



## May 2018 Oregon High School Principal's Report

### Student Athletic Code Violations Updates

- One student received first sanction.

### Faculty and Student Recognition/Other Issues

- Mrs. Starkey earned her Master's Degree in special education
- Olympia Powell was featured on WIFR for her interest in school safety tied to advocacy of a bill currently in the Illinois legislature regarding door barricade use during emergency situations.
- Interquest K9 came to OHS on May 8<sup>th</sup> and did a locker sweep of the building and most of the student parking lot. Nothing was found inside the building, but four cars got "hits." One car had cigarettes, two cars had vape pens and the stub of a blunt, and one car had empty vape juice cartridges. Offending students received appropriate school sanctions. One underage student was cited by police department of possessing vape pen. This firm is cost-effective, much easier to schedule than with local law enforcement, and highly professional dog-handler.

### Welfare and Advisory/OEA and OESPA Issues

- Met with both week of May 7th. OEA issue is getting teachers on same call list as parents in emergency notifications. OESPA issue was support staff members possibly smoking on school grounds or on park district property but not far enough away from facilities. Direct supervisors notified.

### Principal-Parent and Principal/Student Advisory Committees

- Last meeting will be 5-21-18 and cover end of the year and changes for next year.

### New Programming OHS

### Social Entrepreneurship-Mr. Sitze

- See attached report.

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### **Computer Programming-Mrs. Pattat**

- On May 14, the first class of Web Design students sat for the WD Certification exam. This certification exam requires the students to be knowledgeable on several topics: Foundations/History of Computing, HTML5, JavaScript, PHP, MySQL, Web Graphics and Website Administration. Sadly, while some students came close, none reached the level of proficiency necessary to achieve this distinction. On a very bright note, however, every single student asked if they could retake the exam. Their determination to achieve the distinction of the WD certification means that they will be coming in during their summer vacation to retake the exam. Mrs. Pattat will be coming in to proctor the exam and has high hopes that their determination and desire to excel will result in success the second time around.

### **Instructional Coaching Pilot-Mr. Zuber**

- See attached report and survey results

### **Boost Update-Mrs. Starkey**

- We will be reaching out to the freshmen team to talk about candidates for next year. The idea of a continuum from 8<sup>th</sup> grade..... makes sense.
- The kids are back from the trip. It was very long. They are writing a travel log for Mr. Zuber now and have finished up their other work. We overestimated the amount of homework they would be able to produce in the car. A shorter trip is in order next year. The process of planning, compromise, going outside their boundaries is good for them.....in moderation.
- We need to look at a different way to do credit recovery next year, especially for math. On line, remedial, may be a good choice. They lack basic skills.
- The end of the year and recent events have taken a toll on us and on our little gang. Lots of "November" behaviors showing up again.
- Having the police do a wellness check has helped get one of them to school. Interagency collaboration is really key to the success of our program.....truancy, job opportunities, health.....

### **Welding Lab Update-Mr. Knuth**

- Met with Scott Anderson on April 25<sup>th</sup> for the mandatory meeting to assure that classes are being taught as agreed in the Dual Credit Agreement.

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- Final welding class of the first semester of HCC classes being taught here has successfully concluded. There was minimal “teething pains” experienced and all parties seemed satisfied with the experience. Representatives from HCC have already indicated a willingness / eagerness to continue this.
- Received Piranha P65 Ironworker on March 28<sup>th</sup>. Now needs electrical hookup and training of instructor. Electrical connection is occurring on May 4<sup>th</sup>. Training of Mr. Knuth and Mr. Nelson is scheduled for the afternoon of May 14<sup>th</sup>.
- Toured E.D. Etnyre Manufacturing facility with welding classes for the opportunity of students to see first-hand the career opportunities that exist right here in Oregon, IL for welders and other types of manufacturing employees. Students learned of the additional benefits that some employers offer beyond the paycheck.
- Manifold shielding gas system is finalized and in place for installation in May by Airgas. This will enhance the job skills of students and allow for a variety of shielding gas combinations for varying situations, without the purchase of additional cylinders of specialized combinations of gasses.
- OSHA 10 Certification program in place for 2018-2019
- First Precision exams will be administered next week. This series will allow us to better gauge how our students do against national industry standards.

## **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.**

- See attached Power Point report. Trend was upward from start of the year baseline responses.

### **Goal I I: 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.**

- Will have YTD data after end of semester.

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

- Scores available to kids individually, but no word yet on when we get school results

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	English	Math
<b>PSAT Meeting/Exceeding</b>	55.8%	24.7%
<b>PSAT Close to Meeting</b>	7.8%	9.1%
<b>SAT Meeting/Exceeding</b>	69%	36.5%
<b>SAT Close to Meeting</b>	8.1%	14.9%

### **Beyond Textbooks Calendar/Standard Update:**

<b>Content Area</b>	<b>Calendar</b>	<b>Standards Template</b>
Agriculture	Bio Plant Animal Science complete	BPSA first semster complete
Art	AP Art History complete	AP Art History complete
Consumer Ed	Calendar done	Half semester complete
Driver's Ed	Calendar done	Done in RCD format
Health	NA-working on science	
Foreign Language	Spanish I done	Spanish I done
Industrial Ed	Welding I-semester done	Welding I semester done.
Band	Calendar done for year	Templates for year done
Choir	Calendar done for year	Templates for year done
PE	S&C calendar done/PE calendar done	Template for Cycle 1 done/PE templates not in folder
Social Studies	USH calendar done/Civics done	USH templates done for year/6 Civics templates need to be completed.
Science	IS2 Pacing calendar done/IS1 Human Anatomy in H drive	NGSS templates in for IS2/IS on H drive.

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**Items to Discuss:**

- LB conversation has been had-odd.
- OESPA and nurse issue-do I dare get involved?
- MB interviewing BES.
- QV interviewing CEC
- KS position-if for two years how does that work contract and benefits? Two candidates coming in.
- K9 sweep May 8th.
- 18-19 SIP going to two goals-community/culture and SAT (75%)

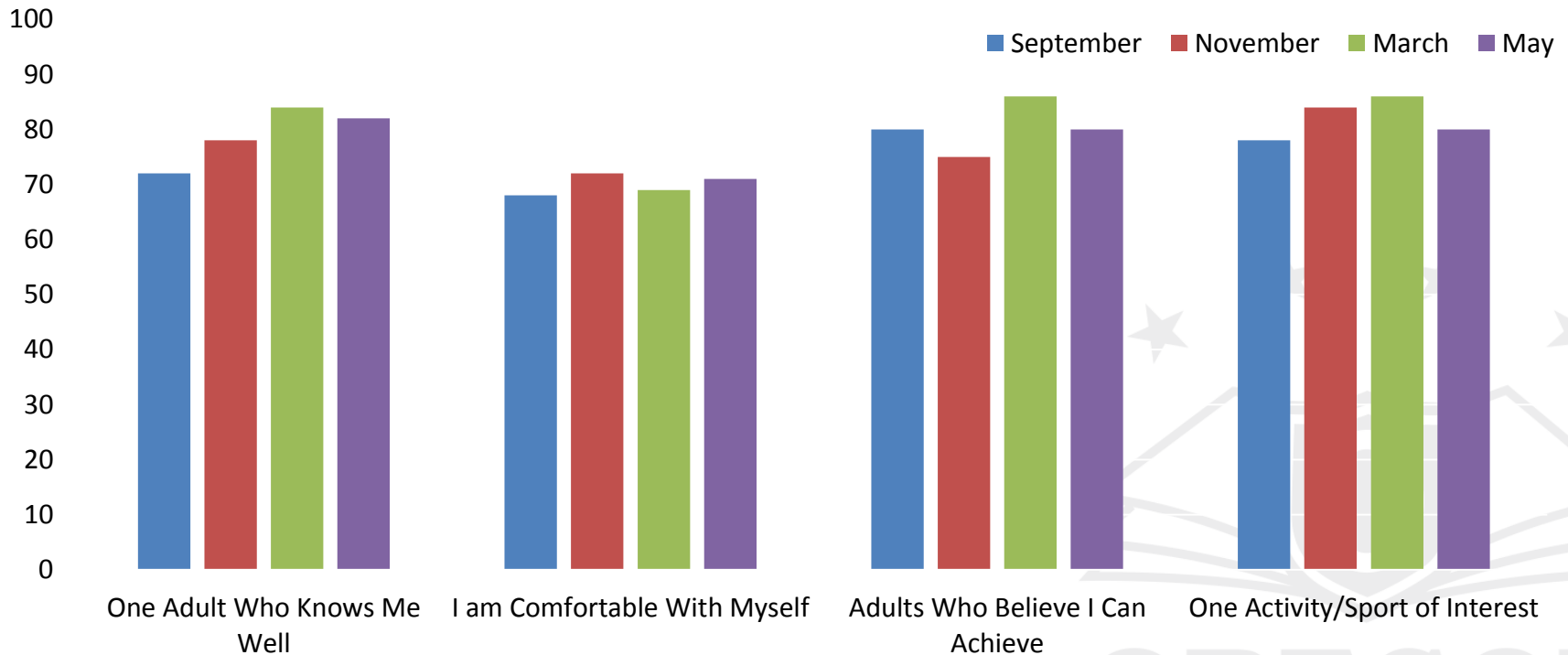
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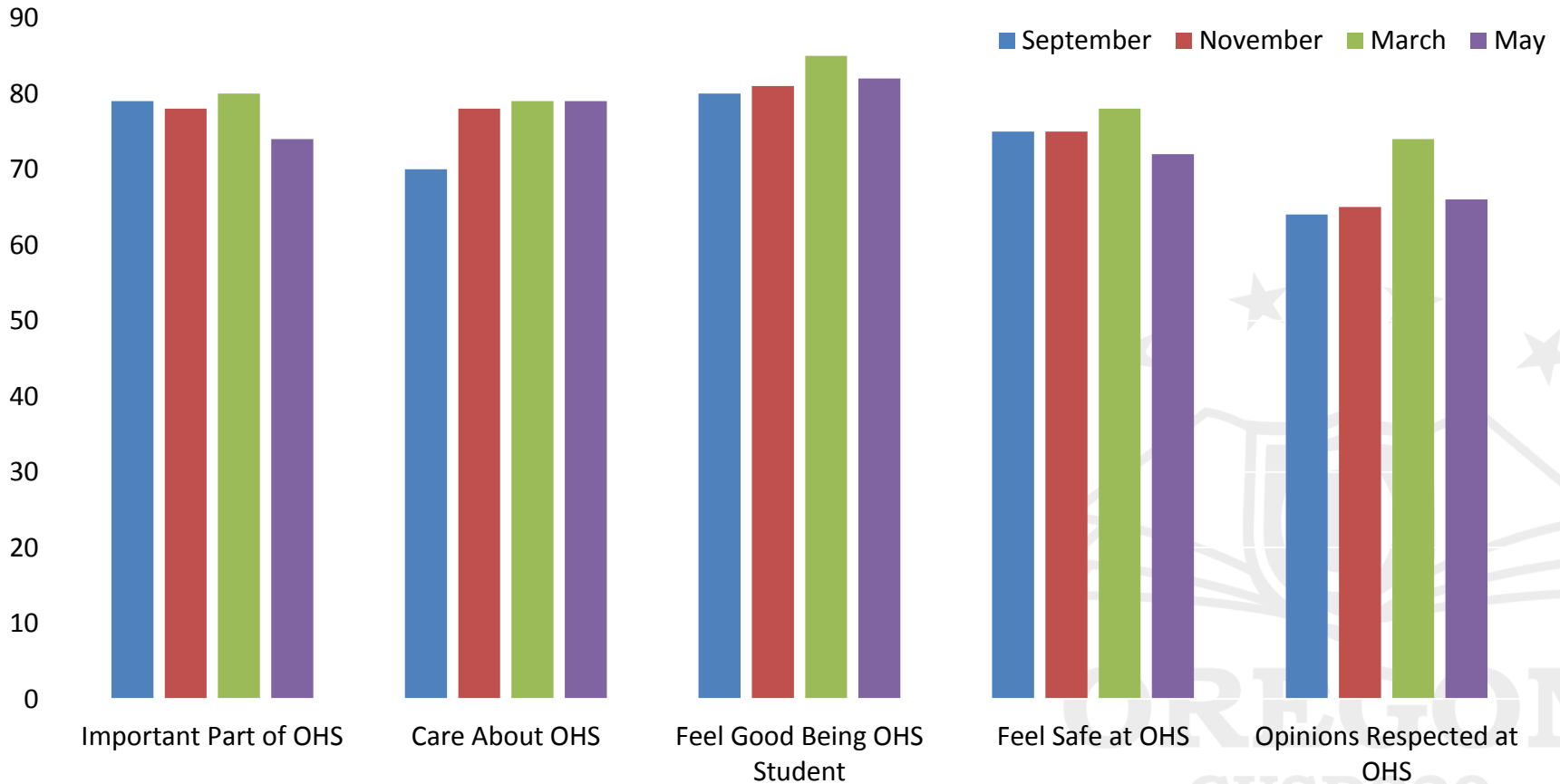
## OHS Student Community Survey





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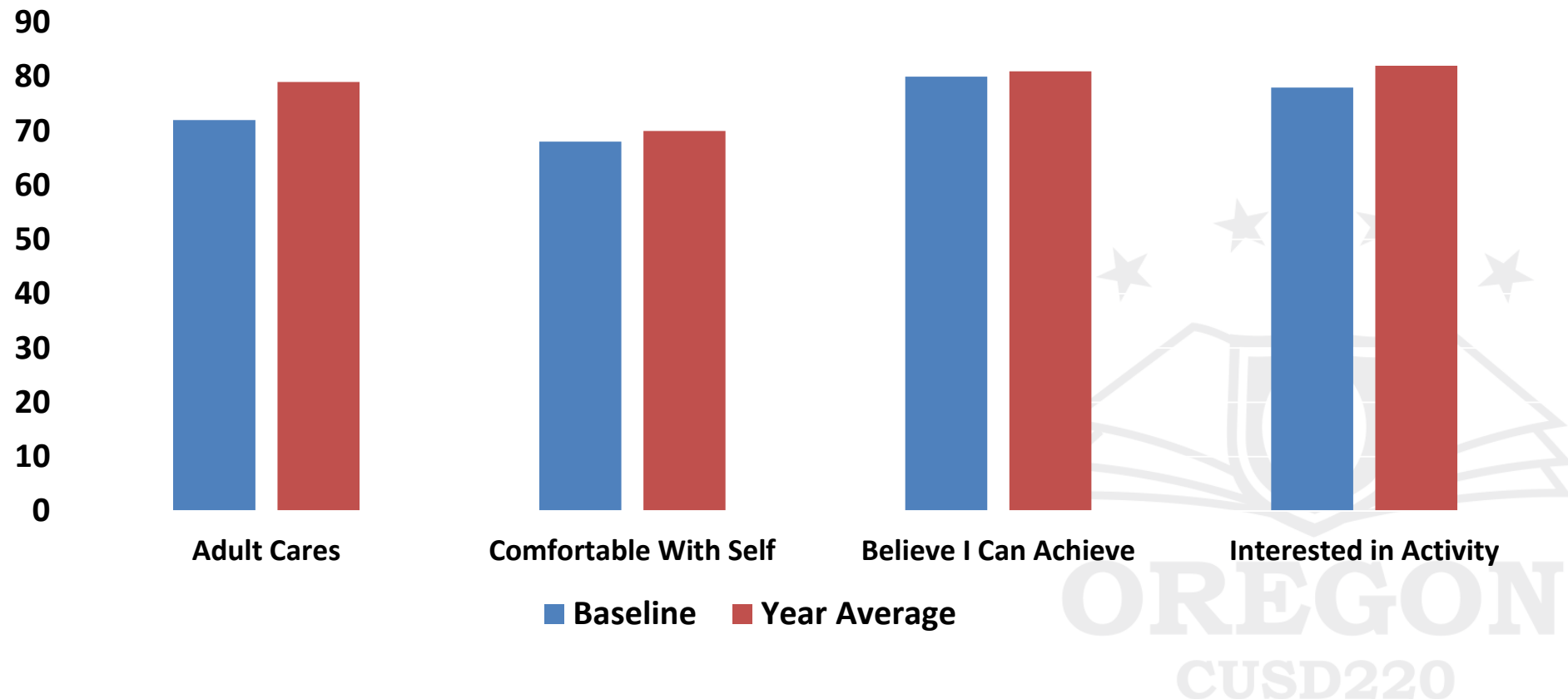
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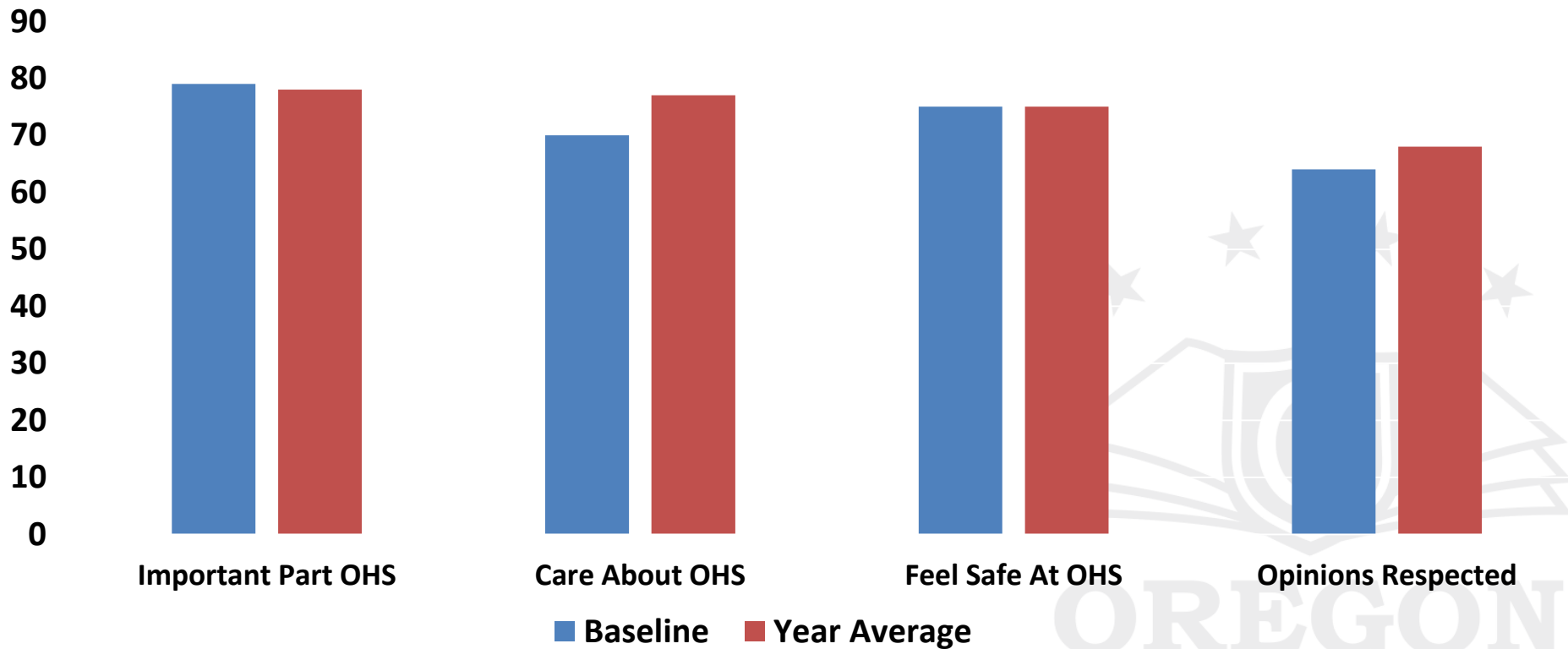
## Community Goal Year-End Results





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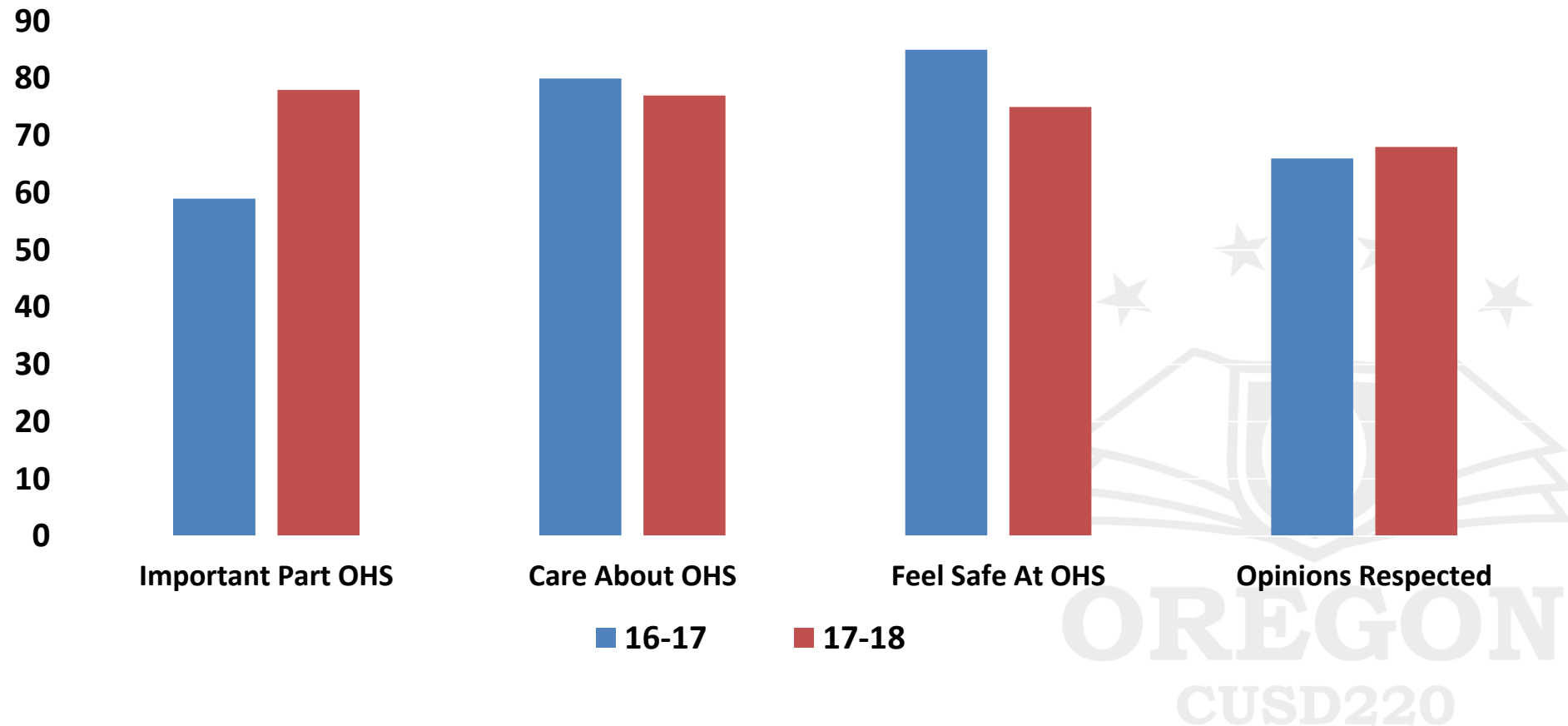
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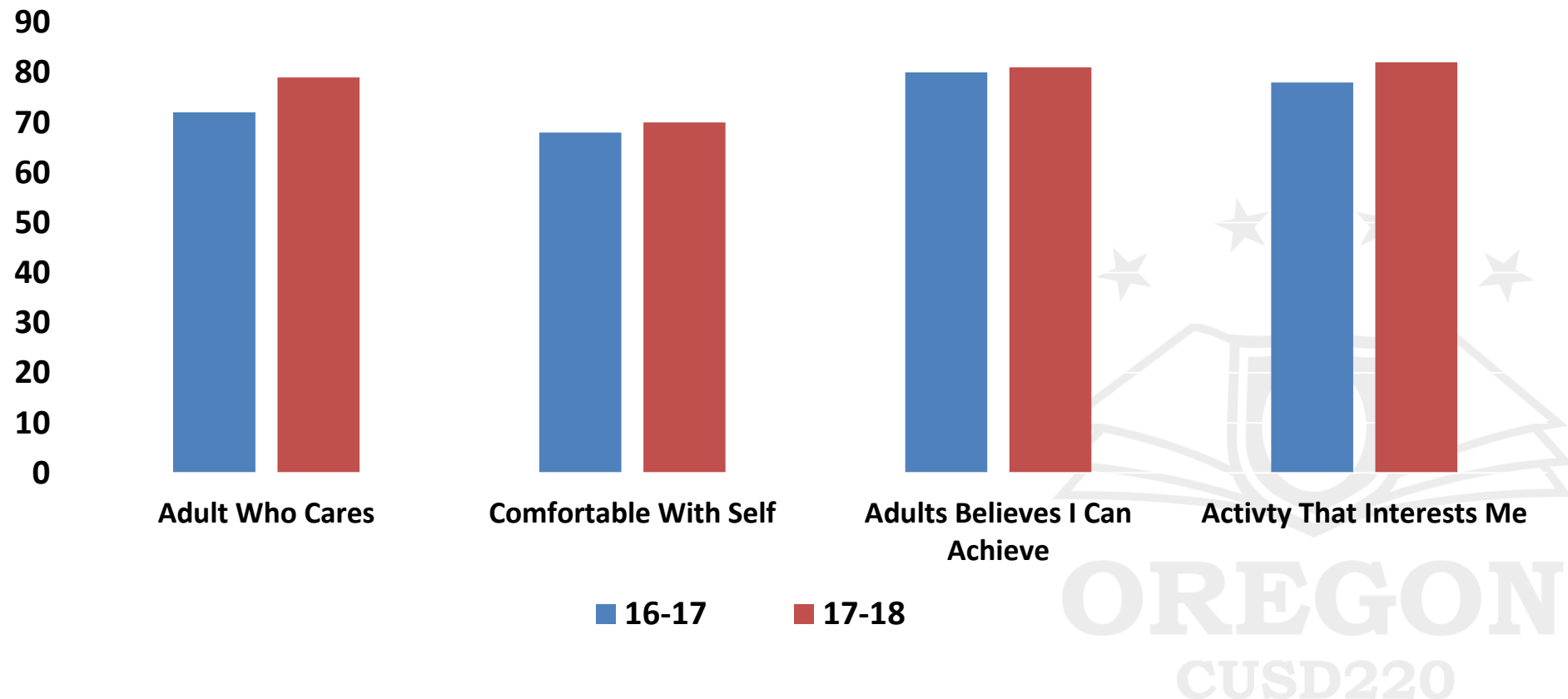
## 16-17 vs. 17-18 Results





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## 16-17 vs. 17-18 Results



**Report to the Board concerning Instructional Coaching:**

During my instructional coaching time, one class period a day, I met with five total teachers this year and observed four of them multiple times.

After having sent out a survey to these teachers concerning their thoughts over the instructional coaching process, feedback was positive. Some comments from the teachers included how I gave these teachers “great ideas” for class, “helpful teaching strategies” and good “advice about the teaching profession.” One respondent wrote, “My instruction has benefitted for having John in the room.” Another respondent wrote that I helped “foster healthy, lasting relationships between staff members and the district.” I was characterized as “helpful, flexible, approachable, empathetic and supportive.”

One issue a respondent had with instructional coaching this year deals with my availability in general. This teacher wrote, “I wish you [John] were more available during the day to observe consecutive class periods. I think it would be beneficial for a coach to see how a teacher adjusts the activities and strategies discussed in pre-observation meetings with each group of students.”

Each respondent either agreed or strongly agreed that I have helped them improve their teaching practice. They all strongly agreed that they felt respected, and I was someone they could trust. They also all strongly agreed that they would recommend me to another teacher.

I’m honored to have made a positive impact on these teachers. I want this district to be as healthy as possible, and I want to thank the Board, Dr. Mahoney, Mr. Nelson and the teachers with whom I’ve worked for trusting me with implementing this program at the high school. This summer, the District has offered to pay for further IC training. I hope to use what I learn there to ensure these positive experiences continue next year and beyond.

Thank you.

John Zuber



SIGN UP FREE



# Instructional coach feedback

John Zuber's IC feedback

QUESTION SUMMARIES   DATA TRENDS   INDIVIDUAL RESPONSES

Q1

My coach's strengths are:

Answered: 4   Skipped: 0

Great ideas for me by watching class and then talking with me.

5/8/2018 12:25 PM

Great feedback and overall advice about the teaching profession

5/7/2018 3:28 PM

Approachable, empathetic and supportive, facilitates organic conversation, flexible with goals and timelines, wants to help foster healthy, lasting relationships between staff members and the district.

5/4/2018 3:45 PM

-Listening -Giving specific feedback -Giving helpful teaching strategies

5/3/2018 9:09 AM

Add a comment

X

Q2

My coach's areas for growth are:

Answered: 4   Skipped: 0

5/8/2018 12:25 PM

Can't currently think of anything

5/7/2018 3:28 PM

Awkward question. I appreciate all that you are doing! If anything, I have feedback for the program. I wish you were more available during the day to observe consecutive class periods. I think it would be beneficial for a coach to see how a teacher adjusts the activities and strategies discussed in pre-observation meetings with each group of students. It would also be beneficial for a coach to get an idea of how a teacher resets/transitions between passing period, maintains their stamina throughout the day, manages different groups of kids, etc. I feel like following a teacher through their day to provide feedback and/or ideas on managing all that goes into the profession outside of the daily lesson would be very interesting.

5/4/2018 3:45 PM

Honestly none. He does a great job and I feel my instruction has benefitted because of having John in the room.

5/3/2018 9:09 AM

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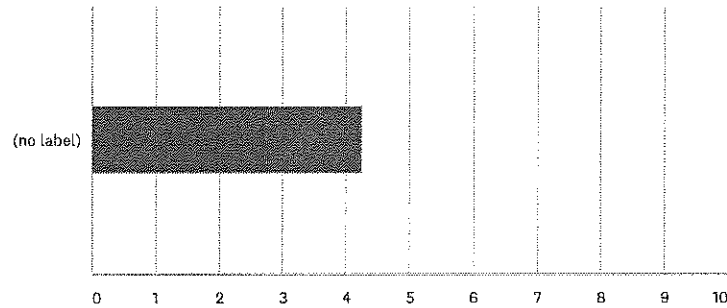
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4 responses



Answered: 4 Skipped: 0

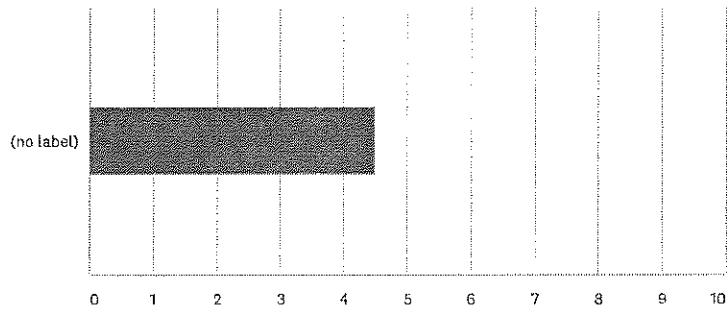


	STRONGLY DISAGREE	DISAGREE	NEUTRAL OR N/A	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	4.25

Q4

I feel that my coach has helped me make progress towards my professional goals.

Answered: 4 Skipped: 0

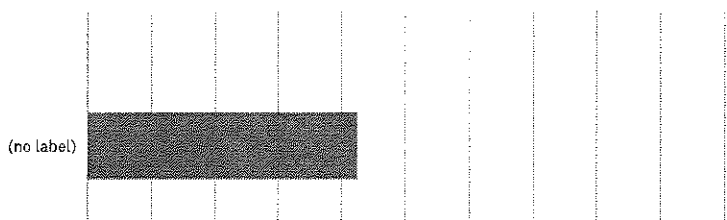


	STRONGLY DISAGREE	DISAGREE	NEUTRAL OR N/A	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50

Q5

When my coach has observed me teaching, it has been helpful.

Answered: 4 Skipped: 0



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4 responses

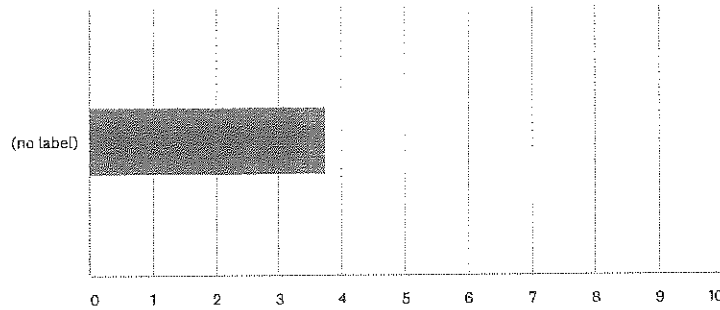


	STRONGLY DISAGREE	DISAGREE	NEUTRAL OR N/A	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	25.00% 1	25.00% 1	50.00% 2	4	4.25

Q6

My coach provides me with useful resources and materials when I ask for them.

Answered: 4 Skipped: 0

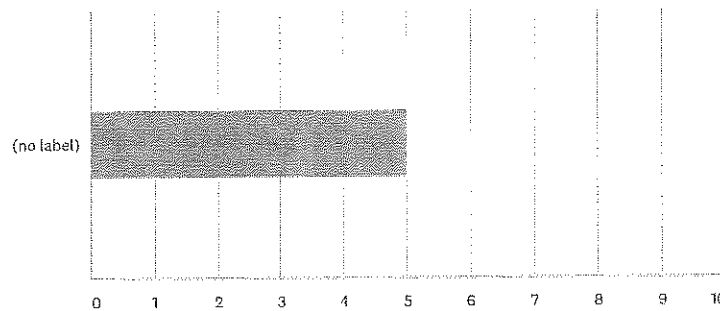


	STRONGLY DISAGREE	DISAGREE	NEUTRAL OR N/A	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	50.00% 2	25.00% 1	25.00% 1	4	3.75

Q7

I feel that my coach listens to me.

Answered: 4 Skipped: 0



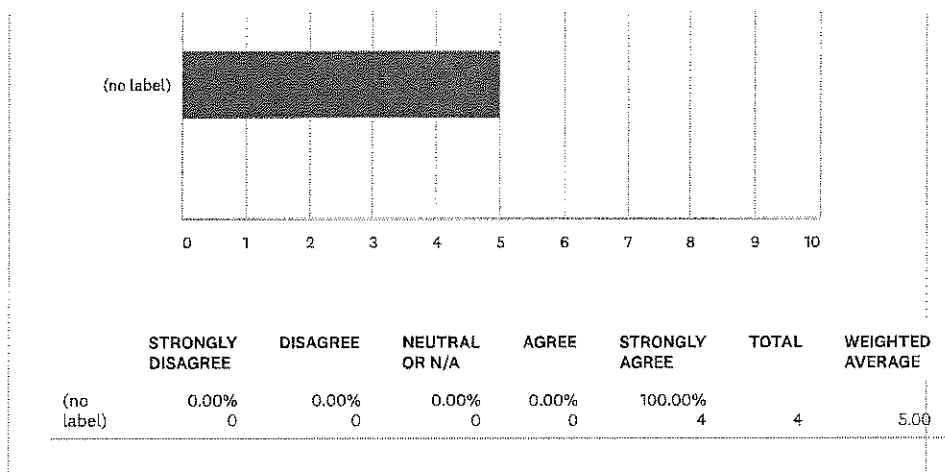
	STRONGLY DISAGREE	DISAGREE	NEUTRAL OR N/A	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4	5.00

Q8

I feel that my coach respects me.

Share Link

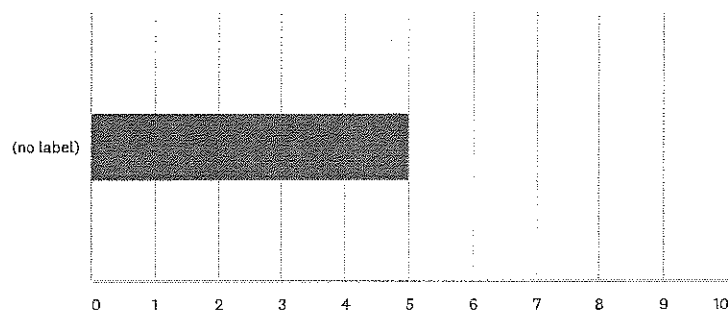
4 responses



Q9

I trust my coach.

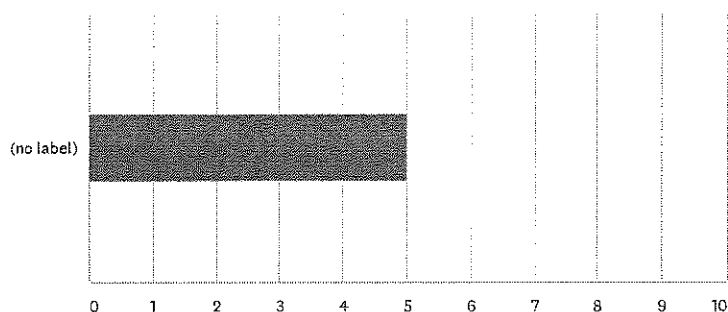
Answered: 4 Skipped: 0



Q10

I would recommend this coach to another teacher.


Answered: 4 Skipped: 0



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4 responses



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## **Social Entrepreneurship Report-Mr. Sitze**

At this point in the year, student businesses are now operational – they have bank accounts, a web presence, and a working model for operation -- with varying degrees of success. Students are spending class time accomplishing two main goals: 1) Six objectives to show success in their business (see attached), and 2) a 5-7 page paper that is reflective, evaluative, and predictive – the end goal being a class “yearbook” (bound by “Cullen’s Book Rebindery”) that will serve as a guide for next year’s class.

Overall, the two goals for the class are outlined below:

### **Social Entrepreneurship program develops community-school connections:**

- Visits to and from local businesses for explorations on entrepreneurial topics:
  - Andrew Carlson, Scoops, “Story of a Startup” (since that visit, three student businesses will partner with Scoops on events/sponsorships)
  - Nicole Sdao, Non-Profit Thrive, “What It’s Like to Build a Non-Profit”
  - Michael Cermak, Principle Graphics, “To Scale or Not to Scale” (discussion and creation of student-designed class shirts, pressed by students themselves in Cermak’s workshop)
  - Pat Donahue, Stillman Bank, “Banking Basics” (discussion and instructions how to open accounts)
  - Farrahn Hawkins, Oregon Economic Development Intern, “Elevator Pitches” (two-day workshop with pre- and post-videos of student elevator pitches)
  - Brion Brooks, Village of Progress, “Integrity & Business Ethics” (tour of VoP and discussion in board room)
  - Michal Burnett, Ogle County Historical Society, discussion of “design problem scenario” for next fall
- Social impact marketing campaigns: in lieu of traditional marketing, each student business must design and implement a project/event with “positive social impact” that will a) benefit the community and b) bring attention to the business (see “Objective 6” in “Soc Ent 4<sup>th</sup> Qtr Objectives” attached). Below are a listing of these projects:
  - Damian Jacobson, 4/20, cleaning up trash at White Pines State Park
  - Alexis Castillo, 5/5, Poetry Slam at Scoops
  - Jacob Cullen, TBA, visit to Pinecrest to speak with residents about the importance of history and old books
  - Paige Griffin, 5/5, Sculpture Trail walk
  - Trevor Downey and Jerry Richardson, TBA, community bonfire with “log toss” games for adults and children
  - Gabe Todd and Austin Wilson, 6/2, sponsorship to help the “Wrestlemania Night” at Scoops
  - Austin Howard, 4/29, Nature walk at Park West prairie
  - Jon Taylor and Kate McCloud, TBA, creating wooden letters of ET students’ initials for them to paint and take home
  - Kalei Williams, TBA, introduction to yoga at OES PE classes
  - Andrew Melvin, week of 4/23, tutoring students who want extra time in the welding lab
  - Olympia Grace, 4/29, “Shop Local” vlog
  - Cody Ebens and Andrew Laub, 5/4, free Ultimate Frisbee game get-together at Fairgrounds Park
  - Eduardo Guzman and Brendon Reisselman, 5/12, free 3v3 soccer tournament

**Social Entrepreneurship program develops 21<sup>st</sup> century competencies:**

- Six quarter-long objectives stress independence, creative problem-solving, collaboration, long-term planning, digital literacy, financial literacy, and SMART goal setting (see attached “4<sup>th</sup> Qtr Objectives”)
- Student-created criteria for professionalism, focus, and initiative (see attached).
- Weekly teacher feedback for students in professionalism, focus, and initiative.
- Students observe/evaluate each other in professionalism, focus, and initiative and reflect on results.
- Cross-curricular knowledge reinforced through professional writing, speaking, and listening skills (business + English)
- Consistent use of digital platforms for accounting, communication, design, marketing, and payment.

Of course, it has been a learning year for me as well. Below are some of the questions that will be addressed in next year’s iteration:

- Pacing – does the class ask *too much* or *too little* of students, given the time constraints?
- Accountability – how can I increase student accountability in daily, weekly, quarterly work in a manner analogous with their post-graduation plans? (“It hurts your grade” isn’t working.)
- Reflection – must work this in more consistently, perhaps in portfolio or video form. The growth that occurs needs to be tracked in other ways besides grades or artifacts, not just for me, but for students.
- Leveraging community more precisely – timing off-campus visits to coincide more effectively with student thresholds.
- “Growth” as more measurable goal – establishing more pre-tests (videos of speeches, practice emails) to establish the picture of the “before”-student, knowing that by the end of the year, the “after”-student will be much different.
- Timing – the class draws to a culmination in the final weeks of school, requiring *more* effort, *more* focus, *more* initiative...at a time when seniors in high school are typically demonstrating *less* of these. Should the class double-down and fight this inertia, or rearrange the schedule to acknowledge it, making the “climax” of the class 3-4 weeks earlier, and then descending naturally? (Not sure about the answer to this one.)
- Promotion – should the Soc Ent class have its own Facebook page/web page that students are responsible for keeping up?