

To: Board of Education & Mr. Mahoney
From: Kelli Virgil
Re: Superintendent Report
Date: March 2017

School Improvement Plan FY 17: Updated Plan attached

SIP Goal 1 – ELA-Literacy & Math:

- Student Growth: 50% of all students will achieve or surpass their positive individual student-growth target based on local assessment data.

SIP Goal 2: Social/Emotional

- OES students will have an increased positive view of school and themselves.

SIP Goal 3: Student-Created

- OES Students will feel more invested and engaged in the school community.

SIP Goal 4: Climate & Culture

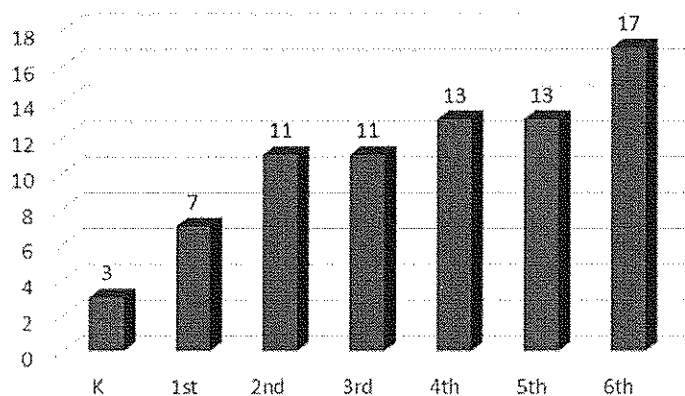
- 60% of staff will agree that morale at OES is positive

Informal data:

- February 2016 v. February 2017 attached

Social/Emotional Services:

Number of students receiving SEL services on a "regular" basis



Teaching & Learning:

March's Professional Development focus via the weekly Friday Focus and monthly staff meeting:

- Articles/Blogs shared: "Contemplative Listening", "Negativity Jammers", "Kindness: A Lesson Plan."
- Chapters six and seven of *Game Changers* will be discussed at the March 15th staff meeting.

Leadership & Learning Professional Development:

- Meetings w/ Kara were postponed until February 27th, 28th & March 1st. Summary of visit was sent from Kara to all administration.
 - OES Summary: The elementary continues to be on track with particular strengths in the primary grades in terms of the RCD work especially. The other grades are working well also and with a few changes to teams next year, I believe they have what they need in place to continue both processes well. I was able to meet with each team and coach them to next steps with their progress in RCD or Data Teams, whichever they preferred.
 - Strengths:
 - Primary grades have excellent alignment and clarity as to expectations for learning
 - All teams are functioning and working to complete RCD units and data cycles. The work is becoming "how we do business."
- Next Steps / Recommendations:
 - Continue work through cycles of Data Teams for the remainder of the year, having leadership coach the teams as needed and continue monitoring process
 - Ask teams to review their progress on Data Teams by completing the Data Teams Rubric
 - Vertical alignment conversations K-12 to ensure alignment of ELA and math and to begin K-12 alignment of science and social studies
- From Kara's recommendation:
 - District-wide collaboration time/content area: March 8th

I READ:

- A spring celebration is currently being planned for April.
- There are currently 29 volunteers.
- Students participating in the program are:
 - 16 Kindergarten – 20% of grade-level
 - 8 First Grade – 8%
 - 10 Second Grade – 10%

Special Education:

- Elementary "white board" meeting where caseloads were discussed regarding needs of students.

Title 1 – Reading (RTT update):

Grade	Fall	End Q2	End Q3	Overall students brought to grade level
2 nd	N = 26 in RTT 3 IEP	N = 14 in RTT 3 IEP 2 not progressing as expected	N = 9 in RTT 2 move ins 3 IEP 3 not progressing as expected (1 is move in)	18 "graduates"
1 st	N = 35 4 IEP	N = 29 4 IEP 5 not progressing as expected	N = 20 2 move ins 4 IEP 6 not progressing as expected (2 are move in)	17 "graduates"

- All who are “not progressing as expected” are receiving at least 3 doses, 1:1 with specialists, and some are receiving additional time with support staff.
- Those tier 3 “not progressing as expected” students in 1st can be expected to need similar levels of support as 2nd graders, which will require significant commitment of time and services. This may reduce the space for traditional Title 1 needs.

Summer Reading Program:

- Eight teachers have volunteered for the program: Teri Schuster, Ryan Huels, Erica Arends, Robyn Johnson, Heather Mendoza, Martha Schultz, Donna Wells & Julie Ebens
- There will be 100 First – Fifth grade students participating.
- First meeting to occur in March.

Points of Interest:

- A research study regarding Classroom-Based Narrative and Vocabulary Instruction will be duplicated at OES with kindergarten students. It is a six-week study where an SLP went into the classroom 3 times per week for 30 minutes each time. This study was in a school where 75% of the students qualified for free or reduced cost lunch. The purpose was to “evaluate the impact of a narrative intervention program with embedded vocabulary instruction on the performance of all children (low and high risk) in a regular classroom setting.
 - The outcome of this study will be to provide a type of vocabulary/language/narrative instruction that would be incorporated as Tier I by classroom teachers.

Grade level updates:

PreK – No report at this time

K – Dinosaur unit with culminating trip at the Burpee Museum and Discovery Center

1st – No report at this time

2nd – Habitats will be the next unit of study. Each classroom door will be decorated in a different habitat. These will range from mountains, oceans, rainforests, forests & deserts.

3rd- Students went to a Theatreworks play in St. Charles to see, *Alexander, Who’s Not Not Not Not Not Not Going to Move*. This story involves the same characters from Alexander and the Terrible, Horrible, No Good, Very Bad Day book.

4th- Recorders are going strong!!! Students in 4th grade are working hard and growing in their independent musicianship every day. They are excited to learn new notes and songs and are striving to earn their recorder karate “belting” goal.

5th- No report at this time.

6th – Students in sixth grade worked with partners to design, create and test their solar cookers. Afterwards, students were able to apply their knowledge of thermal energy and make revisions to improve their solar cooker's efficiency. At the end, the students placed s'mores in their cookers and enjoyed their treats.

5th and 6th grade general music students have been presenting their musician reports. Students researched a musician of their choice and then presented to the class interesting facts that they'd learned along the way. It was fascinating to see what artist students chose to present about!

Current Enrollment as of February 28, 2017:

F4S	30
Pre-K	24
Kindergarten	82
1st	99
2nd	100
3rd	112
4th	119
5th	107
6th	115
Total	789

Discipline data:

Note: I have left FY numbers as a comparison to the current year data. (FY16/FY17)

Although this information is not being monitored as a SIP goal, it has been included simply as a point of reference

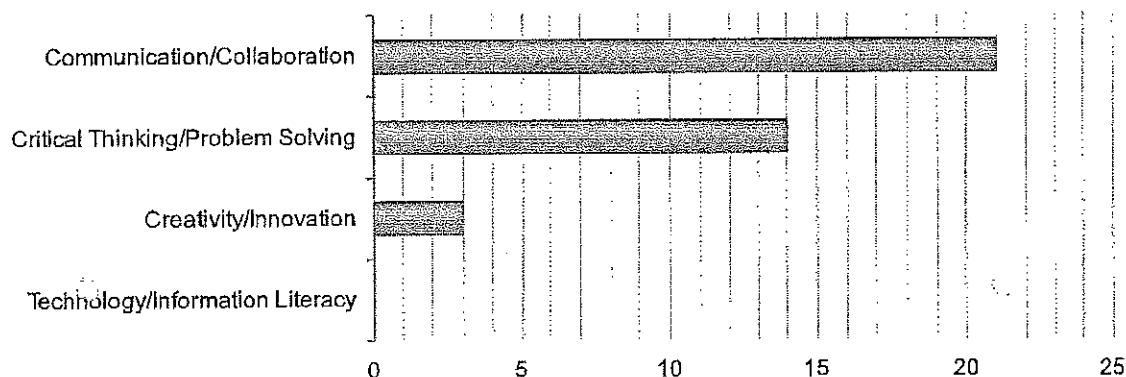
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Totals
Major	16/2	42/21	51/34	72/29	48/28	54/30	47/31	69	55	49	499
Minor	17/9	80/48	61/10 3	85/67	40/46	72/52	119/7 0	110	85	49	788
Total	33/1 1	122/67	112/1 37	157/9 6	88/74	122/8 2	157/1 01	179	140	98	1287

Informal Report

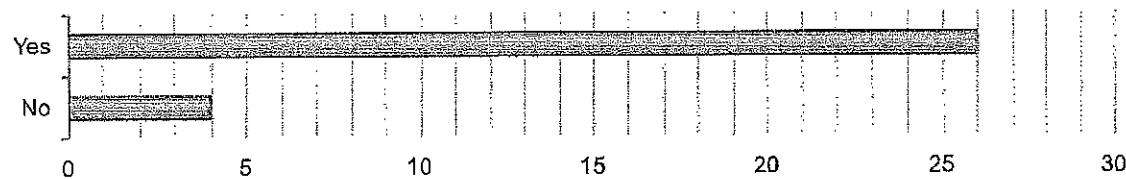
2/1/2016 - 2/29/2016 | Oregon Elementary (OES)

Informal Count: 30

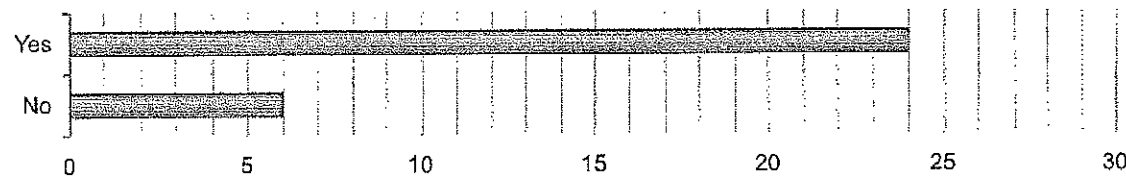
21st Century Skills:



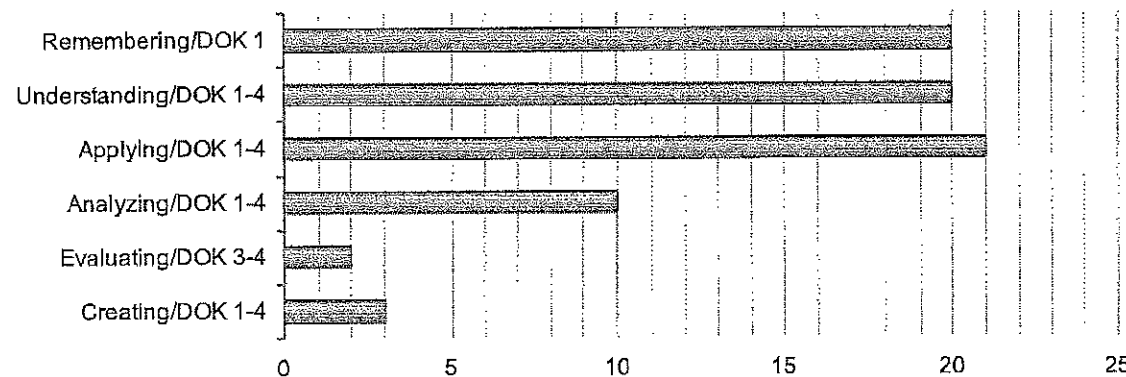
Priority Standards Posted



Essential Questions/Corresponding Big Ideas



Bloom's/DOK: Check all that apply

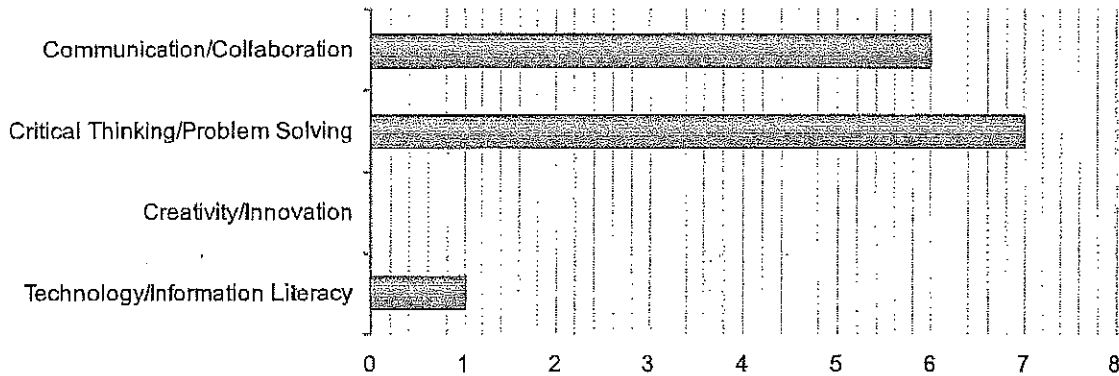


Informal Report

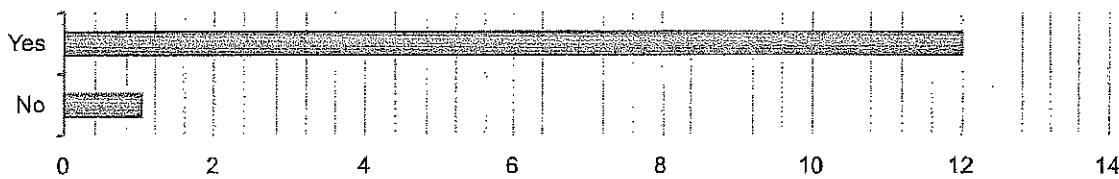
2/1/2017 - 2/28/2017 | Oregon Elementary (OES)

Informal Count: 21

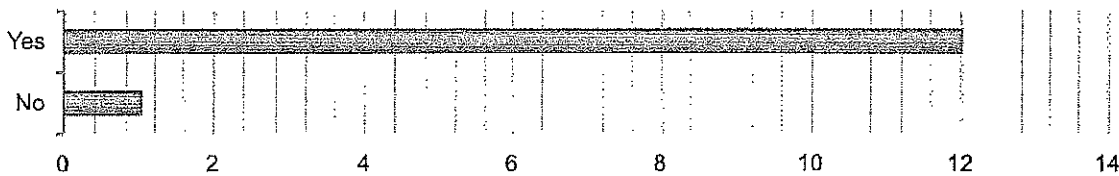
21st Century Skills:



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Bloom's/DOK: Check all that apply

