

Administration Reports

September 2019

Sam Boardman Elementary

Morrow County School Districts goal #1 focuses on demonstrating “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”. Sam Boardman has continued to develop an instructional focus centered around grade level learning targets. As a school we have developed a yearlong scope and sequence in reading and math. We have also set clear and specific guidelines, regarding our instructional framework.

The second focal point is based on student attendance. Sam Boardman has fully embraced the “Every Day Matters” theme and will continue to support parents and students in this endeavor. During our upcoming Extravaganza this motto will be shared and posters given out for parents to put throughout our community.

Finally, Sam Boardman has established the following goal: **Sam Boardman students will master grade-level skills in reading, writing and math by the completion of third grade.** This vision was introduced to all of our students during the initial back to school assembly through a simple phrase, *OPPORTUNI-KEYS*, or the keys to opportunity begin with reading, writing and math. Throughout the building our goal is displayed and students search for the three hidden keys; reading, writing and math which are written on large laminated keys. Once a student finds a key they return it to the office where we remind them of the goal and they receive a buccaneer ticket.

These are only a few ways that we are helping students to achieve success at Sam Boardman Elementary School.

Windy River Elementary

Strategic goal 1: “Students at all grade levels will show academic achievement growth proportionate or above their peers at all levels using a variety of measures. Students will have the required skills to meet essential skills by grade level in preparation for graduation.”

The school year has started and Windy River is ready. We have been preparing since last Spring and early Summer when we were meeting and preparing a scope and sequence in math and reading for each grade level. Our leadership teams also met to build and align our instructional systems between Sam Boardman and Windy River. We will continue to use iReady to help monitor student academic growth at each child’s individual pace. We will do this through iReady online instruction, ReadyMath, benchmarks, and in our data team meetings. Our data team meetings in each grade level will produce better conversations about students, their needs, and the supporting data. This will help us be better prepared to discuss student needs to achieve. We are also excited to work with our new instructional coach. She will often be in classrooms supporting instructional growth. Our teachers will also start implementing reading passages tied directly to claims and targets. Teachers will receive training to better develop and support this goal. We know that by doing this our students will show greater growth. Our goal is for students to grow at least one grade level this school year. Overall there is much to do, but we are confident that we are moving in the right direction.

Riverside Jr/Sr High School

It has been a great start to another amazing school year at Riverside Jr/Sr High School. Our students and staff have worked hard to prepare for the 2019-2020 year! Prior to the start of the year we held our first leadership planning retreat for teachers and students. The teacher leadership retreat was made up of staff from each department. These teachers worked diligently to plan and prepare professional development for their peers, review data from the previous school year, and make plans together for this upcoming school year. Later that afternoon our Leadership students held a planning retreat as well. These students participated in team building activities, planned activities for the school year and set goals for themselves. This was a very powerful day and the excitement from both of these groups has carried into the school year.

The Riverside Language Arts team has been spending time at the start of the year to work together in data teams to review the 18-19 OSAS data to help make instructional decisions for their classroom. This team is going to continue this process as we are working on iReady diagnostic testing and will review that data once we are finished. These data points are helping us identify the claims and targets that our students are struggling with and/or are proficient. The team uses this data to identify areas of focus for their classroom instruction. We will be doing this process throughout the school year with our Language Arts and Math teams.

A.C. Houghton Elementary

At ACH we are working continually to succeed in academic achievement growth. Staff use district adopted curriculum- with other resources, along with IREADY diagnostic testing 3 times a year, and grade level formative and summative assessments. At our weekly data meetings, grade level teachers and specialists meet to discuss student data, what's working, what may need improved upon, and share resources and ideas also highlighting student engagement, teaching strategies, and technology. This year our 3rd grade teachers will be adding item writing questions to their weekly schedule to help align with the OSAS test. The staff at ACH is continually evaluating our instructional practices, and have made a shift towards small group instruction, standards-based teaching, and a strategic focus on math instruction to narrow the achievement gap. We do this through focused professional development, intervention for students, and collaboration between grade level teams and specialist. Our Friday school program also supports our goal to bring in more S.T.E.A.M activities to further our students learning opportunities. It is always exciting to see the growth weekly, quarterly, and yearly that are students are achieving due to the hard work of all our staff.

Irrigon Elementary School

September is such a busy month and a great jump into the new school year. Our teachers have been very engaged in data driven instruction, focusing on teaching the claims and targets using our systems document and scope and sequence. Our teachers have also embraced Conscious Discipline in their classrooms and we are fully onboard as a staff. This helps with consistency and support for each other, as well as our students.

Our teachers have been embracing the iReady system to be able to identify standards that students have mastered or need support with. The iReady system is the district universal screener that is used in all of the elementary school grades K-8. The diagnostic assessments are all online and automatically scored as well as organized by mastery in standards and missing standards. The teachers use this data as well as classroom assessments/daily assignments to help drive the classroom and intervention instructions in both mathematics and reading. Our teachers have also been looking at OSAS data to help find growth, no growth or declines in target areas. Our teachers look at multiple pieces of data to help with creating and adjusting the stations that

they are teaching in the CORE subjects. Our teachers have made the shift from whole group/whole class instruction to small group instruction using the stations to fill in the missing standards and to enrich the students with new grade level or above standards. We have also implemented direct instruction through our reading passages. Our students are finding joy in learning about “why” they need to be part of their learning and success. Our students have been holding rich conversations about what they are learning and using appropriate vocabulary. All of this takes a lot of work and commitment from our staff and students.

Next, we have with open arms committed to be a Conscious Discipline school. This commitment will take us 3 years to fully implement and understand. We are starting year 2 with this mindset. The Conscious Discipline thinking is a way to look at ourselves and learn to self-regulate our emotions, create respect and grace for one another as a staff. The next step is to teach our students how to self-regulate their feelings and create a school family. Our school this year will implement good behavior visuals for all areas of the school. We will hold a Conscious Discipline meeting every other month with our licensed staff and classified staff. We have also learned different greetings, forgiveness rituals, kindness rituals, and wish you well rituals. I am very excited to see how our staff enriches our school family this year through Conscious Discipline.

Overall, you can see that we have been incredibly focused on data driven instruction/conversations using our OSAS data, iReady diagnostic assessments and through our instructional systems. The students bought in to the idea that they are the biggest part of their learning and education and we are there to give them the supports to be successful. We have continued the move towards being a Conscious Discipline driven school. We are very excited and optimistic to see how this year goes for our students with both academically, as well as social-emotionally.

Irrigon Jr/Sr High School

Welcome Back!

We are off an running to start the 2019/20 school year. We are very excited to have our two new teaching additions on board in Mr. Robert Firpo (Band/Choir) and Mrs. Julia Longoria (JH Science). As we have ended our second week of school, teacher, students, and staff are starting to find their groove and are working hard every day. In looking at our focus for academic improvement for the upcoming school year, we spent some time during our in-service on creating standards-based assessments that we can extract data to inform our instruction. Teachers worked through an activity to create different types of assessments, and were provided a template and guides for creating questions. This is a key component as we continue to work towards academic growth in OSAS and performance towards graduation. This year each teacher will be monitoring student growth towards these standards throughout the units they teach and planning for interventions as part of their weekly PLC discussions. We started this endeavor last year with the math teachers in our building, focusing on performance task styled questions. In looking at our results we found that we saw an increase between 2017-18 and the 2018-19 school year on average of 5% in each sub-group and the total for Math Academic Achievement and a 14% increase in students meeting Math Academic Growth with highlights like 20% growth in our Hispanic/Latino students and 10% growth in SPED. We have also seen steady growth in our High School Math achievement, which has risen 20% over the past 4 years. We are looking to continue to expand this practice to all disciplines, with the inclusion of programs like iReady for math and language arts at the 7th and 8th grade level, as well as classroom-based progress monitoring through our PLC data collection.

Fall sports have also begun. Our Lady Knights volleyball team returns 4 all-league members and is looking for a return trip to the state playoffs. Football kicked off their first home game on Thursday, September 5th vs. Stanfield, and boys and girls soccer traveled to Ontario to face Four Rivers on Saturday September 7th.

Heppner Elementary

We are so excited to get started on the 2020 school year at HES. A great part of our excitement is due to the great student growth we saw last year. We feel like we have some momentum and are looking to push our academic achievements higher. Mrs. Gibbs and Mrs. Coiner especially saw their students shine on the OSAS assessment.

Here is some data from the last two years:

Subject	17-18 Oregon	17-18 school year HES	18-19 Oregon	18-19 school year HES
English Language Arts	52% met	50% met	51% met	63% met
Mathematics	38% met	43% met	42% met	43% met

Early indications are that the number of students meeting the standard grew by 5% in Math and 13% ELA over the last two school years. As you can see we were slightly below the state average for percentage of students who met the standard on the A. The HES staff is proud of this growth and we look to continue to improve going forward.

In support of our students' academic growth we are continuing to hold regular data team meetings and PLCs to work collaboratively on these goals. HES is doing a book study with the book "Engaging Students With Poverty In Mind" by Eric Jensen. I found it full of practical and easily applied teaching strategies that reach all students. In addition, we continue to improve our use and application of iReady as a teaching tool, growth monitoring method and diagnostic for individual student growth.

Our students arrived full of energy and excitement. We are 10 students up from the numbers we had in June for the last school year. With a kindergarten class bulging at the seams there is lots of energy in the building. With this in mind we conducted a Conscious Discipline parade on the first day to demonstrate and practice some of the HES routines and expectations. With Mrs. Calvert having attended the weeklong training offered through IMESD we now have an 'expert' in our building to support this research-based culture and behavior program.

With all of these exciting things happening we look forward to a productive and safe school year.

Heppner Jr/Sr High School

We are off to a great start to the 2019-20 school year at HJSHS. For this month's report I will be highlighting MCSD Strategic Goal #1: ***During the 2019-20 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.***

At HJSHS we are continually working to reach the goal that all students are not only successful from one grade level to the next, but that they also graduate on time with their class cohort. In pursuit of this goal we utilize a lot of different types of support to help our students succeed. Through both advisory and senior transitions classes, we are able to help students track and monitor their progress as they work through their high school careers at HJSHS. With these strategies we have maintained high "freshmen on track" to graduate percentages and high graduation rates during the past several years at HJSHS.

Additionally, we hold “grade level” conferences with parents and students that focus on where students are as incoming seventh grades (or new students) and where they need to be by the end of their senior year in order to graduate. During the conferences we discuss supports that are offered at HJSHS such as; academic Friday opportunities, study skills/tutorial class options, parent/teacher meetings and credit recovery options to name a few. This conference format has allowed more meaningful conversations with students, parents and teachers as our students’ progress from one grade level to the next. Focusing the conferences on the end result of graduation from high school has really made the conference process a more worthwhile use of our conference time.

For seniors at HJSHS, our senior transitions teacher (Mrs. Payne) meets daily with students and also helps monitor their grades and attendance. Seniors that are still needing to meet essential skills in reading, writing and math are provided opportunities to complete work samples or take the Work Keys test in addition to being assigned reading, writing and math lab class opportunities to help better prepare them. We will continue to communicate with our HJSHS students and parents regarding student progress to help ensure they are successful from one grade level to the next and on track to graduate.

Have a great month!

Management’s Discussion and Analysis

MCSD – Maintenance & Facilities Update – September 2019

Our Custodians and Grounds Crew did an amazing job getting the buildings and facilities ready for staff and students while managing projects and contractors this summer!

Tremco Roofing is making repairs at AC Houghton, Heppner Elementary, Morrow Education Center and Irrigon Elementary. These repairs are part of the long-term strategic preventative maintenance roof plan that was created with Tremco and approved by MCSD. AC Houghton will also have a full replacement done to a small section that has had leaking issues the past few years.

Sam Boardman, Windy River and Heppner Elementary all had basketball hoop power winches installed this past summer. Irrigon Elementary upgraded the sound system for their gym. Irrigon Jr/Sr High added lighting in the upper hallway and the stair treading replaced on the back stairwell. Riverside Jr/Sr High had carpet added to a classroom. Morrow Education Center is having an additional basketball hoop installed and a storage shed has been added.

We worked with Stripe Rite to create a long-term plan for our parking lots. Irrigon Elementary’s parking lot had a re-seal and all lines re-painted with the main goal being the safety of students and better traffic flow. AC Houghton received pothole repairs and new parking stops. Heppner Jr/Sr High had their parking areas re-painted.

Our grounds crew have received equipment that will make their jobs more efficient and our grounds in better condition including a tractor, mower, soil/sand spreader, thatcher attachment, and two push mowers with baggers.

Staff Incident/Accidents Report:

Date	School	Incident
7/15/19	HES	Employee injured their neck and sought medical treatment. A time loss claim was filed. Employee returned to full duty 7/30/19

Financial Report Talking Points:

As mentioned in the previous Board meeting, the District will be receiving additional Measure 98 funding along with new Student Investment funding. Once we are awarded the Student Investment, we'll request a supplemental budget to increase appropriations.