



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 1, 2014 4:45 PM	Special	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 1, 2014
4:45 PM

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, December 1, 2014, 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 PATHWAY SCHOOLS
 - II.A. Goal Overview - CVHS Pathway Elementary Schools

Corvallis Schol District
School Improvement Plans 2014-15
ELEMENTARY

SCHOOL	AREA	GOALS
HOOVER	Math	All students in 3rd grade will show overall math gains as measured by STAR Math resulting in an improved trajectory toward success in math in future grades. Success will be identified in the following manner: All students scoring at the green level (79%) in the fall STAR Math assessment will remain in the green level. Those scoring in the 40th to 49th percentile will move to at least the 50th percentile on the spring STAR Math assessment. All students scoring in between the 25th percentile and the 39th percentile (N = 8) will increase their percentile score by at least 5 percentile points. All students scoring between the 11th percentile and the 24th percentile (N = 5) will increase their percentile score by at least 7 percentile points. All students scoring at or below the 10th percentile (N = 3) will increase their percentile score by 9 percentile points.
	Reading	<i>Students in grades 2 through 5 who have met or exceeded the standard for RI.10 on the fall STAR reading assessment will continue to meet or exceed the standard on the spring STAR reading assessment.</i> <i>Students who did not meet standard RI.10 in the fall will show growth to either meet the standard or have an overall scale score growth in Reading of approximately 100 pts for students in 4th and 5th grade, 110 points for students in 3rd grade, and 160 points for students in 2nd grade.</i>
MT. VIEW	Math	All students in grades 1-5 at Mt. View Elementary School will demonstrate growth in grade-level mathematics as measured by the spring 2015 STAR mathematics assessment. - Students who scored below the 40th percentile on the Fall assessment will show a minimum of more than one year's growth. - Students who scored above the 40th percentile on the Fall assessment will show a minimum of one year's growth.
	Reading	All students in grades 2 and 3 at Mt. View Elementary School will demonstrate growth in grade-level reading as measured by the Spring 2015 STAR reading assessment. - Students who scored below the 40th percentile on the fall assessment will show a minimum of more than one year's growth. - Students who scored above the 40th percentile on the fall assessment will show a minimum of one year's growth.
WILSON	Reading	By June 2014, of the 134 students not meeting benchmarks on STAR Reading, 80% or 107 students will decrease one risk level or tier and the other 210 benchmark students will reach growth targets.
	Math	At Wilson Elementary School, of the 94 students not meeting benchmarks, 80% will decrease their risk level by one tier from fall-to-spring on STAR Math, and the 118 benchmark students will reach growth targets.



Corvallis
SCHOOL DISTRICT

II.B. Goal Overview - CVHS Pathway Secondary Schools

Corvallis Schol District
School Improvement Plans 2014-15
Secondary

SCHOOL	AREA	GOALS
CHELDELIN	Attendance	<i>By June of 2015, the percentage of students who are attending school less than 92% of the time will decrease from 18% to 10%.</i>
	Grades	<i>By June of 2015, the percentage of students who are getting an F in Language Arts or Math will decrease from 8% to 3%.</i>
	Intervention	<i>By June of 2015, the percentage of students who are at "some" or "high" risk in reading and/or math as measured by the STAR assessment, will decrease from 15% in reading to less than 10%, and from 10% in math to less than 5%.</i>
FRANKLIN	Math	<i>All* K-8th students will reach at least 75% of their individual " typical growth target" projected by the STAR Benchmark Assessments Fall to Spring2014-15 in Mathematics or as measured on CFAs pre and post assessments results as indicated on teacher Student Learning Growth goals.</i>
	Reading	<i>All K-8 students will reach their individual "typical growth target" in projected by the STAR Benchmark Assessments Fall to Spring 2014-15 in Reading or as measured on CFAs pre and post assessments results as indicated on teacher Student Learning Growth goals.</i>
<i>*Inclusive of Economically disadvantaged, LEP, Students with Disabilities and TAG.</i>		
CRESCENT VALLEY	On-Track	<i>For the 2014-15 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 or higher.</i>
	Writing	<i>By June 2015 all 9th grade students will improve their composite writing score using the following tiers:</i> <i>Tier 1: growth of 1 points or better on the composite score on a writing work sample</i> <i>Tier 2: growth of 2 points or better on the composite score on a writing work sample</i> <i>Tier 3: growth of 4 points or better on the composite score on a writing work sample</i>
COLLEGE HILL	Math	Specific: Students that need to pass the math benchmark to graduate and haven't been successful through demonstration of knowledge on the OAKS assessment. Measurable: Students testing at 900 or above on the STAR will submit and pass one district approved math work sample with a score of 4 or higher in all 5 areas of the math scoring guide in either algebra, geometry or statistics and probability. Students testing between 800-900 on the STAR will submit and pass one district approved math work sample with a score of 4 or higher in at least 2 areas of the scoring guide. Student testing below 800 on the STAR will submit at least on district work sample that passes with a score of 4 or higher in at least on area of the scoring guide.

Corvallis Schol District
School Improvement Plans 2014-15

Secondary

Appropriate: Each of these students will need to be making progress toward successful completion of these work samples if they are to graduate.

Realistic: Based on the success that students have experienced using work samples as a means to meet the math benchmark, I am confident that this goal is realistic.

Time-bound: This goal will be completed by the end of this academic school year.



Corvallis

SCHOOL DISTRICT

II.C. Franklin K-8 School

Franklin School Improvement Action Plan 2014-2015: Goal #1

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Although 83.3% of all Franklin students met on the State Mathematics Assessment, OAKS, the achievement levels of subgroups of <i>Economically Disadvantaged</i> , <i>LEP</i> , and <i>Students with Disabilities</i> dropped.			
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>All* K-8th students will reach at least 75% of their individual “typical growth target” projected by the STAR Benchmark Assessments Fall to Spring 2014-15 in Mathematics or as measured on CFAs pre and post assessments results as indicated on teacher Student Learning Growth goals.</i> <i>*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 to fulfill clear action plans, including regular reviews in PLCs of evidence of student growth,	100% of K-8thGrade students meeting at least 75% of the individualized typical growth goal target in STAR Math or CFAs in Math as reflected in individual teachers' Student Learning Growth Goals.	Aaron Hale, Beth Martin, Robyn Chapman, Becky Mitchell, Lindsay Prothero	2b The teacher demonstrates a high regard for students' abilities and conveys an expectation of high levels of student effort.	STAR Math Benchmarks MS Pinnacle Reports 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, including Math Olympiad, EngageNY, Math Counts, and IXL Math.	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, Beth Martin, Robyn Chapman, Becky Mitchell, Lindsay Prothero	3c All students are intellectually engaged. 4a The teacher assesses the effectiveness of instructional activities used.	STAR Math Progress monitoring and CFAs
Facilitate and support professional development opportunities focused on best practice in Mathematics instruction, especially those aligned with the Common Core.	At least 80% of 3 rd -8 th grade students meeting or exceeding on the Mathematics portion of Smarter Balanced.	Aaron Hale, Stacey Free, Carol Andresen, Marion Anderson	4a The teacher assesses the effectiveness of instructional activities used.	Unit assessments, Smarter Balanced practice, and CFAs
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.)				
- Identify teacher leaders at ES and MS levels to attend trainings and facilitate ongoing in each of the four professional development areas outlined in the Professional Development Plan, namely: 6th-8th ➤ RTI, including AVID strategies ➤ Teacher Effectiveness (TEL)—Student Learning Growth Goals & focus on 3c Student Engagement; PD360 ➤ iPad, Smart Response, ➤ Northwest Mathematics Conference ➤ Grading and Reporting Practices ➤ IXL Math 3rd-8th ➤ Smarter Balanced, Common Core K-5th ➤ Engage NY, ➤ Teacher Effectiveness (TEL)—Student Learning Growth Goals & focus on 3c Student Engagement ➤ IXL Math - 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 extension of pilot programs for 4th & 5th and MS grades, namely Math Olympiad and Math Counts. - 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), Core Knowledge/Site Council and Tech Committee meetings (monthly), and Parent/Teacher conferences (fall/spring) to communicate rationale and criteria for parent involvement in supporting math instruction - Quarterly review by staff of PEPs for TAG students, IEPs and 504 plans.				

Franklin School Improvement Action Plan 2014-15: Goal #2

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	90.7% of all Franklin students met or exceeded on the State Reading Assessment, OAKS with growth in all subgroups identified (Economically Disadvantaged, ELL, and Underserved Races/Ethnicities) in the 2013-14 SIP, except for Students with Disabilities which dropped from 69% to 60%.			
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 learning growth for all students.. If we provide students with rigorous, engaging literacy instruction, then student growth in Reading will be accelerated.			
SMART Goal Statement # 2	<i>All K-8 students will reach their individual “typical growth target” in projected by the STAR Benchmark Assessments Fall to Spring 2014-15 in Reading or as measured on CFAs pre and post assessments results as indicated on teacher Student Learning Growth goals.</i> <i>*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>
<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-8 th Grade students meeting at least 75% of the individualized typical growth goal target in STAR Reading.	<i>Aaron Hale, Beth Martin, Robyn Chapman, Becky Mitchell, Lindsay Prothero, Angela Garcia</i>		<i>Rubric of Student Growth Goals on each teacher's evaluation</i>
<i>Implement the four cycles of RTI process (READING) for:</i> <i>Identifying the red and yellow zone needs</i> <i>Planning and delivering instruction to those students</i>	% of students scoring in the green on STAR READING will increase to 95% by spring. % of students scoring in the yellow and red on STAR READING will decrease	<i>Aaron Hale, Beth Martin, Robyn Chapman, Mitchell, Lindsay Prothero, Angela Garcia</i>	<i>See Domain 3—Heart of the Instruction in the Framework for Teaching (Danielson)Alignment of Standards with Curriculum & Instruction</i>	<i>STAR Reading Progress monitoring 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,	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%.	Aaron Hale, Beth Martin, Robyn Chapman, Becky Mitchell, Lindsay Prothero, Angela Garcia	3c All students are intellectually engaged. 4a The teacher assesses the effectiveness of instructional activities used.	STAR READING Progress monitoring and CFAs
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.)				
- 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: 6th-8th ➤ RTI, including AVID strategies ➤ Teacher Effectiveness (TEL)—Student Learning Growth Goals & focus on 3c Student Engagement ➤ iPad, Smart Response, ➤ Oregon Reading Association Conference ➤ Grading and Reporting Practices 3rd-5th ➤ Smarter Balanced, Common Core K-5th ➤ RTI, ➤ Teacher Effectiveness (TEL)—Student Learning Growth Goals & focus on 3c Student Engagement - 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 and 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 Read 180 and small group intervention for 6th-8th grade. Implement research based interventions with monthly progress monitoring 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.				



Corvallis
SCHOOL DISTRICT

II.D. Hoover Elementary School

Hoover Elementary School Improvement Action Plan – Goal 1

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	Hoover's 3 rd grade demonstrates the highest level of students not meeting the STAR Math fall benchmark level of 40 th percentile, with 21% (N = 16) below that level. This is consistent with what we know about these students as they finished 2 nd grade, so they are a priority grade for us in increasing students' mastery of critical math skills essential for academic success in the years to come.
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	If we target instructional support and professional development strategies to this level, then we will see significant academic growth in math by all students.
SMART Goal Statement # 1	All students in 3rd grade will show overall math gains as measured by STAR Math resulting in an improved trajectory toward success in math in future grades. Success will be identified in the following manner: All students scoring at the green level (79%) in the fall STAR Math assessment will remain in the green level. Those scoring in the 40th to 49th percentile will move to at least the 50th percentile on the spring STAR Math assessment. All students scoring in between the 25th percentile and the 39th percentile (N = 8) will increase their percentile score by at least 5 percentile points. All students scoring between the 11th percentile and the 24th percentile (N = 5) will increase their percentile score by at least 7 percentile points. All students scoring at or below the 10th percentile (N = 3) will increase their percentile score by 9 percentile points. <i>It is important to understand that the spring STAR norms are higher than the fall norms, so even if a student just maintains the percentile score from the fall, that represents growth that keeps them in relatively the same place academically when compared to their grade level peers as they were in the fall. We understand that increasing their percentile position represents a closing of the gap between these students and their peers working at or above grade level.</i>

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)
We strategically support students below the 40 th percentile on STAR Math this fall through small group instruction and additional Math interventions.	Their skills increase at a rate that closes their knowledge and achievement gap when compared to grade level peers.	Principal Sped teacher and RTI coach 3 rd grade teachers	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students	STAR benchmark testing and Progress monitoring data. Classroom CFA data
We provide training and professional development for the staff working with students who scored below the 40 th percentile on STAR Math this fall.	More effective and targeted instruction in critical skill areas for these students. As a result, we expect to see growth that will close the achievement gap for these students.	Principal Sped teacher and RTI coach 3 rd grade teachers	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues.	Professional development log
We provide time and support for the teachers to regularly conduct data analysis of Formative Assessments and Standardized data from STAR.	More effective and targeted instruction in critical skill areas for these students. As a result, we expect to see growth that will close the achievement gap for these students.	Principal Sped teacher and RTI coach 3 rd grade teachers	Assessment is fully integrated into instruction through extensive use of formative assessment. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.	Record of time allocated to this work. Summary report from teacher team
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.)				
Title II funds to support Professional Development and release time for data analysis.				

Hoover Elementary School Professional Development Plan – Goal 1

Professional Development Goal:	Training teacher(s) working with our most at-risk 3 rd graders on understanding CCSS and effective instructional and assessment practices that will result in students' academic success in math.				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	Instructional and assessment practices tied to CCSS. In particular, the design and development of Common Formative Assessments that will guide instruction throughout the year.				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	The design and use of effective CFAs.				
Research from professional development approach was formulated:					
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i> IF 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>
Train on the use of Engage New York curriculum.	All students in 3rd grade will show overall math gains as measured by STAR Math resulting in an improved trajectory toward success in math in future grades. Success will be identified in the following manner: All students scoring at the green level (79%) in the fall STAR Math assessment will remain in the green level. Those scoring in the 40th to 49th percentile will move to at least the 50th percentile on the spring STAR Math assessment. All students scoring in between the 25th	RTI coach	Teachers using Engage New York curriculum	Throughout the 2014-15 school year	RTI coach, trainers, copying of material, 2 – 3 days to train and observe other teachers using the curriculum

	percentile and the 39th percentile (N = 8) will increase their percentile score by at least 5 percentile points. All students scoring between the 11th percentile and the 24th percentile (N = 5) will increase their percentile score by at least 7 percentile points. All students scoring at or below the 10th percentile (N = 3) will increase their percentile score by 9 percentile points. It is important to understand that the spring STAR norms are higher than the fall norms, so even if a student just maintains the percentile score from the fall, that represents growth that keeps them in relatively the same place academically when compared to their grade level peers as they were in the fall. We understand that increasing their percentile position represents a closing of the gap between these students and their peers working at or above grade level.				
Train on targeted teaching strategies that support basic skill development (addition, subtraction, fractions, multiplication).	All students in 3rd grade will show overall math gains as measured by STAR Math resulting in an improved trajectory toward success in math in future grades. Success will be identified in the following manner: All students scoring at the green level (79%) in the fall STAR Math assessment will remain in the green level. Those scoring in the 40th to 49th percentile will move to at least the 50th percentile on the spring STAR Math assessment. All students scoring in between the 25th percentile and the 39th percentile (N = 8) will increase their percentile score by at least 5 percentile points. All students scoring between the 11th percentile and the 24th percentile (N = 5) will increase their percentile score by at least 7 percentile points. All students scoring at or below the 10th	RTI coach	Classroom teachers	Throughout the 2014-15 school year	RTI coach, Monthly PD sessions

	percentile (N = 3) will increase their percentile score by 9 percentile points. It is important to understand that the spring STAR norms are higher than the fall norms, so even if a student just maintains the percentile score from the fall, that represents growth that keeps them in relatively the same place academically when compared to their grade level peers as they were in the fall. We understand that increasing their percentile position represents a closing of the gap between these students and their peers working at or above grade level.				
Provide parent education on engagement strategies on targeted math skills taught in the curriculum.	All students in 3rd grade will show overall math gains as measured by STAR Math resulting in an improved trajectory toward success in math in future grades. Success will be identified in the following manner: All students scoring at the green level (79%) in the fall STAR Math assessment will remain in the green level. Those scoring in the 40th to 49th percentile will move to at least the 50th percentile on the spring STAR Math assessment. All students scoring in between the 25th percentile and the 39th percentile (N = 8) will increase their percentile score by at least 5 percentile points. All students scoring between the 11th percentile and the 24th percentile (N = 5) will increase their percentile score by at least 7 percentile points. All students scoring at or below the 10th percentile (N = 3) will increase their percentile score by 9 percentile points. It is important to understand that the spring STAR norms are higher than the fall norms, so even if a student just maintains the percentile score from the fall, that represents growth that keeps them in relatively the same place academically	RTI coach and classroom teachers	Classroom teachers and parents	Winter of 2014-15	RTI coach and classroom teachers

	when compared to their grade level peers as they were in the fall. We understand that increasing their percentile position represents a closing of the gap between these students and their peers working at or above grade level.				
--	---	--	--	--	--

Hoover Elementary School Improvement Action Plan – Goal 2

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	<i>In review our fall STAR Reading results it is clear that for grades 2nd through 5th, comprehension of Informational Text remains an area of concern at Hoover Elem. School. As a result, Standard RI.10 will be a focus area for all grades this year.</i> <i>Fall STAR data summary of Standard RI.10 (percent met):</i> <table><tr><td>2 McN: 75%</td><td>2Cla: 55%</td><td>2Cri: 77%</td><td>Total for 2nd grade: 38/56 = 67.9%</td></tr><tr><td>3Car: 74%</td><td>3Del: 81%</td><td>3Per: 67%</td><td>Total for 3rd grade: 57/77 = 74%</td></tr><tr><td>4Bak: 83%</td><td>5Bar: 100%</td><td>4Pon: 81%</td><td>Total for 4th grade: 56/67 = 83.6%</td></tr><tr><td>5Bar: 72%</td><td>5Cri: 84%</td><td>5Vira: 73%</td><td>Total for 5th grade: 61/79 = 77.2%</td></tr><tr><td colspan="4">Total for grades 2 – 5: 212/279 = 76%</td></tr></table>	2 McN: 75%	2Cla: 55%	2Cri: 77%	Total for 2 nd grade: 38/56 = 67.9%	3Car: 74%	3Del: 81%	3Per: 67%	Total for 3 rd grade: 57/77 = 74%	4Bak: 83%	5Bar: 100%	4Pon: 81%	Total for 4 th grade: 56/67 = 83.6%	5Bar: 72%	5Cri: 84%	5Vira: 73%	Total for 5 th grade: 61/79 = 77.2%	Total for grades 2 – 5: 212/279 = 76%			
2 McN: 75%	2Cla: 55%	2Cri: 77%	Total for 2 nd grade: 38/56 = 67.9%																		
3Car: 74%	3Del: 81%	3Per: 67%	Total for 3 rd grade: 57/77 = 74%																		
4Bak: 83%	5Bar: 100%	4Pon: 81%	Total for 4 th grade: 56/67 = 83.6%																		
5Bar: 72%	5Cri: 84%	5Vira: 73%	Total for 5 th grade: 61/79 = 77.2%																		
Total for grades 2 – 5: 212/279 = 76%																					
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	<i>If all teachers and support staff increase their focus and instruction on comprehension of Informational Text then we will see growth by all students in this area.</i>																				
SMART Goal Statement # 2	<i>Students in grades 2 through 5 who have met or exceeded the standard for RI.10 on the fall STAR reading assessment will continue to meet or exceed the standard on the spring STAR reading assessment.</i> <i>Students who did not meet standard RI.10 in the fall will show growth to either meet the standard or have an overall scale score growth in Reading of approximately 100 pts for students in 4th and 5th grade, 110 points for students in 3rd grade, and 160 points for students in 2nd grade.</i>																				

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)
Increase our use of authentic informational text, such as <i>Times for Kids</i> and <i>National Geographic</i> , for studying non-fiction text.	Improved skills by students in comprehending Informational text.	All teachers, supported by RTI coach	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	STAR benchmark testing data and progress monitoring data.
Increase the focus on content curriculum in Social Studies and Science.	Improved skills by students in comprehending Informational text.	All teachers, supported by RTI coach	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet – for classroom use, for the expansion of his or her own knowledge, and for students.	STAR benchmark testing data and progress monitoring data.

Provide training and collaboration time around decomposing the RI.10 standard and instructional strategies for comprehending informational text.	Improved skills by students in comprehending Informational text.	All teachers, supported by RTI coach	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	STAR benchmark testing data and progress 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>				
Title II funds for collaboration time.				

Hoover Elementary School Professional Development Plan – Goal 2

Professional Development Goal:	Increase teachers skills in effective teaching and assessment of student's comprehension of Informational text.				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	Increase knowledge of resources and how to effectively use those resources to develop students' comprehension skills. Develop teachers' skills at analyzing/decomposing standards and designing instruction and assessment practices to increase students' comprehension of informational text.				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	Design of effective CFAs to inform instructional planning.				
Research from professional development approach was formulated:					
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i> IF 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>
Provide training to teachers on decomposing standard RI.10, to increase teachers' understanding of the skills required for deeper mastery of comprehension of informational text.	Students in grades 2 through 5 who have met or exceeded the standard for RI.10 on the fall STAR reading assessment will continue to meet or exceed the standard on the spring STAR reading assessment. Students who did not meet standard RI.10 in the fall will show growth to either meet the standard or have an overall scale score	RTI coach, classroom teachers	Classroom teachers	Throughout 2014-15 school year.	During monthly PD time.

	growth in Reading of approximately 100 pts for students in 4 th and 5 th grade, 110 points for students in 3 rd grade, and 160 points for students in 2 nd grade.				
Teachers attend the ORA conference focusing on comprehending Informational text strategies.	Students in grades 2 through 5 who have met or exceeded the standard for RI.10 on the fall STAR reading assessment will continue to meet or exceed the standard on the spring STAR reading assessment. Students who did not meet standard RI.10 in the fall will show growth to either meet the standard or have an overall scale score growth in Reading of approximately 100 pts for students in 4th and 5th grade, 110 points for students in 3rd grade, and 160 points for students in 2nd grade.	Classroom teachers	Classroom teachers	Winter 2015	Funding for registration and substitute teachers.
Provide training on the use of additional resources such as Moby Max to increase students, teachers' and parents' ability to target the skills involved with comprehending informational text.	Students in grades 2 through 5 who have met or exceeded the standard for RI.10 on the fall STAR reading assessment will continue to meet or exceed the standard on the spring STAR reading assessment. Students who did not meet standard RI.10 in the fall will show growth to either meet the standard or have an overall scale score growth in Reading of approximately 100 pts for students in 4th and 5th grade, 110 points for students in 3rd grade, and 160 points for students in 2nd grade.	RTI coach, principal, classroom teachers	Teachers and parents	Throughout 2014-15 school year.	Monthly PD sessions



Corvallis
SCHOOL DISTRICT

II.E. Mt. View Elementary School

Mt. View Elementary School Improvement Action Plan, 2014-2015

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<i>In reviewing our data (2013-14 OAKS scores,) we see that only 60% of our 3rd -5th graders met or exceeded in Math. That is down from 70.3% from the previous year. Our fall STAR testing shows that only 63% of our students (in Grades 1-5) are at or above benchmark. Looking closer at the STAR data, we see that some of our lowest scores across grade levels are in (1). Operations and Algebraic Thinking (OA), (2). Measurement and Data (MD), and (3). Numbers and Operations-Fractions (NF).</i>			
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<i>If we implement best practice instructional strategies during core math along with best practice research-based interventions for yellow and red zone students in math, we will see improved performances across all student groups. If we focus specific instruction in the OA, MD, and NF portions of the CCSS, we should see improved performances in those particular areas.</i>			
SMART Goal Statement # 1	All students in grades 1-5 at Mt. View Elementary School will demonstrate growth in grade-level mathematics as measured by the Spring 2015 STAR mathematics assessment. - Students who scored below the 40th percentile on the fall assessment will show a minimum of more than one year's growth. - Students who scored above the 40th percentile on the fall assessment will show a minimum of one year's growth.			
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 / I expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
Implement the four cycles of RTI process for identifying the red, yellow, and blue zone needs	Modifications and changes within the classroom that best meets the needs of targeted students.	K-5 teachers, RTI Specialist, LRC teacher	Instructional schedule with protected intervention time. Creation of flexible math groups within the classroom	STAR Math progress monitoring CFA results

- planning and delivering instruction to those students - monitoring progress			focusing on student needs.	
Implement critical elements of Investigations including a minimum of 60 minutes each day devoted to core instruction	Alignment across grade levels on implementation of the critical elements of the math program	K-5 teachers, RTI Specialist, LRC teacher.	Instructional schedule with protected core time for Math	CFA results STAR Math results Fact Fluency results
Engage parents in understanding Math lessons and the IXL program available to students online through a Math-Night Open House	Parents knowledgeable about Math skills expectations and how to support their children at home.	K-5 teachers Principal	Connecting with parents and the greater community.	Attendance at events, meeting agendas, newsletter articles
Pilot ST Math for Grades 4/5, to be used in addition to their core Math time.	Improvement in STAR math scores of students who have difficulty reading math problems.	Principal 4/5 Math teachers	Student improvement of math concepts	STAR assessments ST Math assessments
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>				
- Staff meetings to review math data and begin curriculum alignment, both horizontal and vertical. - Implement regular RTI data review cycles. - Review and implement with staff best practices in math instruction and intervention. - Provide staff time to research and design materials to support student learning.				

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<i>Looking at our Fall 2014 STAR testing, we see that our students in Grades 2 and 3 are projected to reach below the 75th percentile by June 2015 in two literacy standards: Standards for Literature (RL) and Reading Standards for Informational Text (RI).</i>
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<i>If we implement best practice instructional strategies during core reading along with best practice research-based interventions for yellow and red zone students in reading, we will see improved performances across all student groups. If we focus specific instruction in the RL and RI portions of the CCSS, we should see improved performances in those particular areas.</i>

SMART Goal Statement # 2	All students in grades 2 and 3 at Mt. View Elementary School will demonstrate growth in grade-level reading as measured by the Spring 2015 STAR reading assessment. - Students who scored below the 40th percentile on the fall assessment will show a minimum of more than one year's growth. - Students who scored above the 40th percentile on the fall assessment will show a minimum of one year's growth.			
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i> IF I....	Results Indicators <i>(a measurable, percent, increase in student learning results)</i> THEN I expect to see ...	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
Implement the four cycles of RTI process for - identifying the red, yellow, and blue zone needs - planning and delivering specific instruction with focus on RI and RL Standards - monitoring progress	Modifications and changes within the classroom that best meets the needs of targeted students.	Grades 2/3 teachers, RTI Specialist, LRC teacher	Instructional schedule with protected intervention time. Creation of flexible reading groups within the classroom focusing on students' needs.	STAR Reading progress monitoring CFA results
Implement critical elements of Core Reading with a minimum of 60 minutes each day. Focus on key ideas, craft and sculpture, integration of knowledge/ideas, and range of reading and level of text complexity in RL and RI Standards.	Alignment across grade levels on implementation of the critical elements of the reading program	Grades 2-3 teachers, RTI Specialist, LRC teacher.	Instructional schedule with protected core time for Reading. Knowledge of the CCSS in ELA	CFA results STAR Reading results
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. Staff meetings to review reading data and begin curriculum alignment, both horizontal and vertical.				

2. Implement regular RTI data review cycles.
3. Review and implement with staff best practices in reading instruction and intervention specific to the RI and RL standards.
4. Provide staff time to research and design and then share materials to support student learning.
5. Professional development for staff to attend the ORA conference in Portland in February.
6. Provide all staff with the CCSS flipchart (Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers).



Mt. View Elementary Professional Development Plan

Professional Development Goal:	<i>To acquire the skills to implement strong research-based, best math instructional strategies in every classroom.</i> <i>Gain a deeper understanding of the essential elements of the core math program and effectively align (vertically and horizontally) implementation of those elements across the grade levels.</i> <i>Commit school wide to math facts fluency</i>				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	<i>We will learn best practices for teaching math through teacher -to-teacher observations. We will increase our knowledge of CCSS during our PLC and PD time. We will be discerning in the materials we use and don't use as part of our core curriculum. We will learn the essential elements of the math core program and how it aligns vertically.</i>				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	<i>We expect there will be an increase in assessment literacy so that scores are calibrated within grade levels.</i> <i>Teachers will be able to identify and use explicit instructional strategies in math.</i>				
Research from professional development approach was formulated:	<i>ST Math research (web.stmath.com)</i> <i><u>Five Easy Steps to a Balanced K-5 Math Program</u> (Ainsworth, L), <u>Elementary and Middle School Mathematics</u> (Van de Walle)</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>

IF I	<i>teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i> THEN I expect to see ...	<i>responsible)</i>			
Classroom teachers review patterns of error analysis in their classroom to group	Students grouped according to skill deficits in classrooms and teachers knowledgeable about how to use this data to support student learning.	Grade-level teams RTI Specialist Classroom Teachers	Teachers	Monthly	PLC time
Provide opportunities for teacher-to-teacher observations using CCSS Instructional Practice Guides.	Improved growth across all student groups.	Principal	Teachers	End of semester 1	Professional Development funding for subs
Provide opportunities for staff to visit individual students' homes	Decrease in chronic absenteeism Positive parent connections Parents becoming more knowledgeable of core programs	Principal Staff	Parents, students, and staff	Spring 2015	Stipends for staff to make home visits
Learn about Smarter Balanced and what is required at each grade level in Math	Lessons targeted to Smarter Balanced	Principal RTI Specialist	Classroom Teachers	Winter 2015	Review Smarter Balanced website PLC time



Corvallis

SCHOOL DISTRICT

II.F. Wilson Elementary School

Wilson School Improvement Action Plan

School-wide Problem-of-Practice:	At the end of the 2014 school year, 71% of students (58 of 67) in grades 3-5 met OAKS benchmarks in math compared to 69% meeting in the spring of 2013. Of the students meeting, ten percent (9 students out of 58) did not meet growth targets. Additionally, just 39% of students with disabilities and 55% of economically-disadvantaged students met or exceeded. On STAR Math during fall screening 66% of students scored at the 40 percentile or higher (benchmark).			
Theories-of-Action:	If we implement the math agreements listed below in each classroom, we expect to see more students meeting benchmarks.			
SMART Goal #3 – Math	At Wilson Elementary School, of the 94 students not meeting benchmarks, 80% will decrease their risk level by one tier from fall-to-spring on STAR Math, and the 118 benchmark students will reach growth targets.			
Leadership Implementation Strategies IF	Results Indicators THEN we expect to see	Primary Leadership	Desired Benefits	Sources of Data to Monitor
3a. We implement critical elements of <i>Investigations</i> with enhancements to address common core standards	Aligned instruction, materials, vocabulary, and mathematical practices across the grade levels.	Grade K-5 teachers 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

3b. If we provide supplemental small group instruction targeted to student needs.	Modifications and changes within the classroom that best meet the needs of targeted students.	Grade K-5 teachers RTI Specialist LRC Teacher	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
3c. Incorporate researched-proven instructional practice and engagement strategies during math instruction including the use of technology Recommendations for Students Struggling with Mathematics: 1. Universal screening (Tier 1) 2. Focus instruction on whole numbers for grades K-5 and rational numbers for grades 4-8 3. Systematic instruction 4. Solving word problems 5. Visual representations 6. Building fluency with basic arithmetic facts 7. Progress monitoring 8. Use of motivational strategies	Improved growth across all student groups	Grade K-5 teachers LRC Teacher PBIS Team	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 MobyMax reports Fact fluency results Systematic instruction checklist
3d. Engage parents in understanding of <i>Investigations</i> lessons through newsletters and the home resource book	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? (Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)

Distribute and review math agreements as a staff (time, use of intervention band, progress monitoring) See Math Pyramid
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)
Review and implement district protocols for RTI in math (screening, progress monitoring, etc.)
Review and implement with staff “best practice in math instruction and intervention”.
Provide staff time to research and design materials to support student learning.
Provide opportunities for professional development in areas of formative assessment, use of technology to enhance math instruction, and Tier 2 and 3 math instructional strategies and programs.

© 2010 by The Leadership and Learning Center



**Wilson
Math Professional Development Plan**

Math Professional Development - Goal 4	To acquire the skills to implement research-proven 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. Increase assessment literacy of staff. Use formative assessments to regularly adjust core and small group instruction. 75% meet or exceed Benchmark.				
Knowledge:	What instruction or programs or strategies are more effective than others? What research-proven practices and interventions support student needs and growth? What are the essential elements of the math core program and how do they align from grade-to-grade? Which assessment methods best match learning targets?				
Skills:	How do we analyze student errors to determine student needs? What are best practices to use with struggling students? What does explicit instruction in math look like? What are examples of math engagement strategies? What are qualities of good formative assessments?				
Research from professional development approach was formulated:	From article: Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools				
Professional Development Implementation Strategies IF ...	Results Indicators THEN we expect to see ...	Primary Leadership	Intended Audience	Timeline	Resources

4a. If teachers use patterns of errors on formative assessments to group students	Students grouped according to skill deficits in classrooms and teachers knowledgeable about how to use this data to support student learning	Grade level PLC Teams RTI Specialist Classroom Teachers	Classroom Teachers	Winter 2015	PD Time PLC Time Formative assessment training
4b. Classroom teachers integrate math instructional practice standards and common core vocabulary into their core instruction.	More students who can solve problems, show their work and explain their thinking.	Grade level PLC Teams RTI Specialist Classroom Teachers	<i>Classroom Teachers</i>	<i>Winter 2015</i>	<i>PD Time to review math instructional practice standards</i>
4c. Classroom teachers implement effective instructional strategies	More students engaged in math practice and meeting expectations.	Grade level PLC Teams RTI Specialist Classroom Teachers	<i>Classroom Teachers</i>	<i>Winter 2015</i>	<i>PD Time to review strategies</i>
4d. We provide opportunities for teacher-to-teacher observations using CCSS Instructional Practice Guide	Improved classroom practice and growth across all student groups	Grade level PLC Teams RTI Specialist Classroom Teachers	Classroom Teachers	Winter 2015	Pyramid Poster of Math strategies Instructional Practice Guide Parts 1 & 2 Funding for subs.
4e. Teachers practicing and teaching specific technology needed for Smarter Balance with focus on written communication of math reasoning.	Students comfortably using technology to solve math problems and explain their math reasoning	Technology Staff Classroom Teachers	Classroom Teachers	Fall 2014	Time to research and/or design materials.

4f. Learn about Smarter Balance and what is required.	Lessons targeted to Smarter Balance	RTI Specialist Tech Staff	Classroom Teachers	Fall 2014	Time to review the Smarter Balance Website
4g. Identify skill set that is required (tech skills and math skills) at each grade level	Lessons targeted to Smarter Balance	Classroom Teachers	Classroom Teachers	Fall 2014	Tech time
4h. Identify resources for practicing these skill sets	Lessons targeted to Smarter Balance	Classroom Teachers	Classroom Teachers	On going	Practice lessons PD time
4i. Map out grade levels responsible for introduction and practice of tech skills	Lessons targeted to Smarter Balance	Technology Team	Classroom Teachers	Fall 2014	District technology standards

© 2010 byThe Leadership and Learning Center

Wilson School Improvement Action Plan

School-wide Problem-of-Practice:	In spring 2014, the percentage of grade 3-5 students meeting on OAKS Reading increased by just one percentage point, 84% to 85%. Seventy-five percent of our economically disadvantaged students met or exceeded. Just 44% of students with disabilities met benchmarks. During fall screening, 61% of students met benchmark on STAR Reading scoring at or above the 40th percentile.			
Theories-of-Action:	If we prepare students to meet the demands of Smarter Balanced assessments, provide more opportunities to read and respond to informational text, and use formative assessments to respond to student needs, we expect more students to meet benchmarks for common core standards.			
Reading Smart Goal #1	By June 2014, of the 134 students not meeting benchmarks on STAR Reading, 80% or 107 students will decrease one risk level or tier and the other 210 benchmark students will reach growth targets.			
Leadership Implementation Strategies <i>IF we...</i>	Results Indicators <i>THEN we expect to see ...</i>	Primary Leadership	Desired Benefits	Sources of Data to Monitor
1a. Enhance core reading instruction with materials and best practices that get at the complexity and rigor of common core standards such as close reading, using evidence, and writing about reading	An increase in the number of students meeting benchmarks as indicated on classroom formative assessments and STAR Reading Fall to Winter and Winter to Spring.	Grade K-5 teachers RTI Specialist ELL Teacher LRC teacher	Teachers demonstrating knowledge of standards and resources to plan learning activities. Teachers designing coherent instruction and assessments. Administrators using CCSS ELA/L Instructional Guide and Core Reading Program Walk Through to look for alignment.	Progress monitoring tied to the big five components of reading STAR Reading results and use of Core Skill Progressions to target instruction Student AR records to monitor reading and comprehension of complex literary and informational text independently and proficiently.

1b. Provide small group instruction within the classroom to meet student needs. Use the intervention band as an additional opportunity for small group instruction. See: Reading Decoding Fluency Checklist Reading Comprehension Checklist Intervention Band Agreements	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 instructional need. Administrators using CCSS ELA/L Instructional Guide and Core Reading Program Walk Through implementation and alignment	Progress monitoring tied to the big five components of reading STAR Reading results Student AR records to monitor reading and comprehension of complex literary and informational text independently and proficiently.
1c. Implement researched-based instructional and engagement practices during the core, small groups, and intervention including technology, i.e. Smart board, iPad, computer-assisted learning programs. Best Practices for Increased Engagement: • Anticipate and remove factors that will negatively impact attention • Teach behavioral expectations to students – tell, show, practice • Use room arrangements that foster engagement (e.g., desks in pairs facing front) • Have routines – students should always know what to do and how to do it • Be positive	Fewer students needing the most intensive interventions	Grade K-5 teachers RTI Specialist ELL teacher LRC teacher	Teachers using questioning and discussion techniques to increase student engagement and practice opportunities. Administrators using CCSS ELA/L Instructional Guide and Core Reading Program Walk Through implementation and alignment Students using technology within lessons and for practice.	Progress monitoring tied to the big five components of reading STAR Reading results Student AR records to monitor reading and comprehension of complex literary and informational text independently and proficiently. Progress reports from interventions

See Delivery of Instruction – Gain and Maintain Student Attention See Effective Teacher Delivery Checklist See Modeling Checklist See Explicit Instruction Checklist See Language Rich Activities				
1d. Engage parents in practices that support their developing reader Reading with children using resources from school, i.e., Reading A to Z materials, Raz Kids books, Tumblebooks Helping with homework and practice using resources provided by school, i.e., Moby Max, Raz Kids, Tumblebooks, etc.	Improved growth across all student groups Increased parent involvement with school work Increased parent attendance at Curriculum Nights and conferences	Grade K-5 teachers RTI Specialist ELL teacher LRC teacher Principal	Teachers engaging families in the instructional program, i.e. homework, practice	Newsletter Parent Coffee Agendas Homework data sheets from teachers PTA sponsored Book Exchange calendar dates
1e. Teach keyboarding skills and testing vocabulary needed for Smarter Balance	70% of students meeting benchmark on Smarter Balance	K-5 teachers	Teachers demonstrating knowledge of tech skills and testing vocabulary	Progress reports on student growth Computer lab schedule
1f. Integrate close reading, using evidence, writing about reading, and writing in content areas plus target areas of concern in the STAR State Standards Report by grade:	70% of students meeting benchmark on Smarter Balanced	K-5 teachers RTI Specialist ELL teacher LRC teacher	Teachers demonstrating knowledge of standards and designing coherent instruction.	CFAs Step Up to Writing & other resources for explicit lessons SB practice tests
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.)				

1. Revisit reading agreements as a staff (time, use of intervention band, progress monitoring)
2. Provide professional development in rigorous reading, close reading technique, analyzing text complexity, and writing about reading. Send grade level representatives to the ORA Feb. 2015 Conference.
3. Review and implement district protocols for RTI in reading (screening, core instruction progress monitoring, differentiated instruction).
4. Review and implement best practice instructional strategies to increase engagement and student practice.
5. Utilize materials and resources to enhance core reading instruction tied to common core standards.
6. Provide time for teacher teams to research and develop Core Curriculum lessons based on best practices.

© 2010 by The Leadership and Learning Center



Wilson Reading Professional Development Plan

Professional Development Goal #2	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>THEN we expect to see ...</i>	Primary Leadership	Intended Audience	Timeline	Resources

<i>IF we.</i>					
2a. 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	<i>Teachers</i>	<i>Winter 2015</i>	PD Time ORA Conf. Writing & reading resources on informational text structure Common core supplemental resources
2b. 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	<i>Teachers</i>	<i>Fall 2014</i>	PD Time PLC time Supplemental intervention materials EA support during literacy block and/or intervention time
2c. Implement research-based engagement and instructional best practices (see 1c)	Increased student engagement and response to instruction	Teachers RTI Specialist	Teachers	<i>Fall 2014</i>	PD Time Observe models
2d. Engage families in supporting the development of their child's literacy	An increase in student reading and practice at home.	Teachers	Student	Winter 2015	Home reading activities – A to Z materials,

			Families Teachers		Raz, Tumblebooks Tips for Parents Parent training on how to support your reader
2e. Learn about Smarter Balance and what are required skills for success	Lessons targeted to Smarter Balance	RTI Specialist	K-5 Teachers	Fall 2014	Practice test SB training Tech time in weekly schedule for each class
2f. Review and implement the District Tech. statement, identify the skill set that is required at each grade level (tech and reading skills)	Lessons targeted to Smarter Balance	RTI Specialist	K-5 Teachers	Fall 2014	PD on content and expectations
2g. Provide opportunities for Close Reading professional development		K-5 Teachers Technology Team	K-5 Teachers	Fall 2014	Feb. ORA conference Classroom resources
2h. Staff book study of Close Reading	Lessons targeted for Close Reading	K-5 Teachers RTI Specialist	K-5 Teachers	On going	Video Lessons, etc. Copies of professional book



Corvallis
SCHOOL DISTRICT

II.G. Cheldelin Middle School



Cheldelin Middle School **School Improvement Action Plan 2015**

Introduction:

The goals in this School Improvement Plan will focus on the development of an effective Early Warning System at the middle school level to prevent high school drop-outs. This system will be incorporated into our existing support structure which includes RTI, PBIS and standards-based grading.

"The conventional wisdom that dropping out is a highly idiosyncratic process driven by entirely personal factors is not true for most students who leave school. Most dropouts follow identifiable pathways through the education pipeline" (Jerald, 2006, p. 3).

Over the last decade, researchers have "identified three key factors- the ABC's- that were better predictors of student outcomes than demographics or test scores: Attendance, Behavior, and Course passing/performance. . . . Research has also identified consistent thresholds for these indicators, though they should be assessed prior to implementation based both on local goals and policies. These indicators and their thresholds are:

- **Attendance:** Missing 20 days or being absent 10 percent of school days;
- **Behavior:** Two or more mild or more serious behavior infractions; and
- **Course performance:** An inability to read at grade level by the end of third grade; failure in English or math in sixth through ninth grade. . ." (On-Track for Success, 2011)

Cheldelin reviewed these three risk factors identified in drop-out prevention research as well as low performance on standardized assessments. We then set "cut scores" to identify those students who are impacted by one or more of them. Next, we reviewed data from our students toward the end of quarter one. Our data showed that:

- 22% of our students demonstrate at least one risk factor and that this pattern is relatively consistent across grades.
- 43% of our students from poverty demonstrate at least one risk factor
- 87% of our SpEd students demonstrate at least one risk factor (low academic performance is a qualifying factor for Special Education)

In looking more closely at the data, we identified that there were two areas that require particular emphasis: attendance and classroom performance (students with an F in math and/or reading). This data is from the first quarter of 2014/15.

- 18% of our total population (102 students) are attending school less than 92% of the time. The 92% level is the standard set by the ODE and represents 14 absences per year. 88 students are below the 90% threshold.
- 23% of our total population (130 students) have one or more F, with 8% having an F in Language Arts or Math.

Making these areas of focus, coupled with our continued emphasis on Positive Behavior Supports as well as reading and math intervention, should help decrease the percentage of students who are at-risk of not graduating.

Cheldelin Middle School School Improvement Action Plan

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	18% of our total population (102 students) are attending school less than 92% of the time. The 92% level is the standard set by the ODE and represents 14 absences per year. Several of our students have attendance levels below 80%. According to research, students who miss this much school in 6 th grade have only a 20% chance of graduating high school.			
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	If we regularly review attendance and develop strategic interventions focused on this risk factor, then we will see a significant drop in the number of students who exhibit this at-risk behavior.			
SMART Goal Statement # 1	By June of 2015, the percentage of students who are attending school less than 92% of the time will decrease from 18% to 10%.			
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
Develop attendance intervention system including protocols for different attendance situations.	Attendance support plans created, meetings with parents of students with behavior challenges, LBL-ESD attendance referrals	Principal, Attendance Secretary,	Systematize the attendance monitoring and intervention system.	Attendance data, copies of letters and attendance referrals
Establish an attendance team to review data and determine interventions.	Frequent meetings of the attendance team with action steps implemented	Principal, Attendance Secretary	Effective deployment of attendance interventions	Spreadsheet tracking attendance data and interventions
Work with individual students and parents to develop unique attendance improvement plans.	Increased student attendance	Principal/ Vice-Principal, Student Support Team	Effective partnership with parents resulting in improved student attendance.	Attendance improvement plans, attendance data
Educate parents about the impact of attendance on graduation.rates.	Information going home through listserv, newsletters and other information sources.	Principal/Vice-principal	Decreased absences for all reasons including vacations	Attendance data
Include attendance in PBIS activities. Recognize and reward attendance improvement.	Increased student attendance	Principal/Vice-principal	Increased student awareness of attendance. Recognition of students who attend regularly.	Attendance data, PAWS cards for positive attendance.
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.)				

- Need to create a common understanding of Risk Indicators within the staff
- Need to identify members and schedule meetings for the Attendance Team
- Need to monitor the intervention process
- Need to schedule parent attendance meetings
- Need to develop recognition activities for good attendance

Cheldelin Middle School Professional Development Plan

Professional Development Goal:	<i>Staff will understand the importance of regular attendance and strategies they can use that have been shown to positively impact attendance.</i>				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	<i>They will understand the use of attendance data as an early warning sign, the impact that poor attendance has on school performance and strategies that staff can use that impact attendance.</i>				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	<i>Specific strategies and how to implement them.</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> IF 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>
Provide professional development on: <i>Risk factors related to high school completion and attendance</i>	100% of CMS teachers will: <i>Be able to articulate the relationship between attendance and high school completion.</i>	<i>Principal</i>	<i>All staff</i>	<i>Winter, 2014/15</i>	<i>Research on attendance as an early warning sign</i>
Provide professional development on: <i>Strategies to impact attendance.</i>	100% of CMS teachers will: <i>Understand multiple strategies and implement at least one.</i>	<i>Principal, Attendance Team</i>	<i>Teachers</i>	<i>Winter, 2014/15</i>	<i>Research on strategies to impact attendance.</i>

(Cheldelin Middle School) School Improvement Action Plan

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	23% of our total population (130 students) have one or more F, with 8% having an F in Language Arts or Math.			
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	If we regularly review <u>student grades</u> and develop strategic interventions focused on this risk factor, then we will see a significant drop in the number of students who exhibit this at-risk behavior.			
SMART Goal Statement # _2_	By June of 2015, the percentage of students who are getting an F in Language Arts or Math will decrease from 8% to 3%.			
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 failing grade intervention system.	Academic support plans created, meetings with parents of students with academic challenges, attendance at after-school work completion	Principal, Assistant Principal	Systematize the academic monitoring and intervention system.	Academic performance data
Establish school day and afterschool support for work completion.	Information going home through listserv, newsletters and other information sources.	Principal, Assistant Principal	Students who are struggling in core subjects will participate in work completion opportunities.	Attendance records from work completion sessions.
Implement an AVID elective as well as school-wide AVID strategies.	Wide-spread use of AVID strategies	Principal, Assistant Principal	Students will become more engaged in learning and will have a greater sense of efficacy.	Classroom observations, PLC notes

<i>Continue implementation of standards-based grading practices.</i>	<i>Student grades that better reflect skills and knowledge versus behavior.</i>	<i>Principal, Assistant Principal</i>	<i>Activities and assessments are clearly aligned to standards-based learning targets.</i>	<i>Classroom observations, student work samples</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>				
<i>Need to clearly articulate intervention options</i> <i>Need accurate data on students who need academic support.</i> <i>Need to visit AVID programs and share information with staff.</i> <i>Need to work with community partners to develop after school work completion opportunities.</i>				



(Cheldelin Middle School) Professional Development Plan

Professional Development Goal:	<i>Staff will understand the impact of failing grades on high school graduation rates.</i> <i>Staff will be able to implement strategies that will support struggling students.</i>				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	<i>They will understand the early warning system and their role in it.</i> <i>They will understand the AVID philosophy and elements of the program.</i> <i>They will learn specific AVID strategies that can be applied to the classroom to support all students.</i>				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	<i>They will be able to apply specific AVID strategies to their classroom.</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>				
Provide professional development on: <i>Risk factors related to high school completion and failing grades</i>	100% of CMS teachers will: <i>Be able to articulate the relationship between failing grades and high school completion.</i>	<i>Principal</i>	<i>All staff</i>	<i>Winter, 2014/15</i>	<i>Research on failing grades as an early warning sign</i>
<i>AVID philosophy and structure</i>	<i>Be able to implement at least one AVID strategy into their daily instruction.</i>	<i>Principal, Assistant Principal, AVID implementation leaders</i>	<i>Certified staff</i>	<i>Spring/Summer 2015</i>	<i>AVID training materials, staffing and budget information</i>
<i>Standards-based instruction and grading practices.</i>	<i>Grading practices that accurately reflect student performance.</i>	<i>Principal</i>	<i>Certified staff</i>	<i>Winter 2014/15</i>	<i>Grading practices, priority standards documents</i>



(Cheldelin Middle School) School Improvement Action Plan

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	This goal will be about standardized test (STAR) performance.			
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	If we regularly review <u>standardized assessments in math and reading</u> , and develop strategic interventions focused on this risk factor, then we will see a significant drop in the number of students who exhibit this at-risk behavior.			
SMART Goal Statement # _3_	By June of 2015, the percentage of students who are at “some” or “high” risk in reading and/or math as measured by the STAR assessment, will decrease from 15% in reading to less than 10%, and from 10% in math to less than 5%.			
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)
Expand our menu of intervention courses to include a differentiated math class for our lowest performing students. The class would be supported by two teachers and an educational assistant.	Steady improvement in frequent student progress monitoring checks.	Roxie Huffaker	Student skill deficits can be more precisely identified and addressed effectively.	STAR assessments Classroom assessments
Expand our menu of intervention courses to include a 6 th grade language arts class for our lowest performing students in that grade. The class would be supported by two teachers and an educational assistant.	Steady improvement in frequent student progress monitoring checks.	Roxie Huffaker	Student skill deficits can be more precisely identified and addressed effectively.	STAR assessments Classroom assessments

<i>Continue the implementation of RTI, with a particular focus on the use of the risk factor indicators to measure progress and to inform intervention decisions.</i>	<i>Reduction in the number of students at risk in all areas.</i>	<i>Principal, Roxie Huffaker</i>	<i>Effectively identify students at risk and focus interventions to address their needs.</i>	<i>RTI notes, student progress related to the risk factors.</i>
<i>Provide professional development to teachers on strategies related to the CCSS, including strategies that support the SmarterBalanced assessment.</i>	<i>Strong student performance on the SmarterBalanced assessment when compared to other Oregon middle schools. (There is currently no way to accurately predict student performance or growth on the SB.)</i>	<i>Principal, Roxie Huffaker</i>	<i>Teachers utilize identified strategies and provide opportunities for students to practice tasks that will prepare them for the SB assessment.</i>	<i>Classroom observations Samples of student work</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>				
• <i>Training around the SB assessment.</i> • <i>Training on strategies that help to prepare students for the SB assessment.</i> • <i>Interim assessment materials</i>				



(Cheldelin Middle School) Professional Development Plan

Professional Development Goal:	<i>Train staff on the use of risk indicator data and the RTI process.</i> <i>Provide professional development to teachers on strategies related to the CCSS, including strategies that support the SmarterBalanced assessment.</i>				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	<i>They will understand the early warning system and their role in it.</i> <i>They will understand the structure of the SmarterBalanced assessment.</i> <i>They will understand the importance of strategies that support the implementation of the CCSS and SB assessment.</i>				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	<i>Be able to implement at least one strategy into their daily instruction that will help to prepare students for the SB assessment.</i>				
Professional Development Implementation	Results Indicators	Primary	Intended	Timeline	Resources



Corvallis

SCHOOL DISTRICT

II.H. College Hill

College Hill School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<i>College Hill Students come to us consistently behind in both math skills and credits. We have implemented, successfully, the ALEKS program to help students build their algorithmic skills and nimbleness with numerical operations. In light of new academic requirements and the rigors of applied mathematics, our students will need more real-world mathematics practice and math problem-solving if they are to graduate and be ready for the world that awaits them.</i>
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>	<i>If we teach our students how to translate real-world situations into mathematical algorithms, they will be able to use their skills in those areas to solve these problems. If we provide students with many, many opportunities to build their academic strengths in math problem-solving, provide them with meaningful, timely feedback, and stretch them with ever-increasingly challenging problems, they will grow in their skills and be able to pass their graduation assessments and matriculate on to college and career.</i>
SMART Goal Statement # 1	Specific: Students that need to pass the math benchmark to graduate and haven't been successful through demonstration of knowledge on the OAKS assessment. Measurable: Students testing at 900 or above on the STAR will submit and pass one district approved math work sample with a score of 4 or higher in all 5 areas of the math scoring guide in either algebra, geometry or statistics and probability. Students testing between 800-900 on the STAR will submit and pass one district approved math work sample with a score of 4 or higher in at least 2 areas of the scoring guide. Student testing below 800 on the STAR will submit at least on district work sample that passes with a score of 4 or higher in at least on area of the scoring guide. Appropriate: Each of these students will need to be making progress toward successful completion of these work samples if they are to graduate. Realistic: Based on the success that students have experienced using work samples as a means to meet the math benchmark, I am confident that this goal is realistic. Time-bound: This goal will be completed by the end of this academic school year.

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)
Implement weekly "work sample Wednesdays where students complete a practice work sample with focused instruction and feedback	Students will build their skills and demonstrate readiness to take official, state-approved work samples	Cherie, Jeff, Debbie	Students familiar with state scoring rubrics, work samples chosen at the instructional level with ever-increasing rigor, timely feedback provided on areas of strength and growth.	Classroom observations, bi-weekly PLC conversations, official work sample testing data.
Implement Critical Thinking elective for seniors who have not met math essential skill to provide more directed instruction to students on work samples and math problem-solving.	Seniors will gain traction and begin to pass official work samples. As students pass these, the course will be filled in with juniors and other students demonstrating a readiness to pass.	Cherie Taylor and Jennifer Smith	Instruction targeted at individual student skill deficits in order to build strength and competency.	Monthly math work sample data.
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.)				
We will need to remind ourselves monthly of the expectations and requirements for passing state math work samples. We will complete work samples together as a math PLC to keep our focus accurate. We will also need regular communication between classroom instructors and testing coordinator to be sure that all students are tested when they are ready and not before.				

College Hill Professional Development Plan

Professional Development Goal:	<i>We would implement writing across the curriculum so that our students would build their writing skills, building their strengths in the areas of writing conventions, organization, as well as the research process and citations.</i>				
Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	<i>Each of our instructors would be skilled in supporting students with the pre-planning, research, building an outline, the writing process, editing and revising their work. This work would occur in English, Social Studies, Science, Math, and elective courses. Our staff would use the same vocabulary across the board so that student would become familiar with uniform expectations and requirements for success.</i>				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	<i>All instructional staff would become skilled in teaching the writing process and in evaluating writing against the requirements of the state scoring guide for writing.</i>				
Research from professional development approach was formulated:					
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources <i>(people, materials, time)</i>
IF I ...	THEN I expect to see ...				
<i>Provide support for my staff in teaching and evaluating the writing process</i>	<i>Our students will grow in their ability to write and, therefore, graduate more readily.</i>	<i>Carol will lead us in understanding the writing process and in how to use the state scoring guide. Cherie will share with us her expectations for the research process.</i>	<i>All classroom certified and classified staff.</i>	<i>All staff trained by December 1st with full implementation beginning semester two.</i>	<i>Biweekly staff meetings and PLC time.</i>

Get Carol refreshed training in order to coach our staff around the writing process	She will be able to teach our staff what level of writing would meet the state benchmark. This level of writing would become the new expectation for writing assignments across the curriculum. Students would be asked to revise their work until it met that benchmark.	ODE provides trainings and Carol will attend.	Carol will coach all classroom staff.	December 1 st ...implementation second semester.	Bi-weekly staff meetings and PLC time



Corvallis
SCHOOL DISTRICT

II.I. Crescent Valley High School

**Crescent Valley High School
2014-15 School Improvement Action Plan
On-track to Graduate Goal**

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>	<i>The Oregon Achievement Compact documents student progress toward being on track to graduate, as measured by the end of the freshman year. The indicators for on track to graduate data 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>85% of last year's freshmen (13-14 cohort) met the On Track to Graduate Target, based on the above criteria...</i> <i>2013-14 freshman attendance rate was 94.3%</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.</i>
SMART Goal Statement # _____	<i>For the 2014-15 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 or 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>
Tier 3 <i>Provide targeted support for Algebra 1 through the math tutor center.</i>	<i>Students successfully complete the full year of Algebra.</i>	<i>Administration, classroom teachers and math tutor center coordinator.</i>	<i>Teachers promoting successful learning for all students adjusting instruction based on the needs of the students and incorporating a broad repertoire of strategies for all levels of learners.</i>	<i>Formative and summative assessments, teacher observation, student engagement/participation</i>
Tier 2 and 3 <i>Provide tiered supports through RTI</i>	<i>Individualized and differentiated interventions based on student needs promoting student success in all classes.</i>	<i>Administration, classroom teachers, math tutor, counselors and RTI Coordinator.</i>	<i>Teachers understand the active nature of student learning and levels of development for groups of students, leading to increased knowledge of student backgrounds, cultures, skills, interests and special needs.</i> <i>Assessment is used regularly to monitor student learning</i>	<i>Attendance, grades, intervention effectiveness.</i>

			<i>progress and in providing specific feedback that advances learning.</i> <i>Teachers reflect on the effectiveness of lessons with regard to instructional objectives and projected outcomes.</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>				
<i>Staff training in effective engagement strategies and systems of interventions through RTI is imperative. In addition, a continued focus on tenets of Professional Learning Communities and collaboration with outside agencies that support student success is important.</i>				

© 2010 by The Leadership and Learning Center



Crescent Valley High School Professional Development Plan

Professional Development Goal:	<i>All teachers will be trained to write Student Growth Goals, based on formative assessments, which support them in monitoring student progress in meeting student growth goals.</i> <i>Teachers will continue to align instruction to content standards, and will implement engaging instructional strategies appropriate to the content taught.</i> <i>The RTI system will provide tiered interventions and monitor effectiveness and progress in improved student learning.</i>
---------------------------------------	--

Knowledge: <i>(What new knowledge will result from the professional development effort that addresses this goal)</i>	<i>The capacity to write effective Student Learning Growth Goals, create formative assessments to monitor student growth and understand the system of RTI in supporting student learning through tiered supports.</i>				
Skills: <i>(What new skills will result from the professional development effort that addresses this goal)</i>	<i>Increased implementation of a variety in classroom engagement strategies and improved ability to assess student learning, both formally and informally, to inform instruction.</i>				
Research from professional development approach was formulated:	<i>Research indicates that when students are held to established standards for achievement, they will rise to meet the challenge and expectations. The systems of intervention implemented must be based on support for student success, implemented through a caring and respectful tone. Systems that are purely punitive will not work, just as systems that invite students to participate are ineffective The interventions must be timely, mandatory and build upon student successes.</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> IF I THEN I 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>
<i>Provide professional development supports for teachers to use a variety of engagement activities in classroom instruction</i>	<i>Students actively do something with content in order to learn at a deeper level.</i> <i>Data from Classroom walk-through and formal observations document levels of student engagement.</i>	<i>Administration and teachers.</i>	<i>Students and teachers.</i>	<i>Ongoing throughout the year.</i>	<i>Monthly PLC meetings, AVID, research-based engagements strategies, and teacher</i>

					<i>leaders.</i>
<i>Provide staff training in tiered supports through the RTI system</i>	<i>Greater capacity to refer, and intervene early to support students with individualized interventions that support classroom success.</i>	<i>Administration and staff.</i>	<i>Staff and students, RTI Coordinator and teams.</i>	<i>Ongoing throughout the year.</i>	<i>RTI and Student Support teams, Attendance Officer, Trillium Family Services counselor, CV staff</i>
<i>Support staff in using formative assessments to inform instruction and classroom instructional activities</i>	<i>Learning activities aligned with instructional objectives and lesson pacing appropriate for the time needed for intellectual engagement.</i>	<i>Administration and staff.</i>	<i>Staff and students.</i>	<i>Ongoing throughout the year.</i>	<i>Walk-through and formal observation engagement data and course completion each semester.</i>

School-wide Problem-of-Practice: (Abbreviated Data Analysis Narrative)	<u>Writing Essential Skill</u> – CV trend data demonstrates that writing is an area for student improvement. In order to better prepare students for success in meeting the Writing essential skill by the 11th grade, early assessment, interventions, and progress monitoring will support differentiated individual student writing growth starting in 9th grade. 235 9th grade students were given an on-demand writing task that was scored using the Oregon Writing Rubric. The tiered composite score results of the baseline assessment are: - Tier 1 (green) 30 students scored 36 points or above - Tier 2 (yellow) 136 students scored 30-35 points - Tier 3 (red) 69 students scored 29 points or below A score of 40 points or better on the Oregon Writing Rubric meets the requirement for the Writing Essential Skill. The data listed above determines the tiered growth targets for each category.			
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)	If we identify students early and provide tiered interventions, THEN students will improve their skill in writing and will have greater success in demonstrating proficiency in the Writing Essential Skill.			
SMART Goal Statement # _____	By June 2015 all 9 th grade students will improve their composite writing score using the following tiers:			
	- Tier 1: growth of 1 points or better on the composite score on a writing work sample - Tier 2: growth of 2 points or better on the composite score on a writing work sample - Tier 3: growth of 4 points or better on the composite score on a writing work sample			
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>Provide professional development for teachers to learn and practice engagement strategies and differentiated instruction in the classroom</i>	Students will be more engaged in active learning and using higher levels of thinking (Blooms Taxonomy)	<i>Administration, teacher leaders, classroom teachers, and staff</i>	<i>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning. (Domain 3C)</i>	<i>Classroom walk through and formal observation data, teacher reflections, and teacher engagement during professional development activities.</i>
<i>Provide additional support to content area teachers (Social Studies, Science, Health) through the expertise of the Writing Coach</i>	Students will become more proficient writers across all content areas, ensuring that quality writing practices are expected in all disciplines.	<i>Administration and Writing Coach.</i>	<i>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry and collaboration.</i>	<i>Improvement in student writing composite scores when compared with baseline data.</i>
<i>Provide tiered supports via Response To Intervention (RTI)</i>	Students will receive the necessary supports to improve their writing skills.	<i>Administration, teacher leaders, RTI coordinator, classroom teachers, and staff</i>	<i>Teachers promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student needs and interests.</i> <i>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students that have difficulty in writing.</i>	<i>Improvement in student writing composite scores when compared with baseline data.</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.)				
Teachers need adequate training in engagement strategies, writing instruction and assessment, and the system of RTI. Additionally, teachers need adequate time and practice to reflect upon classroom strategies that promote student engagement.				



Crescent Valley High School 2014-15 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.				
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)
Support school staff to create formative assessments in the area of writing, scored using the writing rubric and provide students with targeted feedback about their writing proficiency.	The number of students who demonstrate proficiency in writing, based on the state writing scoring guide, will increase. As a result, students will earn higher scores, based on the writing rubric, across all disciplines. Students will increase by one level in one area, in the writing rubric	Administration and school staff	School staff and students	Ongoing throughout the year.	PLC time, state literacy standards. English department teachers as support to other content area teachers.

<i>Designate an English teacher to work as a literacy coach, supporting content area teachers in writing with the content...</i>	<i>Teachers will be better prepared to use the writing rubric as an instructional tool for writing essentials within health, social studies and science classes.</i> <i>Classroom lessons that include evidence of aligning instruction to literacy standards.</i>	<i>Building administrator and English teacher-leader, Marin Langner</i>	<i>All CV students and science, health and social studies teachers.</i>	<i>Ongoing throughout the year.</i>	<i>Teacher-leader, as requested by content area teachers.</i>
<i>Provide Professional development to support teachers to use a variety of engagement activities in classroom instruction...</i>	<i>Students actively do something with content in order to learn at a deeper level.</i> <i>Classroom walk-through and formal observations data will show document levels of student engagement and learning.</i>	<i>Administration and teachers</i>	<i>Students and teachers</i>	<i>Ongoing throughout the year.</i>	<i>Monthly PLC meetings, AVID, research-based engagements strategies, and teacher leaders.</i>



Corvallis

SCHOOL DISTRICT

III. TECHNOLOGY UPDATE

IV. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) RESOLUTIONS

IV.A. Resolution 1 - To adopt the 2015 OSBA Legislative Priorities and Policies as recommended by the Legislative Policy Committee

BOARD MEETING DATE: December 1, 2014

FOR ACTION

SUBJECT: Oregon School Boards Association (OSBA) **Resolution 1** – To adopt the 2015 OSBA Legislative Priorities and Policies as recommended by the Legislative Policy Committee

ISSUE: School boards are required to elect members of OSBA's Board of Directors and Legislative Policy Committee, and to vote on the adoption of OSBA's resolutions. School Board action in a public meeting is required. The region in which the Corvallis School District falls does not have a candidate for the Board of Directors on the 2014 ballot, and elections for Legislative Policy Committee membership take place only in odd numbered years; however, action is needed to determine the votes that will be cast on behalf of the Corvallis School Board for the three resolutions that are on the ballot.

We oppose this resolution because proposed legislative policy **2.7 Post-Secondary Opportunities for High School Students** opposes the use of state school fund dollars for fifth year programs, which would compromise the district's ability to carry out its alternative pathways, particularly Running Start. A copy of the resolution and the OSBA Legislative Priorities and Policies as recommended by the Legislative Policy Committee are attached.

Following Board action, Board Secretary Julie Catala will submit the official votes to OSBA on behalf of the Board.

ACTION REQUESTED: I move that the Corvallis School Board cast a no vote on OSBA Resolution 1 because proposed legislative policy 2.7 would compromise the district's ability to carry out its alternative pathways, particularly Running Start.

CONTACT PERSONS: Chris Rochester, Board Chair
Tom Sauret, Board Vice Chair

Resolution to adopt the 2015 OSBA Legislative Priorities and Policies as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Constitution with developing the association's recommended Legislative Priorities and Policies, and

WHEREAS, the OSBA Legislative Policy Committee met on January 25-26, 2104, and April 25-26, 2014, to develop the recommended Legislative Priorities and Policies for 2015, and

WHEREAS, the OSBA Legislative Policy Committee sent the proposed 2015 Legislative Priorities and Policies out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the proposed 2015 Legislative Priorities and Policies developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met on September 4, 2014, to review the comments received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the comments from the membership and reviewed the OSBA staff's recommended changes and made minor modifications to the proposed 2015 Legislative Priorities and Policies, and

WHEREAS, the OSBA Legislative Policy Committee approved the 2015 Legislative Priorities and Policies at its September 4, 2014, meeting and urged the OSBA Board of Directors to approve the recommended 2015 Legislative Priorities and Policies and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Recommended 2015 OSBA Legislative Priorities and Policies be placed before the membership for consideration during the 2014 OSBA election season, and

BE IT FURTHER RESOLVED that the Recommended 2015 OSBA Legislative Priorities and Policies and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors



OSBA PROPOSED LEGISLATIVE PRIORITIES FOR 2015
Approved by the Legislative Policy Committee on September 4, 2014

The Oregon School Boards Association (OSBA) believes funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian.

In order to accomplish these goals, OSBA will introduce and support legislation which:

- **Supports Student Achievement:**

OSBA will actively promote legislation that leads to increased academic achievement for all students in the P-20 education enterprise. OSBA will work to ensure local school boards and communities control the implementation of programs and curriculum so that every student is college or career ready upon completion of their academic program. OSBA will support efforts to increase high school completion, lower the number of drop-outs, close academic achievement gaps and provide additional services to all students who need extra supports.

- **Provides Stable and Adequate Funding:**

OSBA will actively promote legislation to increase state and federal funding for the public school system to ensure adequate and stable funding for each school district and Education Service District (ESD) so that they may provide a quality public education for every student.

OSBA believes a balanced approach is necessary to increase education funding and to provide stable and adequate funding of Oregon's public school system. OSBA will actively promote legislation that strives for this balance by advocating for the restructure of Oregon's revenue system, promoting job creation and increasing opportunities for economic development across Oregon.

- **Empowers Locally Elected School Boards and Provides for Shared Accountability:**

OSBA will actively support legislation that gives locally elected boards the ability to make decisions in the best interests of their students and communities. OSBA will highlight the need for shared accountability to improve student achievement between state and federal policy makers, the business community, locally elected board members and the voters of Oregon.

- **Opposes Mandates:**

OSBA will actively oppose any federal or state imposed mandate that does not lead to increased academic achievement for students and is not accompanied with the necessary full funding to implement the mandate.



- **Promotes Capital Construction/Capital Improvements:**

OSBA will actively promote legislation that provides additional state level resources to school districts to help pay for capital construction/capital improvement needs, as well as deferred maintenance costs for all school facilities.

- **Contains Educational System Cost-Drivers:**

OSBA will actively promote legislation that provides relief for school districts from cost drivers that are beyond the control of the local school district or school board. These cost drivers include, but are not limited to, the Public Employees Retirement System (PERS), health insurance and any state or federally mandated program or service.



OSBA PROPOSED LEGISLATIVE POLICIES FOR 2015
Approved by the Legislative Policy Committee on September 4, 2014

Section 1: Finance

PROPOSED - 1.1 Investing in Oregon’s Public Schools to Ensure Adequate and Stable Funding

OSBA supports increasing state resources to K-12 school districts so that Oregon’s schools are competitive nationally and globally and each school district and Education Service District (ESD) has the funds necessary to support operational, instructional and student achievement goals.

OSBA supports the role of locally elected school boards to set spending priorities and opposes using the State School Fund distribution formula to mandate specific expenditures. OSBA supports school funding equalization. OSBA supports continued funding of local option equalization grants; local option property tax revenue should not be included in the State School Fund.

OSBA supports increased funding for all levels of the P-20 education enterprise to support increased achievement for every child and student. OSBA supports the Quality Education Commission's (QEC) effort to promote best practices to improve student outcomes and encourages the Commission to work with the Oregon Education Investment Board (OEIB) to identify funding necessary to achieve the 40-40-20 goal by 2025.

PROPOSED - 1.2 Reforming Tax Policy

OSBA supports efforts to provide the revenue necessary to attain the educational goals of Oregon’s P-20 system and restructure tax policy to reduce the volatility of Oregon’s current system.

OSBA supports modification of the state's personal and corporate income tax “kicker” law to allow “kicker” funds to be deposited into a “rainy day” account and used in times of economic distress.

OSBA supports the authority of local districts to seek voter approval for supplemental operating revenue from a variety of additional sources, including local option levies.

OSBA supports efforts to modify the property tax system to mitigate the impacts of property tax compression.

PROPOSED - 1.3 Mandate Relief, Paperwork Reduction and Public Funds for Public Schools

OSBA advocates for mandate relief and paperwork reductions for school districts and ESDs as a means to streamline bureaucracy, remove duplicative or unnecessary reporting and get more resources into the



classroom. OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

PROPOSED - 1.4 State Department of Education Supporting Districts

OSBA supports funding for Oregon Department of Education programs and state level initiatives that are sustainable and provide quality technical and programmatic assistance and supports to school districts and ESDs targeted at improving student achievement.

OSBA supports providing resources and supports to school districts and education services districts to support and ensure the equitable distribution of any grant or strategic investment monies.

OSBA opposes any effort to create an accountability or intervention system that would lead to the state take-over of any local school, school district or ESD.

PROPOSED - 1.5 Financial and Program Accountability

OSBA supports a strong system of meaningful school district and ESD financial accountability for the expenditure of public funds and program accountability for student achievement and outcomes.

PROPOSED - 1.6 State Bonding for School District Capital and Infrastructure Needs

OSBA supports use of additional state resources and the issuance of state general obligation bonds to assist school districts and ESDs in providing modern, well equipped schools and academically appropriate classrooms and buildings that provide safe, structurally sound and healthy learning environments to promote student achievement.

Section 2: Programs

PROPOSED - 2.1 School Improvement

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate community needs and priorities.

PROPOSED - 2.2 Special Education

OSBA supports increased categorical funding and enhanced levels of state and federal aid for the costs associated with special education programs throughout the P-20 system. OSBA supports full funding for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

PROPOSED - 2.3 Education Service Districts

OSBA supports the role of ESDs to assist school districts in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally-responsive educational services on a regional basis.



PROPOSED - 2.4 Curriculum, Technology and Online Education

OSBA supports providing a well-rounded and rigorous curriculum for all students, including opportunities for music, art, PE, world languages, STEM, career and technical education and co-curricular activities.

OSBA supports curriculum related decisions made at the district level and opposes state or federal instructional mandates.

OSBA supports the use of English Language Learner and language immersion programs as a viable way to provide needed support while integrating emerging bilingual speakers into the standard district curriculum.

OSBA supports increasing access to technology to enhance and support curriculum delivery and promote greater student achievement.

OSBA supports state level funding to support and improve the technology infrastructure available to school districts and ESDs. OSBA supports removing online education programs from the charter school statute and creating a separate section within the law for online educational programs.

OSBA supports state financial and professional development resources so districts can implement the Oregon state standards and student assessments and provide appropriate information and updates to the public. OSBA supports local control of curriculum and materials related to the Oregon state standards.

PROPOSED - 2.5 Public Charter Schools

OSBA supports public, district sponsored charter schools as an additional tool to provide innovative educational options to students.

OSBA opposes changes to the charter school law that would channel public funds to private and religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools or decrease school district funding and oversight of charter schools.

PROPOSED - 2.6 Career and Technical Education (CTE)

OSBA supports new and continued partnerships with community colleges, higher education, apprenticeship programs, the business community and other entities to increase educational and career opportunities for students.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

PROPOSED - 2.7 Post-Secondary Opportunities for High School Students

OSBA supports increased access and opportunities for students to participate in post-secondary programs and classes while enrolled in high school at minimal or no cost to the student.



OSBA opposes use of State School Fund dollars for 5-year high school diploma programs that include a 5th year for post-secondary enrollment. OSBA believes the state should instead establish a dedicated source of funds to invest in these programs that does not dilute the State School Fund.

Section 3: Personnel

PROPOSED - 3.1 Collective Bargaining and Management Rights

OSBA supports local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule. OSBA supports changing the collective bargaining structure to eliminate “status quo” bargaining and establish shorter bargaining time lines. OSBA supports the right of districts to look for ways to contain costs by contracting with outside providers for services.

PROPOSED - 3.2 Employee Rights and Benefits

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level. OSBA supports an actuarially-sound statewide retirement program for school employees that balances benefit adequacy for employees against costs for employers. OSBA supports local school boards working with employee groups to provide the most cost effective health insurance plans, including Oregon Educators Benefit Board (OEBB) opt out.

PROPOSED - 3.3 Teacher and Administrator Licensing

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards, recognize licenses from other states and understand the challenges districts face attracting and retaining qualified personnel. OSBA supports working collaboratively with the Teacher Standards and Practices Commission (TSPC) and the teacher preparation programs within higher education to prepare educators to increase student achievement and address the needs of all students in Oregon.

OSBA supports additional flexibility to allow more teachers to provide college-level instruction in public high schools.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

PROPOSED - 3.4 Teacher and Administrator Quality

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development, mentoring and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement. OSBA supports rigorous, quality, ongoing evaluations of teachers and administrators, which include consideration of student achievement and growth. OSBA supports efforts to attract more diverse and multi-lingual school employees.



Section 4: Governance and Operations

PROPOSED - 4.1 Oregon Education Investment Board (OEIB)

OSBA supports the continuation of OEIB under the following conditions:

OSBA strongly supports the appointment of educators and stakeholders that work directly with students and school districts, including public school board members and parents, to serve on the OEIB.

OSBA supports a sustainable and seamless P-20 education system in Oregon from pre-kindergarten through post-secondary that improves student achievement and student outcomes at all levels.

OSBA believes increased state and federal expectations for student outcomes must be accompanied by increased state and federal investments necessary to increase student achievement and support the state's 40-40-20 goals.

OSBA supports the use of the Achievement Compacts as a locally created tool to measure student achievement and local district outcomes and to set educational goals for school districts. OSBA opposes the use of the Achievement Compacts as a tool to justify state mandated interventions or state take-over of local schools, schools districts or ESDs.

PROPOSED - 4.2 State Board of Education

OSBA supports a state Board of Education as the appropriate state-level policy-making body for elementary and secondary schools.

PROPOSED - 4.3 Local Governance

OSBA members believe that locally elected school district and ESD boards are best equipped to make decisions in the best interests of their students and communities and will strongly advocate for Oregon's tradition of democratically elected, local governance of school districts. OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts.

PROPOSED - 4.4 School Safety and Student Wellness

OSBA supports local measures that promote safety and wellness in the school environment for students, staff, parents, patrons and the community as a whole.



Corvallis

SCHOOL DISTRICT

IV.B. Resolution 2 - To amend the OSBA Constitution to modify the process for the adoption of OSBA's Legislative Policies

BOARD MEETING DATE: December 1, 2014

FOR ACTION

SUBJECT: Oregon School Boards Association (OSBA) **Resolution 2** – To amend the OSBA Constitution to modify the process for the adoption of OSBA’s Legislative Policies

ISSUE: School boards are required to elect members of OSBA's Board of Directors and Legislative Policy Committee, and to vote on the adoption of OSBA's resolutions. School Board action in a public meeting is required. The region in which the Corvallis School District falls does not have a candidate for the Board of Directors on the 2014 ballot, and elections for Legislative Policy Committee membership take place only in odd numbered years; however, action is needed to determine the votes that will be cast on behalf of the Corvallis School Board for the three resolutions that are on the ballot.

We recommend approval of this resolution. A copy of the resolution is attached.

Following Board action, Board Secretary Julie Catala will submit the official votes to OSBA on behalf of the Board.

ACTION REQUESTED: I move that the Corvallis School Board cast a yes vote on OSBA Resolution 2.

CONTACT PERSONS: Chris Rochester, Board Chair
Tom Sauret, Board Vice Chair

Resolution to amend the OSBA Constitution to modify the process for the adoption of OSBA's Legislative Policies

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally-elected public school boards, and

WHEREAS, the Legislative Policy Committee of OSBA develops and proposes the legislative policies of the Association, and

WHEREAS, the Constitution of OSBA has amended numerous times by the membership of the association, and

WHEREAS, some of the previous modifications to the OSBA Constitution have created some internal inconsistencies within the Constitution, and

WHEREAS, the OSBA Board of Directors appointed a Governance Committee of the Board to review the Constitution and recommend suggested amendments to the OSBA Constitution to correct any inconsistencies, and

WHEREAS, the Governance Committee met and reviewed the OSBA Constitution and recommended amending the OSBA Constitution, and

WHEREAS, after reviewing the recommended amendments to the OSBA Constitution as proposed by the Governance Committee the OSBA Board of Directors approved the recommended amendments attached to this Resolution at its June 2014 Board meeting.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed amendment to the OSBA Constitution be placed before the membership for consideration during the 2014 OSBA election season, and

BE IT FURTHER RESOLVED that the proposed amendment to the OSBA Constitution and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors

Article 7: Committees

Section 1: **Executive Committee:** The executive committee shall consist of five officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board by this constitution. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.

Section 2: **Legislative Policy Committee:** The legislative policy committee (LPC) shall be composed of the voting members of the board of directors of the association and regional representatives elected by procedures outlined in Articles 9 and 10. The vice president of the board shall chair the committee.

~~The LPC shall develop legislative policies which are recommended to and approved by the membership at the annual meeting and may act on behalf of the association in accordance with those policies.~~ ***Proposed New Language: The LPC shall develop legislative policies which are recommended to and approved by the membership as a resolution proposed by the Board of Directors and voted on by the membership in accordance with Article 11.***

Section 3: The LPC also advises the executive director and staff during legislative sessions. Subject to the approval of the board and consistent with this constitution, the president may create and appoint members of such committees as the president deems necessary to carry out the business of the association.

Section 4: **Finance Committee:** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts with boards that meet all criteria to be OSBA voting members. The members shall include, but are not limited to, the OSBA secretary/treasurer and vice president, one OSBA board member from the PACE board, one district business official and one at-large board member.

The finance committee shall operate within the guidelines of the association's investment policy and the Finance Committee Operating Manual.

Article 8: Membership Meetings

Section 1: There shall be held an annual meeting of the association. The date, time and place of the annual meeting shall be set by the Board of Directors. Special meetings shall be called at such time and place as the president may deem necessary.

Section 2: All member boards shall be officially notified of the place and time of all meetings by written notice, mailed via U.S. mail or electronic mail to either the chairman or the clerk of all member boards at least 30 days prior to the date of the meeting. The board of directors shall cause such notice to be mailed.



Corvallis

SCHOOL DISTRICT

IV.C. Resolution 3 - To amend the OSBA Constitution to allow appointment of OSBA Board and Legislative Policy Committee members from a contiguous region if certain conditions are met

BOARD MEETING DATE: **December 1, 2014**

FOR ACTION

SUBJECT: Oregon School Boards Association (OSBA) **Resolution 3** – To amend the OSBA Constitution to allow appointment of OSBA Board and Legislative Policy Committee members from a contiguous region if certain conditions are met

ISSUE: School boards are required to elect members of OSBA's Board of Directors and Legislative Policy Committee, and to vote on the adoption of OSBA's resolutions. School Board action in a public meeting is required. The region in which the Corvallis School District falls does not have a candidate for the Board of Directors on the 2014 ballot, and elections for Legislative Policy Committee membership take place only in odd numbered years; however, action is needed to determine the votes that will be cast on behalf of the Corvallis School Board for the three resolutions that are on the ballot.

We recommend approval of this resolution. A copy of the resolution is attached.

Following Board action, Board Secretary Julie Catala will submit the official votes to OSBA on behalf of the Board.

ACTION REQUESTED: I move that the Corvallis School Board cast a yes vote on OSBA Resolution 3.

CONTACT PERSONS: Chris Rochester, Board Chair
Tom Sauret, Board Vice Chair

**Resolution to amend the OSBA Constitution to allow
appointment of OSBA Board and Legislative Policy Committee
members from a contiguous region if certain conditions are met**

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally-elected public school boards, and

WHEREAS, elections for the Board of Directors of OSBA, the Legislative Policy Committee of OSBA are governed by the OSBA Constitution, and

WHEREAS, the OSBA Board of Directors appointed a Governance Committee of the Board to review the regional structure of the Association as outlined in the Constitution, and

WHEREAS, the Governance Committee recognized that from time to time the OSBA Board of Director and the OSBA Legislative Policy Committee do not have members seeking election or appointment to these bodies from the regions as required by the OSBA Constitution, and

WHEREAS, the Governance Committee met and recommended amending the OSBA Constitution to allow a school board member to be appointed to fill vacant positions on the OSBA Board of Directors and the OSBA Legislative Policy Committee from an adjacent region if no member from that region either sought election or appointment to the OSBA Board of Directors or the OSBA Legislative Policy Committee, and

WHEREAS, after reviewing the recommended amendments to the OSBA Constitution as proposed by the Governance Committee the OSBA Board of Directors approved the recommended amendments attached to this Resolution at its June 2014 Board meeting.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Constitution be placed before the membership for consideration during the 2014 OSBA election season, and

BE IT FURTHER RESOLVED that the proposed amendments to the OSBA Constitution and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors

Article 10: Election Procedures; Board of Directors and Legislative Policy Committee

- Section 1: Election of officers, board of director members and regional members of the legislative policy committee shall take place according to the following schedules:
- (a) Officers: By September 30;
 - (b) Board of directors: Regional elections in accordance with the elections calendar adopted by the board;
 - (c) Legislative policy committee: In conjunction with board regional elections in odd-numbered years in accordance with the elections calendar adopted by the board.
- Section 2: The terms of office for officers shall be one calendar year and shall commence on January 1st. The terms of office for board of director members shall be staggered and shall be for two calendar years and until their successors are elected and qualified. The terms of office for regionally elected members of the legislative policy committee shall be two calendar years. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.
- Section 3: Eligibility for office termination. No person shall be eligible for election to serve as an officer or a board of director member or a member of the legislative policy committee who is not an active member of an Oregon public school board which is a dues paying member of this association except as provided in Article 10, Section 4(a).
- Section 4: Vacancies on the board of directors
- (a) In the event that any officer or member or the board of directors, other than the immediate past president, ceases during his/her term of office as such to be a member of an Oregon public school board belonging to this association, such member shall continue to serve until the following January 1st, at which time such service as an officer or board of director member shall terminate. At that meeting, a successor will be seated to fill the unexpired term. The immediate past president may serve regardless of whether he/she continues service on a school district board.
 - (b) In the event that an officer or director resigns from his/her office, the remaining officers and directors shall appoint an interim officer or director to fill the unexpired term of office until the next scheduled board member election.
- Section 5: Nomination and election of the OSBA board of directors. Each regional candidate for a director position shall be nominated by a member board of that region by means of a nomination form.
- (a) Notice of position vacancies, candidate information packets, and official nomination forms shall be distributed to all incumbent directors and boards in eligible regions.
 - (b) To nominate one or more of its members in its region the school board must send

OSBA a formal resolution or motion of the board and timely submission of the nomination form(s) to the office of the OSBA. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.

- (c) Each regional director shall be elected by the member boards of that region. Such ballot shall be distributed to the member boards and shall be returned to the OSBA offices by dates identified in the elections calendar adopted by the board.
- (d) Each member board in the appropriate region shall have one vote in the regional elections for members of the board of directors. If a member district, Education Service District or Community College's boundaries span more than one OSBA region, that member board must declare in which region it intends to vote and vote only in that region. The person receiving a majority of the votes cast for a position on the board of directors shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.
- (e) Newly elected regional directors of the OSBA board shall take office on January 1.

Section 6: Nomination and election of regional members of the legislative policy committee (LPC). In odd-numbered years, each regional candidate for an LPC position shall be nominated by a member board of that region by means of a nomination form.

- (a) The nomination form shall be distributed to all incumbent directors and boards in eligible regions.
- (b) A school board may nominate one or more of its members to the LPC and shall do so by formal resolution of the board and timely submission of the nomination form(s) to the office of the OSBA. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.
- (c) Each regional member of the LPC shall be elected by the member boards of that region. Such ballots shall be distributed to the member boards and shall be returned to the OSBA offices by dates identified in the elections calendar adopted by the board.
- (d) Each member board in the appropriate region shall have one vote in the regional elections for members of the LPC. If a member district, Education Service District or Community College's boundaries span more than one OSBA region, that member board must declare in which region it intends to vote and vote only in that region. The person receiving a majority of the votes cast for any position on the LPC shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest

number of votes. The one receiving a majority of the votes cast shall be declared elected.

- (e) Newly elected regional members of the LPC shall take office on January 1.
- (f) In the event that a regional member of the LPC resigns from his/her office, the OSBA board of directors shall appoint an interim member to fill the unexpired term of office until the next regional election at which time an election for a successor member shall be conducted.

Proposed New Language

Section 7: Unfilled Regional Representation on the Board of Directors or LPC.

- (a) If no one files for election from a region for either the Board of Directors or LPC, the Board of Directors shall recruit an individual from the region where the unfilled regional seat is located to serve in the position.***
- (b) If the Board of Directors cannot recruit an individual from the region to serve on the Board of Directors or LPC, the Board of Directors may appoint a member from a contiguous region to serve in the unfilled seat of the Board or the LPC.***
- (c) An individual appointed to the Board from a contiguous region would not be eligible to serve as an officer of the Board.***
- (d) An individual appointed to either the Board of Directors or the LPC would serve until the next regularly scheduled election for that seat.***

Section 7: Section 8: Election of officers of the OSBA.

- (a) Election of officers shall be made by the currently seated board of directors from their own membership at least 10 days prior to the November membership meeting. The nominations for the slate of officers may include more than one candidate for any officer position except for the president and past president.
- (b) The person receiving a majority of the votes cast for an officer position shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.



Corvallis

SCHOOL DISTRICT

V. CONSOLIDATED INFORMATION

V.A. Unaudited Financial Statements - October 31, 2014

BOARD MEETING DATE: December 1, 2014

SUBJECT: October 31, 2014 Financial Statements (Unaudited)

The Statement of Revenues and Expenditures for the period ending October 31, 2013 and 2014 follow this report. 2014-15 year-to-date revenues total \$11.8 million or 21.0 percent of total budgeted revenue as compared to \$11.2 million or 21.3 percent for 2013-14. The increase is due to the District's updated 2014-15 allocation of State School Funds which is based upon the February 2014 State School Fund estimate used for budgeting purposes.

November is an important month for revenues as the District receives the majority of its property tax receipts from Benton County. Staff closely monitors collection activity to analyze trends against projections. The November financial statement will reflect updated receipts.

General Fund expenditures through October 2014 increased \$612,786 as compared to the prior year. Increased costs associated with our union contracts constitute the bulk of this increase. Year-to-date totals for both 2013-14 and 2014-15 are 24.2 percent of budget.

The Schedule of Investments and Cash Disbursements for October 2014 are included as part of this report. If you have any questions or would like additional information please contact me.

Presenter: Steve Nielsen, Director of Finance and Operations

Supplementary Materials:

- 1. Statement of Revenue and Expenditures, Fiscal year to date as of October 31, 2013 and 2014**
- 2. Schedule of Investments as of October 31, 2014**
- 3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of October 1 - 31, 2014.**

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of October 31, 2013 and 2014 Respectively (Unaudited)

General Fund

	FY2013-14			FY2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	\$ 22,950,000	\$ 105,756	0.5%	\$ 23,137,983	\$ 113,766	0.5%
Local Option Taxes	3,890,200	21,823	0.6%	3,756,650	20,353	0.5%
Earnings on Investments	100,000	24,001	24.0%	100,000	30,440	30.4%
Other	394,000	62,531	15.9%	394,000	44,179	11.2%
Intermediate Sources	260,000	848	0.3%	260,000	-	-
State Sources						
General Support	24,719,368	11,020,205	44.58%	27,872,168	11,575,241	41.5%
State School Fund - Subaccount	-	-	-	-	-	-
Common School Fund	494,332	-	-	561,055	-	-
Other	83,000	-	-	33,000	-	-
Federal Sources	9,000	8,971	99.7%	9,000	-	-
Total Revenue	<u>\$ 52,899,900</u>	<u>\$ 11,244,135</u>	21.3%	<u>\$ 56,123,856</u>	<u>\$ 11,783,979</u>	21.0%
Expenditures:						
Instruction	\$ 32,646,155	\$ 6,784,942	20.8%	\$ 34,433,453	\$ 7,217,665	21.0%
Supporting Services	21,488,032	6,290,124	29.3%	22,174,779	6,469,813	29.2%
Community Services	127,370	29,911	23.5%	127,184	30,285	23.8%
Facilities Improvements	1	-	-	1	-	-
Transfers to Other Funds	2	-	-	2	-	-
Total Expenditures	<u>\$ 54,261,560</u>	<u>\$ 13,104,977</u>	24.2%	<u>\$ 56,735,419</u>	<u>\$ 13,717,763</u>	24.2%
Excess of Revenues over Expenditures	\$ (1,361,660)	\$ (1,860,842)		\$ (611,563)	\$ (1,933,784)	
Beginning Fund Balance	6,324,100	6,629,956	104.8%	5,970,973	7,001,834	117.3%
Budgeted Contingencies	2,322,445	-		2,553,220	-	
Unappropriated Ending Fund Balance	<u>2,639,995</u>	<u>-</u>		<u>2,806,190</u>	<u>-</u>	
Fund Balance, October 31	<u>\$ -</u>	<u>\$ 4,769,114</u>		<u>\$ -</u>	<u>\$ 5,068,050</u>	

Corvallis School District 509J
Schedule of Investments
October 31, 2014

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
Total Investments outside of Local Government Investment Pool:					\$ -	\$ -
				Average Annualized Rate		
<u>Local Government Investment Pool:</u>						
General Account				0.54%		\$ 18,773,497
Debt Service Account				0.54%		35
Subtotal LGIP ¹						<u>\$ 18,773,532</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ⁴				0.54%		<u>\$ 906,885</u>
<u>Total Investments</u>						<u>\$ 19,680,417</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$46,801,588.
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy		
Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	0.0%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	100.0%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	0.0%
TOTAL		100.00%

Benchmarks as of 10/31/14:

3-Month U. S. T-Bill bond equivalent yield:	0.01%
3-Mo. Jumbo CDs	0.03%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of October 1, 2014 - October 31, 2014

<u>Fund, Object, Vendor</u>	<u>Amount</u>	<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund	\$ 518,164.23	100 - General Fund Continued	
Computer Software	\$ 13,965.00	Repairs and Maintenance Services Continued	
NCS PEARSON INC.	\$ 1,200.00	REYNOLDS ELECTRIC, INC.	\$ 6,958.30
UNIVERSITY OF OREGON	\$ 1,100.00	SYNERGY SECURITY SOLUTIONS	\$ 10,135.19
MIND RESEARCH INSTITUTE	\$ 11,665.00	ENCORE OILS LLC	\$ 1,085.00
Consumable Supplies and Materials	\$ 90,620.65	HARVEY & PRICE MECHANICAL CONTRACT	\$ 6,118.20
COASTWIDE LABORATORIES	\$ 14,385.95	KONE INC	\$ 2,647.95
HOME DEPOT CREDIT SERVICES	\$ 1,593.07	MCGOVERN MAINTENANCE	\$ 3,575.00
OFFICE MAX	\$ 16,114.42	PACIFIC SPORTS TURF, INC	\$ 13,626.00
FRED MEYER CUSTOMER CHARGES	\$ 1,596.11	PUROCLEAN CERTIFIED RESTORATION	\$ 13,954.00
CHOWN HARDWARE	\$ 6,767.98	Travel, Out of District	\$ 8,012.84
COSTCO - ALBANY	\$ 2,145.65	COSA	\$ 1,424.00
PART WORKS INC	\$ 2,601.88	APPLE, INC	\$ 4,995.00
AMAZON.COM CREDIT SERVICES	\$ 3,652.86	MARRIOTT DOWNTOWN	\$ 1,593.84
BARK PLACE	\$ 1,086.00	Postage	\$ 3,238.79
PLATT ELECTRIC SUPPLY CO	\$ 2,245.54	GARTEN SERVICES, INC	\$ 3,238.79
SCHOOL SPECIALTY	\$ 9,634.52	Fuel	\$ 17,900.69
INGRAM LIBRARY SERVICES	\$ 2,041.89	BENTON COUNTY PUBLIC WORKS	\$ 2,440.49
BERESFORD COMPANY	\$ 1,280.65	NW NATURAL	\$ 15,460.20
GRAINGER	\$ 2,527.85	Electricity	\$ 70,148.31
INDUSTRIAL PIPE & SUPPLY CO INC	\$ 1,091.40	PACIFIC POWER AND LIGHT	\$ 44,880.08
JW PEPPER & SON INC	\$ 1,254.23	CONSUMERS POWER INC	\$ 25,268.23
PLUMBMASTER, INC	\$ 1,155.42	Charter School Payments	\$ 50,789.29
ACCO BRANDS USA LLC	\$ 2,100.00	INAVALE COMMUNITY PARTNERS, INC	\$ 50,789.29
AMERICAN TIME & SIGNAL COMPANY	\$ 1,289.00	Telephone	\$ 2,107.87
BELL HARDWARE	\$ 5,251.00	AT&T MOBILITY-ACCT#837370420 (TECH)	\$ 2,107.87
E.L. ACHIEVE	\$ 1,254.00	Other Communication Services	\$ 1,345.07
GRASS ROOTS BOOKSTORE	\$ 3,674.00	CENTURYLINK.	\$ 1,345.07
GRAYBAR ELECTRIC COMPANY INC	\$ 1,214.34	Water and Sewage	\$ 43,547.50
SAXTON BRADLEY	\$ 3,363.00	CITY OF CORVALLIS	\$ 43,547.50
NATIONAL GEOGRAPHIC LEARNING	\$ 1,299.89	Legal Services	\$ 1,701.50
Other Non-instructional Professional and Te	\$ 17,518.05	LUVAAS COBB	\$ 1,701.50
MAXIM HEALTHCARE SERVICES	\$ 17,518.05	Garbage	\$ 9,458.96
Printing and Binding	\$ 9,542.63	REPUBLIC SERVICES	\$ 9,458.96
HENDERSONS OFFICE SYSTEMS	\$ 7,367.65	Textbooks	\$ 7,921.52
OFFICE MAX	\$ 1,066.83	GRASS ROOTS BOOKSTORE	\$ 7,921.52
OREGON STATE UNIVERSITY PRINTING	\$ 1,108.15	Instructional, Professional and Technical Se	\$ 46,233.36
Reimbursable Student Transportation	\$ 22,018.76	LINN BENTON COMMUNITY COLLEGE	\$ 1,189.60
GO GET'EM TAXI AND TRANSPORT LLC	\$ 14,762.50	HELLO FOUNDATION	\$ 26,632.00
DYE, MINDY	\$ 1,048.32	KELLOGG, MELEA	\$ 2,527.76
FIRST STUDENT INC	\$ 6,207.94	WASHINGTON STATE SCHOOL FOR THE BLII	\$ 15,884.00
Repairs and Maintenance Services	\$ 72,729.37	Technology Equip \$1,000 - \$4,999	\$ 1,898.00
COASTWIDE LABORATORIES	\$ 2,700.61	APPLE, INC	\$ 1,898.00
BENTON COUNTY PUBLIC WORKS	\$ 3,751.44	Copier Charges	\$ 17,916.14
ECO HOME COMFORT, LLC	\$ 4,058.08	OREGON STATE UNIVERSITY PRINTING	\$ 17,916.14
CHOWN HARDWARE	\$ 1,279.60	Accounts Payable	\$ 9,549.93
HOLDERMAN PAVING, LLC	\$ 1,265.00	WELLS FARGO REMITTANCE CENTER	\$ 9,549.93
BENSON'S INTERIORS, INC	\$ 1,575.00		

<u>Fund, Object, Vendor</u>	<u>Amount</u>
296 - Grants Fund	\$ 41,838.82
Consumable Supplies and Materials	\$ 7,911.81
OETC	\$ 2,462.00
AMAZON.COM CREDIT SERVICES	\$ 1,105.52
SCHOOL SPECIALTY	\$ 4,344.29
Printing and Binding	\$ 2,815.20
HENDERSONS OFFICE SYSTEMS	\$ 2,815.20
Travel, Out of District	\$ 9,957.18
COSA	\$ 4,146.00
NEW ORLEANS MARRIOTT	\$ 5,811.18
Instructional, Professional and Technical Se	\$ 10,199.63
REAL TEAM SOLUTIONS	\$ 2,000.00
LEBANON COMMUNITY SCHOOL DISTRICT	\$ 1,938.43
MBM IMPAC	\$ 3,082.00
ELLIS, JORIE	\$ 3,179.20
Equipment \$5,000 and greater	\$ 10,955.00
CURTIS RESTAURANT EQUIPMENT	\$ 10,955.00
297 - Student Body Funds	\$ 59,915.19
Consumable Supplies and Materials	\$ 36,946.59
SHIRT CIRCUIT	\$ 3,216.35
COSTCO - ALBANY	\$ 1,314.83
US GAMES	\$ 1,566.59
PEPSI-COLA	\$ 2,274.80
NO DINX INC	\$ 2,964.75
LES & BOBS SPORTS AND APPAREL	\$ 1,805.00
ELEMENT GRAPHICS, INC	\$ 3,686.05
Varsity Fashions	\$ 4,814.97
AGILE SPORTS TECHNOLOGIES	\$ 2,599.00
DEHEN CHEER & DANCE	\$ 3,699.30
DUTCH MILL BULBS	\$ 1,324.00
KIMMEL ATHLETIC SUPPLY	\$ 3,157.00
PSAT/NMSQT	\$ 1,708.00
PURCHASE GREEN/ PATH TO PROSPERITY IN	\$ 1,674.65
SEW ON	\$ 1,141.30
Other Non-instructional Professional and Te	\$ 5,681.25
MID-VALLEY SOCCER REFEREES ASSN	\$ 5,681.25
Travel, Student Out of District	\$ 5,000.00
FIRST	\$ 5,000.00

<u>Fund, Object, Vendor</u>	<u>Amount</u>
297 - Student Body Funds Continued	
Instructional, Professional and Technical Se	\$ 1,764.00
OREGON STATE UNIVERSITY REC SPORTS	\$ 1,764.00
Non-reimbursable Student Transportation	\$ 10,523.35
FIRST STUDENT INC	\$ 10,523.35
204 - District Donation Fund	\$ 49,087.34
Consumable Supplies and Materials	\$ 27,738.72
OFFICE MAX	\$ 1,310.48
PLATT ELECTRIC SUPPLY CO	\$ 3,425.63
SCHOOL SPECIALTY	\$ 1,493.83
NORTHWEST PLAYGROUND EQUIPMENT IN	\$ 2,020.00
ELEMENT GRAPHICS, INC	\$ 1,050.00
EASTBAY	\$ 1,171.00
ROD BALDWIN TRUCKING	\$ 5,205.50
TRYSTING TREE GOLF CLUB	\$ 3,009.00
Varsity Fashions	\$ 9,053.28
Repairs and Maintenance Services	\$ 19,857.50
PUROCLEAN CERTIFIED RESTORATION	\$ 2,632.00
STOM PAINTERS, INC	\$ 4,019.50
MAJESTIC TURF	\$ 13,206.00
Travel, Student Out of District	\$ 1,491.12
RIVERHOUSE HOTEL & CONVENTION CENTI	\$ 1,491.12
203 - Food Service Fund	\$ 146,441.29
Food - Food Service Only	\$ 48,587.37
LOCHMEAD DAIRY	\$ 20,537.06
DUCK DELIVERY PRODUCE INC	\$ 16,205.56
FRANZ FAMILY BAKERIES	\$ 5,367.94
SYSCO FOOD SERVICE	\$ 2,407.06
RIVERWOOD ORCHARD AND FARM	\$ 4,069.75
Other Non-instructional Professional and Te	\$ 2,662.50
MGM & ASSOCIATES, INC.	\$ 2,662.50
Repairs and Maintenance Services	\$ 1,725.00
ADVANCED ENVIRONMENTAL SYSTEMS	\$ 1,725.00

<u>Fund, Object, Vendor</u>	<u>Amount</u>
203 - Food Service Fund Continued	
Inventories	\$ 91,848.67
COASTWIDE LABORATORIES	\$ 1,173.87
COSTCO - ALBANY	\$ 3,465.07
MCDONALD WHOLESALE CO	\$ 54,424.44
SYSCO FOOD SERVICE	\$ 19,589.41
FOOD SERVICE OF AMERICA	\$ 4,443.16
NORTHWEST DISTRIBUTION SERVICES	\$ 1,720.26
CURTIS RESTAURANT EQUIPMENT	\$ 2,182.42
HUMMINGBIRD WHOLESALE	\$ 2,545.00
STANDARD RESTAURANT EQUIPMENT	\$ 2,305.04
Equipment-like items \$1,000 - \$4,999	\$ 1,617.75
ROSES EQUIPMENT & SUPPLY	\$ 1,617.75
298 - Designated Revenue Fund	\$ 55,404.97
Consumable Supplies and Materials	\$ 27,053.42
APPLE, INC	\$ 5,047.00
B & H ELECTRONICS/PHOTO/VIDEO	\$ 5,895.39
FASTENAL COMPANY	\$ 1,214.56
ACCO BRANDS USA LLC	\$ 1,744.00
GEORGIE'S CERAMIC & CLAY CO - PORTLAN	\$ 2,947.75
PSAT/NMSQT	\$ 1,596.00
BOOKSOURCE	\$ 1,783.36
MAKERBOT	\$ 1,245.36
WORLD'S FINEST CHOCOLATES	\$ 5,580.00
Reimbursable Student Transportation	\$ 1,518.44
FIRST STUDENT INC	\$ 1,518.44
Instructional, Professional and Technical Se	\$ 22,402.00
OLD MILL CENTER	\$ 13,750.00
TRILLIUM FAMILY SERVICES	\$ 8,652.00
Equipment \$5,000 and greater	\$ 2,754.05
MAKERBOT	\$ 2,754.05
Library Books	\$ 1,677.06
SCHOLASTIC BOOK FAIRS	\$ 1,677.06

<u>Fund, Object, Vendor</u>	<u>Amount</u>
601 - Insurance Fund	\$ 474,521.14
Computer Software	\$ 1,192.00
MSDS ONLINE	\$ 1,192.00
Other Non-instructional Professional and Te	\$ 6,264.48
BARKER-UERLINGS INSURANCE, INC	\$ 6,264.48
Group Insurance	\$ 445,270.66
SAIF CORPORATION	\$ 3,572.36
REGENCE BCBS OF OREGON	\$ 441,698.30
Other Insurance and Judgments	\$ 18,191.00
SALEM FIRE ALARM, INC	\$ 18,191.00
Equipment-like items \$1,000 - \$4,999	\$ 1,015.00
AED PROFESSIONALS	\$ 1,015.00
Property Insurance Premiums	\$ 2,588.00
AMERICAN BANKERS INSURANCE CO	\$ 2,588.00
208 - Construction Excise Tax & Land Fund	\$ 2,534.60
Improvements Other Than Buildings	\$ 2,534.60
DEVCO ENGINEERING INC	\$ 2,534.60
Grand Total	\$ 1,347,907.58



Corvallis
SCHOOL DISTRICT

VI. 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