



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, December 2, 2013 4:45 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

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/UC9Jtp5dmilZl9kySBJbVQ?>
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



Corvallis

SCHOOL DISTRICT

Monday, December 2, 2013
4:45 PM

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

Meeting Details: Monday, December 2, 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 - CVHS FEEDER SCHOOLS
 - II.A. Franklin K-8 School

Franklin School Improvement Action Plan 2013-2014: Goal #1

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Although 82.9% of all Franklin students met on the State Mathematics Assessment, OAKS, the subgroups of Economically Disadvantaged, LEP, and Students with Disabilities achieved at much lower levels, 58.2, 64.7, and 57.1% respectively. Individual grade levels (K-8 th) ranged from 73%-91% in the “green” on the STAR Mathematics benchmark in the fall of 2013.			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	If we systematically improve the implementation of common formative assessments, teachers will be able to design responsive instruction that will support student learning growth. If we place students no lower than grade level, but rather afford students at least grade level mathematics instruction, then student growth will be accelerated.			
SMART Goal Statement # 1	<i>Part A: As measured by OAKS Mathematics assessment all 3rd-8th grade students will have a combined percentage of 85% or greater, including a growth of 5% in the subgroups of Economically Disadvantaged, Limited English Proficient, and Students with Disabilities.</i> <i>Part B: All* K-8 students will reach at least 75% of their individual “ typical growth target” projected by the STAR Benchmark Assessments Fall to Spring2013-14 or OAKS Spring 2013 to 2014 in Mathematics. *Inclusive of Economically disadvantaged, LEP, Students with Disabilities and TAG.</i>			
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>
assist SPED and core teachers to create Student Learning Growth Goals in Math and <u>to fulfill clear action plans</u> , including weekly reviews in PLCS of evidence of student growth,	100% of K-3 rd Grade students meeting at least 75% of the individualized typical growth goal target in STAR Math. 100% of 4 th -8 th Grade students meeting at least 75% of the individualized typical growth goal target on OAKS Math.	Aaron Hale, Gail Foster, Becky Mitchell	2b The teacher demonstrates a high regard for students’ abilities and conveys an expectation of high levels of student effort.	STAR Math Benchmarks OAKS Math Teacher Evaluation: Rubric of Student Growth Goals & Walkthrough data

Ensure fidelity of teaching standards at or above grade level, application of CFAs, use of diagnostic, screening and progress monitoring tools; and the implementation of interventions and extensions to promote growth for all students,	By spring each grade level will achieve at least 90% of students achieving in the green zone on STAR MATH. School wide% of students scoring in the yellow and read on STAR MATH will be less than 10%.	Aaron Hale, Gail Foster, Becky Mitchell	3c All students are intellectually engaged. 4a The teacher assesses the effectiveness of instructional activities used.	STAR Math Progress monitoring and CFAs
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>				
- Identify teacher leaders at ES and MS levels to attend District sponsored trainings in each of the four professional development areas outlined in the Professional Development Plan, namely: ➤ RTI, ➤ Teacher Effectiveness, ➤ Proficiency, ➤ Tech - Conduct goal setting meetings with all certified staff in the fall to develop student learning growth goals supported by detailed action plans. - Hold RTI meetings every 6 weeks for both ES <u>and</u> MS, including SPED, ELL, Gen Ed teacher, Principal, and EAs. Implement research based interventions with progress monitoring twice a month for ES and once a month for MS for targeted instructional groups. - Further develop enrichment for Mathematics through pilot programs for 5th and MS grades, namely Math Olympiad and Math Counts. - Explore a monthly focus in staff meetings to instruct, calibrate, and review components and elements of the <i>Teaching Framework</i>. Provide feedback in routine walk-throughs for all staff, with face-to-face conversations to debrief. Conduct at least 2 recorded walk-throughs during Mathematics instruction. - Provide parent education at Curriculum Night (fall), Site Council meetings (monthly), and Parent/Teacher conferences (fall/spring) to communicate grading guidelines, proficiency based learning in Mathematics, and how to support individual math gains for students. - Quarterly review by staff of PEPs for TAG students, IEPs and 504 plans.				

Franklin School Improvement Action Plan 2013-14: Goal #2

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Although 88.5% of all Franklin students met on the State Reading Assessment, OAKS, the subgroups of Economically Disadvantaged, LEP, and Students with Disabilities and Underserved Races/Ethnicities achieved at much lower levels, 72.7%, 52.9%, 69.0% and 57.1% respectively.			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	If we systematically improve the implementation of common formative assessments, teachers will be able to design responsive instruction that will support student learning growth. If we provide students with rigorous, engaging literacy instruction, then student growth in Reading will be accelerated.			
SMART Goal Statement # 2	<i>Part A: As measured by OAKS Reading assessment all 3rd-8th grade students will have a combined percentage of 92.5% or greater, including a growth of 5% in the subgroups of Economically Disadvantaged, Limited English Proficient, and Students with Disabilities.</i> <i>Part B: All K-8 students will reach their individual “typical growth target” projected by the STAR Benchmark Assessments Fall to Spring 2013-14 or OAKS Spring 2013 to 2014 in Reading.</i>			
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>assist all SPED and core teachers to create Student Learning Growth Goals in Reading and to fulfill clear action plans, revisiting progress towards them mid-year and reviewing results at the end of the year,</i>	100% of K-3 rd Grade students meeting at least 75% of the individualized typical growth goal target in STAR Reading. 100% of 4 th -8 th Grade students meeting at least 75% of the individualized typical growth goal target on OAKS Reading.	Aaron Hale, Gail Foster, Becky Mitchell		Rubric of Student Growth Goals on each teacher's evaluation
<i>Implement the four cycles of RTI process (READING) for:</i>	% of students scoring in the green on STAR READING will increase to 95% by spring.	Aaron Hale, Gail Foster, Becky	See Domain 3—Heart of the Instruction in the Framework for	STAR Reading Progress monitoring

<i>Identifying the red and yellow zone needs</i> <i>Planning and delivering instruction to those students</i> <i>Monitoring progress</i>	% of students scoring in the yellow and read on STAR READING will decrease	<i>Mitchell</i>	<i>Teaching (Danielson)</i> <i>Alignment of Standards with Curriculum & Instruction</i>	and CFAs
<i>Ensure provision of literacy instruction at or above grade level, use of diagnostic, screening and progress monitoring tools; and the implementation of interventions and extensions to promote growth for all students,</i>	By spring each grade level will achieve at least 90% of students achieving in the green zone on STAR READING. School wide% of students scoring in the yellow and read on STAR READING will be less than 10%.	<i>Aaron Hale, Gail Foster, Becky Mitchell</i>	<i>3c All students are intellectually engaged.</i> <i>4a The teacher assesses the effectiveness of instructional activities used.</i>	STAR READING <i>Progress monitoring and CFAs</i>
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>				
- Identify teacher leaders at ES and MS levels to attend District sponsored trainings in each of the four professional development areas outlined in the Professional Development Plan, namely: ➤ RTI, ➤ Teacher Effectiveness, ➤ Proficiency, ➤ Tech - Conduct goal setting meetings with all certified staff in the fall to develop student learning growth goals supported by detailed action plans. - Hold RTI meetings every 6 weeks for both ES <u>and</u> MS, including SPED, ELL, Gen Ed teacher, Principal, and EAs, prioritizing READING. Develop an intervention band to provide an opportunity for additional doses of reading instruction for students K-5; maintain intervention band for MS launching Read 180 and small group intervention for 6th-8th grade. Implement research based interventions with progress monitoring twice a month for ES and once a month for MS for targeted instructional groups. - Augment enrichment opportunities during the MS Enrichment/Intervention block to promote growth for all students. - Explore a monthly focus in staff meetings to instruct, calibrate, and review components and elements of the <i>Teaching Framework</i>. Provide feedback in routine walk-throughs for all staff, with face-to-face conversations to debrief. Conduct at least 1 recorded walk-through during Literacy instruction with administrator monthly visits to all CORE and INTERVENTION literacy classes. - Quarterly review by staff of PEPs for TAG students, IEPs and 504 plans.				

Franklin Professional Development Plan 2013-14

Professional Development Goal:	<i>With District guidance grow an in-house trainer/expert in each of the four areas of professional development in bold below. These trainers would assist in facilitating the implementation process of the given area at Franklin.</i>
Knowledge: (What new knowledge will result from the professional development effort that addresses this goal)	RTI: Typical growth goals for students under the given teacher's responsibility. Teacher Effectiveness: Understand the "look fors" in Danielson's Framework for Teaching especially in the areas of 2b Culture for Learning and 3c Student Engagement. Proficiency/Standards Based Grading: Best practices in grading to facilitate learning and to promote engagement as well as provide accurate reporting of academic and behavior performance. Familiarity with the CCSS as well as standards in whichever discipline the given teacher is responsible. Tech: SAMR model
Skills: (What new skills will result from the professional development effort that addresses this goal)	RTI: Accessing STAR assessments and interpreting results to verify learning and guide instruction. RTI: Delivering research based reading intervention, namely READ 180, and being able to adapt the program to suit the needs of students within the allotted time. RTI: Create CFAs to measure learning and provide multiple attempts to demonstrate proficiency Teacher Effectiveness: Employ effective instructional strategies which are engaging and demonstrate a culture of high quality learning for all students, in particular to meet a wide variety of learning styles and needs including ELL, TAG, and students with disabilities. Ability to develop meaningful student learning growth goals which include all students. Proficiency/Standards Based Grading: Use tools such as Pinnacle and EdCaliber to develop pacing guides and link assignments to standards. Tech: How to increase student engagement and enhance student learning through the use of technology, in particular the iPad format.
Research from professional development approach was formulated:	Train the Trainer Model--"The research shows: In schools where professional learning is centered around job-embedded collaboration with a focus on student results, teachers feel less isolated and experience a greater sense of confidence and job satisfaction—basically, the antithesis of the type of professional development that occurs outside the school, away from actual instruction, and away from students." Walker, Tim. <u>No More 'Sit and Get': Rebooting Teacher Professional Development</u> . NEA Today. April 29, 2013.

Professional Development Implementation Strategies	Results Indicators (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.) THEN I expect to see ...	Primary Leadership (Designate the teacher and leader responsible)	Intended Audience (Stakeholders)	Timeline (Include completion date)	Resources (people, materials, time)
IF I....					
RTI: Implement the refined RTI process in CSD509j, including math components; how and when to deliver interventions; progress monitoring tools; fidelity of intervention programs, including Read 180, ERI, Soar to Success and Math Steps, conversely math enrichment pilot, Math Olympiad,	An increase of students scoring in the green zone to 90% building wide in both READING and MATH 100% of classroom teachers can access reports, navigate to desired data, and utilize to inform instruction and/or validate learning gains or lack of gains.	Gail Foster Brenda Coblantz Becky Mitchell Aaron Hale, Paige Hawkinson	ES Certified Staff and EAs supporting interventions	Summer 2013 Early release dates, Dec, Feb	Amy Lesan Chris Hawkins
Teacher Effectiveness: Support reps at both ES and MS to represent Franklin at all District offerings related to the Teaching Framework and collaboratively train staff at monthly meetings Conduct 3 recorded Walkthroughs and monthly visits to all classrooms with 3 individual debriefs of each recorded walk-through	100% of Franklin staff scoring at the Proficient or Distinguished levels in high priority areas on the Danielson framework, i.e. 2b and 3c	Stacey Free Carol Andresen Aaron Hale	All Certified Staff	Fall 2013 and TBA First Wed monthly Oct. 2013-June 2014	Jennifer Duvall, Framework cards, Danielson rubrics, Professional Growth books for all staff
Proficiency/Standards Based Grading: Provide support in MS PLCs in particular with new grading guidelines, assisting with rollout of standards based instruction, Facilitate the study of best practices in grading and	100% of Franklin staff is using Pinnacle to link standards to assignments. 100% of MS staff is engaged in implementing new MS grading guidelines, with necessary	MS Team Aaron Hale	MS Certified Staff	PLCs Fall 2013-June 2014 Early release	MS Leadership Team, Rynda Gregory, Department chairs at

<i>reporting</i>	<i>revisions to the policy aligned with best practice.</i>			<i>dates, Dec, Feb</i>	<i>LPMS and CMS</i>
Tech: <i>Have teacher leaders support the implementation of an iPad lesson at least quarterly first semester and monthly second semester, with the goal of weekly to more frequent use by end of the year.</i> <i>Teacher leaders visiting 1-3 classes in and/or out of CSD to see iPad integration in action.</i> <i>Staff access to iPad cart(s) to with staff learning iPad basics and iPad applications</i>	<i>100% of certified teachers are skilled in enhancing instruction through the use of the iPad format.</i>	<i>Lisa Tyrrell</i> <i>Paige Hawkinson</i> <i>Denise Wells, Wanda Carter, Pat Rarick, Marian Anderson, Carol Andresen</i>	<i>All certified</i>	<i>Nov 2013 train the trainer sessions</i> <i>Jan 2014 CSD visits</i> <i>Feb-June</i>	<i>Darren Bland, TOSA; SPOC, and tech support</i>



Corvallis
SCHOOL DISTRICT

II.B. Hoover Elementary School

Hoover Elementary 2013 – 14 School Improvement Action Plan – Goal 1

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	OAKS data indicates that students who qualify for special education services at Hoover Elem. 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. <i>Statistically, this is a small subgroup over time, with 19 students, and only 6 of them attending Hoover for the past two years in grades that OAKS was administered. When looking at average RIT scores graphed over time the trajectory line suggest a similar result to looking at a single year's data – with 50% of 4th and 5th grade students' RIT score growth below the overall average for the school as well as when compared to the expected growth tables.</i> OAKS data indicates that students with disabilities at Hoover Elem. School perform well below other students in math. Only 50% of students with disabilities in grades 3-5 met or exceeded state math standards on OAKS in spring of 2013, compared to all students who met or exceeded at 85.5%.
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	If we regularly and consistently monitor student progress and provide research-based interventions to support students for success in math, then we will see more students with disabilities meeting their grade level OAKS benchmark score or demonstrating adequate growth to put them on a trajectory to meet grade level standards with a few years.
SMART Goal Statement # 1	Using the Oregon typical growth model as a guide, all Hoover Elem. students with disabilities in grades four and five will achieve adequate growth to meet the spring 2014 OAKS mathematics assessment grade level benchmark, or will improve their RIT score at a level adequate to put them on a trajectory to meet their grade level benchmark by 8th grade. • There are nine students with disabilities in fourth grade who attended Hoover as third graders. Two of the students with 2013 OAKS math assessment scores of 200-211 (not meeting) will increase their RIT scores by at least eight points on the spring 2014 OAKS math assessment. The seven students with scores at 215+ (meeting) will increase their RIT scores by seven points on the spring 2014 OAKS math assessment. • There are seven students with disabilities in fifth grade. Four of the students with 2013 OAKS math assessment scores of 210-218 (not meeting) will increase their RIT scores by seven to nine points on the spring 2014 OAKS math assessment,

	depending on their 2013 score. Two of the students with scores between 221-244 (meeting) will increase their RIT scores by five points on the spring 2014 OAKS math assessment. One student with a more severe disability has taken the extended assessment the past two years.			
Leadership Implementation Strategies (insert your 1-3 measurable leadership strategies) <i>IF I</i>	Results Indicators (a measurable, percent, increase in student learning results) <i>THEN I expect to see ...</i>	Primary Leadership (Designate the teacher and leader responsible)	Desired Benefits (Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)	Sources of Data to Monitor (Insert what student/adult data you will 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.	Anna Marie Gosser – <i>RTI coach</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. This will include both core instruction as well as extended intervention based instruction.	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.	Bryan Traylor – <i>Principal</i> Anna Marie Gosser – <i>RTI coach</i> Tim Dillon – <i>Sped teacher</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.	Bryan Traylor – <i>Principal</i> Anna Marie Gosser – <i>RTI coach</i> Tim Dillon – <i>Sped teacher</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? (<i>Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.</i>)				
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.				

© 2010 by The Leadership and Learning Center

Hoover Elementary 2013 – 14 School Improvement Action Plan – Goal 2

School-wide Problem-of-Practice: (<i>Abbreviated Data Analysis Narrative</i>)	STAR data indicates that 19% of Hoover's students K-5 are below benchmark (<40 th PR) in mathematics. Following the RTI protocol, 10% of students K-5 are in need of progress monitoring (25 th to 40 th PR) and 9% of students K-5 qualify for an yellow zone intervention support (classroom based or extended instruction) or urgent, red zone intervention (< 25 th PR), with modified and/or additional math instruction beyond the core.
Theories-of-Action: (<i>Hypothesis—IF/THEN—Statements from Inquiry Process</i>)	If we focus on best practice in mathematics, then we will increase structure and effectiveness of the core math program, resulting in increased learning gains by student.
SMART Goal Statement # 2	For all students K-5, increase the number who are meeting fall grade level benchmarks in math from 81% to 90% meeting spring grade level benchmarks as measured by the STAR mathematics assessment in spring 2014.

All students K-5 who scored below the 40 th 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.				
Leadership Implementation Strategies (insert your 1-3 measurable leadership strategies) <i>IF I</i>	Results Indicators (a measurable, percent, increase in student learning results) <i>THEN I expect to see ...</i>	Primary Leadership (Designate the teacher and leader responsible)	Desired Benefits (Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)	Sources of Data to Monitor (Insert what student/adult data you will 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. Then we expect to see all students in intervention programs to make gains on their math achievement as measure by STAR.	Anna Marie Gosser – RTI coach Tim Dillon – Sped teacher 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
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.)				
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.				

Hoover Elementary Professional Development Plan

Professional Development Goal:	Hoover's 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: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	<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 processes.				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	<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 <u>Learning Forward</u> and "Reviewing Evidence on How Teacher Professional Development Affects Student Achievement" by <u>Reinventing from Institute of Education Sciences</u>.)</i>				
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>

<i>IF I....</i>	<i>will monitor.) THEN I expect to see ...</i>				
If 100% of Hoover's teachers and support staff working with intervention groups participate in a mathematics inservice presented by elementary mathematics education scholars from local universities and/or experts on student engagement strategies, research-based interventions, best practices, components of effective CCSS based CFAs followed by ongoing coaching/mentoring	Then we expect to see more dynamic math lessons aligned to CCSS, focused on student needs as determined by CFA data and increased awareness effective math pedagogy.	Bryan Traylor, <i>Principal</i> Anna Marie Gosser, RTI coach Grade level teacher leaders	Hoover Staff Hoover Students	November 13, 2013 December 13, 2103 March 7, 2014 May 2, 2014	University Scholars and instructional experts Hoover and District Staff
If teams of Hoover teachers attend appropriate workshops and conference on RTI and math strategies	Then we expect to see ongoing staff training on material learned at the math conference during monthly staff development days	Anna Marie Gosser, RTI coach Bryan Traylor, principal Classroom teachers and intervention staff	Hoover Staff	By June 2014 <u>Staff Development:</u> January 15, 2014 February 12, 2014 March 12, 2014 April 2, 2014	Teachers attending conference Hoover Staff Professional development funds
If targeted teachers and support staff attend iPad training on how to implement the use of iPads in the classroom during math	Then we expect to see lesson and intervention plans incorporating the use of iPads targeting key math skills and concepts	Bryan Traylor, <i>Principal</i> Anna Marie Gosser, RTI coach Jake Dorr, <i>Technology</i> assistant Identified teachers and support staff	Hoover Staff Hoover Students	November 2013 through June 2014	Hoover Staff Teacher iPads Math Apps

If targeted staff attend training on effective strategies to support students with autism	Then we expect to see an increase in academic success in math for students with autism.	Bryan Traylor, principal Tim Dillon, sped teacher Anna Marie Gosser, RTI coach Classroom teachers LC support staff	Staff that work with students with autism	By February 2014	Selected staff Professional development funds
---	---	--	---	------------------	--



Corvallis
SCHOOL DISTRICT

II.C. Mt. View Elementary School

Mountain View Elementary School Improvement Action Plan 2013-14

School-wide Problem(s)-of-Practice: (Abbreviated Data Analysis Narrative)	According to the OAKS school report card: *35% of our students with disabilities are meeting their growth targets in Reading *56% of our students with disabilities are meeting their growth target in Math *70% of all students met or exceeded in Math Achievement (Reading was 84%+)			
Theories-of-Action: (Hypothesis— IF/THEN— Statements from Inquiry Process)	If we implement best practice instructional strategies during differentiation for reading and math, and implement the use of technology (iPad, SMART board, computer) during instruction more students will meet their expect growth target scores by June and meet or exceed the standards in reading and math.			
SMART Goal Statement # __1&2__	1. On OAKS Math- MV will increase % meeting and exceeding from 70% to 85% by June 2014 2. Students with disabilities will improve their target growth scores in Reading and Math by June 2014 • 55% (from 35%) of students disabilities will reach their growth target in Reading • 75% (from 56%) of students with disabilities will reach their growth target in Math			
Leadership Implementation Strategies (insert your 1-3 measurable leadership strategies)	Results Indicators (a measurable, percent, increase in student learning results) THEN I expect to see ...	Primary Leadership (Designate the teacher and leader responsible)	Desired Benefits (Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)	Sources of Data to Monitor (Insert what student/adult data you will monitor)

IF I....				
Goal 1: PLC teams will use MATH OAKS RTI growth targets, or STAR projected target scores to set SMART goals. Goal 1&2: Teachers will learn and use differentiated instructional strategies and targeted iPad assignments, apps and programs for targeted skills, especially for those student not making significant progress	80% (from 70%) of students will meet or exceed OAKS Achievement standards in Math by the end of the year All students make consistent progress throughout the year towards their STAR projected growth scores	Principal- Rosemary O'Neil Coach-Kathi Holvey Teachers & Coach Principal & PBIS Data Team	Principal will support and ensure teachers writing meaningful growth targets for their goals. Teachers will use baseline data to set growth target goals Principal, Coach, Special Ed teacher and Title I teacher will support PLC work. Teachers will deliver skill instruction in small groups to the red and yellow zone performing students. This instruction will address prioritized skill needs as identified by data. Teachers will check for understanding and	Students Spring 2013 MATH OAKS scores and RIT targeted growth scores for June 2014 Students fall MATH STAR scores and projected growth scores in June STAR progress monitoring assessments points monthly and three times a year. PLC notes from Special Ed/PLC collaboration meetings three times a year

Goal 1&2: LRC and PLCs meeting periodically for instructional planning and/or assessment: possible responses may be front load lessons, re-teach, or reinforce what is taught in core	STAR progress monitoring data will show adequate targeted growth for yellow and red zone math students each month Decrease yellow to 5% and red 5% in Math and Reading by June 2014	PLC's , Coach, & Special Ed Teacher PBIS Team	proficiency. Principal and Coach will support and arrange progress monitoring throughout the year. Teachers will differentiate instruction and use technology (iPad apps and programs) to enhance learning. See Domain 3 – the Heart of Instruction in the Framework for Teaching (Charlotte Danielson)	Building Wide Intervention Chart will be updated and current at mid year and in June 2014
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.)				
RTI team will review and finalize SIP in coordination with fall data Oct. 28th PBIS team will meet in January to review mid-year progress monitoring data and make changes in interventions where needed. LRC teacher will meet once monthly with teachers to review progress monitoring data on IEP students, and brainstorm interventions Principal will conduct walk throughs to calibrate and share data on differentiation and engagement strategies.				



Mountain View Elementary Professional Development 2013-14

Professional Development Goal:	1. How to analyze and use STAR data for instructional planning 2. How to use RIT OAKS target points to set goals 3. How to use technology to enhance lessons: SMART board, mirroring iPad, Showbie, and other core apps and programs 4. Implementation of student iPad use in the classroom to enhance and deepen learning, motivate students, and increase skills and performance for all students
Knowledge: (What new knowledge will result from the professional development effort that addresses this goal)	What reports are available for STAR: instructional, diagnostic, screening, etc. What do the reports tell us, the parents and students? How do we use this data to plan instruction? Which interventions are most effective especially for the red and yellow zone students? Which apps and programs create achievement gains for students?
Skills: (What new skills will result from the professional development effort that addresses this goal)	We will be able to look at the STAR progress monitoring data and know what instruction the student needs. We will know which instructional strategies and which activities create success for students based on their needs.
Research from professional development approach was formulated:	SAMR model of technology use see diagram STAR assessment data correlations to OAKS Staff survey of needs and progress (PBIS)

Professional Development Implementation Strategies	Results Indicators (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.) IF I.... THEN I expect to see ...	Primary Leadership (Designate the teacher and leader responsible)	Intended Audience (Stakeholders)	Timeline (Include completion date)	Resources (people, materials, time)
Staff will learn how to use <u>STAR data</u> to analyze and plan differentiated instructional	Increased STAR progress monitoring scores (see goals): Mid-year growth points	Kathi Holvey and Principal	Red and Yellow zone students and grade level PLCs	Oct. 31 for teacher growth goals Oct. 28 th RTI Jan.15 th RTI RTI	PLC times STAR reports Instructional Interventions offered during RTI cycle
Staff will learn, and implement <u>math interventions for the yellow and red</u> zone math students Principal will share <u>walk through data</u> and give feedback about instructional	Increased STAR progress monitoring scores: Mid-year check Walk through data on best practice	PLCs with Kathi Holvey and Darren Bland	All staff offering math interventions	Each month	HR Teacher Evaluation Teacher Leader program Elementary Principals' calibration

strategies					
Staff will learn, and implement math interventions <u>using technology to enhance learning: iPad apps</u> and programs	Increase student achievement and motivation; all students making progress. Deepen individual students' learning experiences so that the learning is relative and significant.	Principal and Tech Team	Teachers and classified	Two sessions each month after school 4 times a year: Lead tech teachers meet with PLC for one hour (subs to cover) and then is available as support PLC 2hr. sessions three times a year	District Tech Team, District TOSA Two teacher leaders: Faith and Loggins Coach: Holvey

**Mountain View Elementary School
School Improvement Action Plan
2013-14**

Family and Community Involvement Plans

Strategies and Actions What strategies will help you achieve your Family and Community Involvement goals?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Implementation Evaluation How will you know that what you said you would do is being done? What evidence will you have to show that you did it?	Impact Evaluation What do you expect to achieve by doing this strategy; how will you measure the impact; how will you know it had the desired impact?
Meet with PTA representative to discuss Parent Involvement Plan.	Dodie Wilson Rosemary O'Neil	Fall 2013	Time during the school day.	A list of ideas will be generated using input from spring PBIS and existing SIP Family Involvement plan. Input to fall PTA parent survey.	Improved communication between PTA and school. More awareness of parent needs.
PTA will provide a parent survey. Title One will input additional questions to the survey and provide an in-school raffle to encourage more parents to respond	PTA and Title One	Fall 2012	Listserve and home copies Stickers sent home on students. Parents sign ticket and student returns raffle ticket. Winners are drawn at school.	There will be a survey with parent responses	We will be better able to understand parent needs and to effectively address areas parents have identified.
Provide information to parents on website	Principal, teachers, PTA and tech support.	Ongoing	School website and school listserve.	Evidence will be the school website.	Feedback from PTA and parents during conferences.
We will host monthly PTA meetings.	Principal, teacher representative, Title One teacher.	Monthly	PTA	Participation by school staff and parents.	Increased involvement and satisfaction of parents and staff.
Invite parents to iPad parent input session	Principal and Coach	Three times a year: Fall, Winter, Spring	Listserve, flyer	Site Council Survey and Input from parents	Students and staff implementation of iPad for instruction and practice.
Invite parents and students to a fall Back to School/ Curriculum Night in conjunction with the Book Fair	Principal, teachers, PTA book fair rep	September 2013 Open House	Listserve, message board. PTA will help book fair that week and night. Also use CV mentors as workers at book fair	Participation by teachers, parents, and students.	Increased parent involvement and satisfaction. Families will be better informed about curriculum, PTA resources, and will feel more

					comfortable in the school.
Inform parents about the basics of Standards-Based education and how it links to their child's instruction. • At Open House • In Handbook	Principal and teachers	September 2013 Open House	Materials for Open House and to place in Handbook	On the agenda for Open House. Student Handbooks will be available in the school office and provided to every family.	Principal and Title One teacher will get feedback from the PTA meetings and listserve feedback.
Update the Mountain View School Compact	Principal, teachers, parents, students	September/October and ongoing 2013 Curriculum Night through fall conferences.	Principal, teachers, parents, students. Current compact to be updated Printing through <i>parent involvement</i> funds.	The school will have an updated compact displayed in all classrooms and group areas. There will be a compact for each child on file, compact agenda, and parent sign in sheets.	Parents, students, and teachers will share common agreements about expectations for student success.
Provide a monthly newsletter to parents to increase communication about school improvement efforts.	Principal, teachers, and tech support.	Monthly on parent listserve.	School listserve classroom newsletters.	Evidence will be embedded in the resources.	Parents will be more informed at conference time. Parents will better understand how to help their children.
Provide parent education on most effective literacy interventions	Principal and teachers.	Ongoing	Teacher communication through website, personal contacts, and student take-home activities.	Evidence imbedded on the website and in HM core materials.	Student progress will increase. Parents will report they know what students are learning.
Host parent education nights to support literacy at home. Primary and Intermediate Sessions.	Title One teacher and Literacy Coach	Fall 2012	Title One <i>Parent Involvement</i> funds	These events will be on the school calendar. Parent ed materials will be available in the Title Room.	Parents will be better prepared to provide support at home.
Team with PTA to support events and activities that nourish the Mountain View school community: • Welcome Tea • Book Fair • Student Directory • OMSI presentation • Wellness Night • Book Fair • Science Fair • Cultural Events	Principal, school staff, and PTA	Ongoing throughout the school year	PTA	These events are on the school calendar.	A strengthened partnership with families and increased buy-in from our parents, students, and teachers will result in a stronger academic program and student success.

June Field Day					
Team with PTA to support ongoing in-school educational programs that support both academic standards and the unique quality of Mountain View school. - Artist in Residence - Naturalist in Residence	PTA, principal, teachers, and students.	Ongoing	Mtn. View Wetlands Area PTA will provide funding for: Artist in Residence Naturalist in Residence	Students will use a curriculum to integrate art and science as they learn about nature through our wetland environment located on school grounds.	Student involvement in the learning process will increase. The wetland environment provides differentiation for our diverse student needs and will motivate all of our students to value our school environment.
Support our traditional PTA Carnival and Sock Hop events as community building opportunities.	All school staff	Once yearly events. Fall 2013 Spring 2014	PTA sponsored.	Participation at the event.	Children gain more and do better in school when parents are involved.
Support PTA fundraising activities - Script sales - Jog-a-Thon - Restaurant Nights - Food labels	School staff and PTA	Ongoing	Provide space in the school entry for script sales. Provide take home materials for jog-a-thon pledges. Provide flyers and reminders for Restaurant Nights.	PTA will have a budget to support school requested activities.	Students will benefit from enrichment activities beyond the level of school district budgeting.
RAZ kids and IXCL for our on all student iPads and accessible from home on home computers.	All teachers, tech team and Title One staff	Ongoing, aligned with classroom instruction	Darren Bland Tech Support Kathi Holvey RTI Coach	.Kids and Parents will rate these activities high on survey as being helpful in increasing skills.	Students will be more successful in the classroom core program. Parents will have appropriate resources to support their child at home.
Provide parents with leveled reading materials for identified high needs students. Select and preview home materials at school. Home materials will match the common core standards. http://www.readinga-z.com/commoncore/?grade=K6	Title One Teacher, Literacy Coach and Special Ed Teacher	Ongoing	RAZ and IXCL Title One and Special Ed printing support from the website. <i>Parent involvement</i> funds.	Students will regularly take home leveled reading materials and/or use RAZ and IXCL at home	- All children should receive reading instruction using texts at their instructional reading level. A text in which a child can read 90 to 95 percent of the words accurately is considered instructionally appropriate. (Clay 1991: Fountas and Pinnell, 1996) - Appropriate reading materials for emergent readers should contain meaningful and natural language patterns and many high-frequency words. (Hiebert, 1998) http://www.readinga-z.com/commoncore/?grade=K6
Work actively with PTA to mutually support Family Reading Night.	Principal, teachers, PTA .	Spring 2013	PTA. Teachers. Artist-in-Residence student products. Student produced writing products. Classroom created literacy	A large turnout for the event. Student art and literacy projects will be on display	Increased parent involvement and satisfaction. Families will have a positive participation experience at the school.

			activities.		
Title intervention will provide an informational insert in kinder registration materials to help parents understand the kinder academic expectations and how to help their child prepare. Sets of ABC cards will be provided to parents of incoming kinders along with related kinder standards and ways to use materials.	Title one and office staff	Spring 2013	Title one <i>parent involvement</i> funds	Inserts in registration packets and evidence of purchase of ABC sets.	Parents will know how to help their incoming kinder be successful. There will be an increase in kinders who are prepared for kinder literacy.



Corvallis

SCHOOL DISTRICT

II.D. Wilson Elementary School

Wilson School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	In reviewing the data, we see minimal change in the percentage of students meeting math standards on OAKS. Only 69.5 percent of all students in grades 3-5 met or exceeded the benchmark for math in the spring of 2013; 69.2 percent met the benchmark in the spring of 2012. This minimal progress means that one-third of our students are not on track to graduate in future years. We need to implement the critical elements of a math lesson across grade levels and provide sufficient time for instruction and practice. Additionally, we need to provide engaging and motivating instructional strategies differentiated for students to support successful growth in math.			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	If we define and implement the critical elements of an <i>Investigations</i> math lesson across grade levels and implement research-based best practices in math then we should see improved growth across all student groups. Supplemental research-based materials will provide a robust and responsive program for student success.			
SMART Goal Statement #1: Math	At Wilson Elementary School, the percentage of students meeting on OAKS math will increase from 69% to 77% in 2013-14. All 3-5th grade students who do not meet the standard will meet their Oregon growth goal target as identified in the Oregon Typical Growth Model. In 2014-15, the percentage of students meeting the math standard on Smarter Balance will increase from 77% to 78%. By 2015-16, 80% of students will meet the standard in math on Smarter Balance.			
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 we 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>

We fully implement, with fidelity, the critical elements of the <i>Investigations</i> math curriculum including a minimum of sixty minutes devoted to core instruction	Alignment across grade levels on implementation of the critical elements of the <i>Investigations</i> math program.	Grade K-5 teachers Math Leadership Committee RTI Specialist	An instructional schedule with protected math instruction time. Teachers implementing the essential instructional routines of an <i>Investigations</i> lesson. Development of a 'Look-Fors' document for best math practices	CFA results STAR Math results Fact Fluency results Master Schedule with identified protected math time for each grade level Walk-through data
During the intervention band, we implement interventions within the classroom specific to student need	Modifications and changes within the classroom that best meet the needs of targeted students.	Grade K-5 teachers Math Leadership Committee RTI Specialist	An instructional schedule with protected intervention time. Creation of flexible math groups within the classroom focusing on student needs	CFA results STAR Math results Fact Fluency results
Implement researched-based instructional practices during math instruction	Improved growth across all student groups	Grade K-5 teachers Math Leadership Committee	Teachers using practices that engage and motivate students and lessons that differentiate for needs of students	PLC notes Self-assessments on implementation Feedback on walk-throughs

Engage parents in understanding math skill development and how to support efforts at home	Parents knowledgeable about math skill expectations and how to support their children at home	Grade K-5 teachers Principal	Newsletter Parent Coffees and Information Nights	Newsletter articles Agendas
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>				
1. Develop math agreements as a staff (time, use of intervention band, progress monitoring) 2. Establish expectations for Math Core (must dos, may dos) 3. Establish expectations for intervention Band 4. Develop “look-fors” for administrator 5. Become familiar with Wilson materials and technology resources available for practice and differentiation (MobyMax Fact Master, saved materials on shared drive – “Mastering the Basic Math Facts – Strategies, Activities, and Interventions to Move Students Beyond Memorization”, Do the Math, Moving with Math, Focus Math) 6. Periodically share fact fluency progress in teams K-2 and 3-5 7. Review and implement district protocols for RTI in math (screening, progress monitoring) 8. Review and implement with staff best practice in math instruction and intervention 9. Review and implement with staff essential instructional routines of an <i>Investigations</i> lesson. Chart in K-2 and 3-5 teams. 10. Professional development on research-based math instruction practices 11. Frequent walk-throughs 12. Provide staff members with coaching and mentoring support for implementation of professional development goals				

© 2010 by The Leadership and Learning Center



Wilson Professional Development Plan

Professional Development Goal:	To acquire the skills to implement strong research-based, effective math instructional strategies in every classroom. Gain a deeper understanding of the essential elements of the core math program and effectively align implementation of those elements across the grades.				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	What instruction is more effective than another? What research-based practices and interventions support student deficits? What are the essential elements of the math core program and how do they align from grade-to-grade?				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	How to analyze student errors to determine student deficits and choose best instructional practices and interventions. What does explicit instruction in math look like? What are examples of math engagement strategies?				
Research from professional development approach was formulated:	From article: <i>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools</i>				
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 we expect to see ...				
Classroom teachers learn how to look at patterns of error analysis in their	Students grouped according to skill deficits in classrooms	Math Team	Classroom Teachers	Winter 2014	PD Time

classroom to group students and provide targeted instruction	and teachers knowledgeable about how to use this data to support student learning	RTI Specialist			
Classroom teachers have knowledge of effective instructional strategies for math instruction	A list of “look-fors” that my administrator will use during observations.	Math Team	Classroom Teachers	Winter 2014	PD Time
Classroom teachers Implement effective instructional strategies	Feedback from my administrator on effectiveness	Math Team	Classrom Teachers		PD Time

© 2010 by The Leadership and Learning Center

Wilson School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	In reviewing our data over a two year period, we celebrate the ten percentage point increase at grades four and five on OAKS Reading. Grade 4 increased from 79% to 89% and Grade 5 from 77% to 87%. At Grade 3, we see a ten percentage decrease in scores in 2011-12 and 2012-13. We need to provide explicit instruction on comprehension and use the reading intervention band to provide additional reading support in the classroom. During small group literacy time in the classroom, we need to re-teach comprehension lessons for students who need it.			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	If we provide more explicit comprehension lessons with additional instruction provided in small group literacy time in the classroom and during the reading intervention band, we should see an increase in the number of students meeting benchmarks on OAKS reading.			
SMART Goal Statement #1: Reading	At Wilson Elementary School, the percentage of students meeting on OAKS reading will increase by five percent with an average of 92% students meeting in grades 3-5 on the spring 2014 OAKS assessment. All 3-5th grade students who do not meet the standard will meet their Oregon growth goal target as identified in the Oregon Typical Growth Model. In 2014-15, the percentage of students meeting on Smarter Balance will remain at or above 92%. By 2015-16, 94% of students will meet in reading on Smarter Balance.			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF we....	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN we 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>
Enhance core reading instruction with materials and best practices that get at the complexity and rigor of common core	An increase in the number of students meeting benchmarks as indicated on classroom formative	Grade K-5 teachers	Teachers demonstrating knowledge of standards	Progress monitoring tied to the big five

standards such as close reading, using evidence, and writing about reading	assessments and STAR Reading Fall to Winter and Winter to Spring.	RTI Specialist ELL teacher LRC teacher	and resources to plan learning activities. Teachers designing coherent instruction and assessments Administrator 'Look-fors'	components of reading STAR Reading results Student AR records
During the intervention band, implement interventions within the classroom specific to student need.	A decrease in the number of students not meeting benchmarks as indicated on classroom CFAs, STAR Reading assessments from Fall to Winter and Winter to Spring.	Grade K-5 teachers RTI Specialist ELL teacher LRC teacher	Teachers using assessment to monitor student learning. Teachers demonstrating response to student need. Look-fors - administrator.	Progress monitoring tied to the big five components of reading STAR Reading results Student AR records
Implement researched-based instructional and engagement practices during the core, small groups, and intervention	Improved growth across all student groups	Grade K-5 teachers RTI Specialist ELL teacher LRC teacher	Teachers using questioning and discussion techniques to increase student engagement and practice opportunities. Look-fors - administrator	Progress monitoring tied to the big five components of reading STAR Reading results Student AR records

Engage parents in practices that support their developing reader	Improved growth across all student groups	Grade K-5 teachers RTI Specialist ELL teacher Principal	Teachers engaging families in the instructional program, i.e. homework, practice	Newsletters Parent Coffee Agendas
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>				
1. Revisit reading agreements as a staff (time, use of intervention band, progress monitoring) 2. Develop “look-fors” for administrator 3. Provide professional development in close reading technique, analyzing text complexity, and writing about reading 4. Review and implement district protocols for RTI in reading (screening, core instruction progress monitoring, differentiated instruction) 5. Review and implement best practice instructional strategies to increase engagement and student practice 6. Utilize materials and resources to enhance core reading instruction tied to common core standards				

© 2010 by The Leadership and Learning Center

Wilson Professional Development Plan

Professional Development Goal:	To acquire the skills needed to enhance core reading instruction tied to common core standards. Gain a deeper understanding of the depth and rigor of common core reading and writing instruction and effectively implement them in the classroom during the core and across content areas.				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	What are the common core English language arts shifts required to align instruction and materials? What research-based practices provide better student outcomes in reading. What materials, resources, and routines add rigor and complexity to literacy instruction?				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	How to align core reading materials with common core expectations Explicit instruction routines to instruct in the big five areas of reading				
Research from professional development approach was formulated:	Oregon Reading Framework, ODE common core resources, Marzano best practices				
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> IF we.... THEN we expect to see ...	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>
Learn to enhance reading instruction to the depth and rigor of common core standards	An increase in activities and assignments that tie to common core standards.	Teachers RTI Specialist	Teachers	Winter 2014	PD Time

Target small group instruction to student need in the core and during the intervention band	Daily use of the intervention band for targeted instruction and weekly use of PLC time to determine effectiveness of instruction.	Teachers RTI Specialist	Teachers	Fall 2014	PD Time PLC
Implement research-based engagement and instructional best practices	Increased student engagement and response to instruction	Teachers RTI Specialist	Teachers	Fall 2013	PD Time Observe models
Engage families in supporting the development of their child's literacy	An increase in student reading and practice at home.	Teachers	Student Families Teachers	Winter 2013	Home reading activities Tips for Parents

© 2010 by The Leadership and Learning Center



Corvallis

SCHOOL DISTRICT

II.E. Cheldelin Middle School

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	READING: Based on a combination of STAR and OAKS data, 11% of our total student population need interventions in the area of reading. In addition, another 25% of our students have not consistently demonstrated grade-level performance and are “on watch”. However, there is a clear disparity between students who qualify for Free/Reduced lunch and students who do not qualify. For example, 19% of F/R students are in need of intervention while only 9% of non-F/R students have that need. This holds true for our “on watch” students as well; 43% of F/R students as compared to 19% of our students with higher income families. In short, a CMS student from poverty is twice as likely to be in need of reading intervention as their counterparts. MATH: In this area, and using the same data sources, 7% of our total student population is in need of interventions. Among F/R students, that total is 14% while the Non-F/R group is 5%. In addition, 28% of our F/R students are “on watch” as opposed to 11% of their counterparts. At CMS, a student from poverty is nearly three times as likely to be in need of math intervention as students from wealthier households.			
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	If we implement the strategies outlined below, we should see student performance gains in all sub-groups as well as the total student population. The action steps in this plan provide opportunities for all students but they should be particularly effective in removing some of the barriers faced by students of poverty.			
SMART Goal Statement # <u>1 and 2</u>	By June of 2013, all Cheldelin students will demonstrate that they have met their projected growth goals in both the OAKS and STAR assessments. Furthermore, students whose progress is being monitored using the STAR assessment will meet their individual growth goal.			
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
Continue the implementation of proficiency-based instruction and grading practices which includes: focusing and aligning standards, developing common formative assessments, re-teaching, intervening and differentiating	90% of all students will meet Tier One/Priority standards for their grade level.	Principal, Assistant Principal, Grade Level Team Leaders	All teachers abiding by grading agreements	Classroom observations Teacher work products: CFAs. Priority standards

<i>based on these assessment results</i>			<i>Identified priority standards.</i> <i>Bank of common-formative assessments</i> <i>Re-teaching students who have not mastered the priority standards.</i>	<i>document, etc.</i> <i>Student progress toward proficiency report</i>
<i>Institute a flexible schedule that supports proficiency: particularly re-teaching, intervening and assessing.</i>	90% of all students will meet Tier One/Priority standards for their grade level.	<i>Principal, Assistant Principal</i>	<i>Teachers re-teaching to priority standards.</i>	<i>Lists of students identified for re-teaching based on in-class assessments.</i> <i>Classroom observations.</i>
<i>Provide an iPad for each student and professional development opportunities for all staff on engaging students through the use of this technology.</i>	90% of all students will meet Tier One/Priority standards for their grade level. 95% of all students will have at-home access to the internet.	<i>Principal, Assistant Principal, Building Technology Team</i>	<i>More personalized student learning opportunities</i> <i>Enrichment and interventions using this technology</i> <i>Real-time data collection and interpretation</i> <i>High level of student engagement in the work including increased collaboration</i> <i>Use of the iPad by students for self-management tasks</i>	<i>Classroom observations</i>
<i>Fully implement the elements of the RTI model including: Universal Screening, Progress Monitoring and research-based interventions</i>	100% of students whose progress is currently being monitored will advance at least one tier.	<i>Principal, Assistant Principal, Assessment Coordinator, Reading and Math Interventionists, LRC staff</i>	<i>All students in need of intervention systematically screened and monitored.</i> <i>Creative and flexible interventions both within the general education setting and in specialized classrooms.</i> <i>Focused instruction using research-based interventions.</i>	<i>Classroom observations</i> <i>Progress monitoring data.</i>

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>				
Proficiency- Pinnacle to support proficiency grading (working group with Mark Skinner), process to identify priority standards, support and resources to align our work with Linus Pauling, Franklin and our feeder schools, district support for curriculum mapping (EdCaliber?) iPad- Continued professional development for teachers, building level, real-time technology support, district support for community/parent concerns and resources to remove barriers for students from poverty RTI- Support for district screening and progress monitoring system, district guidelines for standardized RTI process, resources to convene RTI data teams, resources for interventions, professional development on the philosophy of RTI and the specifics of implementation at the middle school level				

© 2010 by The Leadership and Learning Center



(School Name) Professional Development Plan

Professional Development Goal:	<i>Staff will understand the philosophical foundations of proficiency based teaching, technology as an instructional tool and the Response to Intervention model. They will implement all three at a beginning level.</i>
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	Proficiency- Teachers will be able to explain the benefits of proficiency based grading. Teachers will understand the implications of different approaches to grading (% versus rubric/scale). Teachers will be able to identify priority standards. Teachers will be able to identify a number of approaches to formative and summative assessment. iPad- Teachers will understand ways in which the iPad can enhance engagement. Teachers will be able to identify different apps and their use. RTI- Teachers will be able to explain the elements of the RTI process as well as its purpose. Teachers will be familiar with basic data analysis concepts included in the RTI process. Teachers will be familiar with classroom-based differentiation strategies for use in the middle school.
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	Proficiency- Teachers will incorporate the middle school grading agreements and other elements of a proficiency-based approach. Teachers will evaluate student work utilizing a rubric. Teachers will be able to develop assessments based on priority standards. Teachers will incorporate a variety of formative and summative assessments. iPad- Teachers will utilize the iPads in their classroom to increase engagement.

	RTI- Teachers will be able to identify students in need of intervention and to evaluate an intervention's effectiveness. Teachers will be able to provide classroom-based interventions for struggling students.				
Professional Development Implementation Strategies	Results Indicators (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.) IF I THEN I expect to see ...	Primary Leadership (Designate the teacher and leader responsible)	Intended Audience (Stakeholders)	Timeline (Include completion date)	Resources (people, materials, time)
Provide professional development on: Prioritizing the Common Core State Standards Developing formative and summative assessments Using Pinnacle in a proficiency-based environment	100% of CMS teachers will: -incorporate the middle school grading agreements. -help identify priority standards for their subject. -develop at least three assessments based on priority standards. - incorporate a variety of formative and summative assessments into the classroom. -evaluate student work utilizing a rubric.	Principal, Assistant Principal, Team leaders	All district middle school teachers	June, 2014	Web resources, exemplars from other districts, professional development time (all), collaborative time (subject teams) ESD Pinnacle support
Provide professional development on: Ways in which the iPad can enhance student	100% of CMS teachers will: - utilize the iPads in their classroom at least once a week to increase	Principal, Assistant Principal,	All CMS teachers	March, 2014	Resources to support the building tech.

engagement. The productive use of specific educational apps.	<i>engagement.</i> - be able to demonstrate the successful implementation of at least two apps in the classroom.	<i>Technology Team</i>			<i>team as well as the district technology instructional coach.</i>
Provide professional development on: The RTI process as it is to be implemented in the Corvallis School District.	<i>100% of CMS teachers will:</i> <i>-be able to explain the elements of the RTI process as well as its purpose.</i> <i>- be familiar with basic data analysis concepts included in the RTI process.</i> <i>-when given individual assessment data, will be able to identify whether a student is in need of intervention</i> <i>- be familiar with classroom-based differentiation strategies for use in the middle school.</i>	<i>Principal, Assistant Principal</i>	<i>All CMS teachers</i>	<i>March, 2014</i>	<i>Completed district RTI Handbook, budget allocation to support data team meetings, district RTI specialist</i>

Cheldelin Middle School School Improvement Action Plan

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	WRITING: <i>The Oregon Department of Education no longer offers to score writing samples from the middle school level as they have in the past. The state has shifted its focus away from writing and as a result, students' writing has been negatively impacted. When papers were scored by the state, they were given scores in four traits: Ideas and Content, Organization, Sentence Fluency, and Conventions. Signifying the importance of the Conventions score or perhaps an historical issue with the conventions of writing by students, the Conventions score is doubled as part of the composite score. In order to meet the benchmark, students are to receive at least a four in all of the traits; that is a minimal composite score of 40, with all scores being at least a 4.</i> School-wide, all of our students participated in two separate writing assessments that were modeled after the state writing assessment. All of the samples were scored by at least two readers. Readers were trained to use the state scoring guide. The results of the writing samples reflect the lack of emphasis on writing instruction overall: • 17% of 6th graders met with 22% nearly meeting • 42% of 7th graders met with 17% nearly meeting • 38% of 8th graders met with 20% nearly meeting. • The average Conventions score for 6th, 7th, and 8th graders were 6.7, 7.2 and 7.3 respectively. (Students receiving two score of 4 would be meeting the benchmark.)
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	If we implement the strategies listed below, we can expect student performance in the area of Conventions to improve significantly.
SMART Goal Statement # <u> 3 </u>	<i>By June 2014, all Cheldelin students will meet their growth target in writing conventions.</i>

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>
Expect that teachers in all disciplines require students to have writing opportunities in their classes.	All students will meet their growth targets from the teacher-created rubric.	Principal, Assistant Principal	Teachers in all disciplines are requiring students to write in their classes.	Classroom observation, samples of writing
Expect that all Language Arts teachers provide Daily Oral Language exercises and opportunities to write in various modes	Significant improvement in student's use of correct punctuation.	Principal, Assistant Principal	Students actively engaged in DOL activities.	Classroom observation, pre- and post- tests
Expect that all Language Arts teachers use the growth target rubric.	All students will meet their growth targets from the teacher-created rubric.	Principal, Assistant Principal	Students familiar with the rubric, teachers using it to evaluate student writing.	Classroom observation, completed rubrics
Expect that all Language Arts teachers will score student samples using the state scoring guide at least twice this year.	100% of students with two sources of writing data.	Principal, Assistant Principal	Students familiar with the writing traits and completing the writing tasks	Classroom observation, student samples
Begin implementation of a writing RTI process utilizing a research-based Universal Screen and Progress	Efficient and accurate data to assess student progress in writing skills	Principal, Assistant Principal	Students utilizing the instrument, a collection of screening and progress-	Assessment results for 10% of our students.

Monitoring instrument (CBM, etc.)			monitoring data.	
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>)				
Professional development opportunities for teachers to learn best strategies for incorporating writing into all subjects. Professional development around writing RTI and the screening instrument. Time for teachers to collaborate to score writing samples. Additional trained scorers.				

© 2010 by The Leadership and Learning Center



(School Name) Professional Development Plan

Professional Development Goal:	<i>Staff will understand the importance of providing writing opportunities in all settings, ways to incorporate writing and how to assess student writing using the teacher-created rubric. Selected teachers will know how to assess students using the writing screening instrument.</i>				
Knowledge: (<i>What new knowledge will result from the professional development effort that addresses this goal</i>)	<i>Teachers will be able to provide examples of ways they can incorporate writing into their classroom. Selected teachers will be able to explain the use of the screening tool as part of the RTI process.</i>				
Skills: (<i>What new skills will result from the professional development effort that addresses this goal</i>)	<i>Teachers will be able to effectively score student writing using the teacher-created rubric. Teachers will be able to score student writing using the Oregon Writing Scoring Guide. Selected teachers will be able to score student writing using the screening tool.</i>				
Research from professional development approach was formulated:	<i>Writing CBM as a research-based screening tool (University of Minnesota and others)</i>				
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient)</i>	Primary Leadership <i>(Designate the teacher and leader)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources <i>(people, materials, time)</i>

<i>IF I</i>	<i>teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i> <i>THEN I expect to see ...</i>	<i>responsible)</i>			
Provide professional development on: The value of providing writing opportunities in all settings to support the CCSS and Smarter Balanced assessment.	100% of CMS teachers will be able to provide examples of ways they can incorporate writing into their classroom.	<i>Principal, Assistant Principal</i>	<i>All CMS teachers</i>	<i>June, 2014</i>	<i>Web resources, exemplars from other districts, professional development time</i>
Using the teacher-created rubric to assess student writing.	100% of CMS teachers will be able to effectively score student writing using the teacher-created rubric.	<i>Principal, Assistant Principal</i>	<i>All CMS teachers</i>	<i>June, 2014</i>	<i>professional development time</i>
Assessing students using the writing screening instrument.	Selected teachers will be able to explain the use of the screening tool as part of the RTI process.	<i>Principal, Assistant Principal</i>	<i>Select CMS teachers</i>	<i>June, 2014</i>	<i>Agreed-upon screening tool, professional development time</i>



Corvallis

SCHOOL DISTRICT

II.F. Crescent Valley High School

**2013-14 Crescent Valley High School Improvement Action Plan
Math Goal**

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	<i>All graduating seniors are now required to pass the Essential Skills in reading, writing and math, in order to participate in the graduation ceremony and receive a diploma. The stakes are high for students to demonstrate mastery of content standards in these areas. Math can be a difficult subject for many students and our school has focused on math goals in our School Improvement Plan for many years. In addition, we've created a system of interventions and supports to help students attain this achievement. In the past, school goals have focused on the achievement of the eleventh grade cohort, through the summative assessment of the Oregon Assessment of Knowledge and Skills. The type of goal is ineffective in evaluating the growth of students, over time, in meeting this target. This year, a growth goal, will enable us to target growth, for each student in the group, over time.</i> <i>Last year, 85.3 % of CV juniors met the Essential Skill in Math.</i>
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	<i>If we assess student ability at the beginning of the school year using OAKS, target both instruction and interventions based on this data and monitor progress throughout the year, then students will improve their performance on this "on-demand" task, required for high school graduation.</i>
SMART Goal Statement # _____	<i>For the 2013-14 school year, all eleventh grade students who have not met the Essential Skill in math, as measured by an OAKS score of 236, will either meet the benchmark (236 score) or increase his/her RIT score by 4 points.</i>

Leadership Implementation Strategies (insert your 1-3 measurable leadership strategies) IF I....	Results Indicators (a measurable, percent, increase in student learning results) THEN I expect to see ...	Primary Leadership (Designate the teacher and leader responsible)	Desired Benefits (Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)	Sources of Data to Monitor (Insert what student/adult data you will monitor)
Develop a system of student assessment, targeted instruction, intervention and support through RTI strategies. This will be accomplished through the newly developed RTI school team and teacher developed student growth goals.	Students in this intact group will improve in the skills required to succeed on the OAKS math test. This will impact students in all grade levels, who need to pass the math Essential Skill	CV administration will develop the leadership of the RTI and math teams in order to create a sustainable system of interventions and student support for learning.	Teachers will communicate frequently with families regarding instructional interventions and convey information about individual student progress. Teachers will communicate frequently with families regarding instructional interventions and convey information about individual student progress. The plan for student assessment is aligned with instructional outcomes and assessment methodologies may have been adapted for targeted groups of students.	STAR assessment data from three testing windows: fall, spring, winter. Practice work samples and OAKS practice tests. Official OAKS student scores Achievement of Student Growth Goals.

<i>Provide leadership for the two new teacher-leader Essential Skills Specialists, in order for them to manage, coordinate and communicate the system of interventions and student supports necessary to meet this goal.</i>	<i>If a system of interventions is developed to assist students who struggle with math skills required at each level of math, then students will be more successful when it comes time to demonstrate mastery of the math Essential Skill.</i>	<i>School Principal will provide the leadership and vision to empower these two teacher-leaders to be effective coordinators for Essential Skill data collection, test coordination and communication with families</i>	<i>Teachers will develop leadership roles within the school that foster collegial and professional relationships, through active assistance of helping other teachers.</i>	<i>Individual student data, through teacher mid and year-end goals meetings, STAR data analysis, OAKS data and Essential Skill completion.</i>
<i>Work with RTI members to implement STAR screening and monitoring tool to assist teachers in setting measurable student growth goals at each grade level, for each math course in the pathway to the OAKS test: algebra, geometry and algebra 2.</i>	<i>Teachers will meet student growth goal progress as evidenced by mid-and year-end data review.</i>	<i>School principal will provide the support needed and requested to support the work of the RTI team members and the RTI system of interventions.</i>	<i>Teachers will develop leadership roles within the school that foster collegial and professional relationships, through active assistance of helping other teachers.</i>	<i>RTI team meeting minutes. STAR training workshops, STAR progress reports</i>

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.)

Support teachers in writing appropriate student growth goals that are measurable and identify realistic outcomes for student learning. Communicate effectively about systems of support, student screening and progress monitoring data.

© 2010 by the Leadership and Learning Center



Crescent Valley High School 2013-14 Professional Development Plan

Professional Development Goal:	By the end of the 2013-14 school year, all teaching staff at Crescent Valley High School will write effective Student Growth Goals and meet these goals at the Proficient or Distinguished level.				
Knowledge: (What new knowledge will result from the professional development effort that addresses this goal)	The primary knowledge resulting from this professional development effort includes: • Understand the difference between achievements versus growth goals. • Collect, analyze and monitor student progress data • Develop effective formative and summative assessments to identify student learning • Understand the relationship between student learning and grades.				
Skills: (What new skills will result from the professional development effort that addresses this goal)	The following skills will result from the professional development • Effective and engaging instructional strategies, specific to content areas • Data analysis • Writing effective assessments, aligned to instructional outcomes • Develop grading practices that align with instructional outcomes based on formative and summative assessments, and differentiate between practice for and assessment of learning.				
Research from professional development approach was formulated:	The research from Solution Tree which is based on the four tenets of the PLC's: What do you want students to learn? How will you know when they learn it? What will you do if they don't learn it? What do you do if they already know it? These questions are the underlying questions surrounding student learning/growth, effective grading and instructional practices.				
Professional Development Implementation Strategies	Results Indicators (A measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language	Primary Leadership (Designate the teacher and leader responsible)	Intended Audience (Stakeholders)	Timeline (Include completion date)	Resources (people, materials, time)

<i>IF I....</i>	<i>from rubrics. Insert what student/adult data you will monitor.)</i> <i>THEN I expect to see ...</i>				
<i>We provide training and support for teachers in writing effective student growth goals, document student growth toward achieving those goals and celebrate successes...</i>	<i>I expect to see greater student engagement and learning based on instructional objectives allowing 100 percent of the teachers to meet their student growth goals.</i>	<i>CV administration, along with support from district staff</i>	<i>Students and teachers.</i>	<i>June 20, 2014</i>	<i>District level training, Educator's Professional Growth Handbook and Talent Ed.</i>
<i>Through reading and discussing The Repair Kit for Grading, teachers learn and process together regarding effective grading practices, while reflecting upon their own practices, we can establish a set of core values leading to the CV Belief Statement about grades and grading.</i>	<i>100 percent of the teachers will use a reflective process to evaluate effective grading practices and apply this learning to each of their grading philosophies</i>	<i>CV administrations and every teacher</i>	<i>Teachers and students.</i> <i>Site Council members.</i>	<i>June 20, 2014</i>	<i>Repair Kit for Grading, enough copies for entire staff and site council.</i> <i>Resource Guide for reflection.</i>
<i>Teachers continue to align classroom instruction state standards and use formative and summative assessments to determine student learning, while engaging students through effective instructional strategies,</i>	<i>The focus of teaching becomes centered on practice for and assessment of learning within every content area.</i>	<i>CV administrators, teachers and Instructional Services Coordinator</i>	<i>Teachers and students</i>	<i>June 20, 2014</i>	<i>Trainer on effective assessment writing, hopefully by the end of semester one.</i>



**2013-14 Crescent Valley High School Improvement Action Plan
On Track to Graduate Goal**

School-wide Problem-of-Practice: (<i>Abbreviated Data Analysis Narrative</i>)	<i>The Oregon NCLB Waiver has caused schools across Oregon to look at school improvement in new ways. The Achievement Compact suggests that high schools should have targeted goals to monitor and improve a student's progress toward being on track to graduate, as measured by the end of the freshman year. The indicators for on track to graduate include the following:</i> <i>• Having completed six high school credits</i> <i>• Having completed Algebra I</i> <i>• Having good attendance- 92% is the target.</i> <i>In analyzing this data based on last year's freshmen, we found the following to be true:</i> <i>• 95% of last year's freshmen (12-13 cohort) met the On Track to Graduate Target, based on the above criteria...</i> <i>• 2012-13 freshman attendance rate was 97.61%</i>
Theories-of-Action: (<i>Hypothesis—IF/THEN—Statements from Inquiry Process</i>)	<i>If we monitor student achievement in completing Algebra and in earning six credits throughout the school year, apply a system of interventions to support students in accomplishing these success indicators, then we will see a larger percentage of students who are on track to graduate at the end of the freshman year. Crescent Valley High School already has a host of interventions to be applied, and we understand that communication with students and parents is a key factor in achieving this goal.</i>
SMART Goal Statement # _____	<i>For the 2013-14 school year, 100 percent of this year's current 9th graders will begin his/her 10th grade year with a minimum of 6.0 credits, including one full credit of math at the Algebra 1 level of higher.</i>

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>Beginning at the end of quarter one, counselors will track and monitor students who fall below the target for on track to graduate, providing targeted interventions.</i> <i>Student Support Team will support this effort through the connection of outside resources such as the truancy officer, juvenile department and other services.</i>	<i>Students will become more accountable, earlier in the school year, to achieve the criteria for on track to graduate. The success experience will translate into greater student motivation and disciplined study habits.</i>	<i>Administrators, counselors and Behavior Specialist, members of Student Support Team.</i>	<i>Increased number of students who are on track to graduate, by the end of the school year.</i>	<i>Achievement in Algebra</i> <i>Student Grades in Pinnacle</i> <i>Individual student attendance.</i>
<i>Implement both the AVID elective class and program components such as Cornell note taking, to assist students improve study habits and course completion.</i>	<i>Students will see success in the classroom and with possibilities for the future.</i>	<i>AVID teachers and Assistant Principal</i>	<i>Learning tasks/activities are aligned with the instructional outcomes and designed to engage students in learning activities that lead to student success.</i>	<i>Completion of courses with passing grades.</i>
<i>The behavior specialist, counselor or administrator will meet with students, whose attendance is below 85%, providing strategies and support for improvement.</i> <i>The truancy officer will meet with students whose attendance drops below 50%.</i>	<i>Students will be held more accountable for attendance and rates of attendance will improve.</i>	<i>Behavior Specialist, Administrators and Truancy Officer</i>	<i>Increased rate of attendance which leads to a greater likelihood that students will earn credits and pass Algebra.</i>	<i>Attendance and grades through Pinnacle</i>

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.*)

The data analysis must be scheduled into the calendar, with subsequent time scheduled for parent/student conferences. Parent Outreach time can be revised so that more meaningful conferences can occur with students and families.



Crescent Valley High School Professional Development Plan

Professional Development Goal:	<i>All staff will be trained on the system of interventions currently in place at Crescent Valley High School, allowing an opportunity for staff to provide feedback and ideas that contribute to the goal. In addition, we will implement the use of STAR screening and monitoring tool in the areas of math and reading to support students who need extra support for learning in these areas.</i> <i>All teachers will be trained to write Student Growth Goals, which support them in monitoring student progress, interventions needed and ultimately improved class passing rates.</i> <i>Grading practices will be reviewed and revised in order to reflect the school community's grading philosophy and best practices, so that a grade represents what a student knows and is able to do.</i>
---------------------------------------	---

	<i>THEN I expect to see ...</i>				
<i>Provide pertinent information to staff regarding student achievement in on track to graduate criteria and intervention implementation.</i> <i>Train RTI team in data analysis and STAR.</i>	<i>Staff will help support the intervention plan with students in their classes, and students have a greater likelihood of improvement in these areas.</i>	<i>Administration, School Behavior Specialist...</i>	<i>School staff and students.</i>	<i>Data reports completed quarterly, in November, February, April and June.</i> <i>Final analysis completed in June 2013</i>	<i>Pinnacle, Algebra teachers and release time for staff.</i>
<i>Define what knowledge and abilities a grade represents, as aligned with content standards and levels of Bloom's Taxonomy.</i>	<i>Grades represent the acquisition of knowledge and preparation for next levels of instruction.</i>	<i>Administration and school staff.</i>	<i>Teachers, students and parents.</i>	<i>June 15, 2013</i>	<i>Repair Kit for Grading book for all staff.</i> <i>PLC and Professional Development time.</i>
<i>Provide students and parents with an opportunity to conference with school staff to support students with interventions that will improve on track to graduate criteria.</i>	<i>Students will be held more accountable to these achievement criteria, improving the percentage of students who meet the on track to graduate criteria.</i>	<i>Administration and school staff</i>	<i>School staff and students</i>	<i>June 15, 2013</i>	<i>Time and organization.</i>

**2013-14 Crescent Valley High School Improvement Action Plan
Writing Goal**

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	<i>All graduating seniors are now required to pass the Essential Skills in reading, writing and math, in order to participate in the graduation ceremony and receive a diploma. The stakes are high for students to demonstrate mastery of content standards in these areas. Writing can be difficult for many students and last year our School Improvement Plan focused on writing across the curriculum. In addition, we've created a system of interventions and supports to help students attain this achievement. In the past, school goals have focused on the achievement of the eleventh grade cohort, through the summative assessment of the Oregon Assessment of Knowledge and Skills. The type of goal is ineffective in evaluating the growth of students, over time, in meeting this target. This year, a growth goal, will enable us to target growth, for each student in the group, over time.</i>
Theories-of-Action: (Hypothesis— IF/THEN—Statements from Inquiry Process)	<i>If we assess student ability at the beginning of the school year using OAKS, target both instruction and interventions based on this data and monitor progress throughout the year, then students will improve their performance on this "on-demand" task, required for high school graduation.</i>
SMART Goal Statement # _____	<i>For the 2013-14 school year, all eleventh students will make measurable progress in writing, by improving one performance level in two or more areas of the state writing rubric (improvement of at least 2 in composite score), or by meeting the Essential Skill in writing on the state writing assessment.</i>

Leadership Implementation Strategies (insert your 1-3 measurable leadership strategies) IF I....	Results Indicators (a measurable, percent, increase in student learning results) THEN I expect to see ...	Primary Leadership (Designate the teacher and leader responsible)	Desired Benefits (Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)	Sources of Data to Monitor (Insert what student/adult data you will monitor)
<i>The Writing Center provides support to improve students' writing across all curricular areas, focusing primarily on the editing and revision part of the writing process.</i>	<i>Students will become more engaged in the writing process through self and peer editing and revision.</i>	<i>Principal, Writing Center Coordinator, classroom teachers</i>	<i>Teacher coordinates knowledge of resources to design instruction and assessment is aligned to instructional objectives, using formative assessment as a strategy for improvement in writing, across all disciplines.</i>	<i>Student growth in writing proficiency across all disciplines as evidenced by student scores(writing rubric), use of writing center as an integral part of writing process based on number of students who access the center, OAKS scores at the end of the school year.</i>
<i>Continue the practice of using the state writing rubric to score student work in science, health and social studies, in addition to English courses.</i>	<i>Students will become more proficient in writing skills, based on the writing rubric, ensuring that good writing practices are expected in all disciplines.</i>	<i>Content area teachers.</i>	<i>Assessment criteria and standards are clear and teacher has a well-developed strategy for using formative assessment as an instructional activity.</i>	<i>Improvement in student writing scores, across all disciplines, over the course of the school year.</i>
<i>Teachers collaborate across disciplines to incorporate good writing skills in all</i>	<i>Students will become more engaged and proficient writers across all content</i>	<i>English and content area teachers</i>	<i>Teacher's relationships with colleagues are characterized by mutual</i>	<i>Number of inter-disciplinary PLC meetings, teachers</i>

student written work,	areas.		support and cooperation; teacher actively participates in a culture of professional inquiry and collaboration.	exchange of papers between English and content area classrooms.
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.)				
Teachers will need adequate training and time to complete alignment to content standards, instructional design to literacy standards and training on how to incorporate the use of the writing center as an instructional activity for writing assignments.				

© 2010 by the Leadership and Learning Center



Crescent Valley High School Professional Development Plan

Professional Development Goal:	Content area teachers will align instruction to content standards, including literacy standards within the discipline.
Knowledge: (What new knowledge will result from the professional development effort that addresses this goal)	Staff will have a deeper understanding of the state writing standards and be able to apply them to writing assignments within their disciplines.
Skills: (What new skills will result from the professional development effort that addresses this goal)	Application of writing essentials across disciplines, to include key implementation strategies from the ODE K-12 Literacy Framework.
Research from professional development approach was formulated:	The K-12 Literacy Framework provides the research based strategies and implementation guidelines to make a positive influence on student proficiency in writing.

	<i>science classes.</i> <i>Classroom lesson plans will include evidence of aligning instruction to literacy standards.</i>		<i>teachers.</i>		
<i>Monitor instruction of literacy standards within core content areas.</i>	<i>Instruction in the elements of good writing, based on the state writing rubric, will be evident in designing coherent instruction.</i>	<i>Administration and content area teachers.</i>	<i>Students and content area teachers.</i>	<i>Ongoing throughout the year.</i>	<i>Planning and professional development time, content standards.</i>



Corvallis
SCHOOL DISTRICT

III. ADJOURNMENT

*All times are approximate.

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



Corvallis

SCHOOL DISTRICT

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.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

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
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841