

Administration Reports

December 2013

Focus for December Reports – Reading Interventions

Assistant Superintendent Report

Indistar and School Improvement Plans for Morrow County School District

Indistar is a web-based template system implemented by the State of Oregon. ODE is requiring that every public school district utilize a school improvement team format to create a new School improvement plan. It is a web-based, school improvement system that simultaneously connects the multiple points of improvement while building the capacity of people from state to district to school to classroom

School improvement teams from each school will review Reading, writing, math, ELL assessment data, Student and family needs survey data, as well as staff professional development and school culture data to create a 2014-15 school year School improvement plan. The plan will work to inform, coach, sustain, track, and report student achievement efforts.

Indistar's overall goal is to improve student learning. The process starts with getting the adults connected to communicate and collaborate around how they will improve student learning within the school. As schools complete their School Improvement Plan template on Indistar it helps them move forward by targeting areas of growth, they must planning around resources, professional development and which school improvement reform efforts they will prioritize.

Indistar utilizes research based indicators of effective practice that work as specific, plain language guideposts for improving the school. In fact, the indicators are so specific that they can be easily assessed, clearly aligned with people responsible, set to timelines, coached, and tracked for high-quality implementation.

Our district will also create our District Improvement Plan based on the data and plan that each school creates. As schools and district complete their improvement plans our state will utilize the information to track our school and district progress as well as monitor our school improvement planning.

In a nutshell, Indistar is a School improvement planning tool that uses research based improvement indicators (focus questions) as a tool that will help get staff focused on instruction and the quality of instruction that is being delivered.

Prior to the end of the school year MCSD will be working on our School Improvement Plans via the Indistar format.

****Administering Injectable Medicines to Students Process and Procedure ****

MCSD staff may be required to administer injectable medications to students in certain situations. In order to ensure the health and well-being of MCSD students who may experience severe allergic reactions or suffer severe hypoglycemia, trained staff, who possess a Public Health Division certificate (OAR333-055-0030(1) or equivalent, may administer epinephrine and glucagon injections to students in emergency situations when a licensed health care professional is not immediately available.

1. A parent shall submit a written request for MCSD in writing to administer injectable medication to a student. Requests shall be accompanied by the physician's order for administering

epinephrine or glucagon. A prescription label shall be deemed sufficient to meet the requirements for a physician's order for epinephrine or glucagon as described Board Policy JHCDA - Administering Non injectable Medicines to Students**.

2. Staff designated to administer epinephrine and glucagon shall be trained as required by law in accordance with approved protocols established by Oregon Department of Human Services, Public Health Division (OAR 333-055-0015(2)). Staff designated to receive epinephrine and glucagon training shall also receive bloodborne pathogens training. A current first aid and CPR card shall also be required.
3. MCSD contracts with IMESD Registered Nurses to conduct trainings and annual reviews for staff that administer injectable medication. At the beginning of each school year all school staff members are designated and trainings are completed at IMESD, the community level, and/or district wide.
4. MCSD contracts with IMESD Registered Nurses to review and/or establish and maintain administrative regulations for handling, storing, monitoring, related record keeping and maintaining injectable medicines.
5. MCSD contracts with IMESD Registered Nurses to ensure student health management plans are developed as required by protocols and maintained on file. Pertinent health information shall be provided to MCSD , Mid Co., and IMESD staff as appropriate for the health and safety of the student. Plans shall provide for responding to emergency situations as described above including those occurring during curricular and co-curricular activities.
- 6.

AC Houghton Elementary

Kindergarten Reading~2013-14

Kindergarten students will all participate in our core reading curriculum *Reading Mastery*, or *Language For Learning*, at some point during the school year. Students are placed in, and frequently monitored, in ability- leveled reading groups. All students are asked to read their *Reading Mastery* Take-Homes (that are completed during reading group) to their parents as homework. At ACH we supplement *Reading Mastery* with spelling dictation in which students practice spelling, sounding out, writing words from our reading curriculum, and also high frequency words. The goal is to write simple sentences to prepare students for 1st grade. ACH teachers are especially focusing on letter recognition and letter sounds. Students are monitored monthly and also assessed quarterly to ensure academic progress. Our core curriculum is also supplemented with color word worksheets, letter-sound skill building sheets, handwriting practice and also *Zoo Phonics*; which has been an integral part of our reading intervention. Students who are ready, get to work in phonics books in which they identify a picture and write a 3-letter word that matches the picture. These phonics books continue to become more difficult and the students love the challenge!

Kindergarten students who are not ready for *Reading Mastery* at the beginning of the school year participate in Mrs. Sherman's reading program. This program consists of several components including: assessment, language, vocabulary development, comprehension skills, phonemic awareness, letter-sound identification, and handwriting. *Zoo Phonics* is also used in her reading block as well. Students are assessed often and once they possess the necessary abilities are placed in a core reading group.

Although we currently do not have students at an independent reading level yet this school year, the goal is for the higher level reading students to participate in the *Accelerated Reader Program*. Finally, students who are ready to do so also get to read in phonetic readers, with this program they take them home to read to their parents in their reading folders and return them daily.

First Grade

First grade has been working on letter name and letter sound recognition during intervention. This group struggles with being able to accurately and confidently identify both. In order for them to begin reading or reading with more accuracy the students need to be stronger in this skill.

We are however, transitioning into word recognition. We are practicing words that are common in text. They practice spelling the word, sounding the word out, and writing the word. Our hope is they will be able to have more words in their personal bank to read at a higher level and with more confidence.

We are using the Progress Monitoring in the EasyCBM every two-four weeks to check progress on the letter sounds and letter names. We have created our own pre and posttest for the word recognition to monitor their growth.

Second Grade

Second grade reading intervention happens in two ways. Intervention occurs during the first 30 minutes of reading block each day the students with Trixie Pullen and Deborah Sherman receive RTI intervention activities. These interventions target our very low, struggling students. We also do a 30 minute session of intervention with all students each day. The students participate in reading intervention every other week. The lower group students work with Read Naturally. The focus is fluency and comprehension. The higher group also does Read Naturally, along with supplemental materials that focus on comprehension and story elements. Progress is tracked through the use of weekly and quarterly assessments

Third Grade

The third grade has a **30** minute intervention reading time each day. During intervention, the focus has been on building reading fluency through Reading Naturally. Participation is based on scores from the easy CBM Fluency test. Students are having success using this program and progress is monitored every two weeks. Currently, we have 16 students, 4 of these students are IEP students, enrolled in the program. Reading Naturally has several components: cold read timing, practice reads, hot read timing, and a comprehension question test for every story. Intervention is held in the computer lab and progress is monitored by teaching staff and educational assistants. After each testing, data is compared so students can graduate out of the program, continue working in the program, or new students can be added.

Students not enrolled in Reading Naturally participate in phonemic awareness activities and phonetic skill building in the classroom. In addition to the 30 minutes reading intervention time, third graders spend 60 minutes of direct instruction time in literature based skill building correlating with common core activities. Students are grouped according to skill level and groups are paced depending on student needs. Support and practice for reading are on the agenda for the last 50 minutes of our 110 minute language arts block. Cars and Stars materials are used to practice specific comprehension skills for common core; chapter books are being used to challenge most students at their skill level with additional comprehension projects. We also require students to participate in AR reading and testing with parent involvement as the homework piece.

Recently, third grade teachers decided that Study Island needed to be part of our intervention work so we purchased the online study program license for the next two years. Our third grade received a big discount from the company, with an additional discount for a 2 year license. The resource for funding was from the third grade building budget, plus teachers were willing to hold fund raisers and make a request to ACH Parent Club. Study Island is an online program correlated to CCCS Standards with pre and post testing, data driven practice, and online record keeping. Students are able to progress through the work at their own pace. Prior to this year, we have used Study Island with great success as part of the district technology programming. Third grade teachers have also incorporated Scoot-Pad and Raz-Kids online programming for interventions in math and reading that can be used in school as well as at home.

Heppner Elementary & Heppner High School

Our enrollment in Heppner is currently 168 students at HES and 166 students at HHS. Our attendance percentage for the current school year at HES is 96.9%, while HHS is 92.8%. The Heppner Teachers continue working as PLC's (Professional Learning Communities) planning and strategizing on how to best meet the needs of students as we prepare to implement the Smarter Balance Testing that we will be accountable for next year. Included in this month's board report is a summary of our Heppner 236 intervention plan and how it correlates with our RtI (Response to Intervention) plan to ensure that all students are meeting their benchmarks goals and showing adequate annual growth highlighting the area of Reading.

In Heppner we continue to use the Three Tier Pyramid Response to Intervention as a decision making tool designed to allow for early and effective responses to our student's learning and behavioral difficulties. This process provides them with a level of instructional support matched to their level of need using teacher data and assessment results for evaluating the effectiveness of our instructional practices. RtI relies on evidence-based instructional practices and frequent progress monitoring to provide the assessment data necessary to make decisions about student progress and the need (if any) for more additional support and more intensive interventions like Benchmark Boost/Intervention Friday's. These steps of the plan are also known as; Tier 2-supplemental support and Tier 3-intensive interventions. The pyramid model is intended to reduce unnecessary referrals to special education by ensuring that all children in the general education setting (Tier 1) have access to high quality curriculum and instruction that are taught with fidelity, and that each student receives a level of instruction matched to their level of need. This model is not intended to replace special education and its procedural safeguards, but rather through the Friday Benchmark Boost/Intervention component of our 236 plan, provide students who are struggling with additional opportunities to learn and show the necessary growth to meet grade level benchmark goals before the end of the school year.

Tier 1 Core Program components that are currently in place in Heppner to help ensure that all students are meeting the mark in regards to Reading include; Reading Mastery at HES (with ability grouping), HEROES Reading Program at HES, DIBELS, MAPS, Easy CBM, educational assistant support/help in the classroom, parent volunteer help/support in the classroom, "lunch bunch", and study halls to name a few.

Tier 2 Supplemental Program components for Reading support include; Title Intervention supports, READ 180 at HHS, Success Maker at HES, Read Naturally, Bal-A-Vis-X, Bring up Grades (BUG), Benchmark Boost opportunities, COLT Tracks, and C.O.L.T. Intervention/Reading Time. It is under the Tier 2 component of our buildings RtI/236 plan where students receive extra additional supports and are required to attend Benchmark Boost/Intervention Fridays to close the gap between their benchmark

goals and end of the first semester progress towards them. Benchmark Boost/Intervention is a structured Friday program that provides extra focus in both reading and math for students who have not yet met their grade level benchmarks, or are not on track to meet them by the end of the year. Summer School is then strongly recommended after the end of the year OAKS results are known for any third through twelfth grade students who have not yet met grade level benchmarks or adequate growth. Summer School is also offered for kindergarten through second grade, for students who are identified as “at-risk” of not meeting grade level benchmarks.

Tier 3 Intensive Program components for reading support include; Special Education with specialized instruction, Success Maker at both schools, READ 180 at HHS, and Required Benchmark Boost and Summer School for students who need continued support for both Reading and Math.

We continually seek opportunities to increase partnerships with all stakeholders for continued implementation of our District 236 plan and to provide the necessary programs, learning opportunities, and Reading interventions to facilitate this goal.

Irrigon Elementary School IES Spotlight on Reading Interventions in the RTI process

Our Title One program supports students that are slightly below grade level in Reading. Last year we started using a curriculum called Strategies to Achieve Reading Success (STARS) by Curriculum Associates LLC, in our Title One program. Between using the curriculum and in class interventions, IES showed improvement on progress monitoring assessments throughout the school year.

PART TWO: Learn About the Strategy ★★☆☆

WHAT TO KNOW

What happens and why is called **cause and effect**.
Why something happens is the **cause**.
What happens because of the cause is the **effect**.

- A cause is the reason that something happens.
- An effect is what happens as a result of the cause.
- Cue words such as *so, so that, since, because, and if* often signal cause and effect. Other cue words are *reason* and *as a result*.

Read this article about birds that don't fly. As you read, think about one thing that happened to some types of birds and why.

All birds have wings, but not all birds fly. Scientists believe that there once was a time when all birds could fly. In time, however, some types of birds no longer needed to fly in order to survive. So these birds became flightless. The two most common types of flightless birds are penguins and ostriches.

Penguins have flippers instead of wings. They use their flippers to help them swim underwater at fast speeds. Ostriches also move quickly, even though they are the largest birds on Earth. Their wings help them balance as they run. These birds can run at speeds up to 35 miles per hour.

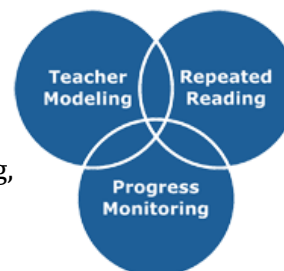
One thing that happened to some types of birds and why is
What happened: **They became flightless.**
Why it happened: **They no longer needed to fly in order to survive.**

STARS (Strategies To Achieve Reading Success) is a prescriptive reading series that provides essential instruction program that works on 12 reading strategies. This series provides precise instruction in and practice with the strategies students need in order to master reading success. It uses several effective instructional procedures that support all students. Some of those procedures include providing opportunities to activate prior knowledge, explicit instruction in key English language concepts as well providing step by step scaffolded approach to build a clear understanding of the reading strategies. It proves to be a great tool for remediation.

There is an assessment piece to the program called CARS (Comprehensive Assessment of Reading Strategies), and is used to gather information for targeted instruction and measuring progress. STARS and CARS work together effectively to ensure that students gain a solid understanding of key reading strategies and skills, helping them become independent problem solvers and succeed on state tests.



We also use Read Naturally to help aid in reading fluency remediation. The Read Naturally program supports the five essential components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. Read Naturally's structured reading program combine strategies such as teacher modeling, repeated reading and progress monitoring. **Teacher modeling** uses the strategy of a proficient reader modeling correct pronunciation, expression and phrasing, as well as helping students learn new words. By **repeating** the story,



Elements of the Read Naturally Strategy

students are able to not only show fluency improvement, it also builds confidence. Like in all that we do, **progress monitoring** maintains teacher awareness about their student's progress, as well as motivating students to continue to read and improve. Read Naturally is used with our Title and Special Education students.

Irrigon High School

We are currently in our third year of utilizing READ180 as our primary intervention program. We have been able to schedule students into one of several available sections of this intervention, which in turn has given many of them the boost they need to strengthen their reading skills and ultimately meet the essential skills requirements for reading. As soon as students have benchmarked in reading, we rotate them out and rotate others in. Last year we had 18 students that were placed in READ180 improve their reading enough to pass either the OAKS or WorkKeys Reading test. Students in the READ180 program who are showing growth are improving at a rate of about one grade level (approximately 100 lexile points) every six months.

Additionally, every middle school student at Irrigon Jr./Sr. High School receives a full period of both reading and writing, essentially "double-dipping" them each in English-Language Arts. Our students have performed relatively well on the OAKS reading assessment, and through on-going district and building level PLC meetings our results continue to improve.

Through our HOH III grant, I have been able to provide peer tutors in the library every day after school until 4:00 pm. These tutors are available to both middle and high school students.

Riverside High School

Riverside offers several reading interventions during the school day based on the student's grade and reading needs. For our students that need the highest level of reading support we offer Read 180 classes in conjunction with their regular Language Arts classes. For juniors and seniors at risk for not passing their OAKS tests we also offer a lab class that focuses specifically on reading strategies, comprehension, and completing essential skills reading samples.

With Read 180, students complete a pre-test and periodic tests that measure their growth in Lexile points. On average students are expected to grow 75-100 Lexile points over the course of the school year.

At this point we have 45 students enrolled in Read 180, 27 of which have grown 7 – 164 Lexile points from the beginning of the year. This growth in Lexile points is also reflected in the improved OAKS scores that students are achieving.

In our reading lab classes Mr. Pyke works with students on reading comprehension and strategies for summarizing, analyzing, and responding to short answer questions that are needed for the essential skills reading work sample as well as strategies for taking the Work Keys reading test.

Background information about Lexile scores: **Lexile scale**

The Lexile scale ranges from 200L to 1600L, although actual Lexile measures can range from below 0L to above 2000L.

1 Up to 300L

2 140L to 500L

3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Lexile reader measure

A Lexile reader measure is the specific number that describes a student's reading comprehension ability. A student receives his or her Lexile measure through formal methods such as a linking study where the reporting scale of a norm-referenced or criterion-referenced assessment is linked with the Lexile scale, or through informal methods such as listening to a student read a book with a known Lexile measure.

Lexile text measure

A Lexile text measure is the specific number assigned to any text indicating its reading demand in terms of its semantic difficulty (vocabulary) and syntactic complexity (sentence length). A computer program called the Lexile Analyzer computes the measure. The Lexile Analyzer carefully examines the whole text to measure two characteristics: sentence length and word frequency. Research has proven that these characteristics are highly related to overall reading comprehension. The Lexile Analyzer then reports the Lexile measure of the text.

Sam Boardman Elementary School

As Sam Boardman Elementary continues down the path of implementing Response to Intervention (RtI) in cooperation with the Oregon RtI project, we are solidifying our core instructional program and building a responsive system of interventions for students both below and above grade level in reading.

The program begins with a schedule that holds core instruction sacred and allows students to receive additional help within the school day if and when they need it. For example, our first grade schedule looks like this:

Calendar math	Recess	Reading core	Reading small group	Writing	Math core	Lunch / recess	Math small group	Vocabulary and grammar	Small group interventions (various)	Music / PE	Library / computer
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Core instruction is where every student in the classroom is taught rigorous, on-grade-level content, and that happens in these blocks in a whole-class format:

Calendar math	Reading core	Writing	Math core	Music / PE
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Tiered (targeted) instruction happens in these blocks, and with the support of assistants, the students in these blocks are broken up into smaller groups by their level of performance. Students who need more intensive help are in smaller groups and student working on at- or above-grade level material are in larger groups.

Reading small group

Math small group	Vocabulary and grammar	Small group interventions (various)
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Students who need the most intensive help are still receiving instruction in both their core and intervention classes, but they get a third dose of intensive instruction instead of attending classes like computers or library (or in some cases, PE or Music).

Our afterschool program for second and third grade students works to help students engage with reading by providing even more practice, and with engaging instruction and computer-based interventions like SuccessMaker and Read Naturally.

At the K-3 level, several shifts in language occur, and they occur at different times for different students. We acknowledge this and frequently monitor, assess, and respond to our students' instructional needs. Those shifts are:

Learning the Language → Learning to Read → Reading to Learn

For better or for worse, the shift above aren't always that clean-cut. At SBE we have one student who struggles to read, but can comprehend with incredible detail and accuracy the text he struggled so hard to get through. Other students are capable of decoding with incredible fluency and accuracy, but are unable to explain what they had just read.

For those reasons, we use assessments like EasyCBM to measure fluency, phonemic awareness, vocabulary, and comprehension to make sure we are providing students with instruction that is tailored to their needs.

Windy River Elementary

1. RTI- Windy River Elementary School is being faithful to dedicate 110 minutes to the Core Reading segment in the daily schedule. During this time, teachers are in sync together with teaching the BIG Five which are teaching practices. During the Professional Learning Community times, they review this and make it happen during the 110 minutes that they are teaching Reading.

2. More Reading Intervention- Besides the 110 Reading block, we also give 40 minutes more Reading instruction for intervention or enrichment. For intervention, students either go to ESL, SPED Reading, Title I Reading, or to their regular teacher. With the regular teacher they are getting grade level or higher than grade level Reading instruction. This extra intervention is daily and consistent in every classroom.

3. After School and Moby-Max Reading- For students who need benchmark Reading supports to pass the Reading OAKS test. They must attend the After School program, and two days a week they get more Reading instruction after school to pass the OAKS benchmark assessments. On Mondays, during school, all students in the school also are put on the computer program Moby-Max to also do Reading. Students are put to do either Math or Reading. This is equal to 40 more minutes on Mondays.

4. After our first OAKS assessments in Reading, the Title teacher has met with each grade level and will assess which specific students did not pass. They will set which areas of need that students show in Reading, and what will the teachers of that grade level will teach in order to help students in their grade levels in order to pass the OAKS Reading test. This process called the 20% Meeting helps teachers focus on who needs what in order to pass the Reading OAKS assessment.

Management's Discussion and Analysis

Financial Highlights

There have been no significant changes or highlights to the district financials

Future Financial Planning

It has been reported recently that we can expect the following:

1. The PERS reform will most likely stay in the legal system for the next 2 years.
2. PERS increases for the 2015-16 fiscal year is expected to be 2.15 – 3% taking into account ALL legislative actions.
3. We can expect to see an approximate increase in ADMw of \$340 in 2014-15. The increase is primarily due to the 49/51 split in funding and the increase in state school funding of \$100m.
4. We can expect to see changes in the poverty calculation for 2014-15 – this is for the entire state and the legislators must approve changes in February for them to go into effect by July 1.

Financial Issues and Concerns

The PERS Board met on November 21, 2013 and this is a summary of the actuarial projections for rates:

1. Average rate increase of approximately 2% in FY 2015-17, not counting side accounts or IAP.
2. Thereafter, if fund earns assumed 7.75%, average rates projected to remain steady in the high 18% range, then drift downward over time to approximately 15% over 20 years. Note that there can be wide differences between 'average' payroll rates and those experienced by individual jurisdictions (particularly schools, which have higher rates than average).
3. If fund consistently earns 10.5%, after increase in FY 2015-17, rates would drop fairly quickly over 15 year period, dropping to zero in 2027-29.
4. If fund consistently earns 5%, rates would rise steadily, hitting 30% in FY 2031-33.

Other - No other issues or concerns to note at this time.

Maintenance

We currently have Siemens Industries at Windy River and Irrigon Elementary to complete some retro-commissioning at those schools on the HVAC systems. The plan is to be completed with the work prior to December 31, 2013. We are expecting the majority of the work to be paid for through grants from Energy Trust of Oregon.

We will also be working with Siemens to aid in developing an HVAC plan for classroom systems. We currently have 12-15 units that are so old we can't get parts; however, it has been estimated to cost \$20,000 per unit to upgrade. We will be evaluating other options over the next 6 months, in the hopes of upgrading a portion of the units next year and be completed with all upgrades within the next 4 years.

Injury Reports

IHS - none
ACH - none
IES - none
RHS - none
SBE - none
WRE – 1 employee with loss time due to back injury
HHS - none
HES - none