

# Alsea School District

## January 2025 School Board Report – K-12 B&M School

Krista Nieraeth, Principal

### 1. Students of the Month for November

The character theme of November was Leadership, which means students who inspire and guide others towards a shared goal by demonstrating qualities like integrity, empathy, vision, and empowering others to be their best.

Congratulations to the following students for being voted as Student of the Month:

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| Kinder – Micah Glanville          | 7 <sup>th</sup> – Olivia Saharek     |
| 1 <sup>st</sup> – Ivan Olsen      | 8 <sup>th</sup> – Carter Campbell    |
| 2 <sup>nd</sup> – Macyn Woosley   | 9 <sup>th</sup> – Emmett Sapp        |
| 3 <sup>rd</sup> – Arya Larson     | 10 <sup>th</sup> – Hunter Dennis     |
| 4 <sup>th</sup> – Kavyn Smallwood | 11 <sup>th</sup> – Maximus Manwarren |
| 5 <sup>th</sup> – Ryan Hendrix    | 12 <sup>th</sup> – Tanner Hibbs      |
| 6 <sup>th</sup> – Evie Taylor     |                                      |



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## 2. Field Trips to Phageans Beauty College and IBS School of Cosmetology

Roxy Cessnun, as a part of Pre – ETS, took students to Phageans Beauty College in Corvallis and IBS School of Cosmetology in Eugene in December. All programs within our school are working together to provide students experiences so that they can start thinking about their post - secondary options.



## 3. Teacher Observation Cycles

I spent the fall completing formal observations for licensed staff using TeachBoost system. Oregon Law requires that all probationary licensed staff have 2 formal observations, and contract licensed staff have 1 formal observation every other year. I choose to do a formal observation on all contract licensed staff, as I believe as the instructional leader in our building, I should know what is going on in all classrooms and be able to work with licensed staff to improve teaching practices and learning strategies. All licensed staff will have 1 formal observation and at minimum 3 walk thru observations by the end of the school year. I am spending January and February completing all formal observations for both contract and probationary teachers.

## 4. Professional Development – January 7<sup>th</sup>

On January 7<sup>th</sup>, the district held professional development sessions for teachers. For K – 6 teachers, their session was centered around Literacy, specifically teaching literacy using research based strategies, understanding assessment and scaffolding practices, how to weave reading throughout the school day to maximize time in learning to read, and how to use the curriculum with fidelity. Thank you to Barbara Jones from WestEd for leading these sessions. WestEd is a company that is contracted through LBL ESD through the Early Literacy grant to provide literacy support to districts.

The Secondary staff did professional development around the Lesson Cycle and student engagement that was led by me. In October, Sandra Pinion, our 3<sup>rd</sup> grade teacher and ELL coordinator, did a training on SIOP (Sheltered Instructional Observation Protocol) that talked about strategies to actively engage ELL learners, which are in general overall good teaching strategies. The secondary staff and I discussed parts of the lesson cycle that should be seen, including anticipatory sets, language and content objectives (and the importance of students using the language of the content and knowing what they are learning about), maximizing direct instruction time by not making it the entire class period, engagement strategies to use that we learned in our SIOP training for guided and independent practice (which is what the bulk of the class period should be), and how to assess student knowledge at the end of each lesson and then WHAT to do with that data. The lesson cycle should be completed each day for each class period to maximize student learning.

## 5. End of 1<sup>st</sup> Semester

Finals week for our 7 – 12 grade students will be January 21 – 23. All secondary classes will have a final exam in some capacity. End of the semester means that the grades for HS students will be transcribed on their transcript and will go towards their overall GPA for high school. Grade prep for teachers is January 24<sup>th</sup>, and grades will be posted on transcripts on January 27. We will be sending home report cards (7 – 12) and progress reports (K – 6) that week. Students are expected to be at school during finals week, unless there is an administrative excused reason for the student to miss finals. Students will be asked to complete the finals before the week, unless there are issues, and then we will work with them to complete the finals early the next week.

Grades for students in grades 7 – 12 will start over for the 2<sup>nd</sup> semester. We will make schedule changes the week of January 27<sup>th</sup> on a limited basis for secondary students, based on graduation requirements, class availability, and student requests.

It is important that our students, in all grades, come to school regularly, to keep up with work. Not all work can be made up. Some work is done through discussions and in class projects, and students who are not regularly attending miss those important interactions with both their teacher and peers. While today's environment is centered around the digital era, those students who are in a school that is brick and mortar still need to attend in person on a regular basis.

Attending school is also good practice for life after school, as jobs require employees to attend on a regular basis. I would encourage all families to make attending school on a regular basis (85% or more of the time) a priority.