

Administration Reports

October 2013

Focus for October Reports – Interventions

Assistant Superintendent Report

Oregon School and District Report Card

This year, the Oregon Department of Education released newly redesigned school and district Report Cards. This new Report Card is the product of a year of review and revisions, led by an external Report Card Steering Committee and informed by feedback from thousands of stakeholders around the state.

The goals of the redesign were to:

- More accurately reflect student learning and growth for all students while taking into consideration subgroups such as economically disadvantaged, English Learners, Sp. Education, Black, Asian, Hispanic, TAG,
- Incorporate key measures in the districts achievement compact such as: On track to graduate, 4 year graduation and 5 year completion rates, college and career readiness at the high school level
- Make the Report Cards more user friendly and accessible

Key changes to the Report Card include:

- A letter from the principal (school report cards) or superintendent (district report cards)
- A redesigned and enhanced school/district profile with demographic charts
- Two overall ratings - one which compares the school to all others in the state; one which compares the school to other schools with similar student demographics
- A greater emphasis on student learning and growth
- Information on the curriculum and learning environment for each school
- For high schools, in addition to data on graduation and dropout rates, the report cards now also include a 5 year completer rate, the percent of freshmen on track to graduate, and the percent of students going on to college (national student clearing house system).

What you can expect from the new Report Cards:

- **Parents** can expect a visual report that includes more personalized details about their school including a principal letter, student outcomes, and information about special programs and offerings. Parents will also be able to compare their school with “like” schools – schools with similar student demographics (20 comparison schools: Your placement is a rank order related to finding schools above or below your performance). This can provide another valuable perspective on student and school outcomes.
- **Educators** can expect a more holistic report that paint’s a clearer picture about the school’s demographics, offerings, outcomes, and growth.
- **School Board** members can expect a report that better aligns to district goals and priorities as laid out in the district achievement compacts. New student outcome data such as the percent of freshmen on track, 4 year graduation and five year completer rate,

After October 10, 2013 you may access school and/or district’s report cards web link at:

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

AC Houghton Elementary

Kindergarten Math interventions.

- Individual, one on one help, both during math and afterward if a student is struggling.
- Alternate hands on applications, in addition to Saxon. This is especially important for counting and number recognition.
- Integrating math into other subject areas such as writing and art projects (pattern necklaces!).
- Flash cards – again more practice
- Reinforcement computer activities

First Grade Math Interventions

The first grade team continues to teach interventions in the subjects of math, reading, writing, and language. We have examined the divisions of intervention for all the first graders, and we have moved students to different level groups, if needed. To make more of an impact on learning, we have decided to rotate the students among the different strands every two weeks instead of every week. We have shared testing data and performance of students. We will continue to meet regularly with observations and suggestions to make meeting student standards more obtainable.

Second Grade Math Intervention

For math intervention we have two groups, one high and one low group. With the high group, we are working on place value to the thousandths position. Teaching the students to read the number correctly, find the ones, tens, hundreds, and thousand in a given number, writing the numbers correctly is the key items we are working on now. Trying to teach them the importance of what place value means and how we can break apart numbers. For the low group, we are still working on telling time to the hour and $\frac{1}{2}$ hour. We are also working on what one hour from now and one hour ago is. In the coming week we will be moving toward working with money, specifically dimes and pennies.

Third Grade Math Interventions at ACH

- Small Group and Individual Group Work on Specific Needs
- Students work on at their own pace addressing their specific needs in Math
- Pop Up Math is used to work on students' math facts in adding, subtracting and multiplication. Students work through packets. Currently students are working on regrouping and borrowing.
- After School is using Plato and Study Island to help build math skills.
- Teachers are fitting in extra math time to address specific needs as seen in class. Purpose is to give students an extra dose of certain math areas that students need help on as in reading a clock, problem solving and introducing multiplication facts.
- Math Minute is used to help students work on a variety of math skills in all math strands. It is used daily to help students review and learn new concepts.
- Peer teaching where high math students are paired with lower students to help with math concepts. This is to help the lower students review math concepts that have already been taught by the teacher.

Heppner Elementary & Heppner High School

It is hard to believe that October is already upon us, but the recent cold mornings are a sure sign that fall has arrived. Our enrollment is currently 166 students at HES and 172 at HHS. The HES Staff and I enjoyed our Open House on the evening of Thursday, September 26th and based on the smiles of our students and parents faces during the evening, I would say it was a success. Open House at HHS was held on September 10 and was also well attended this year.

The HES Student Council elections were also recently held and I am happy to report that all of the students who were running for positions ran clean campaigns and gave outstanding speeches. The HES student council members for the 2013/2014 school year are; President- **Mason Lehman**, Vice President- **Casey Fletcher**, Secretary- **Cheyenne Shaw**, Treasurer- **Madelyn Nichols**, Publicity Director- **Jorden Sweeney** and Fourth Grade Representative- **Kaden Combe**.

This month's board report will focus on interventions in place in our Heppner schools with emphasis on writing support during the school day. At both HES and HHS we 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, 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. RtI (which has been a district priority the past couple of years) 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 intervention. These steps 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.

Tier 1 Core Program components that are currently in place at HES to help ensure that all students are meeting the mark in regards to MCSD-Goal #3 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 the classroom(s), and "before & after school" study halls at HHS to name a few.

Tier 2 Supplemental Program components include; Title I Services, Success Maker, Read Naturally, Bal-A-Vis-X, Bring Up Grades (BUG), Benchmark Boost, COLT Tracks, and C.O.L.T. Intervention Time.

Tier 3 Intensive Program components include; Special Education, one on one specialized instruction, Title I support, and Success Maker.

We also offer many other intervention strategies in the classroom. All teachers create differentiated group configurations to meet student needs. Students may work in small groups or work one-on-one with parent helpers, educational assistants or the classroom teacher to review concepts. Colt Tracks are used school-wide in the HES classrooms as a behavior intervention. The Colt Tracks help track student behavior and serve as a communication tool with parents daily. Bal-a-Vis-X is utilized as an intervention to help with motor planning, among other things. Success Maker is also used as an intervention at every grade level to boost student achievement in reading and in math. Classrooms also have *Step up to Writing* to improve student achievement in writing at all grade levels again this school year at HES. *Step up to Writing* was purchased as a curricular strategy to help bring a better school wide focus to the writing process at HES across all grade levels.

Classroom teachers draw from their backgrounds and from their own materials to offer interventions in their classrooms daily. Teachers at HES work with each other to target student learning styles and to maximize student achievement in the classroom.

Other writing and non-writing interventions and strategies being used in Heppner High School classrooms again this year include the following;

- a. Scheduling students who have not met state standards into extension classes. Extension classes are a way to provide additional time and writing instruction in the critical areas of language arts and math.
- b. Capturing student time with teacher instruction before school, after school and tutorial. Communication with parents on each and every case to provide additional time and guidance.
- c. Friday morning concentrated work with a focus on writing.
- d. Study table grades 5-8 with coaches and teachers present for additional writing assistance and support.
- e. Activity period assigned reading/writing of informational text.
- f. Guided study halls.
- g. Read 180 computer program being used for reading deficiencies.
- h. Success-maker math computer program use for deficiencies in math.
- i. Making accommodation's according to the students IEP's.
- j. Reading accommodations (when appropriate) for tests and quizzes.

*Addendum - This added section is meant to inform you about what programs and guidance is being provided to students at HHS in regards to scholarships, college choices and careers paths.

Heppner High School has in place the following programs for college and career counseling, along with contracted services with Community Counseling Solutions.

1. Freshman Success 101- This class is designed to create career awareness, evaluate the consequences of decisions and how they impact the students future college and career opportunities. This is a yearlong class at Heppner High School taught by Beth Dickenson.
2. Senior Transitions- This class is designed to assist each student with the next step in the thirteenth year of their education/career. Students will complete the career portfolio, pass a financial literacy course provided by the local bank, develop and practice job search and interview skills. Financial aid advising, admissions counselors, and assistance with pathways into trades are all being provided. Petra Payne teaches this class. She also brings in Marcia Kemp and Jeannie Collins to provide assistance in their areas of expertise.
3. Greg Grant as head teacher provides guidance and supervisory support for parents, students and teachers. His role is to house student counseling files and coordinate the overall counseling of students. Examples are the freshman academic conferences that will be held on Tuesday, October 15th and Senior Conferences to be held on November 7th.
4. Anyone who needs to contact Heppner High School for counseling purposes would talk to Mr. Grant first and then be routed to Mrs. Payne, Mrs. Dickenson, Mrs. Collins, or Mr. Combe depending upon their need(s).
5. Additionally other counseling services are being met via contracted services and direct referrals to/with Community Counseling Solutions.

We continually seek opportunities to increase partnerships with all stakeholders for continued implementation of our District 236 plan and to provide the necessary learning opportunities, strategies and interventions to facilitate our district goals in all areas, with an additional focus on writing again this school year. I would like to end by again thanking each of you for your support of Heppner Schools, and your commitment to all students of the Morrow County School District.

Irrigon Elementary School **IES Spotlight on Writing Strategies and Interventions**

At Irrigon Elementary, we continue to use the district adopted curriculum (Write Source) and supplement with the Step Up to Writing strategies that our staff were trained on during the Fall of 2012. Step Up to Writing is invaluable not only because it addresses the shortfalls of our core curriculum, but also because it helps teach writing as a process rather than as an end product. This is highly evident in the lesson planning and instruction in each of our classrooms. Because Step Up to Writing is a system, it creates a common writing language throughout the grade levels.

Write Source and Step Up to Writing complement each other in that they both use graphic organizers to help students' ideas from rough draft form to well written essays that meet the requirements of the Oregon Writing Scoring Rubric. Teachers plan lessons that integrate writing into all subjects, have the expectation that students use complete sentences in all subjects and require free writing and editing daily at each grade level. It is easy for me to track writing lesson plans through our online plan book and lessons are aligned to state standards.

Writing 12:10pm-12:50pm
<u>Cursive</u> Thursday Week 4
<u>Gathering Intelligence</u> Observe every little thing they can about their fruit, taking notes and making a sketch. What makes this apple different from all other apples? Is there a bruise? A black spot? A hole? does it have a stem? A sticker? What's the color like? Is it uniform or mottled? When the 10 minutes are up, the students all hand over their fruit, and the teacher places each piece of fruit on a card with the student's name on the other side. Then, one by one, the students come up to see if they can pick out their piece of fruit. Next, eat the evidence!
Standards: 6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

This particular lesson comes from our 6th grade curriculum, as expressed by Ms. Rachel Luke:
For the last two weeks, the students in room B4 have had no idea that they are working on a narrative 5 paragraph paper with descriptive details because I haven't told them so. Instead I donned my mustache, glasses and ball cap, touted a Russian accent and welcomed them to Spy School and they wrote and they wrote and they wrote and then they giggled and wrote some more. My children transformed themselves into spies, first learning the power of observation when looking at fruit for 10 minutes and then observing another classroom without getting "caught." All of this was quickly jotted down in their Training Manuals. The writing isn't perfect and it isn't ready for publishing, but they have written something they love and have completely bought into the art of writing. Next week they will take a favorite piece of writing and make it great. Using many of the lessons from Great Source and Step Up to Writing, we will help each other look for paragraph structure, punctuation and organization. I will explicitly show them what good looks like and how their already amazing ideas can be made even better. My hope is they won't do it for a grade; instead they will do it because they are invested in their work and will be proud of the final results!

Celebrating our Students as Writers ~ Irrigon Elementary Annual Writing Olympics As Expressed by Ms. Cynthia Hodgdon, Writing Olympics Coordinator

The Writing Olympics is a celebration of the accomplishments of 4th, 5th, and 6th graders on the annual writing assessment. Festivities begin with Opening Ceremonies before the assessment is administered. At Opening Ceremonies, the fourth graders enter the gym with writing strategy posters encouraging students to succeed on the writing test. They are cheered on by fifth and sixth graders. Encouraging speeches are given by administration and staff. The Opening Ceremony always ends with all students taking the Writing Oath, stating that they will do their best during testing.

In the weeks between Opening Ceremonies and Closing Ceremonies, teachers administer the writing assessment and score it according to the Oregon State Writing Rubric.

At the Closing Ceremonies students are awarded bronze, silver and gold medals. Scores are ranked and bronze, silver and gold medals are given based on scores ranging from meeting to exceeding. It is a time of celebration honoring the diligent work of IES students. Parents and MCSD administration are all welcome to attend this celebration of the hard work done by IES students. The 2013-2014 school year will mark the 5th year that IES has celebrated writing accomplishments with this event.



A photo from last year's Writing Olympics when Asia Sebastian scored all 5's based on the Oregon Writing Scoring rubric for her 6th grade writing work sample.

Pictured with her (from left to right)

4th grade teacher, Bob Carson

5th grade teacher, Angel Prongua

6th grade teacher, Rachel Luke

1st grade teacher/Head Teacher, Erin Stocker

Principal Matt Matz.

Irrigon High School

Instead of providing a traditional language arts instruction in the middle school, we have separated into two distinct classes – one period of reading and one period of writing. Two years ago, through the use of Gear-Up funds, we were able to purchase Step-Up-To-Writing. This is a researched based systematic program that helps students become proficient writers of narrative and expository essays. With the added continuity of IES implementing this program last year, we expect to see a significant improvement in student writing.

Middle school students who are struggling and/or failing writing class are assigned to small-group tutorials twice a week during advisory. These smaller settings make it ideal for staff to provide more individualized writing instruction. Students who are also placed in Read 180, which in addition to being a reading intervention, receive embedded writing instruction as well. We have two sections of this class – one at the middle school and one at the high school level.

At the high school level, it has been more challenging to provide a specific writing intervention class. Traditionally, all writing instruction occurs within the language arts class. Continuing with last year's success, we are once again offering a writing intervention class whose focus is to improve students' writing ability and to complete passing work samples to meet the essential skills requirement for graduation. The class is a year-long class and once students complete the passing work samples they are placed in an elective course.

In response to not having a counselor to begin the school year, our registrar, Angie Tipton, has taken on the majority of the work regarding post-secondary opportunities. Ms. Tipton meets with senior advisories regularly to inform them of upcoming scholarship and deadlines, college application due dates, grant opportunities, apprenticeships, etc. There is a table set-up outside the office with all of the post-secondary information which also includes SAT and ACT information. A monthly calendar of events and deadlines is also posted outside the office. Ms. Tipton has also created a list-serve for students and parents wishing to receive information electronically as well. We also receive regular information from Mike Royer and Marcia Kemp which is also disseminated to our students. Finally, our school has hosted several college and military visits already this year and we look forward to hosting more. Finally, Cydney Morgan from Community Counseling Solutions continues to provide more of the traditional counseling services to our students. She has provided her services to our school since the beginning of last year.

Riverside High School

We have a building-wide focus on writing in the content areas. To facilitate this we have implemented Step Up to Writing strategies in our classes as a continuation of the program from WRE. Students are working on building note taking strategies, organizational skills, and identifying the different parts of a strong descriptive paragraph with the use of color coding the different parts of a paragraph and essay. All 7th grade students are in a writing class that focuses specifically on the writing process. We also have a writing lab class for our seniors that have not passed their writing test. These seniors are working with Ms. Brown to strengthen their areas of weakness and are preparing to complete their first essential skill work sample.

College planning and scholarship-

Currently Mr. Christy is spearheading college planning with our seniors in conjunction with their senior portfolios. All seniors are being asked to apply to one college as a minimum and complete at least one scholarship. Mr. Royer has also been in communication with us sharing scholarship and college resources. He attended RHS's Open House and presented information on financial aid to parents and students. Two other October evenings for seniors and their parents to come in have also been

scheduled. Mrs. Kemp has also come into Mr. Christy's senior classes to talk to students about college planning.

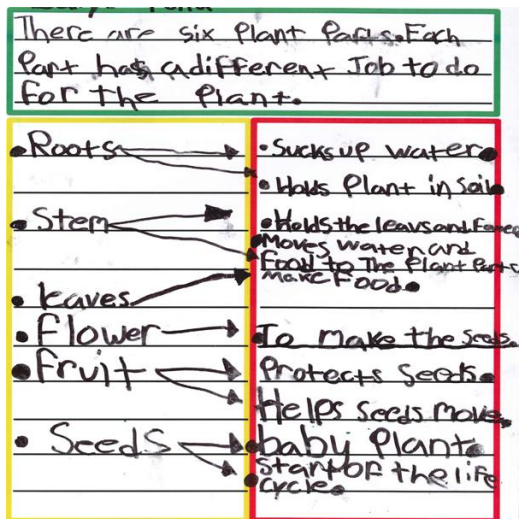
We also have a parent volunteer scheduled to come in and work individually with juniors and seniors on college planning and applications throughout the fall.

Sam Boardman Elementary School

When students arrive in Kindergarten, much of their literacy is in oral language, so we immediately begin building fundamental writing skills. The process is to build the fine motor skills necessary by drawing and then asking students orally to describe their drawings. Teachers and assistants then write what students say to help them recognize written language. At the same time, we use programs like Zoo Phonics to help students use letters as symbols with sounds that represent their speech. By the end of the year, the goal is for students to write a full sentence with words phonemically spelled.

In first grade, students work on writing more sentences, and spelling the words in those sentences correctly with programs such as systematic sight words. By second grade, students are writing full 8-12 sentence paragraphs. Teachers are using Step Up to Writing to teach students to organize those paragraphs into a structured, well thought-out paragraph.

Currently in second grade, Sam Boardman students are taking ideas and facts they have learned about plants and building outlines, sentences, and then eventually, full descriptive paragraphs:



October 2, 2013
There are six plant parts. Each part has a different job to do for the plant. The first plant part is the roots. The roots suck up the water. They also hold the plant in the soil. The second part is the stem. The stem holds the flower and the leaves. It also moves water and food to the plant parts. The next plant part is the leaves. The leaves make the food. They make the food by putting carbon dioxide and water. They take sunlight to cook the food. The next plant part is the flower. The flower makes the seeds. The next plant part is the fruit. The fruit protects the seed. It also helps the seed move. The last plant part is the seed. The seed is the baby plant. It also is the start of the life cycle. These are the six plant parts and their jobs.

By third grade, students are beginning to write multiple paragraphs. In addition, teachers are asking students to produce an independent writing sample each quarter to assess their progress, and these samples are scored according to the state writing rubric. Students who struggle with writing are assigned to smaller groups where teachers and assistants are able to provide more intensive guided practice.

Windy River Elementary

1. **Windy River Elementary has had a Focus on Writing** since the beginning of last school year. We started last year with an all staff two day training with a program called, Step Up To Writing. All teachers were trained with this and the curriculum was used all throughout the school's writing program. We continue to do the same this year. Step Up To Writing is our WRE Writing base program.
2. **The WRE Master Schedule and Writing-** In our master schedule, we have specifically designated 40 minutes of writing instruction every day. Included with this, is the writing which is cross-curricular in Math, and Social Studies. With Math Problem Solving, classes are having students write out their solutions of numerical math problems. This helps them in the processes of Math and Writing. Everywhere in the day we are using other times to promote writing.
3. **The Five Paragraph Essay-** As of date, students in the school have written their first 5 Paragraph Essay. Students have been instructed on grammar conventions where students need more help. Older students have been taught on peer editing of others papers. Some sixth grade students have to give a speech using the essays they wrote. This prepares the students for the final essays to be done by the end of the year.
4. The fourth grade group use the last day of the week to do a **creative writing** program in writing other things which involve writing. Students have the option to **write book reports** and get credit for AR percentages instead of taking the regular AR tests of answering 10 questions. The book reports have a much higher level of difficulty to perform.
5. **Windy River Elementary School puts on a Writing Festival** every year. We invite an Oregon book author, showcase their books and all day long teachers are giving brief teachings on different aspects of writing. Children get a free book. Writing is made the whole instruction for the day. Other Morrow County schools also attend. Last year, our writing results from our school exceeded previous scores in writing. This year we hope to do even better.

Management's Discussion and Analysis Financial Highlights

The special session has ended and the following is a summary of the action taken:

1. There was an additional \$100 million appropriated for K-12 education; however, this funding will NOT be made available this year but in the 2014-15 fiscal year.
2. SB 862 - Limits the ability of employees to include the cost of insurance in final average salary (only applies to OPSRP). It also limits PERS for legislators, and says that PERS benefits for convicted felons are subject to garnishment to pay judgments.
3. SB 861 – Limits COLA in addition to limitations set under SB 822. Until July 1, 2014, COLA will be set at 1.5% as prescribed by SB 822. After that, the COLA will be limited to 1.25% on the first \$60,000, thereafter .15%. Additionally, every PERS retiree will get a 'supplemental' payment of .25%, not to exceed \$150, on an annual basis. For those receiving less than \$20,000, they will receive an additional .25%. These supplemental payments are not the same as COLAs because they are not 'bankable'. The estimated savings is \$5 billion in the UAL. Rates are still projected to rise in FY 15-17, but will thereafter stabilize at a level approximately 2% lower than would otherwise have been the case.

SB 861 has direct appeal to Supreme Court, and litigation over that will likely be joined with the pending lawsuit over SB 822. The Court has appointed a special master who has scheduled a hearing on November 18. The hearing is anticipated to take about a week, with a report from the Special Master due by the end of December. The Supreme Court will likely take this up sometime next spring, with a decision

in the summer. OSBA's legal representatives believe that all of these changes will be found to be constitutional.

Future Financial Planning

The district will start moving towards developing a 10 year plan for facilities, maintenance, and funding. The goal will be to have a draft completed by the spring of 2014 that will outline our future needs and possible solutions for funding those needs.

The district is also moving forward with looking at options for electronic archiving of records. We are in hopes to have a product selected and started to electronically archive files by spring of 2014. There will be some costs associated with the scanning process; however, we believe we will have a solution for under \$30,000. The actual scanning will be what takes the most time based on the amount of records we have stored.

Current Financial Issues and Concerns

The only significant ongoing concern is the e-rate appeal; however, this will be the last time we report on this issue until we hear something more definitive on our appeal.

We are not anticipating any adverse financial impacts from the government shutdown; however, it will be dependent on how long it lasts and how it changes the state's finances.

Maintenance

The Heppner High Boiler project has been started and progress has been outstanding. The 1962 boiler has been removed and the landscaping for the propane tanks has been completed. The tanks and piping to the boiler room is in place and the new modular boilers have arrived. The retrofitting of the 1994 boiler to propane will be 3 weeks out due to parts not being available. The electronic controls will be installed and training completed prior to the end of the month. The 1994 boiler is operational, with diesel, so the school does have heat. However, there will be no hot water in the gym locker rooms until the new propane boilers and holding tanks have been installed. There have been some cost over runs for some unforeseen items (drain pipe through the propane area); however, we believe we will be able to absorb these costs with the savings we had from the RHS alarm project. We are on target to have the project completed by the end of October – we hope the weather will continue to cooperate with us.