



# OES June 2024 Board Board Report

**OES Vision:** *At Oregon Elementary School, we are a community that cultivates academic excellence and empowers young leaders to make a positive impact on the world*

The OES June Board Report will consist of a Year in Review of our SIP Plan Goals and other areas of note from the 2023-24 School Year.

**Goal 1:** Goal 1: 51% of 3rd - 6th grade students will reach an attainment level with the state standardized assessment in ELA. 50% of 3rd-6th Graders will M/E on the state standardized assessment in Math.

#### Current Reality:

48.3% of OES students Met or Exceeded on the Spring 2024 IAR in ELA. This represents a 6% increase from the 2022-23 School Year.

42.6% of OES students Met or Exceeded on the Spring 2024 IAR in Math. This also represents a 6% increase from the 2022-23 School Year.

#### Areas for growth/improvement:

- We saw year over year improvements in 3rd and 5th grade, but cohort data in 4th-6th grade showed a decrease in student achievement. This indicates that groups of students are not achieving at as high of a rate as they are every year after 3rd grade. IAR predictive data provided by MAP had us performing much lower than we ultimately did in 5th and 6th Math. We utilized the HMH instructional coach exclusively with the 5th and 6th grade math department, with weekly meetings to review instructional strategies and enhance student discussion around math concepts. Due to the extensive cost of this service, we will need to examine the return on investment we are receiving. Additionally, we revamped our data meeting process to ensure we were more accurately identifying students for intervention (those below the 10-15th percentile on MAP) and providing targeted instruction to them during the scheduled intervention time. We utilized resources such as IXL to offer extra practice to students at their level based on their MAP scores. Additionally, I met with each ELA and math teacher individually following Fall and Winter benchmarking to review data and have teachers dive deeper into instructional adjustments they can make for the upcoming school year. In looking at classroom data in 4th grade, we plan to further utilize Wednesday early dismissal time for high performing teachers to share instructional strategies with their colleagues to provide a rigorous experience to all students.
- Additionally, our ELA data at the early elementary and current research shows that there are a number of instructional practices not aligned with current best practices still taking place. The Illinois Literacy plan just released by the state board of education in January calls for guided reading and other similar practices to be eliminated. In doing an instructional review of many of our classrooms, hours of instructional time weekly could be better utilized in a manner that is more aligned with current research.

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

Ryan Huels , Principal

Randi Webb, Assistant Principal

1150 W. Jefferson Street, Oregon, Illinois 61061 phone: 815-732-5300 fax: 815-732-6108 [www.ocusd.net](http://www.ocusd.net)

**Oregon Elementary School**



#### Plans for next year:

- We will set a similar goal in both ELA and Math as academic improvement will continue to be one of our priorities moving forward.
  - Specific areas of focus will be improvement of student outcomes at the K-2 level in ELA and a continued focus on improvement in upper elementary math.
  - We will be providing the LTRS training to 16 of our elementary staff which is aligned to the most current research in literacy instruction.
  - We will continue to dedicate Wednesday early dismissal time to data analysis and PLC time to maximize student learning outcomes. This will include teams setting a goal aligned to our academic SIP goals and collecting data to use during PLC meetings. Grade levels will adjust core lessons, plan interventions, and share instructional strategies during this time.
  - We will continue revamping our RTI/MTSS processes to ensure we are best meeting the needs of all students both at the Tier 1 level in the classroom and in the interventions we are providing.
  - The addition of a 3rd Administrator at OES will allow us to offer more tailored and in-depth instructional support to all staff.
  - The addition of a 4th Special Education teacher will allow both Special Education and general education students to receive a higher quality education due to more manageable special education caseloads and increased ability to collaborate between special education and general education teachers.
  - We have applied for additional grant funding for our PreSchool For All Program. Research states, early intervention is key to long term academic achievement. Our current program has a waitlist for next year over 25 students and we usually get 3-5 requests added to that each month. We should hear by August if we receive grant funding for the 2024-25 School Year. We did receive \$100,000 of hardship funding that will allow us to construct an inclusive and age appropriate playground for all of our early childhood students. Plans for the construction are being finalized with construction slated for the 2nd semester of this upcoming school year.

Goal 2: Staff Leadership- The Staff Leadership score on the MRA will rise 3-5 points from 77 on the 2024 Spring MRA

Current Reality: The Spring MRA resulted in a score of 77 in the area of Staff Leadership.

Although the score remained stagnant, there was much to celebrate in the area of Staff Leadership at OES.

#### Areas of growth:

- Our lighthouse team consisting of 12 teacher leaders are doing a majority of the heavy lifting with the implementation of the leader in me. Our teams have worked to foster leadership skills and encourage their colleagues to take initiative, but it is an ongoing area of growth.
- Staff have struggled with the implementation/integration of the TLIM into core academics. We held a training provided by our leader in me coach on May 28th that provided staff with ways to leverage Wildly Important Goals, student data collection, and the use of the 7 habits across the curriculum.
- I am also hopeful to find a less time intensive and more accurate way to get feedback from staff, students and the community to better guide our school improvement efforts as the MRA is a time intensive survey and may not be what we are intending to measure ( employee engagement/community satisfaction).

#### A few highlights:

- 6 staff completed a Leadership Training with Phoenix Performance Partners designed to improve each individual's leadership skills. A 2nd group of 6 staff have begun the training this month, facilitate by OES Assistant Principal Mrs. Webb, Incoming Assistant Principal Mr. Cozzi, and OES Kindergarten Teacher Jeff Stultz.

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

Ryan Huels , Principal

Randi Webb, Assistant Principal

1150 W. Jefferson Street, Oregon, Illinois 61061 phone: 815-732-5300 fax: 815-732-6108 [www.ocusd.net](http://www.ocusd.net)

**Oregon Elementary School**



- Our implementation of the Leader In Me has allowed for increased leadership opportunities for staff as 8 different teacher leaders lead one of our Action Committees aimed at supporting the implementation of the Leader in Me. They planned our End of Year Student Showcase, SEL lessons in classrooms, ways to improve the school environment, student recognition events, student leadership roles, family events and more. This group's growth over the last few years should be celebrated as they have taken an active role in our school's implementation of TLIM and school improvement efforts.
- All ELA and Math teachers K-6 took increased ownership in student learning outcomes by tracking data and discussing with their teams on ways to enhance their instruction this year.

Goal 3: The Supporting Student Environment Score on the MRA will increase 3-5 points from 76 on the Spring 2024 MRA

Current Reality: The Spring MRA resulted in a score of 73 in the area on the Supporting Student Environment Score.

Areas of Growth:

This was a failure as measured by the goal. There were a small number of students who have negatively impacted the learning experience for a number

The student experience will continue to be a focus moving forward. We will look for ways to increase student engagement and ownership in the learning experience as well as work as an administrative team to ensure we are properly addressing negative student behaviors to enhance the student experience for all.

School Improvement changes to come for 2024-25 School Year:

Following our District Administrative Retreat, we will be working to identify school improvement goals that directly align with the district's new strategic planning goals. Academic improvement will still be at the center of that planning, but we will be more precise/strategic in identifying supporting goals/action steps that directly align to our district's goals. We plan to be more specific in providing specific action steps that are easy to understand and engage in by all stakeholders.

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

Ryan Huels , Principal

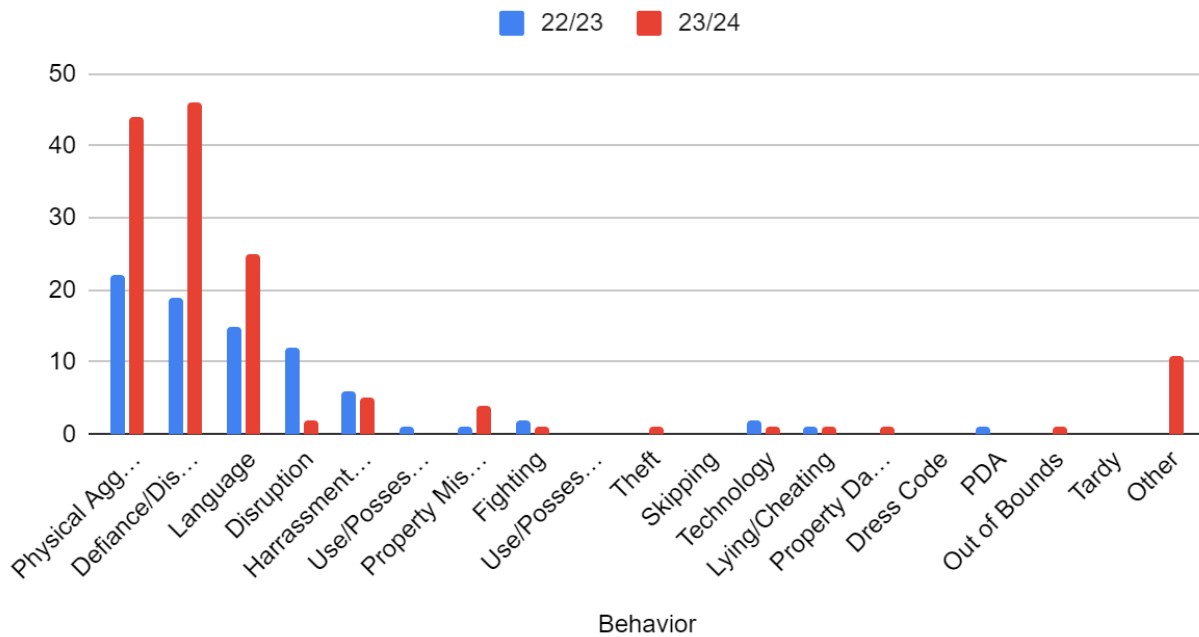
Randi Webb, Assistant Principal

1150 W. Jefferson Street, Oregon, Illinois 61061 phone: 815-732-5300 fax: 815-732-6108 [www.ocusd.net](http://www.ocusd.net)

**Oregon Elementary School**

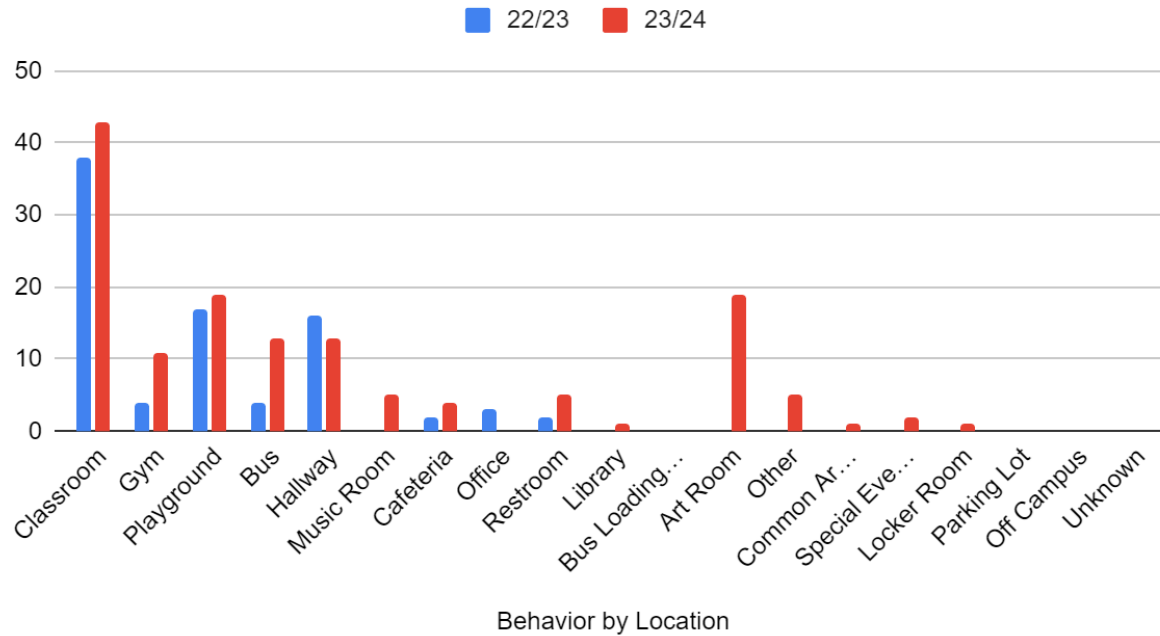
## Behavior Data

### Referrals by Behavior



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

## Referrals by Location



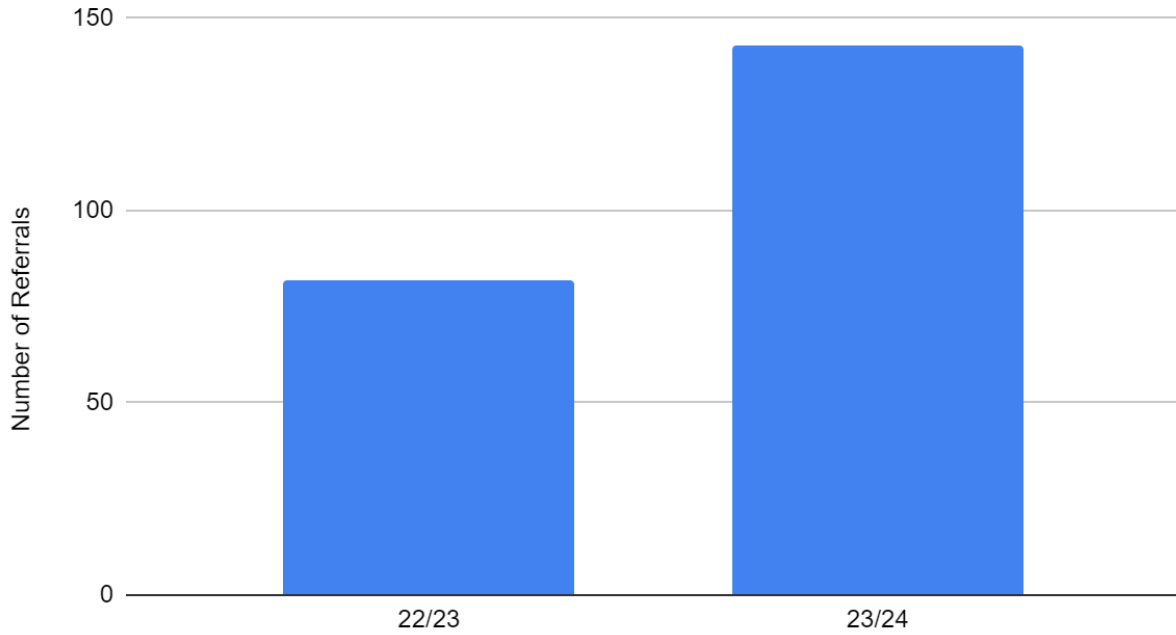
*Mission: Educate students to be lifelong learners who are productive, responsible citizens.*



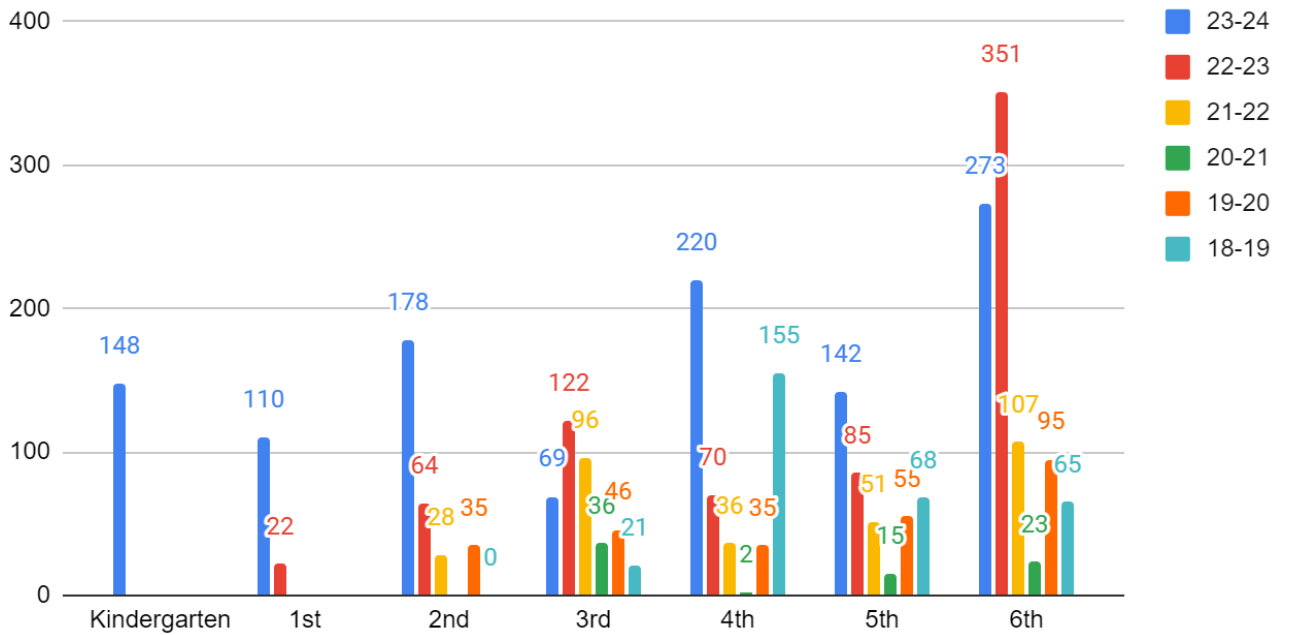
**OREGON**  
CUSD220

Academics | Activities | Service | Leadership

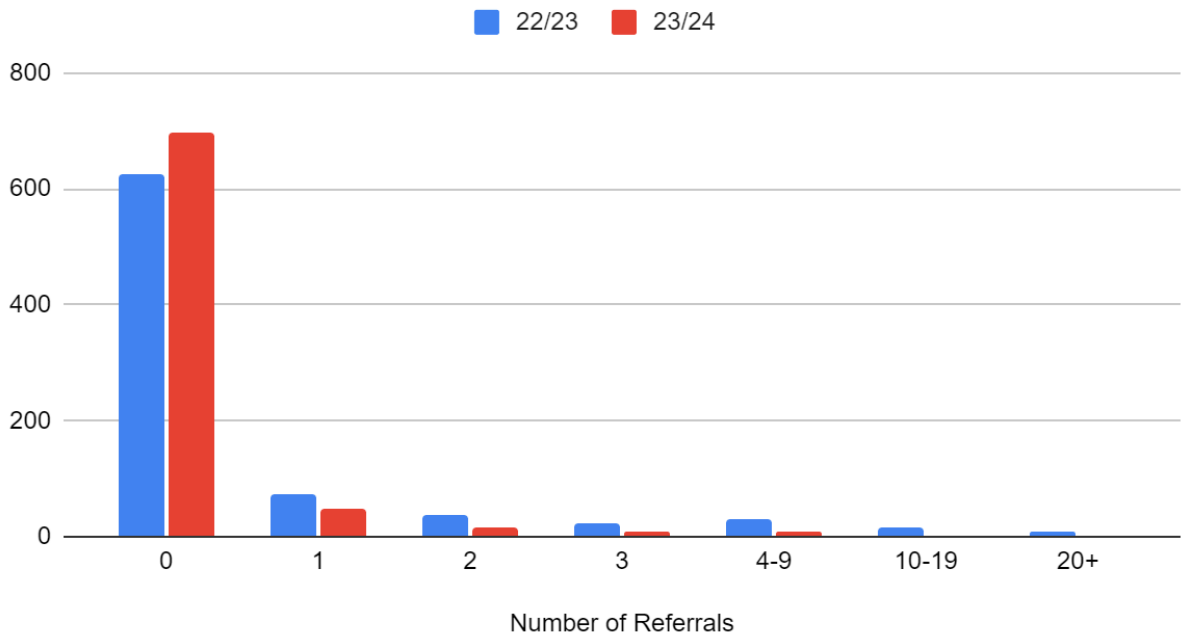
## Total Referrals



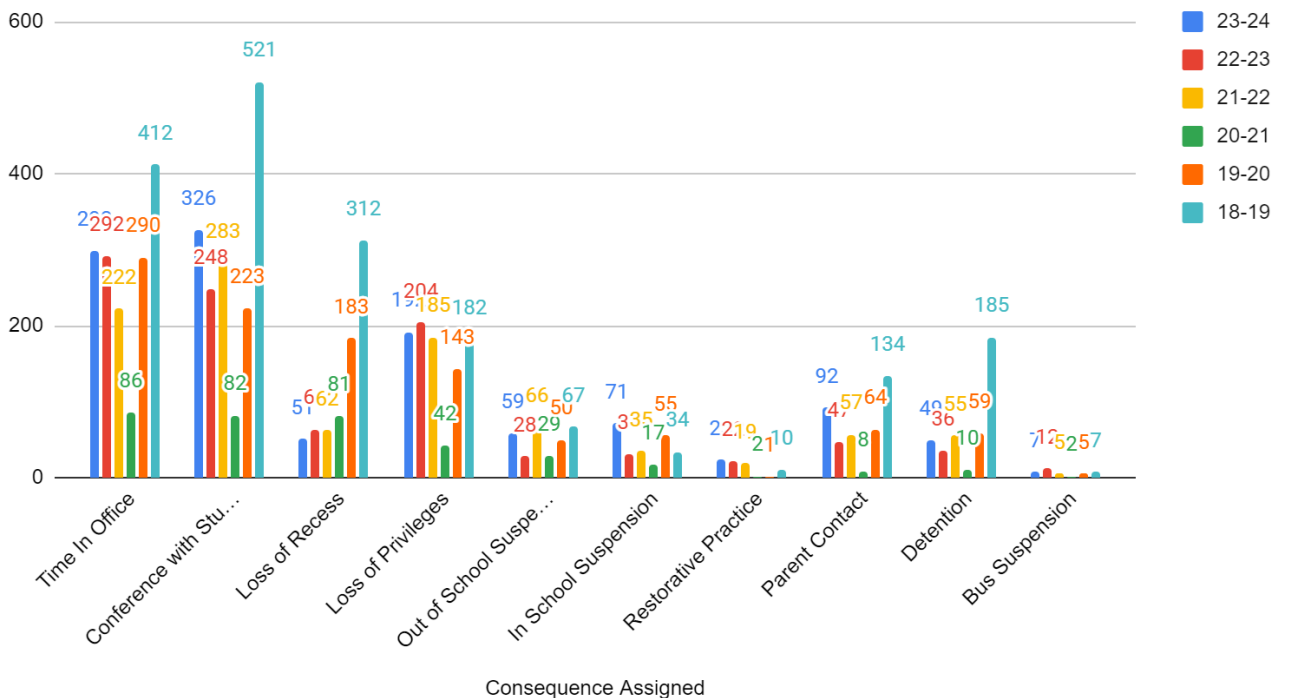
## Referrals by Cohort



## Student Distribution of Referrals



## Consequence Assigned





Although the total number of referrals for the month continues to be larger during the 23/24 school year than the 22/23 school year, a positive is that the overall distribution of referrals has decreased. There are fewer students receiving multiple referrals and more students with zero referrals. The areas of concern continue to be physical aggression, defiance, disrespect, and inappropriate or abusive language. Proposed strategies for addressing these areas of concern to enhance the behavioral environment for the upcoming year include introducing clear and consistent behavior expectations and consequences, providing professional development opportunities for teachers focusing on classroom management techniques, and incorporating more engaging, student-centered learning activities to maintain interest. Building on success and addressing the challenges while maintaining a focus on continuous improvement, OES aims to create a more positive, inclusive, and productive school environment.

When looking at cohort data, there are some outliers that skewed the data, mainly 1 homeroom writing a majority of the referrals for the cohort. For example, in 4th grade, 1 homeroom received 139 of the 220 discipline referrals or over 63% of the total referrals. Similarly in 2nd grade, one homeroom received 113 of the 178 total referrals for the cohort, or 64%. There were a few students within each of those homerooms who received a large percentage of the referrals as well. In 1st grade, one homeroom wrote 59% of the referrals or 65 of the 110 total. Interestingly, in Kindergarten, 2 of the homerooms wrote a total of 5 combined, while the remaining 3 had totals of 64, 45, and 33.

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

Ryan Huels , Principal

Randi Webb, Assistant Principal

1150 W. Jefferson Street, Oregon, Illinois 61061 phone: 815-732-5300 fax: 815-732-6108 [www.ocusd.net](http://www.ocusd.net)

**Oregon Elementary School**