

Administration Reports

November 2013

Focus for November Reports – Math Interventions

Assistant Superintendent Report

**Network for Quality Teaching and Learning
State Strategic Initiative: Educator Effectiveness and CCSS Implementation**

District Professional Learning Team Description

District Professional Learning Teams (PLT) are collaborative teams of teachers and building/district administrators who support district-wide implementation of the Oregon Framework (SB290/ESEA waiver) and the Common Core State Standards in a manner specific to each district's needs.

Team Responsibilities

- Attend five professional learning days provided by ODE (100% of cost of attendance for district teams will be reimbursed by ODE)
- Facilitate professional learning within districts and provide support based on district needs
- Participate in assessment of district professional learning systems and CCSS implementation
- Serve as liaisons to ODE and inform policy

Background:

Our state is now releasing plans and funds around supporting Strategic Initiatives focused on Senate bill 290 (Educator Effectiveness) and CCSS implementation (CCSS District Professional Learning):

Through our states weighted ADMw formula all districts will receive grant funds to support these two initiatives:

Funding requirements:

1. Our district must utilize Professional Learning Teams (PLT) to support Educator Effectiveness and CCSS implementation. The Team needs to attend 5 days of professional development training
2. 2 days on November 14 and 15 in La Grande, Oregon- EOU; 2 days of training in Pendleton in April TBA, 1 day of training in June, TBA
3. In order for our district to receive funds we must upload all elementary and secondary schools needs assessment and professional learning implementation plan into Indistar (school Improvement plans and district improvement plan) by June 2014. Funds will be available for 18 months.

Professional Development:

1. The state is bringing together districts and ESDs from across the state to develop a collaborative network of educators, district to district, region to region, etc.
2. With the combined efforts of CCSS and Educator Effectiveness, the conferences are intended to support implementation of effective professional learning and have intentional conversations regarding the challenges many educators feel in implementing the CCSS and carrying out Educator Effectiveness.

3. ODE, COSA, OEA and Chalkboard are working together to plan and carry out the professional development in an effort to not duplicate and deepen the support.

Morrow County Implementation Thoughts:

1. Our district has asked 17 educators in our district to be on our team.
2. PLT members will work with me to develop a plan around using funds to assist in the implementation of CCSS math, CCSS ELA, Danielson model.
3. They will help me to organize, calendar, develop and support K-12 teacher professional development opportunities within the district on Fridays or after school.

AC Houghton Elementary

Kindergarten Writing Interventions

Kindergarten teacher's primary interventions at this point in the school year are mainly to remediate behavior problems, focus on the importance of learning school rules, and to help build valuable social skills. After preliminary academic testing our new kindergarten students, teachers can easily identify those that are struggling with academics. Even in the first few weeks of school children are already identified and placed on a watch list in the areas of speaking, reading, writing, and math. During our daily intervention time the kinder group works one-on-one with students in one, or sometimes all, of these aspects of learning. Often times finishing work that is incomplete is not only due to not understanding, or getting distracted in a whole group setting, it is frequently due to lack of knowing how to organize materials to complete a project. Intervention time is used to guide our young learners with questioning and help with skills a child is struggling with. This time is well spent as teachers learn first-hand a lot about how a student is learning, or in most cases why they are not learning. The biggest obstacle for children at this age in the area of writing seems simple, but causes a lot of difficulty, and that skill is mastering proper **pencil grasp**. Not only is it valuable now, but is a skill they will use the rest of their lives! We have various tools and tricks to help students master proper pencil grasp so their hands don't fatigue and also to enable them to write legibly. With one-on-one time we can identify students who need a different writing utensil to become successful writers. Examples of tools used to remediate struggling students include oversized pencils, triangular pencils, and even in some cases 'half' pencils. Half pencils are helpful with students who have little or no muscle tone as they have less pencil to manage. We also use various styles of crayons with these students to help with fine motor skills. Coloring, cutting, and directed play with manipulatives, are all strategies primary teachers use to build the muscles in little hands. Another quick and effective intervention for writing, used during instructional time with young struggling writers, is the use of a highlighter. The student can watch the teacher write the desired skill properly and then the student can easily trace to help be successful and practice writing letters or numbers properly and legibly. ACH kindergarten teachers are excited about having this time in our schedule daily to be able to spend time with kids that would otherwise get frustrated and often give up!

First Grade Writing Interventions

Since we have three 1st grade teachers, they have decided to try grouping the students, making three groups of high, medium and low. Every teacher will take a core curriculum subject needing improvement. Mrs. Dames will teach writing, Mrs. Harrison will have math, Mrs. Kittelson is teaching reading. We will rotate these groups weekly, which give us enough time to know the children and their skill levels. High- ended students can be challenged and low-ended students can hopefully make noticeable improvement during the year.

This week, Mrs. Dames had group 3, which is the medium group. She was able help the students write “All About Me” stories and have a completed project on day 4. Next week, she will have the low group and will adjust the project to match their skill levels.

This model was used by the second grade teachers last year, and seemed to be successful. First grade decided to keep the time period to 30 minutes daily, which is just right for first graders.

They will communicate with each other during our weekly PLC meetings to make sure children are moved up or down accordingly.

Second Grade Writing Interventions

The second grade has integrated the writing into their Reading groups and there Reading intervention times. During Reading block time, they work on having the students write complete sentences and correct punctuation. Each teacher will have comprehension questions that have to be answered in complete sentences instead of short answer. During Reading intervention time, Ms. Burns works on comparing and contrasting stories, retelling the story, and complete sentences on what they learned while reading the story. During Reading block, Mrs. Morgan has her students writing about the story that they have read; starting the beginning working through middle and end. Each of us does Daily Language with our students to try and revisit the importance of looking for the errors that are there. They will continue to work on getting our students to write complete sentences with the correct punctuation.

Third Grade Writing Interventions

Writing intervention is a two month long process for all students. Here are the steps.

- Read two or more books about theme and pick out some vocabulary words the students are unfamiliar with (as a class).
- Research those vocabulary words and find the definitions (as a class).
- Brainstorm our ideas on a web. I model first then students create their own web.
- Start writing ONLY one paragraph a day (5 paragraphs total). I model first my paragraph then students create their own.
- When rough draft is complete students self-edit with a red and green color pencil.
- Then student will group up with another student and correct each other’s papers.
- When finished the teacher will sit down and conference with each individual student about their paper and we make corrections and talk about their story.
- After the conferencing is finished the final draft can be created.
- Teachers always have an activity that goes along with the writing unit such as: Map making, feast, paper mache, etc.

Heppner Elementary & Heppner High School

It is hard to believe that November has arrived; our enrollment in Heppner is currently 168 students at HES and 172 students at HHS. Our attendance percentage for the first quarter at HES was 97.7%, while HHS was 92.85%. As always we will continue to promote the importance of regular attendance to the students and parents of Heppner Schools. We are also currently in the process of holding Parent/Teacher conferences at both schools.

The Heppner Teaching Staff work very hard to provide diverse math intervention opportunities for students at both schools and we are committed to provide them for students who are in need of additional help and support.

At HES we focus on specific math skills/standards targeted by the classroom teacher(s). Success Maker and IXL Math are also used in grades K-6 for math intervention. Students' progress in certain skills and standards can be tracked using these programs and then reinforced using the on-line learning practice modules. In addition to these interventions, we are also gearing up for our after-school intervention program targeting students in the third through sixth grades. Students will receive individual or small group instruction two days a week after school and can work on math (or reading) skill deficits designated by their classroom teachers.

At HHS we continue to offer math extension classes where students who need extra help are assigned an additional period per day with intervention support being provided by our math teachers during these periods. In addition our math teachers are also helping students before and after school each day to provide additional help and support as needed. Other strategies for intervention support at HHS include:

- Constant communication and updated grades so that students and parents know what needs to be focused on.
- Success Maker Math- a computer based remediation tool/resource.
- 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 at HHS.

Irrigon Elementary School

IES Spotlight on Math Strategies and Interventions

In fourth and fifth grades IES teachers are using Saxon Math, which is the current Math adoption for Morrow County School District. Sixth grade uses the sixth through eighth grade adoption which is Oregon Focus on Math. Like any curriculum they both have their holes. In fourth grade they supplement with daily fact practice and Common Core review using Key to Fractions and Key to Decimal booklets. Similarly, fifth grade completes daily fact practice using Xtramath.org and Common Core review using the Digging in to Math resource provided by Shannon McCaw (one of the Oregon Focus curriculum authors). With sixth grade using a different curriculum, they supplement through enrichment, using the seventh grade level of Oregon Focus on Math as well as mathdrills.com for fact practice. Khan academy is also used as a supplement to instruction.

Our Title One program supports students that are slightly below grade level in Math. Having shown growth in Language Arts last year with the use of Strategies to Achieve Reading Success (STARS) by Curriculum Associates LLC, Irrigon Elementary purchased the Math version of the same program.

STAMS (Strategies To Achieve Math Success) 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 site licenses for two separate Common Core Math websites that provide leveled instruction specific to our individual student's needs. These resources are 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 of each.



Mathematics Reading Language
Fact Fluency Writing Vocabulary

This resource is used by sixth grade during the regular school day, as well as the After School Program and can be found at <https://mobymax.com>.

Each day during the 110 minute math block, the class has small group interventions on previous skills. Both the teacher and an educational assistant rotate between groups of students to achieve mastery of skills. While working with small groups, the remainder of the class works at their own differentiated level on Moby Max. Students are placed in the program with a placement test. Progress is then monitored and individual goals are set for each child based on a two week time frame. These goals are communicated with the child through the internal message system. Students work to achieve badges through the program and compete with each other for the greatest number of problems completed in a week for a classroom prize. Student growth is measured in years based on the common core goals they have met at each level. With Moby Max teachers know exactly where their students' learning gaps are and their progress towards filling those gaps.



This resource is used by fourth grade during the school day, as well as in the After School Program. Fifth grade uses the resource during the After School Program. It can be accessed at <https://scootpad.com>. The IES 4th

grade team started using the online CCSS based K-5th grade program last spring. They 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 next 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. To date, 128 students are using or have used the program, 79,367 problems have been accurately solved, 35,365 practices and tasks have been completed and 23,345 minutes of student engagement have been devoted to CCSS standards.

Irrigon High School

We have made a lot of changes this fall with our mathematics program, particularly in the middle school. Specifically, we have created an additional math class called math prep. While most of the math is a review for students, the class is more about getting students to apply critical thinking skills to solve problems – trying to get students to persevere through a problem when the answer is not self-evident and immediate. Students are taught to break apart the given information, figure out what they know and need to know, utilize and create pictures, charts, and graphs in order to solve the problem. Math

prep is a year-long class for our 7th grade students and a semester class for the 8th grade. Additionally, we have tested our middle school students using Easy CBM which has provided us some very accurate and detailed information about each student's strengths and weaknesses. This information helps our teacher provide even better differentiated instruction to students.

At the high school level, we continue to utilize Kahn Academy as our primary math interventions. This free on-line program continues to be a tremendous asset for students. Using this program, we are able to provide individualized instruction to each student based on their weaknesses. Our teacher is able to monitor student progress and meets with each regularly to set-up goals for the week. As soon as students have benchmarked either on the OAKS test or through the Work Keys test, we rotate them out of the class and rotate others in. We have also had success with Successmaker which we utilize primarily for our life skill students. Additionally with assistance from the Harvest of Hope III (HOH III) Gear-Up grant, we are going to be incorporating a mathematics program called MARS, Math Applications and Resources for Success, into our freshmen level math courses. Like our math prep class at the middle school, MARS provides core mathematical strategies that emphasize higher-order thinking and problem-solving skills.

Finally our tutoring program, that originally started as an after school program, is now in its third year and has really taken off. We now provide peer tutoring in classes throughout the day, including nine tutors just in the area of math. This program has been a huge asset for everyone. After school, we have students available in the library for assistance with any class for both the middle school and high school. We are currently in the process of actually hiring several of these tutors through the HOH III Gear-Up grant for the after school program

Riverside High School

We are currently offering a variety of interventions and enrichment opportunities for our students in math during the school day.

At the junior high level we have added a 7th grade and 8th grade math lab to give struggling students additional instruction and practice in conjunction with their regular math class. In these labs students are using the IXL math program and Ipads for extra support.

At the high school level we have separated Algebra I into two sections to allow students to build a deeper understanding of the concepts. We have also introduced a class that is specific for juniors and seniors struggling to meet the math graduation requirements. Students are again working with IXL and Ipads on targeted concepts that they are struggling with in order to prepare for the OAKS test.

Enrichment opportunities for students at all levels include dual credit math classes and access to online classes through Greenways if needed.

With Gear Up funds we are also providing additional math support for students twice a week after school and on Friday's.

Sam Boardman Elementary School

School-wide we are becoming more knowledgeable about Common Core State Standards (CCSS) and the 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.

We rely heavily on Saxon as our core program. Teachers make adjustments in their pacing to target CCSS. We have researched and selected supplemental materials to address holes and to better support the eight mathematical practices.

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 (Success Maker, Excel Math, etc.). Students receive additional calendar routines beyond Saxon and skill sheets to target learning deficits. Students also receive critical thinking prompts. In addition, teachers weave practice opportunities into cross curricular activities and add math activities into daily routines.

The second grade team is supplementing Saxon Math with added lessons to align the core curriculum with the new Common Core State Standards. Teachers have added lessons on measurement, odd and even and adding 2 digit numbers with regrouping. Teachers have recognized from past years that our students need more time and experience with multiplication and multiple step problem solving. To address this trend, teachers started the year with simple multiplication lessons with hands-on manipulatives and asking students to write about their thinking. The second grade team also implemented math centers to provide additional practice for lower students and to challenge higher students. Centers are vitally important to our curriculum due to our class size. Through centers, students have access to leveled content, skills and strategies.

Third grade teachers are committed to Saxon routines, presentation and practice. They have adjusted their pacing to focus on the new Common Core State Standards. Teachers have taken a closer look at Saxon resources with a focus on the new CCSS standards. Teachers are using game-type activities to help reinforce some of the hard-to-master skills (multiple-step story problems, bar graphs, algebra and fractions) and it motivates students when played in a team format. For students needing a more individualized intervention, our adaptive computer-based programs like Success Maker provide structure and monitor progress.

Our afterschool math program for second and third grade students works to help students engage with math by setting up real-life scenarios where they would need to use everyday math. The first unit is on restaurant math, which using ordering, pricing, menu creation, and cooking to apply math skills.

Windy River Elementary

Math Interventions at Windy River Elementary

1. **Math in the Master Schedule:** Every grade level has a block of 60 minutes of basic grade level Math instruction using Saxon Math and or McGraw Hill textbooks. There are no interruptions to this time. Here every student and every student of need is with the regular classroom getting Oregon Math standards in Math to learn from.
2. **Math Interventions:** Next, there is an additional 40 minutes of Math intervention time where students either get Math Title 1 intervention or Special Education Math intervention. Interventions in our special education resource room include Success Maker and other math supplements for specific student needs. In our 236 After School Program, students who are below benchmark, or below in Math growth are invited to attend the After School program which does another 3 hours of weekly learning in Math instruction to meet the state benchmark assessments.

3. **Moby Max:** Last year with successful results in Math, a pioneering teacher used the computer program called Moby Max to help his students increase in Math. This year, we decided to phase out Study Island and try Moby Max school-wide. Now, on Mondays, all day long, for one of our teacher prep times during the week, we have every student doing Math Moby Max for 40 minutes. It also has a Monitoring system in place which can measure the time, growth, and Math needs of each student as they are using this program in Math.
4. **TAG Math:** Students who are more advanced and who need more higher extended Math are taking the Accelus Math online. They are doing junior high school math during intervention time in the regular school day. They are monitored by a teacher in the building, and a weekly report is generated to the school of their progress.

Management's Discussion and Analysis

Financial Highlights

It does appear that the Morrow County Education Foundation will be providing some money to MCSD in the foreseeable future - the exact timing and amount is unknown at this time. However, any amount of money will greatly improve our ability to address our lack of wireless infrastructure district wide.

Future Financial Planning

The district has met with Western Land Consulting, who is a subcontractor working with American Tower. American Tower would like to build a 150' monopole (cell tower) on the Irrigon High campus. The cell tower will be leased to AT&T. The area is an unused portion of property next to the greenhouse and it is expected to be approximately 70'x70'. The district is expecting to receive a lease proposal in the near future and then wait to see how the zoning, public meetings, and city of Irrigon handle the proposal.

Current Financial Issues and Concerns

The district did adjust our state school fund projections to reflect our true student count. We are anticipating a reduction of approximately \$300,000; however, the state did fund the small school grant which will offset this reduction by approximately \$108,000. The remainder of the amount will be offset with expenditure reductions and absorbed into our ending fund balance.

10 Year Plan

The District will be moving forward with development of a 10 year plan. Recently, the district attended a meeting in Pendleton and the plan is to meet again in 6 months to develop a long term facility plan for the district. The plan will initially start with: enrollment projections, student demographics, building capacity/utilization, community demographic, district configuration org, land inventory, facility assessment, and facility priorities.

Maintenance

The HHS boiler project is still on schedule and the boilers have been fired. We are anticipating there will be some warm classrooms and colder classrooms over the next few weeks as we fine tune our controls.

The district is also looking at completing a retro-commissioning project at WRE and possibly IES. We are planning to receive some financial support from the Energy Trust of Oregon. The district is in hopes of receiving nearly 50% in incentives for the project. Based on numerous audits and assessments conducted by outside entities we are also expecting a payback in energy savings of less than 2 years.

The DRAFT document has been sent to possible archiving companies and we are expecting to have a completed scope of work completed and submitted to entities by the end of November.

The district will also be looking to see how neighboring districts have implemented maintenance software to increase their efficiencies and reduced operating costs by being able to electronically track routine maintenance within buildings. We are hoping to see a demonstration by the first of the year.