

Administration Reports

March 2018

Sam Boardman Elementary

Students at all grade levels will show academic achievement growth proportionate or above their peers at all levels using a variety of measures. Students will have the required skills to meet essential skills by grade level in preparation for graduation.

Sam Boardman Elementary is making incredible gains this year in academic achievement as reflected by our iReady scores. Kindergarten has only taken the test once, during the winter benchmark, but all other grades have taken the test twice. Below you will find our fall to winter comparison graphs. The first set is math and the second set is reading.

We are very excited about the initial test we are seeing for our kindergarten students. This is the first time kinder does not have any students in the “At Risk” category meaning they are two or more levels below proficiency. Additionally, a significant percentage of the students are in the “On or Above” category meaning, they are proficient at this time. In math, that is 20% of our students, and in reading that percent is much higher at 40%. We are so proud of our kinder team and all the work they are doing to catch our youngest students up to grade level as quickly as possible.

The first and second grade teams have also made great gains as measured by the iReady.

In math, the number of first grade students in the green zone: “On or Above” category went up from four percent in the fall to 13 percent in the winter, an almost ten percent increase. Additionally, students in the red zone: “Two or more levels below” has decreased from 18 percent to seven percent, a decrease of 11 percent.

In reading, the number of first grade students in the green zone: “On or Above” category went up from six percent in the fall to 40 percent in the winter, a 34 percent increase. Additionally, students in the red zone: “Two or more levels below” has decreased from 20 percent to eight percent a decrease of 12 percent.

In math, the number of second grade students in the green zone: “On or Above” category went up from four percent in the fall to 21 percent in the winter, 17 percent increase. Additionally, students in the red zone: “Two or more levels below” has decreased from 55 percent to 25 percent, a decrease of 30 percent.

In reading, the number of second grade students in the green zone: “On or Above” category went up from five percent in the fall to 35 percent in the winter, a 30 percent increase. Additionally, students in the red zone: “Two or more levels below” has decreased from 41 percent to 14 percent a decrease of 27 percent.

Finally, our overall progress at SBE is strong as well. In math, we started the year with six percent of our students on or above grade level, and at the time of the winter benchmark, 19 percent of students were on or above grade level an increase of 13 percent. Additionally, our number of students in the red zone has decreased from 42 percent to 16 percent: a decrease of 26 percent.

In reading, school-wide, we started at 14 percent of students on or above grade level, and in the winter, 32 percent are on or above grade level for a gain of 18 percent. Even more exciting, the number of students in the red zone has decreased from 37 percent to 17 percent, a difference of 20 percent who are no longer considered “At risk” in the area of reading.

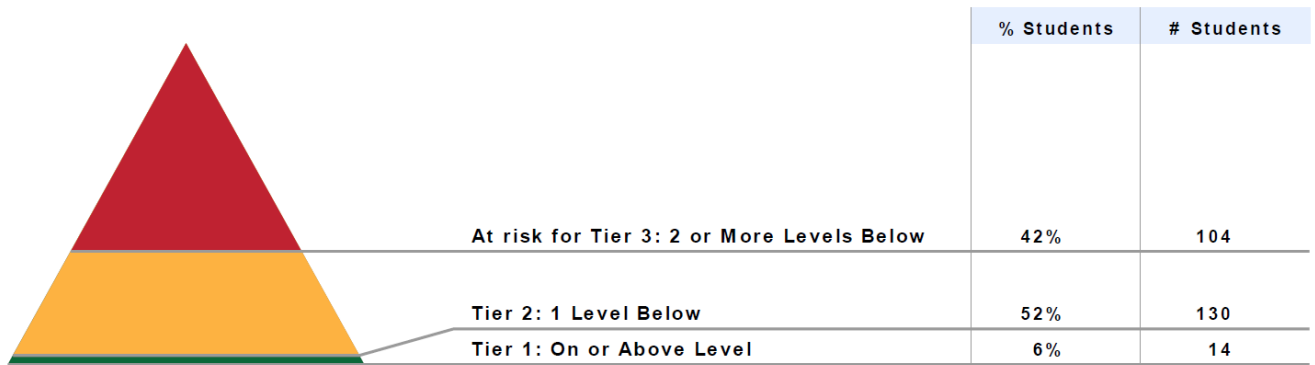
Some of the strategies that account for this growth include:

- Standards and data focused professional learning conversations
- High-yield student engagement teaching strategies
- More individualized practice opportunities through the strategic use of 1:1 technology
- Relationship-based behavior management allowing more students to feel safe and ready to learn

- Better attendance through strong office procedures, invisible mentoring, and conversations with families

Math:
Fall

248 out of 356 Students Tested



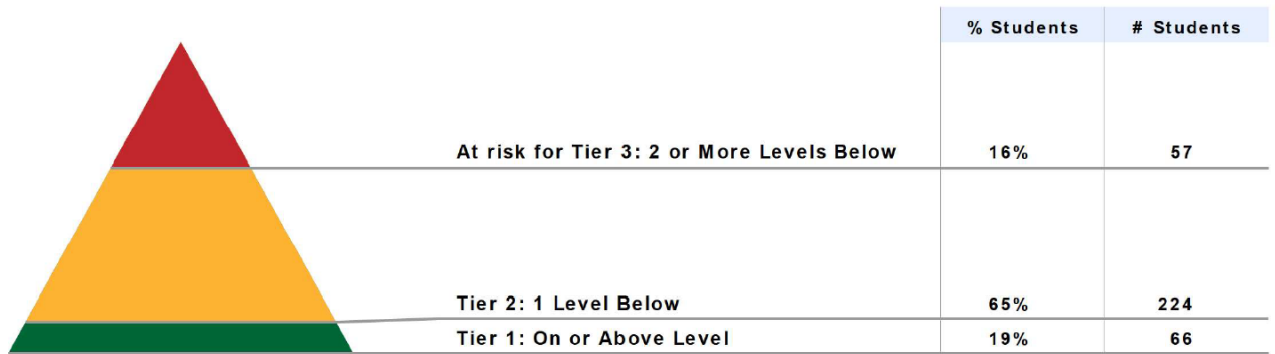
Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Math:
Winter

School Summary

347 out of 356 Students Tested



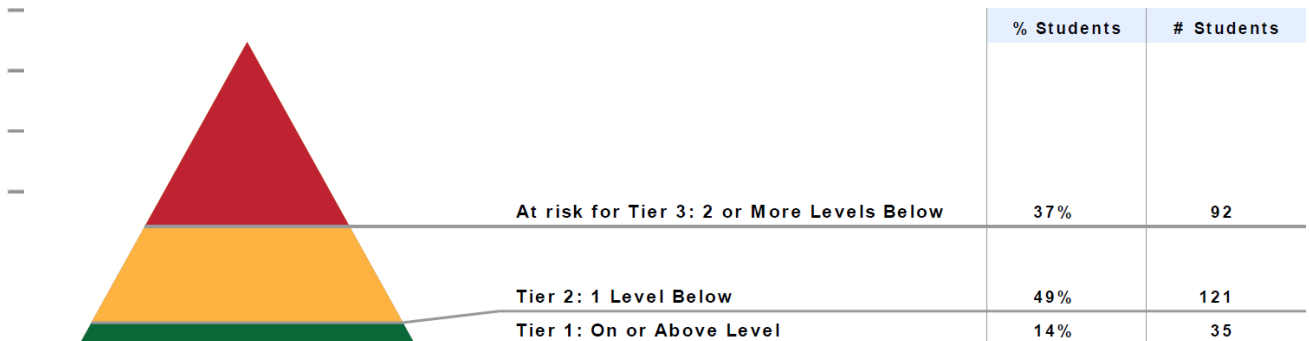
Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Reading
Fall

School Summary

248 out of 356 Students Tested



Detail by Grade

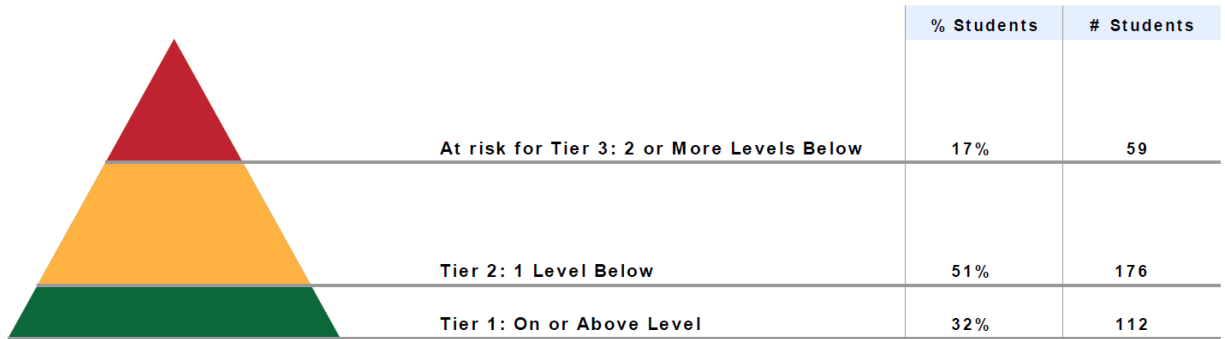
■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

	Student Distribution across Tiers			Total # Student Assessed
	Tier 1: On or Above Level	Tier 2: 1 Level Below	At risk for Tier 3: 2 or More Levels Below	
Grade 1	6% (5)	74% (63)	20% (17)	85

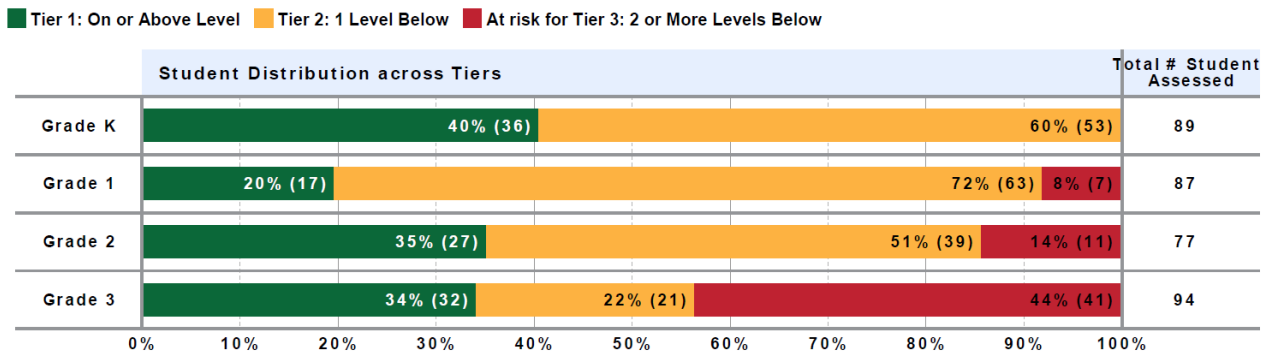
Reading:
Winter

School Summary

347 out of 356 Students Tested



Detail by Grade



Windy River Elementary

MCS D Strategic Goal #1 states: **Students at all grade levels will show academic achievement growth proportionate or above their peers at all levels using a variety of measures. Students will have the required skills to meet essential skills by grade level in preparation for graduation.**

As a school, we are utilizing our PLC time to analyze data from a “variety” of assessment tools. One of our essential tools is through the use of i-Ready data. Students have three benchmark tests throughout the year, as well as progress monitoring every six weeks. These assessments give an overview of where students have grown and what areas of improvement are needed. We have completed the Fall and Winter benchmarks and have seen huge improvements in both reading and math.

We began the year with 114 students showing two or more years behind grade level in math. Following the Winter benchmark this number has dropped almost in half to 67 students. In reading 141 students were two years below and this number has dropped almost 30 students. All of this growth has been discussed as a staff and we continue to have dialogue on which areas of instruction we need to improve.

The instructional focus of Windy River has been centered around a very simple focus; having more classroom discussion, giving explicit instructions and clarifying the purpose of the lessons with the students and developing positive relationships with the students. These basic techniques have been proven to allow students the greatest amount of growth in a given year. In the upcoming years, we will be developing a stronger academic language base. This has been in progress, but will be the emphasis moving forward.

Students are making progress and teachers are actively engaged in this process. I have been thoroughly impressed with the improvement of our weekly PLC's, or data meetings. These are invaluable opportunities for teachers to see what is working, what is not and how to make the necessary adjustments for INDIVIDUAL students.

Riverside Jr/Sr High School

This year our staff has been hard at work to ensure that our seniors are prepared for graduation. We have been meeting with each senior to check in with them regarding their grades and to make sure they are on track to graduate. Part of these meetings also involves conversations related to essential skills. We currently have all seniors on track for graduation based on credits, and only three that still need to meet essential skills. For those three, we have supports in place to help prepare them for Work Keys testing and work samples.

Our freshman class is another class that we monitor relating to goal 1. Of the 75 students at the end of the first semester, 67 were on track for graduation, which is 89% of the class. For these students to be on track they needed to have three credits by the end of the semester. For the students who did not meet this requirement, they were placed in credit recovery classes as well as study halls to help support their needs.

We have also met with parents to make sure everyone is on the same page and can support the students together.

A.C. Houghton Elementary

At ACH we are working continually to succeed in academic achievement growth. Staff use district adopted curriculum- Journeys Reading and Engage NY math, along with IREADY diagnostic testing 3 times a year, and grade level formative and summative assessments.

At our weekly PLC/Data meetings, grade level teachers and specialists meet to discuss student data, what is working, what may need improved upon, and share resources and ideas also highlighting student engagement and technology. Some of the staff have taken the opportunity provided by the district to attend a walk through facilitated by the IMESD to visit other classrooms in various schools throughout the region. They then bring back the ideas they saw and share with the staff. The staff at ACH is continually evaluating our instructional practices, and have made a shift towards small group instruction and standards based teaching.

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 students have been very busy learning and gaining academic skills that will award them with the promotion to the next grade level. Our teachers have been carefully looking over data as a classroom teacher, but come together as a team once a week. Our students rotate for math and reading skill blocks, which allows the students to receive the skills that they need and are missing. Lastly, it has been valuable for our teachers to participate in regional learning walks.

This school year has been filled with growth mindset for our school as a whole (teachers, students, and staff). Teachers are learning how to successfully implement small group instruction within math and reading blocks. This has been a shift that started with English Language Arts and recently the addition of Mathematics. Our students are receiving skills that they have been identified as missing through i-ready assessments. We also have a focus of standard based teaching and not so much of a curriculum focus. This has allowed our teachers to utilize multiple teaching resources for all core subjects. Our students are receiving some sort of intervention for math and reading. This intervention time allows for all the students to receive skills and small group instruction at their academic level. With this said there has been a HUGE

amount of growth mindset. This new way of teaching will help with the promotion to the next grade level for our students.

PLC's are a thing in the past for our school! Our team meetings are now focused purely on data and in one location every Wednesday. We meet once a week in the title 1 room and discuss data, data, data and student academic progress. These meetings are helpful when we look at students, and filling in the academic holes, they may have. This focus allows the students to receive skills that helps to build a strong academic foundation for success. The conversations are data driven and the planning that takes place within the grade level teams are a group effort.

Our teachers have had two opportunities to attend a learning walk. During these learning walks, the teachers traveled to different schools throughout the region. Our teachers looked at small group instruction, classroom management, and teaching ideas/resources. Our teachers came back and shared with the data groups the different things they learned on their walk. One of our teachers said it made her feel good that we are so far ahead of a lot of the schools with small group instruction in both math and reading. This opportunity for teachers to attend as well as to host a learning walk in their classroom have been welcomed and embraced by our staff.

All in all, this is a recap of the past month with our board goal # 1 in mind. We are driven to be successful and support our students. This drive and support will help our students to successfully make growth that is proportionate or above their Oregon peers. We will use a variety of measures to make sure the essential skills by every grade level are met for grade promotion.

Irrigon Jr/Sr High School

It is March and spring is quickly upon us. Along with the warmer weather and more hours of sunshine, SBAC and ELPA testing are quickly approaching as well. We are looking to find ways to improve the testing setting and incentives for our students to put forth their best effort on the assessments. While we understand that we do not want our students to feel they are just a test score, we do want them to take the assessment seriously so that we may use the data collected from the assessments to make informed decisions about what is going well and what we still need to work on. We have adjusted our test setting and schedule to provide a more consistent, structured, and extended testing time for students at each tested grade level. We are also providing incentives for students that show the most growth and for those that meet/exceed benchmark scores.

Along with SBAC testing, we also have seniors that are working on meeting the essential skills requirements for graduation. Along with our language arts and math teachers, students are also working with Marty Rhodes from the IMESD who is specifically working one on one with students working on their work samples. Marty is here 2 days a week working with students from Morrow County Online and our seniors providing tutoring and essential skills support. Along with work samples, our seniors are also utilizing the Work Keys tests in math and reading, as options, to meet the state requirements for graduation. We provide these tests to students here in the building 1 to 2 times a month.

Winter sports are wrapping up. Our girls basketball team finished with a winning record, but fell just short of making the district tournament. Our boys basketball team has made the state tournament after an exciting win at home in the first round of the playoffs against Catlin Gable. With 0.6 seconds left on the clock, senior Adrian Roa had just enough time to catch and shoot the inbound pass to make a 3 point shot to win the game. The 3A state tournament is located in Coos Bay, Oregon (a short 8+ hour bus ride one way), and that is where our boys will face the #1 seeded De la Salle North Catholic in their first game on Thursday at 3:15 pm. And last, but not least, our wrestling team qualified 7 wrestlers to the state tournament and had 3 state placers: Junior Alex Walls placed 3rd, Junior Brady Harrington placed 4th, and Junior Silvestre Vazquez placed 5th. This was a very strong finish for our wrestling program that will only graduate 1 senior from the state qualifying group.

Heppner Elementary

Heppner Elementary Students are well on their way to completing another year of growth and learning. Our stated goal of “Ninety per cent of HES students will complete, with a passing score, at least one grade level work sample or equivalent” has not been fully met at this point. There are strong indications that we will be able to accomplish this by the end of the school year. As a staff, we recently met to review data provided through iReady for the fall and winter testing windows. All classes are showing significant growth with some having already exceeded the ‘growth targets’ for their grade level.

While this data is certainly cheering, and a good indication that we are on the right track, it does not clearly align with our stated goal. We will continue to use a variety of methods for measuring this such as scores from the individual work samples students do in their classes, curriculum derived assessments and eventually the statewide test scores this coming spring along with iReady growth monitoring. In this manner, we can measure whether or not we reach the goal.

One of the activities and strategies we have employed is to work in collaboration with Steve Ventura identifying priority standards or grade level guarantees we wish for each student to show proficiency in. We are also addressing the resiliency of our students, their ability to continue to strive and work to complete difficult tasks. Specifically, in this regard we have begun with the Conscious Discipline relationship strengthening strategies. We are also exploring as a staff the idea of implementing more fully Growth Mindset activities based on the research of Carol Dweck.

We are grateful for the time provided to work collaboratively as a staff to accomplish these things. The training and especially the coaching visits to our building have been very helpful to the staff. We are looking for ways to use the time we have, to focus now, on identified strategies that will help the students meet the goal of completing with a passing score at least one grade level work sample or equivalent.

Heppner Jr/Sr High School

In this month’s report I will be highlighting progress and strategies at HJSHS that relate to *MCSD Strategic Goal #1: Students at all grade levels will show academic achievement growth proportionate or above their peers at all grade levels using a variety of measures. Students will have the required skills to meet essential skills by grade level in preparation for graduation.*

Based on first semester results and our current third quarter tracking and progress monitoring data it appears that most of our Heppner Jr/Sr High students are on track to complete another year of growth and learning. We will begin SBAC testing at HJSHS a little bit later than usual after spring break to ensure that our students have received more than the recommended ODE guideline of at least 66% completion of the school year prior to testing.

During my observation and evaluation follow-up conferences with teachers it appears that most of our HJSHS students are showing significant growth towards meeting and/or exceeding the growth targets for their classes. We will continue to use a variety of methods at HJSHS including Steve Ventura training strategies relating to “effective grading practices” and using both explicit and implicit learning intentions to improve teacher clarity in the areas of organization, explanation, and guided practice examples, to name a few... Along with the HES staff, we are also addressing the resiliency of our students and their ability to work on completing difficult tasks as a strategy to help improve their performance.

We have been very grateful for our district wide PLC opportunities and in-building professional development time to work collaboratively as a staff to help improve academic achievement and growth at HJSHS. Consistently tracking our class cohorts to ensure they are on track to graduate during our Tuesday advisory period has also been a key strategy to ensure that students at HJSHS are prepared to meet essential skills at each grade and are “on track” to graduate. As always, we will continue to communicate with both students and parents regarding student progress to ensure they are on track to graduate.

Management's Discussion and Analysis

MCS D – Maintenance & Facilities Update – March 2018

McKinstry is close to finishing work associated with the Phase II project. Clima-Tech and McKinstry will update our control programming which they recommend every three years. This will allow our buildings to run more efficiently while updating the programming technology.

The Irrigon Elementary School Modular Building Project is almost complete. Modern has returned to take care of a few inside items, Tyco will be setting up the fire and burglar alarms to connect the modular to the main building and Buttercreek Construction will work on landscaping after the masonry work has been completed.

The Irrigon High School Press Box Project is also nearing completion with flooring as the next step of that project. Tremco Roofing will attend the March Board Meeting to give an overview of their roof assessments of MCS D. They will repair the roof at Irrigon Jr/Sr High and Windy River Elementary this Spring. We are budgeting for replacement of a large section of roofing at Riverside Jr/Sr High School this Summer.

We met with Administrators, Head Custodians and Lead Maintenance Staff in February to begin the budgeting process for next year. They presented their projects during our walk-through and we will decide which projects to move forward with next week. Our main focus is Safety, Extending Useful Life and Efficiencies/Cost Savings.

Financial Report Talking Points:

- SSF Payment will increase in March for the remainder of the year according to the most recent Estimate released on March 1st.
- Increase was due in part to the decrease in Local Property taxes and decrease in Common School Fund, as well as increase in teacher experience and transportation grant.
- Building spending is right on track with budget. Spending cutoff is March 23rd.
- Budgeting is getting under way in March.

Incident/Accident Report

DATE	SCHOOL	INCIDENT
2/23/18	WRE	Employee slipped and fell in the parking lot while getting out of vehicle. No medical attention needed.
2/26/18	SBE	Employee's glasses knocked off by a jump rope during recess. No medical attention needed.