

# **Administration Reports**

**December 2012**

## **FOCUS – READING INTERVENTIONS**

### **AC. Houghton Elementary**

#### **Kindergarten**

Kindergarten students who are not ready for Reading Mastery participate in Mrs. Sherman's reading program. Mrs. Sherman's reading program consists of several components including: assessment, language, vocabulary development and comprehension skills, phonemic awareness, letter-sound identification, handwriting and Successmaker. Students are assessed quarterly and once they make mastery, they are assessed by Trixie and placed in the appropriate Reading Mastery group. Please see the attached summary from Mrs. Sherman that she wrote about her reading program.

Kindergarteners who participate in Reading Mastery, work in ability- level reading groups. All students are asked to read their Reading Mastery Take-Homes (that are completed during reading group) to their parents as homework. They supplement Reading Mastery with spelling dictation in which students practice spelling, sounding out and writing three letter words and eventually writing simple sentences. Reading Mastery is also supplemented with color word worksheets, letter-sound and handwriting worksheets. Students who are having trouble learning the letters and sounds play letter-sound flashcard games. Students who are ready, get to work in phonics books in which they identify a picture and write a 3-letter word that matches the picture. These phonics books continue to become more difficult and the students love them.

Higher level reading students participate in the Accelerated Reader Program. These students also play reading games with name, sight word and color word flashcards. Students who are ready get to read in phonetic readers and, they bring them home to read to their parents in their reading folders.

#### **First Grade**

First grade has been working on sequencing during intervention. This was chosen because it is a concept that first graders always struggle with. It also makes a direct link to writing.

To begin with, they used nursery rhymes to get the understanding of sequencing. The students have been using the various vocabulary for sequencing: beginning, middle, end, first, next, then, after that, and last. The nursery rhymes were also used in the lower groups for repetition of a known reading piece. We have moved on from nursery rhymes to short stories. The lower students are sequencing stories drawing pictures for first, then/next, last while also writing these words. The high students are both sequencing by drawing pictures and writing sequencing sentences.

After the completion of sequencing, we will be moving onto phonological awareness. It was shown on the first grade MAP scores to be the weakest area for all students.

#### **Second Grade**

Second grade reading intervention happens in two ways. Intervention occurs during the first 30 minutes of reading block each day the students with Trixie Pullen and Deborah Sherman receive RTI intervention activities. These interventions target our very low, struggling students. We also

do a 30 minute session of intervention with all students each day. The students participate in reading intervention every other week. The lower group students work with Read Naturally. The focus is fluency and comprehension. The higher group also does Read Naturally, along with supplemental materials that focus on comprehension and story elements. Progress is tracked through the use of weekly and quarterly assessments

### Third Grade

The third grade has a 40 minute intervention time each day. In our intervention we focus on phonics, phonemic awareness, fluency, and vocabulary. They also focus on comprehension within our reading block groups. Each of the students are given a pre and post assessment for each of the above focus. They take the results and group the students up according to their need (from assessment). Our groups are on a Monday - Wednesday rotation and Tuesday - Thursday rotation.

Groups being taught and their focus:

Morphographs (phonemic awareness)

Fluency/phonics

Students are doing a timed hot read and cold read with comprehension questions

Vocabulary

Students receive 6 words every two weeks and practice those words using various methods...then tested.

Comprehension

Taught within our reading blocks using Reading Mastery

After 9 weeks of the same interventions the post assessment is given to the students. They take the data and regroup students according to need; and start to weed out phonics to the students who have mastered the assessment. Intervention is only given to the below (at risk) students. Benchmark level and benchmark plus students receive 90 minutes of CORE instruction using McGraw Hill (at benchmark) and Scotts Foresman (Benchmark plus).

Special Education (Deb Sherman)

The students all participate in three center like groups. All are specially designed for the average ability level of the groups. We do a language center that follows the start-in format. This is a RTI program that Jeannette brought to us from California. We develop language skills including vocabulary development, parts of speech, rhyming and comprehension skills. Next we work with the LANGUAGE! Program from Sopris West. It is also an RTI recognized program. I brought this one over from Idaho. It targets phonemic awareness with segmentation, substitution, deletion, and manipulation. We use zoo phonics for our letter sound identification and I will introduce them in the presentation order of the Lindamood bell LIPS program for a multi-sensory approach. With some of the little ones we also squeeze in Successmaker. Finally we either do Edmark, RM, or LANGUAGE! The students are assessed at the beginning of the

school year. Then they are assessed at each quarter. As the students make mastery they are then assessed by Trixie and placed in appropriate learning communities. We are busy the whole reading block. I forgot that we have included a handwriting segment with the letter identification. We found that too many of our student do not form their letters correctly, so we added a writing piece. Hope I did not confuse you. Yes we do all of this. J

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

The Heppner Teachers spent last Friday, November 30<sup>th</sup> working in our District Level PLC's (Professional Learning Communities) planning, strategizing and working on continued improvement to best meet the needs of students as we implement the Common Core State Standards and prepare to implement the Smarter Balance Testing that takes effect next year. Included in this month's board report is a summary of our Heppner 236 intervention 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 highlighting the area of Reading.

In Heppner 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, 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 in Heppner to help ensure that all students are meeting the mark in regards to Reading include; Reading Mastery at HES (with ability grouping), HEROES Reading Program at HES, DIBELS, MAPS, Easy CBM, educational assistant support/help in the classroom, parent volunteer help/support in the classroom, "lunch bunch", and before and afterschool study halls to name a few.

Tier 2 Supplemental Program components for Reading support include; Title I Services, READ 180 at HHS, Success Maker at HES, Read Naturally, Bal-A-Vis-X, Bring up Grades (BUG), Benchmark Boost opportunities, COLT Tracks, and C.O.L.T. Intervention/Reading 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 both reading and math for students who have not yet met their grade level benchmarks, 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 twelfth 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 for reading support include; Special Education with specialized instruction, Title I Services at HES, Success Maker at both schools, READ 180 at HHS, and Required Benchmark Boost and Summer School for students who need continued support for both Reading and Math.

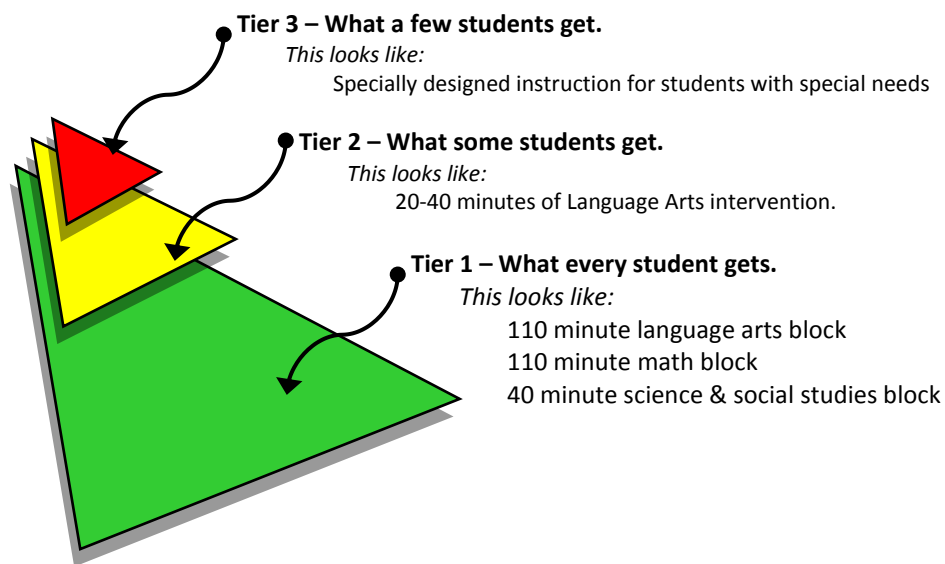
We continually seek opportunities to increase partnerships with all stakeholders for continued implementation of our District 236 plan and to provide the necessary programs, learning opportunities, and Reading interventions to facilitate this goal.

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

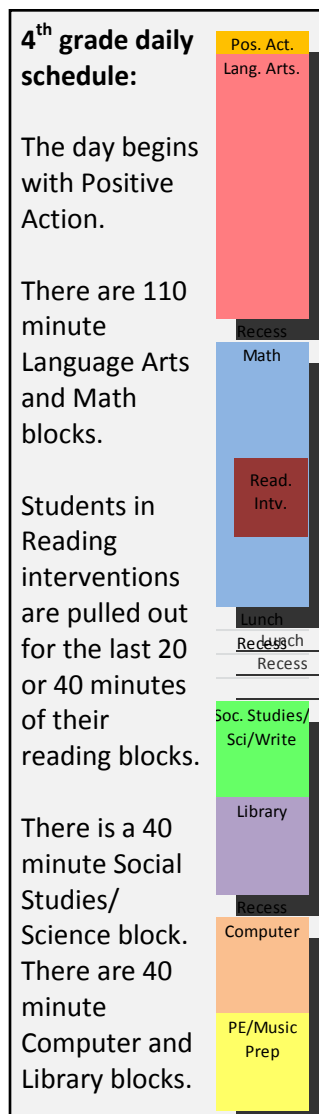
*This month’s report is very similar to last month’s because we use the same structure, schedules, and assessment packages for both our Language Arts and Math interventions.*

Our Language Arts Intervention, like our Math intervention, is designed to be a “Tier 2” intervention. This means that the intervention gives a little extra to students who need it above and beyond what they are already getting.



In order to determine which students need extra help, we used three sets of data about student academic performance to decide whether or not a student should be placed in an intervention. We used last year’s OAKS scores, another test called EasyCBM (A universal screener) and 3 weeks of classroom data (grades on assignments).

We chose EasyCBM because it provides a suite of tests that help us both place and monitor student progress. It includes three screeners – tests we give every student in the school in the fall, winter, and spring.



It also includes enough progress monitoring assessments to test each student in an intervention class every three weeks to 1) make sure they are showing growth, 2) decide if and when it's appropriate to exit them from the intervention class, and 3) determine if any material needs to be re-taught or enriched.

In the Language Arts intervention class, students receive more individualized instruction using a curriculum called STARS (Strategies to improve Reading Success) and teacher-created activities designed to reinforce and help them understand what they are learning in their regular Language Arts class. This extra support solidifies their learning and helps them grow enough to begin catching up to their peers.

The material taught in the Language Arts intervention classes is aligned to the common core and chosen in consultation with each student's classroom teacher. Teachers work together to determine what should be taught and when it should be taught to stay aligned to the Common Core State Standards.

In addition to within the day, interventions, we offer an afterschool program to provide additional language arts and math support for a full hour three days per week. We have about 30 students who attend regularly and there is a teacher, an assistant, and 2 high school student-tutors working with our students, giving us a 1:7/1:8 staff:student ratio in our afterschool program.

As in math, we are already optimistic about the results of our early reading assessments. Our programs are already having an impact, and we know almost immediately when a student is stalling out and needs more help. By the end of the year, we will be able to bring a significant number of our students back on track with their peers, and those who don't make it by the end of the year will at least be a lot closer.

### **Irrigon High School**

Every middle school student at Irrigon Jr./Sr. High School receives a full period of both reading and writing, essentially "double-dipping" them each in English-Language Arts. Our students have performed relatively well on the OAKS reading assessment, and through continued collaboration between the language arts teachers at IJSHS, our results continue to improve.

Our primary reading intervention is READ180. We have been able to schedule students into one of several available sections of the intervention, which in turn has given many of them the boost they need to strengthen their reading skills and ultimately meet the essential skills requirements for reading. As soon as students have benchmarked in reading, we rotate them out of READ180 and rotate others in. In the last year, 11 students that were placed in READ180 improved their reading enough to pass either the OAKS or WorkKeys Reading test. Student's in the READ180 program who are showing growth are improving at a rate of about one grade level (approximately 100 lexile points) every six months, with 2 students showing three years of growth in that time.

After school, we have students from our tutoring club available in the library for assistance with any class for both the middle school and high school. Through our Oregon GEAR-UP grant we have been able to have a language arts teacher available in the library every Wednesday.

Finally, our HOH III funded tutor is available after school as well. All after school tutoring lasts until 4:00.

### **Riverside High School**

Riverside has worked diligently on reading and writing this year. Students are aware that they must meet both Reading/Writing state assessments to graduate. Below are some interventions and added support being provided to our students at Riverside.

- We Identify students who are below benchmark and not on-track to meet the required reading benchmark for graduation and provide focused instruction for these students.
- Provided additional support for below-benchmark students by placing them in an additional Language Arts class, Language Arts Lab, which provides targeted reading instruction. Language Arts lab classes are designed to give below-benchmark students additional instruction time and support for the teaching and practice of the necessary Language Arts skills.
- Instruct below-benchmark students on the functions and skills required to complete and pass reading work samples.
- Members of the class of 2013, who have not met the high school graduation benchmark for reading, are currently enrolled in Scholastic's READ 180 reading and writing intervention.
- Non-benchmark students have the opportunity to create locally assessed reading work samples using the narrative and expository work samples created by the ESD. Students must pass both work samples. Passing reading work samples will be used to fulfill the reading graduation requirements for the class of 2013 and beyond.
- There are 47 seniors this year at Riverside.
  - Met Reading – 42 \* 5 not met – Next Work Keys Jan 8<sup>th</sup>.
  - Met Writing – 19 passed state
  - 11 met Writing by way of Work Sample
  - So 30 have met the Writing for graduation
  - One student is a 5<sup>th</sup> year senior
  - 16 students doing work samples – of the 16, 9 have one work sample done.
- In addition, L.A. teachers provide students focused support before school, at lunch and afterschool as well as many Friday's. Teachers volunteer countless hours to provide opportunities to struggling students.

### **Sam Boardman Elementary School**

**Reading:** School-wide: we are becoming more knowledgeable about the new Common Core State Standards (CCSS) and Oregon's Response to Intervention's (OrRTI) "Big Five": 1) phonemic awareness, 2) phonics, 3) fluency, 4) vocabulary, 5) and comprehension.

We rely heavily on Reading Mastery, McGraw Hill (K-1) and Scott Foresman (2-3) for our core reading program. Teachers are mapping what skills will be taught, when they will be taught, and how much time will be devoted to each of the "Big Five". In addition, teachers are selecting stories that help develop the necessary skills efficiently. This map will constitute our core reading program at each grade level.

Teachers have an identified core reading instruction time when all students receive grade level core content. Teachers do make adaptations, use strategies, and provide interventions during the core instruction. They also provide a variety of reading interventions during RTI time (30 minutes each day).

**Kindergarten:** Kindergarten teachers focus on literacy skills throughout the day. Reading Mastery teaches students to decode and blend words while McGraw Hill provides rich and engaging literature. Kindergarten teachers also use a program called Zoo Phonics to support students with phonemic awareness. Zoo Phonics is a kinesthetic program that uses multiple methods designed to help students learn and retain the letter sounds. This fun approach builds a foundation for both reading and writing. For students not able to progress through Reading Mastery, teachers use a program called Early Reading Intervention (ERI) which helps develop pre-reading skills with a hands-on kinesthetic approach using rapid naming and discrete trial methods. Kindergarten teachers also rely on Sight Word Reading curriculum to support students in learning the first fifty sight words.

**Team 1:** In addition to regular lessons in Reading Mastery and McGraw Hill, first grade students get further reading practice through teacher read alouds, classroom songs and poems, skill practice sheets, guided story time, and AR reading. Each of these interventions aim to improve comprehension and fluency and are aligned with the Common Core. Additional interventions during RTI time include: sight word practice, computer programs to provide practice in specific areas, Success Maker (an adaptive reading program) and small group instruction through Title, SpEd and ELD.

**Team 2:** Second grade students receive whole group core instruction using Scott Foresman's reading basal. Teacher's focus is on Common Core Standards providing, the basic skills and strategies for all students. Scott Foresman lends itself to accommodate three levels of learning. Each week, each student reads one or two stories at grade level; as well as, one or two stories at their academic reading level. During RTI time, students not meeting benchmark standards receive a variety of interventions including: Reading Mastery for fluency and phonics at the students' skill level; Read Naturally for fluency and to build background knowledge and confidence, or EdMark for instructional level sight word learning. Advanced readers using complex vocabulary, rhyme and rhythm can chose to be in Choir. While other advanced readers practice higher order thinking skills and develop rich vocabulary through novel studies.

**Team 3:** Third grade teachers are committed to Scott Foresman routines, presentation and practice. They have adjusted their pacing to focus on the new Common Core State Standards. Third grade teachers provide direct instruction of phonics during the RTI time in an effort to strengthen what data showed as the weakest strand in reading for this class. Some students have been identified for small group instruction using Reading Mastery. Students also receive individualized interventions during the After School program including: Bal-A-Vis-X, Read Naturally, Study Island, and Success Maker.

**ELD:** ELD teachers frontload or pre-teach key vocabulary that may be difficult for second language learners to understand. Students "own" a new word each day and are responsible for reading, writing and using their new word in a sentence. With teacher support in their native language, learners can visualize, make connections to self and text, and think about their

experience and how to apply that experience to the story. The focus on vocabulary and reading strategies helps support reading at all grade levels.

**Special Education:** Students with significant learning challenges require either a smaller instructional group, and/or a slower pace with instruction designed to address their unique learning needs. Special Education relies heavily on the instructional programs that are backed by scientifically based research: Reading Mastery, Read Naturally, Systematic Sight Words, EdMark, Success Maker, as well as, Handwriting Without Tears, Reasoning and Writing, Language for Thinking, Language for Writing, Spelling Mastery, Spelling Through Morpho Graphs, etc.,.

## **Windy River Elementary**

### Reading Interventions

1. There are interventions in Reading which are different per grade levels. After the first OAKS assessment the fourth grade class is putting the lowest scoring students in the teacher's class who had the most students passing the first OAKS. Students will be focused and given the strongest teaching from that teacher. The other teachers will either provide enrichment Reading for the high passing students or more basic support to the students who met, but still need to get ready for Reading supports. Reading is imbedded in Positive Action curriculum and in AR library books. Students read because it is imbedded in everything related to proper WRE schooling in every subject.
2. Fifth Grade Reading interventions are similar. They included sending a student to the Monday and Tuesday After School program which focuses on Reading for the first two days of the program. Students needing help can either be sent to Title I Reading and to English Language Development in the Title III ESL room. The Fifth grade use Scott Foresman readers and they work in consortium using the same assessments together to have the same data for the interventions. Fifth grade will provide between 45-30 minutes of AR reading time. During interventions the students work with the class teacher in small groups. Study Island is used to support Reading and to create assessments to monitor 5<sup>th</sup> grade reading progress in order to design reading instruction to meet future OAKS reading assessments. Fifth grade practices reading skills in Social Studies and Science text books.
3. Sixth Grade does Reading interventions similar to Fifth grade. For this group the highest group does literature based reading. Students who need more support work in the Scott-Foresman program getting more support in passing Reading standards. Students who need even more support in Reading can work in Study Island every other week doing supportive Reading passages. During the intervention block student who don't go to Title I or ESL work on program such as: Grammar & Editing, Reading Achievement, Reading Skills, and Figuratively Speaking which are support curriculums in the 6<sup>th</sup> grade level. Teachers focus on OAKS Reading strands where students scored weak in. Fifth and sixth grades read for comprehension in Social Studies and Science. This gives reading a context to stand on as they develop academic reading for understanding.
4. In specialty classes students are given small group instruction in Title I, ESL and SPED classrooms. Educational aids are specifically placed in those rooms to work with student in small groups to



meet the academic needs of students. The ESL class uses Avenues books. This program has reading using science, social studies and other themes so that students are able to do reading with subjects that connect back to other content areas. Special Education uses Success Maker in reading which levels off to the specific student's ability in Reading. In small groups the resource room uses SRA Reading Mastery to help students in small groups of 1 to 4 students at a time.

### **Assistant Superintendent Report**

For the past three school years Morrow County School District has been offering 3 Professional Development days per school year for teachers in the district to meet and collaborate around the following questions:

1. **What do we want students to learn?** (*Development of Power Standards*)
2. **How will we know they have learned it?** (*Development of common assessments in reading, writing, math, science, social studies, etc.*)
3. **What will we do when we find out** (*Developing a focus for collaboration around common assessment data, discussing learning results and planning next steps for improvement.*)

This type of professional development is often referred to as working in a Professional Learning Community (PLC).

During PLC meetings grade level and content teams are often seen discussing the standards, concepts, and skills they would like students to master, the classroom curriculum they are using to deliver instruction and what types of learning activities, strategies, they wish to use to help students learn. Evidence or district wide and school based PLC meetings often revolve around staff members having roles, responsibilities, agendas to organize them, as well as bringing copies of their curriculum, Oregon state standards, Common Core State standards, and educators showing examples of student work and assessment results.

The typical agenda of a PLC is always focused on Curriculum, Instruction, and Assessments. If done well, PLC's are considered to be the best job embedded professional development around improving instruction and student learning.

What I have seen in MCSD over the past 3 years is that staff is more focused on concepts and skills they want students to learn, We are stronger in our consistency, level of expectation, and level of rigor. We are more data driven as it relates to knowing which students are performing below, on, and above level in state assessments and/or common assessments. Finally, staff members throughout the district are more willing to share, brainstorm, research and implement strategies, ideas, and interventions to improve learning outcome.

Our district met on November 30, 2012 as part of our district wide PLC and I was very pleased with how they are progressing in our transition into Common Core State Standards as well as further, developing, refining common assessments, and having data discussions to improve student outcomes in reading, writing, and math.

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

### **Financial Highlights**

The Governor has given the legislators his budget for 2013-15 and this includes \$6.15B for schools. Overall, this is an increase in real dollars for the district; however, with increasing costs the net amount is a decrease in funding. The nearly 7% PERS increase is offsetting the increase in state school funding; however, the plan by the Governor is to cap the COLA increases in PERS to reduce the increase by approximately \$253M to the schools. There have been many discussions on the legal validity and the state is anticipating that the judicial system will end up deciding; however, the outcome, if negative, will not go into effect until the 2015-17 biennium.

### **Future Financial Planning**

There are no significant changes from the previous months report for the district. The district has continues to see significant unexpected expenditures which has put the Maintenance Department in a "necessary" expenditures only mode. We will continue to purchase necessary supplies and cleaning; however, projects will be limited to only necessities.

There have also been some discussions with the Education Foundation and the district is expecting to see some donations in the next few months. The schools, teachers, and/or district will need to then write grants to receive funding; the grants should align to the district/board goals.

Over the next few months the district will continue to work on their 2013-14 budget to determine how to mitigate the effect of current funding projections.

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

The same financial concerns we have identified in previous reports continue today: 1) staffing levels, 2) funding levels, 3) capital expenditures that need to be made, 4) ensuring our technology is staying current, and 5) other expenditures that are unforeseen.

See the maintenance section below for significant financial concerns.

### **Maintenance**

The bus barn in Heppner received significant wind damage and we are expecting to tear it down this spring; however, we needed to make emergency repairs to the electrical so the buses can plug in their heaters. We are not sure of the total cost associated with these repairs; however, in total (emergency and then permanent) will be approximately \$6,000.

We have received one bid for the Riverside fire alarm system and are still waiting on Moon Securities and Simplex.

We are in the process of finalizing our interagency agreement with the Morrow County Road Department to help address the drainage issue at Irrigon Elementary School. The estimated cost is expected to be approximately \$90,000 to complete the project. There will be additional incremental expenditures once the project is completed for irrigation repairs, etc.

The district office is working with numerous individuals to have an individual evaluate the cost of maintaining the District Office in Lexington. The timing of having individuals get on site has been difficult; however, we are expecting to have a cost detail by the February board meeting.

Jan Huddleston is still working with Oregon Department of Energy, Ameresco, and Johnson Controls in evaluating the building energy consumption and projects that can be completed by the district. She is also inquiring about possible grants to help offset some of the upgrades the district is looking at completing.