

Alsea School District 7J

October 2026 Superintendent's Board Report

Stacy Knudson, Superintendent/K-12 Principal + Special Education Director

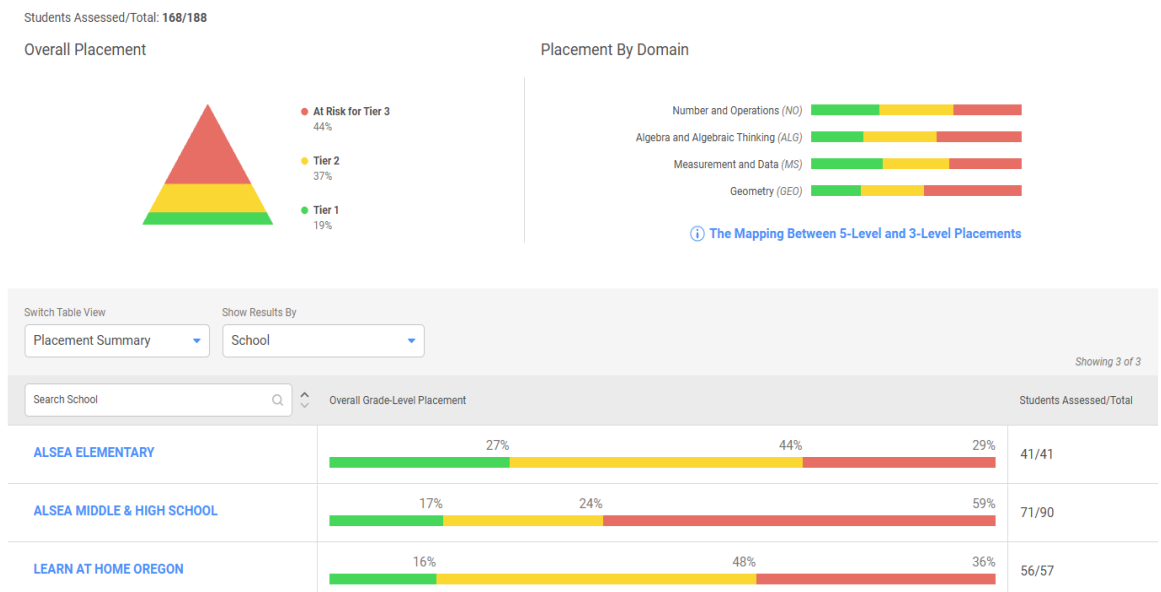
Alignment to GOALS #'s 1-3 -

Instructional Excellence, Mathematics Achievement and People + Culture:

- ☐ Final shifts in master schedules have been made and it feels like our entire district is in a healthy and effective routine. We have also added some part-time students in a blend of online and in person.
- ☐ FLEX Instructional Map - Daily 30 minute work sessions designed to target math fundamentals, writing fundamentals, vocabulary development, SEL skills and student success/organization skills. Targeted I-ready packets are being created based on diagnostic domain deficits to utilize during this allocated learning time, as well. HS teacher teams are designing specialized content support each week on a rotation basis, which is developed within their monthly PLC work.
- ☐ Instructional Round Learning Walks with teacher groups are in process.
 - ☐ Learning Environment (Sept.)
 - ☐ Learning Target (Oct.)
- ☐ Goal setting has been presented and a google form was created for all staff to create their goals for the 2026-27 year and are due on Oct. 31. Observations and targeted learning walks are in process. Google Form data collection and reflection designed by Heather and I continues to save the district from high cost platforms.
- ☐ SIOP training and Best Practices is scheduled for October 9th, 2026. There will be two sessions alternating am/pm. The open time of day will be scheduled for team level meetings, PLC work and individual I-ready development within teacher classrooms.

SB141 Status: I-ready testing (diagnostic 1) Sept. 28-Oct. 8

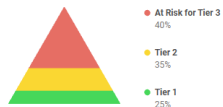
DISTRICT MATH INTERIM ASSESSMENT:



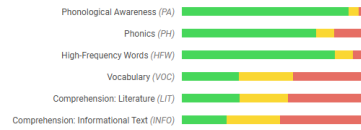
DISTRICT ENGLISH INTERIM ASSESSMENT:

Students Assessed/Total: 182/188

Overall Placement



Placement By Domain



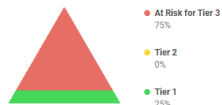
[The Mapping Between 5-Level and 3-Level Placements](#)

Switch Table View		Show Results By			
Placement Summary		School			
Search School				Showing 3 of 3	
		Overall Grade-Level Placement		Students Assessed/Total	
ALSEA ELEMENTARY		22% 59% 20%		41/41	
ALSEA MIDDLE & HIGH SCHOOL		17% 27% 56%		88/90	
LEARN AT HOME OREGON		42% 28% 30%		53/57	

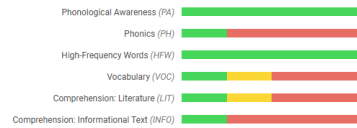
3RD GRADE PROFICIENCY - GOAL OF 42.5% (29% 2024-25 to 37.5% 2025-26)

Students Assessed/Total: 4/4

Overall Placement



Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Switch Table View		Show Results By		View All Students	
Placement Summary		Class			
Class		Overall Grade-Level Placement		Showing 1 of 1	
Class				Students Assessed/Total	
Alsea Grade 3 ELA		25%75%		4/4	
Chilcote, R.; Evans, B.; Olsen, H.; Zaffaroni, G.					

8TH GRADE PROFICIENCY - GOAL OF 19% (8.3% 2024-25 to 8.4% 2025-2026)

3-Level Placement

Enhanced
5-Level Placement

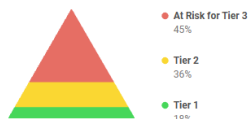
Criterion Referenced

Placement Definition

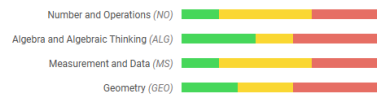
Standard View

Students Assessed/Total: 11/13

Overall Placement



Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Switch Table View		Show Results By		View All Students
Placement Summary		Class		
Class				Showing 1 of 1
Overall Grade-Level Placement				Students Assessed/Total
Alsea Grade 8 Math		18%36%45%		11/13
Chicote, R.; Ewton, J.; Gefroh, M.; Larson, R.; Olsen, H.; Zaff...				

K-2 Attendance - Goal of 80% (September data shows 90% of K-2 students have attendance of 80% or better)

K-12 Attendance - Goal of 80% (September data shows 91% of K-12 students have attendance of 80% or better)

Proactive Behavior Management - Aligned to GOAL #3

- ☐ Book Studies - Ch. 1 discussion in progress
 - ☐ Dare to Lead: What stands in the way becomes the way. We start by diving into the 10 behaviors and cultural issues that leaders identify as getting in the way. Discuss what is in our way at the moment. How do we move from Shame and Blame to Accountability and Learning?
 - ☐ The Explosive Child: Think about a particularly challenging behavior. How have you traditionally interpreted this behavior? After reading/discussing ch.1, is there another way you might understand what is happening? What might be the reason for the struggle that we 'assume' they simply SHOULD be able to do? Can we identify lagging skills and appropriate tools for success? Is it a skill deficit vs. intentional noncompliance?
 - ☐ Help for Billy: Students who experience trauma may communicate their needs through behavior. This work is to understand what may be underneath the surface and then collectively create conditions where students can feel safe, connected and ready to learn. What resonates with you from Ch. 1? Do you see the whole student? What can you consider when you look at behavior as communication? How might this alter how we approach and engage with students?
 - ☐ Critical Thinking Classrooms: Consider the behaviors discussed in ch. 1. Have you seen these in your students? What are your thoughts about the 14 practices? Can you think of parts of your teaching practice that do not exist on that list? Think about the types of tasks you use. How would you describe them? Do they fall into different categories? OR all into one? Do these encourage your students to think or do they inhibit thinking? How is mimicking showing up in your instruction? What other ways may we be communicating that unintentionally create mimicking?
- ☐ Specialized assignment of IA's and administration during lunch and passing times, core classes and hallways during passing time.
- ☐ Continued visits to classrooms with high frequency incidents of defiance or disruption. We have also enhanced coaching teachers on best practices and the power of communication with families to take an active role in the positive behavior development of our shared students.

Incident	Level	Qty
Minor Defiance/Disrespect	Secondary (Middle only)	2
Harassment/Sexual Harassment	Secondary	1
Disruption	Secondary (Middle only)	7
Inappropriate Behavior	Secondary (Middle only)	3
Physical Aggression	Elementary	3

Professional Development - Aligned to GOALS #1 + #2: Instructional Excellence

- ☐ Trillium Beyond the Basics in Trauma Treatment Landscape
- ☐ Instructional Best Practice 8/27
- ☐ UDI training 9/18 - LBL ESD Learning Consultant-led
- ☐ West-Ed session w/ literacy acceleration in our elementary school 10/6 through continued grant funding. Alicia, Tim, Heather and I are all on this leadership team. Alicia and Tim spent the morning in 4th grade to start the year.
- ☐ TCI (social studies) curriculum training led by our resident expert (Mrs. Evans)
- ☐ Flex Implementation and Enhancement meeting with Iready Math work
- ☐ Wayfinder Superintendent workshop - Bend, OR
- ☐ Northwest 2026 Math Conference- Portland, OR
- ☐ SIOP training 10/9 (Statewide Inservice) - Alsea campus with Paula Cates
- ☐ Wide Open Spaces (Rural Oregon Administrative workshop) 10/11-10/13 - Dr. Hallgarth + Dr. Nichols

Our Collective Commitment

Strong Instruction



Stronger Student Outcomes



Every Child Can Learn + Grow



Lead with relationships

Teach with purpose

Use data

Support people

Expect growth

WOLVERINES - One Team. One Focus. One Year of Growth