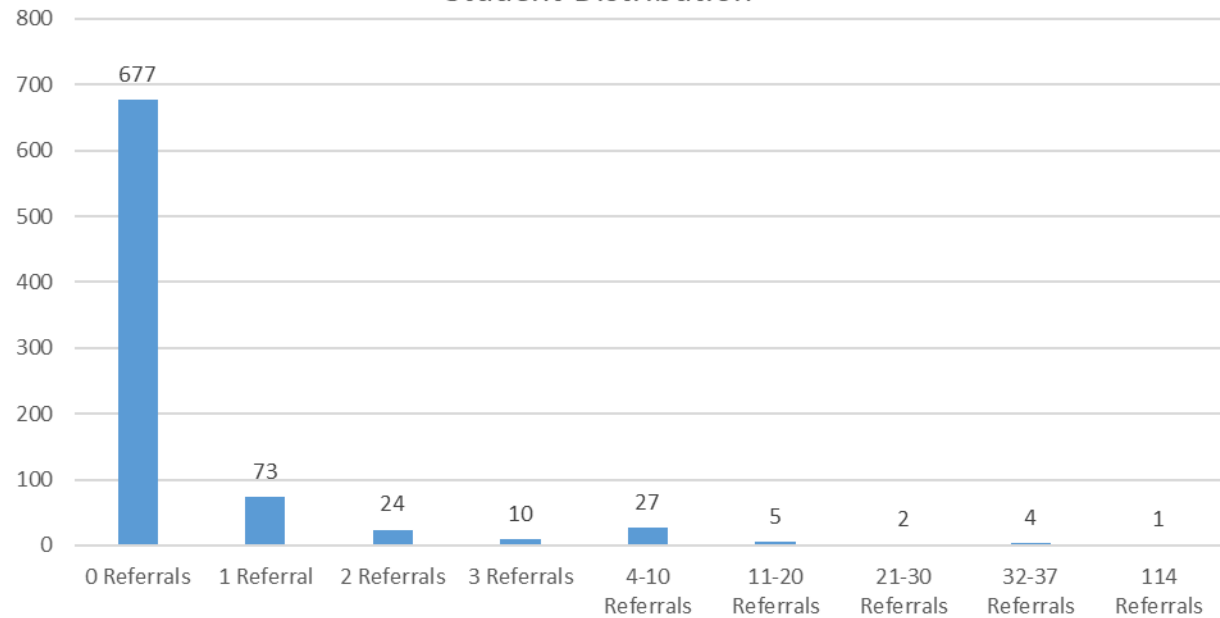




Referrals by Behavior 18-19 Vs 19-20



Student Distribution



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Student	Majors 19-20	Minors 19-20	Total	18-19 1st Sem	Notes
5 th A	92	22	114	7	Parent Refusal for IEP
6 th A	25	12	37	20	ACES
5 th B	26	11	37	16	ACES
6 th B	18	15	33	42	2 Majors 2nd Q- No referrals since 11/18
6 th C	7	25	32	37(25 Majors)	1 Major since 9/23
6 th D	17	9	26	7	Change in Med
6 th E	7	15	22	31	1 Major in 2Q
5 th C	10	5	15	1	3 Major in 2Q
3 rd A	7	7	14	3	11 in 2nd Q- Change in Med
3 rd B	7	3	10	24	Med change/Hospitalization

Behavior Highlights- Notes to Consider

- Two 5th Grade students have accounted for 152 (79%) of the total grade level referrals which has inflated the total for the cohort.
- 1st and 6th Grade should be commended for their efforts to decrease the total number of referrals compared to the cohort's progress last year
- Eight staff members have written 313/580 referrals (53%) for the 19-20 school year. Mr. Huels will present a follow-up Professional Development for all staff in February to incorporate tools learned from the Brian Mendler training and additional Restorative Practices in addressing behavior.