

Administration Reports

February 2019

Sam Boardman Elementary

Morrow County School District's strategic goal 1 focuses on "academic achievement growth". In October, I shared six key components to assist our staff and students meet these expectations. Over the past several months our school has narrowed and streamlined our attention to three fundamental factors: Teacher Clarity, Data meetings and Collective Efficacy.

Teacher Clarity is connected directly to "learning intentions" and what the instructor sets as an achievable goal for the students to understand. The guidance is clear and direct and the students have a learning target that will be accomplished following the lesson. Our teachers have received professional development in this area and I continue to follow up and ensure this simple practice is taking place on a regular basis.

As teachers become more clear and defined in their instruction, the next natural progression is to monitor and track their progress. Our data meetings are held weekly, with an emphasis of four simple questions:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

It is with these questions in mind that teachers reflect and analyze student work. The overall growth of our students will be directly related to these weekly conversations and the ability to take the information and apply within classroom instruction.

Finally, the foundational practice that will help our students fully achieve is centered on the principle of collective efficacy. Collective efficacy is the idea that as a staff we are ALL IN and working together. We trust and support each other as a team, and know that everyone is striving for the well-being of each student.

With these simple tools, I know we are on the road to success.

Windy River Elementary

Morrow County School District's strategic goal 1-"academic achievement growth"

This year our focus has been student academic achievement. We have continued the focus of emphasizing teacher clarity in every classroom. This is that students clearly understand what is expected of them and what target they are striving to achieve. Teachers are doing this by checking for understanding of the learning objective at the start of the lesson, throughout, and again at the end. They also post this on their boards, in their lesson plans, reiterate and verbalize.

We have also focused on implementing small groups. These are designed with the intention to give students and teachers time working together in a smaller setting and to help students at their individualized level.

Another implementation has been the pacing guides in math and reading at each grade level. This helps grade level teachers be more capable to prepare data, work collaboratively, and organized in helping students be ready for assessments.

Our staff has been busy in continuing to improve their practice: This is a list of some of our areas of development:

- 🐾 Steve Ventura training-with some of our teacher-leaders-January 2019
- 🐾 Math cadre-with two teachers-throughout the school year
- 🐾 Laura Nelson training-small groups-used school-wide-Fall 2018
- 🐾 Conscious Discipline-Annette Chastain-used school-wide-2018; ongoing with Jill Ledbetter each week as a teaching staff; will expand into classified staff next year

- 🐾 Peer observations-already visiting neighboring schools; visiting WRE classrooms next year
- 🐾 Jack Johns training-intervention vs. accommodation-February 2019
- 🐾 iReady-toolkit training in February 2019; training with “using the data” on 11/13/18
- 🐾 Building in-service-feedback to students training for teachers-12/7/18
- 🐾 Building in-service-teacher clarity
- 🐾 Formal and informal classroom walk-throughs and observations
- 🐾 iReady training with toolbox lessons-1/22/19

We also continue to hold weekly data team meetings with our teachers. This gives teachers the opportunity to meet and review scores and student progress. The results of these meetings leads to teachers being better informed and more targeted instruction for students.

Riverside Jr/Sr High School

2017-2018 graduation rates were released last month and Riverside graduated 92.86% of our students. This is a 6% increase over the previous school year! This is an amazing growth and we will continue to strive for 100%. For the last several years, the counselor and administrators have been checking in with freshman and seniors to track their progress towards graduation. These meetings have had a huge impact on the success of our students. This year we have also added into our advisory plan to have the teachers checking in with their advisory students regarding their grades and attendance. The teachers then come up with interventions and plans with their students to help them find success in struggling areas.

Another area of focus for us at Riverside regarding student achievement is in math. We have added math lab classes for students who need extra support in math. In this class, students are working on an online program that is designed to fill gaps in their learning. Our math teachers have also been very busy this year working on instructional strategies and planning within their classrooms. The math teachers participated in a learning walk of other math teachers in districts that have been improving in SBAC scores. Our teachers have gleaned some instructional strategies from the learning walks that they will be implementing into their classrooms.

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. 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 our students are achieving due to the hard work of all our staff.

Irrigon Elementary School

Our teachers have been very engaged in data driven instruction, standard based teaching, and rotations of learning stations. January is also the month that our second i-ready diagnostic window opened up. We are receiving student test

scores every day and so far, we as a school have made growth. Our teachers have embraced Conscious Discipline in their classrooms this year and we are fully onboard as a staff. We are teaming up with ACH for an all-day conscious discipline training from Annette Chastain. This year our staff is having more frequent, intentional and productive meetings, two times a week. 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. An aspect of 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 and skills blocks. 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, 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. During these meetings we look at data 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. We look at i-ready standard mastery and the i-ready time on task per student. The data meetings are very structured, positive, and always keep the students as our number one priority.

Next, 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. We have been having monthly conscious discipline book studies (teachers and classified staff). The last 5 months have been trial and error with using the conscious discipline methods for handling student emotions, student to student conflicts, and self-regulating our emotions. We are having Annette Chastain for a whole day PD for ACH and IES classified and certified staff. This training will touch base on what we have accomplished as a conscious discipline school and what the next steps will be.

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.

Irrigon Jr/Sr High School

Well, it looks like winter finally arrived a little late this year, as the first bit of freezing weather is finally upon us. January marked the end of the 1st semester for us. In looking back on the successes that our students achieved during the semester, we had 100 students make the honor roll with a 3.5 GPA or higher, with 30 of them achieving a 4.0 GPA. Our 1st year special education teacher Kaylee Hunter worked really hard with her students and was able to report that all of her students received a passing grade in their core academic classes for 1st semester. This goes a long way to ensuring that our students are on track to graduate and making adequate progress towards being prepared for the state assessments in the spring.

In January, we also were able to participate in building professional development with Steve Ventura. During his visit to Irrigon Jr/Sr High School, he met with our building leadership team on the topics of teacher clarity and grading systems. Our teachers worked with him for the entire day, working through different scenarios, exploring new ideas, and were able to interact with him directly with questions and comments around the new ideas he presented.

Winter sports are coming to an end, with Senior night for basketball on Feb. 8th. It does not look like our basketball teams will be advancing to the playoffs this season. Our wrestling team will be heading to Burns for District wrestling on Feb 15th-16th and then on to State Wrestling on Feb 22nd-23rd. Currently Irrigon has 5 wrestlers ranked in the top 5 at their weight class, headlined by Fabian Alex Miranda-Walls who is ranked #1 at 170 pounds. Our wrestling team is currently ranked 10th in the OSAA coaches poll.

On a sad note, we have had a student diagnosed with leukemia at the beginning of January. His mother Tiffany Locey works as an Educational Assistant in our building, and his grandfather is a custodian at AC Houghton. He is currently living at the Ronald McDonald house at Seattle Children's hospital, while he undergoes 6 months of chemotherapy. There will be a Spaghetti Feed/Auction fundraiser on Saturday Feb. 23rd at Irrigon Jr/Sr High School.

Heppner Elementary

We are continuing to work hard at HES to help our students demonstrate academic growth proportionate to or above their Oregon peers. The staff is participating in the district wide focus on instructional strategies that have high student effect (Hattie). Almost all of the teachers at HES have had the opportunity to observe a peer that was selected for their proficiency in teaching. We continue to provide additional support through multiple coaching opportunities. The most recent was a visit from Steve Ventura, who worked with our teachers on preparing and teaching high impact lessons as well as preparing for formal assessments.

To better meet the needs of some students and preserve the learning environment in our classrooms all staff at HES are participating this Friday, February 8, 2019, in behavior training. We hope to strengthen strategies and eliminate actions by adults that place students at a disadvantage. We also are strengthening the processes we use to support students through formalized student support meetings with regular CARE meetings and ongoing communication with all parties. We continue in the implementation of Conscious Discipline to build strong student relationships with their peers and staff. The 'School Family' continues to be the focus of our efforts to help students develop resiliency and grit to keep trying when things are hard or challenging. We are preparing now for our next visit with Annette Chastain. We also receive regular support from our district leader in Conscious Discipline, Tracey Johnson.

Many students take advantage of study hall after school three days a week. This continues to give students extra time with specific assignments or skills they are working on.

In our weekly data team meetings we discuss and plan lessons based on student's needs in a data driven approach. The winter testing results in iReady are almost complete and many students are showing growth beyond the expected. As we head into the spring and the home stretch, we have completed two performance tasks. Also, grades that take the SBAC are using the practice tests and other suggested materials from ODE. With these and other efforts, we are expecting to see great growth from HES students this year.

Heppner Jr/Sr High School

It was a busy month at Heppner Jr/Sr High School. It is hard to believe that 2019 has arrived and January has already passed us by. I wanted to start by giving an attendance update for HJSHS. As of 2/4/19, our year to date overall attendance percentage is **94.6%**.

For this month's report, I will be sharing strategies that relate to *MCS D 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 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. In our continued pursuit of this goal, we are utilizing a lot of different types of support to help our HJSHS students succeed. Through our advisory and senior transitions classes, we are able to help students track and monitor their progress as they work through their high school career. With this strategy in place, we have maintained high “freshmen on track to graduate” percentages and continue our high overall graduation rates during the past several years.

Additionally, we continue to hold “grade level” conferences with parents and students that focus on where students are as incoming seventh graders and where they need to be based on their year-to-year progress by the end of their senior year, in order to graduate on time. During these 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 annual grade level conference format at HJSHS has allowed more meaningful conversations with students, parents and teachers as our students’ progress from one grade level to the next. Focusing our conferences on the end result of graduation from high school has really made the conference process a more worthwhile and meaningful use of our conference times.

For seniors at HJSHS, our senior transitions teacher/guidance counselor (Mrs. Payne) meets daily with seniors and helps monitor their grades and attendance in addition to looking at pathways for post-graduation and future plans. 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.

As always, we will continue to communicate with our students and parents regarding student progress at HJSHS to help ensure they are successful from one grade level to the next and help keep them on track to graduate.

Management’s Discussion and Analysis

MCSD – Maintenance & Facilities Update – February 2019

The sales agreement for the purchase of the lot near Irrigon Junior Senior High School is in the final process with the Title Company.

The 2018-2019 Budgeted Projects are almost complete with only three projects left to finish. Here are a few of the projects that we were able to take care of this year: Health Room Remodel, Door Repairs and Table Saw at AC Houghton Elementary; Outdoor Lighting, Scrubber Cleaning Machine, and Eave Screens at Irrigon Elementary; Door Replacement and Power Winches for the Gym at Irrigon Jr/Sr High; Window Tinting, Fencing and Parking Lot Signage/Lines at Sam Boardman Elementary; Sidewalk, Window Tinting and Parking Lot Signage/Lines at Windy River Elementary; Surveillance Cameras and a New Door and Window at Morrow Education Center; Carpet Replacement, Window Replacement and Door Repairs/Replacement at Riverside Jr/Sr High; Outdoor Lighting upgrades and Door Replacements at Heppner Elementary; Outdoor Lighting upgrades at Heppner Jr/Sr High.

Our school grounds received a few improvements with several trees trimmed or removed that were causing hazards throughout the schools, new gravel and rocks, a mower for the Heppner Schools and lawn sweeper and pull behind mower for the Irrigon Schools.

We will be meeting with Administrators, Head Custodians and Lead Maintenance Staff this month to begin the budgeting process for next year. They will present their projects during our walk-through then we will decide which projects to move forward with. Our main focus again this year will be Safety, Extending Useful Life and Efficiencies/Cost Savings.

Staff Incident/Accidents Report:

Date	School	Incident
1/7/2019	SBE	Employee hurt wrist when greeting a student, went to the doctor.
1/29/2019	WRE	Employee rolled ankle when entering the building, went to the doctor.

Financial Report Talking Points:

The following Financial Update highlights the significant transactions for the Morrow County School District for the month of January:

- The General Fund collected the following:
 - Basic school support: \$1,411,442
 - Property taxes: \$55,436
 - LGIP Interest: \$28,698
 - Miscellaneous: \$53,949 (from IMESD software support and care coordinator)
- The 2017-2018 audit was completed and delivered to ODE by December 31st. Dickey and Tremper will be presenting the audit at the February Board meeting, due to the January Board work session being cancelled. The first year with the new auditors and audit processes went very well.
- 2019-20 Budget calendar is being presented for approval in February.
 - Beginning of a new biennium
 - State funding is rumored to roll out at \$9.07B