

Open House

September 6, 2023



Oriole Park Local School Council

Nancy Bogg	Community Member
Donna Bolger	Staff Member
Jenny Canavan	Parent
Alexandra Cutinelli	Teacher
Benjamin Dennewitz	Student
Bridget Kelly	Parent / Co-Chairperson
James Marrese	Parent
Brian McConnell	Parent
Christopher McHugh	Parent
Norm Phoenix	Community Member
Michelle Reynolds	Teacher / Secretary
Tim Riff	Principal
Dani Schurman	Parent / Co-Chairperson

Oriole Park School Organizations

- Parent Teacher Organization
- Men's Society
- Teaching Farm

Oriole Park School PTO

- Grade level parties and socials
- Turkey Trot, Winter Wonderland, Ice Cream Social
- School Events
 - BINGO
 - Dances, Parties
- Monthly Domino's/Hot Dog Days
- Free to join!
- Sign up to volunteer
- **All money raised goes to the students.**

Oriole Park Men's Society

- Painted the walls of the old building
- Installed projectors
- Purchased balls for gym and recess
- Purchased tables and stools for our Science Lab
- Annual Back to School Block Party

Oriole Park School Teaching Farm

- Garden Club
- Opportunities for students to participate
- [Garden Website](#)
- Contact: opsteachingfarm@gmail.com

Sexual Health Education

- We use trained instructors, OPS teachers
- The curriculum is age-appropriate and standards-based
- Parents have access to the entire curriculum ([Click Here](#))
- If you decide to opt out, there is an option to do so.

Star360

- Reading and Math in Grades 3-8
- Not a high stakes assessment
- Used for instructional planning, MTSS
- Focus on addressing academic needs of students

i-Ready Assessment

- Reading and Math in Grades K-2
- Not a high stakes assessment
- Used for instructional planning, MTSS
- Focus on addressing academic needs of students

Extracurricular Program

- Federally funded
- Offered all year long
- Teacher created programs
- Focus on addressing learning loss and social emotional needs of students

New Promotion Policy

Grade 2

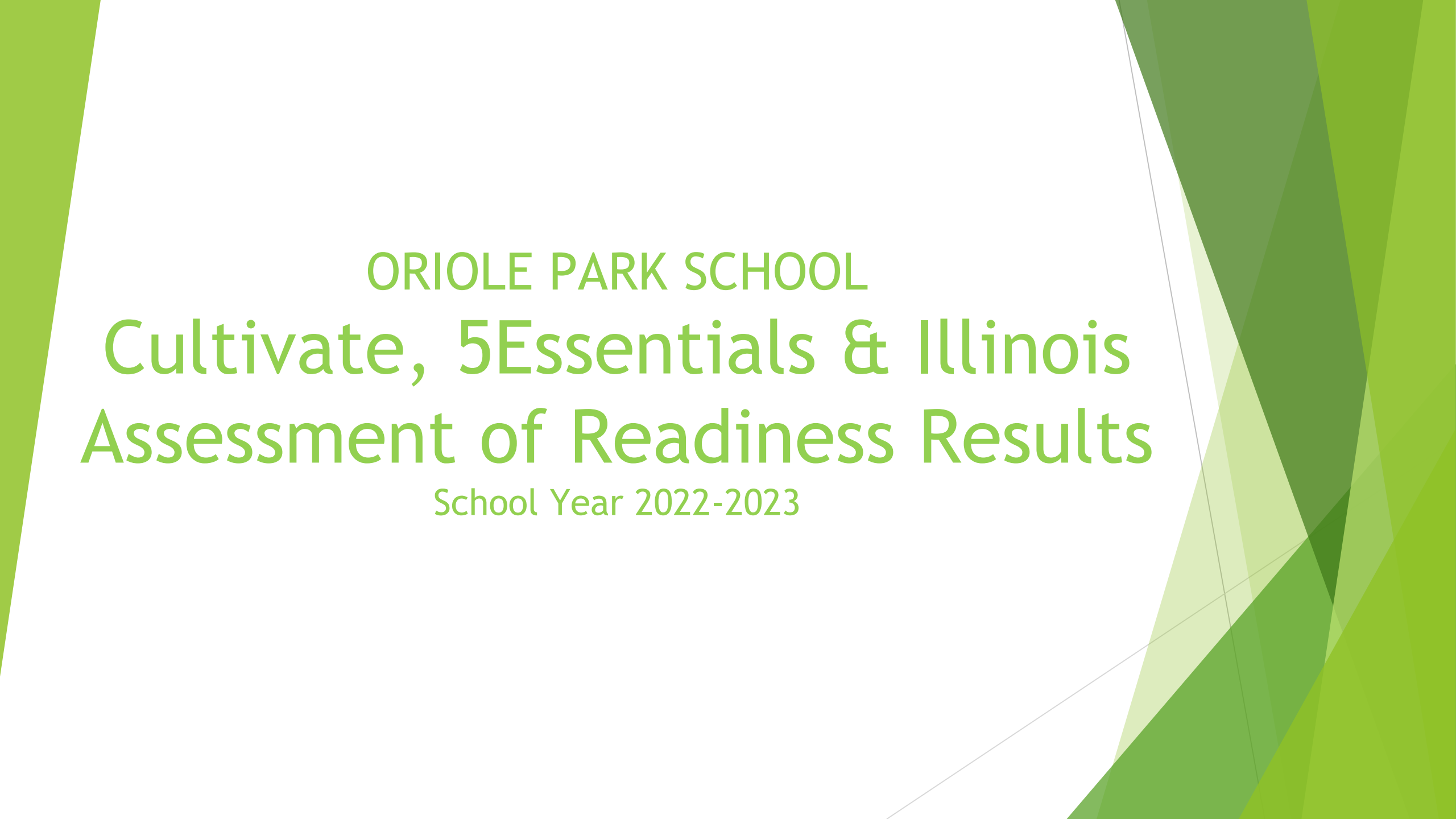
Final Grade in *Reading* of “C” or higher

Grade 5

- Final Grade in *Reading* of “C” or higher
- Final Grade in *Math* of “C” or higher
- Final Grade in *Science* of “C” or higher
- Final Grade in *Social Science* of “C” or higher

Grade 8

- Final Grade in *Reading* of “C” or higher
- Final Grade in *Math* of “C” or higher
- Final Grade in *Science* of “C” or higher
- Final Grade in *Social Science* of “C” or higher

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic design.

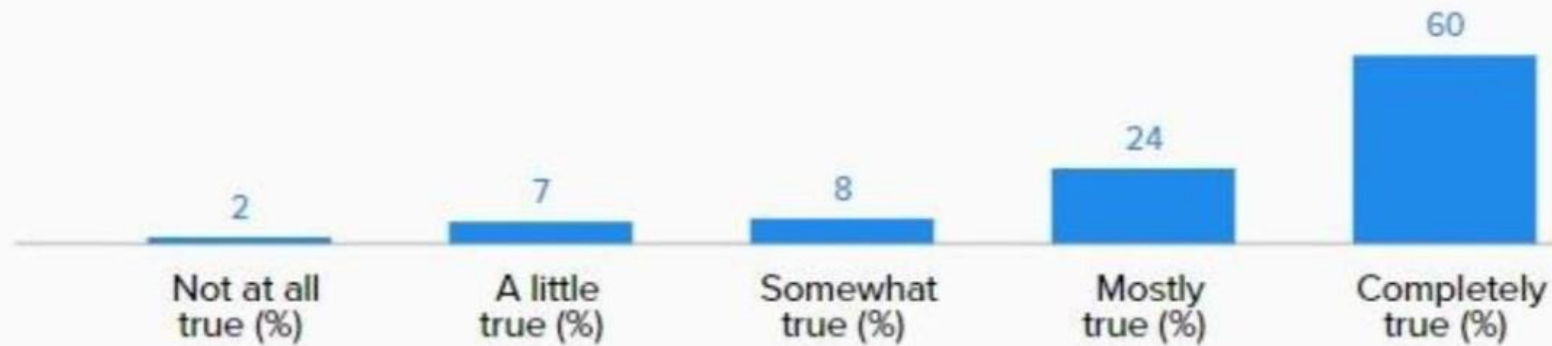
ORIOLE PARK SCHOOL

Cultivate, 5Essentials & Illinois Assessment of Readiness Results

School Year 2022-2023

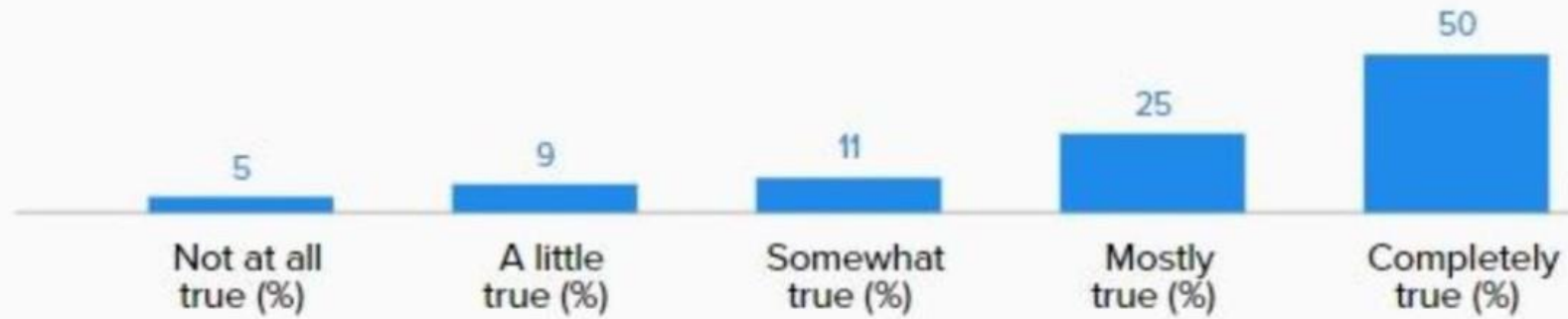
Cultivate - Feedback for Growth

This teacher helps me understand what went wrong when I make a mistake.



Cultivate - Feedback for Growth

I receive feedback on my work that helps me improve.



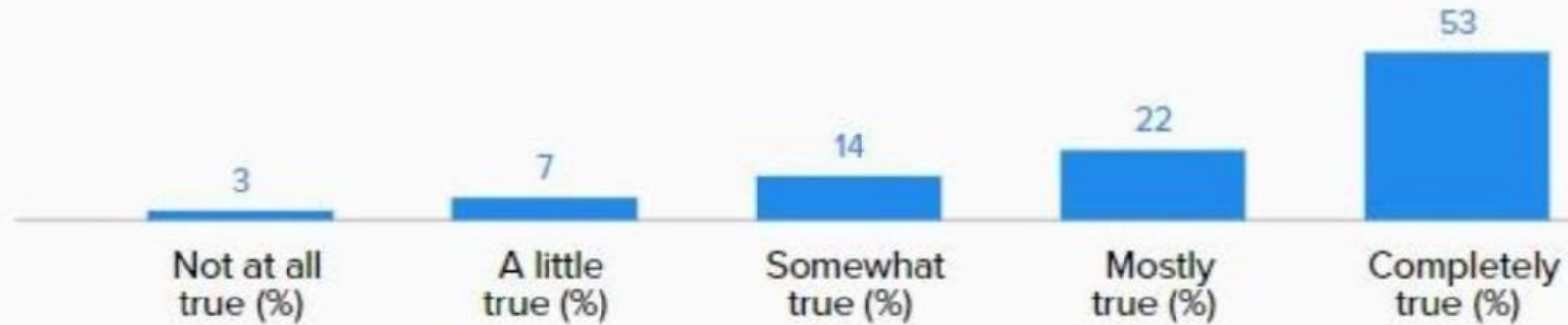
Cultivate - Supportive Teaching

This teacher knows my strengths and weaknesses in this class.



Cultivate - Supportive Teaching

This class is set up so that all types of learners can succeed.



Cultivate - Classroom Community

In this class, we have lots of opportunities to interact with each other.



Cultivate - Classroom Community

Most of my classmates encourage each other in this class.



5 Essentials

Student Responses - Lowest Performing Measures

Classroom rigor

- *Teachers encourage all students to make connections and seek multiple perspectives through their coursework.*

Grit

- *I work hard, don't give up easily, finish what I begin, work steadily towards my goals*

Course clarity

- *I know what to do to get a good grade, I know what the teacher expects me to learn, the work/homework helps me learn course material and prepare for tests*

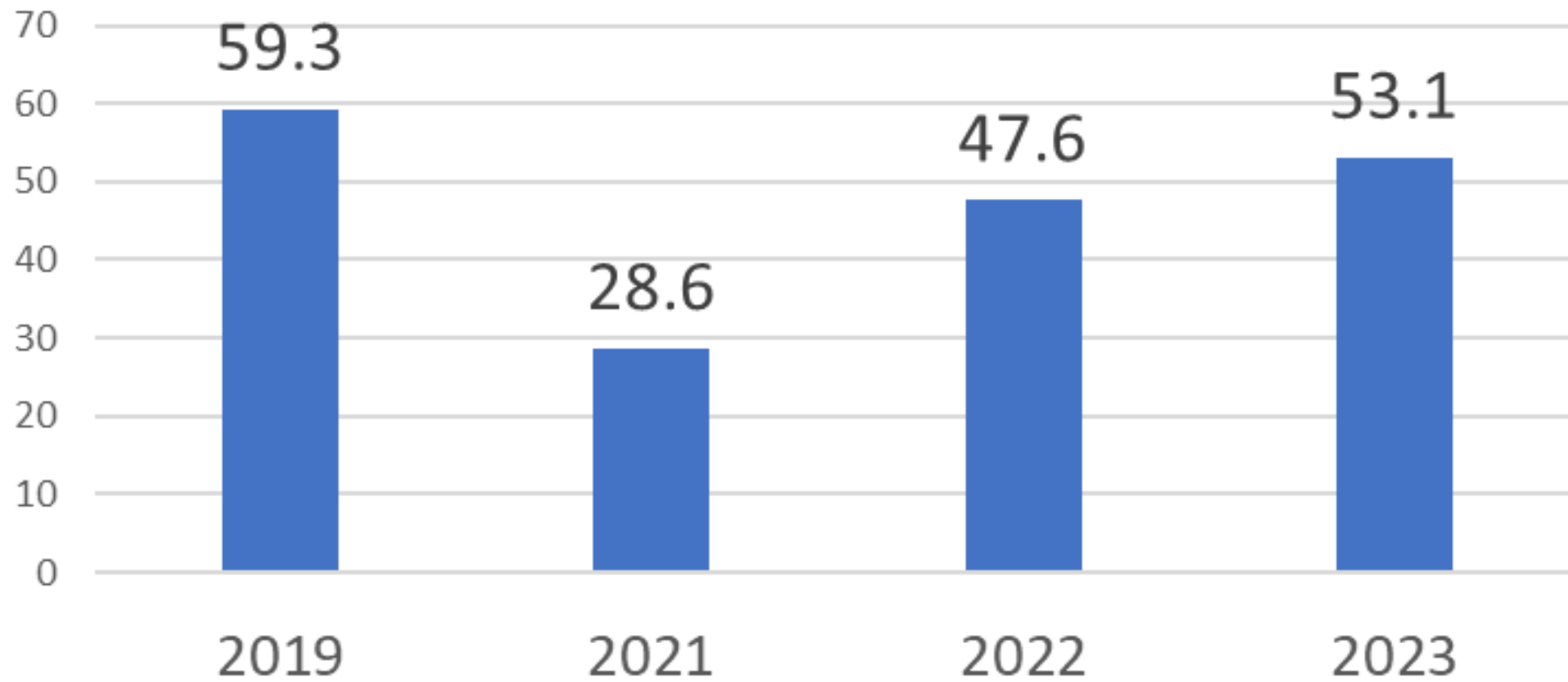
“Students at this school are often teased or picked on.” - **largest increase in last 2 years in School Safety.**

5 Essentials

Teacher Responses - Decreasing Measures

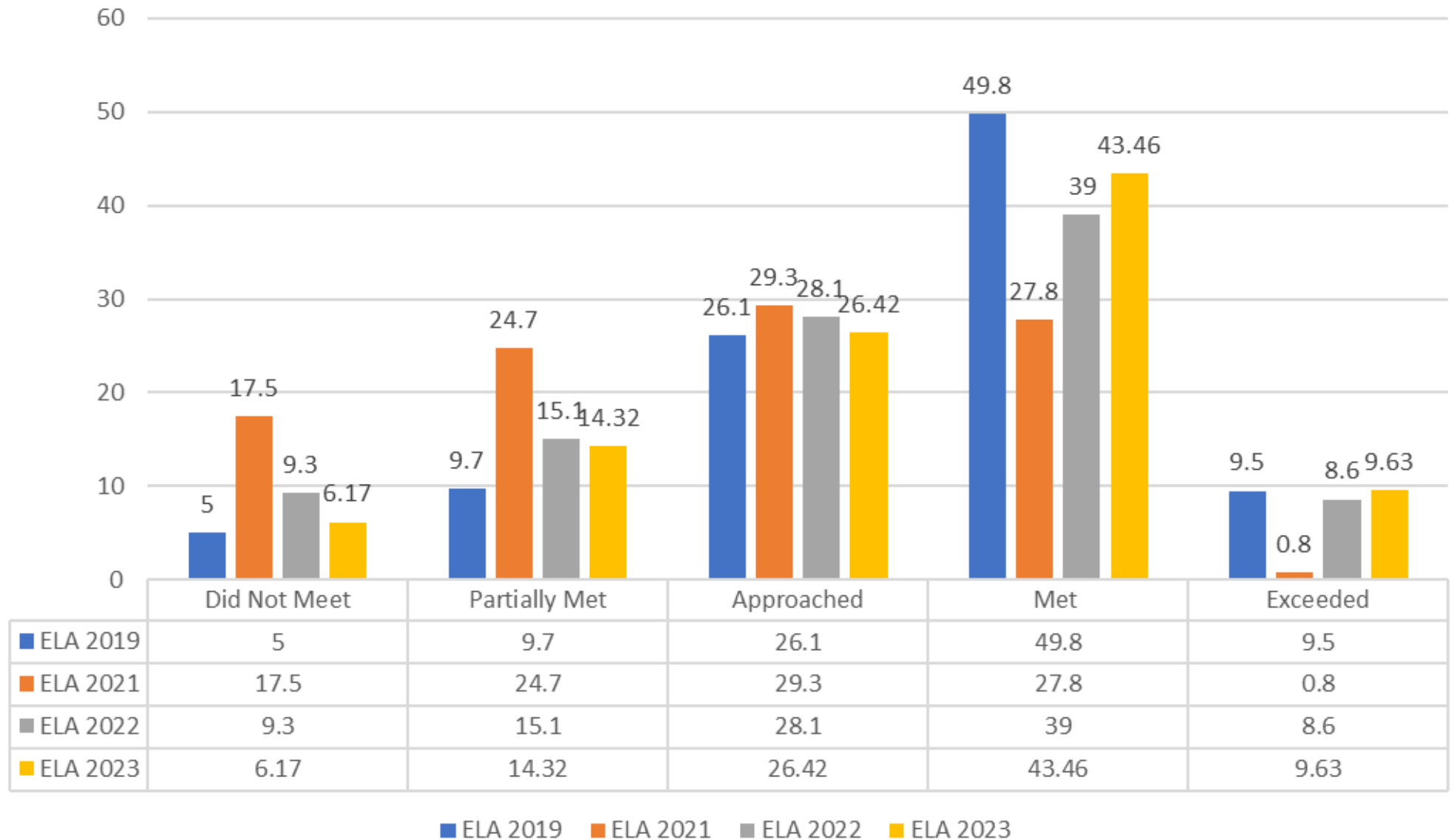
- . Teachers **frequently talk with each other about curriculum**, instruction, and student learning.
- . **Observed another teacher's classroom** to offer feedback
- . Observed another teacher's classroom to get ideas for your own instruction

Percentage of Students Who Met and Exceeded the Benchmark in Reading (Illinois Assessment of Readiness)

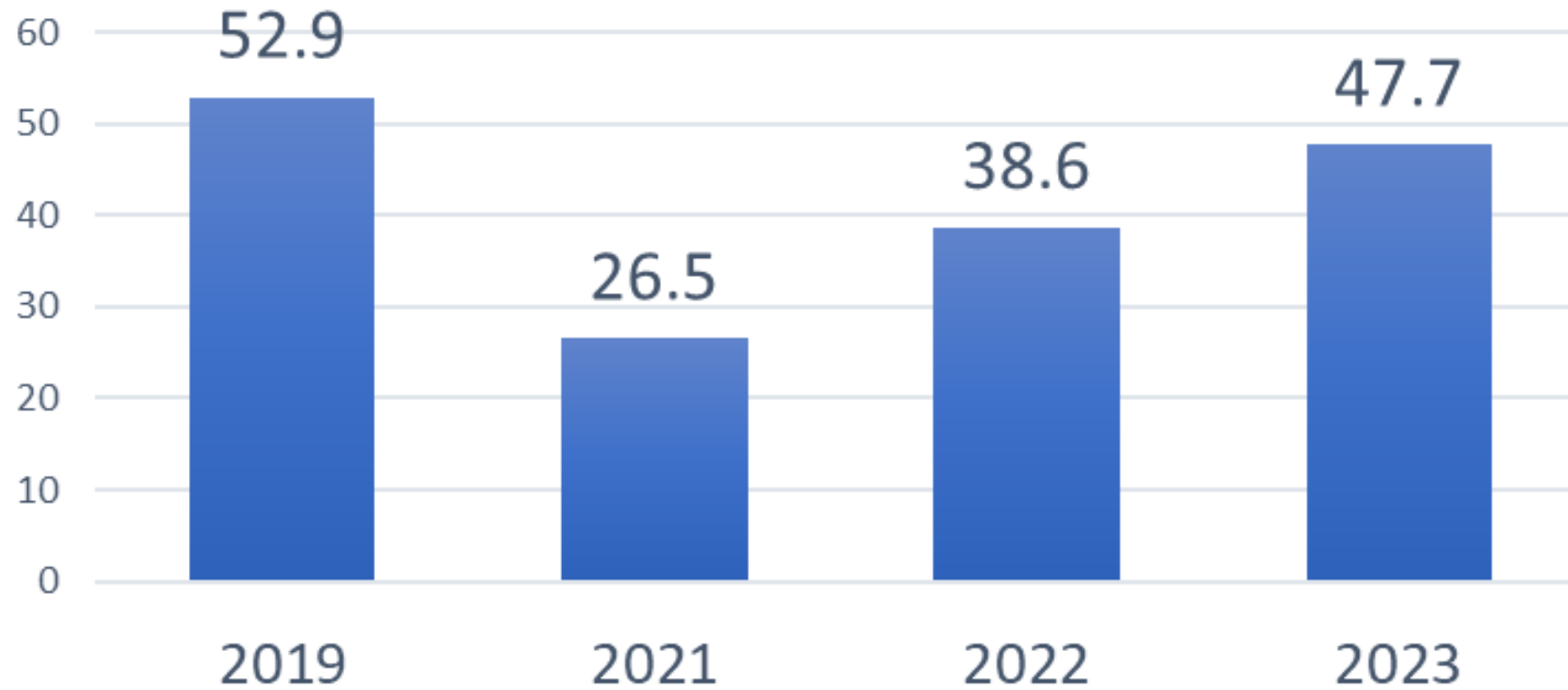


IAR Reading Over Time

Percentage of Students Meeting Benchmark in Reading
(Illinois Assessment of Readiness)

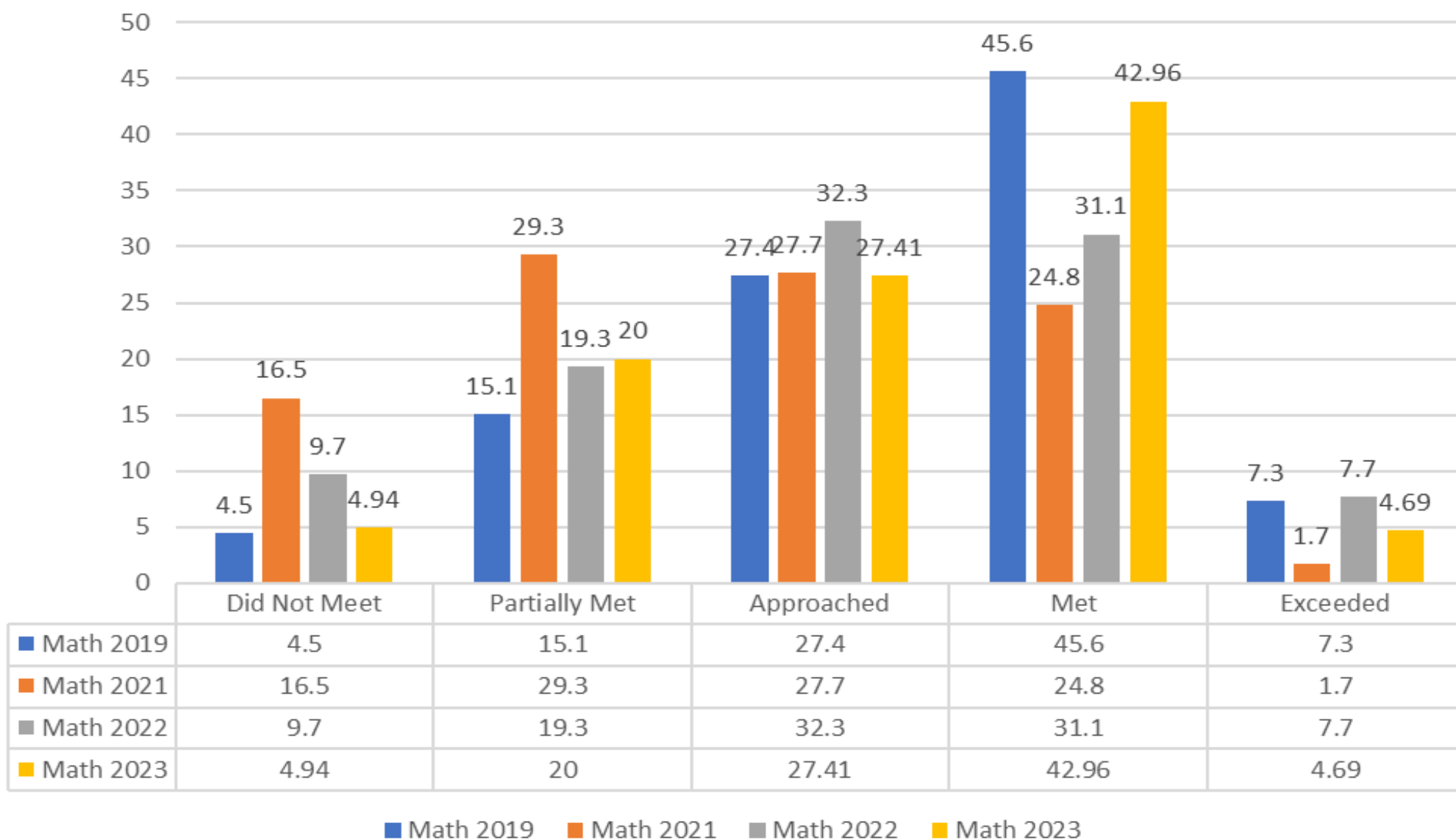


Percentage of Students Who Met and Exceeded
the Benchmark in Math
(Illinois Assessment of Readiness)



IAR Math Over Time

Percentage of Students Meeting Benchmark in Math
(Illinois Assessment of Readiness)



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ORIOLE PARK SCHOOL Continuous Improvement Work Plan (CIWP)

CTWP Priorities - Opportunities for Growth

If we create opportunities for teachers to collaborate, observe each other, and plan for instruction across grade level and content area teams, then we see teachers learning from the diverse teaching practices of their peers, providing feedback to each other as well as frequently planning and assessing student progress, which leads to improved and aligned instruction in all classrooms, **giving students the consistency and support needed to build on their success year over year.**

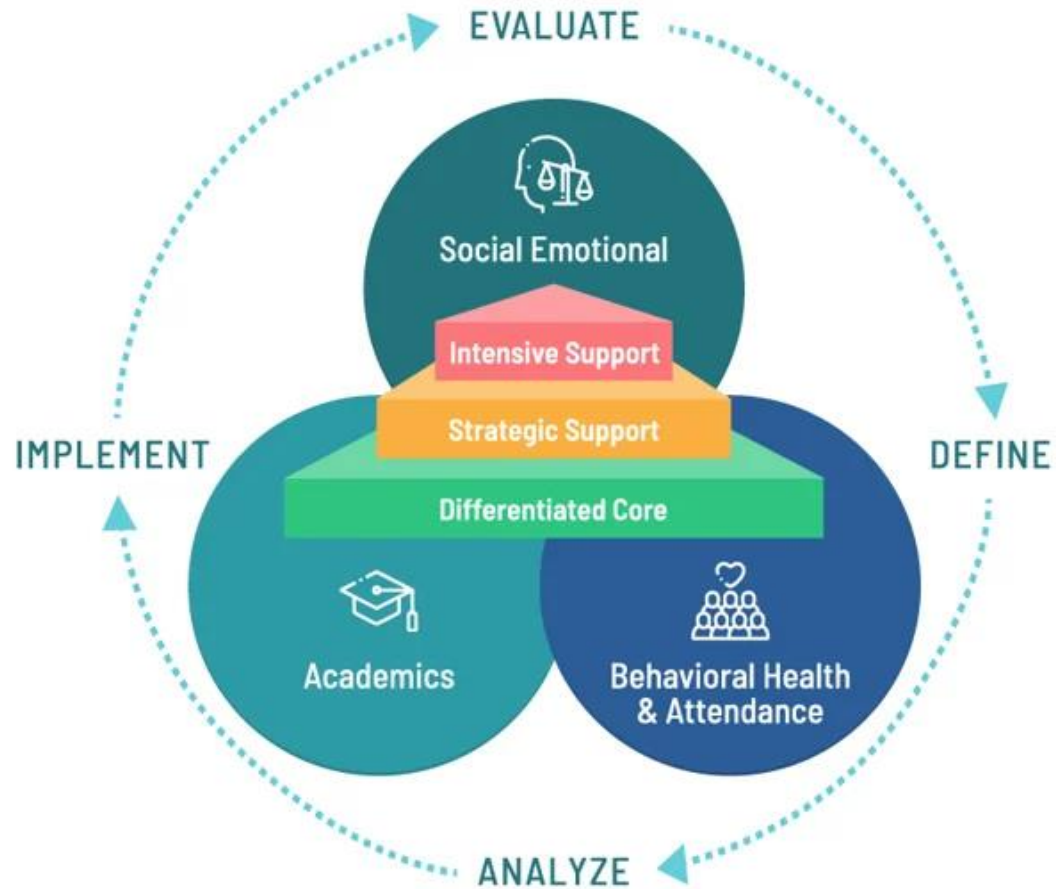
CIWP Priorities - Opportunities for Growth

If we increase and improve our school wide social emotional learning program, are more responsive to students in need through more thorough assessment and collaborative problem solving, then we see engaged and empowered students taking ownership of our school community and culture, establishing norms and holding each other accountable, which leads to a school culture of kindness and stewardship in which all community members feel safe to be themselves and to be vulnerable without fear of negative consequences.

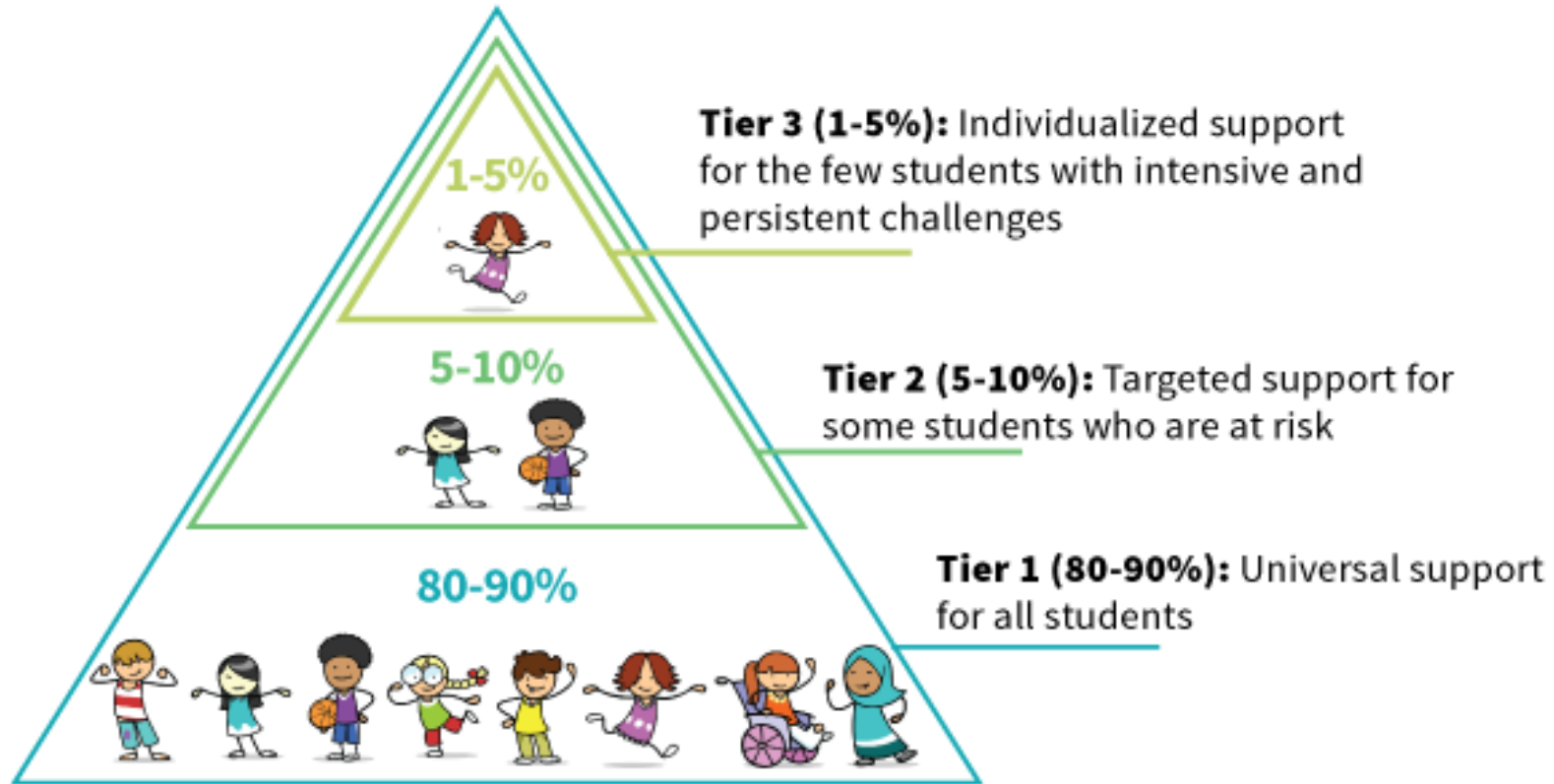
CIWP Priorities - Opportunities for Growth

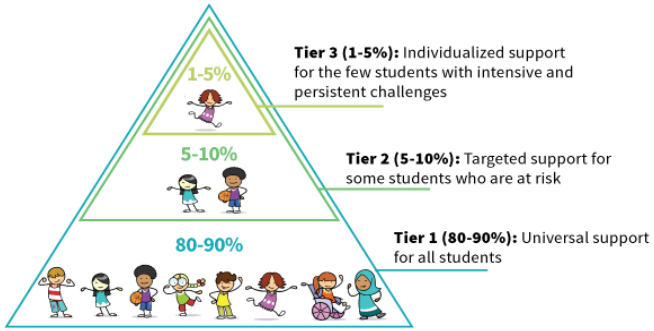
If we implement a unified research-based literacy curriculum and instructional approach in all grades, then we see consistent literacy curriculum and instructional approach in all classrooms, which leads to improved mastery of literacy standards and skills for all students.

OPS Systems of Support



Tiered Supports at OPS

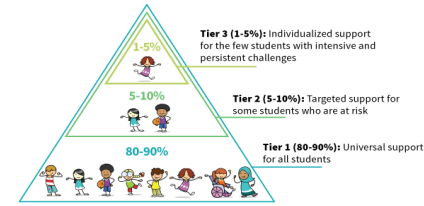




Academic Supports at OPS

	Kinder - 5th	6th - 8th
<u>Tier 1 and Tier 2 Interventions (& some Tier 3)</u>	In Classroom within content area	In Classroom During Advisory (Interventionist in classroom)
<u>Tier 3 Interventions</u>	Interventionist pulls small groups per grade level 'when needed' in collaboration with teachers	Interventionist pulls small groups per grade level 'when needed' in collaboration with teachers

Incidents / Accidents & Discipline



	Description	Kinder - 5th	6th - 8th
<u>Tier 1</u>	General off task behavior, inappropriate comments.	Handled in the classroom. Teachers may reach out directly to parents for repeated behaviors.	Handled in the classroom. Teachers may reach out directly to parents for repeated behaviors.
<u>Tier 2</u>	Disruptive Behavior / Scrape needing Band Aid, Ice	Handled in the classroom, teachers may reach out to parents &/or complete a behavior or incident referral to the main office.	Student may receive a 'paw' signature from teacher. After 5 paws parent is contacted, student stays after for a reflection.
<u>Tier 3</u>	Seriously Disruptive Behaviors / Injury / Medical Concern	Parents Contacted	Parents Contacted

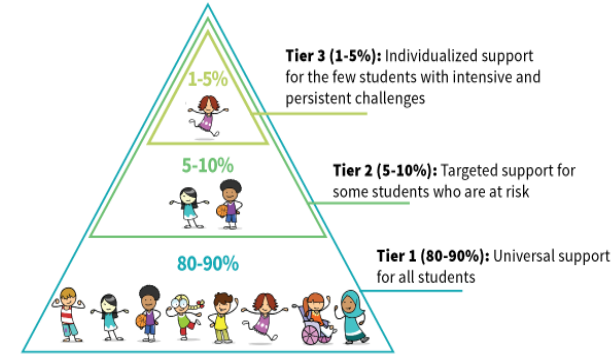
Tiered Social Emotional Supports

Tier 1

- SEL Monthly Theme Activities
- Climate & Culture Team; supports social emotional needs throughout the building.
- Talking Circles

Tier 2

- SEL Small Groups (self-esteem, anxiety, executive functioning)
- S.S. Grin social skills group (K - 5th)
- Anger Coping group (4th - 8th)
- Rainbows grief group
- Check in Check Out
- Restorative Conversations & peace circles



Tier 3

- Parent Community Resources
- Individual Counseling

OPS Monthly SEL Themes

Month	Theme
September	Panther Pride!
October	Growth Mindset & Managing Stress
November	Gratitude and Kindness (Identifying Feelings, Empathy, Compassion)
December	Making a difference (Service Learning)
January	Individuality & Identity (and goal setting)
February	Diversity & Acceptance
March	Stress Management & Coping Skills Problem Solving : Communication and Social Engagement; working collaboratively Middle School: Living in a Digital World (cyberbullying)
April	Global Citizenship Respecting the Environment & Our Communities
May	Mental Health Awareness Self Discipline & Healthy Choices

Attendance Plan at OPS

3 (unexcused) absences (w/in 3 weeks)	<ul style="list-style-type: none"> When a student has 3 unexcused absences within a 3 week period (consecutive or not) homeroom teacher will initiate a phone call to parent/guardian, discussing reasons for absences and the potential educational impact (regardless of prior knowledge regarding reason for absence). 	Homeroom Teachers
5 (unexcused) absences (w/in 5 weeks)	<ul style="list-style-type: none"> When a student reaches 5 unexcused absences within a quarter or within 5 weeks, the teacher emails the counselor. Counselor will contact parent to discuss reasons for absence and potential educational impact. 	Homeroom Teachers Counselor
10 (unexcused) absences (w/in 10 weeks)	<ul style="list-style-type: none"> When a student reaches 10 unexcused absences within a semester or 10 weeks, Counselor meets with student to encourage attendance, touches base with teacher in person, logging every point of contact in Aspen Journal Entries. <u>Counselor may determine it appropriate to implement check in/out, setting attendance goals weekly.</u> 	Counselor
15 (unexcused) absences (w/in 5 weeks)	<ul style="list-style-type: none"> When a student reaches 15 unexcused absences, BHT will be alerted to discuss possible need for additional interventions or supports the student or family may need. 	Behavioral Health Team (BHT)
	<ul style="list-style-type: none"> Admin will organize and facilitate parent meeting to discuss reasons for absences and educational impact. 	Admin

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ORIOLE PARK SCHOOL Reminders

Please Turn in ALL Forms

Family Income Information Form Student Name & Signature You can simply write N/A and sign

CPS FAMILY INCOME INFORMATION FORM 2018-2019													
School Name (Nombre de Escuela): _____													
The purpose of this form is for CPS to obtain information about families' income to determine school funding. CPS and your school may receive additional funding based on the number of low-income families enrolled. Please complete this form and return it to the school's main office. (El propósito de este formulario de CPS es obtener información sobre el ingreso de las familias para determinar su elegibilidad para recibir fondos adicionales basados en la cantidad de familias de bajos ingresos matriculadas. Por favor, complete este formulario y envíelo a la oficina de la Escuela.)													
Part 1 – HOUSEHOLD INFORMATION (INFORMACIÓN SOBRE EL HOGAR) List names of all members of your household living with you. (Escriba los nombres de todas las personas que viven en su hogar.) <i>Foster Children (legal responsibility of welfare agency or court)</i>					Part 2: SNAP / TANF number of any member of your household (go to step 6) (N° de SNAP / TANF de cualquier integrante de su hogar (vea el paso 6))			Part 3 – Homeless, Migrant, Runaway Child, or child enrolled in Head Start (Niño sin Hogar, Emigrante, Fugitivo o Niño en el programa Head Start)					
<input type="checkbox"/> Foster Child? (¿Hijo de Crianza?)	<input type="checkbox"/> CPS Student? (¿Estudiante de CPS?)	All Household Member Names Last (Apellido) First (Nombre) MI (Inicial)			Date of Birth (Fecha de Nacimiento)		DHS Case Number (Número del Caso del DHS)		<input type="checkbox"/> Homeless <input type="checkbox"/> Migrant <input type="checkbox"/> Runaway <input type="checkbox"/> Head Start				
<input type="checkbox"/>	<input type="checkbox"/>				/ /				Homeless, Migrant, Runaway or Head Start Liaison Signature _____ Date (Fecha) _____				
<input type="checkbox"/>	<input type="checkbox"/>				/ /								
<input type="checkbox"/>	<input type="checkbox"/>				/ /								
<input type="checkbox"/>	<input type="checkbox"/>				/ /								
<input type="checkbox"/>	<input type="checkbox"/>				/ /								
Part 4 – List Household Members With Income (SKIP THIS if you answered any of steps 2 or 3) Enter the amount of income and how often it is received for each household member. (Rótulos de los miembros de su hogar que reciben ingresos. Para cada uno, indique sus ingresos y cada cuánto los recibe. DEJE EN BLANCO si ha contestado la Sección 2 o 3 de esta solicitud.) Frequency (Frecuencia): Weekly (Semanalmente) Every 2 Weeks (Cada dos semanas) Twice Monthly (Dos veces al mes) Monthly (Mensualmente) Annually (Anualmente) OTHER INCOME can be but not limited to Welfare, Child Support, Retirement, Social Security, Worker's Comp, and Unemployment.					Part 5 – Opt In of information about other benefits. (Otros Beneficios)								
Household Member Names With Income First (Nombre) MI (Inicial) Last (Apellido)		Gross Income (before deductions) (Ingresos Brutos)	Weekly	Every 2 Weeks	Twice Monthly	Monthly	Annually	Other Income (Todos Otros Ingresos)	Weekly	Every 2 Weeks	Twice Monthly	Monthly	Annually
		\$						\$					
		\$						\$					
		\$						\$					
		\$						\$					
		\$						\$					
		\$						\$					
Part 6 – Signature (Firma) I certify that all above information is true and all income is reported. I understand that information gathered from this form will be used to calculate Federal funding eligibility for the school and that school officials may verify (check) the information as being accurate; and that if I purposely give false information, I may be prosecuted. (Certifico que toda la información indicada arriba es verdadera y que he reportado todos mis ingresos. Entiendo que la escuela recibirá fondos del gobierno federal basados en la información en este formulario y que los funcionarios escolares pueden verificar la fidelidad de la información; y si doy información falsa intencionalmente, me pueden llevar a juicio.)										<input type="checkbox"/> YES! I am interested in applying for a waiver of instructional fees. Si Me interesa aplicar por la exoneración del pago de enseñanza.			
Signature of adult household member (Firma del miembro adulto del hogar)		Parent / Guardian First Name (Nombre del adulto del hogar)		Parent / Guardian Last Name (Apellido del adulto del hogar)		Date (Fecha)		Signature (Firma):					
Address (Dirección postal o de domicilio)		Zip Code (Código Postal)		Date (Fecha)									
SCHOOL USE ONLY Initial Determination:										<input type="checkbox"/> ELIGIBLE (FREE OR REDUCED)		<input type="checkbox"/> INELIGIBLE (DENIED, N/A OR ?)	

Student Fee

All of our budgeted funds go to positions.

The student fee pays for:

- Textbooks
- Novels
- Technology
- Online Subscriptions-Learning A-Z, IXL, etc.
- And More!

Sign Up for Our Virtual Backpack

www.orioleparkschool.com

“Click Here to Receive our OPS Email Blasts”