



Academics | Activities | Service | Leadership

To: Dr. Mahoney & Board of Education
From: Kelli Virgil
Re: Superintendent Report
Date: February 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** – Five new teachers in coaching cycle, continued peer observation teams with five on reading and five on math, second Teacher Think Tank to occur February 12th. Tandy will present at March staff meeting regarding progress to staff.
- **ICLE** – Diane Ashley, math, was here January 22nd-24th. She went into first, second, fourth, and sixth grade math classrooms. During this time, she observed for periods of time and provided feedback. Diane Jones, ELA, was here January 14th-16th. Diane met with teams and went over information that she had previously observed and then talked about suggestions for the future planning.

Leader in Me:

- A habit pacing guide was shared with all staff where each habit will be covered for two weeks. This will be done through the beginning of May. The Lighthouse Committee also met and created informational sheets/presentation information for the culture team and leadership team after our meeting with Jennifer Hearn, LiM Coordinator. Habits two and three were also shared with families in the February newsletter.

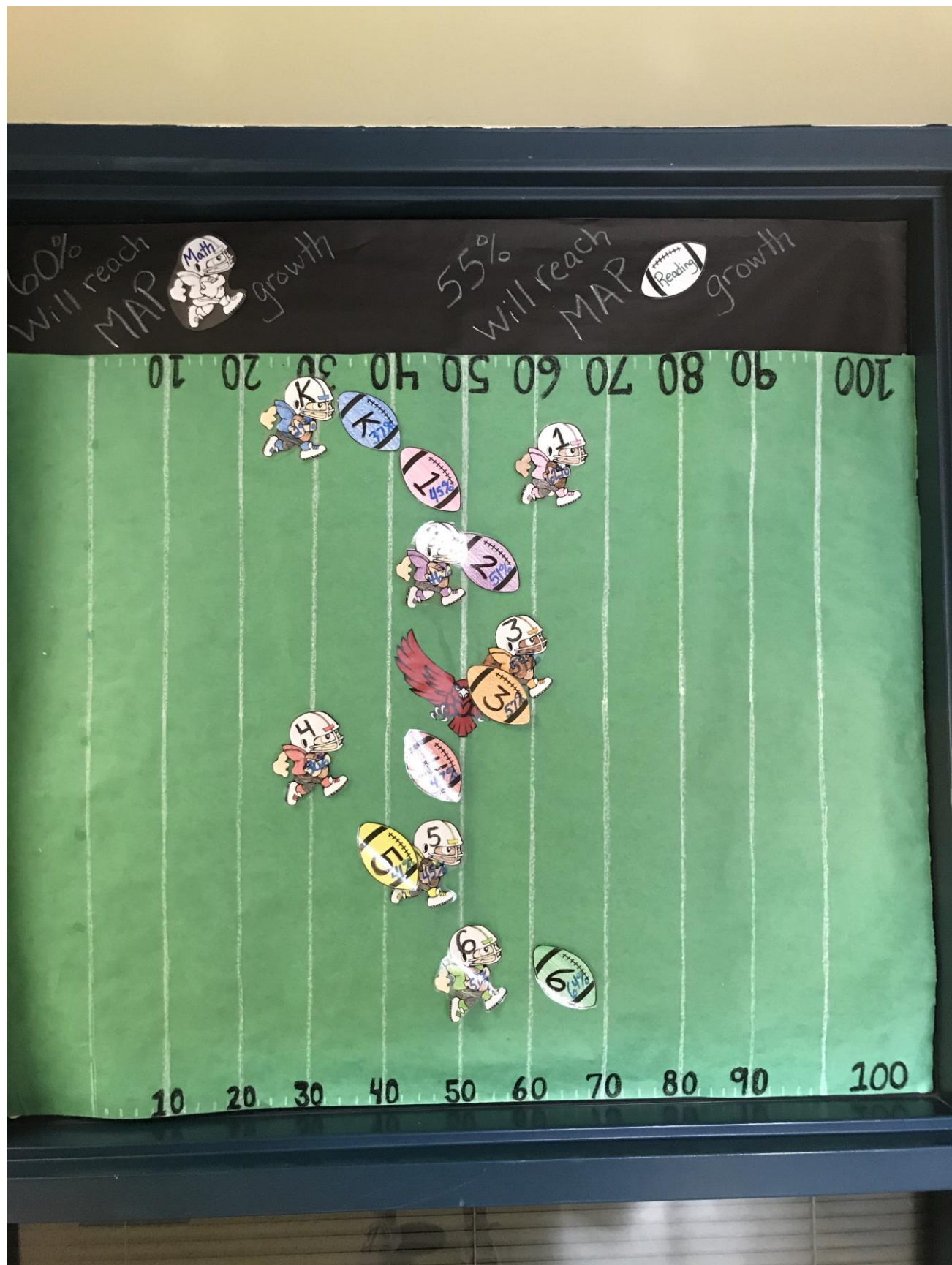
Points of Interest:

- **Hawk Zone:** See behavior data
- **Family Night:** January 27th was the first family night for the second semester. The structure was presentation first and dinner second. Kelli, Ryan and Jeff Stultz along with three fifth and sixth grade students presented on Leader in Me. The families received a Leader in Me hand-out with information covering all the habits as well as books that are appropriate at the primary and elementary levels. Collaboration with the Oregon Library has continued with them providing Leader in Me books to families as a book study.
- **PBIS/BSAT:** The January meeting consisted of teams looking at 1st Semester Behavior Data. The team decided we should reach out to OCEC to provide a Trauma Informed Practices Professional Development for our staff. Lynn Kalnins from Chana Education Center has arranged for their staff to come present on March 11th.
- **Academic Scoreboard:** With benchmarking 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.

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

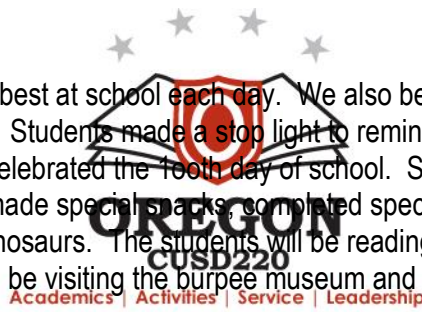
Grade-level/Content Updates:

- **Pre-K:** January Family Day - Mrs Drake's room's theme was polar bears with a book and craft. Mrs.



Tomlinson's them was Cardinals they made a bird feeder and handprint art. Mrs. Kenney's room's them was snow and did STEM activities with marshmallows.

- **Kindergarten:** In Kindergarten, we spent the first week reviewing our school rules and expectations. Students traveled to different stations reviewing the rules. The students were excited to get to review the rules and tell the



adults about how they do their best at school each day. We also began to learn about the leader in me. We learned about being proactive. Students made a stop light to remind themselves to stop and think before they react to a situation. In January, we celebrated the 100th day of school. Students spent the day celebrating 100 days of learning. We counted to 100, made special snacks, completed special projects, and did many fun activities. We will begin to learn about dinosaurs. The students will be reading fiction and nonfiction books to help them learn more about dinosaurs. We will be visiting the burpee museum and the discovery center to enhance our unit on dinosaurs.

- **First:** First grade has been working on fractions, telling time to the hour and half hour, finding the unknown number in addition and subtraction equations, and relating addition and subtraction equations. In reading, we have been working on identifying long and short vowels, reading and spelling digraphs, identifying main idea and details in non-fiction texts, and asking and answering questions while reading non-fiction texts. In writing, we are working on writing an opinion piece with an introduction, quality reasons, and a conclusion sentence. We also celebrated the 100th day by creating old pictures of ourselves and writing about being 100. Then in the afternoon, we rotated to each first grade classroom and did a different 100 themed activity (100 piece puzzles, building with 100 things, writing about spending 100 dollars, making 100 monsters and using a 100's chart to make a mystery picture).
- **Second:** no update at this time
- **Third:** Math-Digging into our two hardest standards of the year (Elapsed time and 2 Step Word Problems) with a variety of partner based error analysis activities and centers. ELA-Began our opinion/persuasive writing unit by creating an opinion piece with the topic of best winter activity. Turned this into a snowglobe craftivity to be displayed in the hall. Taking a field trip to Coronado to see a play based on the popular third grade book series *Dogman*. Science-Plant and animal life cycles: planned, designed, and created an environment for mealworms. The worms will be used to observe the various stages of their life cycle. TLIM-Did a variety of lessons related to habit 1. Focused on proactive vs. reactive behaviors using soda pop/water as our visual reminder of the difference. Ag in the Classroom-Learned that we get a lot more than just meat from beef cows—some of the things really shocked us.
- **Fourth:** Multiple 4th Grade classes presented “How To” demonstrations in which they presented their knowledge to their peers on how to complete a task of their choosing. Students demonstrated how to complete an activity/sport, make various foods, or complete an artistic task.
- **Fifth:** 5th grade science students completed an owl pellet dissection lab as a culmination of our study of energy and matter in ecosystems. Students were able to reveal the bones found within the pellet and connect to the food webs we had been learning about in class.
- **Sixth:** The Team has worked together to provide a variety of activities during their SEL time. After completing a unit on how to cope with and manage stress after reviewing recent SEL data from students, the teams have worked together to plan lessons centered around Habit 2 “Begin with the End in Mind” which had students focus on goal setting and where they envision themselves up to 5-10 years later.
- **Reading Team:** The team discussed how they shared comprehension strategies with teachers in grades 1-2.
 - Data from Winter Break Report:
 - 1st/2nd grades - 11/40 = 28% of LLI/RTT students regressed in reading skills; 64% of those who fell did not read over break, per conversation with the student.
 - 1st/2nd grades - 29/40 = 73% of LLI/RTT students maintained reading skill over break; 9/40 = 23% of reading logs returned.



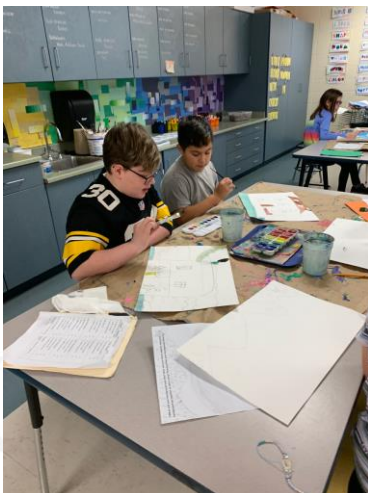
- Results: 2/23 = 8% regressed in reading skill; 100% of those who fell *did not read over break, per conversation with student*
 - 21/23 = 92% of RTT/LLI students maintained reading skill over break; 43% of reading logs returned
- P.E.:** In Mrs. Roger's PE classes we have been working on bowling, scooter games, yoga, and floor hockey. Our fundraising for the Kids Heart Challenge (Formerly Jump Rope for Heart) through the American Heart Association has also began. This is a great opportunity for our students to give back and help others in need who have a "special" heart. It is also an opportunity for us to educate our students about their hearts and on the importance of making heart healthy choices.



- Art:**
 - Kindergarten** has been hard at work with many projects this past month. We made letter paintings where we wrote our ABC's and then decorated them with color. We painted winter bears with patterned scarves. We are now working on color mixing, making circles we will eventually turn into little people.
 - First Grade** art classes read a book about a little boy who has his feelings hurt by his best friends. He dreams about escaping to a deserted island. Students are telling stories with their art from their own life experiences. First, they planned out their story with a pencil drawing. Next, they painted an interior or landscape for their background. Now, they are adding objects and characters using collage. Next week, they will add finishing touches with colored pencils!
 - Second Grade** are working on the studio habit of observation. We observed a shell closely and drew it for 5 minutes. Next, we drew an animal skull and drew it for 10 minutes. Finally, we are magnifying a flower, so the viewers will see our flower closely as we did.
 - Third Grade** students were asked when do they feel free? We learned about the *American Windows* by Marc Chagall, which have a theme of freedom. They drew their idea in their sketchbook. Next, we changed their idea into our own stain glass window for the art room.
 - Fourth grade** drew a dragon and colored it with complementary colors. Next, the dragon will become part of their lantern for Chinese New Year! Students are learning how dragons were a part of history in China and had many different roles and personalities in stories and celebrations. Students will design a larger dragon with its' own personality.
 - Fifth/Sixth Grade** have been working on surrealist art. We are coming up with artworks that are shocking, funny. We are starting background and will add images on top.



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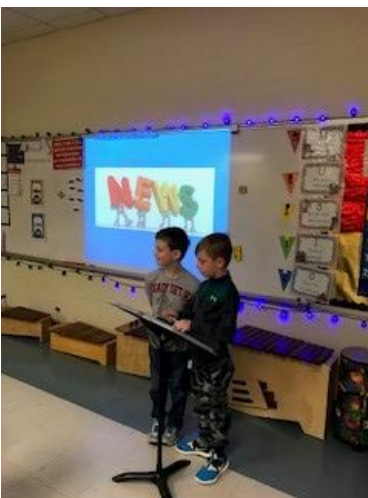


• **Music:**

- **Kindergarten** has enjoyed ice skating in class. Students take their shoes off or put paper plates under their shoes and skate to the music from Charlie Brown. It was so much fun! They've also experimented with feathers, practiced working on letter sounds and most recently sang songs and played games related to the days of the week and the months of the year.
- **1st grade** students enjoyed using tennis balls to keep a steady beat. They worked with a partner to sing a song while bouncing to the beat. They also learned how to read music! They composed songs using Sol and Mi melodies and enjoyed singing their new creations. They also are gaining confidence in reading quarter and eighth note rhythms. Most recently they listened to a rhythm and could identify the rhythm by sound. There is an OCEC student in one of our classes and he teamed up with another student to be the News leader for the month of January. To see this collaboration in action was a highlight for the entire class!
- **2nd grade** has learned some silly songs this month that they can't help but want to sing all day. One of those songs led them to learning a new folk dance that incorporated a lot of team work with several steps of directions. It was fun to see their growth from being embarrassed and shy to excited and

outgoing. Similar to 1st grade, they used tennis balls to keep a steady beat while saying a poem about winter.

- **3rd grade** has spent the month learning about sixteenth notes and how to perform a cannon (two or more groups performing the same song, but starting at different times). To work on successfully performing a cannon, students moved to the music to help make the song easier to perform when being in a large group. Students are continuously working to become strong, independent musicians.
- **4th grade** - Recorders were handed out this month and students are excited to be starting their journey of learning to play an instrument. They are working to achieve their goal of earning different colored belts using Recorder Karate. They will have to pass a song to earn their belt and when it's all done, I hope they look back and appreciate all of their growth through this experience.



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Academics | Activities | Service | Leadership

- Library:

PFA	80
Pre-K (EC)	21
Kindergarten	104
1st	100
2nd	79
3rd	97
4th	109
5th	100
6th	107
Total	798

Enrollment: as of 02.11.2020

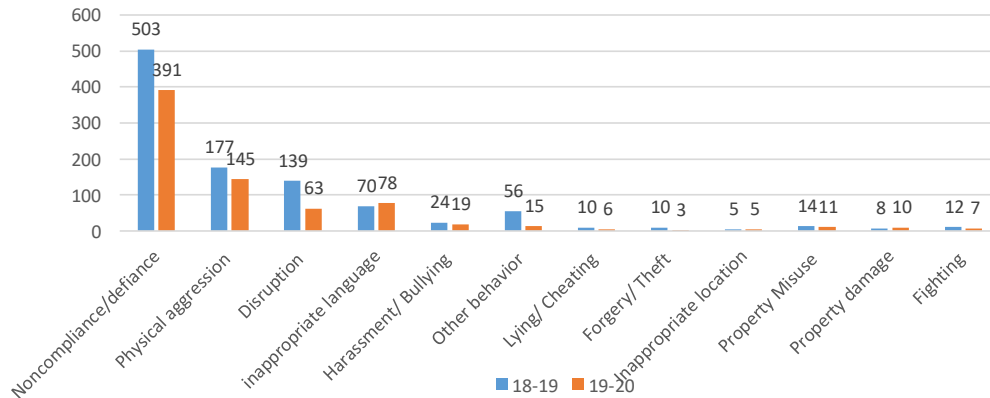
Behavior/Data Report:

	18-19 School Year to Jan	19-20 School Year to Dec.	Increase/Decrease %
Minor	574	370	-36%
Major	454	383	-16%
Total	1028	753	-27%

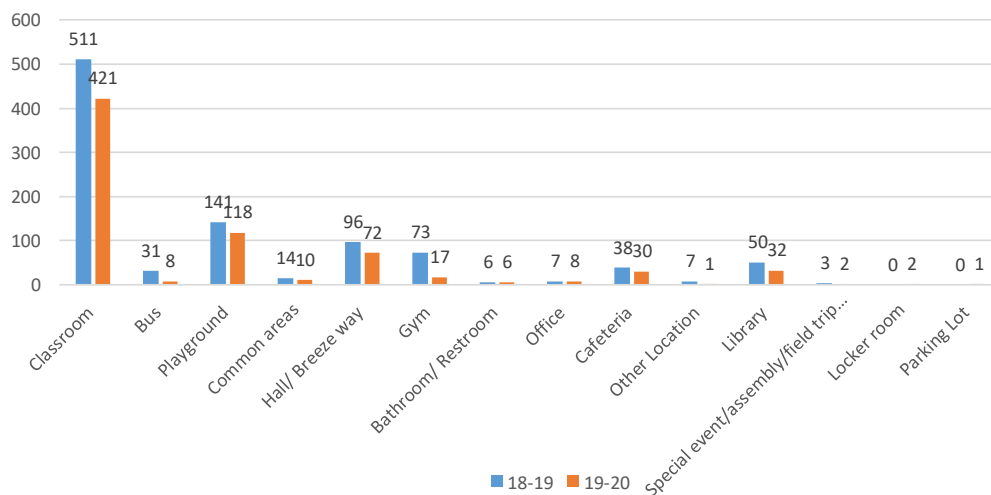
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Referrals by Behavior 18-19 Vs 19-20



Referrals by Location 18-19 Vs 19-20

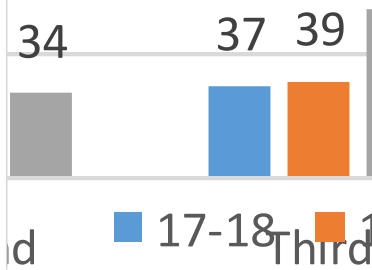
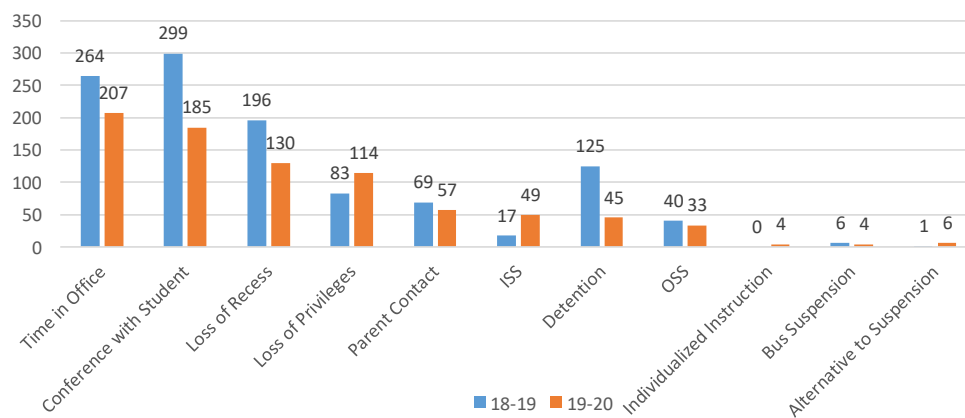




Referrals

450
400
350
300
250
200
150

Consequence Assigned



- 44% of “Loss of Recess” referrals did not involve an incident at recess- what could we do differently to provide a more natural consequence and allow students who need to move, the opportunity to move?

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- With the large amount of referrals of “Time in Office” are we having follow up conversations with students or making adjustments to better support them when they return to class?
- The Hawk Zone has provided a place to support many more students in the school setting.

