



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, November 18, 2013 4:45 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZi9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us

Monday, November 18, 2013



Corvallis

SCHOOL DISTRICT

4:45 PM

AGENDA

Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, November 18, 2013, 4:45 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. SCHOOL IMPROVEMENT PLANS - CHS FEEDER SCHOOLS
 - II.A. Adams Elementary School

Adams School Improvement Action Plan

School-wide Problem-of-Practice:	<p>OAKS data indicates that students who qualify for special education services at Adams School perform below all students in math. When average RIT subgroup scores are compared at grades 3, 4 & 5, these subgroups of students are not on track to reach average scores of the total population. When average RIT scores are graphed over time the trajectory line shows that this subgroup's scores remain the same or fall over time.</p> <p>OAKS data indicates that students with disabilities at Adams School perform well below other students in math. Only 31.6% of students with disabilities in grades 3-5 met state math standards on OAKS in spring of 2013</p> <p>We need to check student progress on a regular basis and provide research-based interventions to support students for success in math.</p>
Theories-of-Action:	<p>If we use STAR Math Assessment to screen and progress monitor students in math then we can create appropriate intervention groups to ensure all students are receiving sound instructional strategies and interventions.</p> <p>If we focus on using STAR Math Assessment diagnostic reports more frequently and follow up with targeted math interventions then we will be able to create a responsive, adaptive intervention program that will in return help improvement in students' mathematics OAKS scores.</p>
SMART Goal Statement #1: Math (OAKS)	<p>Using the Oregon typical growth model as a guide, all Adams students with disabilities in grades four and five will show measurable growth to meeting or exceeding the spring 2014 OAKS mathematics assessment.</p> <ul style="list-style-type: none"> - There are eight students with disabilities in fourth grade. Five of the students with 2013 OAKS math assessment scores of 200-211 (not meeting) will increase their RIT scores by at least nine points on the spring 2014 OAKS math assessment. Three of the students with scores between 215-216 (meeting) will increase their RIT scores by seven points on the spring 2014 OAKS math assessment. - There are six students with disabilities in fifth grade. Four of the students with 2013 OAKS math assessment scores of 210-217 (not meeting) will increase their RIT scores by at least seven points on the spring 2014 OAKS math assessment. Two of the students with scores between 221-229 (meeting) will increase their RIT scores by five points on the spring 2014 OAKS math assessment.

Leadership Implementation Strategies <i>IF</i>	Results Indicators <i>THEN ...</i>	Primary Leadership	Desired Benefits	Sources of Data to Monitor
If we use STAR assessment diagnostic report quarterly to determine strands of math that need particular focus for students with disabilities in need of an intervention	Then we expect to see regular modifications and changes to intervention program to best meet the needs of individual students.	Chris Hawkins – <i>RTI</i> RTI Assistants LRC Assistants (in cooperation with classroom teachers)	Classroom teachers using STAR data to create flexible groups that focus on particular CCSS strands in need of extra practice to achieve proficiency	STAR Data – common core strands for specific skills Intervention group schedule aligned with current intervention programs Intervention lesson plans
If we progress monitor students who qualify for special education services bi-monthly to ensure they are accessing interventions and progressing throughout the year	Then we expect to see continued consistency in interventions with appropriate changes as needed.	Byron Bethards – <i>Principal</i> Chris Hawkins – <i>RTI</i> Cody Hansen – <i>LRC</i> PLC Teams	Classroom teachers using data to monitor student growth. Students achieving proficiency on grade level standards.	STAR Data – progress monitoring scores Progress reports on IEP short term objectives
If we provide classroom teachers with student’s IEP math goals that are tied to grade level content	Then we expect that classroom teachers will be knowledgeable of the IEP math goals for students with disabilities and see differentiation in general education instruction to help students meet their IEP goals.	Byron Bethards – <i>Principal</i> Cody Hansen – <i>LRC</i> PLC Teams	Increased awareness of IEP goals Classroom teachers working as a team with special education staff	Quarterly check-ins with teachers on students’ progress towards meeting IEP goals PLC notes on implementation of special education interventions
What are some things you anticipate you will need to do to ensure success?				
Frequent walkthroughs, professional development on: effective monitoring practices in math, effective math interventions, effective math strategies for students with disabilities, and provide staff members with coaching and mentoring to support implementation of professional development goals.				

Adams School Improvement Action Plan

School-wide Problem-of-Practice:	STAR data indicates that 20 percent of Adams students K-5 are below benchmark in mathematics. Following the RTI protocol, 14 percent of students K-5 are in need of a yellow zone intervention and 6 percent of students K-5 qualify for an urgent, red zone intervention.			
Theories-of-Action:	If we focus on best practice in mathematics we will increase the structure and effectiveness of the core math program.			
SMART Goal Statement #1: Math (STAR)	<p>For all students K-5, increase the number who are meeting fall grade level benchmarks in math from 78.7 percent to 87.2 percent meeting spring grade level benchmarks as measured by the STAR mathematics assessment in spring 2014.</p> <p>All students K-5 who scored below the 40th percentile on the fall 2013 STAR mathematics assessment will increase at least 13 percentiles or 135 scale scores as measured by the STAR mathematics assessment in spring 2014.</p>			
Leadership Implementation Strategies <i>IF</i>	Results Indicators <i>THEN ...</i>	Primary Leadership	Desired Benefits	Sources of Data to Monitor
If we use STAR assessment diagnostic report quarterly to determine strands of math that need particular focus for students in need of intervention	Then we expect to see regular modifications and changes to intervention program to best meet the needs of individual students.	Chris Hawkins – <i>RTI</i> RTI Assistants (in cooperation with classroom teachers)	Classroom teachers using STAR data to create flexible groups that focus on particular CCSS strands in need of extra practice to achieve proficiency	STAR Data – common core strands for specific skills Intervention group schedule aligned with current intervention programs Intervention lesson plans

<p>If we increase the number of teachers who implement best practices and strategies in mathematics (use of manipulatives, cumulative review, engagement strategies)</p>	<p>Then we expect to see more dynamic math lessons and increased awareness effective math pedagogy.</p>	<p>Byron Bethards – <i>Principal</i></p>	<p>Students who are achieving proficiency at grade level standards. Teachers implementing best practice in the classroom</p>	<p>Monthly teacher self-assessment on implementation of best practice Walkthrough data and checklists</p>
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What are some things you anticipate you will need to do to ensure success?

Frequent walkthroughs, professional development on: effective monitoring practices in math, effective math interventions, best practices in math and provide staff members with coaching and mentoring to support implementation of professional development goals.

Adams School Professional Development Plan

Professional Development Goal:	Adams staff will develop a structured core mathematics program that delivers engaging instruction to all students while simultaneously providing opportunities for extension and intervention to ensure every student makes appropriate growth towards grade level CCSS.				
Knowledge:	<u>Teachers will develop a wider repertoire of:</u> Student engagement strategies, Research-based interventions and best practices <u>Teachers will develop a deeper understanding of:</u> Individual student's strengths and areas for growth in mathematics, Components of effective Common Formative Assessments, Grade level Common Core State Standards, RTI and PLC				
Skills:	<u>Teachers will be able to:</u> Integrate special education practices into their lessons, Interpret assessment data, Plan and implement targeted interventions, Plan and implement research-based best practices, Develop effective CFAs based on CCSS				
Research from professional development approach was formulated:	Research suggests that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus results in increases in student learning. <i>("What was your Professional Learning IQ?" by Learning Forward and "Reviewing Evidence on How Teacher Professional Development Affects Student Achievement" by Reinventing from Institute of Education Sciences.)</i>				
Professional Development Implementation Strategies	Results Indicators	Primary Leadership	Intended Audience	Timeline	Resources
If 100% of Adams teachers and support staff working with intervention groups participate in a mathematics inservice presented by elementary mathematics education scholars from local universities on student	Then I expect to see more dynamic math lessons aligned to CCSS, focused on student needs as determined by CFA data and increased awareness	Byron Bethards, <i>Principal</i> Chris Hawkins, Cody Hansen,	Adams Staff Adams Students	November 13, 2013 December 13, 2103 March 7, 2014	University Scholars Adams Staff

engagement strategies, research-based interventions, best practices, components of effective CCSS based CFAs followed by ongoing coaching/mentoring	effective math pedagogy.	Laura Rathja Academic Committee		May 2, 2014	
If a team of Adams teachers attend the winter Kim Sutton conference on RTI and math strategies	Then I expect to see ongoing staff training on material learned at the math conference during monthly staff development days	Chris Hawkins, <i>RTI</i> Cody Hansen – <i>LRC</i> Primary Teacher Intermediate Teacher	Adams Staff	January 2014 (conference) <u>Staff Development:</u> January 15, 2014 February 12, 2014 March 12, 2014 April 2, 2014	Teachers attending conference Adams Staff Kim Sutton materials
If 100% of Adams teachers attend i-Pad training on how to implement the use of i-Pads in the classroom during math	Then I expect to see lesson and intervention plans incorporating the use of i-Pads	Byron Bethards, <i>Principal</i> Darren Bland, <i>Instructional Technology</i>	Adams Staff Adams Students	November 20, 2013 December 4, 2013	Adams Staff Teacher i-Pads Math Apps



Corvallis

SCHOOL DISTRICT

II.B. Garfield Elementary School

Garfield School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<p>There is a decline in the percentage of students who met the OAKS Reading Benchmark (69% 2011-2012 and 63.3% 2012-2013). As measured by the Oregon School Report Card, English language learners (ELLs) and students with disabilities (SwD) received an academic achievement level of 1. The median growth percentile for ELLs and SwD was below the median growth target. Based on STAR reading and IDEL data, primary students struggle in the areas of phonics, phonemic awareness, and structural analysis.. Currently based on fall STAR data 48% of students were at benchmark.</p>			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<p>If we clearly define and teach to an articulated bilingual literacy framework (guaranteed and viable core curriculum) then students will demonstrate improvement on STAR Reading Assessment.</p> <p>If we clearly articulate and implement bi-literacy best practices agreements for literacy instruction then students will demonstrate short term and long term growth on the STAR Reading Assessment.</p>			
SMART Goal Statement # __1__	<p>For the 2013-2014 academic school year, we will increase the percentage of students meeting benchmark as measured by the STAR Reading Assessment by 15%.</p>			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF / ...	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN / expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
<p>All teachers implement a K-5 bilingual literacy framework aligned to common core language arts standards and common core en español.</p>	<p>All students will have access to consistent bilingual literacy instruction aligned to standards</p>	<p>Principal Instructional Coach</p>	<p>Consistent, effective instruction for all students tied to standards.</p>	<p>STAR reading assessments</p> <p>Teacher Self-Assessment of Objective Alignment to standards.</p> <p>Administrator and peer analysis of teacher</p>

				objectives. Completed framework
All teachers implement bi-literacy best practices for literacy instruction...	<p>Increased student engagement during literacy instruction.</p> <p>All students actively practicing and applying literacy skills (reading and writing) during a majority of core instructional time.</p>	Principal	Consistent, effective implementation of agreed best practices.	<p>Collect record of classroom structure for daily literacy instruction in both languages.</p> <p>Observation data of best practices (student engagement)</p> <p>Teacher self-assessment data of understanding and implementation of best practices (student engagement).</p>
<p>What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>				
<p>The entire staff will need to engage in conversations about core literacy instruction best practices. For the last several years there has been significant teacher turnover, as a result, best practices and the literacy framework will need to be well articulated to ensure future implementation and support new teachers.</p> <p>The framework will articulate best teaching practices in the key content area of Reading. The document will align both dual language schools as well as serve as a resource of dual language essentials in sound instructional practices.</p>				



Garfield Professional Development Plan

Professional Development Goal:	Increase common understanding and consistent implementation of core bi-literacy instructional best practices.
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	Consistent implementation of best practices		literacy	(implementation – on-going)	teachers to observe literacy instruction Reference materials
Staff articulates bilingual curriculum map and agreed upon best practices...	New teachers implementing literacy systems that are consistent to the bi-literacy framework.	Principal Instructional Coach	All teachers, especially new teachers	On-going (completion June 2014)	PD time Extra time to compile information

Garfield School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	61% of English language learners (ELLs) did not significantly gain English language proficiency as measured by ELPA. Only 28% at the 1-3 grade level made one or more levels of growth. In the areas of speaking and listening students showed less growth than other (reading and writing) areas.			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<p>If we include English Language Development (ELD) in the school-wide schedule with designated support staff then all ELLs will receive ELD at their instructional language level.</p> <p>If all teachers use the adopted curriculum then all students will achieve significant growth in language proficiency.</p> <p>If we train and calibrate all teachers on the implementation of systematic ELD, then all students will demonstrate increased proficiency in English.</p>			
SMART Goal Statement # 2	In the 2013-2014 school year, 50% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the composite score) on the ELPA.			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF I....	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN I expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
Implement a school-wide schedule for ELD with additional teacher and EA support...	Students will demonstrate significant gains in English language proficiency	Principal Scheduling team	Consistent leveled ELD instruction tied to ELD standards.	ELD program walk through data
Provide all teachers and EAs who work with students during ELD training and time to implement ELD curriculum...	Students will demonstrate gains in language use as measured by authentic formative assessments	ELL coordinator ELL coach	Consistent implementation of ELD best practices.	ELD program walk through data
Support the curriculum implementation with planning time, ongoing discussions and coaching...	Students will demonstrate sustained growth in language proficiency.	Principal ELL coordinator	Increased student practice of language and consistent teacher gradual release of	ELD program walk through data Observation of student

		ELL coach	responsibility.	language practice
What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>				
Monthly staff meetings devoted to curriculum implementation (teacher collaboration and calibrating practice). On-going coaching for teachers and support staff.				

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(School Name) Professional Development Plan

Professional Development Goal:	Consistent, calibrated ELD instruction.				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	Knowledge of English language proficiency (ELP) standards. Knowledge of ELD best practices.				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	Instructional skills to implement aligned ELD instruction. Assessment skills to authentically assess students' language skills.				
Research from professional development approach was formulated:	ELAchieve Susana Dutro, Lily Wong Fillmore, Kate Kinsella				
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources <i>(people, materials, time)</i>

IF / ...	THEN / expect to see ...				
Provide 3 day training for every teacher and EA working with students during ELD...	Students will demonstrate significant gains in English language proficiency	ELL Coordinator	ELD teachers and EAs	Fall 2013 (completion by December 2013)	Substitutes to release teachers to participate in trainings Training materials
Support the implementation of ELD curriculum with planning and coaching time...	Students will demonstrate gains in language use as measured by authentic formative assessments	Principal ELL Coordinator ELD Coach	ELD teachers and EAs	On-going based on need	Substitutes to release teachers to observe ELD Substitutes to release teachers to plan for initial implementation Designated ELD coach time



Corvallis

SCHOOL DISTRICT

II.C. Jefferson Elementary School

Jefferson School Improvement Action Plan

School-wide Problem-of-Practice:	<i>OAKS data show decreased academic achievement in the area of Math especially among our economically disadvantaged students. Overall, Jefferson experienced a 6% decrease in the number of students who met or exceeded from 2012 to 2013. Only 73% of economically disadvantaged students met or exceeded on the OAKS math test compared to ALL students at 85%. Scores for economically disadvantaged students decreased 10% from 2012 to 2013.</i>			
Theories-of-Action:	<i>If we assess early and use the data strategically then we can create targeted interventions to ensure all students receive appropriate instructional strategies and interventions and increase their test scores.</i>			
SMART Goal Statement #1: Math (OAKS)	<i>Increase the percentage of economically disadvantaged 3rd, 4th, and 5th grade students who meet or exceed on the OAKS math test from 73% (in 2013) to 85% (in 2014).</i>			
Leadership Implementation Strategies <i>IF I....</i>	Results Indicators <i>THEN I expect to see ...</i>	Primary Leadership	Desired Benefits	Sources of Data to Monitor
<i>Use STAR assessment to determine strands of math and math skills that need particular focus for students in need of intervention</i>	<i>Increased percentage of ALL students who meet or exceed on OAKS Math</i>	<i>Beth Martin – RTI Specialist</i> <i>RTI Assistants</i> <i>(in cooperation with classroom teachers)</i>	<i>Classroom teachers using STAR data to focus on particular CCSS strands or math skills in need of extra practice to achieve proficiency for all students</i>	<i>STAR Data – common core strands and specific math skills</i> <i>CFAs</i> <i>Formative Assessments</i>
<i>Maintain progress monitoring data on students who are economically disadvantaged ensuring they are accessing interventions and progressing throughout the year</i>	<i>Increased percentage of students who are economically disadvantaged who meet or exceed on OAKS Math due to increased awareness of their needs</i>	<i>Melissa Harder – Principal</i> <i>Beth Martin – RTI Specialist</i>	<i>Students who are achieving proficiency at grade level standards.</i>	<i>STAR Data – common core strands and specific math skills</i> <i>CFAs</i> <i>Students on Free and Reduced Lunch list</i>

What are some things you anticipate you will need to do to ensure success?

A new school board policy will allow the building principal to have access to the names of our economically disadvantaged students. We need this information to ensure all students are being served and to strategically monitor students in this category.

Staff in these three grade levels will make math a Student Learning and Growth Goal area for their students further intensifying the focus on math improvement for all students.

Professional development on using STAR assessment program and STAR progress monitoring and reporting.

Professional development on analyzing our current math curriculum to look for areas where students typically struggle. Once identified, research strategies and programs available to bridge those gaps in learning.

Use of intervention programs with track record of success – Focus Math (Pearson), Buckle Down to the Common Core, and Common Core – First Grade.

Jefferson School Improvement Action Plan

School-wide Problem-of-Practice:	<i>OAKS data show decreased academic achievement in the area of Math especially among our students with disabilities. Overall, Jefferson experienced a 6% decrease in math test scores from 2012 to 2013. Only 78% of students with disabilities met or exceeded on the OAKS math test compared to ALL students at 85%. Scores for students with disabilities decreased 4% from 2012 to 2013.</i>			
Theories-of-Action:	<i>If we assess early and use the data strategically then we can create targeted interventions to ensure all students are receiving appropriate instructional strategies and interventions and increase their test scores.</i>			
SMART Goal Statement #1: Math (OAKS)	<i>For students with disabilities, increase the percentage who meet or exceed on the OAKS math test from 78% (in 2013) to 90% (in 2014).</i>			
Leadership Implementation Strategies <i>IF I...</i>	Results Indicators <i>THEN I expect to see ...</i>	Primary Leadership	Desired Benefits	Sources of Data to Monitor
<i>Use STAR assessment to determine strands of math and math skills that need particular focus for students in need of intervention</i>	<i>Increased percentage of ALL students who meet or exceed on OAKS Math</i>	<i>Beth Martin – RTI Specialist</i> <i>RTI Assistants</i> <i>(in cooperation with classroom teachers)</i>	<i>Classroom teachers using STAR data to focus on particular CCSS strands or math skills in need of extra practice to achieve proficiency for all students</i>	<i>STAR Data – common core strands and specific math skills</i> <i>CFAs</i> <i>Formative Assessments</i>
<i>Maintain progress monitoring data on students with disabilities ensuring they are accessing interventions and progressing throughout the year</i>	<i>Increased percentage of students with disabilities who meet or exceed on OAKS Math due to increased awareness of their needs</i>	<i>Melissa Harder – Principal</i> <i>Beth Martin – RTI Specialist</i> <i>Teresa LeClaire – LRC teacher</i>	<i>Students who are achieving proficiency at grade level standards.</i>	<i>STAR Data – common core strands for specific skills</i> <i>CFAs</i> <i>IEPs</i>

What are some things you anticipate you will need to do to ensure success?

Staff in these three grade levels will make math a Student Learning and Growth Goal area for their students further intensifying the focus on math improvement for all students

Professional development on using STAR assessment program and STAR progress monitoring and reporting.

Professional development on analyzing our current math curriculum to look for areas where students typically struggle. Once identified, research strategies and programs available to bridge those gaps in learning.

Use of intervention programs with track record of success – Focus Math (Pearson), Buckle Down to the Common Core, and Common Core – First Grade.

Jefferson Professional Development Plan

Professional Development Goal:	<p><i>Math Core Curriculum and Intervention Strategies</i></p> <ul style="list-style-type: none"> • Analyze the math core curriculum at each grade level and determine where there are gaps in alignment with the common core. • Analyze student data and determine where our students struggle the most and require intervention. • Research strategies and programs available to bridge those gaps in learning. <p><i>STAR</i></p> <ul style="list-style-type: none"> • Learn how to make the most of the STAR Assessment program including progress monitoring and reporting features 				
Knowledge:	<p><i>A better understanding of what is best practice with regard to math and math intervention for all students.</i></p> <p><i>A better understanding of how STAR can be used at the classroom level to inform instruction.</i></p>				
Skills:	<p><i>New instructional strategies and intervention curriculum implementation.</i></p> <p><i>Teachers able to use the STAR program as “experts” instead of having to rely on the RTI Specialist</i></p>				
Research from professional development approach was formulated:					
Professional Development Implementation Strategies	Results Indicators	Primary Leadership	Intended Audience	Timeline	Resources
<i>IF I...</i>	<i>THEN I expect to see ...</i>				
<i>Provide teacher teams with time to research curriculum, strategies, programs, and interventions and assign them to present their findings to their colleagues during professional development...</i>	<p><i>...teachers taking a leadership role in promoting a culture of professional inquiry.</i></p> <p><i>...teachers contributing to the professional community at Jefferson through research projects and activities that require collaboration.</i></p>	<p><i>Melissa Harder – Principal</i></p> <p><i>Grade Level Teams</i></p>	<p><i>Jefferson Staff</i></p>	<p><i>December 13 (2 hour PD Day)</i></p> <p><i>January 31 (4 hour PD Day)</i></p> <p><i>March 7 (2 hour PD Day)</i></p> <p><i>May 2 (2 hour PD Day)</i></p>	<p><i>Grade level teams will collect and research various resources including their curriculum</i></p>

Professional Development Implementation Strategies <i>IF I....</i>	Results Indicators <i>THEN I expect to see ...</i>	Primary Leadership	Intended Audience	Timeline	Resources
<i>Have the RTI Specialist, Beth Martin, provide building level professional development on how to fully utilize the STAR Assessment Program...</i>	<p><i>...teachers better able to access and utilize progress monitoring data during the PLC meetings.</i></p> <p><i>...teachers empowered to use STAR data at the classroom level more frequently to inform instruction.</i></p>	<i>Beth Martin – RTI Specialist</i>	<i>Jefferson Staff</i>	<p><i>December 13 (2 hour PD Day)</i></p> <p><i>January 31 (4 hour PD Day)</i></p> <p><i>March 7 (2 hour PD Day)</i></p> <p><i>May 2 (2 hour PD Day)</i></p>	<p><i>STAR program</i></p> <p><i>Report Options</i></p> <p><i>Progress Monitoring</i></p>

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II.D. Lincoln Elementary School

Lincoln School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<p>There is a decline in the percentage of students who met the OAKS Reading Benchmark (82.2% 2011-2012 and 75% 2012-2013). As measured by the Oregon School Report Card, English language learners (ELLs) received an academic achievement level of 3 and Students with disabilities (SwD) received an academic achievement level of 2. The median growth percentile for ELLs and SwD was below the median growth target. Based on STAR reading and IDEL data, primary students struggle in the areas of phonics, phonemic awareness and structural analysis. Currently based on fall STAR data 59% of students were at benchmark.</p>			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<p>If we clearly define and teach to an articulated bilingual literacy framework (guaranteed and viable core curriculum) then students will demonstrate improvement on STAR Reading Assessment.</p> <p>If we clearly articulate and implement bi-literacy best practices agreements for literacy instruction then students will demonstrate short term and long term growth on the STAR Reading Assessment.</p>			
SMART Goal Statement # __1__	<p>For the 2013-2014 academic school year, we will increase the percentage of students meeting benchmark as measured by the STAR Reading Assessment by 15%.</p>			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF / ...	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN / expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
<p>All teachers implement a K-5 bilingual literacy framework aligned to common core language arts standards and common core en español.</p>	<p>All students will have access to consistent bilingual literacy instruction aligned to standards</p>	<p>Principal Instructional Coach</p>	<p>Consistent, effective instruction for all students tied to standards.</p>	<p>STAR reading assessments</p> <p>Teacher Self-Assessment of Objective Alignment to standards.</p> <p>Administrator and peer analysis of teacher</p>

				objectives. Completed framework
All teachers implement bi-literacy best practices for literacy instruction...	<p>Increased student engagement during literacy instruction.</p> <p>All students actively practicing and applying literacy skills (reading and writing) during a majority of core instructional time.</p>	Principal	Consistent, effective implementation of agreed best practices.	<p>Collect record of classroom structure for daily literacy instruction in both languages.</p> <p>Observation data of best practices (student engagement)</p> <p>Teacher self-assessment data of understanding and implementation of best practices (student engagement).</p>
<p>What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i></p>				
<p>The entire staff will need to engage in conversations about core literacy instruction best practices. For the last several years there has been significant teacher turnover, as a result, best practices and the literacy framework will need to be well articulated to ensure future implementation and support new teachers. The framework will articulate best teaching practices in the key content area of Reading. The document will align both dual language schools as well as serve as a resource of dual language essentials in sound instructional practices.</p>				



Lincoln Professional Development Plan

Professional Development Goal:	Increase common understanding and consistent implementation of core bi-literacy instructional best practices.
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	Consistent implementation of best practices		literacy	(implementation – on-going)	teachers to observe literacy instruction Reference materials
Staff articulates bilingual curriculum map and agreed upon best practices...	New teachers implementing literacy systems that are consistent to the bi-literacy framework.	Principal Instructional Coach	All teachers, especially new teachers	On-going (completion June 2014)	PD time Extra time to compile information

Lincoln School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	53% of English language learners (ELLs) did not significantly gain English language proficiency as measured by ELPA. Additionally, out of the 49 first through fourth grade students tested, 21 made one or more levels of growth while 25 students stayed at the same proficiency level. In the areas of speaking and listening students showed less growth than other (reading and writing) areas.			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<p>If we include English Language Development (ELD) in the school-wide schedule with designated support staff then all ELLs will receive ELD at their instructional language level.</p> <p>If all teachers use the adopted curriculum, then all students will achieve significant growth in language proficiency.</p> <p>If we train and calibrate all teachers in the implementation of systematic ELD, then all students will demonstrate increased proficiency in English.</p>			
SMART Goal Statement # <u> 2 </u>	In the 2013-2014 school-year, 65% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the composite score) on the ELPA.			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF / ...	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN / expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
Implement a school-wide schedule for ELD with additional teacher and EA support...	Students will demonstrate significant gains in English language proficiency	Principal Scheduling team	Consistent leveled ELD instruction tied to ELD standards.	ELD program walk through data
Provide all teachers and EAs who work with students during ELD time to implement curricula...	Students will demonstrate gains in language use as measured by authentic formative assessments	ELL coordinator ELL coach	Consistent implementation of ELD best practices.	ELD program walk through data

Support the curriculum implementation with support teachers, ongoing discussions and coaching...	Students will demonstrate sustained growth in language proficiency.	Principal ELL coordinator ELL coach	Increased student practice of language and consistent teacher gradual release of responsibility.	ELD program walk through data Observation of student language practice
What are some things you anticipate you will need to do to ensure success? (<i>Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.</i>)				
Monthly staff meetings devoted to curriculum implementation (teacher collaboration and calibrating practice). On-going coaching for teachers and support staff.				

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Lincoln Professional Development Plan

Professional Development Goal:	Consistent, calibrated ELD instruction.				
Knowledge: (<i>What new knowledge will result from the professional development effort that addresses this goal</i>)	Knowledge of English language proficiency (ELP) standards. Knowledge of ELD best practices.				
Skills: (<i>What new skills will result from the professional development effort that addresses this goal</i>)	Instructional skills best teaching practices to implement aligned ELD instruction. Assessment skills to authentically assess students' language skills.				
Research from professional development approach was formulated:	ELAchieve Susana Dutro, Lily Wong Fillmore, Kate Kinsella				
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources <i>(people, materials, time)</i>

IF I....	<i>will monitor.)</i> THEN I expect to see ...				
Provide 3 day training for every teacher and EA working with students during ELD...	Students will demonstrate significant gains in English language proficiency	ELL Coordinator	ELD teachers and EAs	Fall 2013 (completion by December 2013)	Substitutes to release teachers to participate in trainings Training materials
Support the implementation of ELD curriculum with planning and coaching time... Dedicate monthly staff meeting time to alignment and articulation of ELD curriculum...	Students will demonstrate gains in language use as measured by authentic formative assessments	Principal ELL Coordinator ELD Coach	ELD teachers and EAs	On-going based on need	Substitutes to release teachers to observe ELD Substitutes to release teachers to plan for initial implementation Designated ELD coach time



Corvallis

SCHOOL DISTRICT

II.E. Linus Pauling Middle School

Linus Pauling Middle School Improvement Action Plan

<p>School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i></p>	<p>There is a need to increase student growth and achievement in the area of math at Linus Pauling Middle School. Our report card stated that we were a Level 4 (scale of 1-5) growth school. Fall Star data revealed that only 63 percent of our current 6th graders are proficient in math highlighting our need to aggressively attack the skill gaps and math struggles of our learners when they arrive to Linus Pauling Middle School. Several subgroups that we have specifically identified as underperforming include: economically disadvantaged, limited English proficient, students with disabilities, and Hispanic/Latino.</p> <ul style="list-style-type: none"> • In 2010/11 our school achieved 64% of students meeting/exceeding the standard in math. • In 2011/12, 68% of LP students met/exceeded the grade level standards. • In 2012/13, 71% of our students met or exceeded. <p>According to our report cards, schools with similar demographics achieved 62%.</p>			
<p>Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i></p>	<p>Integrate best practice such as SIOP strategies, shift to standards-based grading (see attached grading agreements), conduct formative assessment cycles as part of PLC (including tech. enhanced FA's), implement math lab interventions and Ramp-Up, Before school intervention with CH2M Hill grant, and utilize other structures such as peer tutors, advisory, HW club, and other support our learners.</p>			
<p>SMART Goal Statement # _____</p>	<p>At the end of the 2013-14 school year, at least 80% of our students will improve their Oregon Assessment of Knowledge and Skills (OAKS) math scores based on the criteria below. The tiered growth model follows the SB290 student learning and growth goal process that we are adopting for individual administrative and teacher goals:</p> <ul style="list-style-type: none"> • Students falling in the “Does not Meet” score category will increase by 6 or more RIT points as measured by the OAKS assessment. • Student falling in the “Meets Standards” category will increase 4 or more RIT points (exception: 7th grade students that scored exactly 227 in the previous year will gain 5 or more RIT points) • Students falling in the “Exceeds Standard” category will continue to maintain a score in the exceeds category. <p>Note: The 2013-14 OAKS achievement standards for math are: 5th Grade (225), 6th Grade (227), 7th Grade (232), 8th Grade (234)</p>			
<p>Leadership Implementation Strategies</p> <p><i>(insert your 1-3 measurable leadership strategies)</i></p> <p>IF I....</p>	<p style="text-align: center;">Results Indicators</p> <p><i>(a measurable, percent, increase in student learning results)</i></p> <p>THEN I expect to see ...</p>	<p style="text-align: center;">Primary</p> <p>Leadership <i>(Designate the teacher and leader responsible)</i></p>	<p style="text-align: center;">Desired Benefits</p> <p><i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i></p>	<p style="text-align: center;">Sources of Data to Monitor</p> <p><i>(Insert what student/adult data you will monitor)</i></p>

<p>Implement standards-based (proficiency) grading in math classes at LPMS. LP staff created grading agreements (see lpms.us 'Academics') to view.</p>	<p>Student growth as assessed by data sources available.</p> <p>Standards-aligned instruction (EdCalliber), assessments aligned to instruction, school-wide grading agreements, citizenship rubric</p>	<p>LP Admin. & Math PLC team</p>	<p>Following school-wide grading agreements that focus on grades as communication, teachers utilize EdCalliber to support assessments and standards-alignment</p>	<p>STAR math, IXL progress, class formative assessments, grades, walkthrough data, and OAKS</p>
<p>Conduct studio professional development model including follow-up peer observation of classroom instruction by PLC team.</p>	<p>A systems approach to professional growth will be realized as colleagues observe each other and reflect on their practice expanding the PLC meetings into the work in the classroom.</p>	<p>LP Admin. & Math PLC team</p>	<p>Focus on sheltered instruction, engagement strategies, SAMR model with technology</p>	<p>STAR Math, IXL progress, class formative assessments, grades, walkthrough data, and OAKS</p>
<p>Implement math lab interventions AND grant funded morning math program at LPMS that provide additional instruction to students with skill gaps utilizing technology (ipads), math instructors, and peer tutors)</p>	<p>Students will utilize technology such IXL and Khan academy to target skill gap areas, additional support with current practice, and preteaching</p>	<p>LP Admin. & Math PLC team</p>	<p>Personalized learning with technology, engagement strategies in classrooms, and sheltered practices</p>	<p>STAR Math, IXL progress, class formative assessments, walkthrough data. grades, and OAKS</p>

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

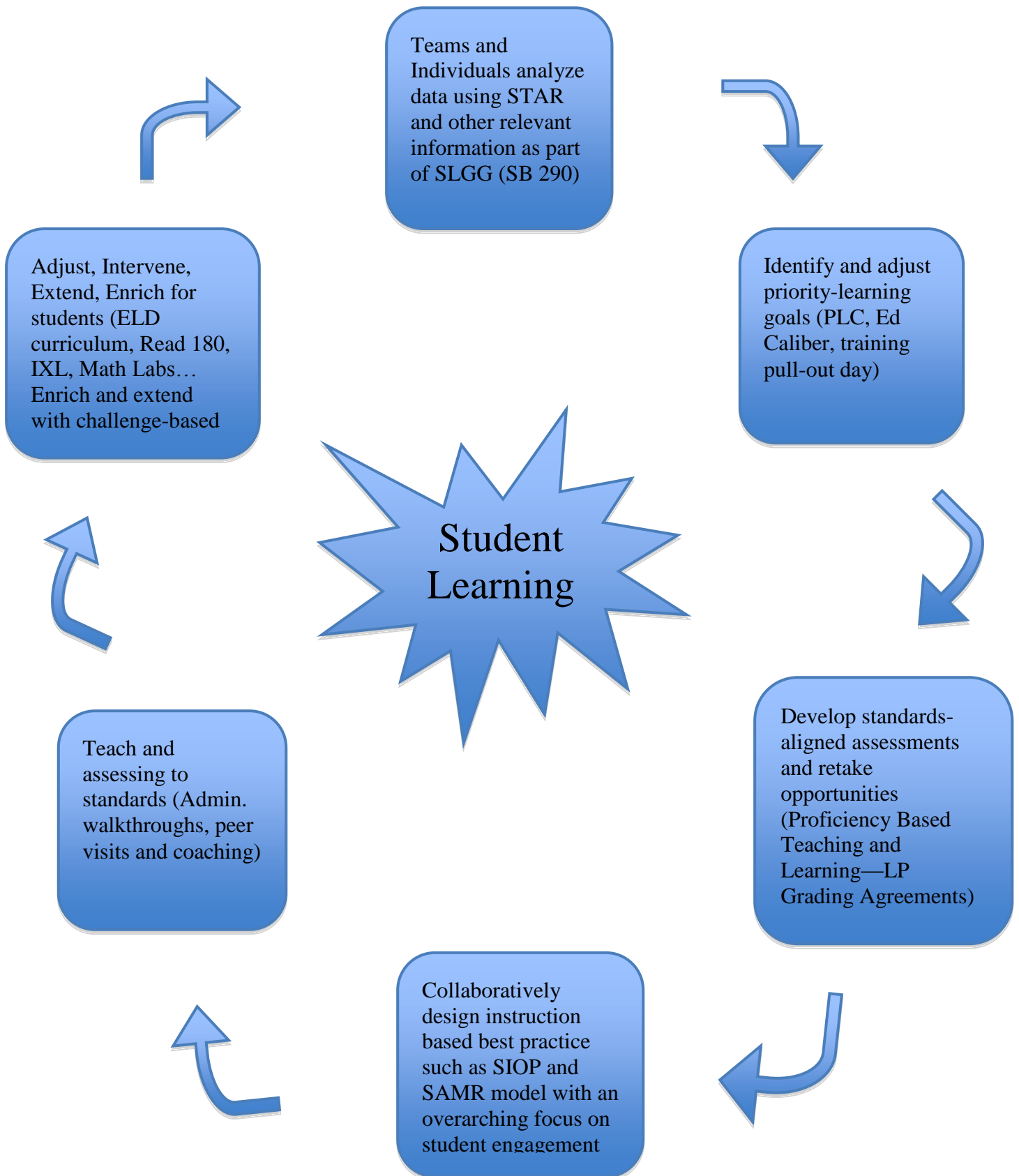
PLC time (Fridays) Title II funds to support proficiency-based planning (e.g. department decisions, communication,), Title II funds for study model (winter), school Make Your Mark resources to fund IXL (fall), 1:World program with tech. support and district TOSA support (quarterly training), CLASS program funds to help fund technology integration with SAMR model (quarterly).

Linus Pauling Middle School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<p>There is a need to increase the amount of growth and achievement of Linus Pauling reading students. Our report card stated that we were a Level 4 (scale of 1-5) Growth School. Fall Star data revealed that only 71 percent of our current 6th graders are proficient in reading highlighting our need to aggressively attack the skill gaps of our learners when they arrive to Linus Pauling Middle School. Several subgroups that we have specifically identified as underperforming include: economically disadvantaged, limited English proficient, students with disabilities, and Hispanic/Latino. Students that fall under these demographics are part of an achievement gap at LPMS. In 2010/11 our school achieved 82% of students meeting/exceeding the standard. In 2011/12, 83% of our students of our students met/exceeded the grade level standards. In 2012/13, 84% of our students met or exceeded. According to our report cards, schools with similar demographics achieved 71%.</p>			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<p>Integrate best practices such as SIOP, differentiation, and engagement strategies, Professional Learning Community time for instructional rounds, lesson studies, formative assessments, and implement specific reading interventions, including regular RTI team meetings at each grade level to examine student data, 6 Minute Solutions, Read Naturally, Read 180, and Academic Vocabulary instruction, then our struggling subgroups will make growth in the OAKS reading standards.</p>			
SMART Goal Statement # _____	<p>By the end of the 2013-2014 school year, at least 80% of our students will improve their OAKS reading scores based on the criteria below:</p> <ul style="list-style-type: none"> • Students falling in the "Does Not Meet" score category will increase by 6 or more RIT points. • Students falling in the "Meets Standards" score category will increase by 4 or more RIT points. (Exception: 6th grade students that scored exactly a 221 in the previous year will need to gain 5 or more RIT points.) • Students falling in the "Exceeds Standard" score category will continue to maintain a score in the exceeds category. 			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF I....	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN I expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
Quarterly RTI meetings by grade level so that teachers design and implement specific reading interventions by small group or for individuals	then I expect to see student growth as shown on Star progress monitoring results and/or formative in-class assessments.	Leslie Sheldon implement, facilitate and model quarterly RTI meetings. Humanities	Increased knowledge of reading interventions, RTI process, and progress monitoring. Differentiation within classes for specific reading	STAR progress monitoring, formative assessments, easyCBM data, OAKS

		teachers design and implement reading interventions.	interventions. Placement of students into appropriate reading interventions.	
If I support teachers in reading and language professional development,	then I expect to see explicit reading and language instruction in classes.	Leslie Sheldon find and send teachers to professional development, as well as walkthroughs to identify delivered instruction and diagnosis of areas still needing improvement.	Teachers attend professional development, are active participants and engaged. Teachers implement explicit reading and language instruction as observed by walkthroughs.	Walkthroughs, STAR data, easyCBM data, formative assessments, OAKS
If I support teachers in conducting instructional rounds and lesson studies as part of a Professional Learning Community,	then I expect to see improved instructional strategies including engagement, differentiation, and explicit reading intervention instruction as well as better quality discussions and learning in PLCs.	Leslie Sheldon present, teach, and support instructional round protocol and lesson study protocol to Humanities PLC. Humanities PLC will participate.	Teachers working as a group to create a lesson, deliver the lesson, and observe the students during the lesson. Teachers observe colleagues and students and engage in meaningful discussion around observations that include instructional strategies, engagement, explicit reading instruction.	Instructional rounds walkthrough forms, lesson study observation forms, walkthrough observations, STAR data, easyCBM data, formative assessments, OAKS
What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>				
Title II funds to support proficiency-based planning (e.g. department decisions, communication,), Title II funds for peer observation and studio model,				

Linus Pauling Professional Development Overview





Linus Pauling Middle School

Grading Guidelines

Linus Pauling Middle School has created the following grading guidelines to address the requirements of the Oregon House Bill 2220 and the Oregon Administrative Rules (OAR) 581-022-1670. Implementing a standards-based/proficiency teaching, learning, and grading system is a process. This document will be updated as we continue to plan, implement, and monitor our practice.

Definitions

Pinnacle is an online system where teachers record assignments, projects, quizzes, and tests. Students and parents can check Pinnacle to view student grades.

Formative Assessment is an assessment for learning such as a practice assignment or other learning product that *informs* teachers of student *progress*.

Summative assessment refers to the assessment of learning and *summarizes the development* of learners at a particular point in time. Examples of summative assessments could include an assigned essay, learning projects, or end-of-unit test.

Standard Learning standards is a term used to describe education content we expect students to know or be able to do such as CCSS (Common Core State Standards), Next Generation Science Standards, Oregon state standards; and/or professional/industry standards.

Practice: Our teachers often have students engage in practicing their learning such as journal writing, reviewing math facts, completing a reading log, or other skills that contribute to learning.

Rubric (aka scoring guide): A rubric is a scoring tool that shows the performance expectations for an assignment. A rubric divides the assigned work into parts and provides descriptions and varying levels. Rubrics can be used for a wide array of assignments such as papers, science labs, projects, oral presentations, or performances.

Purpose of Grading

The purpose of grading at Linus Pauling Middle School is to communicate how well students have achieved learning standards based on evidence gathered from assignments, assessments, or other demonstration of learning knowledge and skills. Grades are intended to inform students, parents, and others about learning progress and to guide improvements when needed. –Thomas Guskey, Educator

Academic and Citizenship Grades

Academic grades will reflect a students' knowledge and skills in relation to established learning standards. We use the traditional A-F letters for academic grades. Student citizenship and behaviors, such as tardiness and classroom disruptions, will be reported separate from the academic grade. Student behavior will be assessed

and recorded based on a citizenship rubric eight times per year (near halfway point and at the end of the quarter). Citizenship grade will be based on the following five areas: work completion, class participation, behavior, organization, and readiness to learn (i.e. coming to class prepared). The levels of the rubric are labeled as exceeding standards, meeting standards, nearly meeting standards, does not meet standards, and unsatisfactory.

Breakdown of Academic Grades

All recorded academics are from the two categories of formative and summative assessment. Formative assignments and assessments will constitute no more than 20% of a grade. Summative assessments will constitute at least 80% of the grade.

Late Work

Work completion, preparedness, and participation are essential skills that will be assessed as part of the citizenship grade. Students will not be penalized (e.g. marked down) on the academic grade for a late assignment. If a student fails to submit an assessment, the academic grade will be impacted. A final turn in date will be established prior to end of each quarter.

Missing Work/Zeroes

Our citizenship rubric uses an evenly distributed 0-4 scale. For academic grades, we are not ready to implement a 0-4 grading scale (similar to a GPA scale). While in transition, we will continue to use a traditional 0-100% scale, however, 50% will be the lowest score entered.

Multiple Attempts

Until the quarterly turn-in deadline, students will be permitted multiple attempts to demonstrate their knowledge and skills on summative assessments. Teachers will establish processes for students to demonstrate further learning before re-administering the assessment. In the case of projects, students will be permitted to re-address only the areas assessed below proficient (meeting standards), rather than being required to re-do the entire project. Teachers will record the highest grade on any assessment.

Teacher Responsibility to Record/Update

Teachers will update their online Pinnacle grade book weekly to reflect all turned-in student work. As required by law, an annual report will be sent home reporting student progress toward course standards. This report will be included with the fourth quarter grade report. Note: Not all classes will have standards attached at the beginning of the year.

Extra Credit

Extra credit will not be assigned. As previously stated, the grade is required to be a reflection of knowledge and skills against learning standards, thus additional effort needs to be connected to the standards. Teachers should direct students who wish to go above and beyond the assigned work to strive to exceed on standards for which they are meeting, or begin work on other standards.



Corvallis

SCHOOL DISTRICT

II.F. Corvallis High School



Corvallis High School Improvement Action Plan

<p>School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)</p>	<p>50 seniors (not including 12 modified diploma students whose growth will not be measured by OAKS) have not yet demonstrated their math essential skill. Eighteen of these students attend College Hill, and CHS does not directly impact their achievement. 92 juniors have not yet met their essential skill benchmark <i>in math</i> as measured by OAKS. These students will struggle to pass the test and/or receive the necessary 3.0 credits in math to graduate. 22 of these students attend College Hill. Not included in these 92 are 5 modified diploma students who will not take OAKS. These struggles are not new. The combined % of juniors meeting their math benchmark in the last two years is unacceptable when viewed through the lens of our subgroups. Only 62.9 % of our Economically Disadvantaged students, 32.7 % of our Students with Disabilities, and 49.3% of our Hispanic students met or exceeded in math.</p>
<p>Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)</p>	<p>If we focus on the specific deficits of individual students, monitor their growth on the STAR test (where appropriate), use an individual and intentional OAKS testing schedule, provide students with explicit test-taking strategies, and continue to explore and adopt the best strategies to support students on the Algebra IA/IB—Informal Geometry—Algebra w/Stats track, then each 11th/12th grade student working toward a regular diploma will meet the math benchmark or grow at least 6 RIT points from his/her previous high score.</p>
<p>SMART Goal Statement # __1__</p>	<p>Of the remaining 32 seniors who attend CHS and are not on modified diplomas, 20 will meet the OAKS benchmark or exhibit a 6 point RIT score gain over their previous high score. The remaining 12 will meet via district assessed work samples.</p> <p>Of the 70 juniors who have not year met their essential skill via OAKS, 100% will meet the benchmark or exhibit a 6 point RIT score gain over their previous high score by the end of the testing window.</p>

Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF I	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN I expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
<i>provide .33 FTE release time to math instructor, Susan Diaz, to teach test-taking strategies, monitor student progress toward their essential skills, research best practices in math instruction statewide, and use them to redesign the Algebra 1A and 1B curriculum and instructional strategies,</i>	a greater percentage of 11th/12th graders meeting the state benchmark.	<i>Matt Boring, Alicia Ward Satey, Colleen Works, Susan Diaz</i>	<i>This release time will have two tangible benefits. First, we can focus on individual students, especially those in our subgroups that have traditionally struggled. Second, we will begin to put in place systems, courses, and supports that will create a course of study in math that will promote the success of a greater number of students.</i>	OAKS and STAR testing data; progress reports and semester grades; the success of other schools
<i>Implement a systematic RTI process that monitors student progress, assessing most appropriate strategies, and provides individual student interventions,</i>	greater student growth toward meeting essential skills, and increasing our percentage of 9th grade on track to graduate.	<i>Matt Boring, Alicia Ward Satey, Colleen Works, Counselors, teacher members of the RTI team</i>	<i>Similar to strategy one, a tight RTI process will provide intervention in a timely manner and help to differentiate instruction as appropriate.</i>	Student grade, behavior, and attendance data; OAKS and STAR data
<i>work, along with Susan Diaz and other math department members to redesign the delivery of instruction (technology, class structure) and work to implement a curriculum that is standards-based and relevant to students in all algebra classes,</i>	increased student engagement and better results in our lower level math classes as students will get much closer to achieving the benchmark prior to their 11th/12th grade years.	<i>Matt Boring, Alicia Ward Satey, Colleen Works, Jennifer Kollath—math department chair</i>	<i>Mainly we will be looking for the adoption and implementation of practices that will exhibit the traits of “flexibility and responsiveness” as dictated by Domain 3e of the teacher evaluation rubric. Other schools with similar or even greater challenges are achieving</i>	Student semester grades; the best practices of other high schools; PLC formative assessment data

			<p><i>success at a greater rate than CHS. Changing the way we deliver instruction can change the trajectory of students who have traditionally struggled.</i></p>	
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What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

- Create a specific instruction and testing schedule for each senior who has yet to meet the benchmark. Get a new baseline score for each student this year.**
- Select staff to make school visits to schools achieving good results (Milwaukie, Forest Grove, ?) with their disaggregate student populations, especially in math and language arts.**
- Create and implement an intervention and testing center in the tutoring center that will directly support students in reaching the benchmark.**
- Use STAR test data for the 37 students in Algebra IB, Informal Geometry, and Algebra w/Stats to inform instructional decisions, monitor student progress, and target specific content areas for intervention.**



(School Name) Professional Development Plan

Professional Development Goal:					
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>					
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>					
Research from professional development approach was formulated:					
Professional Development Implementation Strategies <i>IF I....</i>	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i> THEN <i>I expect to see ...</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources <i>(people, materials, time)</i>
<i>Regularly update the staff on struggling students' progress toward meeting their essential skills in math</i>	100% of staff exhibiting a better understanding of the hurdles that students face in meeting their essential				

	skills in math, and a decrease in failure rate in our Algebra 1A and 1B classes				
<i>With the staff read research on grading and discuss non-toxic, ethical, and accurate grading practices</i>	100% of staff shifting their grading practices to reflect student progress more accurately and to be more proficiency-based, including offering multiple opportunities to show proficiency and separating behaviors from grades earned				
<i>Teach instructional strategies that are successful with struggling learners, e.g. interactive note-taking, project-based learning, integrated technology, etc.</i>	100% of staff implementing these strategies in their instructional practice and increased student engagement, particularly in our low level academic classes and our intervention classes				



Corvallis High School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Our graduation rate is abyssal for a high school like CHS. The best way to increase graduation is to ensure that students have a successful 9 th grade year. Very few successful 9 th graders fail to graduate. Too many students at CHS fail to achieve the academic success during their 9 th grade year that will lead them on a path toward graduation and that adequately prepares them for life after high school.			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	If each 9 th grader begins his/her 10 th grade year with at least 6.0 credits, including one credit in Algebra 1A/1B or higher and English, then we will raise our cohort graduation by at least 15%. Yes, we know that this is a 3-year goal.			
SMART Goal Statement # <u> 2 </u>	100% of this year's current 9 th graders (excluding Life Skills) will begin their 10 th grade year with a minimum of 6.0 credits, including one full English credit and one full credit of math at the Algebra 1 level of higher.			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
IF I....	THEN I expect to see ...			
If we facilitate the implementation of programs and systems that focus directly on 9 th graders: for example, counselor goals are focused on meeting with at-risk 9 th graders to problem-solve and refer for interventions; our Rock Star Mentoring program targets students who meet "red/yellow" zone criteria; the AVID program creates opportunities for a 9 th grade cohort to get and an maintain a pathway to college; Summer school opportunities will provide an	then we expect to see more 9 th graders on track to graduate as measured by the state and by CHS standards.	Matt Boring, Alicia Ward Satey, Colleen Works, Eric Dazy (AVID), Kristen	These strategies provide far more opportunities for adults to intervene in a timely manner, allowing fewer	Grades, credits earned (end of semester); progress reports in core classes; STAR data where

<p><i>opportunity for 9th graders deficient in core credits to make up the gap prior to their 10th grade year,</i></p>		<p>Hackethorn (Rock Star)</p>	<p>opportunities for students to fall through the cracks.</p>	<p>appropriate and attendance data; charting the number of meetings and interventions for each struggling student and following up on the success rate.</p>
<p>If we help support the implementation of specific instructional strategies (Cornell Notes and other AVID strategies that promote mandatory engagement) across the ninth grade core classes, and if the administrative team drives the move of Global Studies to the 9th grade in an effort to create a cohesive and solid core (English, math, science, and social studies) that addresses directly the common core literacy standards,</p>	<p>then we expect to see from the resulting consistency in pedagogy, clarity, expectations, and systems of accountability far more students passing their classes and remaining on track to graduate and to fulfill our 40/40/20 goals.</p>	<p>Matt Boring, Alicia Ward Satey, Colleen Works</p>	<p>By solidifying our core classes, aligning them to CCSS, and ensuring consistency in the best instructional practices, along with evaluating the fidelity of the delivery of instruction, we will see more 9th graders achieving at a success rate that is a high predict for graduation.</p>	<p>Grade data; walkthrough evaluation data; PLC data</p>
<p>If we target incoming 9th graders based on testing data, transcripts, behavior data and placement tests and then place</p>	<p>Then we expect to see fewer 9th graders struggle upon transition, and, those who do will receive an</p>	<p>Matt Boring, Alicia Ward Satey, Colleen</p>	<p>Intervention courses are extremely expensive and too</p>	<p>Grade, behavioral, and testing data.</p>

<p>these student appropriately, and combine this with a tight RTI process that provides timely feedback on these students and on new students or those who we failed to identify,</p>	<p>immediate response and appropriate intervention, leading to fewer 9th graders getting behind in core credits.</p>	<p>Works, English, Math, Science, Social Studies department chairs.</p>	<p>often created in response to failure. With an effective RTI process we can provide timely and meaningful support in order to eradicate the need for some of this costly intervention.</p>	
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What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

- Procurement of stable funding to support the programs that target 9th graders—AVID, Rock-Star Mentoring, Summer School, Math and Writing Camp, etc.**
- Data-based analysis of the efficacy of existing intervention programs.**
- Professional development for science and social studies teachers as they adopt and implement the CCSS literary standards in reading and writing.**
- Professional development for math and English teachers as they continue the transition to common core and Smarter Balance.**



(School Name) Professional Development Plan

Professional Development Goal:					
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>					
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>					
Research from professional development approach was formulated:					
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources <i>(people, materials, time)</i>
IF I ...	THEN I expect to see ...				
Regularly update the staff with current data on the passing rates of freshman in all classes with a special focus on their	100% of staff exhibiting a better understanding of the hurdles that 9 th grade students face in earning a full 6 credits in their freshman year,				

English and math courses	particularly in earning English and math credits				
Teach the staff about new and existing intervention structures and the instructional strategies used to increase student learning	100% of staff will exhibit knowledge of the programs and strategies and will implement them in instruction of our struggling 9 th grade students				
Provide professional development for staff in the core curriculum areas in Common Core State Standards and Smarter Balanced assessment	100% of core curriculum teachers aligning their curricula to standards and implementing instructional strategies to increase student proficiency in the CCSS, including using Smarter Balanced-style assessment with clear student feedback on their progress.				



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III. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



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Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –
Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
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Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841