

# Administration Reports

May 2013

**Focus for May Reports** - Report on school reward plans based on student achievement; grades, attendance, benchmarks, growth in bench marks, etc... High School principals report on number of different students that may earn college credit and the number of college credits predicted that they will earn. Include any information about the number of students in Eastern Promise, Dual Credit , CTE college credits or AP classes that are being offered in your building.

## **Assistant Superintendent Report**

### **OEIB Strategic Initiatives: *Investing in students and teachers now, and for the long term***

A strong education system is the cornerstone of an enduring, robust economy. The state is implementing reforms to demand better results for students, provide more resources for teachers, and prepare Oregonians for the economy of the 21st century. Governor Kitzhaber is committed to reforming Oregon's system of public education and investing new resources in better outcomes.

This year's incoming Kindergarteners are the Class of 2025, the year by which Oregon has set the ambitious goal of ensuring a 100 percent graduation rate and reaching the 40-40-20 vision (*40 percent of adult Oregonians have earned a bachelor's degree or higher; 40 percent have earned an associate's degree or post-secondary credential; 20 percent or less have earned a high school diploma or its equivalent*).

The Governor and Chief Education Officer recommend, as a high priority, the funding of four strategic investments specifically intended to:

- **Rapidly improve performance** on several key measures of progress, including Kindergarten readiness, 3rd grade reading proficiency, 9th grade progress toward graduation, high school completion, and college enrollment.
- **Decrease the achievement gap** that exists between historically underserved populations and white Oregonians on the key measures; and
- **Increase levels of educational attainment and employability** for Oregonians

### **OEIB Initiative: Quality Teaching and Learning**

The **Quality Teaching and Learning** initiative will strategically invest up to **\$120 million** to create and coordinate a Network for Quality Teaching and Learning throughout the state:

#### **Key Strategies:**

Statewide effort to recruit, prepare, and support educators:

- Four to six professional development centers
- New career maps and licensure structures
- Teacher collaboration and mentorship
- Dissemination of best practices and models
- Focus on early educators and post-secondary faculty

## **OEIB Initiative: Early Literacy**

The **Oregon Early Literacy** initiative will strategically invest **\$9.25 million** to improve Kindergarten readiness and 3rd grade reading proficiency through programs:

### **Key Strategies:**

- Early childhood education redesign
- Regional hubs
- Expanded/individual learning time
- Increased library usage
- Literacy awareness campaign

## **OEIB Initiative: Post-Secondary Aspirations**

*While many students have ambitions beyond high school, they too often find they are not adequately prepared to successfully enroll in or complete postsecondary aspirations, and the growing achievement gap between underserved students of color, living in poverty and whose first language is not English, and white students is unacceptable.*

The **Guidance and Support for Post-Secondary Aspirations** initiative will strategically invest **\$10.4 million** to increase the number of 9<sup>th</sup> grade students who are on-track for graduation and to increase the number of students who earn a high school diploma and enroll in post-secondary.

### **Key Strategies:**

- Transitional supports at critical entry points (K-20)
- Advanced Placement course offerings
- Services for at-risk youth
- Credits universally accepted throughout OU system
- Increase of post-secondary access and retention
- Reengagement of hard-to-reach youth (immigrants, homeless, dropouts, and gangs)
- West Coast network to elevate and share tools and talent for immediate and continued growth of ELL
- Intense support of and guidance to Priority and Focus Schools
- Policy and planning documents for dissemination throughout PK-12 leadership
- Focus on reducing need for, while improving quality of, post-secondary developmental education

## **OEIB Initiative: Connecting to the World of Work**

The **Connecting to the World of Work** initiative will strategically invest **\$13.5 million** to increase students' proficiency in science and math; increase their engagement and essential college and career skills; and connect students with the world of work.

### **Key Strategies:**

- STEM initiatives – e.g., STEM schools
- Internships and apprenticeships for students
- Grade 11-14 redesign and dual enrollment

- Essential skills curriculum
- Connections to career and technical trade unions
- Integration of arts into curriculum

Source: OEIB February 2013 @ORLearns

<http://www.oregon.gov/gov/docs/OEIB/QualityTeachingLearning.pdf>

### **AC Houghton Elementary**

At ACH we have several types of reward systems. We have individual class/grade rewards, Self –Manager and the Bobcat awards at the end of every month. The only awards ACH presents at the end of the school year are certificates for perfect attendance, passing OAKS and growth on MAPS testing. We also reward students for meeting their reading goals by providing an AR field trip and BEAR night for reading.

Below are the criteria for each reward:

#### “Self-Manager”

- Criteria
  - Satisfactory grades
  - Follow school rules
  - No discipline referrals
  - Class work completed
  - Staff signatures (for example, teacher, teaching assistant)
  - Students listed in hallway for all staff and parents to review
- Presentation
  - Monthly award assembly

#### Bobcat Award

- Criteria
  - Demonstration of school-wide expected behavior
  - Caught being good and/ helping others
- Presentation
  - Individual staff member

#### AR Field Trip and BEAR Night

- Criteria
  - Students who have met their reading goal

### **Heppner Elementary & Heppner High School**

Heppner Schools provide numerous reward incentives for students of all ages.

There are awards’ assemblies at the end of each quarter where students are eligible to receive awards for perfect attendance and Honor Cards. Local businesses have helped contribute to each of these reward programs. A student can earn an Honor Card by demonstrating good behavior and receiving good marks on their report cards. They can take their card to local businesses where they may receive a small free item or a discount on an item.

We have an extensive Accelerated Reader program that incorporates all grade levels. Bulletin boards outside every elementary classroom follow the theme of the year. Our theme this year is “Reading Road Trip!” This event will take place at Cascade Locks, where students who qualify will enjoy The Sternwheeler Cruise on May 21, 2013. At the beginning of the school year all students were given road maps to help chart their progress towards meeting their quarterly goals. As students meet goals for each quarter they add to their road maps – and their maps travel down the hall onto different bulletin boards. There are A.R. parties at the end of each quarter for students that have met their goal for the quarter. In addition to this, there is the larger reward for those that meet their goal for all four quarters. In previous years, students that met all of their goals have also gone to Cutsforth Park for a picnic and the Oregon Zoo to name a few. We hope that this will help encourage students to be readers for life!

Heppner Schools are also very active in PBIS and Positive Action. One way we encourage positive behavior is by having a character trait for each month. At the end of the month, each classroom teacher chooses a Student of the Month that demonstrates the character trait exceptionally well for that month. There are awards’ assemblies where these students are recognized in front of their parents and classmates for recognition of their efforts. Staff members also give students “Colt Cards” or “Mustang Cards” for demonstrating good behavior, being responsible, being safe, and being respectful.

Meeting state benchmarks continues to be very important. In the past, we have rewarded students for meeting their benchmark – or for showing significant growth on the state test – by having ice cream parties at the end of the year.

I would like to end this month’s report by again thanking each of you for your support of Heppner Schools, and for your commitment to all students of the Morrow County School District.

## **HHS - Eastern Promise\* / Dual Credit Offerings\*\* 2012-2013**

<u>Course</u> <u>Earning Credit</u>	<u>Instructor</u>	<u>Credits</u>	<u>Students</u>
<i>Communications 111*</i>	<i>John Flaherty</i>	<i>4</i>	<i>14</i>
<i>Writing 121*</i>	<i>Jean Collins</i>	<i>4</i>	<i>25</i>
<i>Biology 101*</i>	<i>Dieter Waite</i>	<i>4</i>	<i>9</i>
<i>Biology 102*</i>	<i>Dieter Waite</i>	<i>4</i>	<i>5</i>
<i>Biology 103*</i>	<i>Dieter Waite</i>	<i>4</i>	<i>7</i>
<i>Math 111*</i>	<i>Jason Palmer</i>	<i>5</i>	<i>4</i>
<i>Math 112*</i>	<i>Jason Palmer</i>	<i>5</i>	<i>3</i>
<i>CET 111**</i>	<i>Dave Fowler</i>	<i>3</i>	<i>6</i>
<i>CET 112**</i>	<i>Dave Fowler</i>	<i>3</i>	<i>2</i>
<i>AGM 221**</i>	<i>Dave Fowler</i>	<i>3</i>	<i>8</i>
<i>CSS 100 Soils &amp; Fertilizer**</i>	<i>Beth Dickenson</i>	<i>3</i>	<i>4</i>

<i>CSS 201 Crop Science**</i>	<i>Beth Dickenson</i>	3	4
<i>ANS 231 Livestock Eval.**</i>	<i>Beth Dickenson</i>	3	4
<i>AGR 111 Ag-computing**</i>	<i>Beth Dickenson</i>	3	4
<i>ANS 201 Equine Science**</i>	<i>Beth Dickenson</i>	3	4

### **Irrigon Elementary School**

At Irrigon Elementary School, we use a variety of incentive programs to encourage students to behave appropriately and to perform well academically. We also incentivize our ASB fundraisers to encourage our students to raise the funds necessary to pay for field trips, Outdoor School, and playground improvements.

Each month, we focus on a single positive character trait (respect, responsible, kind, most giving, hardest working, spirited, inspirational, best listener, strongest leader), and at the end of the month we invite parents in for an assembly where each teacher rewards two of their students who exemplify that trait as their students of the month. We also use a “gotcha card” program. Students are given a card when they are “caught being good.” Students can then enter their cards into a drawing for prizes or they can exchange them for fun school supplies at our student store. During our last monthly assembly, we will also recognize those students who have perfect attendance.

To encourage independent reading, we use the Accelerated Reader (A.R.) program. Each quarter, students meeting 100% of their A.R. goal are given an award. These students are then entered into a drawing for prizes. At the end of the school year, Students who have met 100% of their A.R. goals every quarter are entered into a drawing for bicycles that are donated by the Masonic Lodge’s Bikes for Books Program.

After we complete all of our OAKS testing that meet, exceed, or make growth targets on their tests are given awards at the end of the year assembly. For the writing test specifically, we celebrate the test as part of what we call the “Writing Olympics.” We hold an opening ceremony where we review what good writing looks like. Students that do well on their Writing assessment are awarded Bronze, Silver or Gold Medals for their writing performance during the closing ceremonies.

Finally, we use prizes to reward students who do exceptionally well on our seasonal fundraising drives. We give away high value prizes like Kindle Fires and pizza parties to each grade level’s top sellers after each fundraiser. As a result of the fundraising campaigns at IES, we’ve raised several thousand dollars to support field trips and playground improvements.

### **Irrigon High School**

Last year we began rewarding students with wristbands in school colors based on the OAKS tests they have passed. For example, they will receive a silver wristband if they meet the

mathematics benchmark or black if they meet the reading benchmark. We feel that our students will wear these bracelets with pride and a sense of accomplishment that has been shown by other students in schools that offer this kind of reward.

Each quarter we also recognize students who have made the honor roll. As part of their recognition, students have received a certificate for ice cream at McDonalds, but it turns out that most students prefer a simple one-time go to lunch early pass. Additionally, three 'Student of the Month' winners are also recognized each month based on set criteria. These individuals receive a month long pass for themselves and a friend to an early

Twice a year, each staff member is allowed to recognize a champion of their choosing. The champion and their parents are treated to a breakfast where they have the opportunity to hear why the staff member has chosen that student as their champion. Most recently, the mayor gave a brief keynote speech to everyone emphasizing the importance of academics, leadership, making good choices, etc. This small informal event has proven to be very popular with students and parents.

For students who need more intensive behavioral interventions, we have occasionally used "carry cards." A student who has a carry card takes a sheet to each of their classes and at the end of the period, their teacher rates their behavior on a 1 to 4 scale. If the student receives all 3's and 4's at the end of the week, they receive an incentive/reward for their positive behavior. We are also able to track the data from the carry cards and use it to monitor improvement and report to parents

At the end of the year, we host a Knight of Excellence. During the Knight of Excellence, we recognize the best of the best both academically and athletically. Each staff member is given the opportunity to recognize two of their most outstanding students in their classes while coaches are given the opportunity to recognize those who have lettered in their particular sport. At this semi-formal event we provide a nice meal while the band performs in the background.

In line with the celebrating student in academics, we are also excited by the increase in the number of college credits our students are earning. These credits are earned through a variety of means: dual credit, CTE, Advance Placement (AP), expanded options, and the most recently added Eastern Promise program. Currently, we have five students earning five college credits each in mathematics for their enrollment in our dual credit program. Our CTE program, which offers up to 18 college credits, has four students earning a total of fifteen credits. Next week we will be offering the AP US history exam to fifteen students, and will unfortunately not find out the results until after the end of the school year. Through expanded options program we have had eleven students earn a total of 82 credits, with three of these students earning at least ten credits each. Through the Eastern Promise classes, we will have fourteen students earn twelve credits in biology and fifteen students earning four credits each in Writing 121. We are excited to know the college credit count earned by our students is over three hundred. This number will increase as we look to add more opportunities for students to earn college credit next year.

### **Riverside High School**

Rewards and celebration plan for 2012-13. [Dual credit, Expanded Options, and Eastern Promise courses at Riverside.](#)

Junior High:

- students are recognized each quarter for their attendance and grades with a reward movie
  - \* Students must have less than 3 absences/tardies and good academic standings
- students passing their OAKS tests receive colored wrist bands
  - \* Math
  - \* Reading
  - \* Science
- students passing all core classes and OAKS tests (or growth) participate in an end of year field trip
  - \* June 5-These students will be going Interpretive Center and Bowling In Pendleton.

GEAR UP – OMSI May 29, 2013

Whole School:

- Pirate Pride incentives recognize students for good academics, behavior, and citizenship.
- students are given passes to turn into the office for a small candy and go into a monthly drawing for Pirate Pride shirts and an end of year drawing for a larger prize.



Students Enrolled in Advanced/Honors Courses at Riverside –

	# Students Enrolled	Credits Earned
<u>AP World History</u>	19	0
<u>Math 111</u>	18	20
<u>Bio 101-103</u>	11	15
<u>Writint 121</u>	21	16
<u>Accounting I,II</u>	15	0
<u>Expanded Options</u>	5	0
<u>On Line honors classes Greenways</u>	9	0
<ul style="list-style-type: none"> <li>• Japanese</li> <li>• Chinese</li> <li>• French</li> <li>• Korean</li> <li>• Business Applications</li> <li>• Micro Econ</li> </ul>		

- Economics
- SAT Prep
- Creative Writing
- Swine Production
- Animal Production
- Animal Sci Beef Production
- Veterinary Sci
- Farm Management

## **Sam Boardman Elementary School**

### **Attendance**

Individually: Each student with 100% attendance for the month is awarded an attendance certificate and coupon for a free bag of popcorn. Their names are also proudly displayed on our foyer bulletin board. We frequently see parents and students trying to locate their name on the display.

Classrooms: Each month the class from each grade with the highest class percentage for attendance is presented a trophy at our Student of the Month assembly. This attendance trophy is proudly displayed on the teacher's desk for the entire month.

Year-End: Students with perfect attendance for the entire year are presented with a framed perfect attendance certificate and specially designed school T-shirt at our End-Of-The Year Assembly. The slogan "All day, every day" is printed on this highly coveted T-shirt. Third grade students with perfect attendance are also presented with a W.R.E. book bag.

### **Student achievement**

On the spot rewards: Students are presented with "Buccaneers" for a variety of reasons, i.e., stellar performance, skill mastery in reading groups, 100% on math assignment or completed homework. Five "Buccaneers" can be redeemed in the office for prizes such as bookmarks, pencils or a bag of popcorn.

AR Parties: At the beginning of each semester students set a reading goal with their teacher. Students who reach their AR (Accelerated Reading) goal are invited to the AR Party. AR Parties are fun with their variety of themes, activities and treats. Each AR Party is different. Students who reach three of their four AR goals are invited to the AR Skate Trip. Roller skating in Pendleton and lunch in the park makes this celebration a popular tradition at Sam Boardman.

Individually: Classes present certificates or awards for benchmark achievement, i.e., kindergarten students who demonstrate they can count to 100 are given the privilege of leading the group in the morning counting routine, the first time students write their numbers to 100 they are given a certificate to take home, and third grade students who demonstrate math fact fluency are presented with a small trophy.

Classrooms: One student from each class is awarded the "Academic" award each month at our Student of the Month Assembly. Their picture is presented in power-point format to the entire assembly. As they come forward to claim their certificate a narrative is read telling why they won the academic award.

After-School: Students celebrate achievement throughout the year as they complete a reading level or meet an individual goal. All students celebrate their effort and attendance on the last day by selecting a free book to take home and eating an ice cream bar in the shade.



Year-End: Math contest winners and/or spelling bee winners are presented with a framed certificate and small prize, i.e. gift card or school T-shirt. Third grade students are honored after their third round of OAKS for their progress. Celebration is typically additional recess minutes. At this special recess we celebrate by blowing bubbles and eating fudge cycles.

## **Positive Behavior and other areas to celebrate**

Students recognize students: Everyone in the school is encouraged to write “ICU” (I See You Doing Something Positive) messages. “ICU” messages are read aloud with the morning announcements.

Student of the Month Assemblies: To promote positive behaviors we celebrate students in the categories of Academics as well as Responsibility, Respect, and Safety. This year we have added Positive Action and Physical Education awards. Golden Garbage can is another way we teach and celebrate respect by taking care of our classrooms.

Year-End: Students who complete the Oregon Health 4 minutes are presented with a certificate signed by the governor.

## **Windy River Elementary**

Windy River Elementary School enjoys rewarding our students for the many good things they have accomplished. Here are some of the things we reward students for the end of the year:

1. **AR Award:** This award recognizes students who met 100% of their AR goals for all four quarters of school. These students read everything they were required to read all year long. Reading is paramount to a student progressing in comprehension and meeting the benchmark assessments.
2. **Perfect Attendance Award:** This award is given as a grand finale to students who did not miss one day of school in the entire school year. They are recognized for their faithfulness and consistency of coming to school every day.
3. **Positive Action Character Award:** Because we teach Positive Action, teachers will be giving out character awards to students who are outstanding in a specific trait that we taught throughout the year. Children will be honored because of who they are and their choices made which promoted excellent behavior.
4. **OAKS Math, Reading and Science Buttons Awards:** When a student passes their OAKS tests in math, reading or science, they are given a button saying The Student’s Name, Passed the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> Grade Math/Reading Benchmark and there is a logo picture of a Wolf on the badge. This makes kids proud of their accomplishments and they can wear their button proudly with honor.
5. **Paw Power Draw Awards:** Here we have collected all the Paw Powers for students’ good actions and we give away 12 \$25 dollar gift awards to students chosen from the Paw Power Box. It tells who the student is, which staff gave them the Paw Power and why it was given.
6. **High Academic Awards:** Windy River also recognizes students with high achievements in other programs through the year. Students may be recognized at the end of the year. These awards are for the Knowledge Masters Tournament, The Presidential Awards, TAG Awards, Math Contest Awards, and the Spelling Contest Awards. Students are recognized for these school competitions and the places they took at those events.
7. **Title I and Title III Awards:** These awards honor students who met with a 5 on the ELPA test in English language proficiency and exited the ESL program. They are called the ELPA Awards.

Students who take Title I interventions and pass the OAKS tests are given a medal this year. It is called the Title OAKS Award. This is new this year.

8. **Key To The Future Awards:** This is for 6<sup>th</sup> graders graduating to the junior high school. Students graduating are given a real metal key uncut. It is on a lanyard and it symbolically represents that now they are graduating from the 6<sup>th</sup> grade that they possess the key to their future. They will grove the cuts in their key to open the future of their own lives by the decisions they make.

## **Management's Discussion and Analysis**

### **Financial Highlights**

There has not been a final ruling on the funding amount; however, there have been some advances on PERS reform with one bill being sent to the Governor for his signature. The legislation that was going to be used to fund the increase in state school funding did not pass; however, the everyone still believes the \$6.55B figure is accurate and will be the actual funded amount.

### **Future Financial Planning**

In the short term the district is planning the following expenditures:

1. 2 Ford Focus vehicles – have arrived and we will be rotating the vehicles in the next few weeks. The plan will be to purchase one additional vehicle next year for the last community.
2. The proposed budget has been completed and the district is anticipating an increase over the last budget; however, there has also been significant cost increases: PERS (over 6% increase), PACE (20-25% increase), payroll, benefits, Eastern Promise, Greenways, Maintenance, and Textbooks took up the majority of the funding increases.
3. The lawnmower for the Heppner community went out and we are in the process of purchasing a new lawnmower. The district did purchase a used lawnmower due to the fact that the other 3 lawn mowers used to maintain our athletic fields also stopped working. We anticipate the cost of a new lawnmower to be approximately \$17,000.
4. The district is still moving forward to purchasing a used lift, tractor with backhoe attachment, and a trailer. These purchases will most likely be completed over the next few fiscal years.

### **Current Financial Issues and Concerns**

The district has experienced a significant decrease in the federal funds over the last several years, in 2009 we received \$615,000 in Title 1A, last year \$492,000 and we anticipate we will receive \$440,000 in the current year. The district will need to take steps next year to offset the reduction in revenues and the most significant cost currently is in salaries. However, prior to any steps being taken the district will be going through an analysis of what are the priorities and what spending cuts can be made immediately.

### **Maintenance**

The district is working with Energy Trust of Oregon to try to qualify for some HVAC control work at both Irrigon Elementary School and Windy River Elementary to help address our energy consumption at those schools.

We are working with the Intermountain ESD to develop a plan for Heppner High School HVAC system. We are hoping to have a project plan completed prior to the end of May and work started on the project the start of next fiscal year.

The lighting project at Heppner High has been started and we are expecting completion prior to graduation.

Other project within in the district:

1. Riverside High School – has met with two additional vendors for the fire alarm system. We have not received formal quotes from these vendors; however, we are expecting to have a formal bidding process completed in the next few months and work completed prior to the end of the calendar year.
2. Heppner Elementary had a sewage issue has been completed and we are in the process of finishing the playground.
3. The district is still looking at preventative maintenance software to help guide maintenance plans in the future. The goal is to have monthly, quarterly, and annual checklists for schools to complete to ensure we are keeping our equipment in the best possible condition to reduce costs for replacement equipment.