

Administration Reports

November 2021

Sam Boardman Elementary

Our #1 MCSD board goal focuses on striving for a minimum of one year's academic growth for all students. In the midst of our current reality, this is a challenge, but one that teachers take on knowing we believe in our students and are the key to their success. There are many things we have implemented here at SBE to achieve this goal. All certified staff participate in data meetings held every Wednesday morning and are an integral part of how we are determining and meeting our student's needs. These meetings, along with our student data, drive our instructional decisions and teacher planning. Both data meetings and the actual data are the driving force behind formation of our skills groups K-3. Data meetings support an promote professional collaboration between all members on our SBE team which include grade level teachers, Title, ELD, SPED, Instructional Coaches and admin.

Wednesday morning data meetings at SBE determine what curriculums are used in CORE instruction as well as skills groups. Skills groups target specific standards for all students to ensure we build a solid foundation for students' academic success. Our student data from our most recent diagnostic, which we administer three times a year, reflects the past two years of disruptive learning. Therefore, we have rolled up our sleeves and are examining the data that compels us to make instructional decisions to meet our students where they are currently at. This means in many cases teachers are now having to teach below their grade level standards to ensure we fill the holes that the last two years of disrupted learning has created. Providing a solid foundation in k-3 skills for reading, writing and math is of the highest priority here at SBE.



Teachers take the time to meet with each of their students to set goals for iReady assessments. This fosters student ownership in their learning and supports the growth mindset philosophy our teacher's value and strive to instill in our students. Our school-wide professional goals for staff also reflect this academic growth mindset and helps keep the focus on individual student growth regardless of their deficits. Focusing on standards-based instruction and student need, the data team revisits after each diagnostic window to ensure that we keep our SBE vision at the forefront. That vision, which also aligns with this month's board goal, states that *Sam Boardman students will master grade-level skills in Reading, Writing and Math by the completion of third grade*. We realize students are behind and not necessarily going to be at grade level, but with this determination and process we are doing are best to close the academic gap for all students at Sam Boardman Elementary.

Windy River Elementary

Report on Board Goal #1: During the 2021-22 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 grow academically a minimum of one year at every grade level, in preparation for graduation.

A major focus here at Windy River Elementary this year is to analyze data to help drive our instruction. We hold weekly data meetings on Tuesday mornings. Here we focus on standards, scope and sequence, and pacing so we can continue creating common formative assessment to help drive our instruction. We want to see what holes our students have in their foundations so that we can fill them so every student has the ability fill their gaps and understand grade level material. Also, we have created a focus on Spiral Reviews in math to check for understanding and drive our skills groups.

Another area we have focused on is building staff to student relationships. Teachers have morning meetings where they check in with students and focus on their SEL needs. Also, we have monthly SEL time with our school-based counselor

which has helped create an environment of safety so students can focus on learning. Our CARE coordinator has worked very hard to meet a lot of students and fill in the gaps/needs of our students as well.

Our school goals are tied to the board goal. All of our PD/Spiral Reviews/Data Analysis is focused on how we can help all students make a years' worth of growth. We have narrowed our focus to priority standards as well as best practices such as an emphasis on small group instruction. We have analyzed the first round of iReady Diagnostic this Fall which has driven the creation of our skills groups (groups that are created to help fill the gaps in their foundations in reading and math) so they can understand grade level standards in CORE instruction in math and reading. We will be taking our second diagnostic beginning of December and are excited to see the growth from our students.

Please take some time to look at our October Wolf Pack Leaders!

<https://wre.morrow.k12.or.us/o/wre/page/october-wolf-pack-leaders>

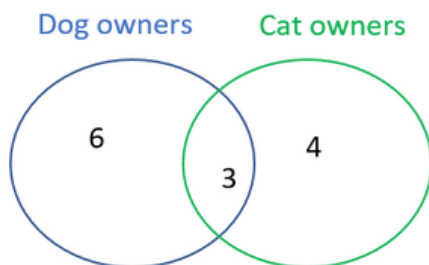
Riverside Jr/Sr High School

Riverside is very focused on helping students find success from one grade level to the next. We work closely with all grade levels to support students' academic success. We have a Multi-Disciplinary Team (MDT) that meets every other week to review grades, attendance and social emotional needs of students at Riverside. Our MDT team is made up of administration, SRO, school counselor, CCS counselor, tutor, CARE Coordinator and our department secretary. The team determines if interventions are necessary and we take appropriate action to help the students. We also use our advisory classes to focus on student success in regards to grades, attendance and planning for life after graduation. Our teaching staff monitors student progress and they are able to track the students' progress.

These interventions have proven to be effective as our Freshman on Track and On Time Graduation rates continue to be among the highest in our area. The state report card that just came out had our freshman on track at 90%, which is well above the state average of 74% and also above our regional schools which was 84%. The state considers a freshman to be on track if they complete 6 credits by the end of their freshman year. This has been a focus for us and really makes a big difference in our students who are able to graduate on time. On Time Graduation is students who complete high school in 4 years, and our report card showed that 97% of Riverside seniors graduated in 4 years. State wide the average for On Time Graduation was 83% and regionally the average was 90%. These high achieving numbers show that our staff is working hard to meet the needs of students to help them find success in the classroom, and we are preparing them for life after graduation.

AC Houghton Elementary

MCSD Board Goal #1 focuses on the academic growth of all students. A strong relationship between teachers and students is the foundation for learning. Staff at A.C. Houghton have been building relationships through classroom meetings every morning. This routine involves a Conscious Discipline connecting activity, a group movement activity or song and may end with a question of the day. Students get to answer a fun question, for example do you like dogs or cats better and why? Then the class completes a Venn Diagram and interprets the results. This is a fun way to get to know students.



Another important component of student academic growth is data driven planning and instruction. Each week on Thursday mornings, classroom teachers at ACH meet in grade level teams and discuss student data.

Assessments are reviewed, interventions are planned and the next units are examined. This cycle of Data Meetings continues every week.

Finally, as a building ACH is focused on improving literacy and math skills for all students. The building blocks of literacy are phonemic awareness and phonics. Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words. We know that a student's skill in phonemic awareness is a good predictor of later reading success. Phonics involves the relationship between sounds and written symbols (letters), and phonemic awareness involves sounds in spoken words. Therefore, phonics instruction focuses on teaching sound-spelling relationships and involves print. Most phonemic awareness tasks are oral. All classroom teachers are implementing a phonemic awareness

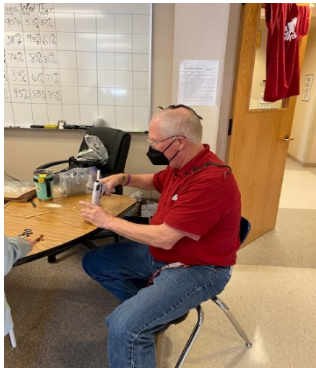
curriculum and a phonics curriculum daily. Then students who are below their grade level in reading skills get a second dose of reading instruction in phonics and a 3rd dose of reading instruction in phonemic awareness. Examples of activities that parents can work on with their children include:

- You can ask your child to tell you the first sound in people's names, or ask your child to think of words that begin with the same sound as their name. (i.e. Sam, /ssss/, Sam). What other words begin with /s/ like Sam?
- Can your child chop a big word into syllables? Do you have a long last name that they can chop into syllables? (i.e. understand, un-der-stand or picnic, pic-nic)
- Can they delete the first sound from their name and say what is left? (i.e. Mark, without /m/, what's left? Answer: -ark)
- When I say 3 sounds, /d-o-g/, what's the word? (dog) Try this with other simple words that have 2 or 3 sounds (cat, pet).
- What happens if I change the first sound /b/ in bake to /l/? The word is lake.

The goal to improve math achievement at ACH has all teachers focusing on priority standards. Grade level teams have set priority standards, created assessments and are using the Ready Classroom Math curriculum to meet student needs. In December all students will be taking an iReady Diagnostic Assessment in reading and math. These results will help guide our instructional plan in the second semester.

Irrigon Elementary School

This school year so far has been successful in a lot of different ways. We have been working hard to academically serve students to the best of our abilities. Our students are all receiving CORE instruction at grade level. Our students are also receiving reading and math skill blocks by transitioning to a classroom that they can receive skills that are not yet mastered. This academic structure will give all of our students the opportunity to grow.

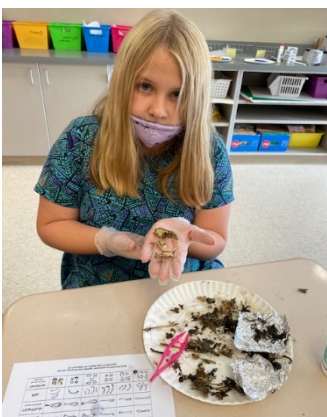


We have completed October Fun Friday with 104 students in attendance. Our students made roller coasters, enjoyed Lego Robotics, created plant environments, dissected owl pellets and built milk carton cars. The Fun Fridays are not only a time for our students to build and be creative but it is also a great day for students and staff to engage in fun educational activities.



We had a fun visit from Sheriff Neubert and her K-9 Sheriff dog Telly. They came to IES to present to our students on what Telly's job is and how she is trained.

We are gearing up for our first round of conferences. They will be offered to our parents to attend in-person or virtually on November 2nd (4:00pm-8:00pm), November 4th (4:00pm-8:00pm) and November 5th (7:30am-11:30am). We look forward to meeting with parents to discuss areas of student strengths and weaknesses.



Lastly, our students had a wonderful time dressing up and eating treats at their Harvest Day parties. We are looking forward to our annual Turkey Trot Reading Day at IES which will be on Tuesday, November 23rd.

Irrigon Jr/Sr High School

It is November and we have already completed the first quarter of the school year. Parent/teacher conferences were scheduled for November 2nd and 4th at Irrigon Jr/Sr High School. During parent/teacher conferences we encourage a student-lead conference approach, where the student helps lead the conversation on what the student has been

learning in class, as well as their strengths and weaknesses. At conferences, parents can pick up their students report card for the first quarter. We do remind parents and students that the quarter grade does not go on the transcript, but is the half-way point in the semester, and students can still improve upon their grade.

We have a few different programs that I wanted to highlight that are designed to support students that may be experiencing academic deficiencies or are below grade level in math and language arts. At the middle school level some students are enrolled in an additional math or language arts lab. These classes are designed to support students that are behind in those curricular areas, specifically utilizing iReady supports to supplement what is being learned in their grade level curricular courses.

At the high school level, we have a similar system in math, where our students may need to be enrolled in an Algebra 1 Lab or Geometry Lab. In these courses, students continue to develop and practice math skills to support their learning in their math course. These courses support students meeting their goal of growing one year academically in math, rather than possibly falling behind. Since the implementation of this support, students have experienced greater success in their enrolled math courses.

Through a partnership with the ESD we also have a full-time Tutor/Graduation Specialist that works individually with students to support them meeting their graduation requirements, as well as tutoring and supporting all of our in-building students that are working on virtual curriculum (credit recovery or expanded options). The tutor is able to provide one on one support for students during the day and works with teachers to provide a place where struggling students can go to work and receive appropriate support on in-class assignments, tests, or missing work.

These programs have provided significant support to our students and our school, with the results showing in our consistent growth and achievement in graduation rate and freshman on-track rate as measured on the state report card.

Fall sports and activities have come to an end. Our varsity volleyball team competed in the district playoffs, but were unable to advance to the state tournament. Our students are now gearing up for the winter sports seasons of Basketball, Wrestling, Cheer, and Band.

Heppner Elementary

Greetings at the end of the first quarter! HES thanks you for your continued support. We are busily engaged in all sorts of learning to reach our goal of a year's worth of growth for all students. HES teachers worked collaboratively this summer to address two specific academic areas of growth to focus on. We chose these based on past scores and a desire to be on the same page in every classroom. The areas we chose were Writing and Math.

In writing teachers are all participating in professional development through the district's collaboration with Yolanda Westerberg. Teachers at HES have also created a vertical alignment through core standards in writing. Every four weeks our data team meetings focus on writing scores from the recent past. This allows teachers to regularly collaborate and adjust based on the data they are getting from recent writing samples and other assessments including iReady.

You might wonder what students are doing. Thanks for asking. One example is that kindergarten through 6th grade students are working on conventions. An example from Kindergarten is "Start big (capital letters) and end small (periods/punctuation)" as they form simple short sentences. At 6th grade they are learning the conventions of more complex and challenging writing such as dialogue in text, including punctuation.

Two vertically aligned strategies for writing at HES are taking two column notes and using the RACE strategy. RACE stands for Restate, Answer, Cite and Explain/Elaborate. Kinder and first students are learning to restate and answer in written responses. Second through 4th grades are strengthening those two parts of a writing response and adding citation and they are beginning to include details. The upper grades continue to use those parts of written responses but focus more on explaining and elaborating. They use details from text or come up with their own in creative writing activities.

The biggest lift for our teachers in Math was changing to the Ready Math curriculum. This involved scope and sequence planning and professional development supported by district coaches and representatives from Ready Math. With

iReady as our diagnostic this switch helps to be more consistent in practice that aligns with the assessment. A special focus and discussion has been, and will be, small group work with students. Math is also a focus, every fourth week, in our data meetings.

While iReady is a major part of the data to drive Math instruction we also use other measurements. Having just completed the Fall diagnostic testing students are working in intervention groups with extra practice for all. Regular iReady Math (and Reading) lessons are presented to students that are aligned with gaps or weaknesses in their learning. Student's lessons are tailored to strengthen them where they need it. Looking forward a couple of months we will be testing in the Winter diagnostic to see what growth has been achieved thus far.

This week parents will be participating in conferences at HES. In these conferences teachers are sharing the current growth and individual growth goals that their children have set for themselves with support from teachers. HES teachers are encouraging students at all grades to take ownership of their academic growth through these goals. This happens in regular student teacher meetings. For example, students in lower grades set words per minute reading goals as well as iReady and AR goals. In third grade students have Math goals to learn multiplication and iReady growth for the year with regular check ins with their teacher.

This incredible work by students and teachers at HES will help us shine and become the best version of ourselves.

Heppner Jr/Sr High School

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 on time with their class cohort. 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 hold grade level conferences with parents and students that focus on where students are as incoming seventh grades (or new students) and where they need to be by the end of their senior year in order to graduate from HJSHS. During the conferences we discuss supports that are offered 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 times.

For seniors at HJSHS, our senior transitions teacher (Mrs. Payne) and guidance counselor (Mrs. Miller) meet regularly with students and also help monitor their grades and attendance. Any HJSHS students that need extra support are 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 on time.

Mrs. Dickenson and seven of our HHS-FFA members recently attended the National Convention trip held the week of October 25th - 29th in Indiana. As one of our volunteer chaperones (Erin Anderson) reported, *"it was a phenomenal Ag education experience from lots of different perspectives. It was humbling to see my child and other teens really coming out of their shells and embracing the opportunity to speak about their potential future colleges and careers. This trip is well worth every dollar these kids raise and that's contributed from local businesses and the Morrow County School District. For these teens the convention itself was life changing and with so many different Ag opportunities presented at the career fair, I got quite an education myself. Beth did an awesome job organizing different Ag tours and adventures. I don't think I've been that tired in a long time but it was well worth the lack of sleep."*



In closing, The Mustangs Boys and Girls Cross Country teams performed well again this year at the district meet held in John Day on October 29th, with the boy's team placing 2nd and the girl's team placing 3rd in a very competitive district. The boy's team, led by Trevor Nichols 2nd place overall finish, will compete at the state meet on Saturday, November 6th at Lane Community College. Our Volleyball team also recently completed a successful season with a 5th place finish at the district tournament. The Mustang Football team once again finished their regular season play as league champions with a 9-0 overall record and will host a 1st round play-off game on Saturday, November 6th at 4:00pm against Regis.

Management's Discussion and Analysis

MCSD – Maintenance & Facilities Update – November 2021

Cooler weather is coming and our custodial & maintenance staff are already preparing for it. Ice melt, snow blades and snow tires are being readied to provide a safe environment for our MCSD students and staff. McKinstry has completed their quarterly preventative maintenance checks on the HVAC equipment which helps ensure that our systems are ready for winter months.

As Mr. Dirksen reported last month, we received ODE approval for \$2.4 million from the ESSER funds for HVAC repairs that met the criteria. We will work with McKinstry on the next steps including finalizing the contract and the technical energy audit which may take up to 12 weeks. Projects that can take place during school days will be our first priority with the remaining majority of the work beginning in June and during our summer break. Here is a list of the projects that qualified:

Heppner Jr Sr High: Controls Small Scope, GYM AHU Replacement, Multipurpose AHU Replacement and Ag Building Restroom HVAC Addition

AC Houghton: Controls Small Scope

Irrigon Jr Sr High: Controls Small Scope, Office HVAC – Upsize, and Cafeteria HVAC – Upsize

Riverside Jr Sr High: Controls Small Scope, AHU-4 Freeze State Issue, Decouple Office & Commons and Test & Balance Air Flow

Sam Boardman Elementary: Controls Small Scope and Replace Office Area HVAC

The MCSD Core Team is working closely with Wenaha and PAC West to gauge the ever changing political and financial climate as it pertains to the MCSD bond. PAC/WEST lobbying group has recently worked on a couple of press releases for social media, websites and local papers to highlight our many programs and how we use the different funding sources that are available with the goal of engaging our communities prior to the December survey.

Staff Incident/Accidents Report:

Date	School	Incident
9/28/21	SBE	Employee was playing with students on the playground and fell. Went to the doctor and was released for modified duty.
10/26/21	SBE	Employee was running with a student and was accidentally tripped by another student and fell. Did not seek medical attention.