

## **Principal & Director Reports**

### **October 2011**

**Goal 3: MCSD will provide necessary programs for all students to meet the Oregon Essential skills requirement for high school graduation by collecting passing work samples for Math, Reading, and Writing in grades 3-12. MCSD will work in partnership with all stakeholders to implement our District 236 plan to provide the necessary programs, learning opportunities, and interventions to facilitate this goal, and to move toward the state's future 40-40-20 goal for education.**

#### **AC. Houghton Elementary**

The subject of this report is a narrative explaining our RTI (response to intervention) process in support of School Board goal number three:

Interventions are scaled in tiers with tier 1 being the basic academic program, tier 2 being additional academic intervention by the regular classroom teacher and tier 3 being additional time on top of that if necessary.

##### **Tier 1**

This is our regular program with research-based Reading Mastery direct instruction as our learning to read fluency program and McGraw-Hill and Scott Foresman for our reading comprehension element. Saxon math is our math programming and we have our skills-based writing program based on state grade level writing standards. This basic skills programming has been extremely successful. Reading Mastery already has intervention built into it as a core program because if students are not maintaining progress, the staff adjusts the reading level to a success level with the student continuing on from that point. This worked successfully for about 91% of the students.

##### **Tier 2**

At this level, teachers use assessment in reading comprehension and Saxon math to determine students needing extra assistance during our daily intervention time period. We have built a master schedule that has an intervention time each day. The grade level PLCs (grade level professional learning communities) have this time available from week to week to schedule special interventions as needed.

##### **Tier 3**

This is our Afterschool Program. This runs from the third week of school to the day Oaks grade assessment is completed in May. We use the Map assessment from the spring of the previous year in first and second grade to screen in and recruit the bottom 20% of students achieving the grade level benchmarks. We recruit these students up to the point of the first Oaks assessment, this year in November. We then use that third grade assessment recruiting/requiring all students not on target to pass the spring benchmarks to attend the Afterschool programming until the point they pass the Oaks.

## **Heppner Elementary School**

It is hard to believe that October is already here, but the recent cold mornings are a sure sign that fall has arrived. Our enrollment is currently 186 students at HES and our attendance percentage for the month of September was 96.5%. As always we will continue to communicate the importance of regular attendance to the students and parents of Heppner Elementary School.

The HES Staff and I enjoyed our Open House on the evening of Thursday, September 29<sup>th</sup>, 2011. Based on the smiles of our students and parents faces during the evening, I would say it was a success. The HES Student Council elections were also recently held and I am happy to report that all of the students who were running for positions ran clean campaigns and gave outstanding speeches. The HES student council members for the 2011/2012 school year are;

President- **Sophie Grant**, Vice President- **Madison Combe**, Secretary- **Morgan Correa**, Treasurer- **Cason Mitchell**, Publicity Director- **Gibson McCurry** and Fourth Grade Representative- **Cheyenne Shaw**.

The HES Staff spent Friday, September 23<sup>rd</sup> working in our PLC (Professional Learning Community) at the district wide RtI (Response to Intervention) professional development in-service. Included in this month's board report is a summary of our RtI plan at HES to ensure that all students are meeting MCSD Board Goal #3.

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At HES we use the Three Tier Pyramid Response to Intervention as a decision making tool designed to allow for early and effective responses to our student's learning and behavioral difficulties, while providing them with a level of instructional support matched to their level of need using teacher data and assessment results for evaluating the effectiveness of our instructional practices. RtI relies on evidence-based instructional practices and frequent progress monitoring to provide the assessment data necessary to make decisions about student progress and the need (if any) for more additional support and if needed more intensive interventions. These steps 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. The model is not intended to replace special education and its procedural safeguards.

Tier 1 Core Program components that are currently in place at HES to help ensure that all students are meeting the mark in regards to MCSD-Goal #3 include; Reading Mastery (with ability grouping), HEROES Reading Program, Saxon Math, DIBELS, MAPS, Easy CBM, educational assistant support/help in the classroom, parent volunteer help/support in the classroom, HHS TA help/support in classroom, "lunch bunch" study hall, and "after school" study hall to name a few.

Tier 2 Supplemental Program components include; Title I Services, Success Maker, Read Naturally, Bal-A-Vis-X, Bring Up Grades (BUG), Benchmark Boost, COLT Tracks, and C.O.L.T. Intervention Time.

Tier 3 Intensive Program components include; Special Education, one on one specialized instruction, Title I Services, and Success Maker.

At HES we continually seek opportunities to increase partnerships with all stakeholders for continued improvement and implementation of our District 236 plan. We also work very hard and are committed to provide the necessary programs, learning opportunities, and interventions to facilitate this district goal as evident from our state report card results.

I would like to end by again thanking each of you for your support of Heppner Elementary School, and your commitment to all students of the Morrow County School District.

### **Heppner High School**

#### **Nuts and Bolts-**

Just this morning, we received a full color poster highlighting last spring's Oregon Agricultural Education Foundations Farm Bureau Memorial Scholarship recipients. I am pleased to report that out of fifteen Oregon students that earned these scholarships, we had three winners from Heppner. Devin Robinson, Brett Harrison, and Justin Gutierrez all are pursuing degrees in an agricultural field and won statewide scholarships from the Oregon Farm Bureau. The poster will be hanging in the office for viewing. Congratulations to these fine young men and their families for representing themselves, our community, and school in high regard.

Homecoming went well with our students and school having fun with community and school wide events throughout the week. Our community can be proud of our student's behavior and effort even with an effort in football that ended short of 82 straight winning conference games. Our coaches and players are to be commended for keeping their eye on the prize of doing their best and accepting the fact that winning isn't everything, but striving to win is.

#### **Board Goal #3 Essential Skills and 40-40-20-**

We have just finished two of the three days of professional development on Response to Intervention and the development of this plan at Heppner High School. Basically, in a nutshell, our staff has built a plan of how we can better use our intervention time to meet the needs of students that are below level. We looked at the content and process with each intervention we offer and how that could potentially change the product or outcome with more students meeting the essential skills as they come on board with each passing year for graduation. Moving through this process was interesting and thought provoking for our staff to reflect on the holes that exist with a system approach that quite honestly in the past has not been implemented with fidelity. For instance, we need a quicker and better way to screen students that need what RTI calls a tier two intervention. By linking these discussions with PLCs and what our system wide reality is with meeting the needs of students in the most efficient manner has proven valuable.

The Eastern Promise and Honors/AP courses will continue to promote our goal of post-secondary schooling and preparing our students for their next steps with education after high school. Mr. Dirksen and I sat down this last week and discussed our 236 plan and how we are going to get students over the hump with college preparation-specifically those students that are currently below grade level and need to be caught up so we can promote upper class opportunities for all students once achievement gaps are closed academically. Diversifying our upper level courses and offerings will help with options for students and a student's individual

academic plan. Currently, our school is working very hard to find ways to meet every students needs with the goal of 40-40-20 in mind. It starts with an appropriate placement that fits individual student needs and Response to Intervention will help us accomplish this goal.

### **Irrigon Elementary School**

1. **PLC's & RTI- Professional Learning Communities and Response To Intervention.** Here at Irrigon Elementary we have started to focus on every student who needs support help. We call these helps interventions. Students are getting interventions in the Title I class in Reading, Math and Writing. We gave a new locator test called the EasyCBM to every student at IES. It tested a child's ability in Math and Reading. From this, we put students into interventions to help them reach benchmarks this school-year. Students are given the EasyCBM test in 4 to 6 weeks to see if the interventions are making inroads to student achievement. Other school program interventions are ELD given by the ESL teacher. And if a student is in Special Education they get support to the IEP goal, but they don't miss core Reading or Math given by the school. The school Master Schedule carefully keeps this action accountable.
2. **IES After School Program-** From data from the 2010-2011 AYP we clearly noticed that our ELL and SPED population needed more support in passing the Reading and Math OAKS. Math was the main concern. With this, the IES Data Team consisting of the PLC leaders-teachers and the principal decided to start on September 13<sup>th</sup> our After School Program with specially invited ELL and SPED student to the After School program. It's focus is in Math. The time is specific to Math standards of the same grade this year. This is given for seven weeks and then after the end they will be assessed in Math to see where student achievement was gained or not gained.
3. **Specific RTI with All Students.** Response to Intervention is also specific to students who have greater needs. In short spurts of 20 minutes, we have a teacher working with two students whose need is working with them one-on-one. This is called Tier III intervention. These students, we hope, will show growth in Reading. In both Math and Reading IES has two periods of Core Reading and Math. This is to give every student attention to benchmarks. Also to RTI has an enrichment intervention for students on the high academic end. Each grade level has a Math enrichment that instructs a student to the next grade level up. These students are doing the Core Math program of their grade, and getting intervention by the teacher or on Study Island of the next grade up. The junior high school will recognize the accomplishments of IES students, and give them the next Math level above their grade if they successfully passed the junior high math standards.

### **Irrigon High School**

To help meet the essential skills requirement for graduates, all teachers have been tasked with collecting passing work samples in their subject areas at least once per

semester. If their particular subject area does not include work samples then they are to have students develop a passing writing or speaking work sample.

Students who receive additional instruction in reading and math will be given additional opportunities to produce reading and math problem solving work samples as well. Because of the flexibility allowed by the state, work samples, especially reading work samples, can be tailored to individual student interests. For instance, if a student who has struggled to pass the reading OAKS test is offered a work sample assessment based on their favorite book, they are more likely to engage in the assessment and produce a passing work sample.

Work samples also give student the opportunity to develop critical thinking skills, which are necessary for success beyond high school. Through GEAR-UP, our staff has access to research out of the University of Oregon that has determined that in order for students to be successful beyond high school, they need solid content knowledge (which is what they learn in regular classes), college knowledge (which is a big part of our advisory program), and most importantly, critical thinking/problem solving skills (which can be taught through the work sample process).

Our language arts teachers have been participating in ODE-offered training since the reading work sample became an option. We are working with those teachers and using their expertise to ensure that other teachers in the building are able to facilitate and support that process as well.

Additionally, our ELL instructor will also be devoting class time to seniors who have not yet met the reading benchmark and working with them individually to develop passing reading work samples.

### **Morrow Education Center**

Morrow Education Center has experienced a great beginning of the year with the launch of the team effort approach between MEC and Heppner High School. Students are embracing the new curriculum and realizing the benefit of Standards Aligned Curriculum. Furthermore, as Heppner High School teachers and staff at MEC have collaborated, we decided to incorporate work samples into the curriculum, which would have been difficult with the previous curriculum. As a team we looked at the board goals and specifically at Board Goal #3 and realized this would be a great way to ensure we were giving the students multiple opportunities to reach the goal of collecting passing work samples in each of the three areas.

As the district has adopted the RTI model to help identify students who struggle and those who are academically gifted, MEC has worked in partnership with Heppner High School to help identify such students. With the adoption of HHS' curriculum, we hope we can properly identify students who are struggling in areas and provide the necessary response to assist those students. As the year continues, we will use HHS' Standards-Based Curriculum to identify

where students are struggling and where we might see some weaknesses on the OAKS tests. We will then provide additional assistance to those students and coordinate with the teachers in Heppner to properly address the specific needs of each student.

## **Riverside High School**

RHS RTI Structure:

### **1. What are our Tier 1 Interventions?**

- Allow late work with no loss of credit
- Re-test
- Proficiency (not allowing them to just get a D to pass)
- Pretesting/Post Testing/Pre-screening for ability levels (Rotation)
- Re-teaching/Differentiation
- Additional time
- Frequent feedback/progress
- Small group/individual instruction
- Frequent transitions (Jr. High/High School Attention Span)
- Seating Chart/Preferential Seating, isolation
- Defined management programs, established consequences
- Clear rewards/benefits (positive reinforcement), and repercussions
- Clear expectations for learning
- Content and Language Objectives
- AR
- SIOP Strategies
- Clearly identified learning goals/Objectives

### **2. What are our Tier 2 Interventions?**

- Lab Classes
- Study skills
- Additional time: Lunch, before and after school
- Friday School/Student Work Days
- Summer School
- Jr. High Accountability
- Study Island
- Odyssey/Plato
- Repeat classes

### **3. Tier 2 Transitions**

- **Oaks Driven**
- **MDT**
- **Failing Classes – Progress**
- Transcripts
- Classroom Formative Assessments/Work Samples
- Accountability Flow Chart
- Parent Communication
  - i. Form Letters home
- Self-Referral
- Community

#### 4. MDT

- Ongoing referral process
- Members
  - i. ? member
    - 1. All Scheduled Teachers for particular Student
    - 2. Admin
    - 3. Counselor
    - 4. SPED Rep.
  - ii. MDT Referral form
    - 1. OAKS Score/CUM File - Counselor
    - 2. MDT Form with Academic/Behavioral Concerns – Teacher

#### 5. What are our Tier 3 Interventions?

- Transition Committee to determine Placement?
  - i. Extended times for re-use of Tier 2 Interventions
  - ii. Smaller class sizes
  - iii. Longer Duration
  - iv. Weekly/Daily Progress
  - v. Weekly/Daily Parent Contact
- SPED Pullout
- Math – Friday OAKS Time Last four weeks before the last OAKS Test for Specifically targeted students
- Lab Classes
- Study skills
- Additional time: Lunch, before and after school
- Friday School/Student Work Days
- Summer School
- Jr. High Accountability
- Study Island
- Odyssey/Plato
- Repeat classes
- Read 180

#### 6. Transition to Tier 3

- Oaks Driven
- MDT
- Failing Classes - Progress
- Accountability Flow Chart
- Parent Communication
  - i. Form Letters home
- Classroom Formative Assessments/Work Samples
- Self-Referral
- Transcripts
- Community

7. How do we get students out of this model?

### **Sam Boardman Elementary School**

#### **Tier 1 – Core Program**

The most critical component to ensuring all students meet Oregon essential skill requirements is a guaranteed and viable curriculum. We have:

- Created Power Standards in reading, writing and math.
- Identified core instruction time where there are no pull-outs.
- Committed to SIOP as our best practices model for lesson delivery.
- Created or identified Common Formative Assessments (CFAs) in reading, writing and math.
- Identified universal screenings such as DIBELS, MAPS, OAKS, ELPA, ADEPT, STAR, etc., to ensure progress toward these essential skills.

#### **Tier 2 – Supplemental Program**

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

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

#### **Tier 3 – Intensive Program**

Child Study Team (SpEd, Title, and ELD teachers, counselor, speech pathologist, school psychologist and principal) along with classroom teacher recommends interventions that are more specific to the learner. These interventions may include the same interventions from Tier 2 with an emphasis on more time and intensity as well as drawing from these additional interventions:

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



- Student specific tutorial

Tier 3 interventions rely heavily on progress monitoring, as the next step would be a referral for Special Education evaluation and/or recommendation for grade level retention.

### **Windy River Elementary**

### **Board Goal #3** *Work Samples, learning opportunities, interventions*

In the intervention pyramid below you will see WRE's RTI model. In Tier I are the interventions that are generic to WRE School and to each grade level. Tier II includes all the interventions in both Tier I and Tier II. In Tier II are mostly small group interventions WRE uses to double dip students. Tier III includes all the interventions in Tier I and II. In Tier III is the extended school year and small groups on Success Maker. Finally, if the students are still not making growth they are referred for special educational services.

### **New Staff Members**

I would like to welcome Susan Reagan to the WRE team. Susan Reagan will be our new assistant cook at WRE. She comes to us from Starbucks and prior to Starbucks she helped her family run a restaurant in Mexico. Welcome Susan!

### **WRE Extravaganza/Open House**

WRE's Extravaganza was on Wednesday, September 21, 2011 from 4:30-6:30. We had a great turnout with over 200 parents attending.

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

### **Financial Highlights**

The district is continuing to see changes on the financial front from current legislation and changes to initial estimates of revenue. The areas below highlight the issues we have knowledge of since the last meeting:

1. We continue to see Federal Title Funds erode with a decrease of anticipated revenues by 1.5% that is above the reduction we have seen across the board in title fund reductions.
2. Forest Fee tax revenue being eliminated – see current financial issues and concerns.
3. The district did receive the first payment of additional state funding to ensure instruction and vocational programs were not cut in the district. The district identified the programs that the funds were being allocated to and will be reporting to the state in January 2012.

The district has also experience the following with expenditures that should be noted:

1. Our aging fleet of vehicles continue to have maintenance costs to keep them running. Once the new vehicles arrive the district will evaluate all vehicles and determine which vehicles should be placed on the surplus list. The district anticipates arrival of the three vans and two cars in the month of October.
2. We did see significantly higher expenditures in the month of October due to the final expenditures of grants ending on September 30, 2011. The district conducted trainings, implementation of software, and purchasing software licenses.

The district is currently negotiating new leasing contracts for all copiers. The district is not doing a formal RFP rather using current vetted contracts within the state. There are numerous contracts that have been approved and include: OETC, Portland Public Schools, and AEPA. We are anticipating an agreement in place by the end of October and overall the district should see monthly cost savings.

## **Future Financial Planning**

The future financial reporting is still being developed and the goal is to have initial draft reports developed by the end of the year.

## **Current Financial Issues and Concerns**

The district has been keeping an eye on how the Timber revenue will be playing out in congress. The current tax law is done and with legislation being that nation needs to cut somewhere if taxes are going to be increased it does not appear a re-instatement of the tax is likely. The district had budgeted \$70,000 in the current year and is expecting a final payment in November or December.

## **Maintenance**

Maintenance is a significant budget item and is one area that can change the financial position of the district with one incident. The district has only had some minor unanticipated repairs in the current year; however, below are any projects that are financially significant:

1. Irrigon Elementary School; The school has experience for numerous years a large amount of ground water that is rendered a parking lot un-useable and a portion of a field due to standing water. The district has talked with a contractor and the estimate to fix the issue is outside the maintenance budget. The district will meet with the engineer in the near future to determine alternatives to the current plans that will meet the objectives within the financial constraints.