

Administration Reports

January 2015

Focus for January – 236 plan for students who have not met benchmark.

AC Houghton Elementary

All students not meeting their target RIT score in reading, math or both have been invited to attend the after-school program. In the after-school program students rotate weekly. They rotate through three core classes; Language Arts, Math and computers. In Language Arts the students spend half of their time engaging in skill building activities and half their time reading AR books and taking AR tests with support from staff. In math the students spend half their time working on vocabulary and number sense activities and the other half of the time on skill building in the problem solving and areas of weakness as indicated by teachers and OAKS data. In computers the students engage in Study Island and Success Maker with small group instruction as needed.

Summer School Plan

Students are invited to attend summer school based on EasyCBM test results in reading and math. Students are also invited to participate based on migrant status through the ESD. Teachers provide input on migrant students classroom status, and this information is given to the summer school teachers. The actual classroom instruction is program based on the testing data from EasyCBM, input from classroom teachers, and the pre-testing done at the beginning of summer school. Emphasis is placed on vocabulary and story comprehension in reading, and problem solving skills in math with an additional focus in a specific skill area (example: fractions - starting with identification of, equivalent, and even reducing fractions). Study Island is an important resource in third grade work as the students are individually assigned based on areas of need from EasyCBM testing data. Each student can work at an individual pace with support from the teacher and aide. AR reading and testing is monitored with goals set and progress reviewed with students daily. Included in the lessons are direct instruction in learning reading skills and strategies, reading and enjoying chapter books with activities, learning how to solve math problems with a direct instruction hands-on approach, and enjoying a science center theme each week which includes reading and solving problems. Usually teachers have acquired a large variety of materials to choose from, whether from school series or personal purchase, so the design of the lesson can be made to fit the needs of the kids in the summer school time frame.

Heppner Elementary & Heppner High School

With the end of the first semester rapidly approaching we are working with our building level PLC's planning and strategizing on how to improve our 236 plan to best meet the needs of students as we transition from the OAKS, to the Smarter Balance assessment that we will soon be accountable for. This month's report is a summary of our current 236 plan and how it correlates with our RtI (Response to Intervention) plan to ensure that all students are meeting their benchmark goals and showing adequate annual growth in preparation for testing this spring.

We continue to 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. This provides students 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 and student learning. 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 more intensive interventions that support our 236 plan, like Academic Friday's.

This step of the plan is 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. This model is not intended to replace special education and its procedural safeguards, but rather through the Friday Benchmark Boost component of our 236 plan in Heppner, provide students who are struggling with additional opportunities to learn and show the necessary growth to meet grade level benchmark goals before the end of each school year.

Tier 1 Core Program components that are currently in place to help ensure that all students are meeting the mark in regards to our 236 plan include; Journey's Curriculum, Intervention-Reading Mastery (with ability grouping), HEROES Reading Program, Engage NY, Go Math, Saxon Math, Easy CBM, educational assistant support/help in the classroom, parent volunteer help/support in the classroom, HHS TA help/support in classroom, Friday study halls, and "after school" study halls just to name a few.

Tier 2 Supplemental Program components of the plan include; Title support, Success Maker, Read Naturally, Read 180, Bal-A-Vis-X, Bring Up Grades (BUG), Benchmark Boost opportunities, COLT Tracks, and C.O.L.T. Intervention Time. It is under the Tier 2 component of our buildings RtI/236 plan where students receive extra additional supports and are required to attend Benchmark Boost Fridays to close the gap between their benchmark goals and end of the first semester progress towards those goals. Benchmark Boost is a structured Friday program that provides extra focus in reading and math for students who have not yet met their grade level benchmark or are not on track to meet them by the end of the year. Summer School is then strongly recommended after the final assessment results are known for students who have not yet met grade level benchmarks or shown adequate growth.

Tier 3 Intensive Program components that support our 236 plan include; Special Education, "one on one" instruction, Success Maker, Read 180, along with Academic Fridays, Benchmark Boost and Summer School recommendations if needed.

We continually seek opportunities to increase partnerships with all stakeholders for continued improvement and to provide the necessary programs, learning opportunities, and interventions to help facilitate our 236 plan.

Irrigon Elementary School

The 236 plan at Irrigon Elementary consists of many opportunities for additional learning time for students that aren't meeting their target RIT score in Language Arts and Mathematics. Many of our interventions occur throughout the school day during pull-out groups for ELL, Title and Special Education, as I have described in previous board reports.

In order to help us select students that need additional learning time, we use three sources of data. These include Easy CBM Benchmark and Progress Monitoring tests, the most current OAKS results, as well as teacher recommendation. Students who score below grade level standards on those tests will first be identified to receive additional support in Title pull-out groups. Classroom teachers and Specialists meet weekly to evaluate the interventions and level of appropriateness for the students receiving them. In addition to interventions during the day, we have two additional components to our 236 plan; the After School Program and the Summer School Program.

The After School Program

The After School Program runs daily from 3:05 p.m. – 4:20 p.m. The students arrive directly after school and begin with a snack. At 3:20 the academic program begins. It is divided into 2 – 30 minute blocks of time. Students rotate to two different locations. For their first 30 minute block, they go to their grade level classroom where they receive language arts and math instruction alternatively each day. The teachers, which is a grade level teacher with whom they are familiar with, design instruction from our curriculum thought to delve deeper into their learning through an enrichment or intervention lesson. The second 30 minute block of time is computer based where they work on prescriptive lessons on Scootpad, which was described in the November Board Report. The program is staffed by 3 licensed teachers and 3 Educational Assistants. Currently, approximately 45 students attend.

Another component of the After School Program is our Lego Club in which 12 additional students attend. I look forward to explaining this portion of our program in a later board report and also showcasing their hard work at the board meeting we will host in March.

The Summer School Program

Students will be invited to attend the Summer School Program based on their Easy CBM data for the year, as well as teacher recommendation. Typically, we use OAKS data, however with the new test (Smarter Balance) we won't have test scores prior to the end of our regular school year to be able to do that. This will force us to rely heavily on the validity of Easy CBM and District adopted curriculum assessments. Students are also invited based on their Migrant status. Testing data from Easy CBM will be used to design instruction based on the greatest area of weakness. The program begins with pre-testing on those standards and concludes with post-testing, so that we can closely monitor student progress. Curriculum from the school year is used during the program, as well as many supplemental curriculum resources. This allows for lessons to better fit the needs of the students in the program. The Summer School Program is unique in that students can work at individual paces with support from a classroom teacher, as well as an educational assistant in each grade level. Class sizes are kept to less than 30 with each pair of adults. The AR program continues to be used, as well as computer based resources such as Scootpad.

Irrigon Jr/Sr High School



Our 236 plan affects primarily the middle school in regards to failing classes. (HS students have the option of either retaking the class the following year or through our computer based credit recovery program after school or during summer school). Middle school students who fail any core class (reading, writing, math, social studies, or science) are required to attend our after school program and/or summer school to make-up those classes. Traditionally, our after school program has run 3rd and 4th quarter based upon 1st semester grades and our summer school has been based largely on 2nd semester grades. While we will still be utilizing this approach again this year, we have expanded our after school program to include 2nd quarter as well. The focus during 2nd and 4th quarter will be different in that it will represent a more proactive approach in an effort to reduce the number of failing grades at the end of the semester. At the end of 1st and 3rd quarter students who are failing core class are required to attend the after school program, but may be excused from the program once their failing grades are raised to a C or better. Again, our hope is to help keep students on

track academically and from having to play 'catch-up' later on in high school. Middle school students are also able to take advantage of the tutorial bus from IES at 4:10 if needed.

During the course of the school day, our 236 plan is more embedded within the schedule itself. We continue to offer several sections of our Read 180 program, math interventions, and writing extensions. We utilize OAKS, Easy CBM, and other test data to help place students into these classes. Once students are at grade level, they are exited from those classes. Additionally, study hall has been added to the schedule for middle school students.

Again, both parts of this plan are designed to help students close the achievement gap and stay on track to meet the high school graduation requirements.

Riverside Jr/Sr High School

With the help of Gear Up funds, Riverside is currently offering math and science support after school programs on alternating days Monday-Thursday and for four hours on Friday. These tutorial sessions are open to every student, but are focused on helping students meet their OAKS/Smarter Balance tests and graduation requirements.

Mrs. Shane has been overseeing the math tutorials and has been working specifically with seniors that have not met their OAKS requirement to boost up their math skills prior to OAKS and Work Keys tests.

As an enrichment program we are also offering a science club opportunity. Ms. Renfro and Mr. Holechek have been recruiting students to participate in our robotics program.

During school we currently have reading and writing lab classes and a senior math class to give support for students struggling in the subjects.

Currently we have the following numbers of seniors needing to pass OAKS or another assessment for graduation:

- 7 – reading
- 8 – math
- 10 – writing

We are currently planning to continue with our three week / four hour a day summer school program. Junior high students that do not pass core classes at the semester and/or Smarter Balance tests are required to attend. We also offer credit recovery for our high school students.

Sam Boardman Elementary School

Students begin their formal learning with us at Sam Boardman, and we immediately begin the process of monitoring their progress as we begin to teach them what they need to now to be successful. There are a number of assessments available to us to use with students. Some of them are embedded into the units and lessons in the class (chapter tests, quizzes), some of them are more formal (work samples, EasyCBM, STAR, ELPA and Smarter Balanced). Each student is "screened" in the Fall, Winter, and Spring to make sure they are making adequate progress. If they fall behind, our frequent assessments will pick it up and we will then provide targeted interventions for that student.

Grade level teams meet every week to review assessment results to monitor the progress of all students and to determine which students need supportive interventions. Our school provides a variety of interventions such as the After School and Friday School program. That program is effectively an

additional intervention (in tandem with the interventions provided within the school day) to reinforce newly acquired skills through prescribed interventions such as Read Naturally, Success Maker, CARS & STARS, as well as 1:1 and small group tutorial. The Friday School Program is designed specifically to help build each of the necessary skills for students to be more successful on the new Smarter Balanced Assessments (SBA) by providing sample tests, problem solving skills, and the computer skills (keyboard and mouse) necessary to complete the SBA.

We also offer in-school teacher interventions within the regular classroom and Title 1, which is a small group pull-out which offers direct instruction, language development and/or computer assisted interventions. Computer assisted remedial tutorials are used through whole-class computer lab and as a pull-out: Edmark (sight word reading program), Success Maker (adaptive reading and math), Read Naturally (reading fluency). At least 70 minutes are available to grade level teams each day for teachers to skill group students and prepare lessons to target defined skills, and enrichment activities for students who have mastered the skill-set.

Communication with parents is comprised of two elements: information about grade level expectations and to inform when children are not making adequate progress.

An Open House and Family Information Night is conducted to introduce how to access supports on our SBE web site and Title supports, Common Core State Standards for specific grade levels and how to read assessments. Report cards with grade level indicators are sent home quarterly as well as notice letters in February and again in April to all third grade students below benchmark informing parents of the interventions available to their child. EasyCBM and for some students MAPs are also conducted and shared with parents during parent-teacher conferences.

Windy River Elementary School

These are the supports for our 236 Plan in helping students show growth and benchmark in Reading and Math at Windy River Elementary School.

1. Easy CBM Testing: This is our third year of using the Easy CBM test to monitor all students in both Reading and Math. Each student is tested three times a year to get a base level knowledge of their ability and growth in Math and Reading. We use this data to evaluate if a student needs Title I intervention, class room interventions, Friday School interventions or a special one-to-one intervention with an educational aid. This data from the Easy CBM can also be used to measure if a student is growing or if not, should they be referred to Special Education testing.
2. Friday School: We started our first Friday School in December. The Friday School is designed to give students time to finish classroom school work, time to do AR reading because students need more time just to read, and to work on MobyMax Math on the computer. This is to put more time into practicing math skills already taught by the teacher. Also during our Friday School, we are having ESL students work on Rosetta Stone ESL. This gives them more time improving on their English skills. Lastly, we are using Friday School to have students work on the Smarter Balance Practice tests in Reading and Math. This gives students more experience on how the new tests asks questions and the process of managing the computer graphics and operations of taking the new Smarter Balance test. We want students to be ready on taking the test.
3. WRE Summer School: Summer School this year will be held here at Windy River Elementary School. Students who did not show a year's growth in Math or Reading as per the Easy CBM assessment and class grades will be invited to attend summer school. Summer school will focus on benchmark instruction of Math and Reading. Three teachers and three instructional aids will serve the academic student needs for the 12 days of summer school.

Management's Discussion and Analysis

- The 2013-2014 financial audit went well. Mitch Saul, will present the audit results at the meeting on Thursday at which time financial statements will be distributed.
- The audit confirmed the General Fund's ending fund balance as of June 30, 2014 totaled \$3,849,460. The ending fund balance improved over the previous year largely due to vacant positions in the budget at the end of the year, fewer claims for unused vacation and reprioritizing maintenance projects by moving to a long range facility plan.
- At the last Board meeting, the Board requested a historical recap of the District PERS rates:

Biennium PERS Rates		
<u>Year</u>	<u>Tier 1/Tier 2</u>	<u>OPSERP</u>
2015-2017	13.34%	8.65%
2013-2015	15.44%	13.44%
2011-2013	13.12%	11.61%
2009-2011	6.49%	7.01%
2007-2009	9.48%	11.75%
2005-2007	9.64%	4.86%

Maintenance

- The District is planning to meet with both the DLR Group and McKinistry during the week of January 12th and 19th. The goal will be to go over preliminary findings and start the development of a maintenance plan for McKinistry.
- The DLR Group is planning to present the preliminary findings to the School Board during the February meeting.
- The repairs for the Windy River Elementary pipe leak in the office came in way below \$10,000 with the biggest expense being O so Kleen for \$3,306; Jay Keithley for repairing countertop formica at \$2,156 and Apollo was only \$720 for their emergency repair that day for a total of \$6,182. They will have some office supplies to replace: a phone and a computer that IT will take care of.

Injury Report

No workers compensation claims to report at this time.