

OGDENSBURG CITY SCHOOL DISTRICT

DR. GRANT C. MADILL ELEMENTARY SCHOOL



Student Artist: Cadence Cole

2018-19 End-of-the-Year Report

To

The Board of Education

August 26, 2019

Dr. Grant C. Madill Elementary School School Mission

OUR MISSION

Grant C. Madill Elementary school is located in a rural area on the United States border with Canada. Our mission is to provide a school environment that is safe, nurturing, and culturally enriched. All students, as individuals and members of a group, will be inspired to participate in planned educational experiences with the expectation that they will become effective communicators, complex thinkers, and productive workers.

"Excellence is a habit, not an act. It takes pride and perseverance."

OUR VISION

- Students, parents, school personnel, and community members will share the responsibility for our children's education.
- Individual differences will be recognized and respected.
- Positive self-esteem is always necessary for students to demonstrate respect, self-reliance, confidence, discipline and tolerance.
- School will be a place where everyone feels safe and secure at all times.
- Firm, fair, and consistently applied discipline will promote an orderly and structured learning environment.
- The learning environment will cultivate self-direction, cooperation, creativity, individuality, critical thinking, and the desire for lifelong learning.
- Literacy, numeracy, thinking, and strong communication skills are essentials of academic competence.
- All students are capable of learning and will experience opportunities to achieve academic success to practice civic values and to become productive community members.

2018-19 End-of-Year Report
TO
THE BOARD OF EDUCATION
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MADILL ELEMENTARY SCHOOL

I. Topics addressed this school year and actions taken:

The Madill School PTO/Site Based Committees worked closely together, identifying school-wide needs, and then providing the input and means by which to address each need. The focus for both groups this year has been a continuation of enhancing school safety. Along with school safety, Site Base also looked to improve the communication between home and school, helping to make our families more aware of upcoming events, activities, and school initiatives. Both groups met once a month to discuss issues that directly affected our students and their families. Members of our Site Based Committee are: Christina Reynolds, Merin Merna, Denise Legacy, Angie Davis, Stacie O'Shea, Carrie Sholette, Carrie Wright, Terri Demers, Bethany Haynes, and Sherry Paradis.

- Student Safety was enhanced by the addition of a School Safety Committee. Our Safety Committee is made up of first responders, parents, and teachers. Members of the committee are: Paula Scott (Principal), Connor Sutton (NYS Trooper), Donald McCarthy (Ogdensburg Fire Department), Barb Buscemi (Madill School Nurse), Michael Durham (Ogdensburg City Police), Sherry Paradis (parent), Amy Lemke (teacher), and Jim McCarthy (Director of Buildings and Grounds). The Committee met four times this year and as a result of our meetings, acted on an issue that was raised at an Ogdensburg City Council Meeting in regards to dismissal of students. It was pointed out that dismissal of 5th and 6th grade students to Oak Street was not safe due to busses and parents picking up their children. As a result, 5th and 6th grade students are now dismissed at the right hand front entrance of the building. The committee also acted on the issue of utilizing the blinking light to alert drivers of the School Zone Speed Limit area.

- Our Positivity Project inaugural year started with a kick-off assembly to familiarize our students with the language and mindset of P2. Dressed in a sea of green t-shirts, the faculty and staff introduced the catch phrase #otherpeoplematter and gave examples of what that means in our school and community. Taken right from our own garden area, a big rock (painted with the positivity symbol) was presented to the 6th grade classes as a symbol of citizenship and as a challenge to make a difference! After completing the challenge, the 6th graders were directed to give the rock to another grade level to challenge them. A special thank you to Mrs. Kate King for our beautiful signs in the garden area. Each sign displays a desirable character trait to inspire our students.



- Student/Community Service Centered Learning Projects continue to support the community in which our students live, and instill the need to give back. Some of this year's projects were: JDRF Hat Day, St. Jude's Bike-A-Thon, Ronald McDonald House, Ogdensburg Neighborhood Center, SPCA, Ogdensburg Boys & Girls Club, Toys for Tots, Alzheimer's Association, and Ogdensburg Snack Pack Program.



- Arts in Education and OCP provide our students with performances that provide life lessons and values that will help them navigate through their school years. OCP performances included: *Aesop's Fables: The Tortoise and the Hare, The Milkmaid and Her Pail, and The Lion and the Mouse, Dragons Love Tacos & Other Stories, We the People, Patchwork: The Little House Life of Laura Ingalls-Wilder*, and last but not least...*Stuart Little*.

- Site Based/PTO initiatives continue to provide our students and families with experiences to enhance their elementary school years. The initiatives included support of Madill's Fun Day and organizing Madill's Fall and Spring Book Fairs by supplying parent volunteers. Funds and assistance were provided for Madill's Green Gravy Dinner, *It's the Great Pumpkin* activity, Madill's Holiday Family Happening, Build-a-Book Night, Spring Fling, and our 6th Grade Graduation. Madill's PTO joined forces with our Student Council in supporting our teachers and staff by providing a car wash for them on an early dismissal day. PTO also organized an evening event with a guest speaker, Dr. Jose' Megna, to speak about ACE's (Adverse Childhood Experiences) and how families are affected. As always, funding was provided for all class field trips and our PTO continues to sponsor senior scholarships of \$200 each. This year four senior students that spent their elementary years at Madill were awarded the scholarships. This year's recipients were: Connor Sibley, Ryleigh Planty, Nicholas Sholette, and Jordyn Sweeney.



- Our Student Council is made up of students in grades 4 – 6 and provide our classes and community with a variety of support. In addition to providing assistance to our younger students during special activities, Student Council has also been involved in fundraising. These fundraisers include: selling friendship bracelets to support the Positivity Project and Candy Grams on Valentine's Day. Student Council Members also did a school-wide Canned Food Drive, collected items for "A Little Something Extra," volunteered to wash cars of our Staff Members on an early dismissal day. Students also supported the Ogdensburg Neighborhood Center, the OEA Community Dinner, the Ogdensburg Boys and Girls Club, and Ogdensburg Snack Pack.
- The **Wellness Committee** worked closely with the NYS *Creating Healthy Schools* Grant Program to secure funding for Madill School again this year. With the \$2100 grant, Madill School will be receiving a Hydration Station to be installed outside the gymnasium. All students, faculty, and staff will benefit from this addition to our school. Along with the hydration station, Madill is also acquiring cooperative games that will be incorporated into our new **Positivity Project**

Throughout the year, Madill was also the beneficiary of some large outdoor games, recess equipment, and hopscotch mats through our connection with our *Healthy Schools NY*



Service Projects - 2018 – 2019

November - The students created holiday cards for members of the military in support of Senator Patty Ritchie's "Christmas Cards for Our Troops" campaign.

December - The K-Kids made holiday decorations for residents of local nursing homes.

January - The students wrote thank you cards, in honor of National Thank You Month, for members of our school community.

February - The students began preparing for the "Coins for Kids" coin drive to benefit the Ogdensburg Boys and Girls Club.

March - The K-Kids rolled coins and wrapped up the "Coins for Kids" drive to benefit the Ogdensburg Boys and Girls Club.

April - The students made posters to advertise the Kiwanis Pancake Day to be held on Saturday, April 6th.



II. Parental Involvement Activities:

Back to School Night (Open House) – September
Green Gravy Dinner - September
Fall Festival, “Snack Pack” – September
Goodies for Grandparents - September
“It’s the Great Pumpkin” –October
“Terrific Turkeys” – November
Family Holiday Happening – December
Holiday Concert – December
Build-A-Book Night - January
Family Swim – March
DARE Graduation - April
“Eggcellent Egg” Contest-April
Spring Band/Chorus Concert - April
Spring Fling-May
Hand Chimes Concert - May
Madill Picnic/Fun Day – June
Grade 6 Graduation-June
Monthly Site Based/PTO Meetings
STAR Assemblies (Each Marking Period)
Book Fairs (Fall/Spring)
Parent-Teacher Conferences (Fall/Spring)
Yankee Candle Fundraiser (Fall/Spring)
Gertrude Hawk Fundraiser (Spring)
School Mall Fundraiser (Fall/Spring)



III. Student Service Centered Learning Projects

JDRF Hat Day
Box Tops for Education
Tools for Schools
St. Jude's Bike-A-Thon
PJ's 4 X-Mas
Ronald McDonald House
SPCA
Autism Walk
Ogdensburg Boys & Girls Club
Snack Pack



IV. Student Enrichment Activities

The Elks Club Dictionary Project for all 3rd Graders

OCP Productions – *"Dragons Love Tacos & Other Stories"* – Grades Jr. K - 3
 "We the People" – Grades 4 - 6
 "Patchwork: The Little House Life of Laura Ingalls-Wilder" – Grades 4 - 6
 "Stuart Little" – Grades UPK - 3

Operation Safe Child
Read Across America
Battle of the Books
Earth Day Recognition
Picture Day
Fire Safety Assemblies
Bicycle Safety Assembly
Field Trips

Rock the Test Pep Rally
 Spirit Week Brain Teasers
 Arts in Education – Aesop’s Fables
 Star Assemblies
 Easter Egg Tree
 Reading Counts
 Accelerated Reader
 Sumdog (Math) Recognition
 Positivity Project Assemblies
 Turkey Feather Scavenger Hunt
 Rock – N - Skate
 Candy Gram Fundraiser
 Friendship Bracelet Fundraiser
 DARE
 Madill Hallway Beautification (addition of all Positivity Project Signs & painted rocks in Garden Area)
 Madill Office Beautification (new mural painted in the office by the talented Mrs. King)
 New reading nook in Garden Area & restored stone from original Madill Elementary
 Spring Fling
 Positivity Project Picnic
 PBIS Holiday Tree
 Madill Fun Day-Sponsored by PTO
 OFA Jazz Rock Ensemble Program
 Spirit Week
 Kickball Faculty vs. 6th Grade Students



Grade 4
Elementary Level Science Test
Grant C. Madill 2018-2019

Performance Level	# of students	Percent
1	0	0%
2	1	3%
3	8	26%
4	22	71%

Total tested: 31

Grant C. Madill 2018-2019
STAR Reading

Grade Level	Average Growth Percentage
3	64
4	34
5	45
6	49

STAR MATH

Grade Level	Average Growth Percentage
2	57
3	54
4	50
5	45
6	67

- A Student Growth Percentile (SGP) compares the average student growth to that of his or her academic peers nationwide.
- A Student is considered to be making adequate growth with an SGP of 40.

The New York State Assessment results for ELA and Math grades 3-6 are not yet available.
When the results are available, they will be presented to the Board of Education.

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Assessments

PALS

Universal Pre-Kindergarten – Grade 2

The Phonological Awareness Literacy Screening or PALS is administered to students in Universal Pre-Kindergarten through Grade 2. In Universal Pre-Kindergarten, Junior Kindergarten, and Kindergarten, the assessment measures a child's knowledge of several foundational literacy skills such as rhyme awareness, beginning sound awareness, alphabet recognition, letter sound knowledge, and word awareness and identification. In Grades 1 and 2, the assessment measures word knowledge and oral reading skills.

This assessment, along with the Developmental Reading Assessment (DRA 2), allows teachers to match literacy instruction to individual literacy needs. It also helps to identify children who are behind in their acquisition of fundamental literacy skills.

Students' scores on specific tasks are compared to a benchmark that represents minimum expectations for fall and spring. If a student's score is below the benchmark, that student may receive small group (Academic Intervention Services) reading instruction in addition to the regular classroom literacy instruction.

DRA 2

Kindergarten – Grade 2

The Developmental Reading Assessment 2 (DRA 2) is a standardized reading assessment used to determine a student's instructional reading level. Classroom teachers administer the DRA individually to students. This assessment allows a teacher to observe, record, and evaluate a student's oral reading fluency and comprehension skills. As a result, teachers can then match their instruction to each student's needs.

IRA

Grades 3 – 6

The Independent Reading Assessment (IRA) is a whole book comprehension assessment, fiction and non-fiction; it includes lessons to help teachers turn the formative assessment into instruction. Teachers also reference the *Reading Strategies Book* to support the independent instruction in developing skilled readers.

Students complete the assessment on their own, during independent reading. Through evaluation, teachers learn ways that will guide their ongoing teaching during conferring, small groups, guided reading, and whole class reading instruction.



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Goals for 2019 – 2020:

- Build and establish open methods of communication with faculty, staff, and school community at large.
- Promote positive interactions with families through various events at school as a way to begin building positive relationships.
- Continue fostering the culture of collaboration that currently exists as a way of maintaining the student-centered learning environment.
- Maintain and grow the *Other People Matter* mindset using the Positivity Project Character Strengths.



Look to the future.....Presenting OFA's Graduating Class of 2025 !!