

To: Dr. Mahoney & Board of Education
From: Kelli Virgil
Re: Board Report
Date: May 2020



Professional Development:

- Several teachers took the initiative to find PD to assist them with various learning tools as well as reach out to others when they found a resource that was useful to them.
- Teachers have been participating in professional development for technology resources on Mondays that has been created from their colleagues as well as finding other professional development topics and offerings regarding topics they are finding a need with for e-learning.
- Paraprofessionals have been participating in two webinars a week and choosing the topic through various resources that have been shared from OCEC and the ROE. They have sent their main takeaways from each webinar to their building principal.

Leader in Me:

- The Lighthouse team met at the end of April to discuss family contacts at the end of the year as well as how to communicate with teams about beginning of the year expectations for grade-levels with their incoming students. Another meeting is planned for May 11th discussion topics will include the early-out schedule for next year and implementation of LiM in the fall.

Points of Interest:

- **Family Communication:** A family Zoom was offered on April 30th. Over twenty families RSVP'd; however, only three attended. The conversation centered around e-learning, family contacts during the 18th-20th, and summer learning. Feedback was positive, and the participants were very grateful for the teachers and all of their dedication.
- **Work Completion:** Below is a table that shows the average percent of students for each grade-level who are completing at least 50% of their work that has been assigned. Students who do not complete at least 50% of their work will receive an incomplete. The teachers have been communicating with families and students on a daily to weekly basis regarding work and their assignments.

	04-14	04-20	04-27	05-04
PK	92%	84%	82%	80%
K	68%	88%	91%	92%
1	93%	96%	91%	97%
2	83%	91%	90%	94%
3	89%	95%	96%	98%
4	87%	90%	88%	87%
5	77%	72%	75%	80%
6	79%	65%	81%	77%
Avg	84%	85%	87%	88%



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Grade-level/Content Updates:

- All grade-levels have established weekly meetings with that are live. Various grade-levels are meeting multiple times with their students live during a week. Individual Zoom meetings have also occurred with students who are having a difficult time during e-learning either academically or social-emotionally.
- On average, we have had to deliver less than ten of the paper/pencil packet due to not being picked up during the food pick-up times.
- OES will have its first PBA (play-based assessment) later in May over Zoom for a student who will be entering Pre-K in the fall. The service providers will observe the student playing through Zoom, and then the team will meet to discuss the results and determine whether the child is eligible for special education services.
- Teachers have been filling out a Google form for those students who have not been completing work. They have contacted the families/students. Contacts by Ryan and Kelli have occurred with families as well as the students.

E-Learning Summary

- PreK-6th grade utilized various resources for students during e-learning. This ranged from SeeSaw, Freckle, ESpark, EPIC, Reading A to Z, Brain Pop, HMH materials, and NewsELA from Scholastic.
- Many teachers utilized the same communication mode that was being utilized before e-learning. These included Class Dojo, Remind, Google Classroom, Facebook Messenger, Google Hang-outs, Google Meet and emails.
- Advantages of e-learning gets the students ready for use of the Chromebooks and e-learning if there were to be an emergency day (snow/cold). A majority of the students were able to access lessons and complete them with little/no assistance. Having previously setup Google classrooms was a benefit.
- Disadvantages include accountability over a longer period of time. Instruction of new skills to students is difficult over the computer as opposed to in-person. There were students who would not do any work after repeated attempts at engaging them in learning. Some students struggled properly turning in assignments or with how to complete assignments appropriately. In 5th/6th, the number of students to keep track of (100+) from a distance was a challenge at times. Also, at OES, the lack of engagement with some students was more of an adult problem than student due to the age of the student.
- Pacing guides were complete at grades 3rd-6th regarding with the exception of one or two standards; however, kindergarten through second grade still had several new standards that were expected to be taught before the end of the year. This proved to be more difficult since it was new instruction. First grade did communicate with second grade regarding the standards and had them prioritize them for the rest of the year. With the understanding that those did not get finished, will have to be taught at the beginning of next year. Kindergarten will also be communicating with first grade regarding writing expectations. By the end of the kindergarten, students are expected to write two detailed sentences correctly about a picture. This instruction has not occurred in the usual fashion so expectations will be a bit different for incoming first graders with their writing. 4th-6th grades this time of the year is more of a review for a while as it was a challenge to introduce and support those students who were struggling with new content. Fifth and sixth grade math teachers held Q/A sessions to review homework and answer questions.