

Principal & Director Reports

September 2011

AC. Houghton Elementary **School Board Goal #2**

This is the time of year that we are preparing for the beginning of our After-school Program. We will be reviewing the Map student assessment data from this past spring for last year's first and second graders. There is a predictive assessment score level that is an indicator that students will struggle to reach for the math and reading benchmarks for the school year in the third grade. This is also the year that both math and reading score expectations will have been bumped up by seven points each, which is an entire year of growth for this grade level. All of the students who are below these predictive score levels will be invited to participate in the After-School Program which will start next Monday, September 12. Students participating in the After-School program will work each day on math and reading benchmarks skills. They will do a rotating combination of the following activities:

1. Success Maker which is a math and reading tutorial programming on computers.
2. Study Island which is a benchmark formative assessment testing skill program.
3. Specific direct instruction for skill areas that are indicated by some of our formative assessment from one and two above.
4. Comprehension building reading and reading assessment through accelerated reader Zone of Proximal Development assessment.
5. Bal-A- Vis- X - a right/left brain function training coordination program.

When students take their fall Oaks assessment, we will adjust the participation in the After-School Program and, typically, add all those students who are not on track to pass the Oaks in the spring.

Heppner Elementary School

It is our second week back to school and we are off and running here at Heppner Elementary. Our current enrollment is 189 students which is up from the end of last year.

The HES Staff enjoyed preparing and gearing up for the start of the 2011-2012 school year. We had a very focused and productive in-service week planning and preparing for another rigorous and fruitful year at HES with continued school wide achievement and improvement in math, reading and writing again at the top of our PLC (Professional Learning Community) priority list.

In regards to [MCSD Board Goal 2: During the 2011-2012 school year, the number of students in grades 3-12 who improve their math and reading skills by meeting or exceeding the benchmark will improve by 3.5% annually as measured by \(OAKS\)](#). I chose reading as my focus for this month's report as the state has raised the benchmark scores in reading this year (as they did with math last year).

We are currently in the process of completing our school-wide DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS were developed to measure recognized and validated skills related to reading outcomes. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. The DIBELS assessments give us useful information about where each of our students are at in regards to the following 5 Big Ideas in early literacy identified by the National Reading Panel; [Phonemic Awareness](#) , [Alphabetic Principle](#), [Accuracy and Fluency](#), [Vocabulary](#), & [Comprehension](#).

At HES we use this information at the beginning of each school year to determine ability groups for our reading instruction at all grade levels, and to help inform us about students who need additional support and interventions. In grades KG-2nd we place students in Reading Mastery (our MCSD adopted reading curriculum) ability groups based on their results from the DIBELS assessment. For grades 3rd through 6th these results, in addition to their OAKS scores, give us useful information to ensure that all students are on track to meet their grade level benchmarks.

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-

School has started well with schedules complete and a high number of students involved in extra-curricular activities. We have 36 High School football players, 25 High School volleyball players, 22 Junior High football players, and 25 Junior High volleyball players. Mrs. Andrea Nelson and Ms. Jolene Stensland have started a new after school arts and culture club. Students will have multiple opportunities with traditional art activities such as painting and drawing, but they will also gain exposure with music, speech, and acting if they so choose. We are excited about the student possibilities for this new fine arts exposure.

Board Goal #2 Reading-

HHS has a new Advanced Placement teacher in Mrs. Jeanie Collins. With this transition, Jeanie has submitted new course syllabi to the College Board so she can become endorsed as an AP teacher. In the process of doing this, we have had some great discussions that have included our freshman/sophomore Language Arts teacher Ms. Jolene Stensland. The process of communicating and discussing the standards at each level has been healthy to have as an English staff in our school. Jolene and Jeanie are ahead of the curve with building their proficiencies around the common core. Jolene also is offering on-line LA credit that is aligned to the common core for our alternative school students. This is exciting to see such a devoted group of professionals that are ahead of most with working through the common core standards and putting them to action this early.

Currently the state only requires completed work samples in the high school. They do not require passing work samples There isn't any requirement with work samples for junior high students. So responsibility for LA work samples has been placed on our high school teachers. These teachers have traditionally assigned work samples as classroom assignments, scored them using the state rubric, and recorded them in Mastery in Motion as well as their grade books. High school students need three speaking work samples- one from each of these areas (impromptu, persuasive, and narrative). They also need 2 writing work samples. Students can choose from the following- narrative, imaginative, or a third option could be a persuasive or expository research paper. As a school, we take it one step further by having our students submit passing work

samples by the time they graduate. In the past, we have had students that have needed to redo a work sample until they passed it at a proficient level. This expectation has been made clear and our students have met the standard in every case to date. Being a credit by proficiency school, our staff has embraced documented proficiency with work samples. As we transition with conversations that are K-12 with work samples- I feel HHS is ahead of the curve and working hard to improve and meet the school board goal of a 3.5% increase in meeting/exceeding reading standards. Requiring passing work samples from our students is just another way to measure outcomes that are directly tied to our daily teaching of the standards in the classroom ☺.

Irrigon Elementary School

1. Math- Irrigon Elementary School did not make AYP last year in Math. I take it very seriously that we did not make it. Even though the Math scores went up in the middle of the year, there is no excuse. We would have made the goal school wide if only two or three students made the Math AYP. This year I have made two periods of Math required in the regular school day. One period is our Saxon Math or Oregon Math Focus which is our core math program. Every student is taking this class. Then the second math class is our intervention Math of 45 minutes. This is either Special Education Math, Title I math, or a leveled math in the different teacher's classes. We are focusing on Math with every child to every level. Something different with math also we are doing at IES is that we are creating a high level accelerated math program for student who excel or exceed in the OAKS math test. They will be able to take the next grade up in Math. This is new and I want to leave no student behind.
2. IES- Writing Plan: This is a plan that we started last year and our writing scores went up at least 9%. This year I bought 250 composition writing booklets and we are set to make four complete writing assessments for each grade throughout the whole school. Taking the time to correct the assessments and review them with the students takes lots of time. One assessment will be graded by teachers, another will be graded by other school grade teachers, another will be graded by the ESD and the last assessment will be graded by the regular classroom teacher. A last assessment will be graded by teachers at WRE and we will do the same for them. I want writing to have its place at IES to be equal to Math and Reading. We also have a writing period blocked in each class with another adult aid in every writing class. We also have a second period of more Language Arts to get more writing, spelling and vocabulary. IES is going to improve writing even more.
3. Parent Involvement at IES- I want more parents involved at IES than just the regular involvements that we have had. Therefore I have given direction for a teacher to take the lead in forming that Family Involvement Team. This is something that Mr. Mendoza gave us information on and I want to have stronger parent support at IES for every teacher and ever program at IES by the parents. I want parents to have more choice in the decisions that we make for their kids education. I don't want to give everything away, but I do want parents informed and able to make the best decisions for their child's present and future education.

Irrigon High School

Our staff has worked hard over the summer attending trainings, reviewing curriculum, and developing intervention strategies to implement this school year. With the district's support we have been able to implement the Reading 180 and Successmaker programs

into our school day. Both of these researched-based programs have a proven track record for improving student learning. We also continue to utilize Study Island to help reinforce reading and mathematical concepts. This year we are utilizing Kahn Academy (<http://www.khanacademy.org/>), a web based, self-paced, free program for students to utilize in their mathematics extensions classes to provide more targeted instruction to meet their individual needs. We have also incorporated additional extension classes into our schedule.

After school, we offer tutoring in reading and mathematics two days a week. We continue to offer our credit recovery program and will also be implementing an after school study hall. Students who stay after school to work on their academics will also be able to receive snack service. The after school tutorial bus will also be made available for students.

Morrow Education Center

Morrow Education Center has begun a new year with some huge changes. With respect towards Board Goal #1 and the increase in passing OAKS Writing Tests, MEC began a partnership with Heppner High School to assist in this goal and others. As a proven program of Proficiency-Based Curriculum, Heppner High's Language Arts program, filled practical writing assignments to help improve their skills will help serve this goal. In addition, with the use of other curriculum through HHS, in Social Sciences and Health, many writing assignments are offered throughout to solidify the skills learned and applied through the Language Arts courses. Additionally, through the implementation of Read180 and SuccessMaker we hope to fill in some gaps with the students who need additional assistance.

Riverside High School

Riverside Jr/Sr. High "Home of the Pirates"

Riverside Jr/Sr. high will provide for every student the pursuit of life-long success earned through educational excellence!

At Riverside Jr/Sr high school the following interventions and initiatives have been implemented to address the building Reading Goal:

Reading:

- We Identify students who are below benchmark and not on-track to meet the required reading benchmark for graduation and provided 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 2012, 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 will 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 2012 and beyond.
- There were 23 students their Junior year who were below the reading benchmark in the 2010-2011 school year, only ten remain below benchmark. Of these ten students, five students are within one points of meeting the benchmark score of 236. Of the remaining five, three students are below the required number of the high school credits required for graduation. However, these students are currently enrolled in online classes, where they have the opportunity to remediate missing credits

Sam Boardman Elementary School

- Our master schedule was adjusted to allow for longer reading blocks. The specialist schedule was adjusted to facilitate students getting to their appropriate specialist in a timelier manner.
- Each grade level identified core reading instruction time and worked with specialists to avoid pull-outs during these critical lessons based on Power Standards.
- Grade level teams along with reading specialist reviewed *Reading Mastery* placement tests and assigned students to reading groups. Reading groups started the second week of school.
- A team of assistants has been trained in *DIBELS* and has begun their first round of screening.
- Team 2 has already scheduled the students who scored low in phonemic awareness on MAPS in their first intervention using *Sounds and Letters*, a scientific based program.
- Third grade students on IEPs are scheduled for thirty minutes each day using the new computer program, *Success Maker*.
- The K-Team purchased a supplemental program, *Zoo Phonics*, to address low strands school wide in phonemic awareness.
- We are piloting a computerized musical fluency intervention for a limited number of third grade students called *Tune Into Reading*.
- PLC time continues to be provided within the school day allowing one hour each week for teachers to review common formative assessments, to make critical grade level decisions to improve reading; as well as, time to identify students for specific interventions.
- After School is slated to begin on October 3rd for third grade students needing additional practice. Practice interventions will include Study Island, Read Naturally and Bal-A-Viz-X.

Windy River Elementary

Board Goal #2 Reading and Math **July – August Jumpstart**

The goal of the JUMPSTART Summer School is to jumpstart students into the next grade. It is designed to provide a program that is academic, recreational, and safe' for those students who did not meet OAKS benchmarks. The program was designed for about 100 students. Students

had the opportunity to attend JUMPSTART for 14 days. Teachers were given information about each student as to the strands in which they were lowest. This information was given prior to the commencement of JUMPSTART, resulting in teachers being able to plan ahead and being ready for the students from the very first day (as opposed to having to screen during the first day or two).

- 4th grade, Basic math facts average score of 6/30 to 10/30, growth of 4pts.
- 4th grade reading, Basic reading skill development
- 5th grade, Fractions (add, subtract, multiply and divide) 4/35 to 14/35 avg growth of 10 pts.
- 5th Reading EL.RE.21 /09 Grade level informational text and vocabulary development 10/15 to 11/15
- 6th math. LCM and GCF Fractions all operations
- 6th/7th math 9/27 to 20/27. Oregon Standard 6.1 a-h fractions and decimals all operations.
- 6th reading Inferences, drawing conclusions, reading for information and vocabulary. 20/34 to 22/34
- 7th Math 6.1.2 and 6.1.5 Problem solving strategies and inverse relationships
- 7th Reading EL 06.RE 04/05 Making connections with text and listening comprehension.

New Staff Members

I would like to welcome four new people to my staff this year. Our new 4th grade teacher is Sybil Stewart. Charlene Bake is our new SpEd teacher. Jeremy LaFramboise is our new SpEd assistant and Rosa Salazar is our new ELL assistant.

Open House

WRE open house will August September 21 from 4:30-6:30. New idea, we are calling the event the WRE Extravaganza. This event is still in the planning stages.

Science Teacher of the Year for Eastern Oregon

Anna Browne has been awarded Science Teacher of the Year for Eastern Oregon. She will receive this award October 14th, 2011 in Coos Bay.

Management's Discussion and Analysis

Financial Highlights

- Our beginning fund balance is nearly \$550,000 higher than budgeted due to requesting stimulus money in the 2010-11 school year. We initially planned to request the money in the 2011-12 school year.
- We will be requesting stimulus funds by the end of September that we spent on reading, math, and teacher trainings the total will be nearly \$400,000. We were unsure if we would be able to spend these funds on items identified in the grant; however, with the help from the IMESD we found appropriate material to aid students in reading, math and give teachers additional training.

- The district purchased vehicles to start updating the gaining vehicles the district is currently maintaining: 2 maintenance pickups, 3 vans (1 for each community) for student travels, and 2 cars (1 in the north end 1 in the south end of the district and) for teacher, classified, and administrative use for travel.
- We are anticipating additional expenditures to continue in the following areas:
 1. Vehicles: As district vehicles fail we will determine if repairing is the best option or simply replacing the vehicle.
 2. Technology: We need to upgrade/replace most computers in the district. We are currently evaluating different options – desktops, laptops, or virtual networks. Currently, we plan to test the virtual networks at a few of our schools to ensure they will meet our needs prior to implementing at the remaining schools (where appropriate).
 3. Maintenance: Numerous unexpected projects have been identified (ACH kitchen water leak and IES draining of high water in two different areas); however, we do not expect any deviations from the initial budget. In the future the district may need to upgrade a tractor; however this will be evaluated when necessary.

Future Financial Planning

The district administration is starting the process of planning for the next 2-3 school years which will include the following:

1. Analysis of the district budget prior year actuals to budget
2. Analysis of expenditures by category
3. Budget planning for 12-13 and 13-14 with various scenarios
4. Development of a finance board package to be presented on a monthly basis that provides more relevant information: ADM variances, revenues and expenditures compared to prior year, current year variances, etc.

Current Financial Issues and Concerns

The district has no reason to believe, at this date, that there will be any significant changes to our anticipated revenues and corresponding expenses in the current year. However, looking into the future we are aware of the following events:

1. The 2011-12 school year will be the last of the stimulus money the district has received from the federal government.
2. The current option levy the district has is due to expire at the end of the school year.
3. District vehicles and end user computing hardware continues to age and will require additional expenditures in the future.
4. We continue to see a reduction in our federal program funding and anticipate this trend to continue in the future.
5. The school district has 50 students more than what we estimated in the budget; however, we are 50 students down from what we had hoped to have in the district during the fall enrollment. We are not anticipating any significant change from these numbers at this time.