

Administration Reports

October 2018

Sam Boardman Elementary

Strategic goal 1 states, **“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.”** With the premise of this goal, Sam Boardman has developed the following vision, “Students will master grade-level skills in reading, writing, and math by the completion of third grade.”

In order to achieve this goal our staff will focus on the following key components:

1. Data driven conversations
2. Focus on standards aligned instruction
3. Engaging strategies to increase learning –“ instructional best practices”
4. Peer observations
5. Professional Development-focused on individual need
6. Develop positive student-teacher relationships

During the film *Miracle*, based on the 1980 US Olympic hockey team, a committee was formed to interview possible coaching candidates. In this meeting, the future coach, Herb Brooks, shared his vision or goal for the team, beat the Soviet Team. One of the committee members mocked him for this goal and said, “that is a pretty lofty goal Herb...”. Coach Brooks reply, “that’s why I want to pursue it”.

Working towards ALL students meeting grade level requirements in reading, math and writing may sound unachievable. But as educators we are working to make the impossible, possible.

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.”**

In order to achieve this goal WRE will focus on the following areas:

1. Analyze data to inform instruction
2. Professional Development
3. Develop positive student-teacher relationships
4. Develop positive parent-teacher relationships
5. Focus on standards aligned instruction
6. Engaging strategies to increase learning

Riverside Jr/Sr High School

We work very hard to make sure all students graduate, and there are many supports we put into place to help students achieve this goal. Each month as an admin team along with our counselor, we meet with all freshman and seniors to check in with them regarding their grades and attendance. When needed, we also hold parent meetings to discuss students who are in need of extra support. This year we are also utilizing data teams at each grade level as well. These data teams are made up of teachers who are advisors for the grade levels. During these data team meetings the teachers are reviewing students who are failing classes, as well as looking at attendance. At that point, the data teams discuss a plan at their grade level to help these struggling students succeed.

Our 2017-2018 Riverside data shows we had 86% of our students graduate on time, which is a 4% increase from the previous year, we also had an 8% increase in the 5 year completion percentage which was 90%. Our freshman ended the year with 91% of them on track to graduate, which means they had six or more credits earned from the year. All of these groups exceeded the state average in the category.

A.C. Houghton Elementary

At ACH we are working continually to succeed in academic achievement growth.

Staff use district adopted curriculum- Journeys Reading and Engage NY math, 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.

The staff at ACH is continually evaluating our instructional practices, and have made a shift towards small group instruction and standards based teaching. Some of the staff have been a part of the district grade level team creating a pacing calendar/guide and priority standards for each grade level.

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 was such a busy month and a great jump into the new school year. Our teachers have been very engaged in data driven instruction, standard based teaching, and rotations of learning stations. Our teachers have also embraced Conscious Discipline in their classrooms and we are fully onboard as a staff. This year our staff is having more frequent, intentional and productive meetings. This helps with consistency and support for each other, as well as our students.

Our teachers have been fully implementing the i-ready system to be able to identify standards that students have mastered or need support with. The i-ready system is the district universal screener that is used in all of the elementary school grades K-6 and optional in middle school. The diagnostic assessments are all online and automatically scored, as well as organized by standard mastery, as well as missing standards. The teachers use this data, as well as classroom assessments/daily assignments, to help drive the classroom and intervention instruction in both mathematics and reading. Our teachers look at the 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 material or standards above their grade level. This takes a lot of work and digging into the data to make sure nothing is getting skipped or looked over.

As mentioned, this year we are having two data days a week to meet and discuss assessment data, classroom assignments, and the pacing guides/grade level alignments. The data meetings are on Mondays and Wednesdays from 7:30-8:15. This is an ample amount of time to make sure our students are getting what they need in their homeroom classroom or in their skills blocks. We also converse as a school during the first part of the meeting about things to celebrate from their classrooms, as well as give ideas to each other as to what they can try in their classroom. These meetings are very structured, positive, and always keep the students as our number one priority.

Next, with open arms we have committed to be a Conscious Discipline school. This commitment will take us 3 years to fully implement and understand. 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 your students how to self-regulate their feelings and create a school family. Our school has started off with a monthly book study for licensed and classified staff. We have also learned different greetings,

forgiveness rituals, kindness rituals, and wish you well rituals. I'm very excited to see how our staff creates our school family and grows as a staff this year through implementing Conscious Discipline.

All in all, you can see that we have been incredibly focused on data driven instruction/conversations through our weekly meetings and through i-ready diagnostic assessments. Our teachers are successfully making the shift from whole group instruction to small group instruction/rotations. We have also started the move towards being a Conscious Discipline driven school. I will continue to update the board on our progress towards our school family at IES. Until then, we wish you well!

Irrigon Jr/Sr High School

We are a month in and everyone is getting in the groove of the new school year. It is only the end of September, but we have already had some great events that have occurred here at Irrigon Jr/Sr High School. Our ASB students put on a great week of events for our Homecoming Week. The theme this year was Road Trip. Our dress-up events were College Life, Tacky Tourist, then our annual Color War and Knight Pride days. During the week our students were able to take part in after school activities. Monday night was Powder Puff football. The Seniors defeated a combined team of Freshman, Sophomores and Juniors by a score of 49-28. Tuesday night we started a new homecoming event, The Photo Scavenger Hunt. Students were given a list of things to photograph around the school property, each photo was worth a different amount of points. Students were given 20 minutes to take as many of the photos with their group as possible. At the end of the time the Juniors came out on top, taking all of the photos, and returning in the shortest amount of time. Wednesday was our boys volleyball competition, also known as He-Man volleyball, where our Seniors defeated the Juniors to defend their championship from the previous year. Thursday night was our Bon Fire activity, with the help of the Irrigon Fire Department our Bon Fire was a safe and fun event. We hosted Stevenson HS for our Homecoming football game, where at halftime the homecoming court was presented by the help of Hermiston Chrysler/Jeep/Ram/Dodge. Seniors Reece Sheller and Michelle Carroll were crowned King and Queen. Our football team was victorious, defeating Stevenson 16-14.

Two weeks ago, we held a district staff professional development that covered a few specific topics. We have chosen math as a focus content this year. The district was able to bring in Shannon McCaw (who also happens to be the publisher of our JH math curriculum) to provide training to our entire secondary math departments on preparation and understanding of the questioning on the Smarter Balanced test. She also provided our teachers with engagement and real-life applicable strategies and tools to utilize in the classroom. Intermountain ESD was on hand to work with our CTE teachers, ensuring that their programs were aligned with the CTE standards. John Christy and myself, led a professional development for the remaining secondary teachers on lesson and unit planning with formative assessment and feedback as a focus.

Last year we were very happy that our school achieved 100% participation in all state tests at all grade levels. We had also changed our focus at the high school level, in regards to how we instructed and prepared our students for writing. As a result, we saw a 13% increase in our number of students that passed the SBAC ELA assessment, raising our rate to the state average of 70% for 11th graders. We also met the state average in the high school science assessment. Unfortunately, we are not seeing similar results in Math, which is why we have made it a focus for the upcoming year.

Another focus for the new school year is helping our staff find ways to engage our student population in Irrigon. Last year, the teacher leadership group did a book study on "Engaging Students with Poverty in Mind". Our team will be conducting lessons for the staff on engaging students with poverty in mind.

Heppner Elementary

This year at HES, we are working to demonstrate academic growth proportionate to or above our Oregon peers in a variety of ways. The staff is participating in the district wide focus on instructional strategies that have high student effect (Hattie). Specifically teachers are choosing 3-5 of these high effect strategies to develop and implement. They are receiving additional support through multiple coaching opportunities. These coaching opportunities include those provided by the district and additional visits from local coaches through IMESD. An example that I experienced just this week in conjunction with our data team meeting is the use of Socratic Notes by Mrs. Piper's students in intervention.

We are also participating in the implementation of Conscious Discipline to build strong student relationships with their peers and staff. The 'School Family' has become the focus of our efforts to help students develop resiliency and grit to keep trying when things are hard or challenging. This is also being supported by visiting coaches who work with the teachers in small groups and individually.

HES has also implemented a focused and teacher referred study hall after school three days a week. With a 'green sheet' from the teacher, who will have contacted parents, students are able to stay and work on things that are incomplete or that the teacher sends as supplemental support. This method of teacher referral is to ensure that students and staff are on the same page as to what work needs to be done. In addition, it allows the teachers to implement extra practice and give targeted, standards based activities to strengthen that particular student.

The initial fall data collection and assessments are wrapping up. This has given us baseline scores through iReady, IXL, and classroom standard based assessments to inform our instruction. The addition of our intervention and support teacher is already helping immensely to give more target instruction in more small, ability groups. Some grades have up to five reading and math intervention groups. This is allowing for much better student to teacher ratios and very specific learning exercises based on the specific standards at which the students are struggling.

All of this is part of the district wide focus on priority standards and the best instructional strategies. As we continue to implement this focus we will continue to seek data to drive decisions about what is working and any 'tweaks' needed to improve the impact of educational activities. In addition, HES teachers have been asked to calendar at least three peer observations both in the building and out of the building to learn new ways of doing things. In some cases, this is tied to an instructional strategy that has high student effect, which that teacher is trying to develop.

Heppner Jr/Sr High School

September was a busy month at HJSHS, it is hard to believe that October has already arrived. For this month's report I will be highlighting strategies at HJSHS that relate to *MCSD Strategic Goal #1: During the 2018-19 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 meet essential skills by 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. 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 also hold “grade level” conferences with parents and students that focus on where students are as incoming seventh grades 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.

Management’s Discussion and Analysis

MCS D – Maintenance & Facilities Update – October 2018

The new Entry/Bus Lane/Paving Project at Windy River Elementary have been completed.

The green space and irrigation system at Morrow Education Center is complete. Rock Enterprises will install the basketball hoop this month which completes that project. We are working on placement for a flagpole and new signs near the road to better identify MEC and the North District Office.

Tremco Roofing is finishing two areas at Riverside Jr Sr High School on the Main Building and the Shop Building.

Staff Incident/Accidents Report:

Date	School	Incident
9/24/2018	WRE	Volunteer slipped on wet grass/concrete, injured knee & ankle.
9/26/2018	WRE	Contracted Worker slipped on wet grass, injured shoulder.
9/27/2018	HES	Employee pulled out the bleachers, strained muscle. No medical attention needed.

Financial Report Talking Points:

Finishing up with the Auditors and hope to have the audit complete by the first of December.