

To: Dr. Mahoney & Board of Ed.
From: Kelli Virgil
Re: Board Report
Date: October 2021



Professional Work:

- A building-wide training day was held on Friday, October 8th that focused on Leader in Me and the last aspect of integration into schools which is focused on academics and goal-tracking. This will create a new aspect to our Lighthouse Team which will be called “the blue group.” Erica Cann will be the leader from the Lighthouse Team overseeing this group.

Leader in Me:

- The second family night for the year was held on Monday, October 4th. We had over 100 people RSVP and attend. The families were able to engage in conversations with other families and participated in hands-on activities during the presentation. Our teachers who attended facilitated the presentation.

Family Communication:

- An informational PTO meeting occurred on Tuesday, October 5th. There were over ten parents who attended the meeting. The goal was to get more information from those who attended for an interest-level as well as a brainstorming discussion on the purpose of creating a PTO for the school district. A follow-up meeting will occur with the three volunteers and Mrs. Virgil.

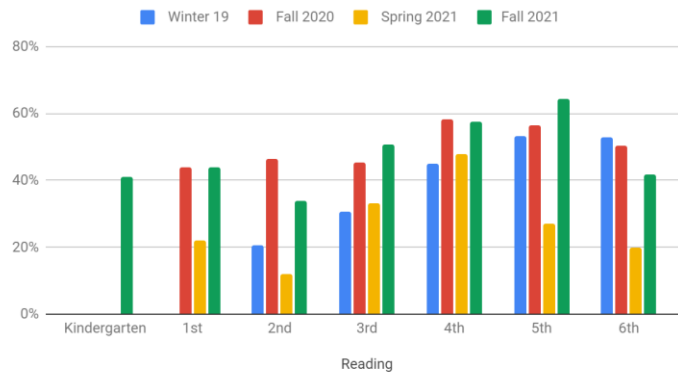
Fundraiser:

- We held the Day of Awesomeness on Friday September 17th to wrap up our Fall Fundraiser. We raised over \$25,000 for our school this year which will help support grade level/department needs throughout the year, provide professional development, facilitate family nights each month, and many other endeavors that would not be possible without this financial support. We had over 20 family volunteers help facilitate the Day of Awesomeness or help with the distribution of prizes.

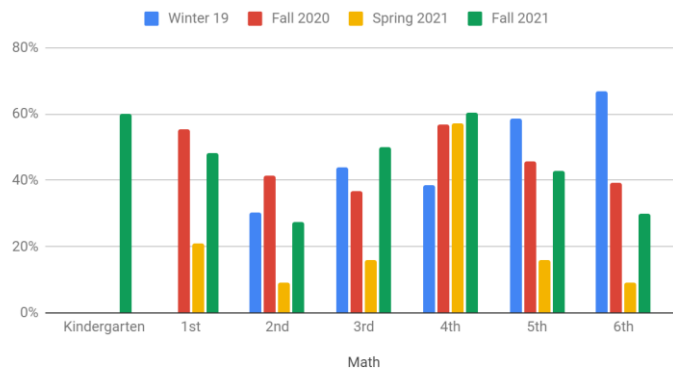
Assessment:

- When looking at MAP scores as a predictor for success in meeting or exceeding on the IAR assessment, OES percentages are 21% for math and 22% for reading.
- When looking at MAP scores as meeting attainment levels according to NWEA, OES percentages are 45% for math and 52% for reading.
- The OES SIP goal is for 40% of 3rd-6th grades to reach an attainment level or meet/exceed the state standardized assessment. Our current percentage after the fall MAP predictor is 16% of 3rd-6th grade students will meet or exceed on math and 27% of 3rd-6th grade students will meet or exceed on reading.
- Graphs below depict the grade cohorts in each subject area since Winter of 2019.

NWEA MAPS Attainment by Cohort Reading



NWEA MAPS Attainment by Cohort Math



MAP - Notes/Takeaways

- Winter of 19 was the last MAP assessment prior to the Covid Pandemic. Kindergarten and 1st Grade cohorts would not have been tested as students until the Fall of their kindergarten year.



SEL Survey Results:

SEL Results regarding OES SIP goals: 85% students will exhibit positive feelings toward school and 90% will be able to identify/participate in leadership opportunities.

Grade	Feelings	Leadership
2nd	76%	85%
3rd	71%	85%
4th	66%	44%
5th	67%	49%
6th	50%	47%

Current Reality of 2nd-6th: + feelings 66%, leadership opportunities 67%

Grade-level/Content-team Updates:

- **PreK** - We have been hard at work investigating different types of insects and comparing how they are the same and different. We are working hard to identify our names within the classroom, as well as learning to spell it. We are continuing fine motor work to build hand strength, focusing on cutting skills and began using fine motor journals for pre-writing skills. We look for numbers throughout our environment and have introduced ten frames in the classroom and incorporating them into our at-home learning activities. We have finished working on colors and animals. We are currently working on shapes and Fall. We work each day in counting, number recognition, letter and letter sounds. Next week we start name writing, name recognition, and spelling of their names.
- **Jr. Kindergarten** – Junior Kindergarten students have done a great job learning the rules and routines of the classroom. At school, we have been learning about sharing and taking turns. We enjoy social station time and playing with sensory boxes. During this time, we practice sharing and taking turns with our friends. Each week, we read a different book and are introduced to three new vocabulary words. The students use pictures to sort the vocabulary words into different categories. We are working on identifying the characters in the story and retelling events that occur during the story. Junior Kindergarten students like to count. We enjoy counting how many days we have been in school. We also learned to count by 10's all the way to 100. During math time, students are working on identifying shapes, patterns, and the numbers 1-5.
- **Kindergarten** – Kindergarten has made lots of progress learning classroom and school routines. We are currently working on being proactive members of our school community. The students are also working on letter sounds and learning their first set of sight words. Understanding story elements has been the focus of reading comprehension. In writing, they are learning how to respond to a prompt with a detailed illustration and some labels. In math, we are using lots of hands-on experiences to solidify our knowledge of numbers 0-10, sorting and patterning. We were also very excited to welcome Ms. Melinda back into our classrooms for the Ag in the classroom program.
- **1st Grade** – Reading: We have worked on using illustrations and photos in both fiction and nonfiction books to help us learn more in a story. We have also worked on identifying the story elements of fiction books. We have learned the foundational skills of blending and segmenting words, as well as identifying the beginning, middle, and end sounds in words. We have also been working with students at their individual reading levels. Students meet with students at a similar level and get lessons that are targeted to their individual needs. Writing: Our focus for the second half of first quarter and all of second quarter is narrative writing. We are working on writing 3 sentences and using sequential words (first, next, then, last, etc.) in our writing. Math: First grade just finished their first quarter

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benchmark. We reviewed first quarter skills of addition and subtraction strategies, counting on and counting back, measuring, and ordering objects by length. SEL: In September, we worked on building our classroom community, discussing what a habit is, and what it means to be a leader. In October, our focus is learning about Being Proactive.

- **2nd Grade** – 2nd Grade has been busy combining math and science with fall themed activities. In math, we created number forms scarecrows and candy corns to decorate our hallway. We learned about apples and pumpkins through the Ag in the Classroom program. We've also been engaging in healthy choices and learning about the organs with Organ Wise Guys. We're ready to tackle benchmarks this week!
- **3rd Grade** – *ELA-Chromebooks are being used daily to access Read 'n Quiz, which is a program third grade uses to motivate nightly reading. Students read books and complete comprehension quizzes in order to work toward quarterly goals. Those reaching goals celebrate at quarterly parties, and students who far exceed their goals earn a Dairy Queen lunch. *Math-Now that we have learned several strategies for multiplication/division, we are building our fact fluency in a variety of ways. Students work daily to pass one factor at a time using 1 minute tests, each week a 5-minute fluency test is taken with the focus being individual growth from week to week, and independent fluency practice is also done on Chromebooks using Freckle. We also created a new hallway display called "Property Pumpkins," where students illustrated each of the 5 multiplication properties we learned in September. *SEL- We have also been doing weekly themed lessons based on leadership. During our discussion of leadership, students had the opportunity to complete an online application for leadership roles in the classroom. Paradigm shifts, primary greatness, and digital citizenship were some of the other areas of focus during September. *Other-Our monthly virtual Ag in the Classroom lesson was about corn and how it is harvested.
- **4th Grade** – Grandparents Day was September 12th. To celebrate, 4th grade students invited their grandparents or another family member to spend an afternoon with us doing interviews, making a craft, and decorating bookmarks! Students have also dived into the new online program ThinkCERCA to learn about narrative writing, types of government, and how our ears work to help us hear wavelengths. The 4th Grade Grounds Crew has also been doing trash clean up once a month on the playgrounds and around the building.
- **5th Grade** – 5th grade science students are going through the engineering design process to build balloon powered cars. Our future engineers did an excellent job collaborating about potential designs to achieve a car that meets certain criteria. They used a decision matrix to determine the best design to build. Once built, all cars compete (Friday) to determine which car is fastest, carries the most cargo, is the safest, and looks the best. Ultimately students will take this experience and realize that one car cannot be the best in all categories when they learn about tradeoffs in the design process.



Health Jam is back for 5th grade! We also are fortunate to have the U of I Ag extension provide Health Jam. Mrs. Jennings coordinated 8 volunteers to speak to our 5th graders last Monday about Health. Local community members

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shared their knowledge about various topics and potential careers. She will be coming in one day each week for the next 8 weeks for follow up lessons. The first lesson involves an exercise challenge to 'Walk Across Illinois'. Students do this by completing 30 minutes of cardio exercise each day of the week. The minutes are translated into miles. Students work as a team of 4 to 'walk' the 446 miles the state of Illinois is from North to South. Only students who successfully complete this challenge will earn a t-shirt. Students who successfully meet this challenge earn a t-shirt. Hopefully, this challenge helps students get in the 'exercise' habit! Ms. Melinda was also here from the U of I extension office to teach a lesson that connected to our engineering standards. She showed us how cars use soybeans and other bio materials in the manufacturing of cars. Did you know there are tomatoes in your dashboard, coffee bean hulls in the headlight housing, or coconut husk in the trunk? Fifth grade readers are working to master the literature standards of plot elements, theme, and point of view.

- **6th Grade** – Math classes have working on multiplying/dividing using decimals. Reading classes are identifying and discussing story elements.
- **PE** – Classes have been doing various fitness stations with throwing and catching skills.
- **Music** – Kindergarten Music finished up the farm unit and learned poems and songs about ducks, hens, sheep, cows, pigs, and horses. Students have loved learning about several different instruments and how they make a sound. 1-3 grade has enjoyed having music outside under the big tent. They've learned campfire songs, moved to music with a parachute, and celebrated with a dance party. It's been fun having a mask break while being able to move around in a big space. 4th grade finished their virtual National Anthem Day Celebration. A recording will be shared with the community soon. Students learned the history of not only the Star-Spangled Banner but other patriotic songs as well. While listening to these songs, students wrote in their listening journal and some of their artwork will be also be shared in their celebration video.



My name for my bug is Lilly. The colors I used for my bug is Warm colors. My bug is a girl and she is a butterfly. She is pink and blue and teal. My bug can be found in a jungle. It lives there because it has a lot of bugs to eat. She is special because she can camouflage in her land. She also has Ice Powers. Charlotte 4-W



- **Art** – Above are examples of 4th Grade Art learned about symmetry while creating an insect. They drew half of their anatomically correct insect with black crayon and rubbed the paper to create the mirrored reflection. They used watercolors to paint and mix warm and cool colors. Finally, students wrote a fiction story about their insect.



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- **Reading Team** – This year we had 59 students (in grades 1st through 4th) participate in the summer reading program. After assessing student reading levels, we found that 16 students maintained their reading level and 18 students improved their reading level over the summer months. Those students whose reading level improved will be invited to a pizza party on Wednesday, October 6th at 1:15 p.m.

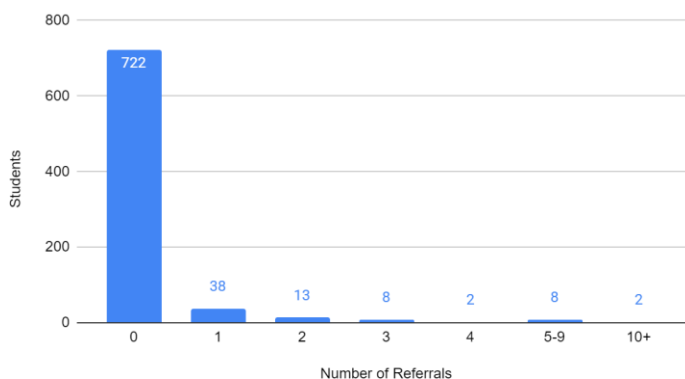
Enrollment Data:

PK	90
JK	13
K	94
1	85
2	94
3	94
4	84
5	94
6	108
OES Total	756

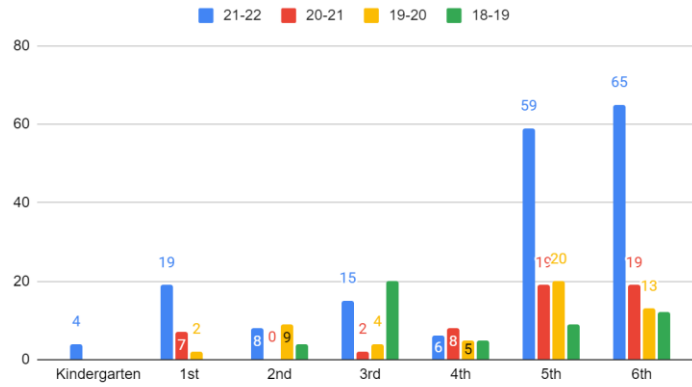
Behavior Data:

- 11 students have accounted for 48% of all referrals
- 5th/6th Grade students have accounted for 71% of all referrals written
- 722 students, or 93% of students at OES, have not received any referrals this year. 98% have received 1 referral or less.
- There is growing evidence that there is a deficit in the area of SEL/behavior management more so than an academic slide due to the Covid pandemic.

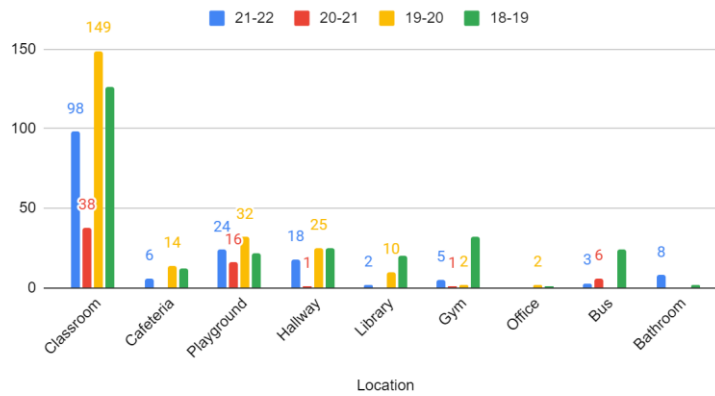
Student Distribution of Referrals



Referrals by Cohort



Behavior by Location

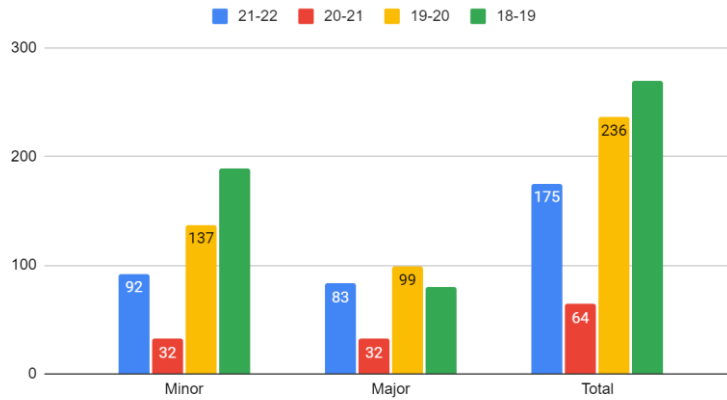




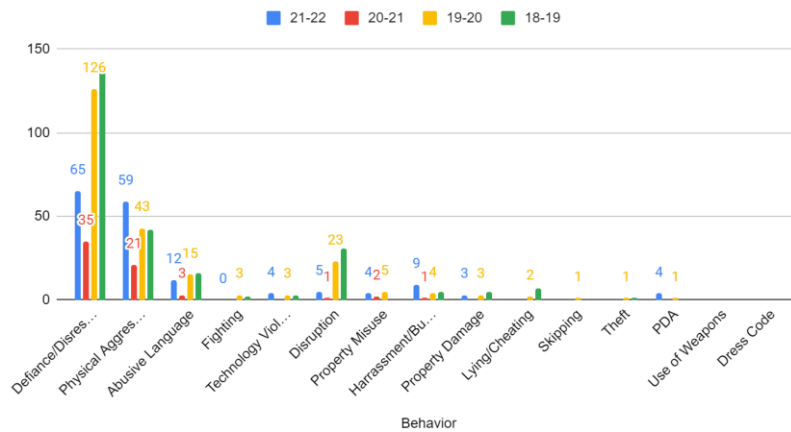
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Total Referrals



Referrals by Behavior Type



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