

Administration Reports

November 2012

FOCUS – MATH INTERVENTIONS

AC. Houghton Elementary

Kindergarten Math interventions.

- Individual, one on one help, both during math and afterward if a student is struggling.
- Alternate hands on applications, in addition to Saxon. This is especially important for counting and number recognition.
- Integrating math into other subject areas such as writing and art projects (pattern necklaces!).
- Flash cards – again more practice

First Grade Math Interventions

The first grade team continues to teach interventions in the subjects of math, reading, writing, and language. We have examined the divisions of intervention for all the first graders, and we have moved students to different level groups, if needed. To make more of an impact on learning, we have decided to rotate the students among the different strands every two weeks instead of every week. We have shared testing data and performance of students. We will continue to meet regularly with observations and suggestions to make meeting student standards more obtainable.

Second Grade Math Intervention

For math intervention we have two groups, one high and one low group. With the high group, we are working on place value to the thousandths position. Teaching the students to read the number correctly, find the ones, tens, hundreds, and thousands in a given number, writing the numbers correctly is the key items we are working on now. Trying to teach them the importance of what place value means and how we can break apart numbers. For the low group, we are still working on telling time to the hour and $\frac{1}{2}$ hour. We are also working on what one hour from now and one hour ago is. In the coming week we will be moving toward working with money, specifically dimes and pennies.

Third Grade Math Interventions at ACH

- Small Group and Individual Group Work on Specific Needs
- Students work on Study Island at their own pace addressing their specific needs in Math
- Pop Up Math is used to work on students' math facts in adding, subtracting and multiplication. Students work through packets. Currently students are working on regrouping and borrowing.
- After School is using Plato and Study Island to help build math skills.
- Teachers are fitting in extra math time to address specific needs as seen in class. Purpose is to give students an extra dose of certain math areas that students need help on as in reading a clock, problem solving and introducing multiplication facts.

- Math Minute is used to help students work on a variety of math skills in all math strands. It is used daily to help students review and learn new concepts.
- Peer teaching where high math students are paired with lower students to help with math concepts. This is to help the lower students review math concepts that have already been taught by the teacher.

Heppner Elementary & Heppner High School

It is hard to believe that November has arrived especially since the cold and frosty mornings have yet to follow. Our enrollment in Heppner is currently 172 students at HES and 174 students at HHS. Our attendance percentage for the first quarter at HES was 94.13%, while HHS was 94.13%. As usual we will continue to promote the importance of regular attendance to the students and parents of Heppner Schools.

We recently held Parent/Teacher conferences at both schools with the Eastern Promise Classes at HHS being a focal point during our conversations at Heppner High School. The Heppner 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 support.

At HES Title I support focuses on specific skills targeted by both the classroom teacher and Title I teacher. The Title I teacher utilizes small group work and specifically targets students in grades K-2 for this support. SuccessMaker is also used in grades K-6 for math intervention. Students' progress in certain skills and standards can also be tracked using SuccessMaker. Study Island is another program used by most students in grades 3rd – 6th for additional practice with their math skills. In addition to these interventions, we also just recently began an after-school intervention program targeting students in third and fourth grades. Students receive individual or small group instruction two days a week after school. They work on math skill deficits designated by their classroom teachers. We also plan to implement the same type of program for our fifth and sixth grade students in the near future.

At HHS we 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 those 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 know exactly what needs to be focused on.
- Success maker math- a computer based remediation tool.
- New student evaluations. The 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.

I also recently attended the COSA Fall Conference in Bend and wanted to share some of my reflections from that conference. I felt that there were some very pertinent Assessment, Common Core State Standard and Data ideas that can help complement our Heppner Schools. The general sessions were very worthwhile and I also attended a couple of breakout sessions that were informative as well. In addition to the presentations and key note speaker, Mike Schmoker, I believe an even greater asset that I gained from this conference was the communication and networking with our district administrative team. This

relationship building is essential because it allows us to brainstorm and strategically plan, implement and support district initiatives and goals while bouncing ideas off of each other and TEAM Building at the same time. I came away from the conference with ideas from three different sessions that will be useful in the near future.

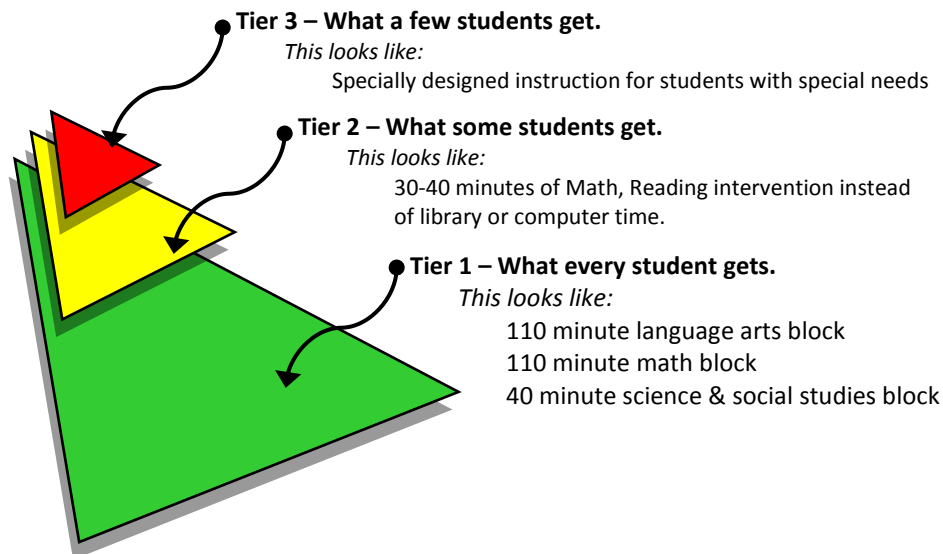
1. Educational shift and new initiatives were reoccurring themes at the conference and it didn't take long to figure out that many districts throughout the state are dealing with the same concerns that we are here in Morrow County. The good that is coming from many of the new initiatives and mandates is that conversations and strategies are now being implemented for real change with focus on both learning and teaching.
2. Data to drive instruction is being used more now than ever to derive useful trend patterns from assessments to improve teaching and learning. This is important because as more teachers in a building become data driven and strategically look at their assessment data, the results for improved instruction and student learning are greatly enhanced.
3. CCSS will cause a more concentrated effort on combining writing as an essential skill associated with learning across the curriculum while narrowing our focus to the CCSS which will be more rigorous than the current OAKS system.

I found the conference to be a worthwhile experience and found real value in the networking which took place amongst our MCSD Administrative Team.

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

Irrigon Elementary School

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



We have a schedule that provides separate intervention times in addition to longer regular instructional blocks.

4th grade schedule:	Pos. Act.
	Lang. Arts.
The day begins with Positive Action.	
There are 110 minute Language Arts and Math blocks.	Recess
	Math
There is a 40 minute Social Studies/ Science block.	Lunch
	Recess
There are 40 minute Computer and Library blocks.	Soc. Studies/ Sci/Write
	Library
This is when students are pulled for Math interventions.	Recess
	Computer
	PE/Music Prep

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

We chose EasyCBM because it provides a suite of tests that help us both place and monitor student progress. It includes three screeners – tests we give every student in the school in the fall, winter, and spring. It also includes enough progress monitoring assessments to test each student in an intervention class every three weeks to 1) make sure they are showing growth, 2) decide if and when it's appropriate to exit them from the intervention class, and 3) determine if any material needs to be re-taught or enriched.

In the Math intervention class, students receive more individualized instruction using SuccessMaker, SRA Math, and teacher-created activities designed to reinforce and help them understand what they are learning in their regular math class. This extra support solidifies their learning and helps them grow enough to begin catching up to their peers.

The material taught in the Math intervention classes is aligned to the common core and chosen in consultation with each student's classroom teacher. Laura Rowe, our Math intervention teacher, meets regularly with the other grade level teams to determine what should be taught and when it should be taught to stay aligned to the Common Core State Standards.

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

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

Irrigon High School

We are supplementing the middle school mathematics program this year by adding an additional section which has allowed us to keep our math class size to an average of 17 students per class. These smaller settings make it ideal for staff to provide more individualized writing instruction. Additionally, we have placed three high school students as peer tutors in these classes. Finally, we have been able to add an additional staff member through our new GEAR-UP grant – Harvest of Hope III (HOH III) to help in all of our middle school classes.

At the high school level, we have begun our second year utilizing Kahn Academy as our primary math interventions. This free on-line program continues to be a tremendous asset for students. With 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. Last year our students demonstrated an average growth of 9.7 points on their OAKS scores, with nine students testing out of the class by meeting the high school benchmark of 236. As soon as students

have benchmarked, 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.

After school, we have students from our tutoring club available in the library for assistance with any class for both the middle school and high school. Through our Oregon GEAR-UP grant we have been able to have a math teacher available in the library every Monday. Finally, our HOH III funded tutor is available after school as well. All after school tutoring lasts until 4:00.

Riverside High School

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 support Math development:

Math:

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- Each of the math teachers allows their math students to retake quizzes and exams until they have passed them
- In JH math we are starting a virtual math after school class. The class will run from 3:00 to 4:00 pm. Each student has a Student Learning Plan and will use IPADs to access current programs in the building to support the SL. Programs being utilized are: Study Island, Khan Academy, Success Maker and Read 180. This class enrolls 20 students that will be monitored for progress on a weekly basis. Our intent is to work with students are that needing extra support in Math/L.A. We will be enrolling students as we exit students based on pre-post testing results.
- At the end of 2nd quarter, we will open our doors for an intense Friday School support program for our struggling Math and L. A. Students. (7-12)
- **Individual Teacher Support:**
- One teacher is open for business every Friday from 10-12 but showing up on Friday's is voluntary for students.
- Teachers offer extra help before school, after school, and during 3rd period
- Teachers also encourage students to stay after school but again it is voluntary
- **Switching to Common Core**
- Teachers are doing more problem solving with word problems
- Instruction focuses more on logic and reasoning instead of memorizing procedures.
- Teachers are using the curriculum guide to design all lessons using the common core standards.
- One teacher has attended to CCSS meeting in Pendleton for updates on standards and implementing them into our district.
- CCSS -Freshman will be able to take the oaks test and will be able to bank that score but will have to take the smarter balanced test. And this years 8th graders will also be able to take the oaks test and bank it for graduation, but will need to take the smarter balanced test too.
- We learned that Smarter balanced test scores may be able to pass for college entrance exams.

Sam Boardman Elementary School

Math:

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.

Here are some of the adaptations and strategies made at each grade level.

Kindergarten:

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.

Team 1:

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 sponge activities into daily routines. While each of these in and of themselves may not seem to be much, the fact is, students are getting math instruction ALL DAY LONG. This has proven to be beneficial for first grade students by reinforcing the learning students do in Saxon math block.

Team 2:

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. Team 2 has been working together to utilize MOBI clickers, and Exam View to create CFAs (Common Formative Assessments). These tools assess student progress and allow teachers to correctly form RTI groups to remediate specific needs. 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.

Team 3:

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. For example, the “Investigation” lesson, which used to be supplemental on test day, is now very beneficial for teaching mathematical practices. Teachers have purchased supplemental materials specifically designed for Common Core from Saxon Math and Scott Foresman. They found “Math Quizno” questions 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. Teachers promote games with math concepts during inside recess. For example, Yahtzee helps students practice probability and sequencing. For students needing a formalized RTI lesson, our adaptive computer programs (Success Maker and Study Island) provide structure and monitor progress.

Workshop/Conferences attended by Jacque Johnson:

- 1) ODE-Professional Evaluation in Portland. This workshop highlighted the new requirements for professional evaluations due to Senate Bill 290 and the State’s Waiver. My take-away was an emphasis on the shift from using walkthroughs as a part of evaluation (or as a teacher might perceive them...as a “caught-cha”) to using walk-throughs as a way to collect data to support teachers with professional development.
- 2) OrRTI in Portland. I came back with three big ideas that will impact reading next year at SBE. The first is a focus on “Tier 1”, or the core reading instruction, using the “Big 5” (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to analyze. The second is a need for a new master schedule to accommodate 90-110 minutes of uninterrupted reading blocks, with an additional 30 minutes of RTI time dedicated specifically to reading. Third is a need for a district-wide progress monitoring assessment (Dibels Next, Easy CBM, MAPs, Scholastic Reading Inventory, etc.). There are more trainings and workshops scheduled to continue our improvement efforts.
- 3) COSA Annual Principal’s Conference in Bend. Dr. Rudy Crew, Chief Education Officer, presented his “Tipping Point” using a formula to measure the health of communities and school systems to describe the point at which it becomes almost impossible to improve schools. He shared a sense of urgency because Oregon is at the tipping point. We need to invest now! Mike Schmoker presented on “First Things First for the 21st Century” i.e., back to the basics: a viable curriculum, student engagement, higher order thinking with an eye on data. There was a new format at the COSA conference called “Speed Dating” where participants could attend 15 minute sessions. I attended a fascinating presentation on iPads for education.

Windy River Elementary

Math, Math Instruction and Interventions

Windy River has many points which it follows its Math instruction. First, in the Master Schedule there is blocked off 110 minutes of Math/Science dedicated to Math and Science. Math is integrated into Science as much as possible. This time is protected so that every student is present in their classroom for core math instruction. There is a second time of Math Intervention. At this time students go to Title Math or stay in the class for extra enrichment math.

In the Title Math, students get support with other supplemental math programs such as: Spectrum Math, Math Steps, Math Success, Math Skill Builders, and Math White Boards. The Title Math program follows the same Math scope and sequence document of the district, so students are being taught focused grade level Math standards to pass the State assessment in Math.

Teachers are also doing interesting instruction in Math. Regular classroom teachers are using district curriculums such as Oregon Math Focus, Saxon and McGraw-Hill. The extended Math/Science period give time to do more Math if needed and also integrate it with Science.

With technology WRE have students use Study Island on Wednesdays to work on Math and Reading.

The special education program uses SuccessMaker for students to work on Math to their specific academic program goals. Also in the resource room, students get direct intervention in small groups of 2 to 5 students. Sometimes to provide more support for regular classroom Math work, the resource room provides tutoring for students who are working in core Math class work.

One sixth grade class is using a new pilot program in Math called Luminosity in both Math and Reading. We are testing to see if student growth is more in this program or in Study Island. In the After School program, it is centered on Math and Reading. For Math, they are using other supplemental curriculums such as Math Basic Facts, Spectrum Math and NCTM Math Connections. The Homework After School program works on Math, Reading, Geography, or what the student brings.

In ESL, the ESL teacher has shared with staff the entire Math vocabulary word needed to be taught and used for students to know. These vocabulary words are crucial in the development of Math problem solving. We know Math can be in many things. Windy River Elementary School is getting ready to confront the new

Assistant Superintendent Report

We are pleased to announce that Morrow County School District has received grant funds from Oregon RTI to offset the costs of implementing new RTI systems for all elementary schools.

This money will be used to support professional development activities (such as attending required or optional trainings), purchase of materials, and other costs associated with RTI implementation in our district.

Response To Intervention (RTI) is a general education framework that involves teaching research-based core instruction with fidelity, ensuring each school as a system of interventions to support below level students as well as providing regular monitoring of student progress. The use of learning data to make educational decisions is also a key focus.

RTI calls for early identification of learning and behavioral needs, close collaboration among classroom teachers and special education personnel as well as parents. Schools develop a systemic commitment to locating and utilizing the necessary resources to ensure that students make progress in the general education curriculum.

During the course of this school year and over the next five school years Morrow County Schools will be looking support the following practices as we implement Response to Intervention (RTI) practices district wide:

Core Principles of RTI

1. The educational system can effectively teach all children
2. Early intervention is critical to preventing problems from getting out of control
3. The implementation of a multi-tiered service delivery model is necessary
4. A problem solving model should be used to make decisions between tiers
5. Research based interventions should be implemented to the extent possible
6. Progress monitoring must be implemented to inform instruction
7. Data should drive decision making
8. Use assessment for 3 different purposes (Screening, diagnostic, progress monitoring)

What Must We focus on in Morrow County:

1. Align our Core curriculum & instructional practice in grade K-6.
2. Create 90 minute uninterrupted Readings Block in each elementary school-
3. In addition to Core instruction, ensure each school develops a small group, individualized multi-tiered intervention system to support students that are below level in reading.
4. Implement a district wide Universal Screener and assessment schedule with Progress Monitor protocols
5. Ensure all schools have Sufficient time to discuss data, collaborate, plan, and ensure fidelity of curriculum and instructional practice
6. Literacy block must teach the big 5- Decoding, (Phonemic Awareness) Phonological awareness Fluency, Vocabulary, Comprehension (Hots-Lots),
7. Ensure all schools Develop Special education procedures around RTI- Referral process, evaluation plan, evaluation and eligibility process aligned

-Title 6 Rural Schools Grant-

ELEMENTARY & SECONDARY EDUCATION— Rural and Low-Income School Program

(1) ELIGIBILITY- A local educational agency shall be eligible to receive a grant under this subpart if —

(A) 20 percent or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty line; and

(B) all of the schools served by the agency are designated with a school locale code of 6, 7, or 8, as determined by the Secretary

Title VI-B RLIS grant allocation for 2012-2013

42,407

(1) Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers. **1,407**

*Funds will be used for professional development to help classroom teachers better understand Ipad and Itouch devices and how they can be used to enhance education in the classroom. Staff need to better understand options for learning around Multimedia, classroom centers, students completing coursework, students completing online learning programs, etc.

(2) Educational technology, including software and hardware, as described in part D of title II. **31,000**

*Funds will be used to support below level and intensely low performing students in the area of literacy. Read 180 is considered one of the top research based reading intervention programs for Jr/Sr high students. We currently have 120 licenses district wide. This purchase will give us an additional 60 licenses of READ 180 so our Jr/Sr High schools can expand their read 180 program to non special education students. Funds can specifically be used for the following:

a. Data-driven Personalized Instruction

b. Formative Assessment and Adaptive Learning

c. Performance-based and Innovative Assessment

(3) Activities authorized under the Safe and Drug-Free Schools program under part A of title IV. 5,000

Leadership Institute: Funds will support Non ELL, Non Migrant students to participate in a one week intensive leadership camp that focuses on post secondary planning, Seven habits of highly effective teens, future focus, and collaboration.

(4) Activities authorized under part A of title I. 5,000

Funds will support Title and Migrant Summer Schools- funds will be used to support materials, supplies, para educators and classroom teachers for Summer school.

Management's Discussion and Analysis

Financial Highlights

The October estimates were received from Oregon Department of Education (ODE) and we are not seeing any significant changes in the estimates for the 2012-13 fiscal year (approximately \$12,000,000)

Future Financial Planning

There are no significant changes from the previous months report for the district. We still plan on purchasing the following items and completing the following projects: a car, a bucket lift, and upgrading the fire detection system at Riverside High School.

The Irrigon Elementary School high water issue still needs to be addressed and we are working with the Morrow County Highway Department for possible solutions. Everything will be dependent on budget constraints.

Current Financial Issues and Concerns

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

Until the State of Oregon provides additional information to districts it's very difficult to figure what the future holds for schools and specifically Morrow County School District. The district realizes that a \$6.3B budget for education should maintain current levels; however, as costs continue to increase, in maintaining our education environment, additional cuts will be necessary without more funding.

Maintenance

The District has met with Oregon Department of Energy (ODOE) and Ameresco to help develop a plan for energy conservation at numerous schools. The ODOE visited Windy River Elementary, AC Houghton Elementary, Heppner Elementary, and Heppner High School. ODOE will be developing some recommendations for specific energy audits at these schools in the next few months. Ameresco is currently setting up additional meetings with us to walk each of the schools to help develop an energy conservation plan for the district. The district is in hopes that by the end of January there could be some grant money available for projects.

Other Project Updates:

1. District Office – waiting to receive the report from the County Building Inspector Office. Also, working with different contractors to see about receiving some cost estimates for projects that need to be done at the District Office.

2. RHS fire detection system – working with 3 vendors to get quotes on cost and plans to update the system.
3. Irrigon Elementary School - water issue is still not solved; however, the pump system has cleared the parking lot and Paul Danielson is in the process of winterizing the system. We will have additional updates once we meet with the County for possible solutions.

Human Resources Report

TSPC & Professional Development Plans: As a result of action taken at the Teacher Standards & Practices Commission (TSPC) meeting in July 2012, Continuing Professional Development (CPD) for educators has changed. The following information describes the changes that were adopted:

ALL educators who have obtained a final license type will be required to complete Professional Development Units (PDUs) to renew their license, **regardless of employment status**. A “final license” type is defined as a license that an educator could choose to renew indefinitely, for the remainder of a career. Initial I licenses are not considered “final licenses” as they must convert within 10 years to a permanent license.

The potential impact to MCSD will be a “likely” decline in our licensed substitute pool. Our sub pool is now made up of many retirees with full, Oregon licensure, as well as regular sub licenses and restricted sub licenses. The old ruling allowed them to continually renew their full licenses without having to downgrade to the “substitute” license, and because they were not “under contract” they did not have to meet the continuing professional development requirement. Now, in order for them to maintain their licenses, they will have the same requirement for professional development as any other teacher **OR** 75 PDUs for a 3 year license (Initial II, Basic) or 125 PDUs for the 5 year license (Continuing, Standard). The down-graded sub licenses are 10 PDUs per year or 30 maximum for the 3 year sub license. The Commission wants all educators to stay engaged in the profession; however, many retirees will more than likely not do coursework or activities to meet the new law.

With that being said, I have sent letters to all district licensed subs alerting them to the new requirement that goes into effect January 2013. With that letter they are being invited to attend any district professional development activities that are being offered. Additionally, they will be given the opportunity to take online trainings through SafeSchools.com that will assist them in meeting this requirement.

OSBA should be sending out new policy in the December updates, so look for a recommendation to revise board policy coming out within the next month or so. j