

Administration Reports

September 2013

Focus for September Reports – Highlights from the Safety Summit; Summer School activities, Eastern Promise, AP Courses, etc.

Assistant Superintendent Report

Response to Intervention (RTI) in Morrow County School District has been moving forward well. RTI in MCSD involves a multi-tier approach to the early identification and support of students with learning and needs. The RTI process begins with high-quality core instruction as our Tier 1 and utilizing universal screening of all children. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, reading specialists and Para professionals. Student progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI in MCSD is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Morrow County is in our 2nd year of working together with Oregon RTI to implement our school wide systems with fidelity. In 2013-2014 school year MCSD K-6 teachers will focus on the following:

1. Ensure each school creates a reading block structure aligned to non-negotiable 110 minute reading block with additional intervention time.
2. Implement Universal Screener- Consistent district wide (Beginning of Year, Mid year, End of Year)
3. Buildings will develop “Non-negotiables” around good Core instruction during the reading block- Teach the Big 5 What should the big 5 look like in your school?...What does decoding, phonological awareness, vocab, fluency and comprehension instruction look like for each grade level...for each school during 110 minutes of Core instruction time- Map/Hash/Flush this out by each building.
4. Articulate a system of interventions around reading- What is your system of support and progress monitoring student growth.
5. Monthly/quarterly Data team meetings- Data Discussions

AC Houghton Elementary

Summer School Report:

	Attendance %	Reading Growth	Math Growth
ACH Overall	87.34%	18.29pts	17.98pts
Kinder	87.71%	13.86pts	13.43pts
First Grade	90.57%	13.78pts	16.83pts
Second Grade	87.83%	24.75pts	11.9pts

Third Grade	84.54%	20.89pts	26.52pts
Total Students K-3	85		
Kinder	21		
First Grade	19		
Second Grade	20		
Third Grade	25		

ACH had a great Summer School and I would like to thank Erin Stocker for doing an excellent job. I know we worked together, but she made the Summer School run extremely smooth.

As you can see from the graph above the attendance was good, but the growth from the pre to post test in both reading and math was tremendous. The best news from Summer School was we were able to test three students on the retention list this August, and two of them were promoted to the next grade.

TAG activities for ACH: (Assemblies are intended to benefit the learning experiences of all of our students since we live in an area of limited opportunities.)

- OMSI Assemblies
- OREGON Coast Aquarium assemblies (Note: assemblies are paid for by ACH Parent Club, a science grant from the Washington Group at the Umatilla Army Depot, TAG funds, and scholarships from OMSI and Oregon Coast Aquarium)
- In February , we will have a special Rainforest Assembly from Bureau of Lectures (students will learn about and have hands-on experience with live rainforest creatures)
- School-Wide Spelling Contest
- District Math Contest
- Oregon Writing Project at Eastern Oregon University
- Extended classroom experiences at each grade level

Heppner Elementary & Heppner High School

It is our second week back to school and we are off and running at both Heppner Elementary and Heppner Jr/Sr High School(s). Our current enrollment is 169 at HES and 175 at HJSHS; both down slightly from the end of last year.

The Staff and I worked very diligently transitioning, preparing and gearing up for the start of the 2013-2014 school year. We had a very focused and productive in-service week planning for another successful year in Heppner Schools with continued school wide achievement focused on improvement in math, reading and writing once again at the top of our priority list.

In regards to our summer school programs in Heppner, I would like to report that Heppner Elementary held summer school during the month of June with students attending for three and a half hours each day. There were 30 students from grades kindergarten through sixth grade that attended. Led and facilitated by Head Teacher, Melissa Coiner and Secretary, Brandi Sweeney we also had the following staff members involved with summer school instruction at HES; Karen Smith-Griffith, Madison Rosenbalm, Molly Rill, Sharon Morris, Stacey Wainwright, Sybil Stewart, Jessica Lehman, Robin Jones and Lorna Botefuhr. They worked together planning lessons and teaching the classes for the summer session. The focus of the summer school session was to boost student's grade-level knowledge and to introduce them to the next grade level material in reading, writing and math. Students also worked on Success Maker as part of their daily routine to help with skill building in targeted areas. Teachers utilized small-group activities in the classroom whenever possible to focus on individual student skills and achievement. All of the teachers reported that students worked hard and improvements were seen at each grade level which was also confirmed through our progress monitoring. Students were also able to take their work home at the end of the session to share results with their parents and family members.

At Heppner Jr/Sr High, the summer program was a great success and the staff collaboration leading up to student selection and recruitment was a key part of the program hitting its target. Mrs. Ginger Bowman and Joselyn Piper were the lead instructors with assistance from Tracie Bunch. The HS students were primarily placed in credit retention via the district purchased Acellus learning program and Mrs. Bowman had a total of eleven students who attended and earned credit. Mrs. Piper conducted daily lessons in Language Arts and Math for the JH students. We had a group of eighteen recruited with two attending in Boardman/Irrigon and sixteen attending at HJHS. Mrs. Nelson conducted a writing workshop as a visiting instructor and Troy Morgan attended both Junior High and High School classrooms to provide Math lessons and helped tutor one day a week. Mrs. Nelson commented, *"During summer school I conducted a two day writing workshop. During this workshop students worked on improving their basic writing skills by completing writing samples and discussing common issues as a group. Students also learned more about the six writing traits and how to implement them into their writing. Attendance was good, with some students coming from Boardman just for the workshop. These two days gave students the opportunity to hone their writing skills in a small group setting and gave them a break from their regular summer school routine."*

We are already planning and looking forward to another successful summer school program next year, with expanded hours for the high school students and more visiting instructors to provide maximum assistance to meet our students' needs.

We are also excited to offer a few more Eastern Promise classes at HHS this year where students will have the potential to again gain both high school and college credit with successful completion of the courses. I will keep you posted on the number of students taking advantage of these courses as we are currently finalizing our schedule changes at HHS this week. The new Eastern Promise course offerings at HHS include; Spanish, Computer Science, Chemistry, and Success 101. In addition we are also offering CTE/BMCC college credit for Health 100 (Intro to Health Occupations) and Health 250 (Personal Health). Please refer to the included attachment for our other CTE/Eastern Promise offerings this year at HHS.

I would like to end by thanking each of you for your support of our Heppner Schools, and your commitment to the Morrow County School District.

Irrigon Elementary School

Highlights from Safety Summit ~

This was a difficult concept to hear about from an emotional standpoint but the information gained and the ease of implementing the plan was invaluable. It is quite encouraging to know that soon, with the work of the District Safety committee, we too, will

have the *I love you guys foundation* developed **Standard Response Protocol** accepted in each of our school buildings. Having a unified plan present will aid in giving peace of mind to staff, families and most importantly the students. The mission of the *I love you guys foundation* references the desire to “restore and protect the joy of youth”. Knowing that we are adopting such a simple but profound program makes me confident as a school administrator that we are doing what’s right for our school communities.

Summer School Report ~

Summer School was held at A.C. Houghton Elementary school this past summer where Mr. Jones and I coordinated for our respective buildings. Irrigon Elementary had 69 students representing 4th, 5th and 6th grades. Ms. Hodgdon, Mrs. Dames and Ms. Luke designed instruction to specifically remediate low strands in Reading and Math. Each classroom also had a full time Instructional Assistant to work with students, thus keeping the teacher to student ratio lower. Following is the growth shown (according to the ESD data) on pre- and post-tests during summer school in Reading and Math.

	Reading	Math
4 th Grade (21 students/17 tested)	88.82 pts. 100 possible	70.59 pts. 100 possible
5 th Grade (25 students/19 tested)	8.45 pts. 10 possible	16.5 pts. 25 possible
6 th Grade (23 students/9 tested)	7.21 pts. 25 possible	2.8 pts. 25 possible

TAG Activities for IES (most of these activities are intended to benefit the learning experience for all students since their opportunities tend to be limited) ~

- OMSI Assemblies (Note: assemblies are paid for by ASB, Boxtops for Education, TAG funds, and financial aid from OMSI)
- Academic Field Trips (Mary Hill Museum, Tamaskalit, The Sage Center)
- School-wide/District/Regional Spelling Contest
- District Math Contest
- Battle of the Books
- Writer in Residence/Artist in Residence
- Hampstead Theatre/Missoula Children’s Theatre visits

Irrigon High School

After weeks of preparation and hard work by staff, our school year is finally under way. It’s refreshing to see the halls once again filled with students. We are off to a great start this year!

In line with our GEAR-UP grants, we are always looking for ways to provide students with the opportunity to earn college credit while still enrolled in high school. This year we are excited to add two additional opportunities through the Eastern Promise. Our freshmen class will be able to earn six college credits through our Success 101 and Computer Science classes. These will be added to our current course offerings through Eastern Promise: Math 111 (20 students), Biology 101-103 (16 students). Additionally, we will be offering AP American History (10 students) and AP Language and Composition (21 students). We continue to offer 18 credits through our CTE program and have 20 students enrolled in BMCC classes on-line.

This year we only conducted only one summer school session in June. As per our 236 Plan we had a total of sixty students enrolled. CJ Johnson and TJ Thornton did a great job working with students and directing our aides to ensure everyone's needs were met. A special thanks to WSU GEAR-UP for helping to fund part of our efforts. All but one student completed the necessary material over the summer and was promoted.

Also during the summer, we were able to offer a couple of great experiences for our students. Near the end of June, we also had Lisa Constantine take five high school students to a week-long leadership camp at Oregon State University. In August, TJ Thornton and Sarah Miller also took ten students to a two day leadership camp at Western Oregon University. Both leadership camps were sponsored by Oregon GEAR-UP.

Riverside High School

Safety Summit Highlights:

A lot of the changes the RHS had made in the last eight months on our safety plan were reflected in the information shared at this meeting in terms of:

- simple, common terminology
- processes for keeping doors locked, lights off, and door windows clear

We are working with Chief Stokoe to set a September drill date where the police department can also participate and speak with students and staff on the process in the event of an actual emergency.

RHS Summer activities:

In June we had 46 junior high students complete a summer school program consisting of reading, writing (with the new Step Up to Writing program), and social studies. We also had 20 high school students in working on credit recovery – one of our 2013 seniors was able to complete the remaining credits she needed to receive her diploma.

Also in June we had roughly 10 students attend the Summer Leadership Institute at the Eastern Oregon Campus. All of these students have reported back on the value of this program and the guidance they received in planning for college.

Eastern Promise-

Over the summer we have had both students and staff involved in Eastern Promise activities. In June we had teachers attend PLC trainings for: COM 111, Biology, Success 101, and Chemistry. All of these classes will be offered for credit at RHS this school year in addition to our dual credit offerings in math and business.

We also had six students attend the Eastern Promise Summer Institute at the Eastern Oregon University campus and complete 8-12 credits of college classes. RHS had the second largest group of students attending this year and we have students already making plans to attend next year.

Sam Boardman Elementary School

2013-09: SBE Board Report -

As this is my first year at Sam Boardman Elementary, it is difficult for me to speak to the Summer School program conducted at Sam Boardman this past summer. According to the teachers that worked in the program, students spent time working on a thematic Weather unit that

incorporated reading, science, math, and writing in an effort to increase academic vocabulary, reading comprehension, writing skills, and scientific reasoning.

2013-09: MCSD School Safety Team Report -

Instead, I will report on our district's efforts to improve student safety and security. At the beginning of August, the MCSD administrative team and representatives from the Boardman PD and the Morrow County Sheriff's Office attended a school safety summit hosted by the Hillsboro School District. John Michael Keyes, who lost his daughter in a tragic school hostage situation, presented the work he and his organization, the "I Love U Guys" Foundation, have done to develop a standardized response to crisis and emergency situations in schools.

Their program, offered freely to public schools, is called the Standard Response Protocol. It is a paradigm shift in how schools plan for and respond to a crisis. Instead of focusing on the infinite number of possible scenarios, schools instead focus and drill for four (yes, only four) possible responses. Those standardized responses can be applied individually or in combination to keep students safe from any type of crisis or emergency situation. The four standard responses are **Lockout, Lockdown, Evacuate, and Shelter**.

To initiate a response, clear directions are stated over the school's PA twice. The response and method for executing the response are stated and action is taken by staff and students immediately.

The simplicity of the protocol helps ensure that it is easy to implement, easy to understand by school and emergency personnel, and effective in keeping students safe. The protocol also simplifies and standardizes the methods used to account for students and to return students to their parents following a crisis. The Standard Response Protocol is simple enough to implement in schools in a single day, and versatile enough to be integrated into a comprehensive, multi-agency emergency preparedness plan.

All schools in Morrow County will begin using the Standard Response Protocol this year. Matt Combe (Heppner schools), Craig Bensen (Irrigon schools), and I (Boardman Schools), will begin meeting at the end of September to develop an implementation plan for the Standard Response Protocol in all Morrow County Schools. The timeline for implementation is as follows:

Late September: *District Safety Team will meet to determine training dates, locations, and to distribute training materials and information for parents.*

Early October: *Conduct initial trainings for staff in each school. The initial training can be conducted in over 1-2 after-school staff meetings or during an hour of a Friday in-service.*

The district safety team will ensure that each school has the appropriate printed materials, "go-kits", and supplies necessary to be prepared for emergencies.

After staff has been trained, each school will conduct a lockdown drill.

Late October: *The district safety team will work with law enforcement, emergency management, and Mid-Columbia bus to develop scenario-specific protocols for each community that integrates the Standard Response Protocol. Each school will schedule drills for each standard response, including off-site evacuations and parent reunification protocols to be conducted over the course of the school year.*

November and beyond: *The district administrative team will continue to meet with law enforcement and emergency responders to conduct table-top exercises, on-site reviews, plan revisions and improvements, and specific trainings. Each school will follow a drill calendar that conducts drills that begin as planned drills and move toward an increasing level of spontaneity as the school year progresses.*

Windy River Elementary

No WRE report this month.

Management's Discussion and Analysis

Financial Highlights

No significant changes since last meeting

Future Financial Planning

There are the ongoing maintenance and technology needs that will require significant capital outlay over the next few years; however, this is nothing new to the district. The plan for the current fiscal year is the following:

1. Ford Focus – we will purchase this in September and complete the process of all communities having an updated vehicle.
2. Scissor Lift – we are still looking to purchase a lift that will allow us to install lights and complete projects at our schools.
3. Tractor – depending on where the maintenance budget ends up we would like to purchase an additional tractor for the south end of the district.
4. Mower – to continue with a rotation plan we will look to purchase a mower for the Irrigon community at the end of the year.

Technology – we are hoping the foundation will provide us some financial support in the current year that will allow us to move forward with purchasing IPADS for all teachers and the BIG expansion of our wireless network capability. The district is planning to move forward with the wireless network capability with or without funding from the foundation; however, the approach will be substantially different without funding.

Current Financial Issues and Concerns

The “red light” has been lifted from an e-rate perspective, thus, we expect to continue to receive the e-rate savings/refunds. We expect everything to continue in this manner until the final appeal is reviewed and then the results will determine our next course of action.

The district will be continuing our work in the following areas:

1. Technology plan – wireless infrastructure.
2. Technology hardware plan – future deployment of tablets
3. Staffing Plan for Federally funded programs – specifically, Title 1A. Along with the other funds.

Maintenance

The fire alarm system at Riverside High School is complete and signed off on by the Boardman Fire Department. The project was completed without any major issues and with limited changes. There could be some small change orders due to additional fixtures being added; however, very insignificant financially.

The Heppner High Boiler project is ongoing with numerous design changes. The engineers are still trying to figure out the best options for heating the school and hot water for the locker rooms. The current design will be to redesign the piping so all boilers can heat during the peak times. The boilers will also be used for hot water with the option of shutting down the holding tank during non-peak times. The project design is ongoing and we will try to ensure that the project will be completed by the end of October. However, until the final plans are received we are unsure of the timing at this point.

