

7-12 Principal's Report

May 2019

Curriculum & Instruction: The new lesson plan template will continue to be used next school year. We are in the process of developing a schedule for professional development for teachers and staff to include items relate to school climate and culture, writing effective learning objectives, working in professional learning communities, and the instructional coaching cycle.

We want to continue our tutoring for any subject after school from 3:30-5:00 pm Monday through Thursday next year. We found this to be highly effective for our students especially during sports seasons to help them manage their time wisely.

The summer program for this year is a credit recovery program for students who have failed a course. The program is designed to help students recover the lost credit and to support the student staying on track for graduation. The program we chose to implement is Edgenuity. The program provides a certified Montana teacher to instruct the course using the Edgenuity platform. The course is pre-recorded so that students may watch, take notes and pause the program when needed. A 24/7 live chat tutor is available when students need extra help and the certified teacher is also available Monday through Friday for specific hours. Edgenuity allows multiple courses to be conducted at the same time with a proctor to support students completing their courses. Work on a course can be done anywhere the student has an internet connection; however, students must be on site with the proctor to take quizzes and exams. The beginning of the course is set up with a pre-test in which students are able to demonstrate the knowledge they possess on the subject. The course is then designed around the information the student does not know. Therefore, the students will only be learning new information to them (personalized). Also, the course is based on learning the information rather than time spent in the classroom. A student may work diligently and complete a course in less time than another student. Each course is self-paced and allows students to learn at their own rate. Finally, students take one course at a time and once they complete the course, he/she can choose to be done with summer school or to work on another course if needed. Thus, the accountability is on the student to take advantage of the opportunity to recover lost credit.

We are also running a junior high history course for students who had excessive absences during the school year and did not pass the course. This is allowing our students who are in jeopardy of not promoting to high school due to a failed grade or excessive absence the option to promote after passing the course and having fewer than 4 absences during the six-week session.

STAR Movement by Tier for ELA 2018/19 Rocky Boy Jr/Sr High School

| | Tier 3 | Tier 2 | Tier 1 | |
|--|----------------|---|--|-----------------|
| 7th Grade student movement over the year | | | | GL SGP** |
| | >25% | 25th to 49th %tile | Above 50th %tile | 16 |
| September | 18 | 15 | 8 | |
| January | 24 | 16 | 6 | |
| May | 27 | 14 | 4 | |

| 8th Grade student movement over the year | | | | GL SGP |
|--|----------------|---|--|---------------|
| | >25% | 25th to 49th %tile | Above 50th %tile | 72 |
| September | 26 | 9 | 6 | |
| January | 24 | 16 | 5 | |
| May | 24 | 10 | 10 | |

| 9th Grade student movement over the year | | | | GL SGP |
|--|----------------|---|--|---------------|
| | >25% | 25th to 49th %tile | Above 50th %tile | 42 |
| September | 20 | 9 | 2 | |
| January | 20 | 3 | 1 | |
| May | 18 | 6 | 2 | |

| 10th Grade student movement over the year | | | | GL SGP |
|---|----------------|---|--|---------------|
| | >25% | 25th to 49th %tile | Above 50th %tile | 43 |
| September | 16 | 5 | 3 | |
| January | 11 | 6 | 5 | |
| May | 12 | 8 | 3 | |

| 11th Grade student movement over the year | | | | GL SGP |
|---|----------------|---|--|---------------|
| | >25% | 25th to 49th %tile | Above 50th %tile | 28 |
| September | 10 | 3 | 3 | |
| January | 10 | 5 | 3 | |
| May | 10 | 4 | 1 | |

| 12th Grade student movement over the year | | | | GL SGP |
|---|----------------|---|--|---------------|
| | >25% | 25th to 49th %tile | Above 50th %tile | 54 |
| September | 10 | 9 | 2 | |
| January | 9 | 8 | 2 | |
| May | 13 | 6 | 3 | |

****What is a student growth percentile (SGP)?** A student growth percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with similar achievement history on Star Assessments. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, an SGP score of 90 means the student has shown more growth than 90 percent of his/her academic peers.

Supervision & Evaluation: Walkthroughs in the classrooms will continue to be done next school year. Teachers will be working more with our instructional coach. We have determined to books which we will do a book student on with teacher and staff during the year. Teachers and staff will be expected to implement the practices discussed in the two books, “Better Conversations” and “The Impact Cycle”, Jim Knight. The instructional coach will continue to provide feedback to teacher through the walk-through forms that were developed this year. The coaching cycles will increase in frequency and rigor with the teachers supported by the two book studies.

The district calendar for testing dates, literacy and math nights, district leadership meetings, school leadership meetings, and other important events that happen throughout the school year has been developed. This supports limiting disruptions to instructional time and provides communication for the entire district.

Culture & Language: Our MBI students continue to visit the Senior Center and help with bingo and lunch.

The TANF community Easter Egg hunt was held on April 19th at the football field. Many children participated and had a great time finding eggs and candy.

The JMG class went to the Ignite Conference in Billings. Students competed in competitive events such as Employment Preparation, Electronic Presentation, Public Speaking, Chapter Banner and Critical Thinking. Workshops were also provided exposing student to the different career and educational avenues while sharing the overall theme of Empowerment.

Our Teepee Mondays continue with smudging, singing, announcements and STAR awards. Next year we would like to add a cultural piece that includes a short presentation/information sharing about important cultural events happening in the community such as the Sun Dance or why certain things are celebrated during specific times of the year.

Pre-K Cree Immersion (15 students) and 8th grade transition ceremonies at Hilldale Colony (1 student) and Rocky Boy (35 students), along with high school graduation (23 students) were held this month in the high school gym. This is a very busy month for the high school with final exams, Aspire tests, literacy & math night, Senior Banquet, spring

academic and athletic awards ceremony, Senior Bar-B-Q, STAR testing, K-12 color run, 8th grade picnic, 2nd semester honor roll trip, and the graduating senior walkthrough the elementary. We did something new this year with our walkthrough. The seniors invited the Pre-K Cree Immersion students to walkthrough with them. Each Pre-K student dressed in their transition ceremony outfits and hats chose which senior, in their graduation outfits, they would walk the halls of the elementary school. This will be a new tradition at Rocky Boy Jr/Sr High School that was started by the class of 2019.

Behavior Management: Handbook policies continue to be enforced.

We implemented a new idea during fourth quarter called the “Tardy Party”. Once the tardy bell rings teachers close their classroom doors and the students who are not in the classrooms are then gathered. These students are then expected to gather work and meet in the foyer of the school. Students sit separately and work on homework for the class period. Students are not allowed to talk, have phones, or work together. The dean supervises these students during the class period. Students then have another opportunity to be on time for the next class period. This process has eliminated instructional interruptions in the classroom, made it easier to enforce the hall pass rule, and created more accountability for students to be on-time to class. Student tardiness decreased dramatically, therefore we will begin the school year with this process in place.

Overall attendance is an issue we continue to work on with students. We will continue to search for ways to encourage our students to attend school and continue to earn credit for the semester. Not dropping students for missing 10 random days of school during a semester has allowed teachers and staff more opportunities to make connections with students. These connections are the beginning steps of changing behaviors. We saw many students improve their behaviors by not dropping them. Another benefit was seen at the end of the year when data showed that almost 60 high school students who would have been dropped and earned zero credit were able to continue and earn some credits for the semester. For example, instead of having 3.5 credits to recover to meet graduation standards the student now only needs to recover one or two credits. Thus, earning some credit rather than no credit increases the students’ chances to graduate on-time and/or not drop out and complete high school.

Our class attendance competition ended with the short month of May. The 7th grade taking first with a rate of 81.73% a decline of 4.87. The 8th grade took second with a rate of 78.97%, an increase of 2.77. Seniors came in 3rd with 77.09%, an increase of 2.38. Finally, the Freshman had 74.42%, and increase of .22, the Juniors had 67.11%, a decrease of 2.09, and the Sophomores were last with 52.08%, a decrease of 10. The ranking of the classes based on attendance rate stayed the same in May as it was in April. We would like to see our students maintain at least an 85% or higher in their class attendance rate and we will be working diligently this next year to increase these rates.

Students of the month - May: Kellen Colliflower, Erika Denny, and Ashton Small.

Daily Management: Work continues with Infinite Campus (I.C.). Next year’s calendars and schedules have been put into Infinite Campus. We are getting closer to opening the parent and student portals of I.C. and having teachers utilize the contact log contained within I.C.

All of the end of the year AIM reports for 7-12 have been submitted to OPI, official transcripts have been printed and given to seniors, current budgets and grants are being reconciled, next year's budgets are being worked on, and a list of items has been given to the maintenance and janitorial staff to complete over the summer in the high school. Finally, individual goals for next year has been completed by 7-12 teachers. The goals will be revisited early in the fall to ensure the goals are measurable and pertain to the improvements needed and/or desired by the teachers are communicated and evaluated appropriately. This is part of the MT EPAS teacher evaluation system.

Current enrollment for Jr. High - 89 students, High School - 125 students, Total enrollment 7/12 - 214 students. Summer open gym is underway with the girls basketball going from 5-7 pm and the boys basketball from 7-9 pm. Also, the girls team will be holding a four team scrimmage on June 12 from 4-8 pm and wrestling camp will be held June 23-24 from 8:00 am to 3:00 pm. July's gym schedule remains open at this time however, refinishing or replacement of the gym floor will have to happen at some point this summer making the gym unavailable for three or more weeks.