

# Administration Reports

## February 2022

### Sam Boardman Elementary

MCSD Board Goal #1: States students will demonstrate academic achievement growth, having students grow academically a minimum of one year at every grade level, in preparation for graduation. In our current times these goals have been challenging but as educators we strive to show growth regardless of what is going on around us!

Each grade level summarized our learning journey this far with both a positive and challenging aspect of academic growth after completing our second round of iReady diagnostics:

- Kindergarten- Students being eager to learn is contributing to their engagement in small groups and this is lending to their overall growth. It is challenging to have those small groups with our large kinder classes this year, it's has limited the ability to target specific needs in smaller groups, or even better 1-on-1, as needed.
- 1<sup>st</sup> Grade- We are excited about using *Heggerty* and the impact on phonemic awareness that are students need according to data. Seeing growth in our English Language Learners is slow due to their need to go to ELD classes during small group skills time.
- 2<sup>nd</sup> Grade- Seeing 30%-50% growth in our students after the second diagnostic. A packed schedule with students well below grade level and continued frequent absences due to quarantining is a challenge.
- 3<sup>rd</sup> Grade- The implementation of skills groups has greatly helped meet the specific academic needs for the majority of our students. The vast variety of skill levels in each classroom makes it a challenge to differentiate instruction to meet all student's academic needs.

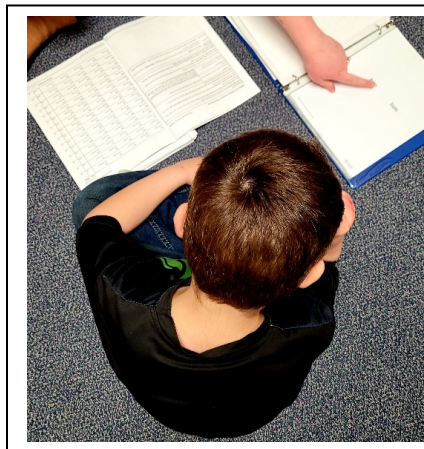
Understanding the challenging aspects of academic growth from each grade level is paramount to creating a path to success for all our SBE students. Our journey continues as we dive deeper into our student data weekly on Wednesday mornings to help drive our instruction. Providing half day PLC gives our teachers the time and support they need to fully respond to their data and use it to create small group instruction to meet the diverse needs of our Sam Boardman students.

Upcoming events include a student favorite, the Valentine's Day party and the highly engaging Math/Reading night the first week of March for students and their families.

Teachers test students to check for dyslexia indicators, and design lessons based on data.



Kindergarten showing their writing skills by making Valentine's Day cards.



### Windy River Elementary

**Report on Board Goal #1:** During the 2021-22 school year, all Morrow County School District students will demonstrate academic achievement growth proportionate to or above their Oregon peers using a variety of measures. Students are expected to grow academically a minimum of one year at every grade level, in preparation for graduation.

Windy River Elementary has focused our energy on working as hard as possible to get all of our students to grow at least 1 year. All of our goals as school reflect this in both reading and math. We are committed to creating systems to help with this as well. Some of the systems that we have focused on are specific skills groups that help promote the missing standards that will help them understand the grade level standards. We want to build the foundation so that the roof stays up over time.

As entire school we are making strides this year as we have focused on being consistent with our systems, best practices, and data analysis to drive our instruction. With the mid-year check we are at 52% of our students showing 50-100% growth already in Reading. 53% of our students showing 50-100% growth in Math. This is definitely an uphill trend from the previous years. We will stay focused on meeting the needs of each of our students.

In conjunction with iReady diagnostic scores we use a variety of common formative assessments such as pre and post unit assessments, exit tickets, and spiral review data that is looked at every day. Staff meets on a weekly basis to discuss student data and in turn help drive our instruction. Staff looks at watchlist students and finds trends for their classes so they can meet the greatest need for all.

Please take a little time and look at our January Wolf Pack Leaders

<https://wre.morrow.k12.or.us/o/wre/page/january-wolf-pack-leaders-lideres-de-la-manada-de-lobos-de-enero>

### **Riverside Jr/Sr High School**

**Report on Board Goal #1:** During the 2021-22 school year, all Morrow County School District students will demonstrate academic achievement growth proportionate to or above their Oregon peers using a variety of measures. Students are expected to grow academically a minimum of one year at every grade level, in preparation for graduation.

The first semester came to an end on January 13th. This was a different ending to a semester than we've ever experienced before. At the time the semester ended, we had many students who were out due to quarantine. Due to this our staff have been working hard to meet with students who were out so they can cover the lessons they missed, turn in assignments, take assessments, etc. We are extremely fortunate at Riverside to have a staff that is so dedicated to students, and supporting them!

At the end of the 1st semester we have 90% of our freshmen and 89% of our seniors on track for graduation. We have been meeting with parents and students to go over plans to bring each student back on track by the end of the school year. We have kicked off quarter 3 in a positive direction and these students are focused and making progress in the right direction.

### **AC Houghton Elementary**

MCSD Board Goal #1 Focuses on academic growth and having students grow academically a minimum of one year at every grade level. A.C. Houghton Elementary staff and students have set academic goals in reading and math. At the beginning of each school year, teachers review data from the iReady Diagnostic Assessment to set goals for the year. Before each iReady Diagnostic Assessment, teachers meet with students to set a growth goal and discuss strategies for "showing what you know" on the test.

Students at ACH are showing growth in both their reading and math skills. In the reading 43% of students are on track to meet their annual growth goal and 47% are on track to meet their math growth goal. This data does not reflect our kindergarten students as they have not taken two diagnostic tests this year. They are scheduled to take their second diagnostic test in March.

Having fun with numbers is a big job for elementary students and on 2-22-2022 ACH will be celebrating with fun math and reading

Day 1 <b>1</b> grain of rice	Day 2 <b>2</b> grains of rice	Day 3 grains of rice	Day 4 grains of rice	Day 5 grains of rice	Total After 5 Days
Day 6 grains of rice	Day 7 grains of rice	Day 8 grains of rice	Day 9 grains of rice	Day 10 <b>512</b> grains of rice	Total After 10 Days
Day 11 grains of rice	Day 12 grains of rice	Day 13 grains of rice	Day 14 grains of rice	Day 15 grains of rice	Total After 15 Days
Day 16 grains of rice	Day 17 grains of rice	Day 18 <b>131,072</b> grains of rice	Day 19 grains of rice	Day 20 grains of rice	Total After 20 Days
Day 21 grains of rice	Day 22 grains of rice	Day 23 grains of rice	Day 24 grains of rice	Day 25 grains of rice	Total After 25 Days
Day 26 grains of rice	Day 27 grains of rice	Day 28 grains of rice	Day 29 grains of rice	Day 30 grains of rice	Total After 30 Days

activities. Each grade level will be listening to a mathematical folktale in the gym and learning about doubling. Parent tip: if your child asks for an allowance of just a penny and to have the amount doubled each day for a month - don't fall for this trick! It starts out small on day 1 just one penny, but 2 pennies on day 2 and by day 10 you will be giving them over 500 pennies and by day 30 whew! Check out this calendar math problem from One Grain of Rice, a mathematical folktale by Demi:

Finally, we are planning on swimming lessons, exciting assemblies and training teachers on Oregon State Testing in March.

### **Irrigon Elementary School**

Irrigon Elementary School staff and students are ready to get back into the classrooms and academics. We had a wonderful start to the school year with little to no set backs on having students in the classrooms at IES. Our students have been able to have a mostly "normal" school year with lots of learning and activities. We had a busy December with our benchmark assessment and our painting event. IES students gathered 1,560 cans of food in a week-long time span for our community in partnership with Irrigon Fire Department. We also worked with The City of Irrigon to provide information for our community giving tree. Lastly, we worked with our CARE coordinator and SRO to get blankets and food boxes out to some of the families in our community. This has become an annual delivery that we provide to some of our families.

We knew going into this school year we would have to teach intentionally and with a greater focus and perseverance than most years due to the set back of COVID. I'm very proud to say that we completed our second benchmark assessment and we are currently at 86% of our students meeting their annual typical growth in reading and in math we are at 65% of our students meeting annual typical growth. This is wonderful progress for our students considering we are at the halfway mark for the 21-22 school year. I'm very proud of my staff and students who are all working hard and making great academic gains.



IES finished off the month of December with our annual pajamas, peppermint sticks and painting day. This activity is a lot of fun for our students and staff. Each of our classrooms are led through a winter painting tutorial by Ms. Hodgdon using google classroom. The students take the painting very serious and leave for break with a wonderful 8x10 painting for their parents or guardian.



Our 6<sup>th</sup> grade students are gearing up to attend week long STEAM camps at the SAGE Center. I have been working closely with Mr. Walker for our students to be able to have a fun and unique experience in the new classroom. We had the pleasure of having Mr. Walker come to IES and deliver hands-on STEAM lesson with each of our classrooms.

Overall, we have had a lot of success and excitement at IES so far this school year. We have an amazing group of students with parents who support our building and want what is best for kids. This is how we as a community can achieve great things.

### **Irrigon Jr/Sr High School**

It is February and the signs of spring are starting to appear. We are also beginning the second semester of the school year, which means it is important to look back on our students progress during Semester 1. This is our first full semester back during the pandemic, and while our students did return for the final 9 weeks of school last year, this was truly a new experience for everyone. Things have slowly been on the return to "normal", and students and staff have been handling all the changes and requirements very well. In looking at our students academic results, we can be proud of the

work going on in our building. Currently all of our seniors are making progress towards graduation. We have our eye on about 5 or 6 students, but we believe they can make it across the finish line to achieve their diploma's. Another identifier that the state uses for academic achievement is 9<sup>th</sup> grade on track. Currently, after 1<sup>st</sup> semester 58 of our 60 freshman are "on-track" (96%), with the 2 students capable of meeting that mark by the end of the school year and/or summer school. In looking at GPA achievement in our building, we had 40 students end Semester 1 with a 4.0 GPA, 103 students had above a 3.5 GPA, and 182 students achieved a 3.0 GPA or better. Our 7<sup>th</sup> and 8<sup>th</sup> grade students have been also working in iReady for Math and Reading, and we will be looking at their growth in those measurements as the year progresses.

We are also very excited to be partnering with the Port of Morrow this month to provide our 7<sup>th</sup> and 8<sup>th</sup> grade students with an opportunity to be introduced to the number of career opportunities that are available within the POM. Our students will be traveling to the BMCC workforce training center at the POM and spend half of a day working with representatives from the different port industries in an interactive career exploration fair. This is a great opportunity and we are very grateful to all of the community partners that were able to plan this event and put it together for our students!

Now that we are in February, winter sports are coming to an end. Girls and Boys basketball will be finishing their seasons this week, and unfortunately neither will be qualifying for the state playoffs. Our Girls Wrestling program had 2 girls qualify for state wrestling, and our boys will have their district meet in a couple of weeks to identify their qualifiers as well. Spring sports are right around the corner and we were very excited to add another sport offering at Irrigon Jr/Sr High School. This year we will have our own Boys and Girls Tennis program. We are very excited to have this opportunity, as well as hire an experienced and successful tennis coach. Richole Osborne has agreed to coach our tennis program. Richole won multiple state tennis titles at the 5A level and earned a scholarship to play Division 1 tennis in college. Richole is an Irrigon resident and currently teaches PE at AC Houghton Elementary. We are very excited to have her start this program with us!

### **Heppner Elementary**

This fall HES enrolled 176 students. Currently we have 181. Simply having all of these students in our building all day is amazing and we are grateful that so many choose to attend in person. We thank you for your support and the communication from the school board.

At HES we continue to focus Writing and Math along with all other subjects. We continue to participate in professional development for writing through the district's collaboration with Yolanda Westerberg. Teachers at HES have also created a vertical alignment through core standards in writing. Every four weeks our data team meetings focus on writing scores from the recent past. This allows teachers to regularly collaborate and adjust based on the data they are getting from recent writing samples and other assessments including iReady.

Our teachers are feeling more comfortable with the Ready Math curriculum. With iReady as our diagnostic this switch helps to be more consistent in practice that aligns with the assessment. A special focus and discussion has been, and will be, small group work with students. Math is also a focus, every fourth week, in our data meetings.

While iReady is a major part of the data to drive Math instruction we also use other measurements. Having just completed the Winter diagnostic testing students are working in intervention groups with extra practice for all.

I'm happy to report that HES is showing growth in all grades and indications are that most if not all students will indeed achieve a year's worth of growth. HES teachers continue to encourage students at all grades to take ownership of their academic growth through goals. This happens in regular student teacher meetings. For example, students in lower grades set words per minute reading goals as well as iReady and AR goals. In third grade students have Math goals to learn multiplication and iReady growth for the year with regular check ins with their teacher.

This incredible work by students and teachers at HES will help us shine and become the best version of ourselves.

### **Heppner Jr/Sr High School**

We are off to a smooth start to the second semester of the 2021-22 school year. I am proud to report that we had 72 students who made the first semester Honor Roll with a 3.5 or higher GPA!

At HJSHS we continue working diligently to reach the goal that all students are not only successful from one semester to the next, but that they also graduate on time. In pursuit of this endeavor we continue to utilize many different types of supports to help our students succeed. Through our advisory/cohort grouping and senior transitions classes, we are able to help students track and monitor their progress as they work through their high school years at HJSHS. During Covid times these continued strategies have helped us maintain a high “freshmen on track” to graduate percentage and a high projected graduation percentage rate through the end of the first semester.

We have and continue to hold both “virtual” and in-person conferences as needed, with parents and students that focus on individual student progress. During these conferences we discuss supports that are offered at HJSHS such as; in-person and virtual tutorial opportunities, study skills and tutorial class options, virtual parent/teacher meetings and on-line credit recovery options to name a few. This has allowed meaningful conversations with students, parents and teachers as our students’ progress from one semester to the next. Our continued focus on the end result of graduating from high school on time, has continued to help make our conferences more meaningful.

Additionally, our senior transitions teacher (Mrs. Payne) and our guidance counselor (Mrs. Miller) are continually reviewing grades and transcripts to see how our students are progressing and meeting with students on an “as needed” basis to help monitor their attendance, grades and progress. Students who did not receive a passing grade during the first semester, were given additional support and extra time to bring their percentages up to a passing grade and/or the option to make up the credits during summer school.

We will continue to communicate with our students and parents regarding student progress to help ensure they are successful from one semester to the next, one grade level to the next and on track to graduate on time!

### **Management’s Discussion and Analysis**

#### **MCSD – Maintenance & Facilities Update – February 2022**

We will be meeting with Administrators, Head Custodians, Lead Maintenance and Food Service later this month to begin the budgeting process for the 2022-2023 school year. They will present their needs during our walk-through visits then we will decide which projects to move forward with based on Safety, Extending Useful Life and Efficiencies/Cost Savings.

The AEPA contract between WTI, McKinstry and the District has been presented and approved. They will begin the design and engineering study then plan on construction beginning in April with completion tentatively set for September. ODE approved the following projects to be paid with ESSER II & ESSER III Funds:

*Heppner Jr Sr High:* Controls Hardware Upgrade, Gym AHU Replacement, Multipurpose AHU Replacement.

*AC Houghton:* Controls Hardware Upgrade.

*Irrigon Jr Sr High:* Controls Hardware Upgrade, Office HVAC Upgrade, and Cafeteria AHU Replacement.

*Riverside Jr Sr High:* Controls Hardware Upgrade, Decouple HVAC in Office & Commons and Replace Controller on the AHU-4.

*Sam Boardman Elementary:* Controls Hardware Upgrade and Replace Office Area HVAC.

The District Bond Core Team is continuing their work with several entities on the next steps for the Bond. The DLR Group has created floor plans and site renderings, the InterMountain ESD is developing a video that will highlight the needs in each building and the Wenaha Group is helping by managing and keeping on track with deadlines and submissions. The Political Action Committee has been formed and is working with PAC/West Communications Group.

**Staff Incident/Accidents Report:**

Date	School	Incident
None		