

To: Dr. Mahoney & Board of Education
From: Kelli Virgil
Re: Superintendent Report
Date: November 2018

School Improvement Plan FY 19:

SIP Goal 1: ELA-Literacy & Math

- Student Attainment: 50% of all students will reach their attainment target based on local assessment data.

SIP Goal 2: Social/Emotional & Family/Student Engagement

- OES students will have an increased positive view of school and themselves and feel more invested and engaged in the school community.

Professional Development:

- Teachers were given time to meet as teams to create lessons using strategies from Tandy Howard, instructional coach, and utilize the Rigor Rubric from the ICLE instructional coaches. Dates/times were given to administration and instructional coach for observations to occur with the rubric to provide feedback.
- ICLE instructional coaches were at OES on November 5th and November 7th. There was a math instructional coach as well as ELA. On November 5th, teams met with the math instructional coach and the ELA instructional coach observed classrooms looking for academic discussions to provide feedback. On November 7th, grade level teams met with the ELA instructional coach on topics of their choice.
- **Book Studies** – During the October staff meeting, teachers participated in a “Graffiti Wall” to discuss the books they have been reading. They put down their thoughts on their book, and at the other books comments were made on ideas already written. Support staff also met regarding their book studies on November 2nd during the noon dismissal.

Points of Interest:

- **Technology** – Chromebooks were set-up in the conference room on the second night of P/T conferences for parents to participate in the 5 Essentials Survey. QR codes were also hung around the school and outside teachers’ doors for parents to scan and take the survey. As of November 9th, OES has had 96 parents complete the survey which has met the reporting threshold.
- **Community Collaboration** – The University of Illinois Extension has been partnering with our OES students and families on several different activities. They came to both conference nights where various taste-testing occurred for the families. There were over one hundred people each night who participated in the sampling. They will also be attending our PTP family nights to provide samples of healthy desserts. They also came to a lunch period and had the students try cucumbers. Below is a table that shows participation with the taste-testing.

| GRADE | I like it | It's okay | Not for me | Total |
|-------|-----------|-----------|------------|-------|
| K | 53 | | 3 | 56 |
| 1 | 60 | | 12 | 72 |
| 2 | 64 | | 11 | 75 |
| 3 | 46 | 10 | 4 | 60 |
| 4 | 74 | 4 | 8 | 86 |
| 5 | 38 | 22 | 7 | 67 |
| 6 | 51 | 20 | 15 | 86 |

- **Family Feedback** – A survey was sent to families regarding positive communication and communication in general.
 - o 68% of 150 participating families stated that they have received a moderate amount to a great deal of positive communication during the first quarter.
 - o 66% of the participating families agree and strongly agree that they receive effective communication from OES.
- **KIDS Assessment** – Data was inputted regarding our kindergarten students and their readiness for kindergarten. In the approaches to learning category, social/emotional development, language & literacy development and

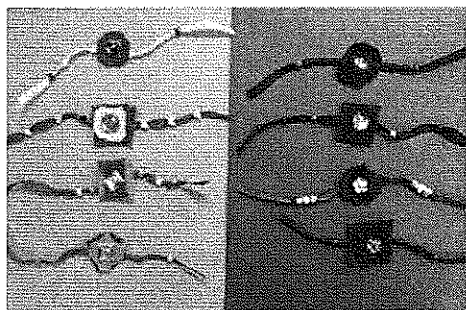
mathematics, a majority of our students fell within the building middle to building later rating which means they have knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others. Information regarding current kindergarten students will be shared with OCUSD pre-k programs as well as off-campus programs for future instructional programming needs.

- **SEL-** Our first PTP night for the year was October 22nd. The theme was cultural awareness and sensitivity. Students participated in Halloween activities/games during the presentation. We had over 200 people RSVP to the event. Dinner was pizza from Alfano's and a cookie from The Village Bakery. The next family night is scheduled for November 12th.
- **Research Study** – Third grade teachers who are a part of the Chromebook pilot, implemented benchmark assessments utilizing Freckle, an online differentiated instructional resource. A majority of scores were considerably lower than assessments that have been done with paper/pencil. Strategies are being taught on what skills are needed for the computerized assessments.

Grade-level Updates:

- **Pre-K:** Students learned about the apple life cycle, studied and explored pumpkins, enjoyed the field trip to Selmi's, have been working sorting by shape, size and color, name recognition & writing, and enjoyed a Halloween party and parade. At DLR, students just finished up a unit on community helpers where they visited the Post Office and the Fire Station. They mailed letters while at the Post Office and have enjoyed getting letters sent back to them. The class went trick or treating at Pinecrest Village.
- **Kindergarten:**
- **1st:** Miss Melinda, from Ag in the Classroom, came to discuss pumpkin life cycles. First grade set up a free book project where community members sponsored students. Each student gets a free book each month to keep.
- **2nd:** Second grade is getting excited for the Aaron Reynolds visit on November 14th. They have been enjoying reading the Aaron Reynolds books that were donated to the classrooms from the Oregon School Foundation grant that Mrs. Taylor filled out. They are also creating creepy carrots with poems or alliteration about carrots to decorate our 2nd grade hallway as a way to welcome him to our school and to honor his creepy carrot book. Second grade is also finishing up their narrative unit by writing a narrative about their experience from the Byron Forest Preserve field trip. Students were also very excited to receive their first month's book from the Scholastic donations. Second graders will also be working on gingerbread houses that will be displayed at Conover Square in time for the Candlelight Walk.
- **3rd:** To promote family engagement, students chose a favorite book character and decorated a pumpkin to match this character. These pumpkins were on display for the entire building to see, as well as parents during p/t conferences. Celebrated the students who hit their first quarter goal for Read'n'Quiz, with a pizza party. Students who went above and well beyond that goal were also treated to lunch at Dairy Queen with their teachers. To tie in Halloween with a book we had read in class and our informative writing standard, students researched bats and wrote an informative paragraph. Ag in the Classroom-learned about the various roles of bees. Stewardship Days field trip. To review properties of multiplication, property pumpkins were created and put on display in the hall
- **4th:** Rachel White will lead the team in a half day technology training to share resources she is currently implementing in her classroom. She is using Class Dojo to have students create portfolios of their work, Padlet to have academic discussions, and other resources. She will be offering a full staff training in December.
- **5th:** Completed Health Jam which included an all-day event at OES with various health professionals from KSB Hospital and surrounding organizations including the Oregon Park District to provide health/fitness related activities. The following day the classes traveled to KSB Hospital for a field trip.
- **6th:** The team experimented with having students present Google Slideshow to their parents for PT Conferences. Students ran the conference and parents asked them questions. Students also reflected on their effort and behavior as well as created a goal for school going forward. It was well received by both parents and students. The team should be commended on their efforts to implement a variety of behavior incentives and extra Social/Emotional lessons for kids in need.

- **PE:** Mr. David Boyer is starting a "Gentlemen's Club" for 6th Grade boys to foster positive leadership opportunities in the 6th Grade. He and other male staff will meet with a small group of boys in 6th Grade and discuss various leadership topics over breakfast before school. They will eventually wear ties and dress as "Gentlemen" one day a week as a show of their commitment to be leaders at OES.
- **Art:**
 - **Grades K-3 (Handschuh):**
 - Kindergarten – is learning about the artist Jasper Johns. Students are experimenting with letters in their first name to create a patterned crayon resist. Next, they will overlap numbers in their age using different media.
 - 1st Grade – just started a unit on Frank Stella. They collaborated with a partner and used regular polygons to create irregular polygons. Next, they will color a geometric design to be part of a grade level optical illusion. Then they will paint and cut organic shapes for a three dimensional class mural.
 - 2nd Grade – painted a realistic self-portrait first quarter and now they are creating a non-representational self-portrait based on Joseph Cornell's works.
 - 3rd Grade – visual art standard is *VA:Re7.1.3 I can speculate about processes an artist uses to create a work of art.* Students are learning how Van Gogh used the elements of art. Their next artwork will be a parody of the Starry Night.
 - 4th Grade – is learning about India's Hindu festival Raksha Bandhan a celebration of brotherhood and love. Each student constructed a Rakhi bracelet using a cool or warm color scheme.



Grades 5-6 (DeWilde): This school year our classes have been cut from 42 minutes to 27 minutes. This has certainly been a challenge for our curriculum, materials preparation, grading, and classroom management. I am doing what I can to continue to provide students with the best possible art experience.

- 5th Grade – Fifth grade students have been learning how to draw a portrait in proportion. During each class, I demonstrated how to draw a specific facial feature. To give students a fun opportunity to practice, I created coloring sheets of superheroes with a facial feature removed. Students then completed the portrait, using the skills they learned in class.
- 6th Grade – Sixth grade students created clay plaques of their personal heroes, inspired by the Stirling Head carvings from the Stirling Castle in Scotland. The plaques were created using slab construction. Students were asked to write three reasons why they chose their hero before beginning the construction. As students completed this project, they were also asked to design a coat of arms featuring personal symbols.
- 5th/6th grades Art Academy – I added two once-a-week elective courses for 5th and 6th grade students. 5th grade Art Academy students began painting ceramic skull banks inspired by the Dia de los Muertos sugar skull tradition. 6th grade Art Academy students created paintings of scenes from their own media culture, inspired by contemporary artist, Derrick Adams.
- **Music:** Kudos to Ms. Beth Hall, recently retired OES 2nd Grade Teacher, who has done an admirable job as a long term sub for 3-6 Grade Music classes. Justine Davis has been a tremendous assistance to Beth by providing guidance and lesson plan ideas.
- **Library/Tech:** Nothing to report at this time

- **Reading:** Mrs. Kristen Boyer should be commended for her efforts in transitioning to the 1-2 Grade RTT program. She has formed positive working relationships with staff, including the support staff under her watch. She has built upon an already quality program established by Dr. Teri Reed, who is now implementing a similar program with our 3-4 Grade students. Both teachers are valuable resources for our classroom teachers in their efforts to meet the needs of at risk readers.

Current Enrollment as of November 05, 2018:

| | |
|--------------|------------|
| F4S | 39 |
| Pre-K | 18 |
| DLR | 37 |
| Kindergarten | 106 |
| 1st | 81 |
| 2nd | 88 |
| 3rd | 94 |
| 4th | 105 |
| 5th | 115 |
| 6th | 127 |
| Total | 818 |

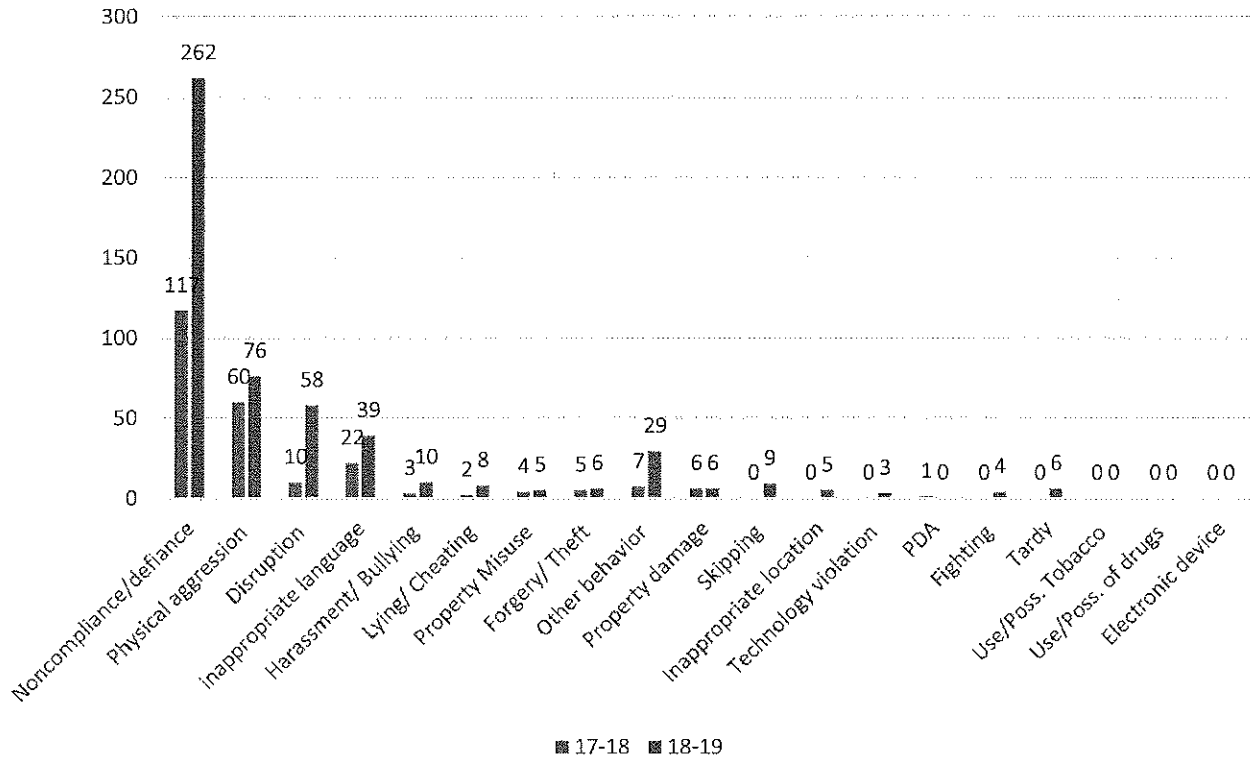
Behavior Data:

- **PBIS** – Thanks to the Oregon Park District and Jay's Drive-in for hosting 2 separate events to recognize groups of students who have gone above and beyond at Oregon Elementary School. 25 students earned a trip to Nash on October 19th for an afternoon of swimming, wally-ball, and games in the gym. Jay's Drive-in hosted twelve students for a complimentary lunch and ice cream sundaes. Kudos to these two organizations/businesses for partnering with us to recognize students at OES!

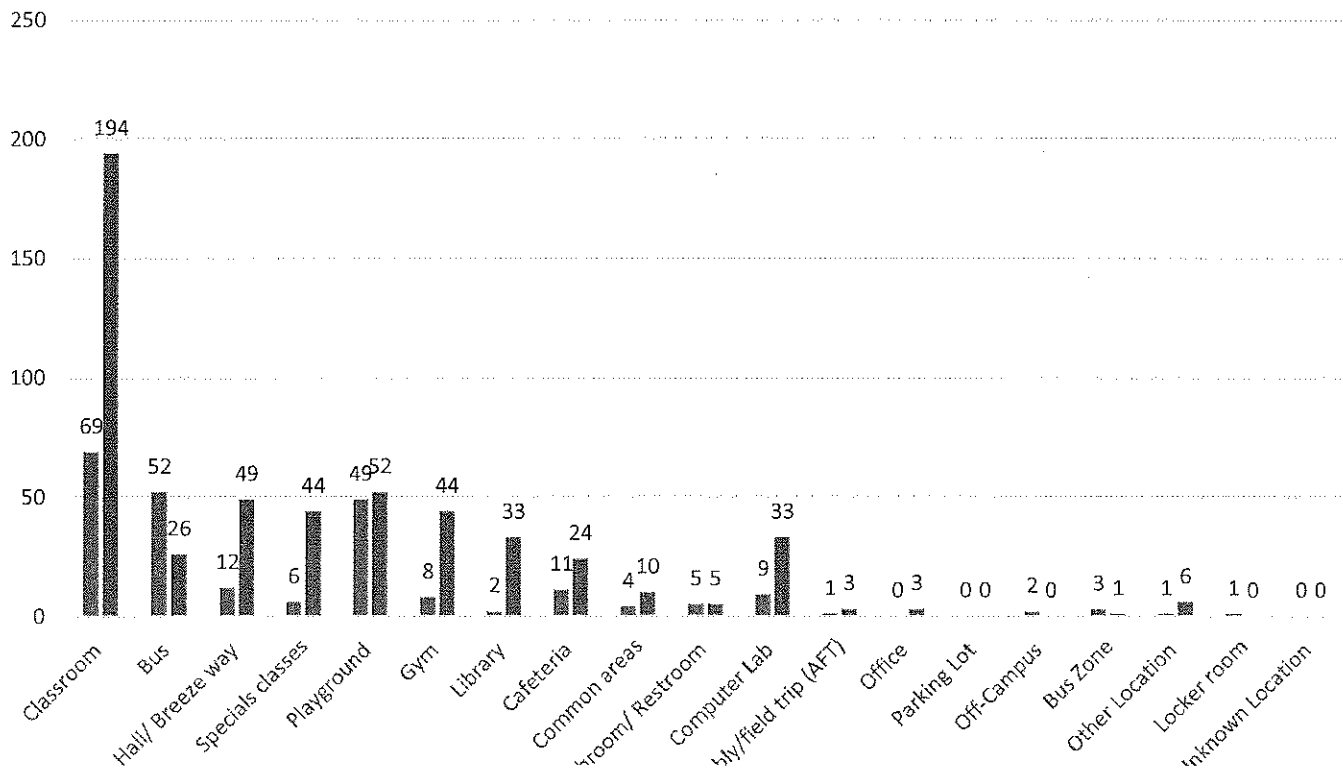
Student Distribution-

| Number of Referrals | Students |
|----------------------------|-----------------|
| 0 | 684 |
| 1 | 65 |
| 2 | 16 |
| 3 | 13 |
| 4 | 9 |
| 5 | 5 |
| 6 | 6 |
| 7 | 3 |
| 8 | 0 |
| 9,10 | 4 |
| 11-13 | 4 |
| 15-20 | 6 |
| 26 | 1 |
| 27 | 1 |
| 62 | 1 |

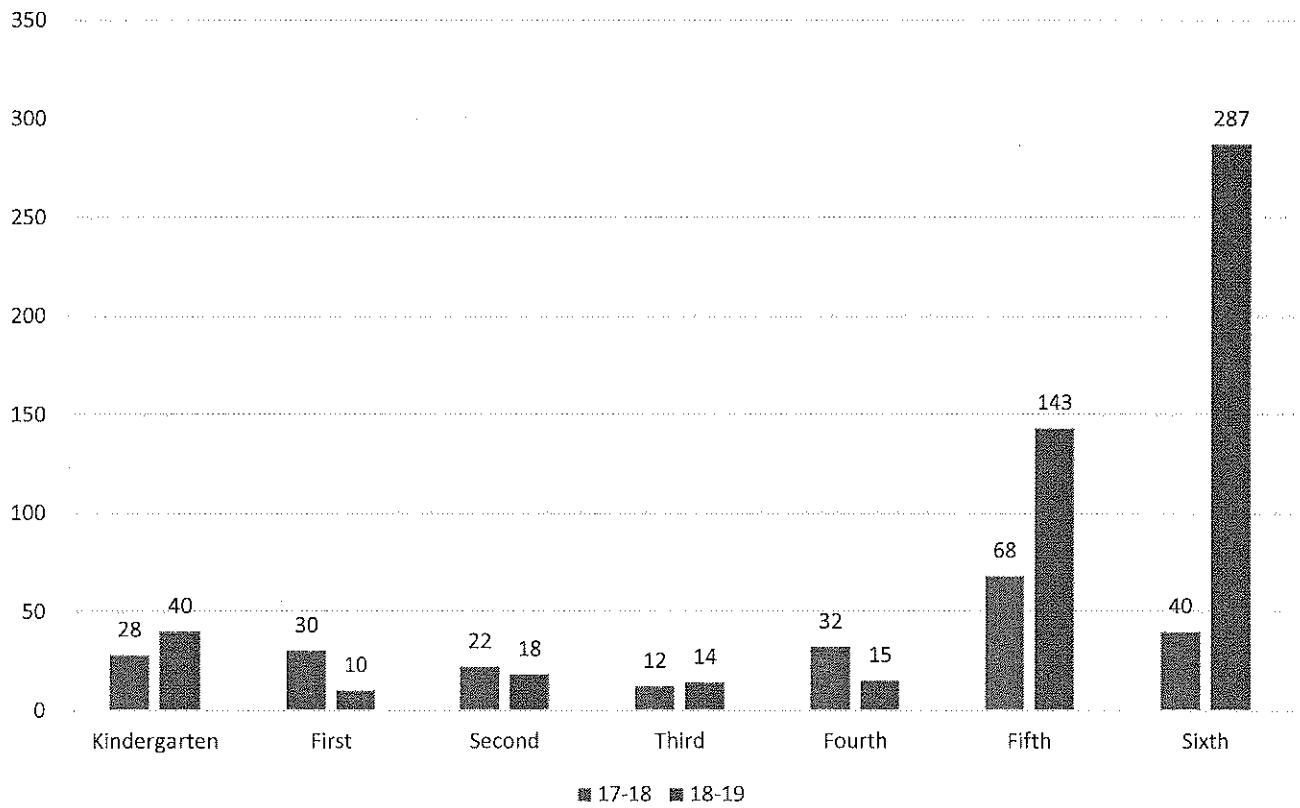
Referrals by Behavior



Referrals by Location



Referrals by Grade

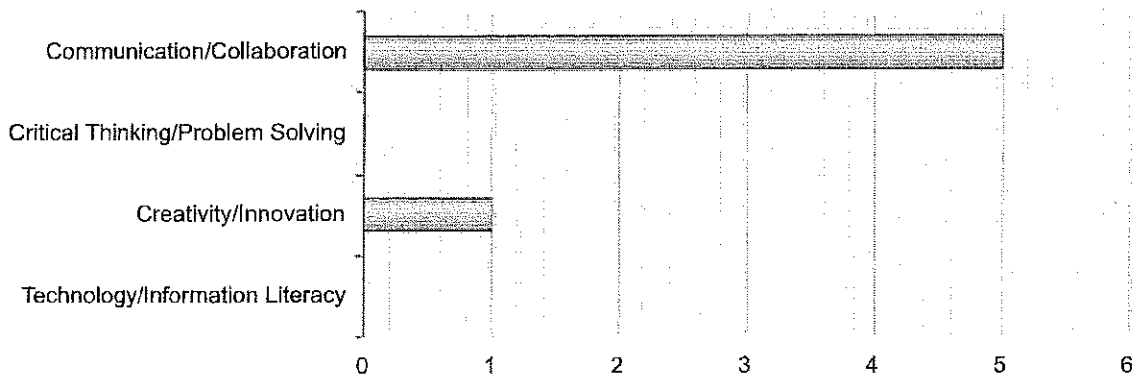


Informal Report

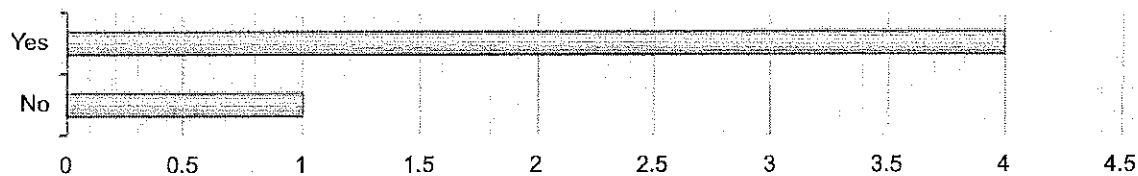
10/1/2018 - 10/31/2018 | Oregon Elementary (OES)

Informal Count: 5

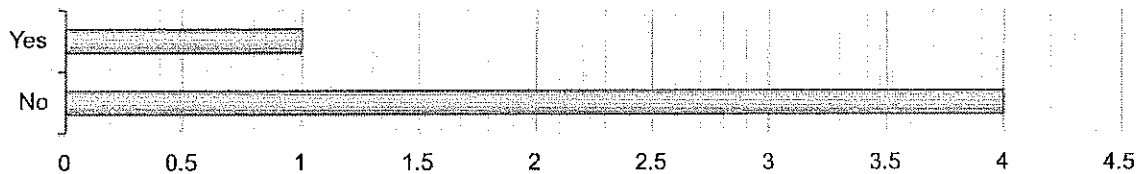
21st Century Skills:



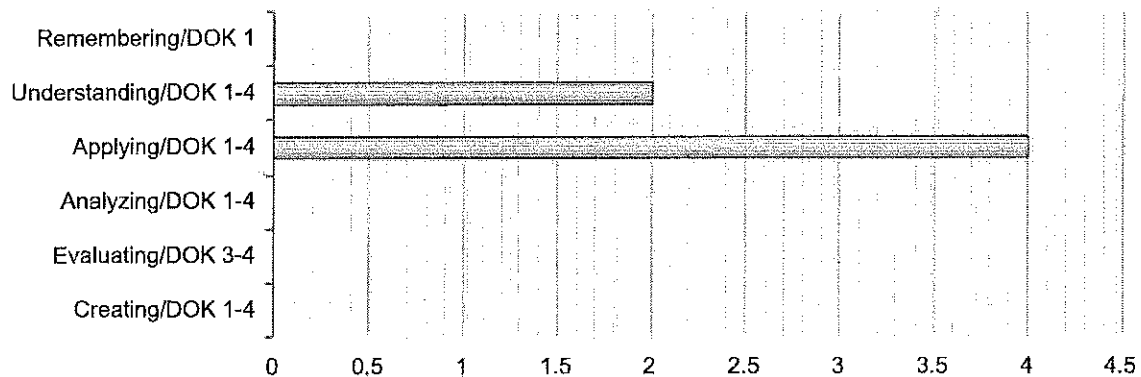
Priority Standards Posted



Essential Questions/Corresponding Big Ideas



Bloom's/DOK: Check all that apply

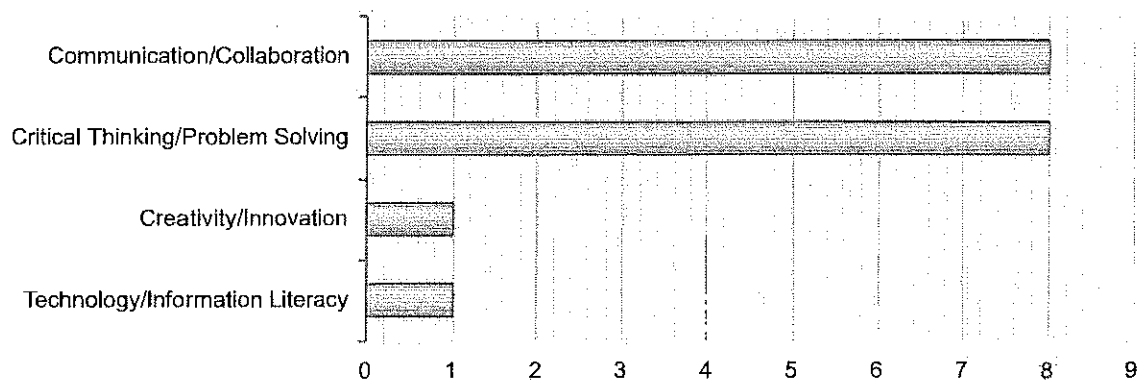


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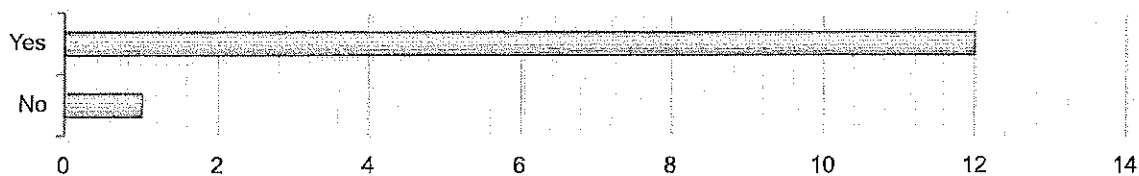
10/2/2017 - 10/31/2017 | Oregon Elementary (OES)

Informal Count: 13

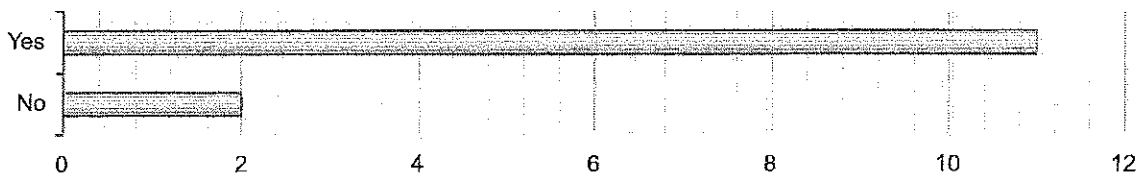
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