Administration Reports
November 2014

Focus for November – Math interventions during the school day and Chromebooks.

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:

They are working hard with their main focus on reading. However, they are doing math instruction during our Intervention/Enrichment time. For our enrichment group they are receiving CCSS math instruction using the first grade book. The students in the intervention groups are still working on the basics of number recognition, number patterning, number writing, and one-to-one number correspondence. Those that are receiving intervention scored in the bottom 35th percentile on the EasyCBM Benchmark test at the beginning of the school year. As a grade level we regularly discuss student progress and assessments. Based on the data we make the needed academic and group adjustments.

Second Grade Math Interventions:

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 ½ 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:

- Direct instruction for common core skill strands, specifically in problem solving skill strategies. Small group and large group teacher to student instruction and using educational assistants as support for learning is key. Use of hands-on materials support the learner.
- Pop-Up math for basic fact skills: addition, subtraction, multiplication, and division. Students may advance into fractions as well.
- After School Programming for math and reading skills using Success Maker, AR, and Math Problem Solving.
- Study Island for common core reading and math skills provide pre-test, work practice data, and post-testing data. Students are able to work at their own pace and receive assistance as needed by the teacher or educational assistant.
- The introduction of iPads into the whole third grade classroom block has been an exciting and optimistic look at education for now and later. Students are using Front Row Math to work on the essential common core math strands. Each strand has a pre-test which places students at the correct learning level for individual work. Students work at their own pace, have access to math tools, instructional videos, and are able to hear the question and information being read to them if they need it. Front Row Math also provides data for the teacher, administrator, and

parents. Parents may sign in with a code given to them from the teacher, and have reports sent to their home emails by the program so they can check periodically on the progress of their student. There are many other apps that students may use for reading, writing, math practice, and educational games. Using iPads has given students a motivation for attending to learning in a fun way that is inspiring to experience. We have Study Island, AR, Academic Skill builders, Journeys, Spelling City, and a host of other apps as recommended by the specialists at the ESD to use for learning. This technology gives the students an opportunity to remediate or progress, whichever the case may be, and remain engaged in the activity.

- Students will be focusing on math problem solving skills and strategies while building and strengthening the base that enables the math process.

Heppner Elementary & Heppner High School

It is hard to believe that November is upon us. Our enrollment in Heppner is currently 186 students at HES and 164 students at HJSHS. Our attendance percentage for the first quarter at HES was 96.6%, while HJSHS was 93.5%. As always, we will continue to promote the importance of regular attendance to the students and parents of Heppner Schools.

The Heppner Staff are committed to providing diverse math instruction and intervention opportunities for students who are in need of additional help and support.

At HES, we focus on specific math skills and Common Core standards targeted by the classroom teacher(s). Success Maker (for SPED), Kahn Academy and IXL Math are also used in grades K-6 for math intervention. Students' progress in certain skills and standards can be tracked using instructional data from these programs and then reinforced using the practice modules from the aforementioned programs. Students can also receive individual or small group instruction before or after school and can work on math (or reading) skill deficits in cooperation with their regular classroom teachers. To help supplement our regular math curriculum, we are also utilizing the district supported Engage NY-CCSS aligned curriculum and the HES supported Go Math-CCSS aligned curriculum to better prepare our students for math success.

At HJSHS, we continue to offer math extension and tutorial classes where students who need extra help are assigned an additional period per day with intervention support provided by our math teachers along with peer tutoring. In addition, our math teachers are helping students before and after school each day to provide help and support as needed. Other strategies for intervention support at HJSHS include:

- Constant communication and updated grades so that students and parents know what areas need to be focused on.
- Success Maker Math - a computer based remediation tool/resource.
- IXL Math – a computer based remediation tool/resource for Jr. High Students.
- New student evaluations. This evaluation is similar to a college placement test. This gives us a better understanding of what math class new students should be placed in. For example, just because a student is a freshman does not mean they should be placed in Algebra 1. The evaluation tells us what they know and if their level of knowledge is where it needs to be to be successful in math at HJSHS.

As an addition to this month's board report, I am including an update from Mr. Palmer concerning the MCSD technology grant he recently received:

School: Heppner Jr/Sr High School
Teacher: Jason Palmer
Classes currently utilizing the new technology:

- *Junior High Weather Class*
- *Physical Science 9th/10th Grade*

Currently I have 22 iPads that are being used in three classes. The class getting the most use right now is my 7th and 8th grade weather class. As this is an elective class, I have used it as sort of an experimental class to gain a better understanding of how the technology can be best utilized in the classroom. One issue of bringing a classroom set into a classroom is determining how well the internet and the wireless hub will work with 20 plus students online using the iPads at the same time. So far, I have identified a couple of Apps that take too much bandwidth and as a result the use of these types of Apps must be limited to a few students at a time. Currently my students are also using the iPads to produce videos, make presentations, and do online worksheets. The students are learning to use iMovie, Lego Movie Maker (stop animation), and Google Docs. A lot of the work is being done using Google classroom and Google sites. For weather I have created a Google site at: https://sites.google.com/a/morrowsd.org/weather/ this allows me to do a blog and put information about learning activities on the site that students are working on in class. With Google classroom I can give student's assignments and links to various activities that students can do and submit their work.

In physical science I started using iPad's right away but had difficulties in finding programs that worked properly. I had to cut back temporarily as the technology glitches were getting in the way of student learning. Now that I have more experience with my weather class (and the iPad technology) we are also using the iPads on a daily basis with my physical science class as well. The physical science class also has a Google site at: https://sites.google.com/a/morrowsd.org/hhs_ipad_ps/ (right now students are working on energy). With physical science there are a several web sites that have interactive applications so students are able to do labs online and submit their work through Google Docs. Google classroom allows me to grade papers and monitor students' progress on-line.

The iPads have been used in my other classes on a more limited basis but it works best if students are able to dive into a class and have a very structured environment. This summer I went to a couple of trainings and found that some of the technology such as Google classroom has only been available for a few of months so it is a true learning environment for both teacher and students.

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 Math Strategies and Interventions

In all three grade levels at Irrigon Elementary, our teachers are using Engage NY for our math curriculum. With Engage NY, curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the CCSS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. The time required to complete a curriculum module depends on the scope and difficulty of the mathematical content that is the focus of the module. Each grade level has anywhere from 5 to 8 modules dependent on the number of standards being covered.

Our Title One program implements a curriculum called STAMS (Strategies to Achieve Math Success) which is a math intervention program that integrates assessment, data driven instruction, and

meaningful practice. The program focuses on the critical math concepts and skills the students need to advance to the next grade level. The instruction portion of the program contains highly scaffolded lessons with gradual release of responsibility. There is emphasis on errors as opportunities for learning. There is an assessment piece to the program called CAMS (Comprehensive Assessment of Mathematics Strategies), which is used to gather information for targeted instruction and measuring progress. STAMS and CAMS work together effectively to ensure that students gain a solid understanding of key math concepts and skills, helping them become independent problem solvers and succeed on standardized tests.

Irrigon Elementary School has also purchased a site license for a Common Core Math website that provides leveled instruction specific to our individual student's needs. This resource is used during our 40 minute computer lab times that are scheduled for each classroom, as well as, in our After School Program. Following is a description.

This resource is used by fourth, fifth and sixth grades during the school day as a support and intervention for our students. Once we begin our afterschool program on November, 17th, we will also be using. It can be accessed at https://scootpad.com. Scootpad is an online CCSS based K-5th grade program. We use it as a review to reinforce the CCSS standards taught in the classroom. In the Scootpad program they are able to give the students assignments on specific standards and automatically collect data on their progress.

The questions in the assignments are not all in a multiple choice format. Approximately half of the questions students are required to type in specific answers. These online activities are preparing students for the Smarter Balanced Assessment that they will begin taking this school year.

When students accurately complete assignments they given a score and they are able to earn virtual coins which can be exchanged for rewards set up by the teachers. The coins keep the students motivated to complete assignments.

In addition to individual student data, classroom data is kept within the program. In the past two years, 192,440 problems have been accurately solved, 1,595 concepts have been mastered and 401 hours of teacher time saved in an effort to boost student's exposure to CCSS standards.

IES Spotlight on Technology Grants

Dear MCSD School Board Members,
We are ecstatic to have received your Technology Grant and to be using the Chromebooks in our fifth grade classrooms! They are an integral component of our daily learning. Each day our students are engaged in the following online activities on their Chromebooks:

- basic fact practice on xtramath.org
- reading and math reinforcement at ScootPad.com
- writing summaries of daily reading at ScootPad.com
- communicating within the classroom at Edmodo.com

In addition, we use the Chromebooks for Journeys Think Central and ScootPad assessments. We also implement Edmodo apps for math drills. As the school year progresses, we plan to use the Chromebooks even more extensively with the integration of Google Drive.

We are extremely appreciative of your investment in our students' learning. We can't thank you enough.

With sincere gratitude,

Angel Prongua and Dawn Sharp
IES Fifth Grade Teachers

Irrigon Jr/Sr High School

We continue to utilize formative test, including testing our middle school students using Easy CBM, to provide us some very accurate and detailed information about each student's strengths and weaknesses. This information helps our teachers provide even better differentiated instruction to students. These results, along with other data, help us to place students in appropriate math classes and to assist with progress monitoring. This year we have added ERC math and Intermediate Algebra to help provide more appropriate grade level instruction to help improve student learning and success in mathematics. We continue to offer math prep to students in the middle school who are in need of an extra dose of math to help reinforce skills and fill in missing pieces for students.

At the end of the last school year, we were able to utilize combine building funds along with some left-over funding from Oregon Gear-Up to purchase a chrome book lab. This lab, in addition to our i-pad lab purchased two years ago by WSU Gear-Up, is utilized throughout the school to enhance lessons and to provide students the means to conduct research for papers, class projects, etc. Last week with the help of the IMESD, staff received professional development on digital citizenship, in particularly in the area of social media. We also spent some time reviewing and discussing ways in which to disseminate information about digital citizenship to students. The website, www.commonsense.org, has a lot of student lessons that will assist staff in this area. This resource also has valuable information for parents.

Riverside Jr/Sr High School

Math Interventions:
The math department at RJSHS has worked to develop classes that are more directed to student needs while meeting the Common Core standards.
In the classroom we continue with our district curriculum as well as resources from Engage New York. We also use online support through Mobbymax, IXL, and a variety of apps on the iPads that allow students to practice concepts learned in class.
After school we have at least one math classroom open to students until 4:00 daily and for three hours on Fridays.

Technology:
Currently we have two Chromebook labs and two iPad labs that are being used in our science, math, and language arts departments. All of these were purchased through our WSU GEAR UP grant and have given teachers the opportunity to expand their lessons to include enrichment activities that are more applicable to real-world scenarios. Staff has been attending training sessions provided by the ESD and collaborating amongst themselves to better support the use of these technologies.

Sam Boardman Elementary School

This year we began using EngageNY as a curriculum to help our students learn math at the level of rigor the Common Core requires. EngageNY is a freely available curriculum that takes students through a linear progression of the Common Core Math Standards at each grade using eight mathematical practices: 1) make sense of problems and persevere in solving them, 2) reason abstractly and qualitatively, 3) construct viable arguments and critique the reasoning of others, 4) model with

mathematics, 5) use appropriate tools strategically, 6) attend to precision, 7) look for and make use of structure, and 8) look for and express regularity in repeated reasoning.
Kindergarten teachers focus on math throughout the day. They start with a calendar exercise, present a formal Saxon lesson and make connections to number recognition throughout the day's lessons. The kindergarten team has already looked at the results from quarter one assessments. They have researched websites and found resources to create new math centers in support of number recognition, number writing and counting to 100.

In addition to the regularly scheduled math instruction, first grade students get additional practice and reinforcement through technology supports in the computer lab and the classroom (Cool Math Games, Excel Math, etc.). Students receive critical thinking prompts, and in addition, teachers weave practice opportunities into cross curricular activities and add math activities into daily routines.
In second grade, the math becomes even more challenging. Students are taught to manipulate two- and three-digit numbers through addition and subtraction, and they use two different core models to help them understand numbers as a quantity. They also begin using the models in a way that begins developing pre-algebra skills from a very early point. For instance, they work with containers and trying to figure out what number should go in the container – the container leads to a later understanding of variables in algebra. In thrid grade, there is a big focus on multiplication, measurement, and geometry. Those concepts are taught with a wide variety of hands-on activitiys that often feel as much like a fun science experiment as a math lesson.

Morrow Education Foundation Technology Grant Recipient
One of our teachers, Debra Kennedy, received a Morrow Education Foundation grant for technology in her 2nd grade classroom. With that money, she was able to purchase a classroom set of 26 iPad minis with cases and one iPad. She has also attended three technology conferences. The first was the NE Oregon Tech Summit on June 17th. The next was the Integrating Technology in the primary Classroom Curriculum Workshop. This past Saturday, she attended the 2014 Fall Google Summit in La Grande. She has also watched many on-line webinars, including an all-day series of webinars from Simple12.com, on integrating iPads in the Classroom. According to Ms. Kennedy: My students have been using the iPads daily since we gained access to them 2 ½ weeks ago. They practice math daily using the Rocket Math app. It is an app that drills addition and subtraction facts. We have also been using an app called Educreations, which allows the students to record (orally and written) their thought processes as they solve problems in reading and math. We also use it to practice our spelling words, since they have to state why a word is spelled the way it is. We have used the iPads with the Journeys curriculum, also. They listen to the selection and read along with the narrator. I have been having problems with some of the content on Think Central, however, since it is Flash driven and iPads don't show Flash video.

Windy River Elementary School
Math is a focus in our building. So is reading, but math is on my radar because in our data and school report card 13-14, math is our greatest need. Here are some things we are doing at WRE to improve math scores:

1. One Hour Core Math: In our master schedule, we have placed math to be taught for 60 minutes without any interruptions. Every student gets grade level math in their home room with the curriculum each grade has adjusted to in order to improve in Math. This is one solid hour.
2. Second Math Intervention: Also, each student is provided a second 40 minute intervention of math. The students are leveled. Some go to another grade level teacher, some go to Title math, but they are provided 40 minutes of more math at their level. Advanced students are taking 7th/8th grade math by using our online Accellus program.

3. Title I Math: All students are tested with the Easy CBM assessment of our school and district. The lowest 20% qualify for reading and math and go into our Title program. In this program, Mrs. Boor is using the curriculum Math Steps. It is aligned to the Common Core State Standards and students in her class are getting more intervention support to get up to grade level.
4. Special Education Math Intervention: Students who have qualified for SPED go to the ERC resource room with Ms. Poole. There, according to each student's IEP, they get more math support in small groups or one on one math instruction. Each student may be at different levels. They attend daily for 30-40 minutes. Included with personal math instruction, is the computer support of Success Maker in math, which helps a SPED student reach their IEP math goals.
5. Friday School and Math: Starting soon, we will be doing a number of Friday Schools. Students will be doing a combination of AR Reading, School Class work, and MobyMax. MobyMax will be concentrated only in Math. This program gives a test to see where the student is at, and then it moves them upwards. The aim is to get students to improve and show growth in the area of our school's greatest need, math.

Management's Discussion and Analysis

Financial Highlights

We are not expecting any significant changes in state-wide funding in 2014-15 (second year of biennium). However, we are hoping to hear good news about future budgets very early in the legislative session

Future Financial Planning

We are expecting a slight decrease in PERS rate for the 2015-17 calendar years. However, this will be based on the outcome of the PERS litigation that is in the court system.

Current Financial Issues and Concerns

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

Maintenance

The DLR Group has been selected as the company that will be helping with our 10 year facility plan. The timing is aggressive the initial plan and we are expecting a kick-off meeting in mid-November. The process will include the following steps (for Phase I):

1. Resource Collection – what has the school district done for facilities and building designs
2. Interviews – maintenance, teachers, IT, administration, etc.
3. Site Assessments – all buildings
4. Data analysis, budgeting, and draft assessment
5. Draft assessment review
6. Final assessment
7. Board presentation – tentatively for the 1/12/15 Board meeting

Phase II – will take start in the spring of 2015 and will be finalized in early November 2015.

We will be interviewing companies that submitted RFP proposals to be a district wide ESCO provider. The company will be tasked with helping the district design, build, procure, and commission projects. The initial projects will include HVAC controls and solutions for our aging ventilators.

Injury Report

No workers compensation claims to report at this time.