

Principal & Director Reports September 2012

AC. Houghton Elementary

Below I listed the assessments each grade used and the average growth of each grade. I have also included the TAG activities for this year.

Kindergarten Assessments:

MATH: Did a timed test for number writing.....possible score 30 in 1 minute.

READING: Capital/lowercase letter identification. If students knew all 26 of each, then I used a short sight word recognition list.

First and Second Grade Assessments:

I used Reading Naturally test and my own math assessment I created on Edhelper , based on the students' needs I collected from the second grade team.

Third Grade Assessments:

Reading Pre-Test & Post-Test: from the *McGraw-Hill Oregon State Assessment Preparation and Practice* book

Modified for IEP students: Pre-and Post-Test: from *Scholastic Reading Practice* test book

Focus: Vocabulary and Comprehension Skills

Math Pre & Post Test: from *McGraw-Hill Mathematics Success for Oregon Students*

(Interventions and Practice)

(Modified for IEP students)

Strand Focus: Calculations and Estimations

Math Growth

Total 18.28 pts

K 13.86 pts

1st 13.78 pts

2nd 24.75 pts

3rd 20.89 pts

Reading Growth

Total 17.99 pts

K 13.43 pts

1st 16.83 pts

2nd 11.90 pts

3rd 26.52 pts

TAG activities for ACH: (Assemblies are intended to benefit the learning experiences of all of our students since we live in an area of limited opportunities.)

- OMSI Assemblies
- OREGON Coast Aquarium assemblies (Note: assemblies are paid for by ACH Parent Club, a science grant from the Washington Group at the Umatilla Army Depot, TAG funds, and scholarships from OMSI and Oregon Coast Aquarium)
- On February 20, we will have a special Rainforest Assembly from Bureau of Lectures (students will learn about and have hands-on experience with live rainforest creatures)
- School-wide Spelling Contest
- District Math Contest
- Oregon Writing Project at Eastern Oregon University

- Extended classroom experiences at each grade level

This year, a committee is being formed to set up *Battle of the Books* for interested students.

Heppner Elementary & Heppner High School

It is our second week back to school and we are off and running at both Heppner Elementary and Heppner High School(s). Our current enrollment is 177 at HES and 184 at HHS both down slightly from the end of last year school.

The Staff and I worked very diligently transitioning, preparing and gearing up for the start of the 2012-2013 school year. We had a very focused and productive in-service week planning for another rigorous and fruitful year in Heppner Schools with continued school wide achievement focused on improvement in math, reading, writing and full implementation of C.C.S.S. at the top of our priority list.

When reflecting on our summer school programs in Heppner I would like to report that Heppner Elementary held summer school during the month of June with students attending for three and a half hours each day. There were 30 students from grades kindergarten through sixth grade that attended. Teachers Karen Smith-Griffith, Melissa Coiner, Madison Rosenbalm, and Karen Clough planned lessons and taught the classes for the summer session. The focus of the summer school session was to boost student's grade-level knowledge and to introduce them to the next grade level material in reading, writing and math. All students also worked on Success Maker as part of their daily routine to help with specific skill building. Teachers utilized small-group activities in the classroom whenever possible to focus on individual student skills and achievement. All of the teachers reported that students worked hard and improvements were seen at each grade level which was also confirmed through progress monitoring. Students were also able to take their work home at the end of the session to share results with their parents and family. Heppner Elementary also purchased *Step Up to Writing* over the summer to boost student writing achievement in grades K-6. *Step Up to Writing* offers effective, multisensory writing, reading, listening and speaking strategies for all content areas. The tools and strategies are meant to be used throughout the year by all students in K-6 in all subjects. We are hoping to create a more cohesive writing structure as students' progress through their elementary years at HES.

At HHS Jolene Stensland facilitated the summer school program which was divided into two three week sessions. The first session ran the last three weeks of June with the second session running the first three weeks of August. Students at the high school level worked mostly on credit recovery through the use of Plato and/or OdysseyWare classes specific to individual student needs. While many of the high school students who attended summer school earned the credits they needed to stay on track with our districts "236 Plan" there are a handful of students who will need extension classes this fall and winter to get back on track. We are also excited to offer four Eastern Promise classes at HHS this year, where students will have the potential to earn both high school and college credit with successful completion of the courses. I will keep you posted on the number of students taking advantage of these courses as we are currently finalizing our scheduling/class changes at HHS this week. The four Eastern Promise course offerings at HHS this year include Biology, Communications, Math, and Writing.

I would like to end by thanking each of you for your support of Heppner Schools, and your commitment to all students of the Morrow County School District.

Irrigon Elementary School

Irrigon Elementary School has seen a number of changes right off the bat this year. First, we have a new office staff: Myself, Erin Stocker as the Head Teacher, and Sara Bevington as the secretary.

We have begun the year by maximizing instructional time in the schedule, spreading out the lunches and recesses so fewer students are out on the playground and in the cafeteria at once, and doubling or tripling the number of assistants supervising students at these times. This extra supervision comes at the cost of having less time available for assistants in the classrooms, but in our minds if students don't feel safe, they won't learn anyway.

Additionally, to support positive behavior in the school, we have implemented the same discipline system as Irrigon Jr./Sr. High School with the hopes that we will be able to identify problems early and intervene, and communicate consistently and frequently with parents about student behavior.

We have worked to create structure and predictability and we have been organizing and systemizing every function of the school. For instance, we have used shared Google documents to manage our Monday Folders which has reduced everyone's workload, we have scheduled a Positive Action Lesson at the beginning of every day in every classroom, and we have scheduled daily library and computer times for each classroom, reducing the need to pull out for testing, interrupt instruction to make a trip to the library to check out books, and argue over who needs the lab to have their students type a paper.

Our staff is also able to collaborate on issues that need to be resolved using shared documents online. Each staff member can input their suggestions or edit the final draft on their own time. It has allowed us to keep staff meetings short and get right to the concerns at the center of an issue. IHS and IES also have shared "rolling to-do-lists" that allow Craig, Erin and I to manage our time efficiently even when we can't work face-to-face.

Our staff is also using a common plan book (www.planbook.com) to share their lessons and increase consistency both between same-grade classrooms and as a multi-year (grades 4, 5, & 6) program. The plan book also allows teachers to identify the Common Core Standards their lessons are addressing. Cynthia Hodgdon, one of our 4th grade teachers who introduced the school to the online plan book was a featured author in this month's ESDs professional development newsletter.

Above and beyond all of the hard work teachers and staff have already put in to give this school year a great start, teachers have all volunteered to come in on a Saturday (because we couldn't find any other day that would work) to complete a required school self-assessment as part of our Oregon Focus School status.

Irrigon High School

After weeks of preparation and hard work, it's nice to see the halls once again filled with students. We are off to a great start this year and our enrollment is up.

As always, we are looking for ways to provide students with the opportunity to earn college credit while still enrolled in high school. This year we are excited to add even more opportunities through the Eastern Promise. We are offering Math 111 (27 students), Writing 121 (31 students), and Biology 101-103 (26 students). Additionally, we continue to offer 18 credits through our CTE program and have 10 students enrolled in BMCC classes on-line. Finally, we continue to offer an AP

American History (20 students) class. Last year, we had just over one third of our AP students earn college credit.

Our summer school program was successful as well. We conducted two separate sessions, one in June and a second in August. MS students who failed any core class were required to attend to learn the content they missed during the school year. Likewise, any MS who did not meet benchmark level or the growth model in reading or mathematics were also assigned to summer school. Overall, we had all but two students complete the necessary work over the summer.

On a final note from our summer school program, we were able to offer an algebra I prep class for incoming 8th graders. This newly added class was to provide focused mathematical instruction to prepare students, who we believe with a little bit of extra help will be prepared to take algebra I as 8th. Studies have shown that students who take algebra I as 8th graders have a significantly better chance of not only graduating high school on time but are better prepared for college level coursework as well. This opportunity was funded through our new Gear-Up grant, Harvest of Hope III.

Riverside High School

Again I am pleased to announce that we are off to a good start at Riverside jr/sr high school. Our summer school program was successful.

- Session One – June 13-29
- Session Two – August 1,-17

Students were afforded both support classes and enhancement classes during summer school. Our support classes were geared at providing students new opportunities to meet competencies and to be held accountable for their lack of effort and understanding of material throughout the school year. The enhancement classes were designed to help prepare students for the following year in Reading and Math.

We provided summer school opportunities to approximately 30 plus Jr high students and 15-20 High school students. Jr high students worked on R/W Math, Sci and Social Studies, while the high school worked in the plato lab doing credit recovery.

We are happy to report that all but 3 students showed growth over the summer. These 3 students were placed on strict contracts for fall.

Those students that showed growth, worked hard, stayed the course and met expectations set forth by staff and the state to advance to high school. The design was successful and our attending students were excited and ready for the new school year. So far they are doing well.

Eastern promise, dual credit and 236 are alive and well at Riverside. Our partnership with Eastern Promise/BMCC allow Riverside to offer, Biology 101-103, Writing 121, and Math 111/112

Enrollment Count:

1. Biology 101 – 23 students currently enrolled
2. Writing 121- 24 students
3. Math 111 - 21 students

We also are offering CTE dual credit:

1. Accounting - 12 students

We have 20 students enrolled in A.P. History as well.

This year we are very excited, as are the students, to take full advantage of academic opportunities offered in our building. As we keep an eye on scores and we focus on state standards, I will keep you posted on this year's progress.

Sam Boardman Elementary School

Summer School Program:

106 school-age students participated in summer school. All second and third grade students not meeting benchmarks were invited and instruction was designed specifically to remediate low strands in reading and math. Kindergarten and first grade students needing benchmark support and/or language development were rank ordered and 30 students invited. Their instruction targeted language development using a thematic approach and hands-on activities. Almost all families took advantage of the summer school opportunity. Attendance was great!

In addition to school-age, 24 migrant preschool students (ages 3-5) attended. Five of these students are now enrolled in kindergarten.

All summer school students received free breakfast and lunch, two student-selected RIF books and three nutrition lessons complements of Oregon State University.

Academic activities to challenge and provide enrichment:

In developing opportunities to challenge students academically and to provide enrichment, we focus on the following areas:

- Provide core instruction that ensures solid basic skills
- Provide core instruction that develops thinking skills
- Remediate, and/or extend learning
- Enrich students through exposure and activities not typically encountered.

To develop thinking skills in students, to REALLY develop them, takes strategic lesson planning with activities and probing questions to engage students at a different level. Students need to analyze or support arguments, arrive at their own opinions by making inferences, or attempt to solve problems.

Teachers have strategically incorporated lessons to develop mastery of basic skills in their students, and ways to encourage thinking skills. Grade level PLC teams share strategies and techniques each week.

PLC teacher teams review common assessments and universal screenings to monitor student progress in acquiring basic skills. Built into our schedule is a 30 minute "RTI" time allowing teacher teams to group students into skill groups to remediate low areas, and to provide enrichment lessons to students who have already mastered the skill. Enrichment lessons include novel studies, choir opportunities, adaptive computer, etc.

The new Common Core State Standards places an even greater emphasis on cognitive skills and math processes. Teachers are working independently and collectively to learn how to ensure student success.

Some enriching activities planned for all SBE students this year include field trips, artist in residence, musician in residence, scientist in residence and an author visit.

Windy River Elementary

1. **Summer School here at Windy River Elementary** supported about 90-96 students who needed to get more support for not making one or both OAKS benchmarks tests in Reading and Math. Children who were Migrant status were able to attend our summer school program too. WRE used five teachers and three aids. Two teacher team taught Reading for the 5th grade. Fifth graders were challenged with 6th grade standards and 6th grade curriculum. Mrs. Boor used differentiated curriculum in both Math and Reading in order to prepare them for the next year's academic challenges.

The district's **236 Plan** was communicated to parents. Children had mandatory attendance in order to pass to the next grade. Two students were retained who did not comply with proper attendance, and one parent and child chose to repeat the year, even though they took home packets to complete during the summer.

2. **Windy River TAG Program**- Mrs. Theresa Procter-Reese is our TAG coordinator. Here at Windy River Elementary, if a student tests at a 97% on a state normed test they are qualified to be labeled TAG, Talented And Gifted. In order to challenge TAG students, the coordinator lets classroom teachers know who that student is. Teachers are to give those students harder questions to exercises that are being taught. Teacher's text book curriculums have more difficult exercises and questions that are to be given to talented students.

During the **Intervention/ Enrichment Instructional Block**, students go to an Intervention class or to an Enrichment class. TAG students with other high achieving students go to an upper end class to be challenged to learn more. At the same time, other students can be going to English Language Development, Title, SPED, or to basic enrichment classes in order to meet benchmarks.

Students can also take higher grade classes in Math or Reading if they are way above in their present grade level. With computer technology, a student can now take a higher class in Odyssey-Wear if they are doing junior high level subjects. Here at Windy River, upper academic students are encouraged to be involved in the Geography Spelling Bee, the Knowledge Master Contest done by computer, which is a nationally known contest. They are involved in the Writing Fest, and they are encouraged to be involved in the District Math Contest.

Also in the TAG area, Windy River Elementary School has the **Presidential Honor Society**. It is run by Mr. Paul Beagle. To be a part of the society a student must: Exceed on one or both of his OAKS Reading and Math tests; be getting "A's" and "B's" in class with a 3.5 or better grade point average; they must fill out an extensive application which must be approved by a staff board. TAG students are encouraged to apply to this society.

Windy River Elementary School has a variety of interventions and enrichment t opportunities for students to fit their needs to achieve great things.

Management's Discussion and Analysis **Financial Highlights**

The district is continuing to see changes on the financial front; however, none appear to be significant financial gains or losses to the district. The areas below highlight the issues we have knowledge of since the last meeting:

1. The district is expected to see a slight increase in the number of students, thus, there should be a slight increase in the overall payment from the state. Sam Boardman Elementary has seen an increase of nearly 40 students and the new apartment buildings have yet to be occupied.

Future Financial Planning

The district is still expecting to have the following financial outlays over the next few months:

1. The district is planning to start running some financial projections based on expected revenues and expenditures for the 12-13 fiscal year. There will be multiple scenarios from future reductions in staffing, to increased revenue projections. The district is expecting to finalize those scenarios sometime in the month of November in preparation for the 13-14 budget.

Current Financial Issues and Concerns

The district is expecting a 7.2% increase in PERS. Based on the most recent actuarial analysis PERS is only funded at 73% and the returns did not match the guaranteed 8% return, thus, putting the fund in a greater deficit. The projection for future years is not any better, as the state continues to push for 100% funded. We all need to remember that these expenditures are for those that have retired benefits for those still working have not changed.

The State of Oregon continues to talk about \$6.3B in funding; however, with the increase in PERS and other operating costs this does not have any true effect on overall funding.

Maintenance

The district has addressed the following issues:

1. Pavement crack sealing at all schools
2. Irrigon Elementary School ground water issues.
3. Heppner High drainage issue

The County has completed the crack sealing at all schools and we owe them a big thank you for completing the work! They did a great job and this project should extend the useful life on the pavement 5-10 years.

Paul Danielson did a GREAT job on helping us clear up the one pond that was currently limiting our ability to use one of the parking lots at Irrigon Elementary School. There continues to be a stream of water from the school to our sump pump. The County has taken a copy of our blue print of the school, they have offered to advise us on the high water issue for the school.

The County also helped the district with the drainage issue at Heppner High School. The school had water running from the upper parking lot down the road and eroding the hillside below the school (by a house). The County completed all the labor and the school purchased the material. Once the final speed bump is added this project will be completed.

The district is planning to address the following issues throughout the year:

1. Riverside alarm issues
2. Irrigon Elementary pond issue
3. Purchases of Maintenance equipment to reduce annual expenditures – bucket lift, tractor with backhoe attachment, etc. – as budget permits.