

# East Minico Middle School

Goals/Focus for 2019-20 school year:

- Focus on culture-building activities and collaborative opportunities
- Create and maintain positive relationships between new administration and teachers/students
- Teacher and student recognition
- Assimilate research-based practices to foster teacher-student relationships
- PD addressing trauma informed practices/social-emotional needs/classroom management
- Increase community presence and relationship with stakeholders
- Increase communication between school and home
- Get the principal to learn as much as possible, as quickly as possible!

What is Happening at East Minico:

- East/West Opening Scavenger Hunt
- Back to School Family Barbecue
- Staff and family movie night
- Team decisions on content of advisory to meet student needs/concerns
- Love and Logic training for 6 teachers
- Write Tools training/implementation
- Achieve 3000 – 2<sup>nd</sup> year implementation
- New Club advisors – Renaissance/Builders
- New Teachers – Birch, Maughan, Brown, Heath
- Social Communications class – effective instruction tonight
- Music department
- Increased social media presence
- Pirate Press Newsletter

AMLE Conference Takeaways:

- Outlier leaders have the most impact (positive, optimistic attitude, happy)
- Nearly 70% of K-12 Teachers are not engaged in their work
- Happiness Research – it's not an outcome of hard work – mindset
- Predictors of high school graduation evident by 6<sup>th</sup> grade
- "Crustaceans are at their most vulnerable when they are between shells"
- Middle school students need: positive connections with adults and peers, structure, safety, creative expression, and clear limits.

Dr. Cox and School Board: thank you so much for making it possible for me to attend the conference in Nashville. It was a fantastic offering of school structures and leadership to best impact student learning. I came out of this conference with three goals:

Rubrics: (Rubric Building 2.0 Put the Power of Learning into the Hands of Students) We are learning to create rubrics supporting mastery based learning. Ashland Middle School shared their methodology for rubric creation. This connection was helpful for not only outlining clear steps in rubric creation, but we have an available resource and support in this process. Data to show from this conference will be teacher created rubrics in each subject matter by third trimester at MHJH.

PLB Grading: There were several classes offered on standards-based grading. One of the important components for this grading is high quality and timely feedback. SmartEd Systems has created an interface that works with Power School to support those concerns. I have reached out to Jim Westrick to see how it works and share it with our technology department. Marita Diffenbaugh at the state department would like feedback on what we learn as this is a huge issue across the state of Idaho in mastery-based programs. If this works for us, she will see that other schools are connected with Jim at SmartEd Systems. Richard Jarvis and I had a Skype conversation with Jim where we observed the program. We loved what can be accomplished through SmartEd, and Jim will support us in implementation and training.

Defeat Student Apathy: (Danny Hill) This training was a focus on intrinsic motivation. (I bought the book from this presenter). The goal to never leave students alone (supporting them in assignment completion) is the main responsibility of an educator: **TEACH THE STANDARDS**. He shared ways that his techniques have resulted in zero missing assignments. Students are no longer off the hook; they complete every assignment; purpose is well defined, and learning academic standards are the daily focus. We can look at missing assignments from each trimester for our school to collect data on successful implementation of techniques shared.

I feel like conferences such as this one are not to be taken for granted. I have included measurable ways that I hope to implement training received at the AMLE Conference. I appreciate a school board that has the vision and provides support for school leaders to connect, collaborate, and learn from others in the field.

With Gratitude;

Dyann

## **East Minico Middle School 2019-20 8th Grade Cohort-Longitudinal**

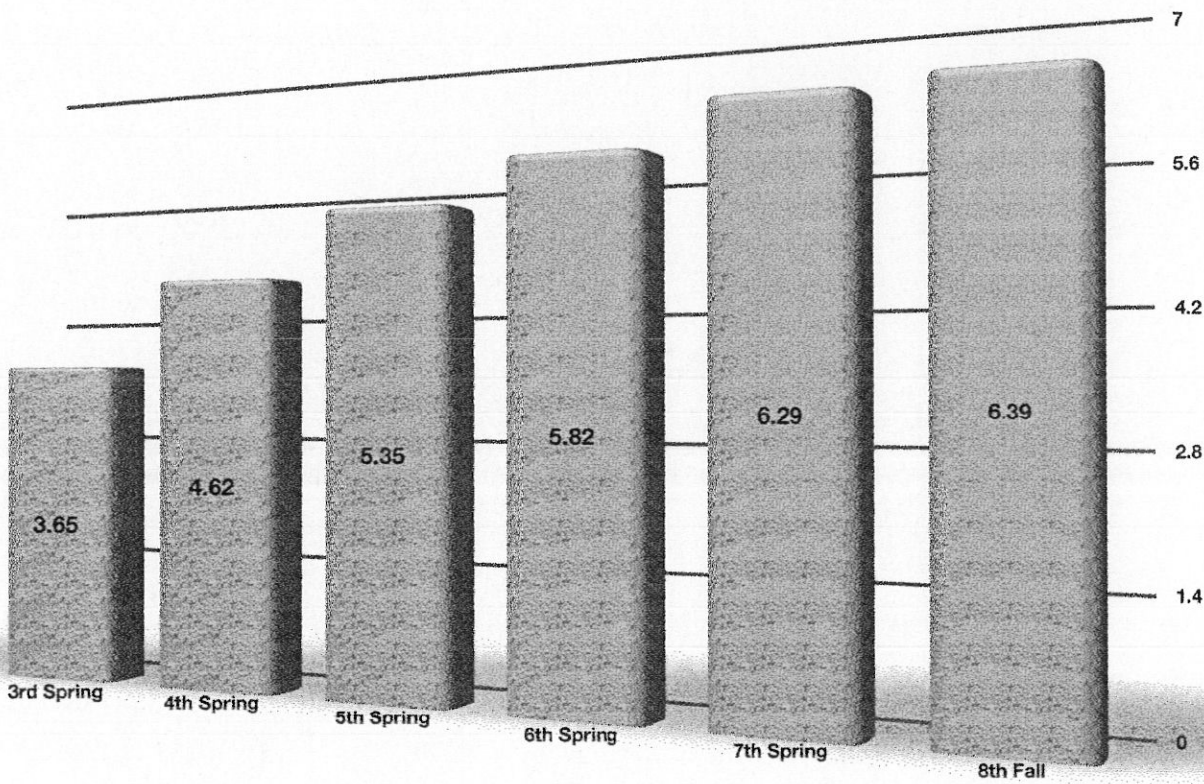
### **Reading Summary**

- 112 students tracked from third grade through spring of 8th grade.
- Spring of 3rd grade-Average GE in STAR reading was 3.65.
- Fall of 8th grade Average GE in STAR reading was 6.39.
  - On average students were 1.61 grades below their grade level.
  - The average percentile of the fall 8th grade was 29.48 (Out of 100 students, 70.52 performed better than our students.)
- End of 3rd grade 1.79% of students were at grade level or above.
- 32.14% of students were at or above grade level at the end of 5th grade.
- 23.21% were at or above grade level at the end of 6th grade.
- 29.07% of students were at or above grade level at the end of 7th grade.
- 16.07% of students were at or above grade level at the start of 8th grade.

### **Math Summary**

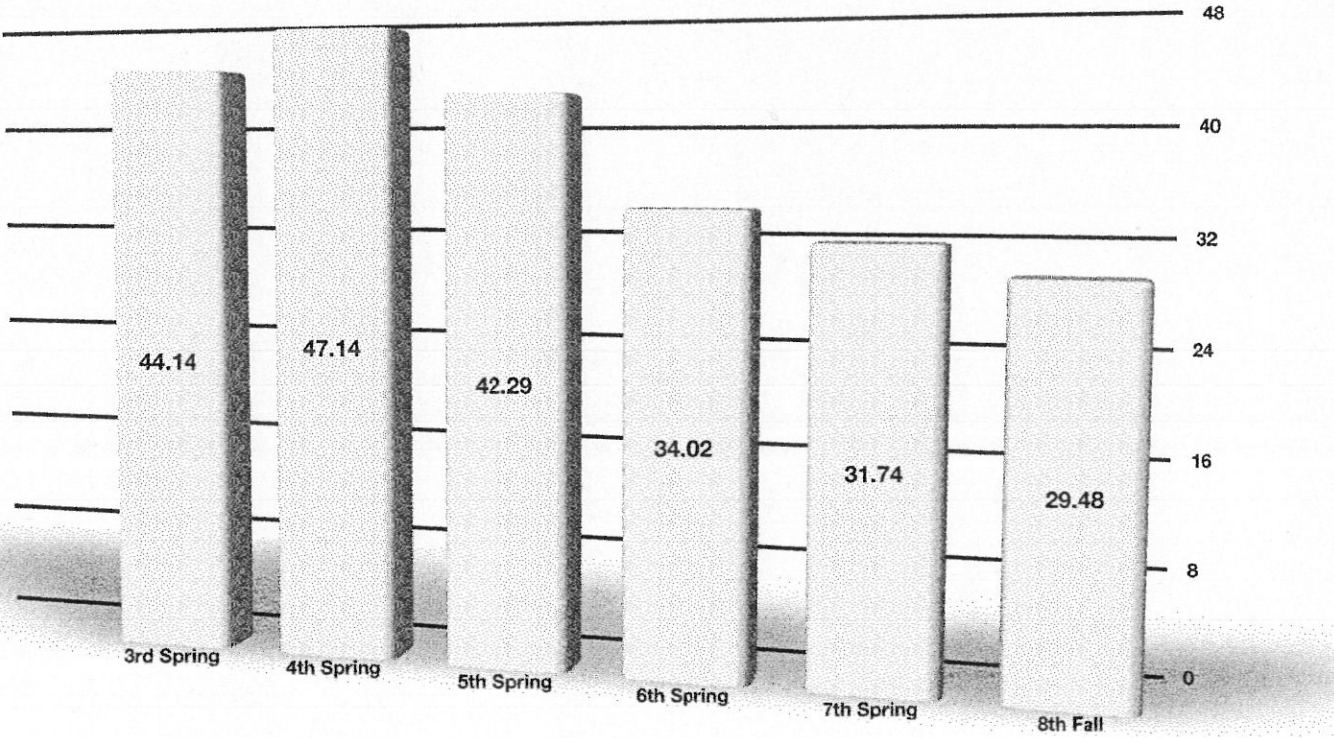
- 102 students tracked from third grade through winter of 7th grade.
- Spring of 3rd grade-Average GE in STAR math was 3.19.
- Winter of 7th grade Average GE in STAR reading was 7.86.
  - On average, students were at grade level by the end of 6th grade.
  - The average percentile of the winter 7th grade was 46.1 (Out of 100 students, 53.9 performed better than our students.)
- End of 3rd grade 55.77% of students were at grade level or above.
- 57.69% of students were at or above grade level at the end of 5th grade.
- 54.92% were at or above grade level at the end of 6th grade.
- 47.12% of students were at or above grade level 2/3rds of the way through 7th grade.

Reading Grade Equivalent





Reading Percentile

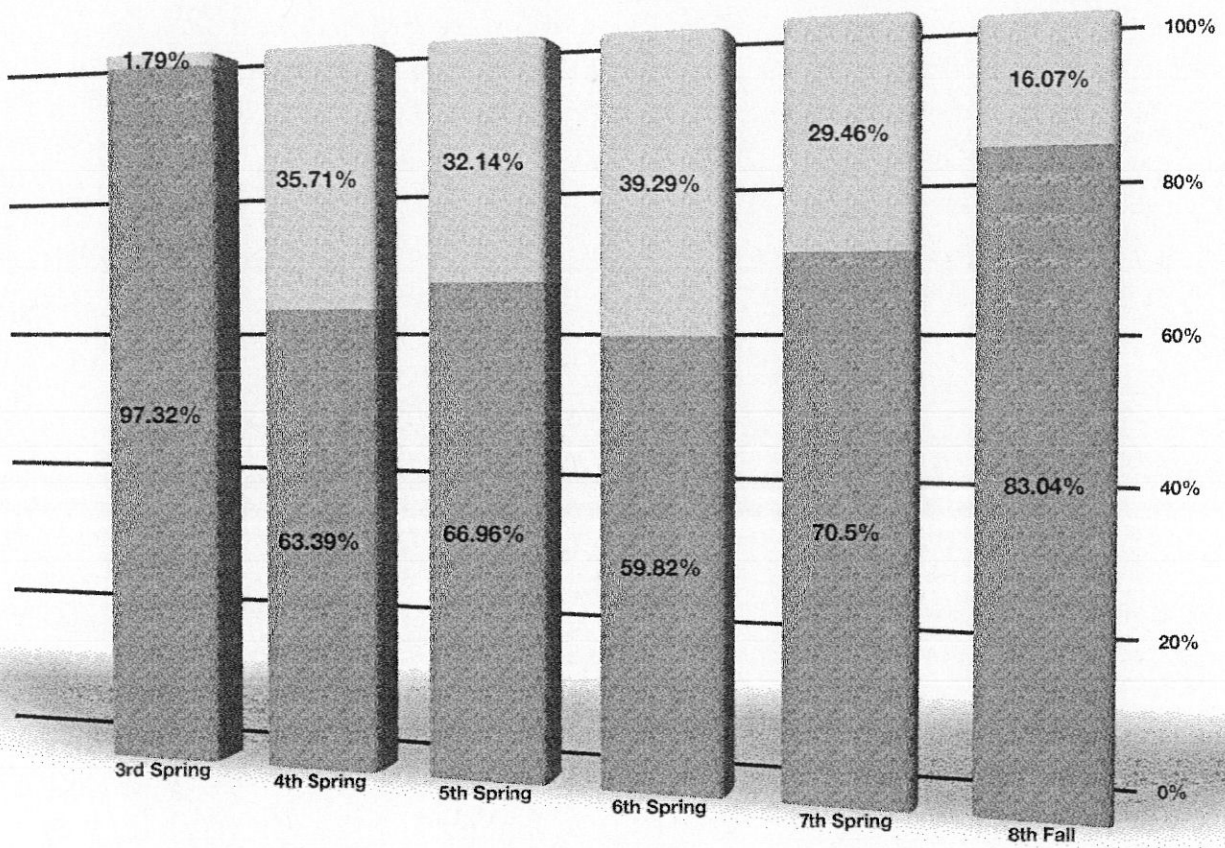


## Reading Level

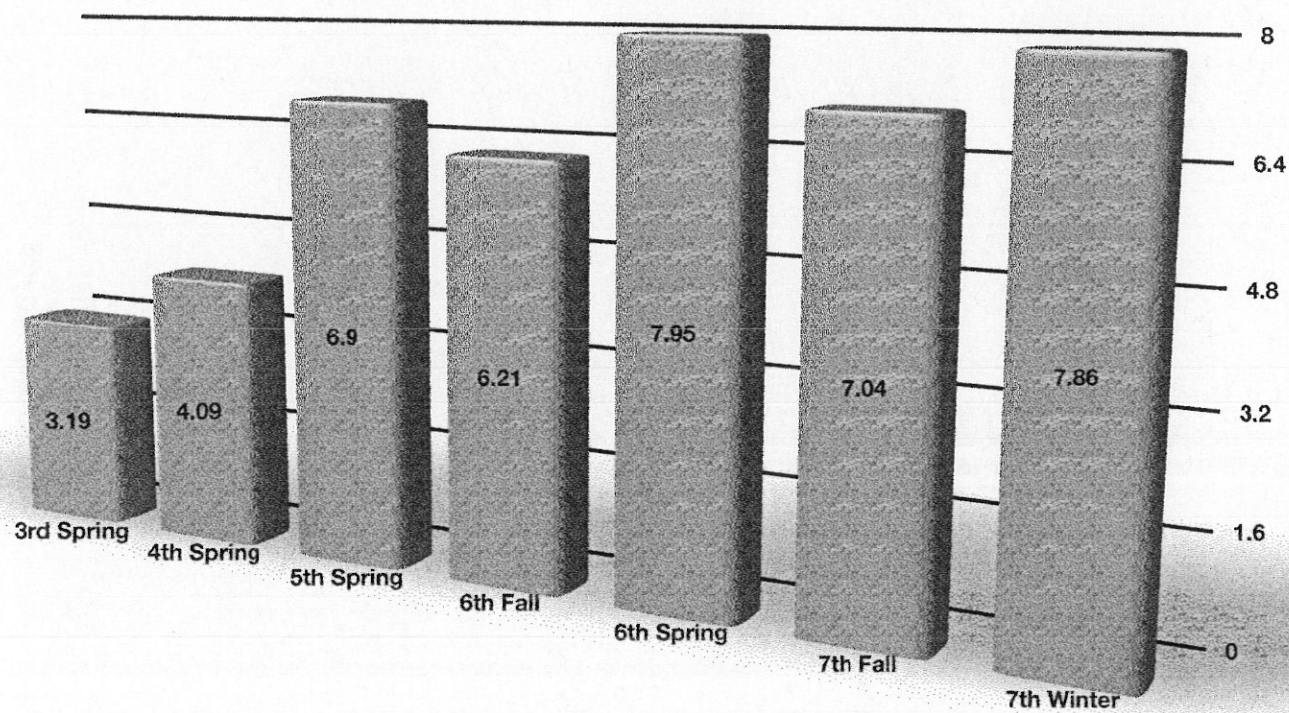
4 of 7

■ ≤ Grade Level

■ ≥ Grade Level

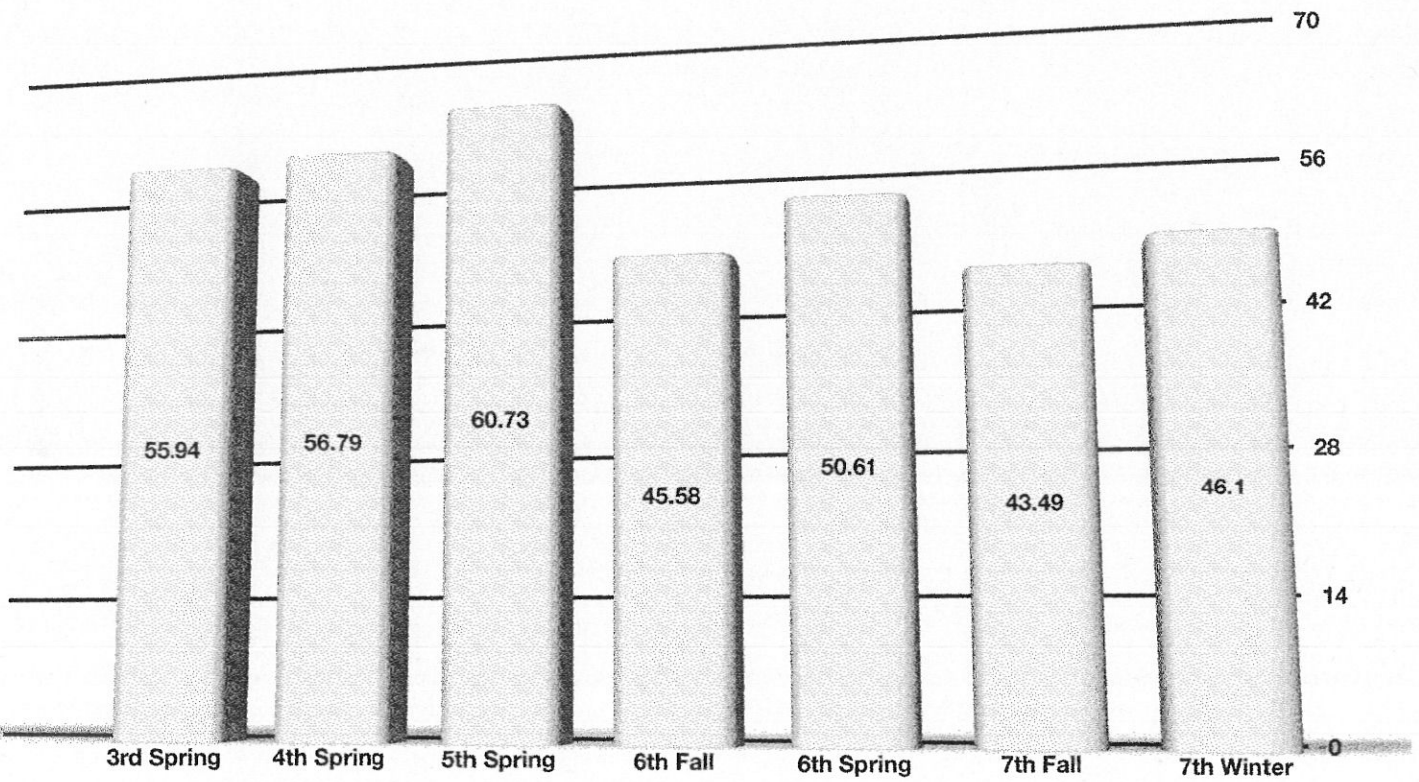


## Math Grade Equivalent



## Math Percentile

6 of 7

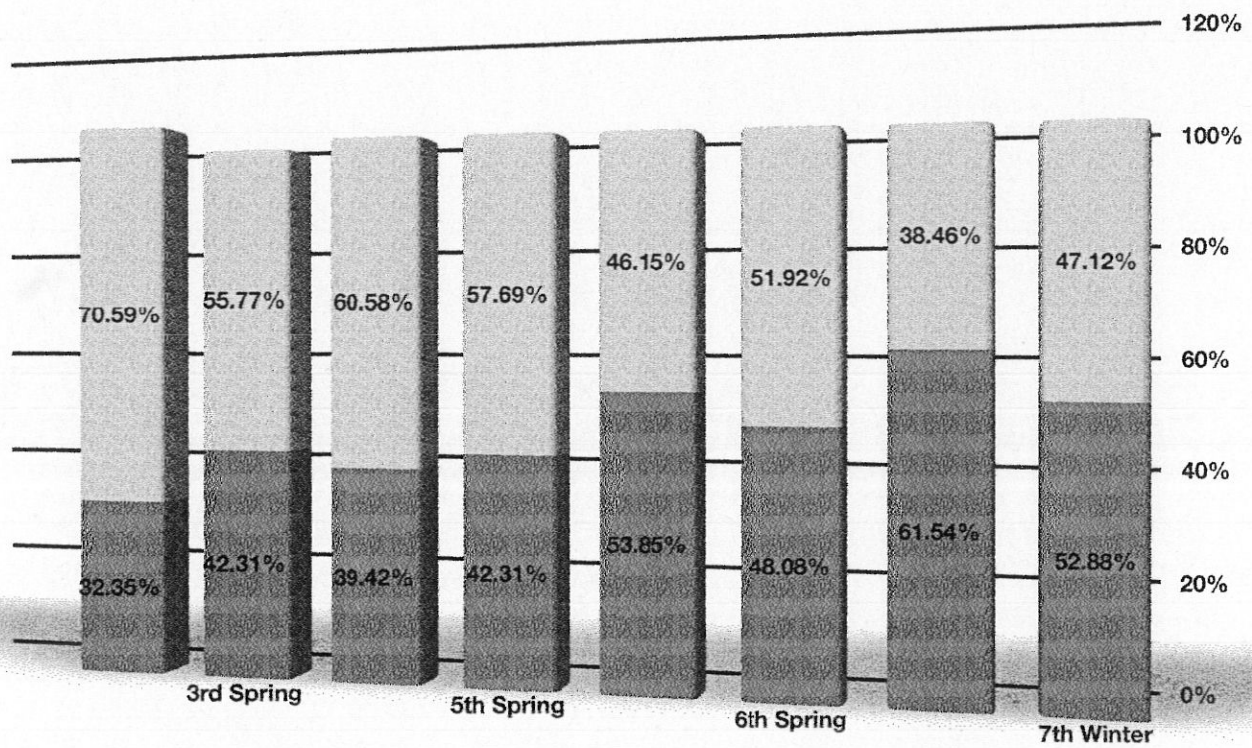




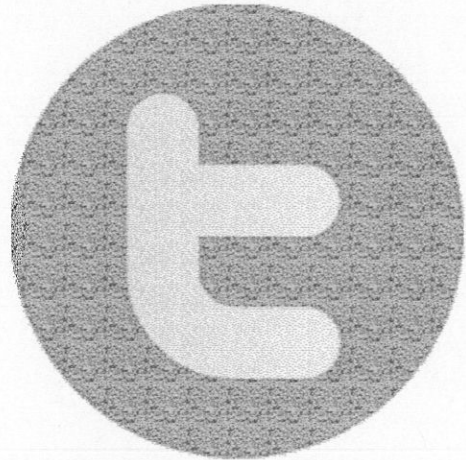
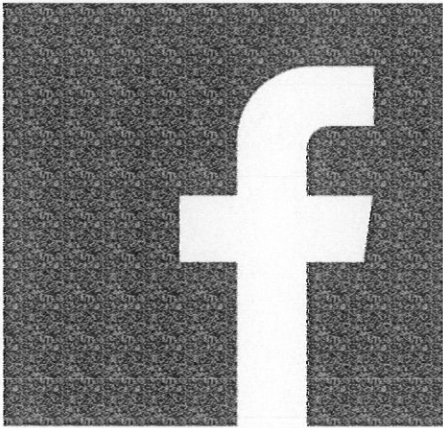
**Math Level**

■ ≤ Grade Level

■ ≥ Grade Level



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