

Administration Reports

January 2014

Focus for January – **236 Plan & Summer School & After School Programs**

AC Houghton Elementary

All students not meeting their target RIT score in reading, math or both have been invited to attend the after-school program. In the after-school program students rotate weekly. They rotate through three core classes; Language Arts, Math and computers. In Language Arts the students spend half of their time engaging in skill building activities and half their time reading AR books and taking AR tests with support from staff. In math the students spend half their time working on vocabulary and number sense activities and the other half of the time on skill building in the problem solving and areas of weakness as indicated by teachers and OAKS data. In computers the students engage in Study Island and Success Maker with small group instruction as needed.

Summer School Plan

Students are invited to attend summer school based on OAKS test results in reading and math. Students are also invited to participate based on migrant status through the ESD. Teachers provide input on migrant students classroom status, and this information is given to the summer school teachers. The actual classroom instruction is programmed based on the testing data from OAKS, input from classroom teachers, and the pre-testing done at the beginning of summer school. Emphasis is placed on vocabulary and story comprehension in reading, and problem solving skills in math with an additional focus in a specific skill area (example: fractions - starting with identification of, equivalent, and even reducing fractions). Study Island is an important resource in third grade work as the students are individually assigned based on areas of need from OAKS testing data. Each student can work at an individual pace with support from the teacher and aide. AR reading and testing is monitored with goals set and progress reviewed with students daily. Included in the lessons are direct instruction in learning reading skills and strategies, reading and enjoying chapter books with activities, learning how to solve math problems with a direct instruction hands-on approach, and enjoying a science center theme each week which includes reading and solving problems. Usually teachers have acquired a large variety of materials to choose from, whether from school series or personal purchase, so the design of the lesson can be made to fit the needs of the kids in the summer school time frame.

Heppner Elementary & Heppner High School

With the end of the first semester quickly coming to a close we will be working in our building level PLC's planning and strategizing on how to improve our 236 plan(s) to best meet the needs of students as we transition from OAKS, to the Common Core/Smarter Balance assessment that we will soon be accountable for. This month's report is a summary of our current 236 plan(s) and how they correlate with our Rtl (Response to Intervention) plan to ensure that all students are meeting their benchmarks goals and showing adequate annual growth.

As we did last year, we are using 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, while providing 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 and student learning. 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 that support our 236 plan, like Benchmark Boost Friday's. This step of the plan is 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 component of our 236 plan in Heppner, 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 each school year.

Tier 1 Core Program components that are currently in place to help ensure that all students are meeting the mark in regards to our 236 plan include; Reading Mastery (with ability grouping), HEROES Reading Program, Saxon Math, DIBELS, MAPS, Easy CBM, educational assistant support/help in the classroom, parent volunteer help/support in the classroom, HHS TA help/support in classroom, "lunch bunch" study halls, and "after school" study halls just to name a few.

Tier 2 Supplemental Program components of the plan include; Title support, Success Maker, Read Naturally, Read 180, Bal-A-Vis-X, Bring Up Grades (BUG), Benchmark Boost opportunities, COLT Tracks, and C.O.L.T. Intervention 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 Fridays to close the gap between their benchmark goals and end of the first semester progress towards those goals. Benchmark Boost is a structured Friday program that provides extra focus in reading and math for students who have not yet met their grade level benchmark or are not on track to meet them by the end of the year. Summer School is then strongly recommended after the final OAKS results are known for students who have not yet met grade level benchmarks or shown adequate growth.

Tier 3 Intensive Program components that support our 236 plan include; Special Education, "one on one" instruction, Success Maker, Read 180, along with Required Friday Benchmark Boost and Summer School.

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

Irrigon Elementary School

The 236 plan at Irrigon Elementary consists of many opportunities for additional learning time for students that aren't meeting their target RIT score in Language Arts and Mathematics. Many of our interventions occur throughout the school day during pull-out groups for ELL, Title and Special Education, as I have described in previous board reports.

In order to help us select students that need additional learning time, we use three sources of data. These include Easy CBM Benchmark and Progress Monitoring tests, the most current OAKS results, as well as teacher recommendation. Students who score below grade level standards on those tests will first be identified to receive additional support in Title pull-out groups. Classroom teachers and Specialists meet weekly to evaluate the interventions and level of appropriateness for the students receiving them. In addition to interventions during the day, we have two additional components to our 236 plan; the After School Program and the Summer School Program.

The After School Program

The After School Program runs daily from 3:05 p.m. – 4:15 p.m. The students arrive directly after school and begin with a snack. At 3:15 the academic program begins. It is divided into 4 – 15 minute blocks of time. Students rotate to three different locations to complete Language Arts/Mathematic tutoring, Computer Lab time to work on prescriptive computer lessons on Scootpad and Moby Max (both described in November Board Report), as well as Bal-A-Vis-X. Once the three rotations are complete, the whole group returns to the library for the last 15 minutes, which consists of silent reading or additional Language Arts/Mathematics tutoring. The program is staffed by 1 teacher, 2 Educational Assistants and a high school tutor. Currently, approximately 40 students attend.

The Summer School Program

Students are invited to attend the Summer School Program based on their OAKS test results, as well as teacher recommendation. Students are also invited based on their Migrant status. Testing data from OAKS is used to design instruction based on the greatest area of weakness. The program begins with pre-testing on those standards and concludes with post-testing, so that we can closely monitor student progress. Curriculum from the school year is used during the program, as well as many supplemental curriculum resources. This allows for lessons to better fit the needs of the students in the program. The Summer School Program is unique in that students can work at individual paces with support from a classroom teacher, as well as an educational assistant in each grade level. Class sizes are kept to less than 30 with each pair of adults. The AR program continues to be used, as well as computer based resources such as Scootpad and Moby Max.

Irrigon High School

Our 236 plan consists of two parts – a focus on OAKS scores and middle school accountability. In regards to OAKS, most of these interventions occur within the regular school day through READ 180 and Kahn Academy programs. New this year as well is our math prep class for all

middle school students. This is a year-long class for our 7th grade students and a semester class for the 8th grade which provides a brief review of the fundamentals but whose primary focus is to have students apply critical thinking skills to solve problems. One aspect of our summer school program for the middle school also includes individualized instruction for those who have not met benchmark or met the Oregon growth model. This year we are also utilizing Easy CBM with our middle school students to help provide us additional detailed information about each student's strengths and weaknesses. This information helps our teachers provide even better differentiated instruction to students.

The other part our 236 plan affects primarily the middle school in regards to failing classes. (HS students have the option of either retaking the class the following year or through our computer based credit recovery program after school or during summer school). Middle school students who fail any core class (reading, writing, math, social studies, or science) will be required to attend after school and/or summer school to make-up those classes which will run daily until 4:00. Our intent is to help keep students on track academically and from having to play 'catch-up' later on in high school. Middle school students are also able to take advantage of the tutorial bus from IES at 4:10 if needed.

Again, both parts of this plan are designed to help students close the achievement gap and stay on track to meet the high school graduation requirements.

Riverside High School

Report on your 236 plan for students who have not made the benchmark yet, including after school, Friday school and summer school plans; using OAKS or Easy CBM data.

With the help of Gear Up funds, Riverside is currently offering math and language arts after school programs on alternating days Monday-Thursday and for four hours on Friday. These tutorial sessions are open to every student, but are focused on helping students meet their OAKS tests.

Mrs. Shane has been overseeing the math tutorials and has been working specifically with seniors that have not met their OAKS requirement to boost up their math skills prior to OAKS and Work Keys tests.

Mr. Cornelius works with students during the week on writing skills and Mr. Pyke addresses reading strategies with seniors on Fridays as they prepare for their tests.

As an enrichment program we are also offering a science club opportunity. Ms. Renfro and Mrs. Gustafson are working with students on different projects and will culminate with a trip to OMSI in the spring.

During school we currently have reading and writing lab classes and will be adding math at the semester to allow those seniors to focus directly on those content areas.

Currently we have the following numbers of seniors needing to pass OAKS or another assessment for graduation:

13 – reading

21 – math

We are currently planning to continue with our three week / four hour a day summer school program. Junior high students that do not pass core classes at the semester and/or OAKS tests are required to attend. We also offer credit recovery for our high school students.

Sam Boardman Elementary School

Students begin their formal learning with us at Sam Boardman, and we immediately begin the process of monitoring their progress as we begin to teach them what they need to now to be successful. There are a number to assessments available to us to use with students. Some of them are embedded into the units and lessons in the class (chapter tests, quizzes), some of them are more formal (work samples, EasyCBM, STAR, ELPA and OAKS). Each student is “screened” in the Fall, Winter, and Spring to make sure they are making adequate progress. If they fall behind, the screening assessments will pick it up and we will then provide interventions for that student.

Grade level teams meet every week to review assessment results to monitor the progress of all students and to determine which students need supportive interventions. Our school provides a variety of interventions such as the After School Program. That program provides opportunities to reinforce newly acquired skills through Read Naturally, Success Maker, Study Island as well as 1:1 and small group tutorial. The Friday School Program in the Spring targets low strands and deficit skills through small group and hands-on instruction. This year we plan to have two four-day camps. One camp will focus on language development in preparation for ELPA. Our second camp will focus on bolstering skills and test taking strategies in preparation for OAKS.

We also offer in-school teacher interventions within the regular classroom (small group, 1:1 tutorial) and Title 1, which is a small group pull-out which offers direct instruction, language development and/or computer assisted interventions. Computer assisted remedial tutorials are used through whole-class computer lab and as a pull-out: Edmark (sight word reading program), Success Maker (adaptive reading and math), Read Naturally (reading fluency). At least 70 minutes are available to grade level teams each day for teachers to skill group students and prepare lessons to target defined skills, and enrichment activities for students who have mastered the skill-set.

Communication with parents is comprised of two elements: information about grade level expectations and to inform when children are not making adequate progress.

An Open House and Family Information Night is conducted to introduce how to access supports on our SBE web site and Title supports, Common Core State Standards for specific grade levels and how to read assessments. Report cards with grade level indicators are sent home regularly as well as notice letters in February and again in April to all third grade students below benchmark informing parents of the interventions available to their child and the potential retention consequences. EasyCBM, OAKS, and for some students, MAPs are also conducted and sent home with individual student profile reports and letters informing parents of pull-out programs within the school day. Notices letting parents know when students have been dismissed from the pull-out will also be sent out. When it is needed, a parent meeting with the

principal and teacher may be held regarding retention and information letters seeking permission for After School, Friday School and Summer School with be dispersed to parents.

Windy River Elementary

Windy River Elementary School has specific efforts to help students meet the OAKS tests in Math and Reading. In our 236 Plan there are some of the things we have done or will do: After School Program, Homework Club After School, Day-Time Workroom, Friday School Program, Oregon RTI Implementation, Title I Reading & Math; Specific Student Interventions; and Summer School.

1. **After School:** Starting in September 2013 students who did not pass the previous year's OAKS assessment had to attend the After School Benchmark program from September to the beginning of November. Each grade had a teacher, and they focused on Math and Reading.
2. **Homework Club:** this program had students stay after school who needed just to finish regular classroom homework. Students had to bring work, and the teacher would communicate with the staff in the room what they needed to complete. Some students did two day of homework and two day of a benchmark in the After School program.
3. **Day-Time Work Room:** this workroom went on for morning recess and all lunchtime recess. It received students who had to get caught up with regular classroom work. The students were sent by the teachers or at parents' request. Student had to come and work. Discipline was maintained and student had to work.
4. **Friday School Program:** starting this month we are doing the Friday School Program instead of the After School program. On Fridays for 4 hours students will be bussed to school. They are behind in the benchmark process and they will attend 2 hours of Math and 2 hours of Reading instruction. They will be given breakfast and a snack. This will get kids home early when the days are short and night comes early.
5. **Oregon RTI Implementation:** In our second year of doing (RTI) Reading Tier Intervention we have all classes aligned to teaching the same reading curriculum, the same strategies with the same focus using 5 mains areas of reading. We have given one Easy CBM assessment to the whole school body and now we are getting ready to start our second Easy CBM assessment. This also brings along with it a meeting called the 100% Meeting and the 20% meeting. This will all happen again in January and February. Then it will happen again in May. Teachers are doing the program.
6. **Title I Reading and Math:** With all the above, we are still focusing our students who do not have Special Education into our Title I R&M classes. These students are low and need more support. Classes are small and an educational assistant also helps in the room.
7. **Specific Student Interventions:** these students are very below. They are not special education students. These student are referred to a Student Study Team and the team meets to discuss their needs, history, parent contact, and what interventions to do and

for how long. These students are taught these interventions as a 1-to-1 basis. In the end the team meets to see the results and determine if the child needs to remain with interventions or be referred to be tested for special education.

8. **Summer School:** this summer, student who did not pass one or both of the OAKS tests will have to attend Summer School. It usually is 5 hours daily for 12-15 days and it focuses on Math and Reading. Students will have to attend or be possibly retained. Some parents make arrangements to do another version of summer school with the school, and this too is appropriate.

Management's Discussion and Analysis

Financial Highlights

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

Future Financial Planning

We will be starting the preliminary budget process over the next few months to help in the actual budget that will be started in March. The emphasis over the next few months will be on staffing and maintenance related items.

Financial Issues and Concerns

No issues to report on at this time.

Maintenance

We have completed the DDC tune-up at Irrigon Elementary and Windy River. We are expecting to be reimbursed 50-75% of the total costs through the Energy Trust of Oregon. We will also be working with the Energy Trust and Siemens to see if there are other projects that might be eligible for some type of incentive if completed in the 2014. The final projection at Windy River was that the energy savings had a payback of less than a year for the project. We are still in the process of analyzing Irrigon Elementary.

We also received preliminary authorization for a tax incentive from the State of Oregon for the Heppner High boiler replacement. If everything goes through the state process, we believe we will receive approximately \$15,000-\$20,000 in tax incentives – which Bank of Eastern Oregon has stated they would be interested in using.

Injury Reports

No new injuries to report at this time – still working with a couple employees to close out claims.

IHS - none

ACH - none

IES - none

RHS - none

SBE - none

WRE – none

HHS - none

HES - none