



OREGON
CUSD220

Academics | Activities | Service | Leadership

To: Mr. Mahoney and Board of Education
From: Kip Crandall
Re: May Board Report
Date: May 12, 2020

Current Enrollment: 7th Grade – 126
8th Grade – 107

School Improvement Plan (SIP) Goals & Progress:

Given the current circumstances, no new updates are available.

PPAC: - I have garnered feedback from several parents via individual conversations vs. a virtual meeting. Most everyone is super appreciative of the efforts put forth by the district and staff. All are in agreement it is much more difficult to learn new concepts remotely and motivation is a challenge. If e-learning continues in the future, a more structured day for the students was the most common suggestion. Leaving students to schedule and do the work when convenient for them has been difficult and some don't have the maturity or self-discipline to make that happen.

Professional Development:

Staff continues to engage in PD on Monday afternoons. On May 21st, all staff in the district will be training virtually on our new learning management system (LMS) Schoology. I will engage in an administrator academy on May 15th.

Beyond Textbooks Update:

- Given there will be no state testing this spring, math is slated to complete pacing guide by end of the year. ELA will fall a hair short of completing all standards.

The Leader in Me:

DLR lighthouse coordinators Adam Albrecht, Dawn Manser and David Boyer attended virtual meetings with Jenifer Hearn throughout April. These meetings have been instrumental in providing ideas of how we can further student leadership efforts.

Events List:

All events currently on hold.

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E-learning summary for DLR:

Software used: IXL, Freckle, Zoom, Go-guardian, Google everything, Screencastify, YouTube, Khan Academy, online textbooks and, of which I am unaware, many others.

Successes/Challenges: One success was the acceleration at which staff had to learn new digital tools and apply them to learning. This was an amazing thing to watch as staff rose to that challenge in a hurry. Another success was the manner in which everyone pulled together to share technology ideas and their applications to remote learning. One big drawback was watching the fringe students and those already semi-disengaged become, in some cases, completely disengaged. Feedback suggested even some of our highly functioning students struggled with motivation.

Impact on teaching and learning: The closure had an effect on our math and ELA Beyond Textbook pacing calendars for sure. The rate at which you could introduce new learning was greatly slowed when not able to meet in person. The rigor of some assignments was not the same as if it would have been meeting in person. The impact on teacher technology was profoundly positive, as mentioned above. The rate at which teachers learned, and implemented into teaching, new technology was impressive. This will poise us to be much better prepared moving forward with e-learning days.

Attendance/Assignments/Incompletes: DLR attendance prior to the closure was right at 94% and that is what the rate is currently, so it remained steady. Assignment completion rate is down which is translating to incomplete grades. Data shows that even some strong students have not engaged to the degree at which they did while learning in person.

1:1 implementation and Schoology: The impact in these two areas would be relatively the same if we are open in the fall or not. If we are open, the current closure has shed light on the fundamental need to teach our kids how to skillfully use the technology they will have available to them through a 1:1 initiative. At DLR we just assumed because students had a device they were skilled at using them, not so. During the closure we were asking kids to use various digital platforms which was all new learning in addition to the content that was being introduced, we learned that was overwhelming for many students. Schoology will be a challenge if we are open in the fall or remain closed as so many of our teachers and students have now gotten extremely adept at using Google Classroom.

The manner in which e-learning was delivered at DLR was very diverse in nature as far as tools used. Teachers utilized a mix of instructional recordings using Screencastify, YouTube or Google Hangouts. There were also live interactions with students using Go Guardian,

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Zoom, Google Hangouts and Facetime. One similarity, however, was that both grade levels collectively decided to issue learning expectations for the week in a homework grid that was posted in PS and on the school website on Monday afternoons. All due dates were Friday of the week the work was assigned. The thought was to account for the vastly different schedules that may be encountered in our student's homes and this type of schedule would allow them to complete work at times best suited for them. However, it should be noted, there was feedback that many students needed more structure in order to stay on task. Almost exclusively, work flows were run through Google Classroom. Most virtual contact with students was done with the use of Zoom, Google Hangouts, Go-Guardian or Screencastify. New learning was introduced per pacing calendars, but at a slowed pace given the time needed for some students to grasp a concept without whole group instruction.

Respectfully submitted... Kip Crandall

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