

Principal & Director Reports

February 2012

Topic - 236 Plans for Accountability

AC. Houghton Elementary

The purpose of this report is to give a brief background of the process that we use to bring our third-graders along to reach their grade level benchmarks.

Prior to the third grade, kindergarten-second grade, teachers use the Map assessment to determine strengths and weaknesses of individual classes and students. This information is used to focus instruction in math and reading during the year preparatory to third-grade. They also use our writing scoring process to make improvements and focus instruction within this discipline.

Each year we begin our Afterschool Program the third week of school. The focus of this program is to build student strength in weak academic areas of math and reading as determined initially at the first of the year by the previous spring Map assessment. We recruit the bottom 20% from those spring scores to be the initial students placed in program the following fall at the second and third grade level. We then use the results of the fall Oaks assessment to add those third-graders who score more than five points below the passing levels in the third grade for math and reading. The letter, attached, states that the participation for third-graders is required for the district to provide the necessary assistance for students to pass the Oaks assessment. We also analyze the reading traits and math strand results for the three lowest performing areas for the students in this achievement band, six points below 212 for math and 211 for reading. These three areas become the Afterschool Program focus for direct instruction during the four-day per week program. When we give the mid-year Oaks assessment, any new students passing with the above scores are exited from the Afterschool Program. Those students who have not yet passed continue participation in program.

When we give the final Oaks assessment in May, those students who have been participating in the program all year and who have still not passed the Oaks assessment will be required to attend our summer school program in June to continue our extended days/year District support to pass the state benchmark requirements. Those students who do not pass and they have not been participating in the Afterschool program due to parent refusal for participation will be subject to retention in the third-grade. Those students continuing the District support through summer school will be promoted to the fourth grade.

The overall concept is that, given two-three years of extended day/extended year support, we can usually bring a non-special education student up to passing the Oaks assessment. If parents refuse participation they risk their child being retained in their current grade level. We extensively communicate all of the above including personally contacting and having discussions/meetings with parents of students affected.

12/7/11

To the Parents of _____,

The purpose of this letter is to share information regarding the first Oaks state assessment that took place in November and the resulting needs for additional tutorial for _____.

236 is the score in reading and math on state assessment that students must receive by the time they graduate in order to receive a regular diploma. Each grade level of assessment, beginning with the third grade, has a passing score that must be achieved for students to be on track to reach the 236 in future years. This year, the Morrow County School District is requiring all third-grade students who are not on track to reach 212 in math and 211 in reading to participate in our afterschool, extended day program.

Students who had November scores more than five points below 211 and 212 are receiving a letter today as a notice to parents that beginning Monday, January 3, they will be starting participation in the afterschool/Bobcat tutorial program. The program begins immediately after school and concludes each day at 4:40 PM with transportation home by bus. If a student is above the cutoff level in math or reading but is below in the other, they still must attend the program.

_____ received a score of _____ in math where a score of 207 or higher would be required to not have to participate in program.

_____ received a score of _____ in reading where a score of 206 or higher would be required to not have to participate in program.

Past experience with students participating in program has been that, with specific tutorial in weak areas and practice in the content and test taking strategies, students make higher score gains than students not participating in program.

If you have any questions please call John Sebastian, Principal at 541-922-3321. Please sign this notice which is the understanding that parents have received this communication and our expecting that _____ will be starting program on January 3, 2012 and will participate in program until they have passed the 211 and 212 scoring levels for reading and math on future assessments during this year.

Sincerely,

John Sebastian, Principal

Parent Signature _____

Heppner Elementary School

Our enrollment at HES is currently 187 students and our attendance percentage for the first semester was 97.2%. We are proud of our Outstanding Students at HES! We recently awarded 126 Honor Card recipients and 63 Perfect Attendance recipients at our first semester "Honor Card/Perfect Attendance" awards assembly.

The HES Staff spent Friday, February 3rd working in our building level PLC (Professional Learning Community) planning and strategizing on how to improve our 236 plan to best meet the needs of students as we prepare for the Common Core/Smarter Balance initiative that we will soon be accountable for. Included in this month's board report is a summary of our current 236 plan and how it correlates with our RtI (Response to Intervention) plan to ensure that all students are meeting their benchmarks goals and showing adequate annual growth.

At HES 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 relies on evidence-based instructional practices and frequent progress monitoring to provide the assessment data necessary to make decisions about student progress and the need (if any) for more additional support and more intensive interventions like Benchmark Boost Friday's. These steps of the plan are also known as; Tier 2-supplemental support and Tier 3-intensive interventions. The pyramid model is intended to reduce unnecessary referrals to special education by ensuring that all children in the general education setting (Tier 1) have access to high quality curriculum and instruction that are taught with fidelity, and that each student receives a level of instruction matched to their level of need. This model is not intended to replace special education and its procedural safeguards, but rather through the Friday Benchmark Boost component of our 236 plan at HES, provide students who are struggling with additional opportunities to learn and show the necessary growth to meet grade level benchmark goals before the end of the school year.

Tier 1 Core Program components that are currently in place 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 classroom, “lunch bunch” study hall, and “after school” study hall 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 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 four hour 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 third round OAKS results are known for any third through sixth grade students who have not yet met grade level benchmarks or adequate growth. Summer School is also offered for kindergarten through second grade, for students who are identified as “at-risk” of not meeting grade level benchmarks. Tier 3 Intensive Program components include; Special Education, one on one specialized instruction, Title I Services, Success Maker, Required Benchmark Boost and Summer School.

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

Heppner Elementary School

Matt Combe, Principal
Brandi Sweeney, Secretary

235 E. Stansbury
P.O. Box 367
Heppner, OR 97836

Phone: 541-676-9128
Fax: 541-676-5835

To The Parents/Guardians of

As we recently completed the first semester at Heppner Elementary School, it is important to monitor each student’s progress toward the grade level benchmarks required for high school graduation by the State of Oregon and how it relates to your elementary age student. Through the use of the Oregon Assessment of Knowledge and Skills (OAKS) test scores, students who entered the 9th grade in 2008-09 (this year’s seniors) must pass the high school reading benchmark of 236 to graduate with a regular diploma. Students who entered the 9th grade in 2009-10 (this year’s juniors) will need to pass the reading test with a 236 score and writing with a score of 40. Finally, students who entered the 9th grade in 2010-11 (this year’s sophomores and **every class afterwards**) will need to pass reading, writing, and mathematics (requires scores of 236 in mathematics and reading and a score of 40 in writing) tests to earn a regular high school diploma.

In accordance with the Morrow County School District’s 236 plan, monitoring student’s progress toward passing OAKS scores and passing grade level courses is critical. There are two kinds of targets each student must meet; passing grades and meeting their grade level OAKS benchmarks. For Heppner Elementary students, we have several Accountability programs (Title I, BUG, Benchmark Boost, and Success Maker) to prevent students from falling behind. These programs help to catch them early and provide intervention support to help them meet their benchmark goals. We may also require students to attend summer school in addition to Friday Benchmark Boost sessions.

The goal of the MCSD 236 plan is to close the achievement gaps by giving students more time along with a diverse set of learning opportunities for students that struggle to meet their grade level benchmark goals. With this in mind all **third through sixth grade** HES students failing core math and reading classes at the end of the first semester and/or those who have not yet met math or reading benchmark goals, will be required to attend Benchmark Boost Fridays prior to the third OAKS testing session.

According to our records Oregon Assessment of Knowledge and Skills (OAKS) Reading:
Student Best Score _____ State Pass Score _____

According to our first round of Oregon Assessment of Knowledge and Skills (OAKS) Math:
Student Best Score _____ State Pass Score _____

According to our records of the writing exam: this only applies to Juniors and Seniors:

Student Best Score _____ State Pass Score 40

OAKS Assessments are given three times throughout the school year and your child must either meet benchmark or make sufficient growth toward it or they will be assigned intervention supports such as Title I, BUG, Benchmark Boost, and Success Maker. In addition, your child may also be required to attend summer school.

Please return this form with your signature on or before February 16th, 2012. If you have any questions or would like to call and make an appointment to discuss these options, please contact Mr. Combe at 541-676-9128.

Parent/Guardian signature: _____

Morrow County Schools, in partnership with families and communities, provide each student the opportunity to develop values, knowledge, skills and self-confidence to become lifelong learners and responsible citizens.

Heppner High School

Nuts and Bolts-

School is very busy with the winding down of winter activities. Our annual Bank of Eastern Oregon wrestling tournament was this past Saturday and it went without a hitch. 13 teams were in attendance with our team placing 5th. The Bank of Eastern Oregon has been such a great partner with hosting this tourney. Everyone that attends, agrees that it is a first rate tournament and an experience for all to enjoy. A shout out to all employees of the Bank of EO and their commitment to support and work as volunteers for such an incredible event! Our senior parents are hard at work fundraising for Project Graduation. Valentines evening, they are hosting a dinner and show at HHS to help with their cause. Cost is \$10 for dinner and entrance to a hypnotist show. Hope you all can bring your families and enjoy a great evening of fun at HHS starting at 6pm.

HHS 236 Plan-

Heppner Jr/Sr High School has been diligently working with students that struggle. Our intervention Fridays have been helpful for those that need the extra time to practice on standards. Our plan encompasses 22 Fridays throughout the school year (until May 18th) where students that struggle can gain access to Success Maker for math and Read 180 computer programs. These programs have gained popularity with our students because of their interactive nature and the successes that individual students are having. Many of our students that are taking advantage of these programs are showing large growth with the standards as evidenced by our MAPS testing data. These 4 hour sessions, which are broken down by math, reading, and age group are supported and organized by a teacher. Many parents have reported that their child enjoys coming to school on Fridays because of these computer programs.

HHS hosts a couple of tutorials a week for an additional two hours of support for those students that struggle. Students not making grade with testing or passing classes are required to stay and get the help they need. The partnership message and support of our coaches has been huge in holding students accountable to staying until 4:00pm on Mondays and Wednesdays. I want to commend my staff for their commitment of going the extra mile to help and be available for our kids during their end of the day prep two days a week for no additional compensation!

Our summer school will target students that have not met reading or math benchmarks in grades 7-12. We will also use this time for credit recovery with high school students and junior high students that need remediation due to a failed core class. HHS will host 12 five hour sessions in June and 12 five hour sessions in August for a total time of 120 hours. Programs that will be used during these sessions will include Odyssey, Plato, Success Maker, and Read 180.

In October, HHS sent a letter to every parent sharing our 236 plan and what our expectations were with students that struggle both with testing and passing classes. A couple of weeks ago, we sent another letter to the parents of students that have either not met a benchmark after the first round of testing or failed a first semester class. This attempt to communicate with those parents and partner in holding their son/daughter accountable to showing up and getting the necessary help they need is key in the success of our plan.

Currently, I believe our plan has been appropriately executed and is working well. Our test scores are starting to show that the extra supports combined with the student's commitment and effort is working. I am confident that our plan has the necessary time and support to get students that struggle over the hump and on their way towards graduation. Attached you can review the letter that I sent out to parents of students that needed the extra support.

1/19/12

To the parents/guardians of

As we finish the first semester, it is important to monitor each student's progress toward the benchmarks required for high school graduation required by the state of Oregon. Through the use of the Oregon Assessment of Knowledge and Skills (OAKS) test scores, students who entered the 9th grade in 2008-09 (this year's seniors) must pass the high school reading benchmark of 236 to graduate with a regular diploma. Students who entered the 9th grade in 2009-10 (this year's juniors) will need to pass the reading test with a 236 score and writing with a score of 40. Finally, students who entered the 9th grade in 2010-11 (this year's sophomores and every class afterwards) will need to pass reading, writing, and mathematics (requires scores of 236 in mathematics and reading and a score of 40 in writing) tests to earn a regular high school diploma.

As per the Morrow County School District's 236 plan, monitoring student's progress toward passing OAKS scores and passing grade level courses is critical. There are two kinds of targets each student must meet: Passing Grades and achieve a passing score on their OAKS assessments.

For Junior High students, we have put in place a Junior High Accountability program to prevent students from falling behind by catching them early and intervening to bring them back on track by requiring them to attend summer school as well as on some select Fridays. For Jr/Sr High School students, we have placed students in extension/lab classes and provided them with opportunities for credit recovery and OAKS benchmark success. For High School students who continue to struggle, after school tutorial and Friday programs become mandatory.

The goal of our 236 plan is to close the achievement gaps by giving students more time along with a diverse set of learning opportunities for students that struggle to meet this rigor. With this in mind all Junior High students failing core classes (Math, Reading, Writing, Science, Social Studies) at semester will be required to make up those courses through the Junior High Accountability program. High school students will be enrolled in credit recovery programs if they fail to earn enough credits for a diploma and will have additional language arts and math classes until they pass their OAKS assessment for reading, writing, and math.

According to our records Oregon Assessment of Knowledge and Skills (OAKS) Reading:

Student Best Score _____ State Pass Score _____

According to our first round of Oregon Assessment of Knowledge and Skills (OAKS) Math:

Student Best Score _____ State Pass Score _____

According to our records of the writing exam: this only applies to Juniors and Seniors:

Student Best Score _____ State Pass Score __40__

OAKS measures Reading, Math, and Science performance for each high School student in Morrow County School District, and is given three times throughout the school year. The Sate writing assessment is given only to 11th grade students. Your child must either meet benchmark or make sufficient growth toward it or they will be assigned interventions through the Junior High Accountability program or our High School Extension classes. In addition, your child may also be required to attend summer school.

Please return this form with your signature on or before February 6th, 2012. If you have any questions or would like to call and make an appointment to discuss these options, please contact Mr. Stone at the number listed above.

Parent/Guardian signature: _____

Morrow County Schools, in partnership with families and communities, provide each student the opportunity to develop values, knowledge, skills and self-confidence to become life-long learners and responsible citizens.

Irrigon Elementary School

Irrigon Elementary is focused in getting every child who needs more help passing the Benchmark tests of the State of Oregon. With limited funding and staff resources we are working to use everything available to help our children show academic growth and pass their OAKS.

Being a Title I school we have student interventions both during the regular time of school and in not-regular times of school. Here are the interventions to help students meet the 236 Goals in Benchmark tests:

In-School Regular time:

1. Special Education classes in Math, Reading and Writing (daily)
2. ESL classes period leading to English proficiency (daily)
3. Title I classes in Reading and Math (daily)
4. Study Island: computer program; Math and Reading , intervals of 20-30 min.
5. Success Maker; computer program; SPED; all students; intervals of 20-30 min.

Out-of-School Regular time:

1. After School Program: differentiated curriculum and instruction: Math, Reading, Homework, Bal-A-Vis-X; standards based; focused from the OAKS test; 6-9 weeks; 3:00 p.m.- 4:20 p.m.
2. ACH/IES Summer School: OAKS focused on Reading and Math, differentiated curriculum and instruction; 13-15 days in June; 8-1p.m., daily.

Parent Communication:

I communicate to parents each session of the After School Program and for the Summer School Program. Each letter is in English or Spanish. In the letter specific to certain children who have not met benchmark tests, the information is given that their child needs extra support. The district's 236 plan, basically is offering and requiring children to attend, in order to be up to grade level benchmark, so that they are on track to finally meet the 236 high school graduation standards.

As a principal, I want to keep in the direction of our district's concerns for students to meet benchmarks, yet I want to also consider parents' choice in their child's education. Therefore, parents can give their child other options of educational supports which I will accept. For example: they can work on Study Island at home doing the same Reading and Math standards. They can take home the packets of the same Study Island if they don't have computer access. Some parents tutor their own children at home. I work with the parent who requests other options. One parent sends their child to a commercial learning center. Parents have their considerations heard for reasons specific to their child. This opens up another spot for a child to take their place in the number of children able to fit into the program at that time.

Many parents call in and ask that their child be placed in the After School or Summer Program. If the child has already met benchmark tests, we don't want to give up a spot to a needier child. Yet if the child has not meet benchmarks, we most likely may put them in at the parent's request. We want to keep our class size in the extra programs to a size where learning is not impeded by having too many students.

From Letters to Parents

Attached are the form letters sent to parents. These letters, mention their child's name. What we are asking them to do. How we selected their child for the program, a snack given and notes on transportation. Also included, is a respectful sentence of having not wanting the schools support program for their child, and to contact me the principal about it. I work willing with every parent's requests.

December 30, 2011

Dear parents of _____,

Your child has been noted by their teacher that he/she is in need for more support in order to pass the Math OAKS test. Your child was from 6 to 10 points away from passing, and they'll need more instruction, specifically in their grade level Math Standards, to show growth, and have a chance to pass.

This is mandatory. Our District 236 Plan requires for students who are very below to get more support to pass the test.

This term of the After-School Program will start Wednesday January 4th. It will start right as school ends.

They will get a snack to eat and then go to their classrooms. They will work on Math Standards which they have not mastered, then finish doing AR reading and classwork. It will end at 4:20 p.m.

The bus will give children a ride home, or the child will walk. You can also pick your child up as well.

If you have another plan to help your child, please let me know. If I do not hear from you, then I will expect your child to attend. My office number is 541-922-2421 ext. 2811.

The Reading and Math scores for passing OAKS tests have gone up higher. Schools and students are now expected to meet higher academic demands. Present high school graduation conditions are dependent on students meeting these tests.

For the service of IES children,

Joel R. Chavez, Principal

Irrigon High School

In addition to the things we are doing during the regular school day, we have been able to offer more opportunities to help students close the achievement gap and stay on track to meet the high school graduation

requirements. Our 236 plan consists of two parts – OAKS and middle school accountability. In regards to OAKS scores, we have identified and are requiring students to attend our Friday intervention programs. These programs will provide two hours of additional instruction in both the areas of reading and mathematics.

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). Middle school students who fail any core class (reading, writing, math, social studies, or science) will be required to attend after 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 4:15 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. Additionally, we have sent notification to parents about our 236 plan last spring and have sent out notices with every three weeks with our progress reports. I have included a copy of the letter we sent out at the semester.

January 18, 2012

To the parents/guardians of <<STUDENT>> (<<GR>>):

Now that we have finished the 1st semester, it is important to take some time and review your student's progress toward the benchmarks required for high school graduation required by the state of Oregon. Through the use of the Oregon Assessment of Knowledge and Skills (OAKS) test scores, students who entered the 9th grade in 2008-09 (this year's seniors) must pass the high school reading benchmark of 236 to graduate with a regular diploma. Students who entered the 9th grade in 2009-10 (this year's juniors) will need to pass the reading test with a 236 score and writing with a score of 40. Finally, students who entered the 9th grade in 2010-11 (this year's sophomores and every class afterwards) will need to pass reading, writing, and mathematics (requires scores of 236 in mathematics and reading and a score of 40 in writing) tests to earn a regular high school diploma.

Based on past data, we can accurately predict future success with students meeting the 236 benchmark as a Junior if a student has met or exceeded on the benchmarks in earlier grades. This is why it is so important to close the achievement gaps by giving students more time along with a diverse set of learning opportunities for students that struggle to meet this rigor that has been set by the state.

As per the Morrow County School District's 236 plan, monitoring student's progress toward these targets is critical. For Junior High students, we have put in place a Junior High Accountability program to prevent students from falling behind by catching them early and intervening to bring them back on track by requiring them to work after school. With this in mind all Junior High students failing core classes (Math, Reading, Writing, Science, Social Studies) at semester (at the end of the second 9 weeks) will be required to make up those courses through the Junior High Accountability program. For High School students, we have placed students in extensions classes and provided them with after school credit recovery. For High School students who continue to struggle, after school and Friday programs may become mandatory.

Your child must attend after school to make up failed classes

Junior High students failing core classes (Math, Reading, Writing, Science, Social Studies) at the end of first semester will be required to make up those courses through the JH Accountability program.

According to the current progress report, your student has failed the following classes:

Reading - Eakin (F)

High school students who received F's will be enrolled in credit recovery programs if they fail to earn enough credits for a diploma.

It is important for your child to give their best effort on their OAKS tests. OAKS measures reading, math, writing, and science performance for each student at IJSHS. Your child must either meet benchmark or make sufficient growth toward it or they will be assigned interventions through the JH Accountability program or our HS Extensions classes. Additionally, your student is being assigned to Friday school to receive additional support in meeting this goal. A list of these Fridays has been included.

Subject	Best score to date :	Distance from benchmark:	This year's goal:	Passing scores for grade 7:
Math	226	6 Below	232 (Below target)	232
Reading	237	8 Above	229 (Met target)	229
Writing		No Score		
Science*		No Score		

*Not required for graduation.

7th grade students do not take the Science OAKS test.

The Writing OAKS test is only given in grade 11 and if necessary in grade 12.

Riverside High School

In an effort to prepare Riverside students for state graduation requirements, students and parents are provided the following information:

- Students who entered the 9th grade in 2008-09 (this year's seniors) must pass the high school reading benchmark of 236 to graduate with a regular diploma.
- Students who entered the 9th grade in 2009-10 (this year's juniors) will need to pass the reading test with a 236 score and writing with a score of 40.
- Students who entered the 9th grade in 2010-11 (this year's sophomores and every class afterwards) will need to pass reading, writing, and mathematics (requires scores of 236 in mathematics and reading and a score of 40 in writing) tests to earn a regular high school diploma.
- This is based on the Oregon Assessment of Knowledge and Skills (OAKS) requirements.

Preparing students to meet these requirements starts at the Junior High level, where there is heavy emphasis on our Junior High Accountability model. This model helps prevent students from falling too far behind. The idea is to catch students early and provide them the necessary interventions that keep them on track at the beginning of their junior high experience. If these interventions fail to work, students are strongly encouraged to attend afterschool or Friday school extended learning opportunities. Students are monitored and coaxed back on track with constant progress monitoring and teacher support. For Jr/Sr High School students, we have also placed students in extension/lab classes and provided them with opportunities for credit recovery and OAKS benchmark success.

The goal of our 236 plan is to have a structure in place that will help close the achievement gaps by allowing students more time and a diverse set of learning opportunities for students that struggle to meet this rigor. With this in mind all Junior High students failing core classes (Math, Reading, Writing, Science, Social Studies) at semester will be required to make up those courses through the Junior High Accountability program. High school students will be enrolled in credit recovery programs if they fail to earn enough credits for a diploma and will have additional language arts and math classes until they pass their OAKS assessment for reading, writing, and math.

Riverside staff works diligently to ensure that students are meeting or exceeding state benchmarks. We offer all students an amalgam of instructional services that provide support in areas of reading, math and science. This effort affords students the opportunity to capitalize on specific interventions throughout the day in their area of cognitive demands.

Teachers at Riverside collaborate weekly to design and explore avenues for students to get the fundamental knowledge necessary to meet required standards.

We at Riverside are proud of our academic rich environment. Lots of thought and analysis goes into our 236 plan. A breakdown of our master schedule (lab classes), afterschool and Friday

school are available in our building for your review. We are also meeting with the community to further explain the 236 plan.

To the Parents/Guardian of:

Riverside Jr/Senior High School, and Morrow County School District, currently requires 24 completed credits for graduation:

- 4 Language Arts (1 must be Language Arts 4)
- 3 Fine Arts
- 1 Health Education
- 3 Mathematics
- 1 Physical Education
- 3 Science (Lab experiences and Scientific Inquiry)
- 3 Social Science (1 must be Social Studies Economics/Government)
- 1 Career Education
- 5 Electives
- 24 Total**

In addition to the 24 credits, the Oregon Department of Education requires graduating students to meet achievement standards in the content area of Reading, scoring a 236 or above on their OAKS (Oregon's Assessments of Knowledge and Skills).

Students usually acquire 7 credits per year and OAKS test 3 times a year. Of those 24 required credits and/or OAKS score, your senior needs the following:

- Language Arts
- Fine Arts
- Health
- Mathematics
- Physical Education
- Science
- Social Science
- Career Education
- Electives
- 236 OAKS score

If your senior does not pass all required classes and/or does not meet the state standard, he/she will not secure graduation in June 2012. Please feel free to call either Principal Elizondo or Ms. Sanchez at 481-2525 to discuss the issue and set a plan with your student.

Sincerely,

Robert Elizondo
Riverside High School

Principal

Sonia Sanchez

Registrar/Counselor

Sam Boardman Elementary School

Monitoring:

Beginning in kindergarten, students are monitored using a variety of assessments:

- Weekly – Saxon Math and Reading Mastery skill review assessments.
- Quarterly-DIBELS, STAR, writing samples, ELD unit exams.
- MAPS and OAKS, three times per year, measures reading and math and provides us with state or national percentiles.

Interventions to remediate learning:

PLC Teams meet every week to review CFAs and/or universal screenings, to monitor the progress of all students and to determine which students need supportive interventions. These interventions include:

- Before-school “Homework Club.”
- In-school teacher interventions within the regular classroom (small group, 1:1 tutorial)
- Our master schedule provides for 30 minutes of “RTI Time” for each grade level where teachers ability group students and prepare lessons to target deficit skills, enrichment or English language development. Some students are scheduled in programs such as “Success Maker,” “Read Naturally”, or “Math Blaster”. Some grade levels use scientifically based programs in support of weak strands or skills such as “Sounds and Letters” or “Zoo Phonics” for phonemic awareness.
- In-school Title 1 small group pull-out: direct instruction, language development, “Rosetta Stone.”
- “Lunch Bunch” computer lab time for “Read Naturally” or “Success Maker.”
- After School Program using programs such as “Read Naturally”, “Success Maker”, “Study Island”, “Plato” or “Tune Into Reading”, “Bal-A-Viz-X”.
- Friday School Program with lessons designed to target deficit skills and/or for English language development.
- Summer School Program with lessons designed to bolster weak strands of skills in reading and math and/or English language development.

Child Study Team (SpEd, Title, and ELD teachers, counselor, speech pathologist, school psychologist and principal) along with classroom teacher recommends interventions that are more specific to the learner. These interventions may include the same interventions as above with an emphasis on more time and intensity. Additional interventions include:

- “Edmark” (A sight word reading program)
- “Bal-A-Viz-X” (Integrating balance, auditory, visual and motor coordination)
- “Tune In To Reading” (A reading/language fluency program)
- Student specific tutorial

Another step to consider would be a referral for Special Education evaluation and/or recommendation for grade level retention.

Communication with parents:

- Open House
- Report Cards with grade level indicators
- Parent Teacher Conferences
- MAPs and OAKs individual student profile reports for parents
- A two page NCR form documents conferences with parents outlining interventions the teacher will provide and those provided by the parent. An appointment is set for a follow-up meeting.

- Letters informing parents of pull-out programs be it small group instruction or computer adapted programs
- Invitation letters and permission slips for After/Friday/Summer school
- February's 236 letter
- April's 236 letter
- Parent meeting with principal and teacher regarding retention

Letter One

February 12, 2012

Dear Parents of _____,

As you may be aware, Morrow County School District developed a **236 Plan for Student Success**. Beginning in elementary school, the plan supports students towards meeting the rigorous requirements for graduation.

The **236 Plan** begins with the first benchmark at 3rd grade. Students are expected to achieve a 211 in reading and a 212 in math. The state adopted a growth model with progress targets for each student.

A copy of the most recent OAKS assessment profile is attached and indicates your student's reading score and/or math score is below benchmark expectations.

Sam Boardman Elementary School works diligently to provide assistance for students who are not at benchmark. Your student is currently taking advantage of the following interventions:

- ___ Before school homework club
- ___ Small-group instruction
- ___ Research-based intervention programs
- ___ Computer adapted learning
- ___ Lunch Bunch reading fluency
- ___ After School: rich practice in reading and math
- ___ Friday School: subject specific learning and test taking strategies
- ___ Summer School: focus on language development and core learning targets.

Enclosed is a brochure explaining the **236 Plan** in more detail with important considerations for parents.

Students who:

- do not meet the standard in reading and/or math,
- and/or fail to participate in Friday/After/Summer school,
- and/or attend school less than 90% of the total school days,

will be reviewed via a placement hearing with the superintendent and principal to determine appropriate grade placement for the following school year.

Thank you for working together to ensure your student's academic success. If you have any questions, please do not hesitate to contact the school for an appointment.

Jacque Johnson
Principal

541-481-7383

Letter Two

April 4, 2012

Dear Parents of _____,

As you are aware, **Project 236** is Morrow County School District's plan for student success. A copy of the most recent OAKS assessment profile is attached and indicates your student's reading score and/or math score is below benchmark expectations.

I need to draw your attention to the following interventions available but not currently being accessed by your child:

- ___ After School: rich with practice in reading and math
- ___ Friday School: subject specific learning and test taking strategies.

Enclosed is a brochure explaining the **236 Plan** in more detail with important considerations for parents.

Students who:

- do not meet the standard in reading and/or math,
- and/or fail to participate in Friday/After/Summer school,
- and/or attend school less than 90% of the total school days,

will be reviewed via a placement hearing with the superintendent and principal to determine appropriate grade placement for the following school year.

Jacque Johnson
Principal
541-481-7383

Parent Signature

Date

Windy River Elementary

Below are the steps Windy River uses to comply with the MCSD 236 Plan:

1. All grades have intervention/enrichment time built into their schedule.
2. All students will be evaluated after each round of testing. Those students who are a year or more behind on their OAKS score, will be placed in Title math or reading.
3. Around the first of October students who are a year or more behind according to OAKS go to the 90 minute after school program. In this program, the first 30 minutes is homework help then the grades decide what strand to teach depending on student strand data. All students are welcome to the library for homework help.
4. All students who have not met their benchmarks by the end of the school year are required to attend Summer school.

Timeline of events:

236 Brochure – February Parent/Teacher Conferences

236 Parent meeting – End of February/first of March

After last round of OAKS - Parent meetings with student who did not meet OAKS

August parent meetings – Meeting with the principal and superintendent with the parents of students who did not attend Summer school (I have never held these meetings).

Letters

Dear Parent/Guardian:

Your child failed to meet the requirements of Morrow County School District 236 Plan for Success. Below you will find the section of the policy your student failed to comply:

Students who do not meet/exceed the standard in reading, math, and writing and fail to participate in Friday/After/Summer school and/or attend school less than 90% of the total school days will be reviewed via Placement Hearing with the superintendent and principal to determine appropriate placement.

Los estudiantes que no satisfagan/excedan el estándar en lectura, matemáticas, y escritura y no lleguen a participar en la escuela de viernes/después-de-clases/de verano y/o asistan a la escuela menos que un 90% de todos los días escolares serán revisados a través de una Audiencia de Colocación con el superintendente y director para determinar la colocación apropiada.

This is to inform that if you child does not attend Jumpstart Summer School they maybe retained.

By signing this document means you have read it.

Thank You,

Mark Jones
Principal
Windy River Elementary

Parent/Guardian Signature

Dear Parents and Guardians,

On February 22, and March 1, 2011, I will be holding a meeting to discuss WRE after school programs and the Morrow County 236 Policy. The meeting will be in the WRE library starting at 6:30pm. Below is a brief description of the 236 Policy and I have also enclosed the Morrow County School District 236 brochure. WRE Friday School will start on March 4, 2011.

236 Policy

Why is it called a 236 policy? 236 is the minimum final RIT/benchmark score a student needs to meet in high school for graduation, but parents also need to know that each grade level has their own RIT scores student must meet along the way to monitor their progress during their school years. Morrow County School District has developed this new policy to help students who do not meet the state RIT scores. Below you will see the RIT scores for the 4th, 5th and 6th grades along with the 236 policy.

- The RIT scores for 4th Grade are 211 in reading and 219 in math.
- The RIT scores for 5th Grade are 218 in reading and 225 in math.
- The RIT scores for 6th Grade are 222 in reading and 227 in math.

236 Policy

- Students who from the previous school year and those who do not meet/exceed after **first and second** testing window in reading or math will be given additional hours of learning time after school and on Friday. A schedule will be provided.
(Friday and/or After School)
- Students who do not meet/exceed the standard after the **third** testing window will be provided an additional three to four weeks of instruction during the summer.
(Summer School)
- After/Friday/Summer school programs will include specific subject interventions to meet the state standards. Summer school will be an acceleration program to boost students into the next grade.
- Students who do not meet/exceed the standard in reading, math, and writing **and** fail to participate in Friday/After/Summer school **and/or** attend school less than 90% of the total school days will be reviewed via Placement Hearing with superintendent and principal to determine appropriate placement.

Management's Discussion and Analysis

Financial Highlights

The district is continuing to see changes on the financial front specifically from the 2010-11 state reforecast of state school fund grant. The areas below highlight the issues we have knowledge of since the last meeting:

1. The reforecast is anticipating that the district will be below the estimated number of students, thus, the state will withhold approximately \$60,000 from our final payment.
2. The local revenues have also been higher than our initial estimates and we are anticipating an additional reduction of approximately \$80,000.
3. The state has not released the final \$20m in state school funding and this should be an increase of approximately \$90,000.

In total the district is anticipating a reduction in our final state school fund payment of approximately \$50,000.

The district is still moving forward with consolidating our surplus items. We still are anticipating holding a surplus sale sometime in the spring of 2012 to sell the dilapidated fleet and other items the district no longer is using. The School Board will receive a listing of the items that will be on the surplus list and the district will receive authorization prior to advertising the dates.

The district completed the PERS Bond refinancing in January and the final purchase price came in better than expected. The district is planning to save approximately \$7,000 annually for the next 12 years.

The district will also be moving forward in purchasing computers from grant money, donations, and some general funds for teachers and labs at all schools. The goal will be to buy refurbished computers that have 3 year warranties to aid us in getting back onto a 5 year rotation plan for technology.

The district is also moving forward with purchasing two Ford Focuses and one minivan.

Future Financial Planning

The district is still moving forward with the option levy renewal and the paperwork will need to be filed by March 15, 2012. We are not anticipating any changes from the previous levy, except that we are going from 3 to 5 years.

Based on recent meetings and updates from PERS it is projected that rates will be increasing in the next biennium by 5-6%. This has a significant impact on the School District on the overall financial health and we will be analyzing the results of this increase over the next year.

The district is in the process of starting the 2012-13 budget process and we are anticipating flat funding from a revenue perspective.

Current Financial Issues and Concerns

The Superintendent has been addressing these issues at the school level and will be addressing the public in the near future.

Maintenance

Due to the amount of unanticipated expenditures in the current fiscal year the district maintenance is freezing all projects and will only be completing items that are needed. We will continue our due diligence on the Irrigon Elementary School water issue. The Maintenance Department will also start conducting their budget process and reviewing projects for the next school year.