

To: Dr. Mahoney & Board of Ed
From: Kelli Virgil
Re: Board Report
Date: June 2021



Leader in Me

- The Lighthouse Team assisted in creating the SIP for the 21-22 school year. A finalized plan began on May 21st. Randi Webb, Brandi Costa, & Tiffany Rufer also assisted in finishing the plan for the 21-22 school year. They will present it to the staff on the opening day staff meeting.
- The June family newsletter went out to families with Leader in Me suggestions. A family bingo card with Leader in Me activities and discussion starters is planned to go out in the July newsletter to families.

After School Child Care

- Our support staff continued to provide childcare from 1-3 PM each day for over 125 students each day, free of charge to the community. We received a tremendous amount of positive feedback in regards to this program and we would like to commend our staff for doing such a great job with this added responsibility this year.

Summer School

- We currently have close to 100 students in grades K-6 attending summer school this year. They are all being housed in the middle section with the exception of our kindergarten students due to the necessity of the furniture being smaller. Snacks and recess are provided during the middle of the 8:30-11:30 school day. An emphasis on reading and math skills has been prioritized by each grade level for the students to be ready for the next school year.

Professional Development

- Diane Jones, ICLE, was in district on May 18th. She met with each building's principal in a joint meeting regarding the 21-22 school year. Schedules were created along with what skills will be emphasized in each building for the next school year.

Title One Reading

- This year the reading support at the first and second grade levels was provided in a different manner than in years' past. Due to the decrease in staff with the reading team, and the lockdown in the fourth quarter, services were provided to those with the largest deficits in both of the grades combined. Typically, each grade is able to identify their students who have the greatest need; however, this year we had to combine them.
 - There were 43 first-grade students who received some type of reading service throughout the year. That is roughly 47% of the grade. By the end of the year, 30 of the students or roughly 33% of the grade were receiving services.
 - There were 20 second-grade students. This is roughly 20% of the grade, and none were dismissed by the end of the year. This is due to grouping size and second-grade students not receiving as intense of services as they would have in other years due to the greater needs within the first grade class and less personnel.



Academics | Activities | Service | Leadership

- Only ten third-grade students were identified as needing reading services; however, four were dismissed due to scheduling conflicts and needs increasing in the lower grades.
- Six fourth-grade students were identified at the beginning of the year, and two were able to be graduated out from needing services.

Assessments

- See attached sheet.
- Assessments scores were lower in the spring than winter for MAP testing.
- Benchmarks scores remained relatively stable for the third and fourth assessment – (not all grade levels give a fourth benchmark)
- IAR results have not been published yet.

Grade Level/Content Update

- **PreK** – Early Childhood had an end-of-year family picnic during the last week of school. Each pre-k class had a graduation for their four-year-old students who will be moving on to junior kindergarten or kindergarten next year.
- **Jr. Kinder** - During the last month of Junior Kindergarten, student enjoyed talking about what they would like to be when they grow up. We read the book **When I Get Bigger** by Mercer Mayer to talk about different activities that the students could do when they got older. We celebrated our learning by looking back at how the students wrote their name and colored on the first day of Junior Kindergarten. The class was amazed to see how much their name and coloring had changed throughout the year. Completing calendar time and counting down the end of the school year made everyone realize how much fun we had at school this year. The class was excited to have made friends and learned about the rules and routines of the school building. All the Junior Kindergarten students learned so many games and songs that helped them learn about the letters and numbers.
- **Kindergarten** –Kindergarten had to change their end-of-year celebration due to the weather. Each class had planned on having a family celebration to showcase each child's work each evening during the last week of school; however, the weather did not cooperate. The kindergarten team then chose to hold a celebration for each class and used the indoor recess room. Photos were sent to parents from the celebration from the teachers..
- **1st** - First grade finished the year with end of year assessments and review of important first grade standards. We had baby chicks hatch as a wrap up to our embryology unit and students were able to learn about how to care for chicks. We also had our second grade students who missed this unit due to COVID-19 last year return to see the chicks. In our last week, we planned lots of fun review activities. Students had individual tents at their seat spots and we went camping at "Camp First Grade". Students completed lots of camp themed review activities. Students were also given end of the year packets to practice over the summer.
- **2nd** – Second grade students surprised the kindergarten, first and third grade students during the morning line-up time with a flash mob that they created for the last day of school. It was a great way to get the students ready for summer and the next school year.



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- **3rd – ELA:** Each student worked with a partner and performed a partner play for their class. By the time the plays were done, students were able to enjoy 10 different plays. Students also got to watch the movie Matilda (snacks included) to wrap up the final read aloud. Finally, the students who met their 4th quarter ReadnQuiz goal got to participate in a Wacky Water party complete with popsicles. A T-shirt was also given to the students who met their ReadnQuiz goal for all 4 quarters of the year. **Math:** Students completed an escape room for each of the math domains (Number and Operations in Base Ten, Operations and Algebraic Thinking, Fractions, Measurement and Data, and Geometry). Students enjoyed working with their peers to solve the clues to figure out each escape room's secret code. Students also used their math skills to plan a vacation for their teacher, trying not to go over budget. Students had to plan where their teachers stayed, what they ate, and the activities they participated in while on vacation.
- **4th –** The 4th Grade held a Greek Olympics to culminate their study on the Odyssey. Additionally, the homerooms were able to participate in a modified version of the Chana School House Field trip with a few activities held outside at Park West.
- **5th –** 5th and 6th Grade classes participated in an End of the Year Kickball tournament organized by the recess staff. Kickball was one of the few activities students were allowed to play due to Covid restrictions and the homerooms grew to enjoy the game very much. Kudos to our recess staff for continuing to find creative activities for our kids to do in a safe manner.
- **6th –** Danny Chisamore and Karley Jones were nominated by the 6th Grade team for the Illinois Principals' Association's Student Leadership Award. Danny and Karley were presented a plaque and certificate and were recognized in a virtual ceremony. 6th Grade classes visited DLR Jr. High on Monday 5/17 for a guided tour from the 7th Grade team to ease their transition to the building next fall.
- **PE –** PE classes completed a baseball unit at the end of the year. The team is working on ways to offer more student choice in the curriculum for the next school year with possible choices such as yoga/total body fitness, and a running unit.
- **Music –** The Music department was awarded a grant to purchase a portable sound system to be used at various performances next year and beyond. Thank you to the Lawrence Foundation for their continued generosity towards our school district.
- **Art –** Nothing to report at this time.
- **Reading/Title 1 –** The Reading Team interviewed students in grades 1st-5th for participation in the Summer Reading Program. Students self-selected books that will be sent home with them prior to summer break. This is a continuation of the program started by now retired teacher Dr. Teri Reed-Houck who found that students who read on level text over the summer months, at risk readers will maintain or even improve their reading ability prior to the next school year. OES would also like to thank the Lawrence Foundation for their continued assistance with their financial contribution to the program.



OREGON
CUSD220

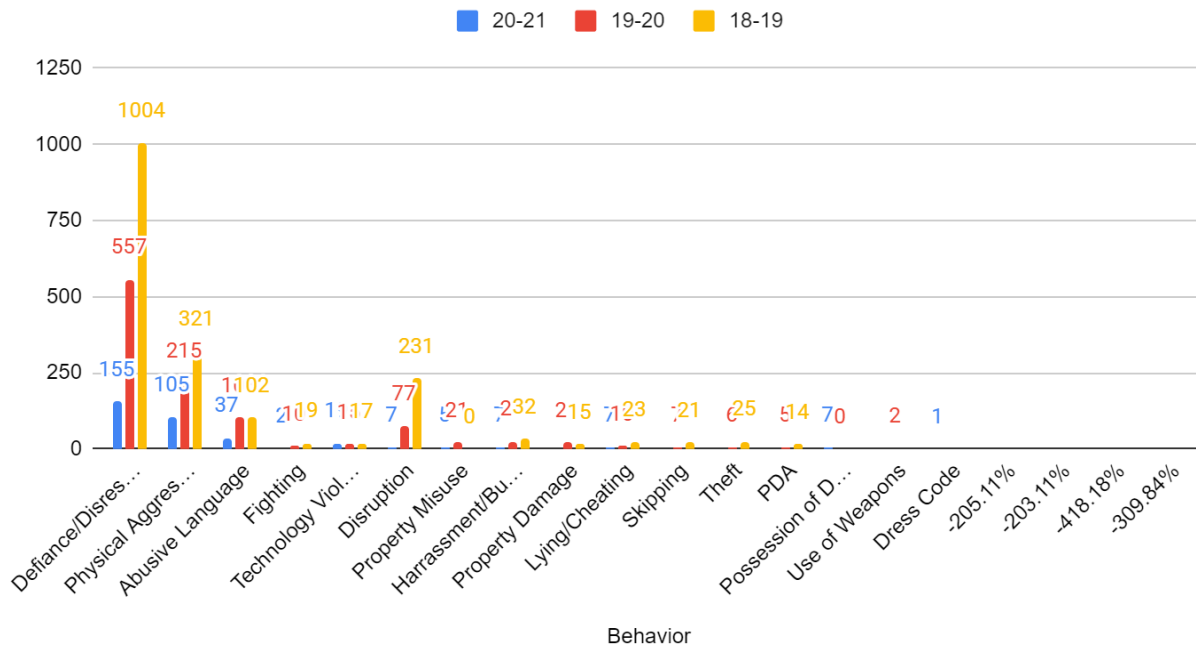
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OES Enrollment – EOY

PK/EC	90
JK	12
K	96
1	89
2	96
3	75
4	96
5	106
6	104
OES Total	767

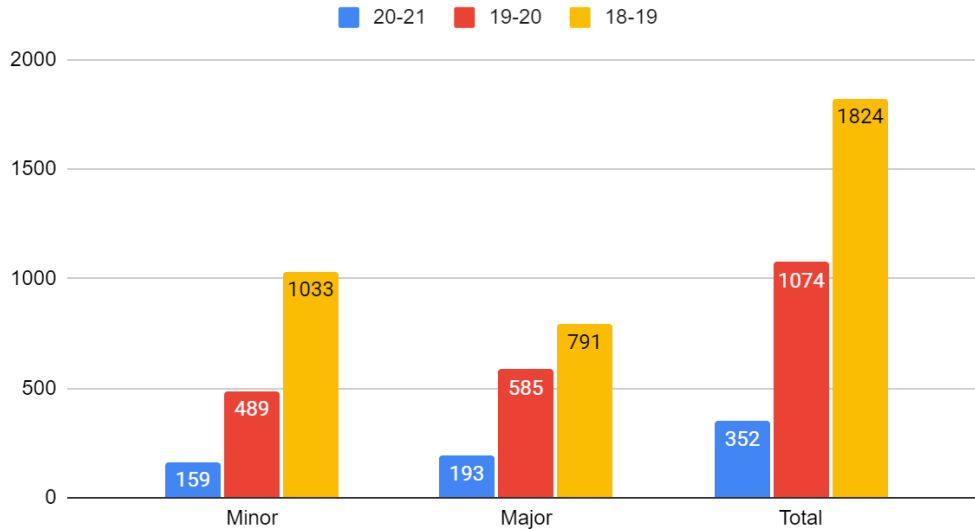
Behavior Data

Referrals by Behavior Type

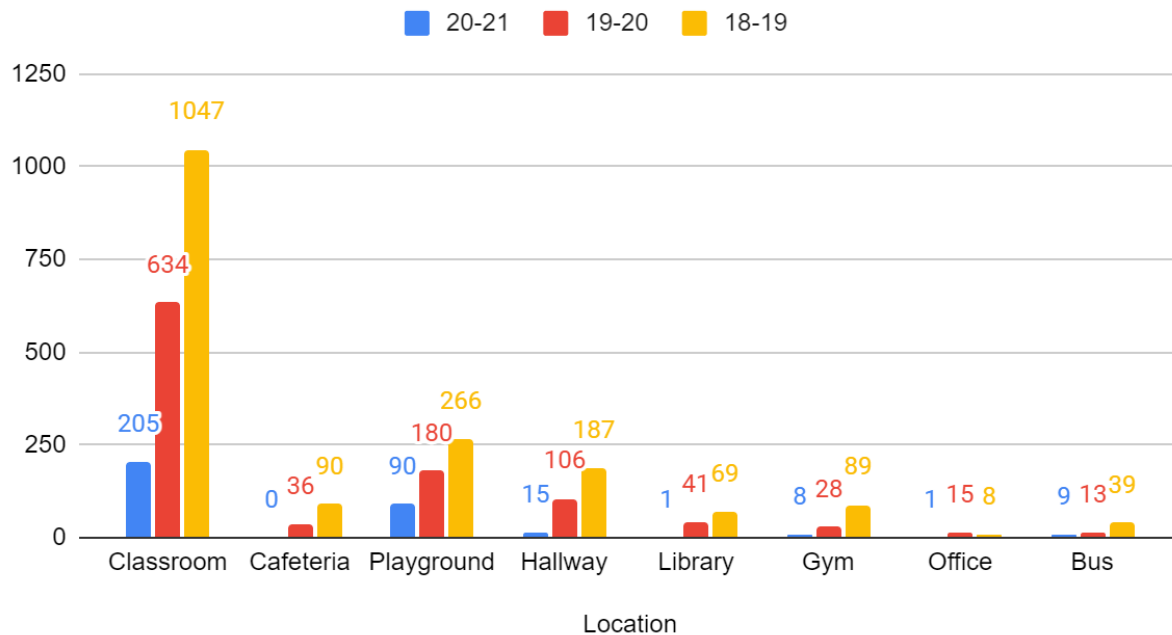


Behavior

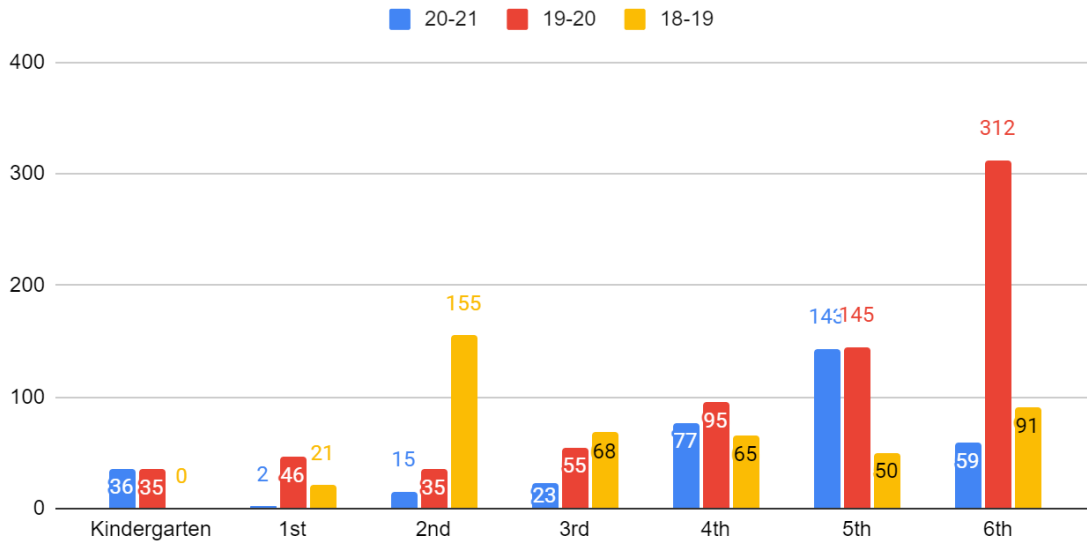
Total Referrals



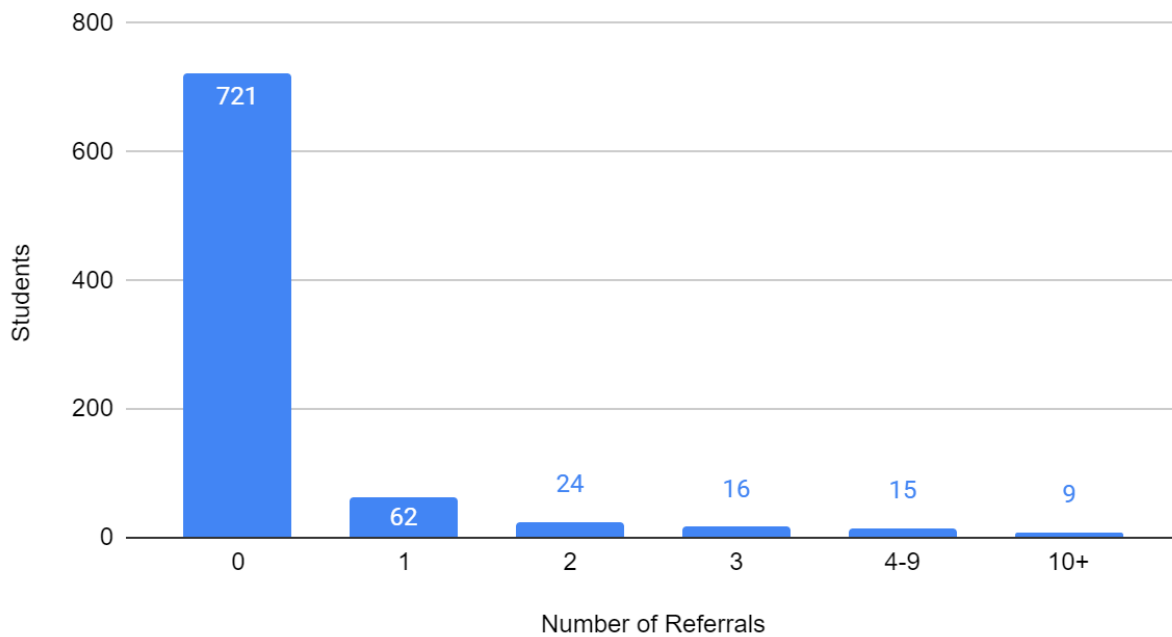
Behavior by Location



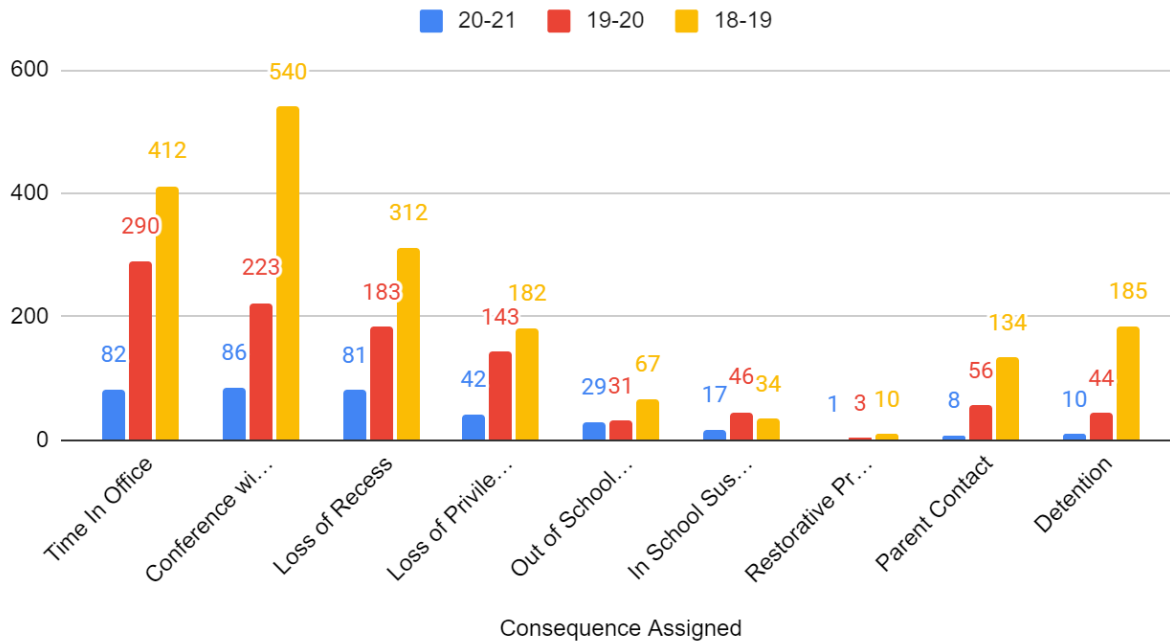
Referrals by Cohort



Students vs. Number of Referrals



Concsequence Assigned



End of Year Behavior Takeaways

- Total referrals have dropped 205% since the 19-20 school year, and 418% since the 18-19 school year.
- Major referrals have decreased 203% since the 19-20 school year and 310% since the 18-19 school year.
- Less transitions at the 5th/6th Grade level, shorter school day without lunch, and the implementation of the Leader In Me may be possible causes for this decrease. It is also believed staff placed a greater importance on forming positive relationships with students this year and a greater focus on their Social/Emotional well-being which research has shown will decrease discipline issues.
- 10 students were responsible for 47% of the total referrals at OES this year while 720 of our 770 or 94% of the students did not receive a single referral.
- Mr. Huels plans to continue to explore ways to incorporate restorative practices with those most at-risk for behavior challenges in hopes of decreasing repeat behaviors.



OES SIP 2020-2021 EOY Outcomes

Academics	Fall	Winter	Spring
Goal 1: 40% of 3rd - 6th grade students will reach an attainment level with the state standardized assessment.	49-Reading 44-Math MAP	50-Reading 43-Math MAP	25-Reading 19-Math MAP*
60% of all students will reach their MAP Math Growth, and 55% of students will reach their MAP Reading Growth.	Not applicable	45-Reading 44-Math	41-Reading 41-Math
60% of all students will meet/exceed on BT benchmark assessments.	63-Reading 58-Math	52-Reading 49-Math	BM3-63 Reading BM3-55 Math BM4-51 Reading BM4-57 Math

*IAR test results not available as of June Board Mtg.

Social/Emotional	Fall	Winter	Spring
Goal 1: 100% of all classes will implement LiM following the Lighthouse recommendations.	100%	100%	100%
85% of students will exhibit a positive feeling towards school	81%	89%	74%
Staff will incorporate Student choice at least once per week with their learning.	No measurable data - added to SEL survey in Winter	88%	78%
100% of students and their families will receive some form of positive form of communication each quarter	No measurable data - family survey went out in Winter	63% of 230 145	71% of 125 89