

To: Dr. Mahoney & Board of Education
From: Kelli Virgil
Re: Board Report
Date: March 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** - The math PC Team planned a highly engaging complex lesson that involved having students develop their own logos using a grid and the skill of transfers using axis points. Shortly before the team was to observe and debrief the lesson. The team members' subs were assigned to other needs in the building due to there was a shortage of subs. The teacher missed this year's opportunity for the team to observe and deliver feedback for her. There was follow up with the building administrator in charge of the decision, which led to real life practice of LiM Habits 4 and 5, which included mutual understanding of the reality of the sub shortage and unintended consequences for this teacher and her team.
 - Two of the three teams have planning dates, lesson observations, and debriefings scheduled already for March. The availability of subs will dictate the future of the effectiveness of the Peer Collaboration Teams.
- **ICLE** – Diane Jones was supposed to be here February 25th-27th; however, due to forecasted weather her visit was postponed to April.

Leader in Me:

- The Lighthouse Committee met in January and February to finalize a presentation for staff for the April staff meeting that discusses the subcommittees for the Leadership and Culture teams. Staff will then choose what subcommittee they would like to be on for the next school year.
- Habits four and five were shared with families in the March newsletter. Staff were reminded to add information to their newsletters or others form of communication to families with what they are currently studying.

Points of Interest:

- **Hawk Zone:** See behavior data
- **Family Night:** The February family night was canceled due to low RSVPs. This was most likely due to the January family night occurring two weeks prior. The next family night is scheduled for April 6th. The topic will be positive guidance.
- **PBIS/BSAT:** The team discussed alternatives to taking recess away as a consequence for behavior not related to recess. Ideas to have a more restorative/reflective approach towards addressing negative behavior were shared. OCEC will present on March 11 to the entire staff on Trauma Informed Practices.
- **Academic Scoreboard:**



Grade-level/Content Updates:

- **Pre-K:** We did a Jan Thomas author study, continued colors, shapes, letters sounds, letter naming, writing names, math counting bags, and literacy bags. We studied habitats (ocean, savanna, polar, desert, rain forest) and the animals that live in them. We began a more intense focus on letter sounds and letter recognition. We continued working on cutting and number recognition.
- **Kindergarten:** For February, we sent home a Home-to-School project of creating a valentine box to send back to collect valentines on Valentine's Day. We had almost a 95% turn in rate for that project. We finished our dinosaur unit and went on our field trip to the Burpee Museum and Discovery Center to conclude that unit. We concluded the month with our penguin unit. We read many fiction and nonfiction books on penguins.
- **First:** In February, we celebrated Valentine's Day with Valentine's Day parties. We also celebrated President's Day by comparing and contrasting Abraham Lincoln and George Washington while learning about them. In math this month, we worked on finding the unknown number in an addition or subtraction equation. We also learned about fact families and relating an addition equation to a subtraction equation. Finally, we learned about the equal sign and how to balance equations on either side it. In ELA, we worked on identifying the author's purpose for writing a story and comparing and contrasting events, characters, etc. in a non-fiction text. Finally, we worked on differentiating between long and short vowel sounds and changing one sound in a word to make a new word. In writing, we are working on opinion writing that includes an introduction sentence, reasons to support our opinion and a wrap up that restates our opinion. For SEL we have focused on beginning with the end in mind and putting first things first. We talked about setting goals for ourselves and creating plans to help us meet our goals. We also discussed the importance of figuring out what our "Big Rocks" are and making them a priority over our "little rocks".
- **Second:** no update at this time



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- **Third:** ELA-"I Mustache Ask You to Consider." Wrote persuasive letters to various adult in the building requesting consideration of a particular change about which each student felt passionate. Science-Created habitats for 200 mealworms as part of our animal life cycle unit. Technology- Worked collaboratively to create a shared Google Slide presentation after conducting research about the life cycles of various insects and amphibians. Math-Used a variety of partner and group based activities to successfully navigate our way through our 2 most difficult standards of the year—two step word problems and elapsed time. Other-Took a field trip to Coronado Theater to watch a wonderfully entertaining musical based on the wildly popular *Dogman* series. Leader in Me/SEL-Habit 2: Worked with accountability partners to set WIGs and lead measures for math and ELA and Habit 3:Explored a kid-friendly career inventory website in order to learn more about possible future careers
- **Fourth:** Classes have begun reading the novel *Balto* as a kick off to their study on the Iditarod. They will hold the 4th Grade "iKidARod" to simulate the race experience.
- **Fifth:** Students will be learning about Westward Expansion in Social Studies class. Math and Reading classes have finished pacing guides and are in the process of taking 3rd Quarter Benchmark Assessments. Science classes were beginning to explore the Solar System.
- **Sixth:** Sixth grade science students have been learning about various types of renewable and nonrenewable energy sources. They researched and made presentations on their energy source. In addition, they went to see how electricity is distributed to neighborhoods from ComEd in Rockford. The students came back and built energy grids that resemble the actual infrastructure of the power grid. To reward positive behaviors at school, students have been to an Oregon High School carnival the first quarter, bowling in Dixon the second quarter and will go skating for the third quarter. This is in addition to individual teacher rewards and school wide rewards. In 6th grade reading, students will be taking their 3rd quarter benchmarks this week, reviewing everything we have covered this quarter.
- **Reading Team:** The team has begun planning for the Summer Reading Program to benefit students in grades 1st-5th.
- **P.E.:** Kids Heart Challenge - Our students participated in the Kids Heart Challenge through the American Heart Association. We took a day to learn about children who have "special" hearts and how their lives have been affected by heart health. Our students took 4 weeks to collect donations in honor of Heart Health for the American Heart Association. At the end of our fundraising campaign, we came together to jump rope and celebrate the importance of helping others. Grades 2-6 worked together and participated in long rope jumping while our K-1 students combined classes to learn a variety of jump rope stations. In total, OES raised just \$9,673 for the American Heart Association.





During the month of February, our Jefferson students also had the opportunity to participate in tumbling and gymnastics. We took 2 weeks to work on Yoga poses, rolls (log, pencil, egg, forward and backward), cartwheels, round-offs, bridges, back and front walkovers, balance beam, trampoline, and group stunts. We had an amazing time and I was delighted to see the amount of talent our Oregon Hawks bring to school with them each day!



- **Art:**

- **Kindergarten** has drawn and painted castles this past month. They learned to incorporate details and draw all on their own. They showcased their abilities to draw big and use shapes they know. We are moving on to drawing robots made of geometric and organic shapes.
- **First Grade** classes are working on Romero Britto flowers. They used paint daubers with ink to create beautiful patterns. Now, they are bleeding colors for the flowers with tissue paper. The final touch will be using water soluble oil pastels to create an amazing background.
- **Second Grade** students are finishing their magnified flowers inspired by Georgia O'Keeffe. We discussed why leaves are not green. They mixed tertiary colors to accomplish a more realistic color. Each student had to persevere to match paint colors when they continued the next class.
- **Third Grade** students started a self-portrait based on Marc Chagall's I and the Village. Students chose an animal to draw that represents their personality. Next, they will add symbols from their life to complete the composition.

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

- **Fourth grade** students are starting an integrated project tying in with their Iditarod unit. Students will create the Aurora Borealis by smearing chalk pastels. This will be part of an Alaskan landscape.



- **Fifth/Sixth Grade** have started creating their own brands. They have developed a mission statement, logo, and slogan. Next, they will design three products their brand will sell. Students are learning to capture attention with imagery and text and make cohesive design.
- **Music:** no update at this time
 - **Kindergarten**
 - **1st grade**
 - **2nd grade**
 - **3rd grade**
 - **4th grade**
- **Library:** no update at this time

PFA	80
Pre-K (EC)	21
Kindergarten	104
1st	101
2nd	79
3rd	97
4th	109
5th	100
6th	106
Total	797

Enrollment: as of 02.11.2020

Behavior/Data Report:

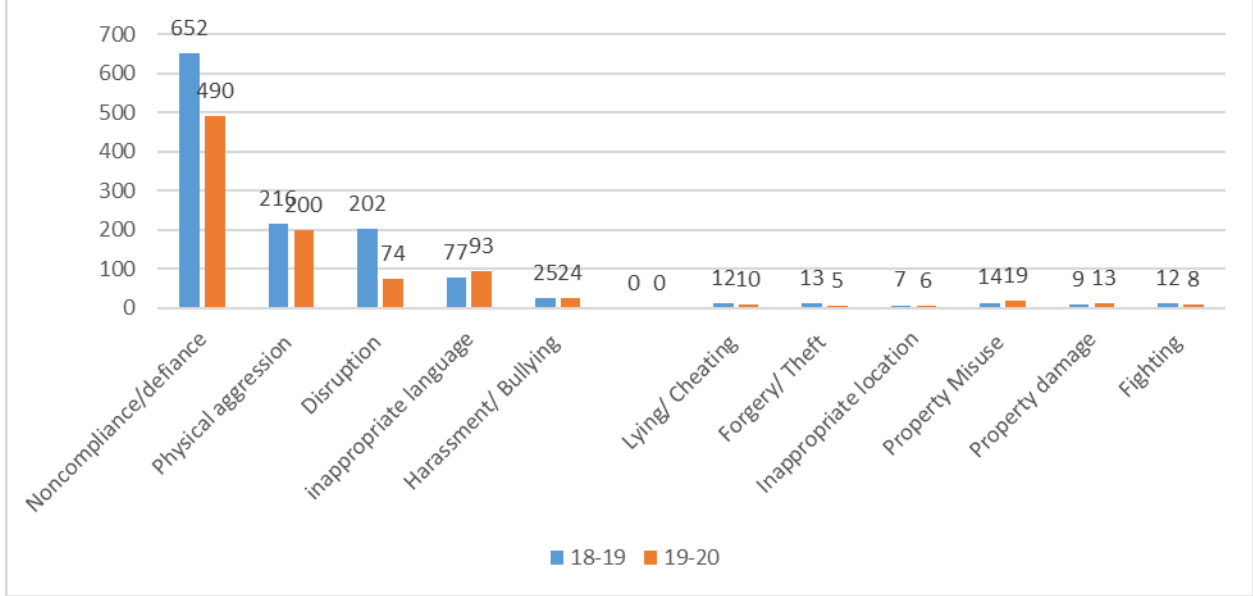
	18-19 School Year to Jan	19-20 School Year to Dec.	Increase/Decrease %
Minor	697	467	-33%
Major	542	490	-10%
Total	1239	957	-23%

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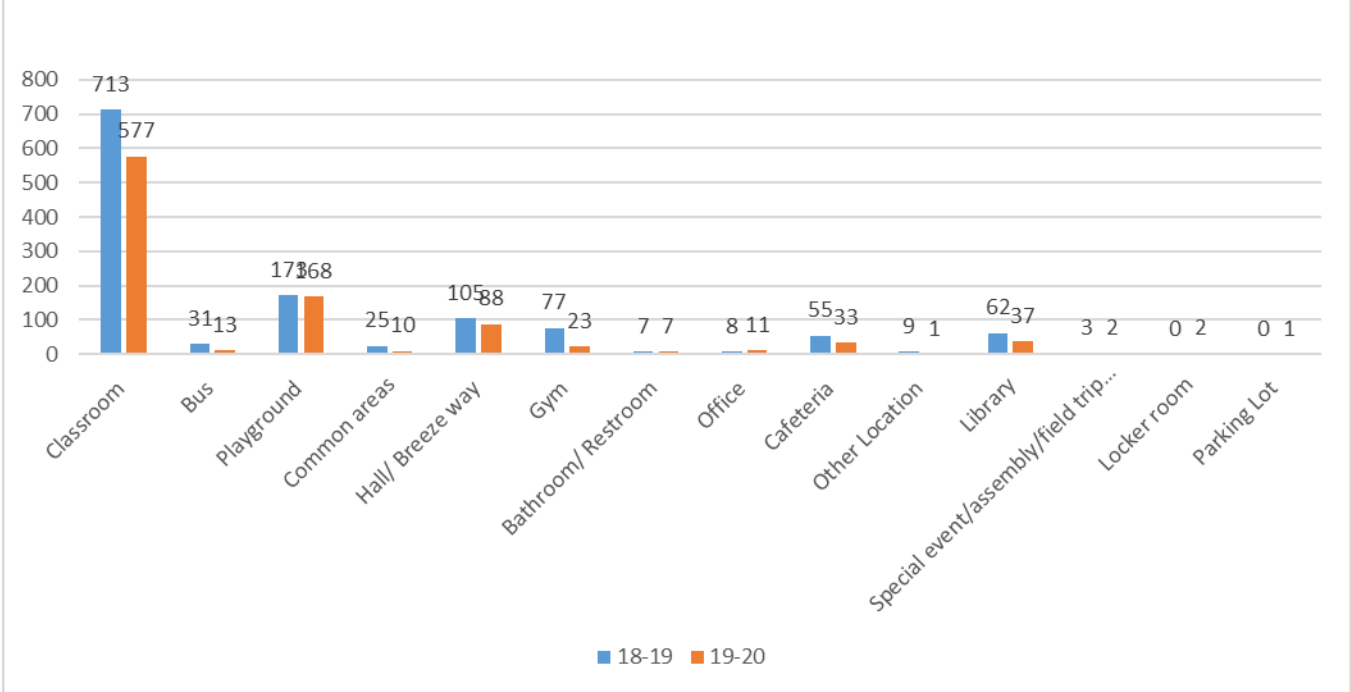
Total w/o Outlier	1239	79	-36%
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Referrals by Behavior 18-19 Vs 19-20



Referrals by Location 18-19 Vs 19-20



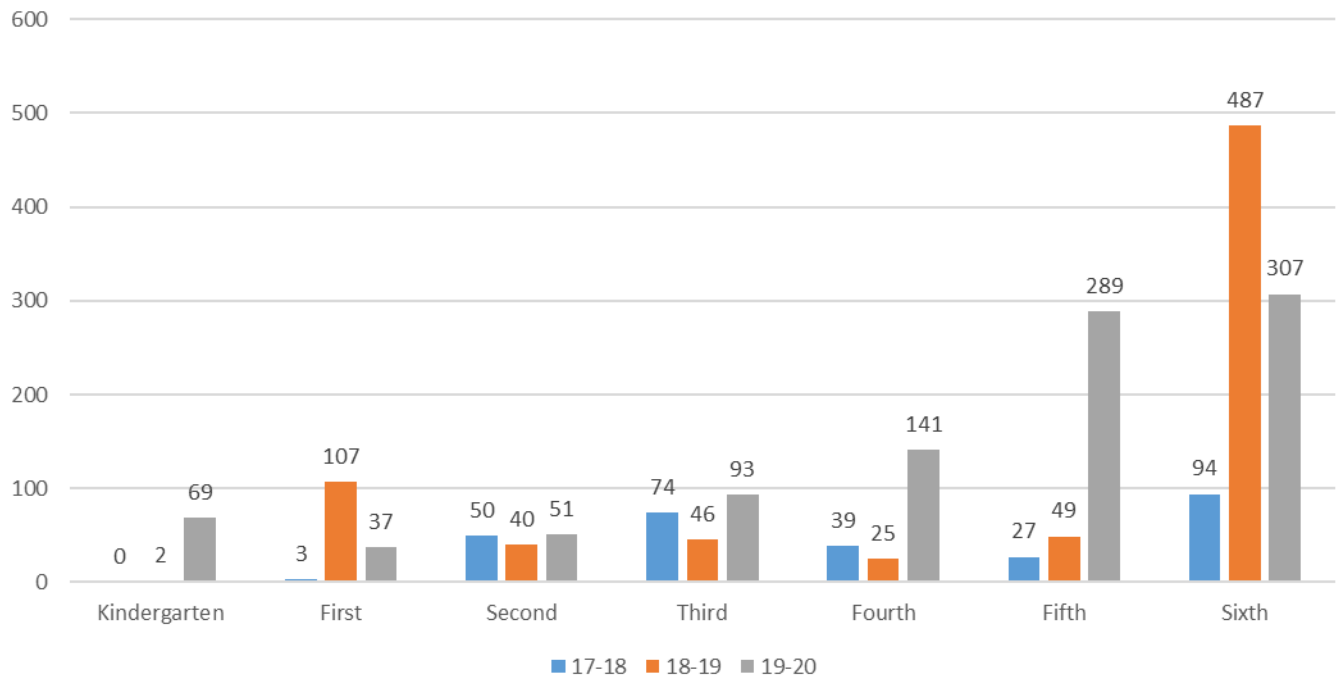
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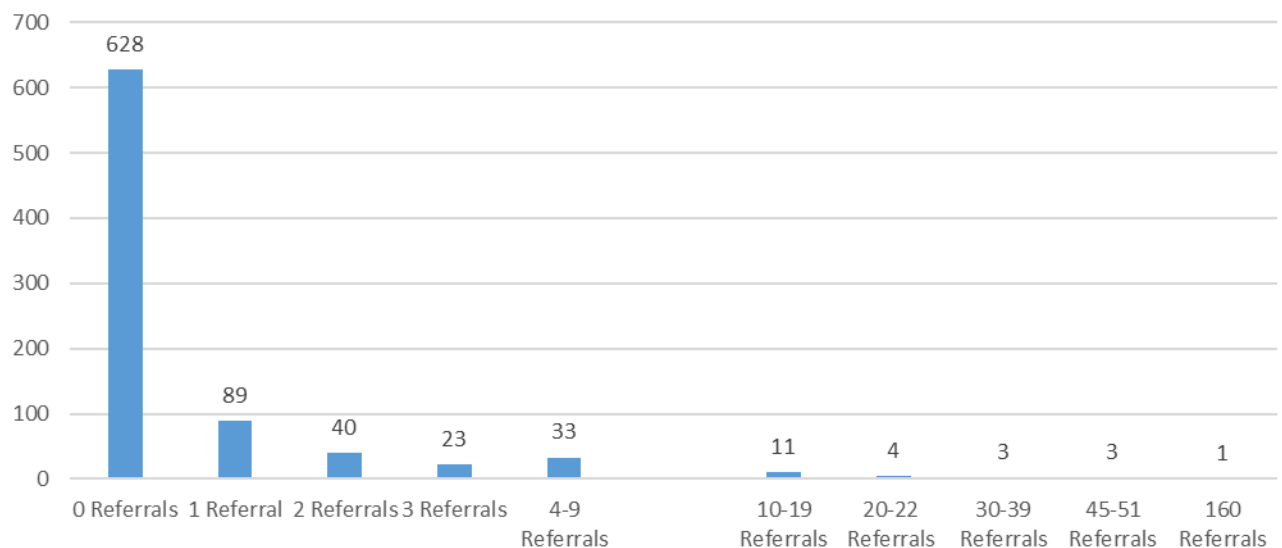
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Referrals by Cohort



Student Distribution





Student	Major	Minor	Total	Specials	Academics Lunch/Recess	Class	Bus
A	112	48	160	29	27	104 (42-Sci, 13-Ss. 4-R, 8 Math, 37 in HZ/Office) – student has moved as of 02.29	0
B	29	20	49	4(All in Comp)	0	33(8-SS, 4-Sci,17-R, 3-Math)	13
C	30	21	51	6	4	35 (17-Sci, 10-SS, 4-Math, 4-R)	6
D	19	19	38	6	4	22(3-Sp, 9 SS, 7 R, 1-Sci, 1-M)	6
E	13	35	48	11	5	29 (8-Sci, 3-SEL,14-SS, 2-R,2-M	2
F	22	15	37	8	8	19(9-Sci, 5-Reading, 2-SS, 2-HR)	3
G	13	18	31	2	18	13(1-R, 8- SEL/RE, 3 Sci, 1 SS, 2 R, 3-M)	0
H	11	11	22	9	2	7(4-R, 3-W)	4
I	13	7	20	2	2	16 in Class/Office	0
J	13	7	20	4	4	10 in W/C/Office	2

- One student has accounted for 17% of OES referrals this year (moved as of 02.29).
- Ten students have accounted for 49% of referrals this year.
- 9/10 students who have accounted for the most referrals, recess/lunch appear to a strength of their day