

Eagle



Update

Yoncalla, Oregon

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Elementary Students Celebrate School Attendance

Attending school regularly helps children feel better about school—and themselves. Each week, classrooms track their percentage rates of attendance and “compete” with other classrooms to earn a celebration at the end of the month. The result.... fewer kids with chronic absences! 106 kids received “NEARLY PERFECT” awards in January. While we want all kids to miss fewer than 2 days a month, we know our students may have times they miss for illness or appointments.... our solution? Students can ask for tutoring to review missed instruction in class. Kids are not only benefiting academically, they are also taking an active role in being responsible for their learning!

Our goal is to start building habits in preschool so students and families learn right away that going to school on time every day is important. Good attendance supports academic learning and builds a connected and healthy school family... which leads to a strong and healthy Yoncalla community.

Congratulations to Ms Campbell's 4th grade class- the winners of the January Attendance Party- they chose banana splits as their reward!

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Attendance Counts Bulletin Board!

Children's Institute Visit

By Rafael Otto

Children's Institute, Dir of Communication

Visiting Yoncalla is always a pleasure, and last week I came down with my recording gear to capture the voices of some students and educators for an episode of a podcast called [The Detour](#) which is produced by Oregon Humanities. I visited with the host of that podcast, Adam Davis. We wanted to talk to people about how they think about success. What does that mean? Who inspires you? How do you know when you're successful? For students, what might success look like when you're much older, like 25 or 30? We heard from kids in 2nd, 4th, 5th, and 6th grade, and we talked with Erin, Brian and Hanna to capture some adult perspectives. We heard a lot about how kids are inspired by their parents and that hard work is key to success for many people. But I think one theme that stood out for me was that being successful meant being kind. It meant taking care of each other and it meant creating a community that helped everyone succeed. I had the chance to see that community in action, in the interviews we did and the conversations we had. I have to say, I also enjoyed the jokes from Wyatt in second grade. I'm looking forward to sharing the episode with you when it's done, which will be sometime in March. It will be available online and streaming, and people all over the state will get to hear your voices. Thanks so much for your hospitality – I'll see you next time!

Yoncalla School

District Priorities

1. Each student will enjoy positive, engaging learning environments.
2. Each child will possess the knowledge and skills necessary to be successful in post secondary education and careers, and the self-reliance to be a productive citizen.
3. A strong sense of community is recognized and nurtured among all stakeholders
4. Facilities and finances are managed effectively and efficiently for the benefit of each child.





Ezra Gilford standing next to the greenhouse table that he helped build. Made out of recycled materials, it is a great example of the happenings in the shop. Taking old table legs and used lumber, Ezra made the first of many tables that will be perfect for our new greenhouse.

Middle/High School Students of the Month - January

Brinleigh Lewis
Yoncalla Middle School
January



Daniel Catalan
Yoncalla Middle School
January



Middle/High School Students of the Month - February

Tori Noffsinger
Yoncalla Middle School
February



Nichole Noffsinger
Yoncalla High School
February



Celebrating Great Attendance!



Math Adoption & Workshop

On Jan. 27 & 28 Erin Helgren, Chelsea Ross, and the K-6th teachers attended a math workshop at the Children's Institute at Providence Park, Portland, Oregon. The workshop was led by Jen Hunt, Elementary Math Consultant for New Math Minds.

As Yoncalla School District prepares for a new math curriculum adoption the workshop focused on an Instructional Materials Evaluation Tool (IMET) that included: Baseline Criteria for depth of engagement; How the Brain learns with concrete, representational, and abstract skill sets at grade appropriate levels for conceptual understanding; Learning Through Communication with the students highly involved in the talking; Fact Fluency based on application of the skill and using what you know; and Student Self-Monitoring with learning targets and self-reflection.

Along with this tool, we were also introduced to a variety of games and concept strategies that strengthen neuropathways and help guide us in the education of our students. These are ways to help students transfer and model skills showing they "know it" and most importantly that they "get it!"

See the next two pages for the posters, reinforcing the concepts talked about above.

GRADES 3-8 Language OF THE MATH PRACTICES

MATH PRACTICE 1

Make sense of problems and persevere in solving them.

What is the problem asking?

You worked hard on this!

I can keep working toward a solution without giving up.

I can decide which operation to use.

MATH PRACTICE 2

Reason abstractly and quantitatively

What does that number mean in this context?

Write an equation that shows what is happening in this problem.

I can think about how numbers are related.

I can use numbers to show what is happening in word problems.

MATH PRACTICE 3

Construct viable arguments and critique the reasoning of others.

Tell me how you found your answer.

Why did you choose this strategy?

Let's compare solutions.

I can explain to others how I solved a problem.

I can see how others solved a problem, even if it's not my way.

MATH PRACTICE 4

Model with mathematics.

Can you represent that problem with a diagram or drawing?

Tell me what this model represents.

I can show math ideas in a variety of ways.

I can look at this model and tell what it represents.

MATH PRACTICE 5

Use appropriate tools strategically.

What tool could you use?

Why did you choose this tool?

Would a different tool have affected the result?

I can decide which math tool might be best to help me with a task.

I can use math tools correctly.

MATH PRACTICE 6

Attend to precision.

Can you use math words to describe your process?

How could you check your work?

I can use precise language.

I can check to see if my work is correct.

MATH PRACTICE 7

Look for and make use of structure.

Describe how these tasks are similar.

What is a "math rule" you could make with this evidence?

I can find patterns in the numbers I'm using.

I can use what I already know about math to solve new problems.

MATH PRACTICE 8

Look for and express regularity in repeated reasoning.

What math processes are repeated in this task?

Can you find a shortcut for this process?

I can find shortcuts.

I can determine if my strategy works in multiple situations.

K-2 Language OF THE MATH PRACTICES

MATH PRACTICE 1

Make sense of problems and persevere in solving them.

"Hard" just means your brain needs practice.

We don't give up.

I can solve a problem without giving up.

I can check my work.

MATH PRACTICE 2

Reason abstractly and quantitatively

What does that number mean?

I can use numbers and words to solve.

I know what the numbers mean.

MATH PRACTICE 3

Construct viable arguments and critique the reasoning of others.

HOW does your brain know?

I can explain to others how I solved a problem.

I can talk about different strategies.

MATH PRACTICE 4

Model with mathematics.

Show me two ways.

I can show my work in different ways.

I can understand how others modeled the problem.

MATH PRACTICE 5

Use appropriate tools strategically.

What tool COULD you use?

I can use tools, drawings, and models.

I can pick the right tool for the problem.

MATH PRACTICE 6

Attend to precision.

Are you sure? How can you check?

I can check my work a few ways.

I can use precise language.

MATH PRACTICE 7

Look for and make use of structure.

What do you notice?

I can use what I know to solve problems.

I can find patterns.

MATH PRACTICE 8

Look for and express regularity in repeated reasoning.

Have we seen this before?

I can look for shortcuts.

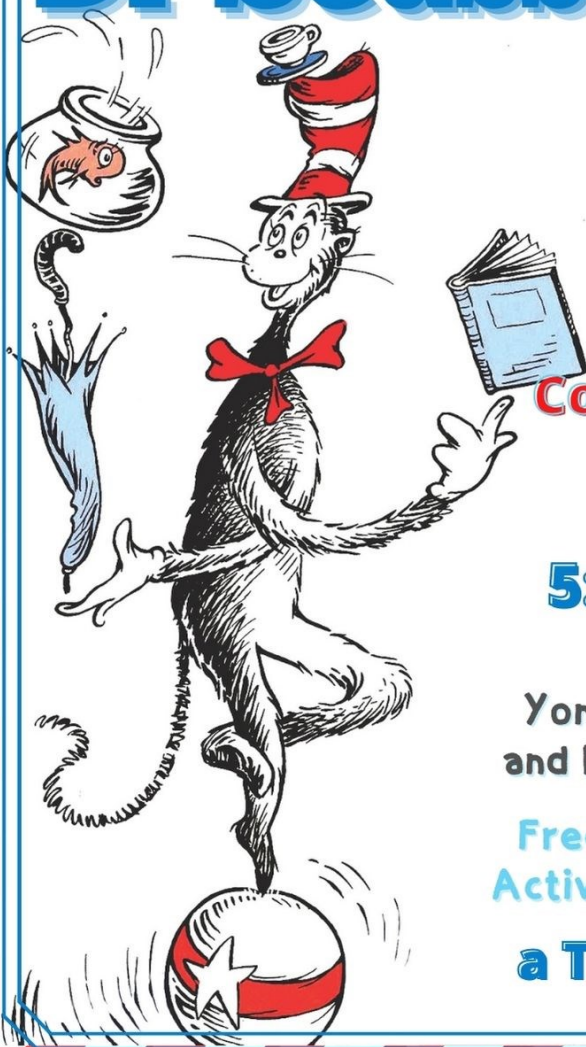
Is there a shortcut?

I can break numbers apart and put them back together.

YONCALLA ELEMENTARY AND PRESCHOOL

Annual

Dr Seuss Night



**March
2nd**

**Come Celebrate
Literacy
With Us!**

5:30 - 7:30 pm

**Yoncalla Elementary
and Preschool Campus**

**Free Family Fun with
Activities for All Ages!**

a Title 1 event



Isn't it great when you have to use 1940's technology to overcome today's computer limitations. Using opaque projector to blow up an image from the internet for art.

Pictured: Cecelia Phillips and Cathey Grimes using old school technology.



in Roseburg
\$23.01 to
\$24.40 per
hour
(beginning pay)

YHS Career Spotlight 

Firefighter



How do I become one?
Complete Fire Academy at
with a
Volunteer
Station or a
Community
College



Firefighters control and put out fires using water hoses, fire extinguishers, and water pumps.

They respond to emergencies when people get hurt, they treat sick or injured people, and prepare written reports about emergency incidents.

Get Educated



To be a firefighter, you need to attend Fire Academy and it is strongly recommended that you also obtain your EMT I, EMT II or Paramedic Certification.

You can attend Fire Academy at a local volunteer station like North Douglas or a Community College like Umpqua, Lane, Rogue, Central Oregon, Chemeketa, and more!

Northwest College of Construction (NWCOC)



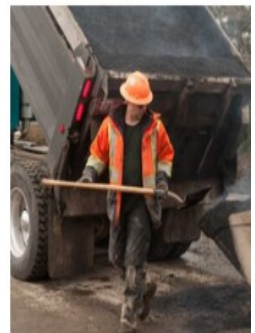
YHS College Spotlight



**Tuition and
Books
FREE!!!**



Where?
Portland, Oregon
~160 miles away
from Yoncalla



The Northwest College of Construction - located in Portland, Oregon - is an apprenticeship school dedicated to recruiting, training, and retaining a highly skilled workforce for the construction industry.

NWCOC offers NINE different apprenticeships that combine paid-on-the-job training with classroom instruction with additional courses available. They also offer Youth Programs with a Construction Career Day for high schoolers.

2nd Grade



Second grade has spent time talking about kindness and love this month! Our bulletin board outside our classroom has various ways the students can show love. We talked about how there are many different ways to show and spread love. Some ideas they came up with were, "I can make my grandma coffee." "I can show love by helping my mom when she doesn't feel good" "I can play with my friends and family."

