

To: Dr. Mahoney & Board of Ed
From: Kelli Virgil
Re: Superintendent Report
Date: September 2020



Academics | Activities | Service | Leadership

Family Communication

- Monthly newsletter as well as bi-weekly updates have been sent out for families via email.
- Families have been getting daily reminders to self-certify their students before they come to school. This has drastically decreased the amount of students who need to be certified by the school nurse aides.
- Families who have not been self-certifying through Power School or a paper copy provided by the office have been notified that their student could become remote if certification does not occur. This notice was provided to only 1% of OES families.

Remote Learning

- Below, the table has the percent of each grade where students are completing work at least 80% of the work to the level of expected mastery as of September 4th. The amount of remote learners for each grade is in parentheses

Pre-K (31)	Kinder & Jr. Kinder (25)	1 st (26)	2 nd (23)	3 rd (20)	4 th (26)	5 th (37)	6 th (25)
65%	64%	76%	70%	52%	65%	60%	48%

- Remote students who have IEPs have received walk-in services where time has been scheduled with the service providers such as speech, OT, PT, social work and academic support with their case manager during the 1-3 time slot.
- Kindergarten teachers have invited their remote learning students to come to the building from 1-3 to be individually assessed. Several families have taken advantage of this.
- Remote learning students were invited to take their MAP assessment in the computer lab while socially distancing during the 1:30-3:00 time slot. If families did not feel comfortable with this arrangement, they were able to take the assessment at home on a device. See below for more information.
- Mr. Huels created a remote learning tutorial for families and sent it to all remote families and is on the website.

Assessment

- The NWEA MAPS test was given to all students in grades K-6th starting August 30th. Ashley Anderson and Mandi Callaway did a fantastic job of proctoring the assessment to all students, with Mandi even assisting with OHS testing this year, as it was their first year doing so. Of our 185 K-6 remote learning students, 103 took the MAPS test either remotely or coming in from 1:30-3:00 after our in-person students had left. Approximately 60% of our remote learners elected to take the test from home. Mr. Huels spent much the week of testing providing remote support through the phone or email as families were navigating an unfamiliar test. There may be some validity issues with the test results in the event families provided extra assistance to their student remotely.



After School Care

- With the shortened schedule bringing a 1:00 dismissal each day, we recognized the need that many families would have for childcare. We created an after school program that adheres to the IDPH guideline of no more than 15 students in a group. We have 2-3 support staff members with each of our nine groups, servicing 135 students Monday-Friday. The students eat lunch following dismissal and then spend the remainder of the afternoon finishing academic work or participating in physical activity. Many of our support staff have gone beyond in planning creative, socially distanced activities for their groups. The feedback from the participating families and community has been overwhelmingly positive and appreciative of this program.

Professional Development

- Emails were sent to teachers to email Diane Jones, ICLE, to notify her of the areas they would like coaching on via remotely during the first semester. Building-wide PD will occur from Diane later in the semester as well. Topics to be explored are rigor, equity and remote instructional practices.
- The tech department has been providing tech assistance and tutorials for teachers on a weekly basis for thirty minutes during the 1:00-3:00 time slot. The teachers have been appreciative.
- Kindergarten and first grade teachers will participate in training for ST Math a new math resource online that promotes growth mindset in students while solving mathematical problems.

PBIS

- We have transitioned to using Class Dojo this year as a main tool for PBIS. This will allow both remote and in-person students to use a consistent platform for recognizing positive behaviors. Angela Wicklund made Oregon Hawk masks that were awarded to those students in each grade level who went beyond in August. There was a "Crazy Sock Day" on Friday, September 4th to raise money for the PBIS fund. OES students raised \$155!

Grade Level/Content Update

- **PreK** - Week 1: Farm: farm animals, animal sounds, crops, and farm machinery, Week 2: Oceans: animals, fish, mammals, what they eat, Week 3: apples: kinds of apple, how they grow, colors, patterns. Remote and in-person are working on ABC mouse and/or Seesaw at home. Remote is also working on their academic packet and sending in pictures of their work. In-person has been working on shapes, colors, letters, letter sounds, numbers, and counting along with the themes.



- **Jr. Kinder** - This year, we have been working on learning the school routine. In-person learners have done a great job learning about the school rules and the routine of the classroom. Each day we visit the playground, have outside snack time, and are playing with toys to help us meet new friends. Both in person and remote learners have been busy writing their name and spelling their name. We are also working on learning the letters A, B, C and D. We are learning how to write the letters and about what sound these letters make. The students are also practicing skills that teach them about rhyming. In math class, we have learned how to sort colors, we are learning about the numbers 1-5 and we are learning about the days of the week and the months of the year. All of the students are excited about learning new things and making new friends.
- **Kindergarten** - Both in-person learners and remote learners began the year focusing on colors. Both groups have been working on learning the jolly phonics letter sounds and motions for the first two groups as well as handwriting those letters. Both have learned counting 1:1, recognizing and writing numbers 0-5. Both have been completing literacy activities focusing on characters, problem and solution and making connections to texts. Both have been introduced and are practicing the first quarter sight words. Both are also working on drawing detailed pictures and beginning to label things in their pictures. Remote learners are accessing assignments and materials through google classroom and are submitting pictures of their completed work to their Class Dojo portfolio.
- **1st** - With our in-person students, First Grade has started the year by discussing and implementing new routines to ensure student health and safety. We have also established classroom routines and communities that allow us to teach most effectively. A large emphasis of our first few weeks is building a supportive classroom community. We have also started discussing how to write a quality sentence, the difference between complete and incomplete sentences, and stretching out our words to spell them as they sound in writing. In reading, we reviewed standards that Kindergarten felt they needed more practice with, and have moved on to story elements. Math has been set up a similar way; reviewing basic number identification and writing skills. We are now moving on to addition and subtraction strategies. Content has been the same with our online learners, but has been set up in a different format due to having no technology for in-person students to use yet. Content has been changed to Google Activities for students to complete and recorded lessons are posted multiple times throughout the week as needed to cover new material. We also plan to supplement our Google Activities with IXL and RAZ-Kids materials once access to these programs is available. Classroom communities are also being created with our online students through getting to know you activities and weekly Google Meet sessions that allow us face-to-face time as well.
- **2nd** - Second grade has been working hard on establishing new routines and procedures. We have been starting both reader's workshop and writer's workshop. We have also been studying odd & even numbers in math. E-learning and on-site Leader in Me activities were introduced to reinforce the 7 Habits of Happy Kids. Our mask-wearing, social distancing staff and second graders both in and out of school have embraced the new school year!

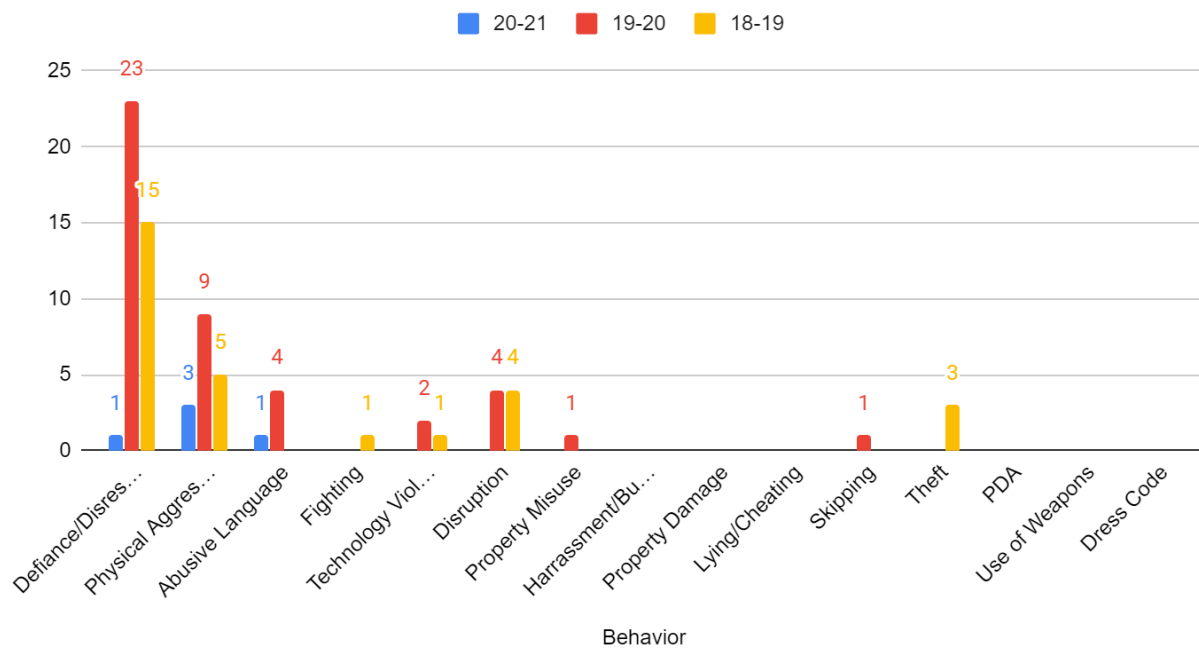


- **3rd** - *Using 7 Habits discussions and multiple get to know you activities, third graders, both in person and remote, have created several classroom and hallway displays. *Using Chromebooks during a lesson on the difference between character traits and physical traits, students, both in person and remote, designed personal word clouds to be displayed on their lockers. * In an effort to make our remote students a constant presence in our classrooms, teachers had in-person visits with each of our remote students, which allowed us to give families a tour of Google Classroom and to capture a photograph of each child that is now displayed at their desk in the classroom. *Kicked off our introduction to multiplication by creating our annual "Array Avenue" hallway display, where each student created a skyscraper showing an "array" of windows. *Because Ag in the Classroom could not take place in person, we had a live virtual farm visit using Zoom, where we were introduced to our adopted cow. Students filled out an online ballot in order to choose Buttercup as our calf's name. *Remote students have been using the same slideshows along with frequent live video conferences in order to simultaneously continue their learning at home.
- **4th** - 4th Grade has fully adopted the team teaching approach in which two teachers will team teach two separate home rooms. Mrs. Webb and Mr. Treadwell will teach Math/Science to a separate pair of homerooms while Ms. White and Mrs. Rufer will teach ELA/Social Studies to two of the homerooms.
- **5th/6th** - Teachers in both 5th and 6th grade are traveling to each homeroom while students remain in one classroom for the entire school day for core academic classes. This has maximized instructional time during the shortened schedule day and decreased behavior issues that have stemmed during the unstructured times.
- **PE** - Classes have been utilizing outdoor spaces on a regular basis. Units have included running with use of the OHS track. Mr. Gipper has also developed a system of sanitizing equipment to allow each student to have his or her own ball while practicing throwing at a target.
- **Music** - Younger students are learning basic concepts of rhythm and beat. Mrs. Davis has included socially distanced dance/song activities, included using outdoor spaces when available. 4th Grade has begun working on the Star Spangled Banner for National Anthem Day.
- **Art** - Classes have worked on self-portraits and foundational skills of drawing.

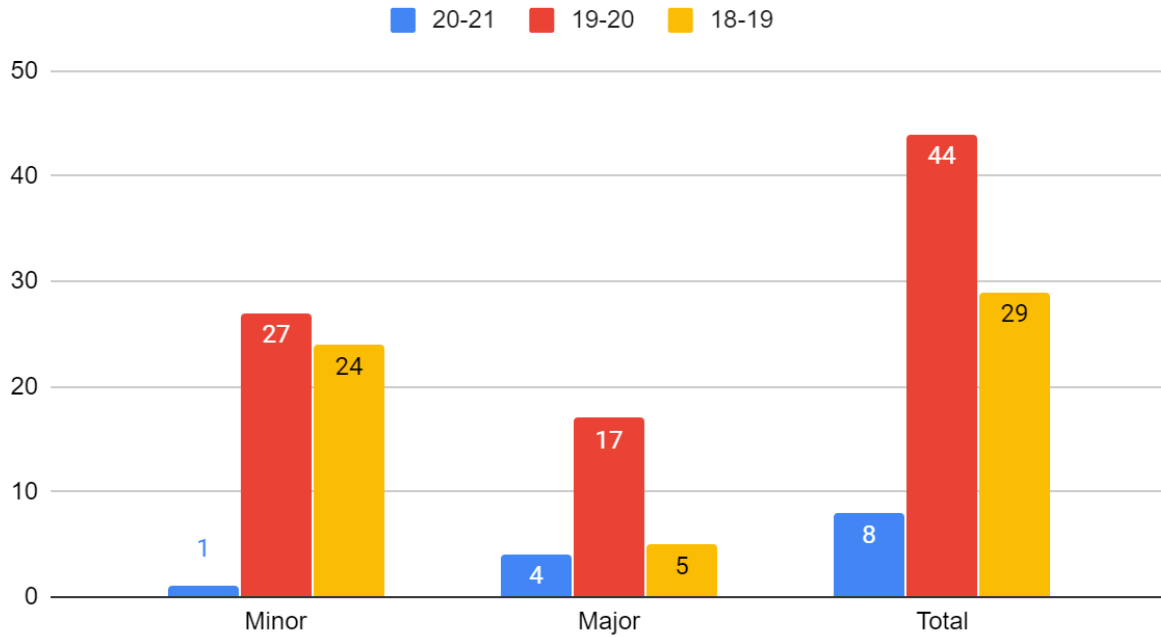


- Reading/Title 1** - in May, the Title I, teachers surveyed the reading interests of the students in the Title I program. With student interests and reading levels in mind, six books were purchased for each student at each child's independent reading level. These books provided new, interesting, and on-level reading materials for our students during the summer months. The goal for providing the books was to keep the students motivated and reading over the summer months. The reading team is extremely grateful to have had the opportunity to purchase and provide brand-new books for our students!
- Behavior Data**

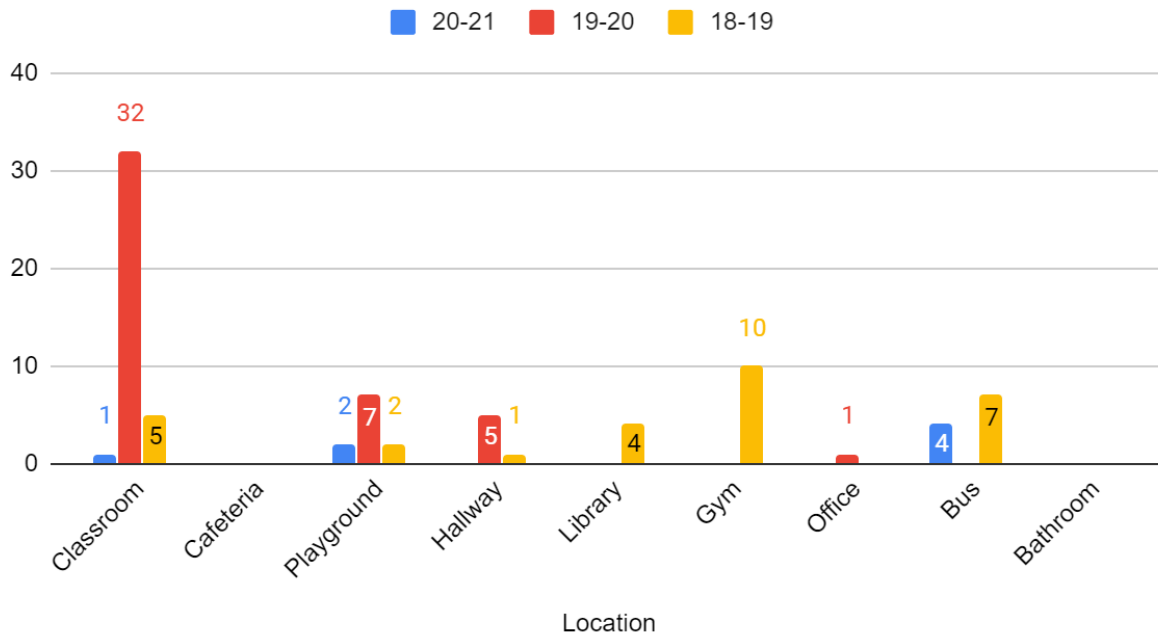
Referrals by Behavior Type



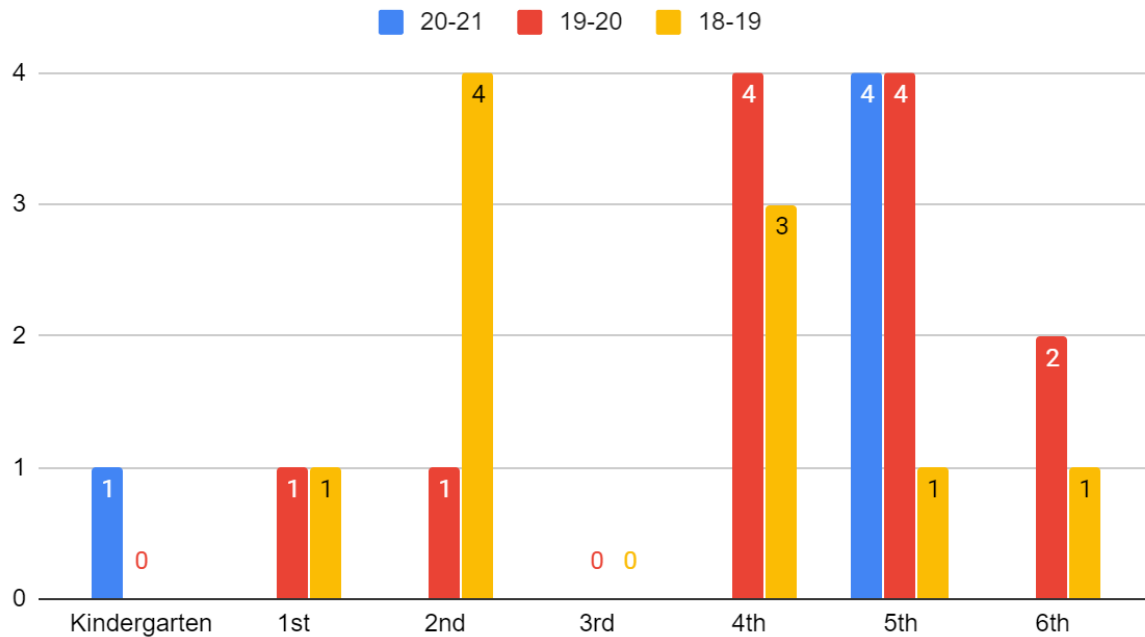
Total Referrals



Behavior by Location



20-21, 19-20 and 18-19



- The added structure/calming routine of before school appears to have helped. Less transitions/unstructured time between classes with the fifth and sixth grades and the shortened day may be improving behavior.
- There have been zero referrals written during the school day for mask non-compliance. Our students have been incredible in adhering to social distancing guidelines.
- Staff was asked to prioritize relationship building and routines/procedures at the beginning of the year, possibly benefitting behavior management.