

Administration Reports

April 2015

Focus: Work sample collections, student success, and an academic program/activity.

AC Houghton Elementary

Heppner Elementary & Heppner High School

It is a privilege to report the recent happenings of Heppner Schools. In this month's report I have included a summary of how we are helping support students who have not yet met their benchmark goals.

While we were happy with our progress monitoring data through the end of the third quarter, there is still some work to do. We have slightly adjusted our daily schedule(s) at HES to accommodate students who have not yet met their benchmark with additional intervention during the regular school day. We are also utilizing SuccessMaker and Read 180, on a daily basis in addition to regular core content classes (double dipping) in reading, writing and math at HHS.

Benchmark Boost and Academic Fridays will continue to be used to help students with strategies for test taking and additional practice in content areas for Smarter Balance Assessment preparation. Time will also be set aside at HHS for additional extension class opportunities for intervention support this spring.

Success Stories:

At Heppner Elementary School:

- The majority of students at HES have passing work samples already. Some classes are still working on completing their science work sample and spring writing sample. Additional spring opportunities will be provided for students to show they are making progress.

At Heppner High School:

- In September, Mr. Morgan gave a pretest which was the Semester Exam study guide equivalent in Geometry. The class scored 48.2% on the pre-test. The study guide was used off and on throughout the term in order to help prepare them for the final exam. The class raised the average 38.615% from the pretest to the final exam. The class average on the final was 86.625%. One student in the class tried very hard on the pretest, but only got a 30%. She studied very hard throughout the term and ended up scoring a 100% on her final.
- Several students were placed in Math Extension that had not previously passed their math essential skills. All of these students have passed at least one; half of them have passed two official work samples satisfying their math graduation requirements.

Work still needs to be done and we will set aside some time in April and May to have additional intervention time on Fridays as well as looking at individual weaknesses for intervention support within our classrooms.

Irrigon Elementary School

Smarter Balanced Testing: At Irrigon Elementary, we began our Smarter Balanced testing this week. Classroom teachers have been assessing their students during their 40 minute computer/technology block. Our testing coordinator is working diligently to ensure that classroom teachers have the most up-to-date information from the state, ESD and district related to testing so that when our teachers and students enter the lab, they're prepared to be the most successful they can be. In addition to lab time for computer based testing, teachers are also completing performance tasks in both English Language Arts and Mathematics in the classroom. There are longer problems that typically require several days to complete and have multiple different components ranging from computations, narrative descriptions and schematics drawn to solve problems. This is all new to our staff and students and we're all working together to ensure that we follow the testing process properly and don't miss any aspect.

Counseling Program: This year we were able to add more counseling support to our elementary schools. Irrigon Elementary has had the good fortune to have a counselor on site 1.5 – 2 days a week. The impact that this has had on our students has been invaluable. She has a large job description that includes responsibilities such as; student supervision, office support including minor student discipline issues, classroom instruction (1 – 20 minute session per week, per classroom), Professional Learning Community, IEP and RTI support. In addition to these responsibilities she has also initiated and supported a number of social-emotional groups with our students based on student, parent and teacher request. These groups meet on a weekly basis and often students and families have "homework" so that the program for the students is comprehensive. She works tirelessly with our Special Education, Title One teacher and classroom teachers to ensure that all student needs both academic and social are met.

First Lego League Club (Intro to Robotics): This year, as a part of our after school program, we selected 12 students through a competitive application process to be part of our first year of the Lego Club. The students were led by two teacher coaches. In the club they worked on team building, project design and simple tasks completed by a robot that the students built and programmed. Through this experience, students developed core values challenging them to work with gracious professionalism, learning complicated new ideas all while working in cooperative and competitive groups.

Irrigon Jr/Sr High School

In order to assist students in meeting the essential skills requirement needed for graduation, all students in 7th - 12th grades are required to annually complete 2 Math, 2 Reading, 2 Writing, 1 Science, and 1 Speech work sample. Teachers instruct students on how to complete work samples and some samples have been scored officially outside of the building. This not only meets our district and state requirements but students may use passing work samples as a method of passing their essential skills requirement for graduation.

One of our success stories this year includes a senior who has always struggled with writing. When he didn't pass the OAKS writing test last year, he didn't think he would graduate. With his hard work and practice provided by the writing extensions class, he finally met the requirement for the essential skill of writing by writing two passing essays. Also, the extensions class also gave him a smaller class size and focused writing attention so he could get extra help on his Career Research Paper and any other writing assignments his senior year. His persistence and dedication to meeting the standards for graduation, and the opportunity afforded by a dedicated writing extensions class, are why he is firmly on-track to graduation.

Another success story this year can be found with our students labeled as beginning readers who have shown some huge improvements with three students having improved by over one hundred points so far this year. Additionally, we have several students in this program who have increased by as much as three hundred fifty points over the last two years. This improvement is in large part due to the continued use of the research based Read 180 program.

Riverside Jr/Sr High School

Over the course of the last two years we have established a protocol where students attempt at least one writing and reading essential skill work sample in their language arts classes and one math essential skill work sample in math. We are now at the point where students are generally entering their senior year with at least one passing work sample in these areas.

Students that move into the district or do not have passing essential skills by their senior year are put into senior lab classes where they are given extra instruction and support in completing essential skills samples and taking the work keys tests. To date we have the following numbers of seniors still working on their essential skills requirements:

Reading: 2

Math: 6

Writing: 0

Our writing lab started off the year with 12 seniors needing one or more sample. At the semester we were able to move in some underclassmen that have struggled with writing to give them some extra support.

Program highlights:

Over spring break Ms. Fuller and five band students participated in the multi-school band trip and concert at Disneyland. Students performed on one of the main stages in Disneyland and then had a recording session with one of the Disney conductor's.



Fire CWE – we currently have five high school students working through the fire academy with our local fire department. These students put in several hours each week and over the summer doing extra training and course work that will result in firefighter certification once they are 18.

Police Cadet Program -For next year we will be adding a Police Cadet program through the Boardman City Police department. Students will be working with local officers on training and certifications that can lead to careers in law enforcement.

Sam Boardman Elementary School

Successful Students

Our library tech, Nancy McElhany, brought me the STAR test results from this spring and highlighted two students. The STAR test approximates their overall reading level and reports it as a grade level. One of our 3rd grade students (who skipped from 1st to 3rd this year) is reading at a 6.3 grade-level, and another third grader is reading at grade 7.9! Across the board, our students have made strong growth, and it's nice to see some strong examples of that.

In first grade, one of our teachers reported "I have a particular student who stands out this year. She began the year very low in reading. Her first quarter reading grade was well below grade-level and she was in the very bottom of the 20% overall in first grade according to her EasyCBM scores. We have been using small group, targeted instruction in our RtI (Response to Intervention) program and continually progress monitoring students. I also have reading centers in my class so I can work with students at their reading levels, and my students have been taking home their reading textbooks books every night. Because of all of this, she has been moving up. In quarter two, she received a 3 (at grade-level) in reading but still fell into the bottom 20% of the 1st grade. Her third quarter grades are still strong, and she has now moved out of the bottom 20% of the 1st grade and is still making growth! She has worked hard and it has truly paid off. I feel our RTI efforts and our new curriculum have worked and they are truly making a difference."

Successful Strategies

Overall, RtI is working in every grade level – prescriptive interventions given in a timely manner and monitored closely, in addition to a solid comprehensive reading program are working to create strong, steady growth for all of our students. It's good to see positive results early – it means that we will only get better with practice!

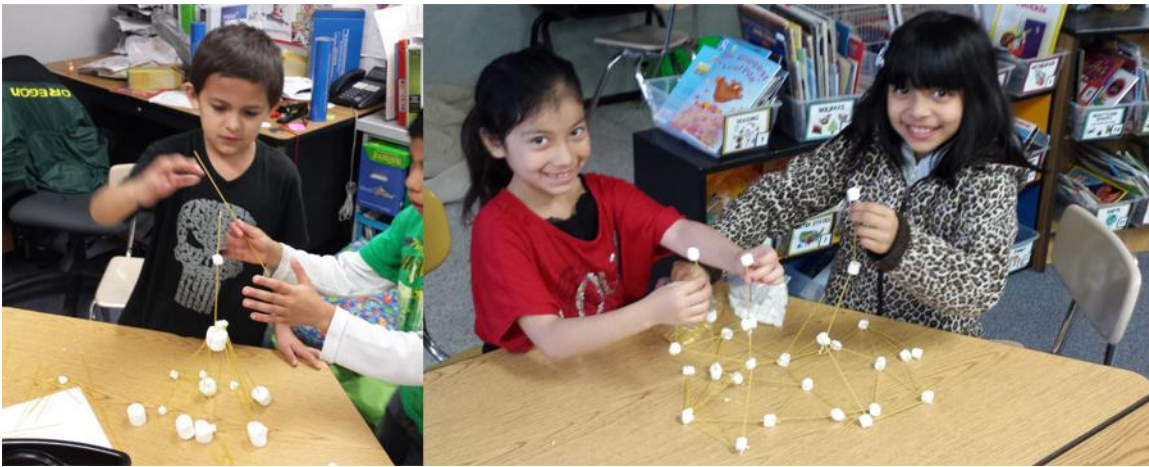
We are continuing to keep a heavy focus on vocabulary and oral language development for our English Learners as well. One of our teachers has found that sending home simple word lists and asking the parents of her students to spend time with them at home is making a big difference – kids are even suggesting their own and loving every new word they learn!

In second grade, our teachers attended a STEM (Science, Technology, Engineering, and Math) presentation and brought some of the ideas back to their own classrooms with great success:

For the 100th day of school, Ms. Dow and Ms. Thompson gave their students 100 marshmallows and spaghetti. Their goal was to brainstorm and build the tallest structure that they could with a partner. They drew pictures and thought about their bases and what their structures would look like, and then they implemented their design. While they were building, they encountered many problems to solve. Some of the problems they encountered were that the marshmallows wouldn't hold up the spaghetti like they wanted, the spaghetti broke if too much weight was on it, and the structure got too top heavy and fell over if it did not have a supportive base. When we were done with the experiment, we discussed our triumphs and the problems that we found. This conversation led to very interesting science concepts such as geometric structures of the bases, which geometric shape was indeed the strongest, and weight and pressure: if we put too much weight on the spaghetti, it breaks or the marshmallows fall apart.

Because our conversation was so productive, we decided to pursue the task another day. At the end of our conversation the day before, we asked them to think about the materials they used and how they would modify these materials to build a more successful tower. They decided on the following: big and small marshmallows (they wanted bigger marshmallows for the base to make it stronger) and longer spaghetti that they could break to the size they wanted. Their homework for that night was to design a structure with a strong base and the next day we implemented these designs.

Doing the task again brought astounding results. Students took what they learned from their experiments the day before and modified their bases and structures to build incredibly inventive designs. The tallest structure, due to the collapsing issue, on the first day was 17cm. The tallest structure on the second day was 57cm. Many students were intrigued by this study and went home and built their own marshmallow tower. We were excited about the different science and math concepts that came out in their thinking and how creative they were in their designs. Overall, it was the best 100th day of school task that we have ever done.



Windy River Elementary School

At Windy River everyone and every student is managed minute by minute. Everything is intentional, and designed to be strategically busy doing the school's and the district's business in educating our kids. Here are a few other things teachers and students are doing:

1. **Work Samples:** Teachers have to be putting student work samples into the Data Warehouse system all throughout the year. Our teachers have been putting in work samples of Writing, Reading and Math. Completing the end of the year, my teachers will be putting into the data base the final student work samples required for each student that shows their abilities in Math, Reading and Writing.
2. **Student Interventions:** There are students who under specific intervention do very well. One student that comes to mind is a girl named J. S. She is a sixth grade student who is new to school and came in with very low academic scores. We brought her to the Student Intervention Team and we gave her interventions in her instruction in reading. She had a +10 point gain in Reading comprehension, a +5 point gain in Reading vocabulary, and +113 point gain in Reading fluency. Here we see that our interventions tier II and I programs are having good effects on specific student interventions.
3. **Windy River Triad Programs: Title I/ELD/SPED-**There are many good instructional programs at Windy River Elementary School, but the manner in which these three programs work in synchronization is fantastic. This was intentional with the Master Schedule made up in a way

that all three programs made it to complement not compete for students. It is also made in a way that if students were able to test out of specific SPED areas they could be sent up to the next area in the main class or to the Title I class of their peers. The ELD classes were also set up to receive students that could also receive Title I services and SPED services. The results of these three programs have been phenomenal. Students in all three interventions have shown growth. ELD with Theresa Proctor-Reece has had the highest ELPA results in the state, students in Rhonda Boor's Title classes show consistent growth or are referred to SPED. Students in Ms. Poole's SPED program are taught specific IEP requirements and have grown. A couple have exited the program and moved up to Title or regular classroom programs. This triad program works in unity with solid results in student achievement.

Management's Discussion and Analysis

Finance

ODE has updated both the 2013-2014 and 2014-2015 State School Revenue calculations. For 2013-2014, the District will owe approximately \$41,000 from last year's revenue. The difference is a combination of additional enrollment offset by the over collection of property taxes and a reduction in the transportation grant. As you may recall, additional property tax collections means less support from the State.

For the 2014-2015 school year, ODE increased the District State support by an additional \$580,000. This improvement is driven by 54 additional ADMr and 59 more poverty weights. This additional revenue will assist the District with the additional work force to serve the higher enrollment as well as much needed capital projects next year.

Maintenance

- The DLR Group has facilitated two community meetings (Irrigon, and Heppner), the remaining schedule for this year, is as follows:

Tuesday, April 21st – COMMUNITY MEETING – IRRIGON – Irrigon Elementary Library or cafeteria

Tuesday, April 28th - FACILITY TOUR OF ARMAND LARIVE, Hermiston School District. For north end members who would like to carpool meet at Irrigon High School @ 6:00 p.m. and Heppner meet at Heppner Elementary at 5:30 p.m. Please RSVP to huddlej@morrow.k12.or.us if you want to carpool to Hermiston. The tour will begin at 6:30 p.m.

Thursday, April 30th - COMMUNITY MEETING – HEPPNER – Heppner Elementary Cafeteria/Gym

Tuesday, May 5th - COMMUNITY MEETING – BOARDMAN – Riverside High School Auditorium

Tuesday, 12th – Workshop #3 – Heppner High School Library, Heppner

Thursday, May 28th – Workshop #4 – Sam Boardman Elementary Library, Boardman

- McKinistry will be moving forward with the following:

1. Ventilator repairs for Sam Boardman – total cost approximately \$49,000. The plan will be to repair the ventilators which should allow us to not replace in the next 3-5 years. We will continue to develop a long term plan for the school based on the outcome of the DLR Group meetings.
 2. DDC HVAC Controls – companies will be vetted and then evaluated by the district for an overlay of the front-end system. This option will cost approximately \$400,000 prior to any incentives and possible partnering with companies to reduce the overall cost. This option will allow us to better evaluate the overall DDC control environment and make a long term plan based on the DLR Group meetings. The other option is a complete control implementation with a cost of approximately \$2m.
- There were no major maintenance issues to report in the month of February.

Work Related Injuries

- IJSHS - Cut finger with scissors, no missed time
- IJSHS - Fell down a few stairs resulting in swollen/bruised foot/ankle, no missed time
- RJSHS - Slammed hand in door resulting in bruised hand, **2 hours missed**
- RJSHS - Left arm strain, no missed time
- RJSHS – Knee injury, **2 hours missed for doctor's appointment**