

Administration Reports

September 2014

Focus for September – Update on summer school results and “WOW FACTOR” academic activities for all students. Report about one of the sessions in Eugene.

AC Houghton Elementary

Summer School Report:

	Attendance %	Reading Growth	Math Growth
ACH Overall	87.34%	18.29pts	17.98pts
Kinder	88.71%	14.7pts	14.4pts
First Grade	90.57%	9.5pts	8.9pts
Second Grade	86.83%	25.1pts	1.4pts
Third Grade	83.54%	22.2pts	6.7pts

Total Students K-3 92

Kinder 24

First Grade 25

Second Grade 20

Third Grade 23

ACH had a great Summer School and I would like to thank Karia Rysdam for doing an excellent job. She made the Summer School run extremely smooth.

As you can see from the graph above the attendance was good, but the growth from the pre to post test in both reading and math was good.

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)
- School wide Spelling Contest
- District Math Contest
- Oregon Writing Project at Eastern Oregon University
- Extended classroom experiences at each grade level

COSA Report

Practice Really Does Make Perfect

By Gene M. Kerns Ed.D.

When do you have your most creative thoughts? When you doing things that are automatic, for example mowing the lawn. Most of us can mow our lawns and not even think about the process. This lets our mind wonder about other events or problems we need to solve. This is true for higher order thinking skills children need in school. Their creatively come out when their mind is set free and not encumbered by simple tasks, for example multiplication facts. Therefore, we should not underestimate the concept of practice/drill. The more complex the material, the more drilling/basics we need to do so it does not enter fear with their thinking skills or process.

A lot of educators, I'm included, perceive drilling, (drill and kill), as the nemesis of higher order thinking. The problem with this argument is that learning generally doesn't work that way. Cognitive scientists have shown it is impossible to have higher order thinking without strong established skills and lots of knowledge facts.

In closing this session changed my way of thinking.

Heppner Elementary & Heppner High School

It is our first day back to school and we are off and running at both Heppner Elementary and Heppner High School(s). Our first day enrollment count is 191 at HES and 172 at HHS.

The Staff and I worked very diligently transitioning, preparing and gearing up for the start of the 2014-2015 school year. We had a very focused and productive in-service week planning for another successful year in Heppner Schools with the MCSD board goals continuing to be the focus point.

In regards to our summer school programs in Heppner, I would like to report that Heppner Elementary held summer school during the month of June with 25 students from grades kindergarten through sixth grade attending. Led and facilitated by Mrs. Elguezabal, Mrs. Sweeney, Mr. Drake and Mrs. Evans, the focus of the summer school session at HES was to boost student's grade-level knowledge and to introduce them to the next grade level material in reading, writing and math. Students also worked on Success Maker as part of their daily routine to help with skill building in targeted areas. The staff utilized small-group activities in the classroom whenever possible to focus on individual student skills and achievement. Staff reported that students worked hard and improvements were seen at each grade level which was also validated through progress monitoring. Students were also able to take their work home at the end of the session to share results with their parents.

At Heppner Jr/Sr High, the summer program was a great success with staff collaboration leading to student selection and recruitment being a key part of the program hitting its target. Mrs. Bowman and Mrs. Turner were our program facilitators with assistance from Mrs. Nelson and Mrs. Bunch. The HS students were primarily placed in credit retention via the district purchased Acellus learning program and Mrs. Bowman had a total of six students who attended and earned credit. Mrs. Turner conducted daily lessons in Language Arts and Math for the JH students. We had a group of fifteen recruited with two attending in Boardman/Irrigon as well. Mrs. Nelson conducted a writing workshop and afternoon art projects and Mr. Morgan attended both Junior High and High School classrooms to provide Math lessons and help tutor. Mrs. Nelson commented, *"During summer school I conducted a two day writing workshop. During this workshop students worked on improving their basic writing skills by completing writing samples and discussing common issues as a group. Students also learned more about the six writing traits and how to implement them into their writing. Attendance was good, and the two days*

gave students the opportunity to hone their writing skills in a small group setting while giving them a break from their regular summer school routine.”

We are already planning and looking forward to another successful summer school program next year, with expanded hours for the high school students and more visiting instructors to provide maximum assistance to meet our students' needs.

We are also excited to offer Eastern Promise classes at HHS again this year where students will have the potential to again gain 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 working through schedule changes at HHS.

Irrigon Elementary School

Summer School (submitted by Kaira Rysdam, Summer School Admin/Admin Intern)

During the 2013-14 Summer School we had an amazing group of teachers and support staff that truly cared about helping students academically grow. We had 62 students in grades 4-6 enrolled in summer school. Over the 3 weeks' time frame we averaged 52 out of 62 students attending every day. We utilized the EasyCBM screener for our pre and post assessments. By having access to EasyCBM it helped to keep the monitoring process the same as it was during the school year, with the hopes to eliminate any testing anxieties and helped keep our assessment data consistent as per the school year. With this said I would like to share our grade and subject level growth.

4th grade Math average went up 30.4%

4th grade Reading average went up 10.4%

5th grade Math average went up 2.3%

5th grade Reading average went up 27.5%

6th grade Math average went up 13.1%

6th grade Reading average went down 1.8%

Overall our students made a great deal of growth during the 3 weeks they attended Summer school. I enjoyed being a part of summer school, and I can't wait to see how much the 3 weeks academically helped prepare the students for the 2014-15 school year.

WOW Academic Opportunities for 2014-2015

Eastern Promise – With the new school year we will advance in our Eastern Promise/Academic Momentum plan. This year that will include the addition of the 6th grade class to the instructional program. The current sixth graders kicked off our program last year as fifth graders and they will continue their 10 year plans to include post-secondary options. Our current fifth graders will also get to begin their Eastern Promise/Academic Momentum involvement this year. On October 10th all of the 5th and 6th grade teachers will attend training in La Grande where we'll learn about improvements to the Eastern Promise program as well as be trained curriculum for fifth grade as well as see the role out of the new 6th grade curriculum. The teachers at IES and I are really excited to be a part of this amazing opportunity for the students of Irrigon.

SPARK – In collaboration with Mr. Jones from AC Houghton, we're hoping to purchase an enrichment program for our shared PE department. This program was shared with us by our K-6 PE

teacher, Mrs. Kaira Rysdam. SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based [Physical Education](#), [After School](#), [Early Childhood](#), and [Coordinated School Health](#) programs to teachers and recreation leaders serving Pre-K through 12th grade students. Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment. SPARK can be taught using CCSS from math, reading, writing, and speaking/listening. It is our hope that this will help us in transitioning to the everyday PE requirement that is due to come into effect in 2017.

Lego Club – This is the least developed academic enrichment that I have on my mind for the 2014 – 2015 school year. I’ve done some research into joining the First Lego League and getting started by having a “building” year where we complete the challenges and create the interest so that we can attend tournaments during the 2015 – 2016 school year. At this point, we’re at the committee stage (finding interested coaches, determining a way to screen students for the club and purchasing materials). I look forward to reporting back to you in the coming months, should this plan continue to develop. I’m hoping that by starting a Lego Club it would lead to collaboration with Mr. Bensen and Mrs. Joyce at the high school as they explore robotics and other CTE opportunities for their students.

Assessment Institute - August 7-8/Eugene

At the Assessment Institute sponsored by COSA, I attended all sessions that applied to Teacher Evaluation. As the Human Resources Director, it is my responsibility to keep principals and teachers up to date on the ever-changing teacher evaluation requirements for Oregon. The sessions I attended further covered the SMART goal process particularly related to the expanded information required in teacher professional development goals. This information includes; content, context, baseline data, student growth goal statement, professional growth goal, strategies for improvement and resources/support. I was able to collect support documents to share with my principal colleagues and later train them on the Student Learning and Growth Goal process so that they could in turn train their staff. The most noteworthy aspect of the Teacher Evaluation trainings came weeks after I returned back to the district from the training. As suspected, Oregon received their waiver from the federal government and teachers in Oregon will not be evaluated on their student’s performance on Category 1 Goals which would include student achievement on tests such as Smarter Balance. Instead, teachers in Oregon will be writing (two) professional development goals based on commercially developed assessments such as Easy CBM as well as locally developed assessments, results from proficiency based assessments and locally developed collections of evidence.

Irrigon Jr/Sr High School

After weeks of preparation and hard work by staff, our school year is finally under way. It’s refreshing to see the halls once again filled with more students than ever.

With the help of our partnership through Eastern Promise, we continue to add college level classes to our course offerings. This year we will be adding Health 251, American History 203, and Chemistry 101. Last year, we were able to add Spanish to our list of classes as well which helped our college credit earnings. In total our students earned a total of 684 college credits through Eastern Promise, our CTE program, and on-line classes through BMCC. We also had four students earn credit through our AP Language and Composition class.

This year we only conducted one summer school session in June. As per our 236 Plan we had a total of thirty-six middle school students enrolled. Mrs. Allport and Mrs. Johnson did a good job working with

students and directing our aides to ensure everyone's needs were met. We had one student who was unable to attend and we are working with the family to help provide the necessary academic support.

Our FFA program continues to shine with more students participating in the county fair than we've had in years. We had four students show sheep, seven show swine, as well as a great turn out in tractor driving and floral. Abel Rodelo earned the FFA Swine Showman award and Ethan Greer was recognized as the overall Grand Champion.

During our administration retreat, we attended the Summer Assessment Institute in Eugene. I really enjoyed our time there and found the conference to be very informative. There were two sessions in particular that stuck out to me. During the ELA Assessments session, I appreciated the emphasis that was placed on the performance task component of the assessment and how teachers can structure activities during regular classroom instruction throughout the year to promote student confidence and success when the assessments are taken. During the Math Performance Assessment session, I enjoyed the discussion on the students' response to performance tasks as well as utilizing the Smarter Balance rubric to score sample student work. ODE has updated their website to provide even more resources for teachers to assist them as well as numerous sample items and tasks for students.

Riverside High School

We had a fantastic turnout for summer school at RHS with 47 junior high students and 25 high school students in attendance. All our junior high students worked on math and language arts enrichment and also piloted our new robotics program that we will be starting up after school this fall.



At both our Seaside and Eugene conferences we came away with strategies for building both academics and parent outreach:

- adjustments to advisory including administrators having advisory groups
- PLC collaboration / staff development using book study / video study
- hands on learning and being ok as adults with having our students struggle with learning
- activities to draw parents and community into the school to support student learning

Sam Boardman Elementary School

Summer School Recap

SBE and WRE held summer school here in June, and in each grade K-6, there were roughly 20 students. Even though there were only 19 summer school days, our students attended them well and our teachers made the most of the time. Our teachers used a combination of EasyCBM measures and curriculum-based (i.e. end-of chapter) tests to measure student academic growth and progress. Our students all benefited from the program. For example, our 3rd grade summer school students were able to, on average, answer 7 more math and reading questions correctly (out of 25) than they were at the beginning of summer school.

“Wow” Factor

At SBE, we do our best to make our school a rigorous learning environment, but to get students to buy into that daily rigor; we work just as hard to make our school warm, welcoming, and fun. Our teachers make connections with their students and in a short walk through of the building; you can easily see how deeply they care about their students. We have traditions like Buck and Elizabeth, who come annually to sing and write silly songs with our students. We have “Freaky Fridays” where students get to dress up for a theme like “hat day” or “neon and tie-dye” day. We have a big carnival that draws the entire community in for an evening of fun and games. Additionally, we are in the very initial stages of joining the Jr. FIRST Lego/Robotics League. They have a program available at the K-3 level that involves learning about mechanics and simple machines through a Lego “competition”. We don’t have very many details yet, but more to come as we get further into the startup process!

Summer Assessment Institute

At the beginning of August, I attended the COSA Summer Assessment Institute with my fellow administrators. I attended two breakout sessions related to RTI because we are deep into the implementation of RTI at SBE. The sessions focused on what you can do next after your school has the initial framework in place, which is exactly where SBE is at. I learned some techniques for analyzing student assessment data and instructional grouping methodologies. For example, if you have 80 students, 4 teachers and 4 assistants available, how should you group the students to best meet their needs? For students that are already performing at or above standard, they would be placed in a larger “enrichment” group of roughly 20 students. As the need increases, the group size decreases – the students who struggle the most would be placed in groups of 3, 4, or 5 – giving them increased attention and individualized instruction.

Windy River Elementary

1. **Summer School in June:** This year ended with one day of rest and then summer school started. We combined our summer schools at Sam Boardman Elementary School. 90 students received support in Math and Reading. Two students opted out of summer school and their parents provided summer tutoring, three students had to work or travel and they were given grade level packets in Reading and Math provided by the school. Altogether about 95 students received support in core subjects.
2. **Academic Momentum:** Last year was our first year of this program for our 5th grade students. Fifth graders had 12 lessons on goals and college future considerations. In May all 5th graders went and visited Eastern Oregon University and got firsthand experience on campus. Sixth grades went on an end of the year field trip to Mt. Hood Community College. The college provided three student volunteers who provided us information on all the college programs. Students were impressed of the size and the different programs the campus had in Troutdale.
3. **Science, Engineering and Rockets:** All Windy River 6th graders have Electronic kits. With these they learn to understand schematic diagrams and make water detectors, conduct electrical

currents, make sound alarms, and finally build a functional radio. They also have a bridge building project with balsa wood. They build bridges that must hold up weight until it finally breaks. They follow patters designed to make the bridges held together by glue. Fifth grade students have Rocket Ship kits. They have a unit on rockets, and then each fifth grader blasts of a rocket up to 1000 feet in the air. It's a blast! Then there is Girls Science. Mrs. Browne takes a group of WRE girls to Eastern Oregon University and they introduce girls to science and all the ways a female student would be interested in Science.

4. **New Teacher Staff Evaluations**: At the administrative conference in Eugene I attended all the meeting on the new teacher state evaluations required by administration for teachers. I got a good idea of its requirements and procedures. I like the procedures and the training we received from the district office. I feel confident that this will be good for the district and teachers' success with students.

Management's Discussion and Analysis

Financial Highlights

We are not expecting any significant changes in state-wide funding in 2014-15 (second year of biennium). However, we are hoping to hear good news about future budgets very early in the legislative session. One of the most significant changes will be funding for all day kindergarten – we are hoping that this will be an increase in funding and not an allocation of current funds. However, either way of funding kindergarten will help as our cost structure will not change.

Future Financial Planning

The district is keeping with the current funding scenarios and not anticipating any significant changes.

Financial Issues and Concerns

We don't appear to have any financial issues or concerns – other than the ongoing funding.

Maintenance

The district is planning to complete some major projects in the current fiscal year, with the hope that one of the projects will help us better plan the future direction of the district in maintenance and building projects.

1. Long Term Facility Planning – the goal will be to contract with a company to help us develop a long term facility plan. The plan will include future building configurations, maintenance, and preventative maintenance issues. The plan will be comprehensive in nature and be reviewed at the school, community, and district levels. .
2. HVAC Controls – the district will move forward with identifying and implementing front-end controls for all schools in the district. This will include having a network based operating system so all schools HVAC controls can be addressed from anywhere. We will also be using the work completed on the HVAC controls to work within our long term facility planning.
3. Security – the district will continue to evaluate entry security systems throughout the district. The security systems will range from simply key pad entry to server based monitoring of all exterior doors. In all systems the plan will be to include video monitoring with a buzzer system to gain access to the schools.
4. We are only planning a few major purchases in the current year – scissor lift for schools, one vehicle, and possibly a tractor for the Irrigon community.

We will be working closely with the Energy Trust of Oregon to try to receive any grant funds for the projects we plan to complete within the schools. The projects we are talking about completing would include electronic room monitoring for both lights and HVAC, new room ventilators, and other heating and cooling options.

The district is planning to issue two requests for proposals for projects in the 2014-15 fiscal year.

1. Project Management, purchasing, and design of HVAC solutions in schools – this would be both controls and options for classroom systems.
2. Facility planning that would help create our 10 year facility plan, with staff and community input.

Injury Reports

The district recently met with our SAIF representative and received the following information:

1. The District Experience Module has fallen from 1.06 to .92 over the last 4 years. We did see a slight increase from .84 to .92 due to the large claim last year. This is still well below the state average of 1.0.
2. We only had one time loss claim last year.
3. We have one open claim from a fall that took place in June 2013. 60% of our injuries are due to falls, slips or trips, 22% strains and 18% struck by something.