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February 2018 Oregon High School Principal's Report

Student Athletic Code Violations Updates

- One student will receive a first sanction for an event that happened off school ground during non-school hours.
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Faculty and Student Recognition/Other Issues

- Kaylee Benton, Clayton Metheny, Halley Holm, Valeria Pflucker-Viteri, Kyle Cermak, Jordan Wilkens were recognized at 1-26-18 boys' basketball game as this year's OHS Illinois State Scholars.
- BOOST kids are in process of planning a trip to the South (Louisiana, Alabama, Tennessee, Florida) over spring break.
- The OHS Social Entrepreneur class was a feature story on WREX on its 6 p.m. newscast on 2-8-18.

Welfare and Advisory/OEA and OESPA Issues

- Minor issues with OESPA that were addressed. OEA meeting focused on cleanliness of boys restrooms in old wing. Custodian contacted.

Principal-Parent and Principal/Student Advisory Committees

- Meeting for 2-7-18 will have to be rescheduled due to last-minute scheduling conflicts, focus on upcoming potential changes for 2018-2019 and getting their feedback.

New Programming OHS

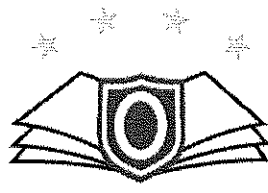
Social Entrepreneurship-Mr. Sitze

- See note above about WREX story.

Computer Programming

- No report.

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Boost Update-Mrs. Starkey

Socio-Emotional Successes:

Students have been reintegrated into the general curriculum 7th hour. It has been helpful to have a member of the BOOST team as their 7th hour teacher in 4-6 cases. Students have been completing homework during 1st hour most days in preparation for these classes. While 1st hour is not always the most productive hour of the day, it has proven to be a safe spot to wake up to every morning – where they can have breakfast, get organized for the day, and where “mood” can be gauged for subsequent teachers.

Individual growth has been seen in all students, though it is sometimes small and inconsistent. **Students created individual goals for the quarter which are realistic and accurately reflect the struggles they need to overcome to remain successful.**

Ms. Marquez states: Positives in my classroom this semester are that the students have become more willing to work and step up to a challenge. Rather than sitting in the back passively working on their assignment, they are frequently up at the front engaged or moving around helping each other. They are starting to persevere rather than shut down from a math problem that looks challenging.

Curriculum successes:

We are all about perseverance and self-determination right now.

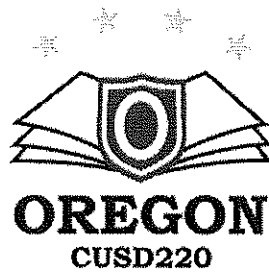
- Social studies: Trip planning is in full swing. Students have chosen a destination, route, and educational stops along the way. They are working on reservations, meal planning, job distribution, and creating a presentable itinerary.
- Applied technology: They are all learning to weld. Mrs. Starkey enjoys hearing them talk in terms she doesn't understand. The focus of the projects are patience and perseverance.
- Science has them fully engaged in the Rube Goldberg Project + STEM activities, where they are working on teamwork and problem solving.
- English is working on precision in language. They are writing a perfect-grammar letter of complaint to an actual business, and are creating their own games to develop this skill.

Challenges:

Losing a student to expulsion was hard on the team. We have called ourselves the last stop between OHS and Chana or FLEX. I think we did all we could. Expelled student was more engaged and performed better

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academically, with less pull, than he had in his previous two years. We hope this interest in education goes with him.

General Classroom Challenges: The main challenges are absences and “grit.” It is very difficult to keep all students on the same page when we rarely have full attendance. It is also difficult to motivate them when they’re “not feeling it” or tired is pretty difficult as well, especially when they’ve got other distractions going on outside of school. Reintegration into the general curriculum also brings challenges. Being a junior in a freshman class is hard on the ego, and also brings additional “drama” in from other sources.

Coming Up:

They will be split up and distributed among various study halls, as Ms. Marquez will soon be facilitating SAT prep.

Look for a presentation of our extended field trip soon!

Long-Term Needs:

We talk often about the need for additional social-emotional support and collaboration with community resources. While Ms. Cremeens does a wonderful job with them, she does not have the time to give to them to make a huge impact. Nor do the other team members have the educational background to assist them skillfully. The majority of students that BOOST would see over the years WILL be those who are involved with truancy and probation, and should be or are involved with counseling, including substance abuse treatment. There needs to be a coordinated effort by a school-community team to have any impact on their lives outside these walls.

Welding Lab Update-Mr. Knuth

Update on January 22nd meetings between OHS, E.D. Etnyre and F.N. Smith:

- Overall, both companies indicated that we as a school are doing as well as they could / would expect. F.N. Smith expressed the greatest satisfaction with the student workers that they receive from us and currently have an internship program in place with several of our current students and have a formal four-year internship program in place with RVCC. There is still availability for two to four more students to take advantage of this at Smith.
- Both companies did express concern with new employee attitudes toward punctuality/attendance and the “work ethic.” Both stated it is an industry-wide problem and not specific to students come from OHS. Current retention rate at E.D. Etnyre is about 30% after first year, close to industry average.
- E.D. Etnyre did provide a handout with direct feedback from their trainers with specific issues that they notice with all new hires that we are now using, and will continue to use to improve instruction in all welding classes.

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- Representatives from E.D. Etnyre further discussed the false perceptions that students seem to be under concerning work such as the physical conditions of the work, financial rewards of the work, and the idea of working a complete 10-hour day (Etnyre has employees do four 10-hour shifts vs. five eight-hour shifts).
- As a result of this discussion, we are planning to provide more trips (likely one per quarter to cover various aspects of working as a welder) to the various worksites so students can become more aware of the nature of this work so that they can make more intelligent decisions and have a more accurate view of the work.
- Additionally, we will continue meeting with E.D. Etnyre and with John Bothe of our Consumer Education Department to come up with revisions to our curriculum to make students more aware of these circumstances and of ALL the financial items that workers may or do receive, beyond the paycheck, with overall increasing retention rates, at least among OHS grades.

2017-2018 SIP Update

Goal I: Oregon High School staff and students will develop a stronger sense of community during the course of the 2016-2017 school year.

- Next Student Survey scheduled after President's Day weekend.
- Plans nearly complete for the April 17th school-wide service day.

Goal II: 50% of Oregon High School Students will improve their Hawk Profile (based on Academics, Service, Leadership, and Activities) Index before the end of the school year.

- 1st and 2nd quarter comparison report attached. Except for 10th graders, all grades and sub groups are above threshold. Senior percentage is most surprising compared to last year's seniors, who were the only group last year to decline.

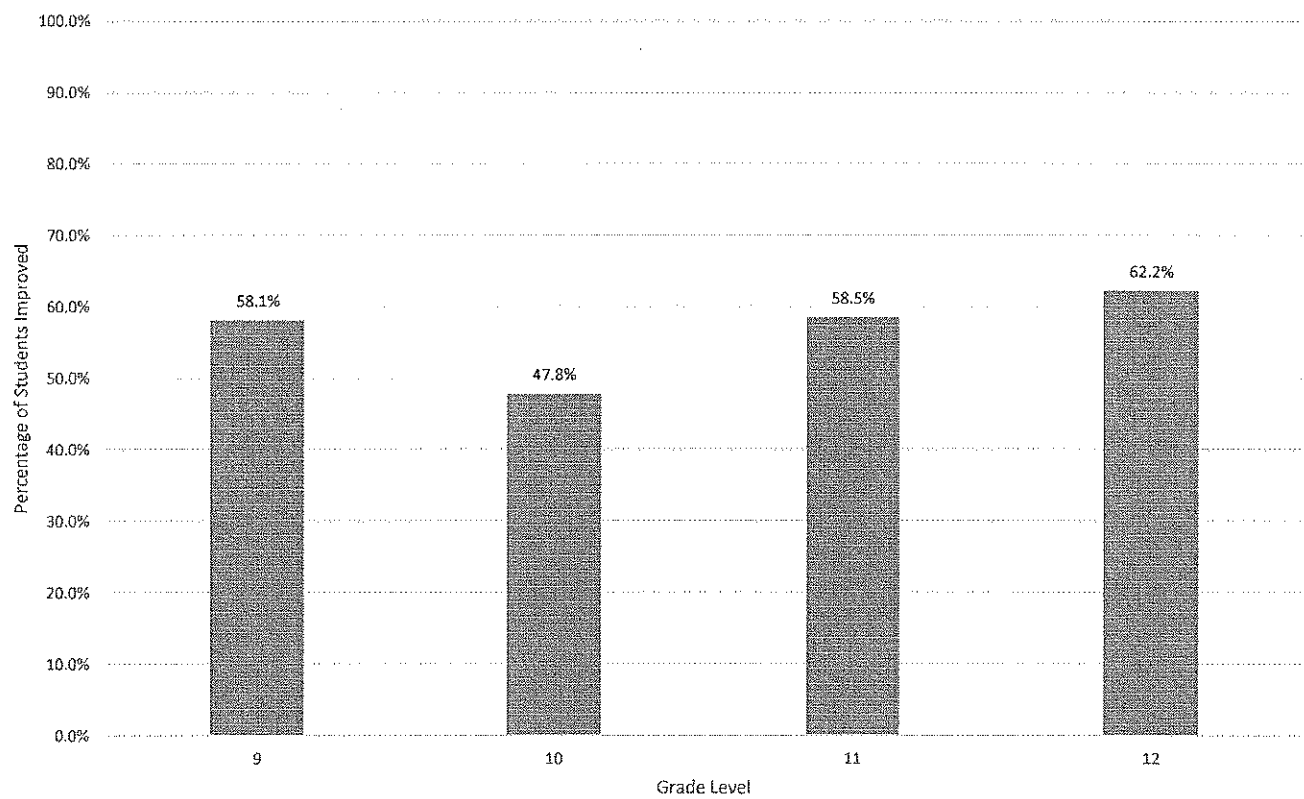
Goal III: Increase percentage of students meeting/exceeding on SAT in 2018 over 2017.

- Practice PSAT and SAT on 2-15. Results should be in teacher's hands by early the following week.
- Mr. Zuber is incorporating regular SAT practice into English III and Mrs. Adams has been incorporating regular PSAT type questions into English II.
- Current juniors who were close to meeting in math on PSAT last year will be moved to Kayla Marquez's study hall for further SAT prep.

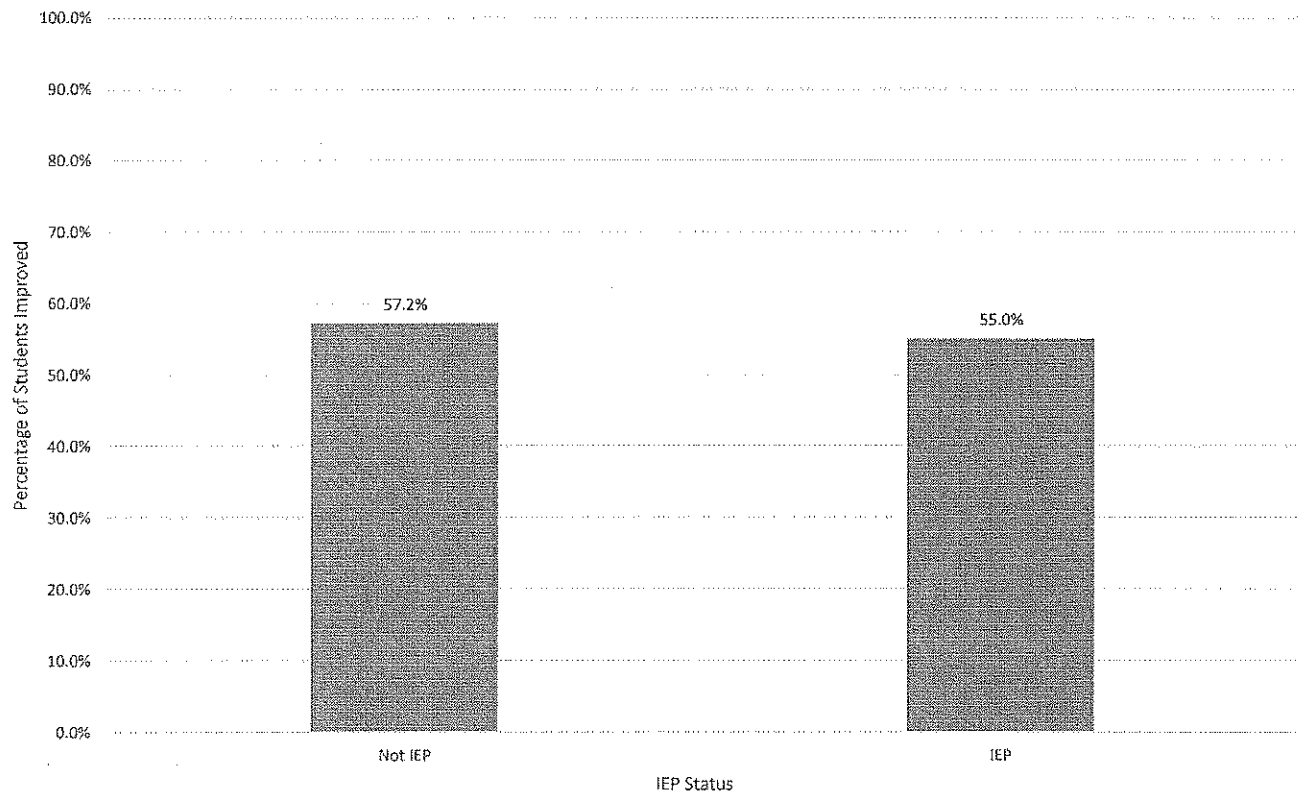
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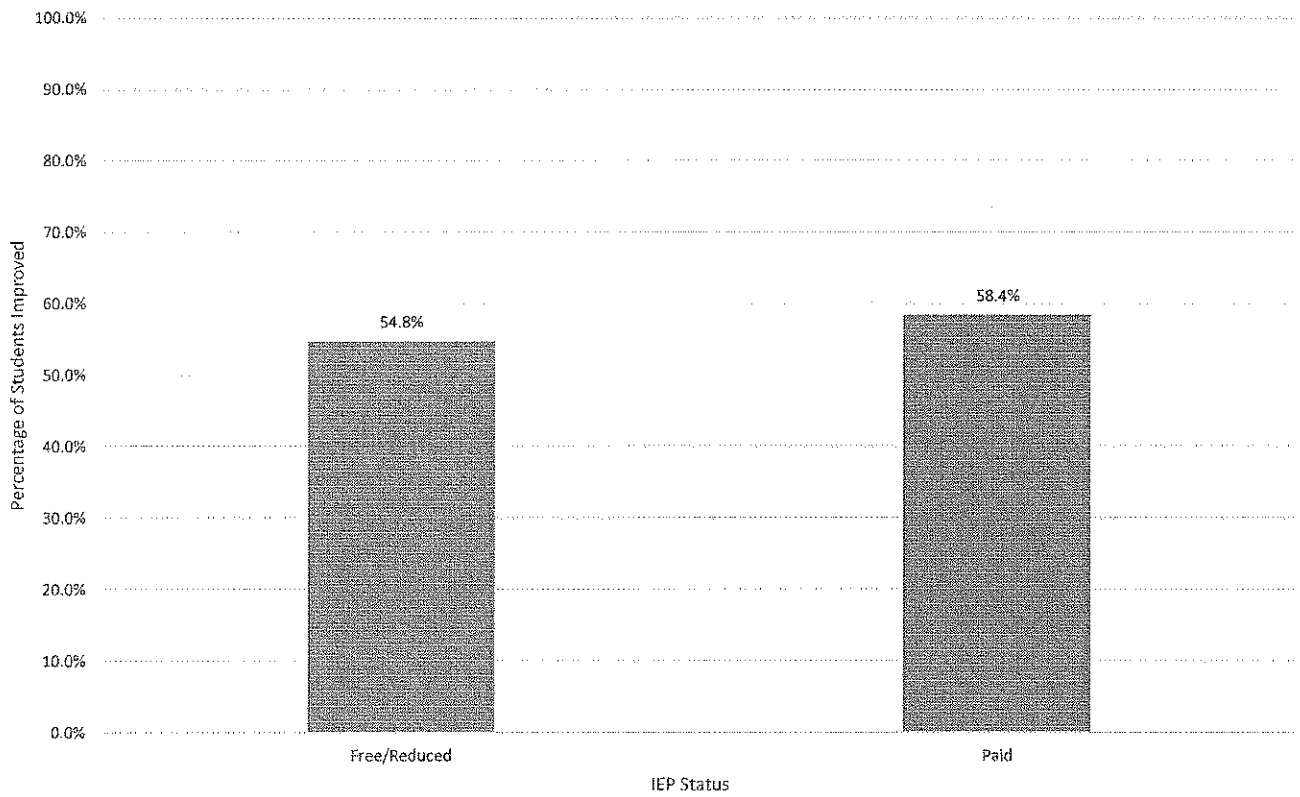
OHS Hawk Profile
2017-2018
Percentage of Students Improved
Q1 to Q2



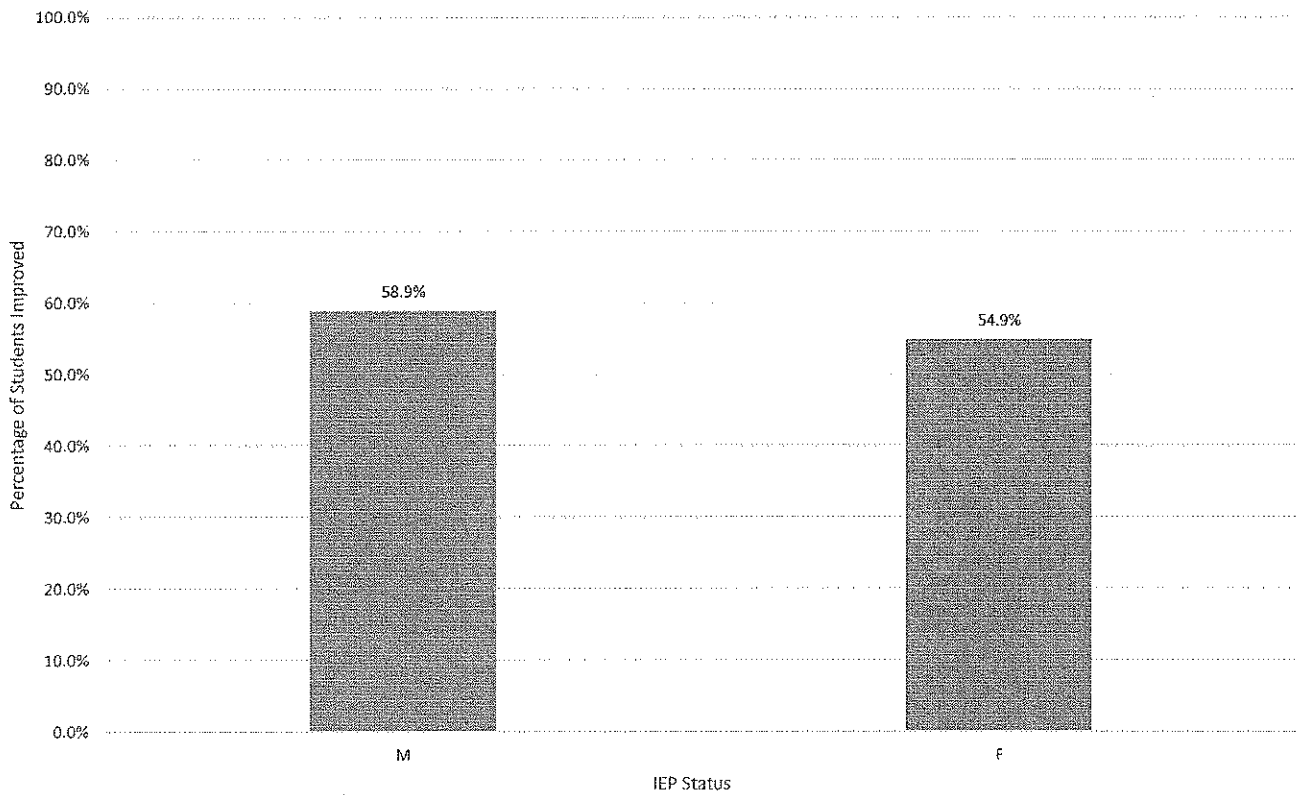
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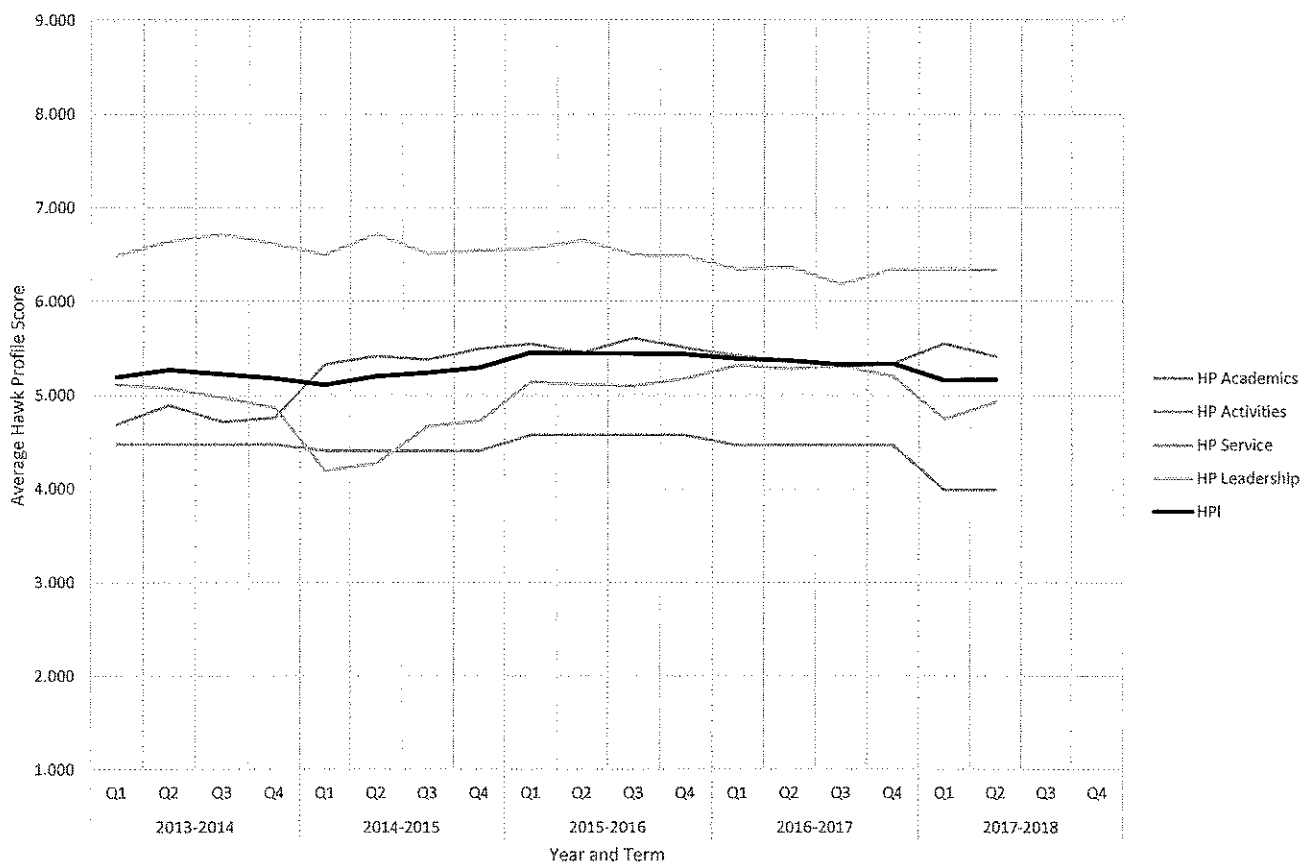
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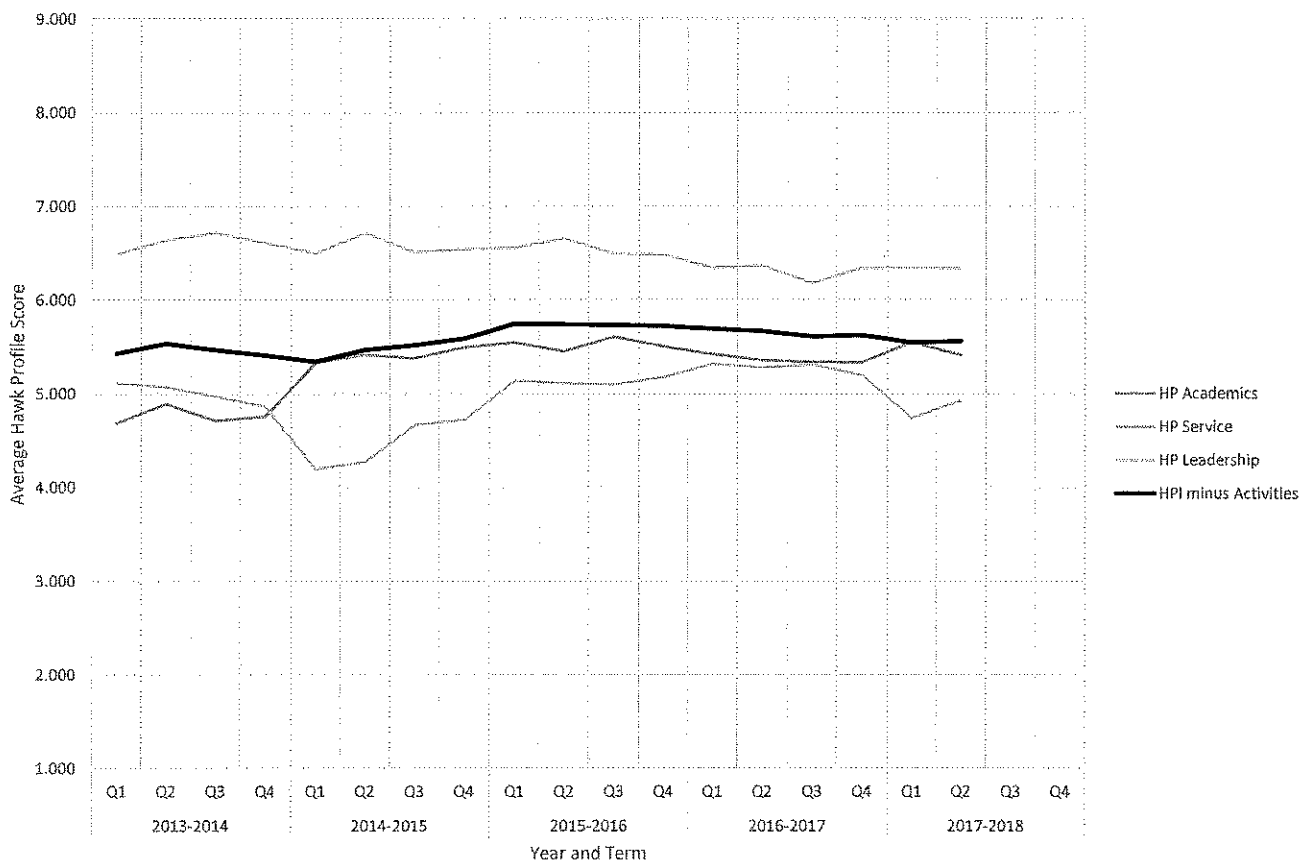
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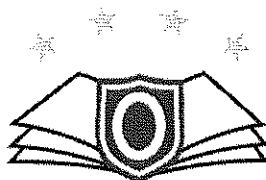


Hawk Profile Change SY2014 through SY2018



Hawk Profile Change SY2014 through SY2018





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List of Common Terms Used And Programs Currently Present at Oregon High School

Terms:

IEP: Individualized Education Plan. Legally binding document that outlines a student's learning or behavior deficits, and plan to support that student.

Special Education: Any student with IEP is part of the district's special education program. Only students with IEPs receive special education services as outline their respective IEPs.

Self-Contained Classroom: A classroom comprised of entirely special education students and taught by teacher certified in special education. These are for students whose specific learning disabilities cannot be accommodated in a regular education classroom. OHS currently has self-contained classrooms for math, English, science and social studies.

REI Classroom: A class where at least 25% of students in that class have IEPs. REI classes are co-taught both by the content area teacher (math, English, science, etc) and special education teacher.

Dual Credit: A course where students earn both college credit and high school credit toward graduation. Students must earn at least a C in the course in order to get college credit.

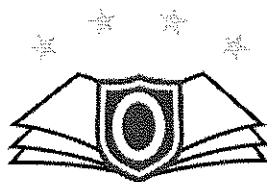
Advanced Placement: Courses designed by the College Board. Curriculum is designed by College Board. Students then take AP test tied to the course in early May. Any student earning a 3 or higher (5-point scale) will earn college credit in any of the public universities in Illinois. Private colleges set their own thresholds for scores accepted for credit.

Quality Points for Honors Classes: Students earning honors credit receive a .5 quality point factored into their grade point average. For example, if a student earns a "B" in an honors-level class, he/she would receive 3.5 points toward his/her GPA vs. 3 points for a non-honors course.

Quality Points for AP/Dual Credit: Students earn 1 quality point for either a dual credit or Advanced Placement class. For example, if a student earns a "B," he/she would receive 4 points towards his/her GPA vs. 3 points for non-honors course.

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Hawk Profile Index: Brainchild of OHS School Improvement Committee in 2015. HPI is a live monitor of individual student performance tied to current GPA, attendance, enrollment in honors/dual credit classes, discipline referrals and involvement in activities and athletics. Students and parents can access HPI through Power School portal (not phone app) at any time.

Illinois Virtual School: OHS students can take a variety of classes online (administered by Dy Mowry in library) for high school credit. With declining enrollment and necessary program cuts, we are able to offer students classes when our own class schedule can't accommodate a student's interest or needs.

Ultimate Hawk: Oregon High School's athletic department recognizes students who were three-sport athletes during all four years at Oregon School. With declining enrollment, this is one incentive to get athletes to participate in as many sports as possible.

Programs:

Hawks Take Flight: Started in 2009 to provide support for up to the 15 most at-risk incoming 9th graders based on an early warning system criteria (attendance, grades, test scores, discipline problems) created by the 9th grade team and Adam Larsen. Only students who do not have IEPs are eligible for the program. All members of the 9th grade team (Knuth, Radostits, Davidson, Yordy, Ashworth, Starkey, Cremeens and Adams) give up one plan period per week to discuss kids. They also volunteer their time every Wednesday after school for working with HTF kids.

ASSIST: Any student athlete who has a D or F when academic eligibility is run must report for an ASSIST assignment (number of assignments are based on both bad grade is and number of bad grades). ASSIST is run each morning and is supervised by Mrs. Starkey.

Club 9: Brainchild of Alice Starkey and focused on kids, whose parents have scarce resources, to take them places they never otherwise get to see. Trips taken so far: Memphis, Florida, Montana, and numerous trips to Chicago and other area venues.

Open Program: Created by Cole Davidson, Kim Radostits and Aaron Sitze in summer of 2014. Program is designed to break down barriers between subject area, instill a growth mindset in kids (failure is an opportunity learn), help students manage their learning, with a culminating project that serves the community.

Social Entrepreneurship: Brainchild of Aaron Sitze that came about from a conference held at Illinois Math and Science Academy in summer of 2016. Program is focused on the process of entrepreneurship, with goal of running a successful business secondary. Focus is on students who don't necessarily want to go to a four-year college/university, but can develop the skills to run a business in the future.

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Whiteside Area Career Center (WACC): Located in Sterling, WACC provides one location for vocational programming for OHS students. Students can enroll in variety of programs that include automotive, graphic design, early child care, CNA, allied health, criminal justice, culinary arts, building trades. We send an average of 35 kids to WACC each day.

OCEC Plus Program: Administered by Ogle County Educational Cooperative, Plus is designed for high school students in approximately grades 9-12 through age 18. The program provides instruction in functional academics, social skills, vocational skills, and community access. Instruction becomes increasingly community based as students in the program become older. Transition services for 14 to 22 year-old students are coordinated to support students as they transition from school into adult service

OCEC SOAR Program: Administered by Ogle County Educational Cooperative, SOAR is the transition program, SOAR (Supportive Opportunities for Adult Readiness), changes the way our participants move from a high school setting into a more "real world" atmosphere. ***SOAR*** is completely separate from the High School PLUS classroom. Participants between the ages of 18 and 21 inclusive have the opportunity to take part in the program that offers a wide variety of training settings for our young adults which helps them move from being students to participating fully in the community

OCEC STEP Program: Administered by Ogle County Educational Cooperative. The Secondary Transitional Experience Program (STEP) provides work experience, vocational training, and career planning for high school age special education students. The STEP coordinator works directly with the student to locate jobs inside or outside of the school for job experience. Students receive credit and a grade for their participation in the STEP program. Students will typically have several different vocational experiences during their junior and senior high school years.

Boost: Brainchild of Alice Starkey, this program is new to OHS. Programs goal is to take the seven most at-risk 11th graders by age, and give them a "boost" in both skills and confidence. Kids move through their day as a cohort, with a curriculum tailored more to their individual needs and academic deficits.

FLEX: Essentially, "night high school" administered by Lee/Ogle/Whiteside Regional Office of Education. Students in FLEX are students who weren't successful at their high schools (Polo, Dixon, Rochelle, Ashton). Students are recommended for FLEX by their home schools, and if accepted by ROE, then are transferred to the program, where they attend school from 3:30-8 p.m. Monday-Thursday. Students are required to make sufficient academic progress (computer-based classes) and meet minimum threshold for attendance. Students are also required to hold outside jobs and do a minimal number of hours of community service.

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CHALLENGE Program: Run out of the Chana Education Center, Challenge is an alternative high school program for students removed from their home schools for bad/disruptive behaviors. In order for students to be placed in Challenge, they have to meet minimal threshold for either number of suspensions or length of suspensions from home school. OHS uses Challenge for students who are recommended for expulsion, but then stay the expulsion if the student agrees to attend Challenge. Students can remain in Challenge for up to two years (four semesters in total), before either graduating (they receive home school diploma), or transitioning back to home school until graduation.



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