



Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, November 23, 2015 4:45 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Monday, November 23, 2015
4:45 PM

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

Meeting Details: Monday, November 23, 2015, 4:45 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

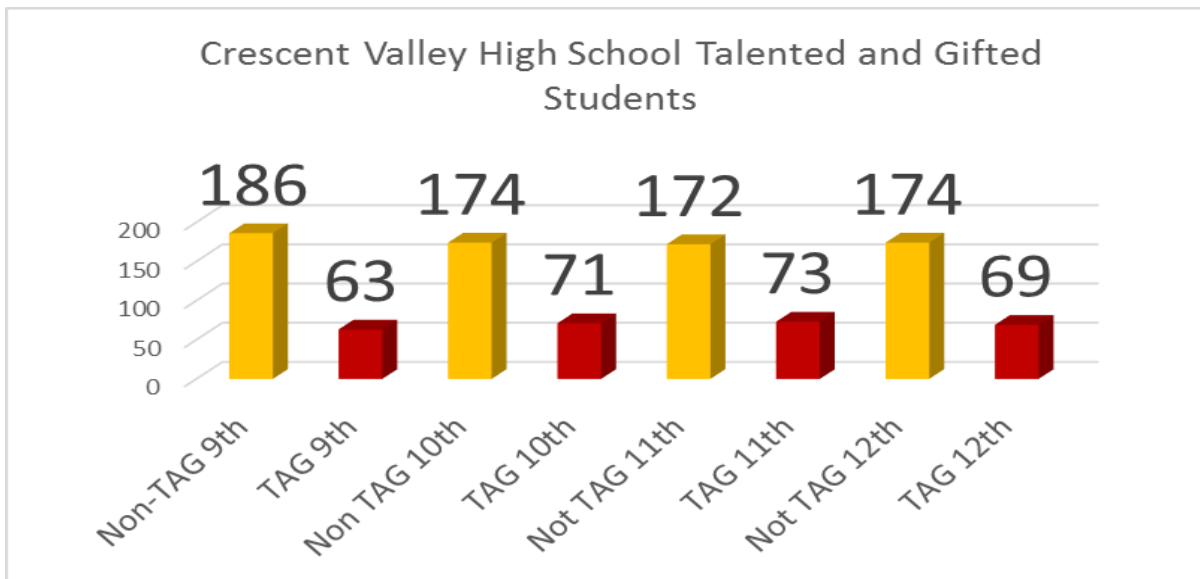
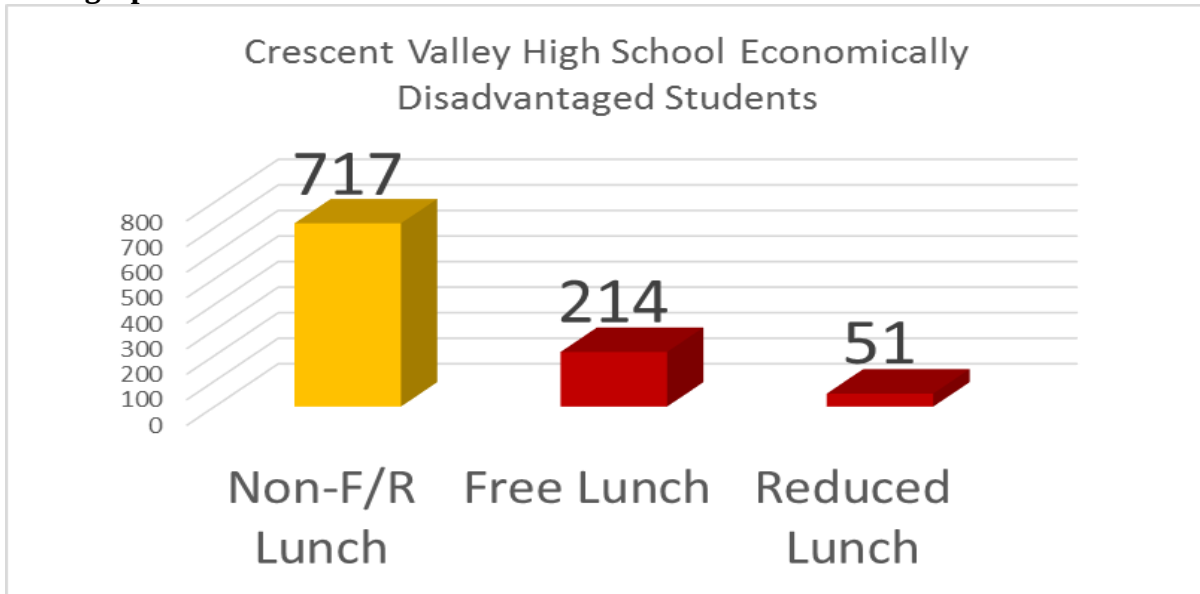
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- I. WELCOME AND INTRODUCTIONS (4:45-4:55 p.m.)
- II. SCHOOL IMPROVEMENT PLANS
 - II.A. Crescent Valley High School

CRESCENT VALLEY HIGH SCHOOL

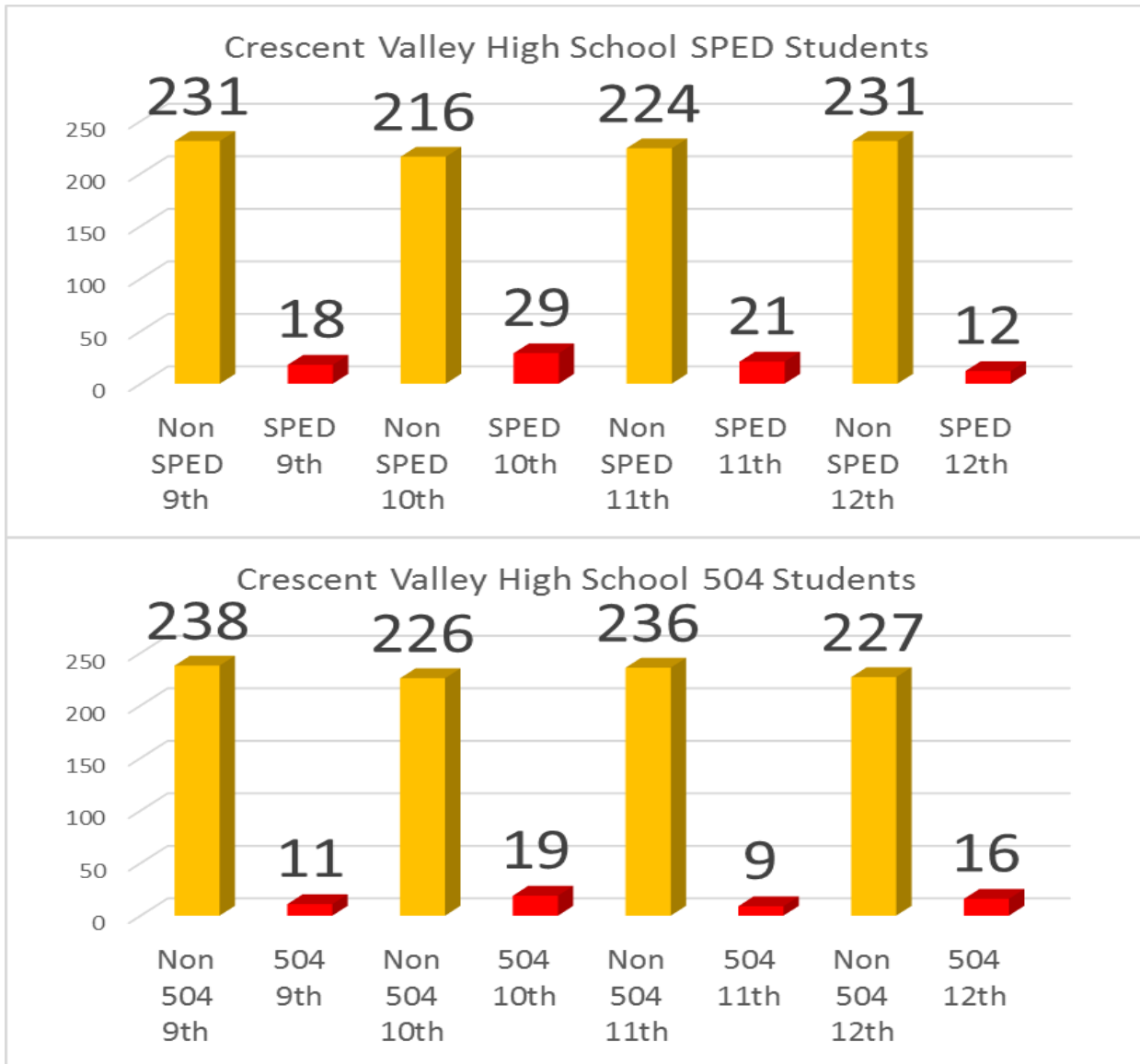
SCHOOL ACTION PLAN 2015-2016

Demographic Information



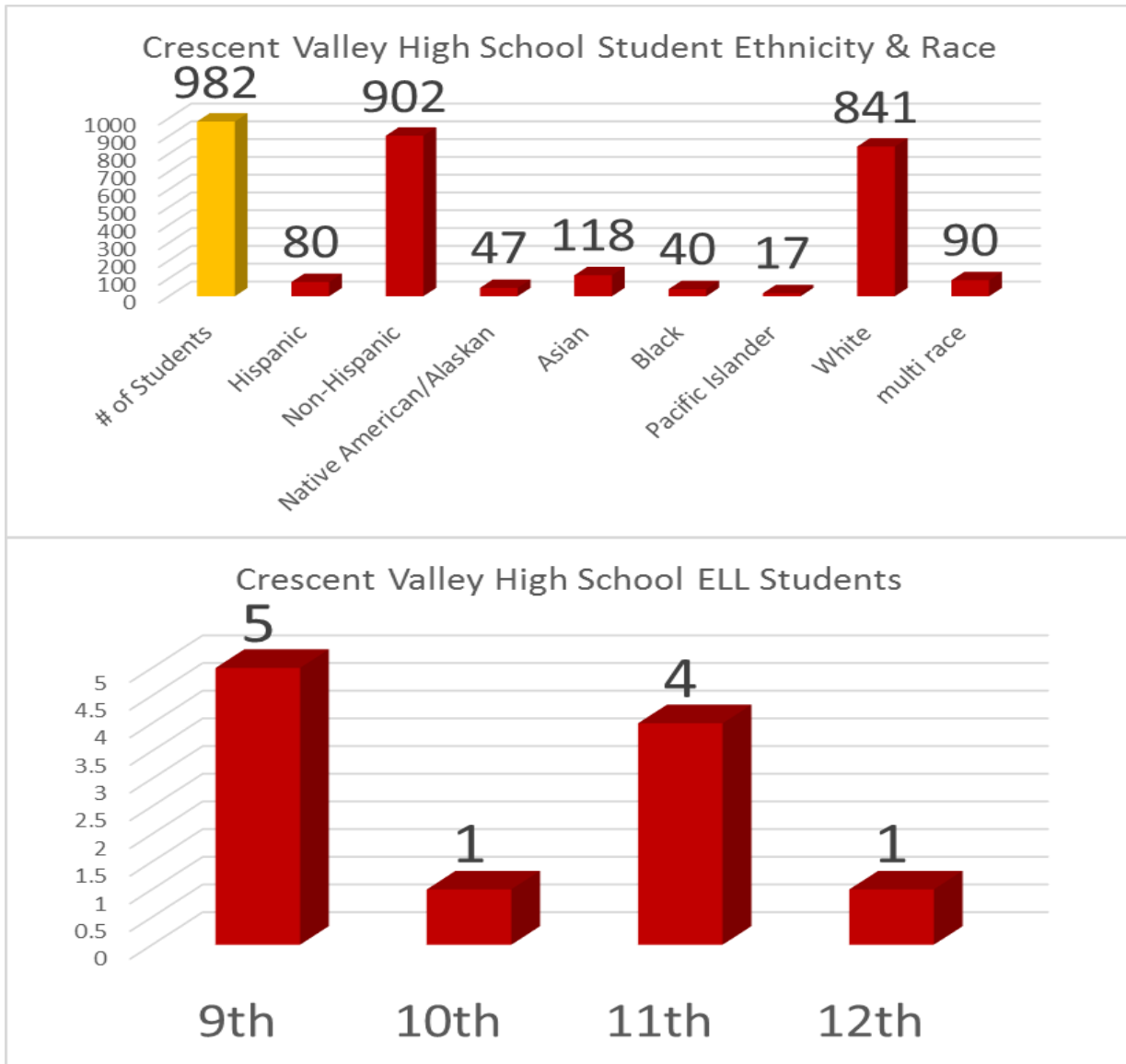
CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016



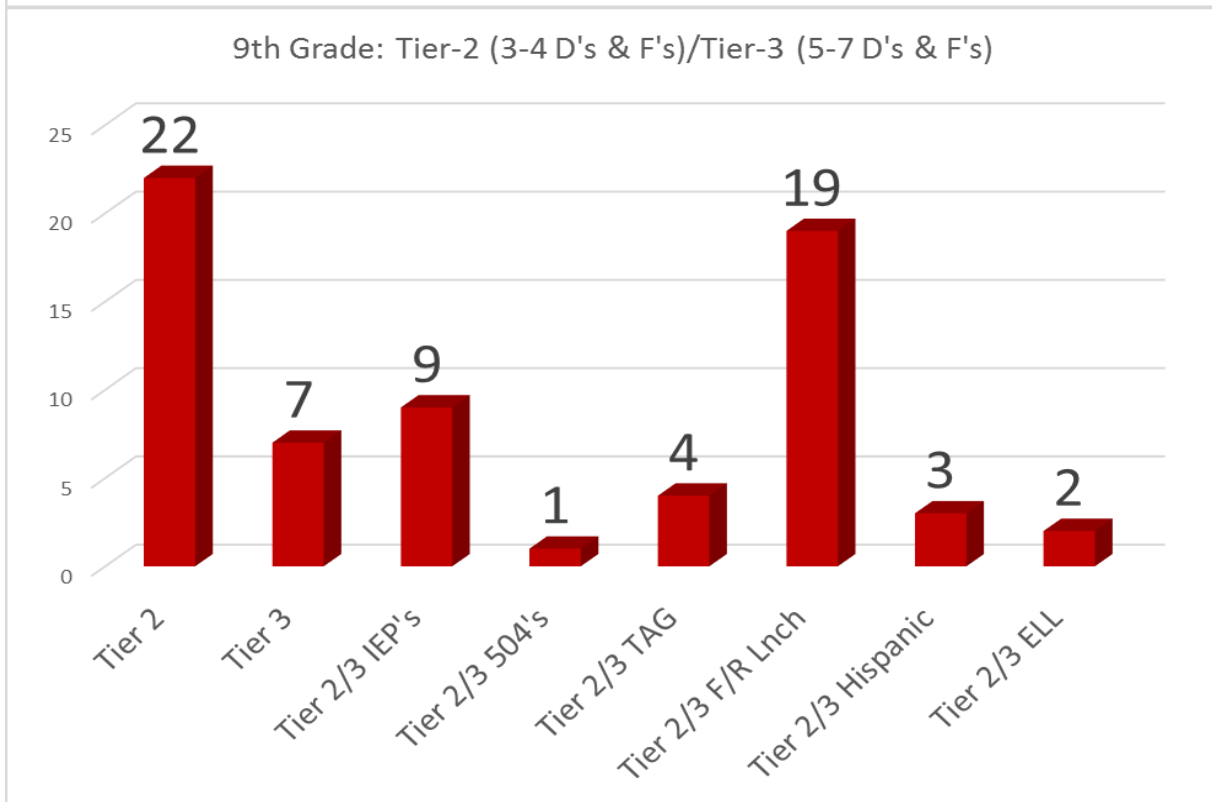
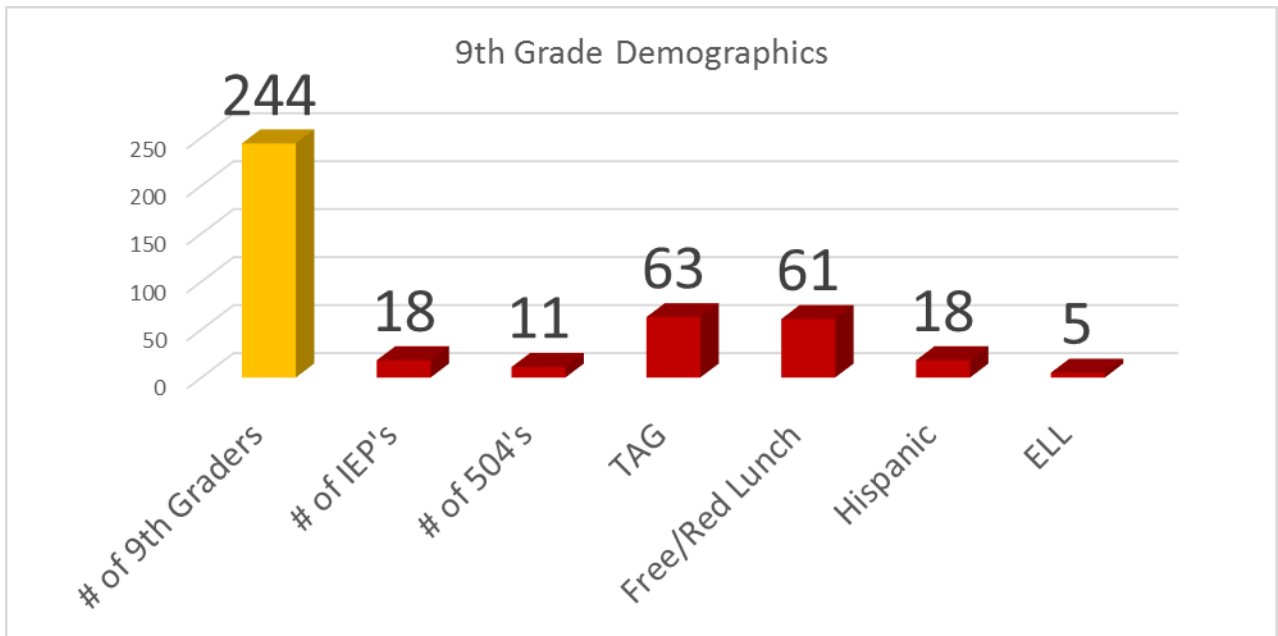
CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016



CRESCENT VALLEY HIGH SCHOOL

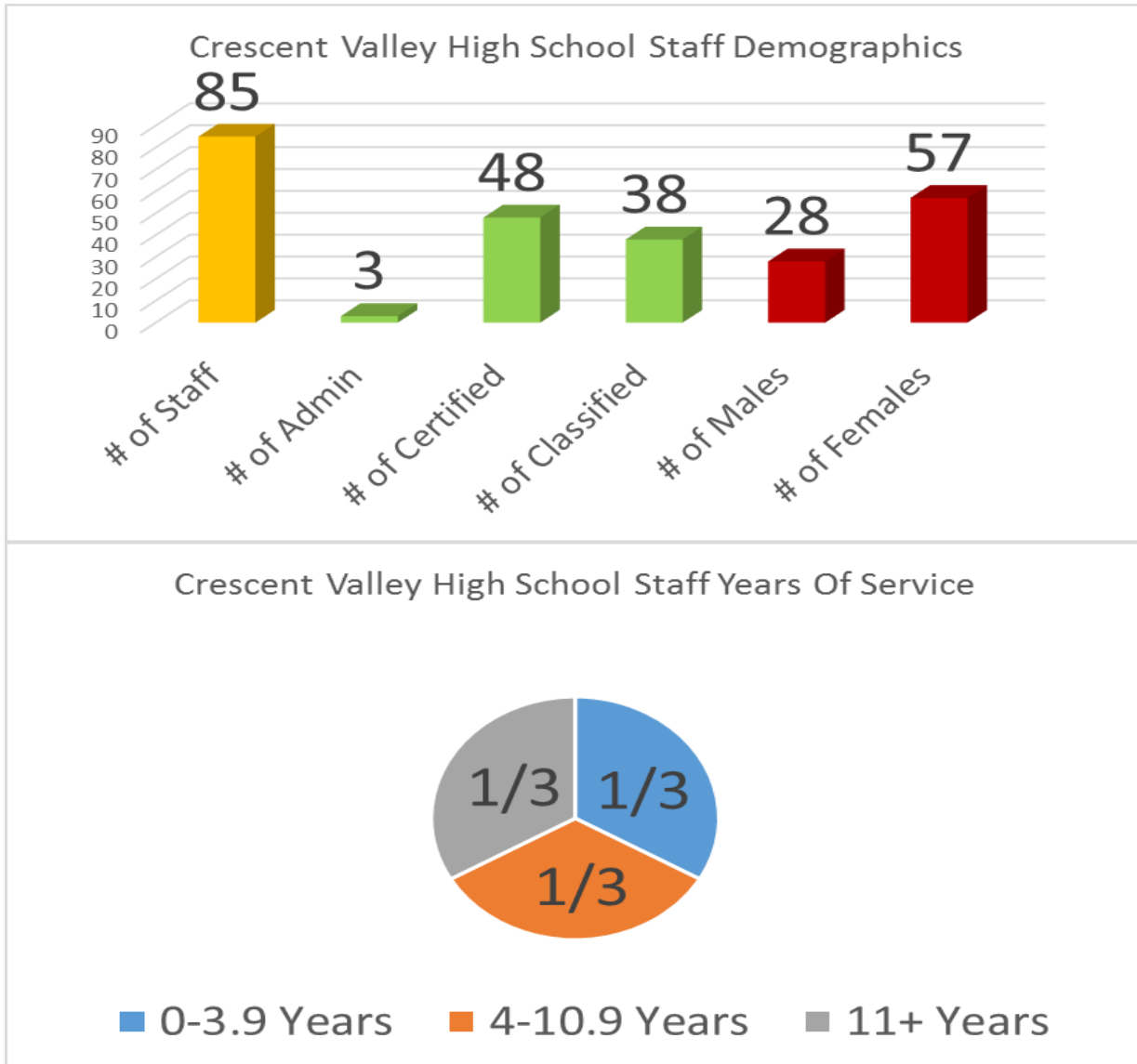
SCHOOL ACTION PLAN 2015-2016



Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016



CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016

Results from 2014-15 School Improvement Plan

SMART GOAL: 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.

- 85% of last year's freshmen (13-14 cohort) met the On Track to Graduate Target, based on the above criteria.

Results from 14-15 cohort: 86.1% of all ninth grade students met this goal. The subgrade data is as follows:

Econ/Disadv.- 71.2%

Hispanic -78.6%

Sped- 71%

At a closer look:

13 students were not yet ready for Algebra 1; 15 students failed Algebra 1

Many special education students have a diagnosed learning disability in math

8 students met the Algebra criteria, but not the credit criteria

3 students had significant medical issues resulting in hospitalization for a portion of the school year

1 student was expelled

1 student struggled with the sudden loss of a family member

2 students had excessive absences throughout the year

SMART Goal: By June 2015 all 9th 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

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
-

Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016

Results: 96.6 % of all students met the tiered writing goal outlined above!

Component 1

Academics

Our Commitment:

Crescent Valley High School is committed to supporting students to reach his/her academic potential, based on individual interests and abilities, while earning high school diploma requirements in order to graduate with their four-year cohort.

Academic Issue(s):

The transition to high school can be challenging. Social, academic and emotional pressures can become difficult obstacles to overcome in the freshman year. As students learn new school systems, adapt to increasing freedoms found in portfolio-based classes and acclimate to a more rigorous credit-based academic system, many are unprepared and overwhelmed by this daunting task. As a result, some earn failing grades as they fall behind in classes and are not experienced in effective time management, proficient in self-advocacy skills and disciplined in study habits. Being on track to graduate by the end of the freshman year is a necessary requirement for success in meeting high school graduation requirements.

Key Actions:

1. Cycle of Inquiry to monitor On Track to Graduate criteria of earning the following by the beginning of the tenth grade year:

- Six credits
- Completion of Algebra I
- At least 92% attendance

2. Continue to promote AVID engagement strategies to include Writing, Inquiry, Collaboration, Organization and Reading in classrooms schoolwide.

3. Professional development that supports engagement strategies, AVID and writing across the content areas.

CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016

Component 2

Equity

Our Commitment:

Our commitment is to foster equitable practices based on the tenets of the LEADS program.

Academic Issue(s):

Equity is a focus of our district's three main goals of every student a graduate, close the opportunity gap and every student makes growth. Our school data illustrates opportunity and achievement gaps for subgroups, based on learning needs, socio-economic status and race (Hispanic). These groups are often underrepresented in participation at parent conferences and outreach activities, as well as inclusion in school activities. These families may feel marginalized within the community, and are therefore unable or unwilling to share their perspective within the school community. Our school will become richer in the sharing of diverse beliefs and perspectives, and our students better prepared for a role in the global economy when all voices have currency in our system.

Key Actions:

- Admin will continue with the LEADS training
- Admin will review and practice the tenets of the LEADS program routinely in our work
- Admin will build the common vocabulary and protocol of the LEADS program in our work
- Recruit an equity team of staff members from Crescent Valley High School
- Equity team participation in LEADS training
- Equity team review and practice the tenets of the LEADS program routinely in work
- Equity team and admin introduce the tenets of the LEADS program to the Crescent Valley staff

CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016

Component 3

School Environment & Culture

Our Commitment:

Our commitment at Crescent Valley is to engage students and staff in nurturing an environment where students and staff feel accepted and a part of an inclusive school community.

Academic Issue(s):

We want students and staff to feel connected to the school community regardless of race, gender identification, socio-economic status, ability/disability, etc. Currently there are some students who do not have a meaningful connection to our school community.

Key Actions:

- Purposeful lessons in Advisor around culture and team building
- New-student lunch group facilitated by counseling intern
- Use of LEADS training to engage in conversations with students, staff, and parents regarding issues that might prevent a feeling of inclusion
- Investigate opportunities for meaningful student leadership training; this will help to empower our student leaders to reach out and make those connections with their peers

CRESCENT VALLEY HIGH SCHOOL

SCHOOL ACTION PLAN 2015-2016

Component 4

Parents & Community

Our Commitment:

Crescent Valley High School is committed to understand the diverse backgrounds, cultures and experiences of our community members in order to promote a sense of belonging for all and equitable practices that support access for all its members and an opportunity for every member to share his/her voice and experience.

Academic Issue(s):

Our school data illustrates opportunity and achievement gaps for subgroups, based on learning needs, socio-economic status and race (Hispanic). These groups are often underrepresented in participation at parent conferences and outreach activities, as well as inclusion in school activities. These families may feel marginalized within the community, and are therefore unable or unwilling to share their perspective within the school community. Our school will become richer in the sharing of diverse beliefs and perspectives, and our students better prepared for a role in the global economy when all voices have currency in our system.

Key Actions:

1. Actively seek subgroup input from students, parents and community members through parent and student focus groups.
2. Create a school equity team that works within district guidelines to promote equitable practices.
3. Train school staff on the tenets of Courageous Conversations.
4. Put into everyday practice the LEADS tenets of Mindful Inquiry, Six Conditions and Four Agreements.

Crescent Valley High School Improvement Cycle of Inquiry – Goal 1

Analyze Evidence: Student Problem of Practice <i>What are some concerns about student learning?</i> <i>What evidence supports these concerns?</i>	Last year we had an 86.1% 9th grade on track to graduate percentage. Our 9th grade on track to graduate percentage is not where we believe it should be. The State of Oregon defines 9th grade on track to graduate as attendance greater than 92%, 6 credits earned and passing Algebra 1. Even considering the students enrolled in pre-algebra as 9th graders we feel this percentage is too low. We are especially concerned with three sub-groups that are over represented as not on track to graduate. These three subgroups are Hispanic students, students with disabilities and economically disadvantaged. When we have reviewed the “F” list at the end of each semester we became particularly interested in the number of students not passing portfolio based courses. These are courses that were assumed to be high interest to students and thought to receive passing grades. With further analysis we hypothesize that one of the main reasons for poor grades was 9th graders who are not prepared to be self-directed and struggle with staying on track with the larger assignments.
SMART Goal Statement # 1	By June 2016, 100% of 9th graders will be on track to graduate as measured by the following criteria: * • 100% of 9th graders will have earned 6 credits • 100% of 9th graders will have a 92% or greater attendance rate • 100% of 9th graders will have earned math credit as follows ○ 100% of those enrolled in Algebra 1 will pass ○ 100% of those enrolled in Pre-Algebra and on a regular diploma track will pass and be prepared to enroll in Algebra 1 as sophomores ○ 100% of those enrolled in Pre-Algebra or below, and on a modified diploma track, will make progress towards individual diploma requirements * Criteria differs from State definition in regards to Algebra 1 credit.
Analyze Evidence: Teacher Problem of Practice <i>What area of teaching practice might make a difference with the identified problem of student learning?</i>	Problem of student learning: As students transition into high school it is essential that they acquire school skills that allow them to be successful in high school. The data suggests that many students lack self-management. Impact areas: • Develop positive student-teacher relationships. • Provide clear learning targets. • Engage in frequent and meaningful feedback to students.
Determine An Area of Focus: Principal Instructional Leadership Area of Focus	Tier 1: focus is to support teachers on how to teach and support the growth of students being more self-directed.

What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?	<i>Tier 2/3: focus is to identify/monitor the students that struggle with academic courses.</i>
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i>	Tier 1: If the principal – guides and supports teachers in effective strategies for communicating feedback and creating clear learning targets with multiple check points, Then teachers will be able to – provide meaningful and frequent feedback to students, So that students will be able to – process and make timely corrections to their learning and stay current and engaged in class. <i>Tier 2/3: If the principal – guides the work to further develop a better system and process to monitor student progress through the RTI and SST Process,</i> <i>Then teachers will be able to – participate in the structures in place to support students and make recommendations accordingly,</i> <i>So that students will be able to – gain access to the assistance needed to complete assignments and stay on task.</i>

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
What is the expected change?	More administrator time in classrooms and specific feedback to teachers.	More frequent feedback and creation of clear learning targets with more points of check in, specifically in our portfolio based courses with long term / portfolio projects.	Students will be completing a greater percentage of long term assignments according to standards and within the due date.
What is the evidence of success?	Principal observations of more frequent formative assessments and feedback.	Observations of more frequent feedback and clear learning targets with more points of check in, specifically in classes with long term / portfolio projects.	Students will be turning in long term assignments on time. Students will be passing their classes.
How will the evidence be measured?	Teacher observations	Teacher reflections Direct observations of additional check-ins	Pinnacle Progress Grades Final Grades
When will you be completed with this inquiry Cycle? Date: _November 30, 2015-progress / February 22, 2015-Semester grades_____			

Learning Plan	Possible Learning Activities: <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	Purpose <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	Outcomes: <i>What are the outcomes of this learning activity?</i>	Evidence Gathering: <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	Resources: <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1 Who: Date: Time:					
Learning Session 2 Who: Date: Time:					
Learning Session 3 Who: Date: Time:					



Corvallis
SCHOOL DISTRICT

II.B. College Hill High School

College Hill High School



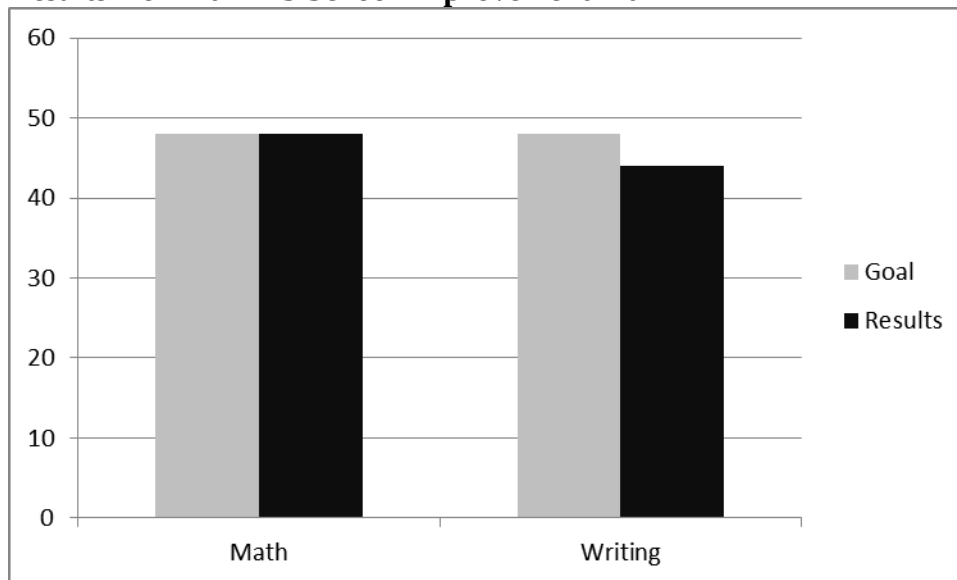
SCHOOL ACTION PLAN

2015-2016

Demographic Information

- School Population
 - TAG – N/A
 - SpEd - 35
 - ELL – N/A
 - F & R – 62.1%
- Staff
 - Administrator – 1
 - Certified – 5
 - Classified – 10
 - AmeriCorps - 1
- Our goals were in math and writing essential skills...

Results from 2014-15 School Improvement Plan



College Hill High School



SCHOOL ACTION PLAN

2015-2016

Component 1

Academics

Our Commitments:

1. All seniors eligible to graduate this school year will meet their essential skill in math.
2. All seniors eligible to graduate this school year will meet their essential skill in writing.
3. All seniors eligible to graduate this school year will meet their essential skill in reading.

Academic Issues and Key Actions:

1. 43 Seniors – 15 have not met in math
 - a. Work sample Wednesdays
 - b. Critical Thinking
 - c. Construction Math
 - d. Work Keys
2. 43 Seniors – 40 have not met in writing
 - a. Writing across the curriculum
 - b. Writing Workshop
 - c. Pink Slip revision system
3. 43 Seniors – 10 have not met in reading
 - a. Reading Workshop course
 - b. Reading Work Samples embedded across the curriculum
 - c. Work Keys

College Hill High School



SCHOOL ACTION PLAN

2015-2016

Component 2

Equity

Our Commitment: Every College Hill student will develop a plan for their post-secondary life in either higher education or employment. This will include students from many different socioeconomic and cultural backgrounds as well as varying abilities and skill sets.

Academic Issues and Key Actions: Graduation is no longer enough to open up sufficient opportunities to ensure that students are prepared for independent work and self-sufficiency. We need to prepare our students to either enter college or the workforce prepared for success.

Each of our students will work with their counselor and their teachers to develop a post-secondary plan that will support them as they transition to the next phase of their lives.

College Hill High School



SCHOOL ACTION PLAN

2015-2016

Component 3

School Environment & Culture

Our Commitment: We will continue to build a school culture that communicates to every student their value and our belief in their potential. We will establish an environment where hard work and determination are the expectations for all. We will also regularly celebrate success and create opportunities to reward hard work.

Academic Issues and Key Actions: Students are referred to College Hill because they have failed to gain traction towards graduation at their home high schools. Many have established work-avoiding habits and have failed to believe in their own academic potential. We will continue to build opportunities for them to be a part of something larger than themselves through extracurricular opportunities (soccer, basketball, horticulture, film festival, etc.). We will also have quarterly field trips for students who are caught up on assignments where students will explore our state and be rewarded for their hard work (Lincoln City tide pools, Silver Creek Falls, Mary's Peak, etc.). Essential skills, students of the month, and progress toward graduation will be celebrated as well.

FOCUS is a new program that we are implementing this year. This is a program to help to recapture students who are over 100 assignments behind their academic goals. These students are assigned a one-on-one community volunteer four afternoons per week until they are caught up again and can re-enter College Hill with a fresh start. These students are also assigned time to meet with our Trillium counselor to determine what the obstacles to learning have been and develop a plan to overcome those obstacles.

College Hill High School



SCHOOL ACTION PLAN

2015-2016

Component 4

Parents & Community

Our Commitment: We will increase our communication with parents and continue our engagement with our community.

Academic Issues and Key Actions:

Research tells us that parental engagement is a huge contributor to student success. We have struggled with engaging our parents for many years...here are our primary strategies, some continuing and some new:

1. Fall and spring conferences with students and parents to develop an educational plan for each student. (continuing)
2. We will develop a list serve to send out email notifications to families on a weekly and monthly basis. (new)
3. A weekly email is sent out to each family with attendance and assignment information for the week. (continuing)
4. We are now utilizing Pinnacle to track attendance. Part of this program is an auto-dialer that calls home and reports absences. (new) Our staff will continue to call home for every student who is not in school each day.

We will also continue to engage OSU and the greater Corvallis community through volunteer recruitment, monthly newspaper articles, and our AmeriCorps Student Engagement Coordinator.

College Hill School Improvement Cycle of Inquiry – Goal 1

Analyze Evidence: Student Problem of Practice <i>What are some concerns about student learning?</i> <i>What evidence supports these concerns?</i>	<i>College Hill Students come to us consistently behind in both English credits and skills. In particular, our students struggle as writers. This year, we have 43 seniors who have not met the essential of writing. The area of greatest deficit is in the conventions of writing.</i>
SMART Goal Statement # 1	<i>College Hill staff meetings for the 2015-2016 school year will each have a writing summit component. During these times, we will calibrate our expectations around conventions of writing, ensure that we have consistent supports for the writing process throughout our curricula, and a consistently implemented practice for students to revise their written work to ensure that all student work must be at grade level for conventions before it is counted as complete. Between now and November 15, we will calibrate to be sure that we agree on what constitutes a 4 for conventions in writing. We will address the other goals in subsequent cycles.</i>
Analyze Evidence: Teacher Problem of Practice <i>What area of teaching practice might make a difference with the identified problem of student learning?</i>	<i>If teachers all agree on what meets standards for writing and ensure that all writing assignments are edited to the point that they are at that level, students will build their skills as self-editors and gain more control over the conventions of writing in their own work.</i>
Determine An Area of Focus: Principal Instructional Leadership Area of Focus <i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i>	<i>If I lead this calibration work in staff meetings, utilizing teacher leaders, for staff to calibrate their understanding of writing conventions, there will be more uniformity in our expectations school-wide.</i>
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i>	If the principal ensures school-wide calibration on writing convention expectations Then teachers will be able to consistently monitor student writing and require revisions until they meet So that students will be able to become more effective editors of their writing and improve their writing skills

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
What is the expected change?	Time in each staff meeting will be set aside for calibration of scoring for writing conventions. This will be PD time set aside twice per month to build our skills as writing teachers.	All of our classroom personnel will be calibrated and will score student work similarly in terms of writing conventions.	Before we can see systematic change, we will need to fully implement our writing revision system and ensure that students are utilizing our defined writing processes.
What is the evidence of success?	Staff meeting agendas will have 30 minutes during each of the next three meetings for writing conventions scoring.	We will score student writing samples at each of our meetings until we have agreement.	See next cycle.
How will the evidence be measured?	If it occurred or not.	Consensus.	See next cycle.
When will you be completed with this inquiry Cycle? Date: <u>November 15, 2015</u>			

Learning Plan	Possible Learning Activities: <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	Purpose <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	Outcomes: <i>What are the outcomes of this learning activity?</i>	Evidence Gathering: <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	Resources: <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1 Who: Eric Wright Date: 10/14, 10/28, 11/11 Time: 1:15 – 3:45	Next three staff meetings	Calibration of expectations for conventions of writing.	All staff would be calibrated about expectations for writing conventions.	Scoring guides.	Student work to score, writing scoring guides, staff meeting time.
Learning Session 2 Who: Date: Time:					
Learning Session 3 Who: Date: Time:					



Corvallis

SCHOOL DISTRICT

II.C. Cheldelin Middle School

Cheldelin Middle School

SCHOOL ACTION PLAN

2015-2016

Demographic Information

- School Population
 - Approximately 550 students in grades 6-8
 - TAG 18%
 - SpEd 12%
 - ELL 4%
 - F & R 30%
- Staff
 - 29 certified staff, 24 classified
 - Certified have 12 years average experience with 9 years average in Corvallis
 - 21 have a Master's Degree with one Doctorate

Results from 2014-15 School Improvement Plan

Results for Goal One: *By June of 2015, the percentage of students who are attending school less than 92% of the time will decrease from 18% to 10%.*

When I compare our intact cohort data between Quarter 1 and Quarter 4, the results did not change, with 18% still below the threshold of 92% attendance. This disappointing result is despite an extensive awareness campaign involving announcements, contests, posters, assemblies, listserv and newsletter articles. Unfortunately, for the approximately two dozen students who miss over 25 days of school, poor attendance has become habituated within the family dynamic or is the result of significant medical issues which makes it particularly tricky. Our approach was able to impact a few of our most chronically absent students, but did not have the wide-spread impact we would have hoped. I believe we did learn a few lessons, however:

- Individual problem-solving does impact this issue. When we were able to put resources together to support individual families with a combination of “carrots and sticks”, we were able to improve attendance.
- Some students are excused from school by their doctors for vague ailments with open-ended expected absences. We need to work with the local medical community on a process that keeps students in school as much as possible.
- We need to clarify our policies around absences district-wide so that Principals are not the final arbiters of what is an “excused” absence. In addition, we should standardize our processes as a district.
- We need to continue to educate our community on the value of good attendance and the negative effects of chronic absenteeism in order to change the view of some that 3 or 4 weeks of absences are acceptable.

Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Cheldelin Middle School

SCHOOL ACTION PLAN

2015-2016

Results For Goal 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%.*

As with attendance, the results for this goal are disappointing. A comparison of Fall to Spring class failure data shows a slight increase in the percentage of students who failed Language Arts or Math. This is not entirely unexpected as Spring is a difficult time for some students. In addition, many of the strategies that were put in place during the year were only getting established by the Spring. On reflection, there are a few learnings we could take from our experience this past year:

- After School XLT should be staffed and available five days a week for all students who want to take advantage of it.
- Progress Report data should be reviewed and students who are failing one or more classes should get additional attention. This may take a number of forms as part of our “Too Young to Choose Failure” approach:
 - XLT focus list- students who meet daily with their XLT teacher
 - Assignment to ASXLT- parents of failing students are contacted and encouraged to have their student attend
 - Learning Contracts- students contract with significant adults and develop a plan to get back on track.
 - School wide focus on organization- planner expectations and organized binders should help students stay on top of work.

Results For Goal 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%.*

A review of the data shows little change in either reading or math. Despite the fact that our students were widely-believed to be suffering from test fatigue during the Spring assessment window, I would have expected the percentage of “at risk” students to decrease as a result of intensive interventions that are in place. There are several sections of reading and Supported Language Arts throughout the grades. In math, there are six sections of interventions as well as an Educational Assistant devoted to math intervention. Despite these supports, we are not yet moving the needle for some of our students. The RTI team has been asking some difficult questions about these outcomes and have arrived at a few conclusions:

- We do a good job moving our students forward if they come to us with relatively strong skills. If a student is struggling when they join us in 6th grade, we are not enabling sufficient growth for them to meet grade level

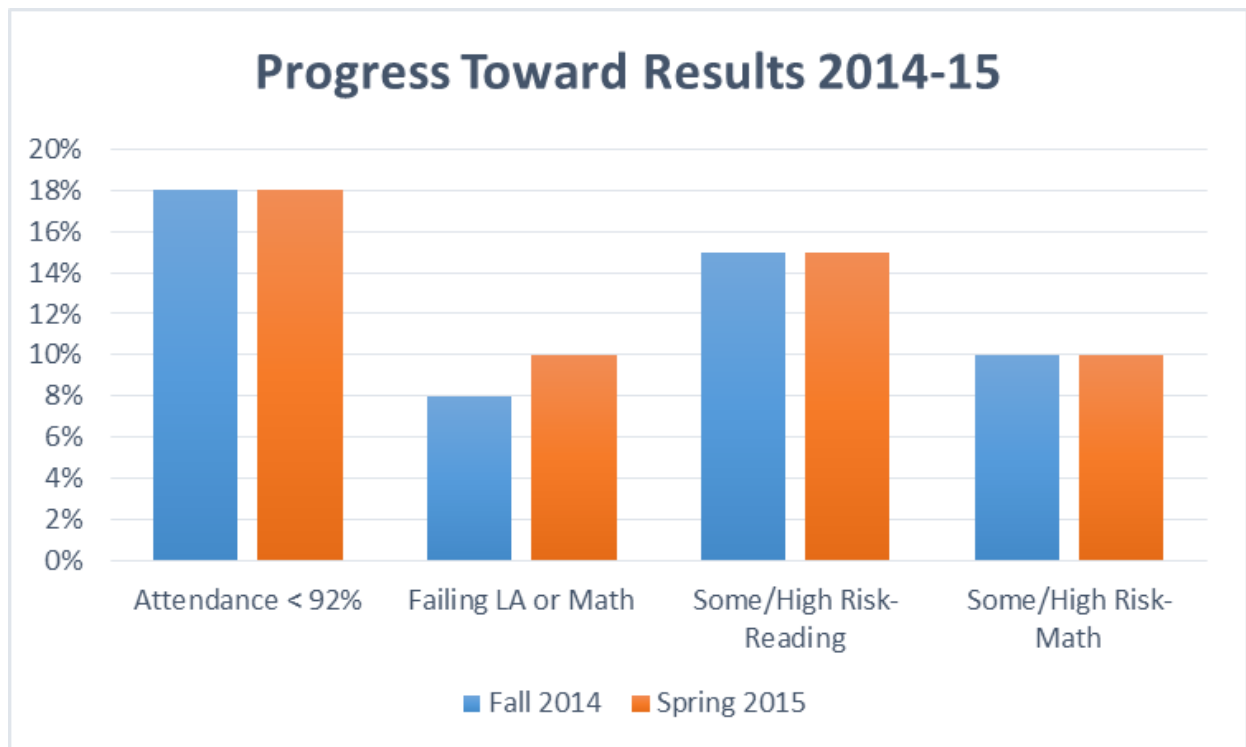
Cheldelin Middle School

SCHOOL ACTION PLAN

2015-2016

expectations by the time they leave in 8th grade. A small group of students (15-20) stay in math interventions all three years and make little growth.

- Our diagnostic methods, curriculum materials and/or instructional practices need to be reviewed for their effectiveness. This includes core instruction as well as intervention classes.



Cheldelin Middle School

SCHOOL ACTION PLAN

2015-2016

Component 1

Academics

Our Commitment:

After reviewing STAR and SBAC data, it is clear that we continue to have a small group of students who are not making adequate growth in math despite a significant infusion of resources. We are committed to create systems that support the growth of all students.

Academic Issue(s): The number of students who are not on grade level based on their performance on the STAR assessment is growing. Although relatively small, a group of our lowest-performing students has not shown significant growth despite being in intervention classes for all three years. This is despite more FTE devoted to math instruction than to any other subject.

Key Actions:

- Share performance data with math teaching staff
- Create a working group to examine research on the effective delivery of math interventions at the middle level.
- Collaborate with Student Services to align this work with the curriculum adoption.
- Review current math core instruction and interventions prior to staffing and building the Master Schedule. Make adjustments based on recommendations of working group.

Cheldelin Middle School

SCHOOL ACTION PLAN

2015-2016

Component 2

Equity

Our Commitment: We are committed to removing barriers to access to our educational program for all students, especially our traditionally underserved populations.

Academic Issue(s): Although Corvallis as a community has a “college-going” culture, not all students have the skills and dispositions to be successful in high school, college and beyond, as evidenced by the high school drop-out rate. Many of the patterns of behavior that inhibit success in high school begin in middle school.

Key Actions:

Implement an AVID Elective and Introduce School-wide Practices

- Create an AVID team that will guide the work of AVID implementation.
- Provide professional development to the team regarding AVID implementation.
- Develop an AVID elective, carefully selecting the support staff as well as the student participants. Participants should reflect, as much as possible, traditionally under-served populations.
- Identify key strategies for building-wide focus.
- Provide professional development to the building staff regarding the elements of AVID as well as the building-wide focus.
- Launch building-wide focus and monitor implementation.
- Monitor success of students in the AVID elective.

Strengthen our “Too Young to Choose Failure” Strategies:

- Regularly distributed the names of students who are failing one or more classes to key adults: XLT teachers, Advisory teachers, Kid Talk teams, etc.
- Utilize XLT staff to increase student accountability through daily check-ins with targeted students.
- Fully staff After-School XLT to accommodate increased participation.
- Provide direct requests to parents if students are failing one or more classes.
- Utilize key staff to follow-up on individual students and work with them on the school-readiness skills they will need to be successful.

Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Cheldelin Middle School

SCHOOL ACTION PLAN

2015-2016

Component 3

School Environment & Culture

Our Commitment: We are committed to creating a “safe harbor” for students during the challenging years of early adolescence. Cheldelin should be a place where students are accepted for who they are and mistakes are expected.

Environment Issue(s): Students should feel like they have an adult “home” in their Advisory group. This weekly time could be better used to create a culture of school success as well as a connection with a caring adult.

Key Actions:

- Revise schedule to allow for a weekly FLEX period that can be used for Advisory as well as time to meet with classroom teachers, retake assessments, etc.
- Develop activities that focus on academic success as well as affective needs (problem solving, bullying awareness, etc.)
- Establish staff expectations related to student accountability. This includes weekly binder checks, Pinnacle reviews and personal connections.

Environment Issue(s): We have a number of students who struggle with mental health and behavioral issues that impede their success in school. We need to continue to develop systems that keep them in school so that they do not become high school “push-outs”.

Key Actions:

- Strengthen our system of individual support including: grade level Kid Talk meetings, Student Support Team and partnership with the ESD, Benton County Mental Health and Trillium.
- Fully utilize our Tier 2 and Tier 3 interventions: Cougar Academy and CLASS. Clarify and simplify the placement process.
- Develop a proposal for increase in counseling support based on our current ratio of 550:1 (Best practice is a minimum of 350:1)

Cheldelin Middle School

SCHOOL ACTION PLAN

2015-2016

Component 4

Parents & Community

Our Commitment: We are committed to helping parents navigate this challenging period in their child's life by providing opportunities to engage with school and to learn new skills.

Parent/community Issue(s): Issues such as anxiety, depression and a deficit of resilience are reflected in student surveys, 504 requests and mental health referrals. Parents need support to help their children during this challenging time.

Key Actions:

- In partnership with Trillium, sponsor monthly Parent Information Nights focused on skills to support students during adolescence and beyond. Topics will include: Parenting Your Middle Schooler, Cyber Safety, Self-harm Prevention, Mindfulness and others to be determined.
- Childcare and dinner will be provided which involves a new layer of logistics.

Parent/community Issue(s): Parents want to be engaged in supporting our school but have been inundated with a number of small requests for contributions. The school and CPO need to coordinate to focus our fund-raising efforts.

Key Actions:

- Working with CPO, establish funding priorities such as enrichment activities, library remodel, teacher grants, etc.
- Plan a direct-drive fundraiser that is limited in duration and is focused on top priorities.
- Provide incentives for students and parents to add contributions.
- Coordinate the disbursement of funds to match priorities.

Cheldelin Middle School Improvement Cycle of Inquiry

Analyze Evidence: Student Problem of Practice <i>What are some concerns about student learning?</i> <i>What evidence supports these concerns?</i>	Although Corvallis as a community has a “college-going” culture, not all students have the skills and dispositions to be successful in high school, college and beyond. This is evidenced by the number of students who do not graduate from high school in our community. In middle school, we use “risk” indicators which include attendance, behavior and course grades to intervene before students develop a habit of failure. During Fall quarter of 2014, 81 students received a failing grade in one or more classes. Further, 5 of the 19 students selected for the AVID elective failed at least one class during the Fall quarter of 2014.
SMART Goal Statement # 1	By the end of Fall quarter, 2015, no students in the AVID elective will be failing a class as compared to 5 of these students at the end of Fall quarter 2014. The percentage of total students who failed a class during Fall quarter 2015 will drop from 14% at the end of Fall quarter 2014 to 7% by the end of Fall quarter 2015.
Analyze Evidence: Teacher Problem of Practice <i>What area of teaching practice might make a difference with the identified problem of student learning?</i>	Emphasis by teachers on organizational strategies including the use of planners and a binder system should lead to more students completing assignments and fewer failing grades. This should be especially true for the students in the AVID elective, who receive additional support for organization.
Determine An Area of Focus: Principal Instructional Leadership Area of Focus <i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i>	The administration and AVID site team should plan professional development around organization and develop a structure to teach and reinforce organizational strategies.
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i>	If the building administrators: a) develop a schedule that allows for instruction around organizational skills and frequent binder checks and b) provide professional development to teachers on the value of this practice as well as expectations for students and adults then teachers should be able to: a) include time for students to record information in their planners and

		b) check binders for organization So that students will be able to: a) develop the habit of writing assignments in a planner and using it as a reference b) practice keeping assignments and projects organized and easy to find	
	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
What is the expected change?	Administrators will see organized binders and assignments recorded in student planners. During classroom observations, they will see teachers reinforcing expectations around organization.	Teachers will provide classroom time for students to record assignments, they will monitor this practice and reinforce it. They will also check planners and binders during Advisory.	Students will use planners and binders as a means to stay organized because they understand the value of this skill.
What is the evidence of success?	All students are expected to record assignments in every classroom. Students will be able to produce a well-organized binder in 90% of random checks. Students will be able to show an up-to-date planner with all assignments recorded in 90% of random checks.	During 100% of classroom observations, teachers will provide time for students to record assignments. During 100% of Advisory observations, teachers will check all student binders.	90% of students will be able to articulate the value of an organized binder and a complete planner. The percentage of students who fail one or more classes in the first quarter will decrease by 50% or more.
How will the evidence be measured?	Classroom walk-throughs – recording the time allowed in each classroom for students to record assignments. Random binder and planner checks during class, XLT and After school XLT.	Classroom walk-throughs – recording the time allowed in each classroom for students to record assignments.	Conversations with students. Reviewing course grades at the end of quarter one.
When will you be completed with this inquiry Cycle? Date: December 1, 2015			

Learning Plan	Possible Learning Activities: <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	Purpose <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	Outcomes: <i>What are the outcomes of this learning activity?</i>	Evidence Gathering: <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	Resources: <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Professional Development Session #1 AVID Site Team and Administrators Date:9/1/2015	Provide professional development on the rationale behind an emphasis on organization, overview of the planner and binder,	The purpose of this learning activity was to develop teacher "buy-in" for changes in practice focused on student organization strategies.	Staff will understand the value of this focus and the implementation plan.	Google form	Presentation notes, sample binders, sample planners, implementation schedule.
Staff Meeting Date:9/3/2015	Provide logistical information to teachers about binder set up, planner distribution, and the first binder check in Advisory.	The purpose of this learning activity was to help teachers understand the timeline for rolling out school-wide AVID binders.	All Advisory teachers will know how to help students use a planner and binder.		Binders, dividers, pencil pouches for each Advisory teacher.
Professional Development Session #2 AVID Site Team and Administrators Date:9/23/2015	Provide professional development that allows teachers time to discuss strategies for helping students maintain binders.	The purpose of this learning activity was to check in with teachers about binders and get feedback about binders and planners,	All teachers will understand how an organized binder helps students to be successful in school. All teachers will be able to identify at least 2 strategies for helping students maintain organized binders All teachers will be able to identify at least one way to expedite the binder check process	Student video about binders. Teacher polls.	
Weekly Binder checks Who: Teachers and EAs Date: Weekly beginning 9/17/2015	During Advisory each week teachers will check student binders.			Number of PAWS cards distributed to students for binder checks per Advisory teacher.	



Corvallis
SCHOOL DISTRICT

II.D. Hoover Elementary School



HOOVER SCHOOL
SCHOOL ACTION PLAN

2015-2016

School Population • 432 students enrolled K-5 • 42 new students to Hoover (1st-5th) • 4.8% TAG Identified • 24% is TAG pool • 2.6% Special Education • 3.2% 504 • 12.6% English Language Learners • 15.5% Free / Reduced Meals	Staff ○ 18 classroom teachers (1 job share) ○ 8 Specialist (Art Teacher, PE Teacher, Music Teachers, Speech Teacher, Special Education Teacher, Counselor, RTI Coach) ○ 16 classified staff members
Class Sizes –average size Kindergarten - 22 First - 21 Second - 26 Third - 27 Fourth- 28 Fifth- 29	Ethnicity 68% -White 1% - Black 4% - Hispanic 15% -Asian/Pacific Island 11% -Multi-Racial
Student Learning Enrichment Opportunities - Elementary Art Program - READ Dogs Program - Fifth Grade Leadership - Student Council - School Butterfly Garden and Habitat Area - Afterschool Clubs: Chinese, French, Spanish, Art - Music Clubs: School Choir, Elementary Strings - Crossing Guards Program	Interesting Information • Largest number of students to start a year since at least 1998...as far back as we could find records • Large amount of parent involvement (in the classroom, in advocating for their children, in organizing and supporting events) • Wide range of languages spoken • We now have more students coming from China than Korea

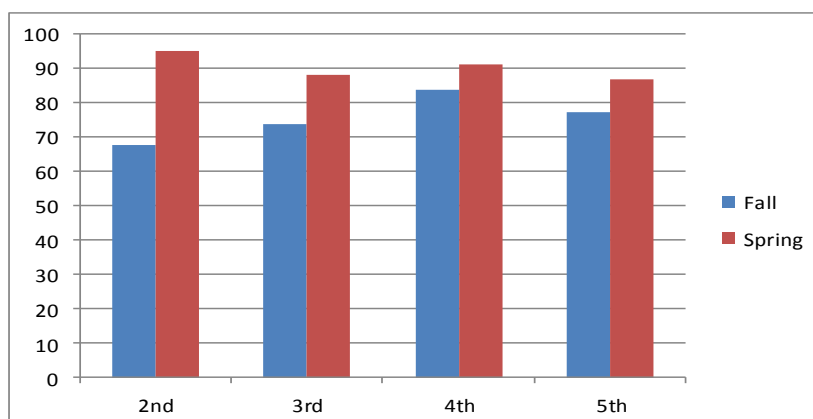


HOOVER SCHOOL
SCHOOL ACTION PLAN
2015-2016

Results from 2014-2015 School Improvement Plan

Goal #1: In reviewing 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 Elementary School. As a result, Standard RI.10 will be a focus area for all grades this year.

% of students by grade level who met standard for Reading Comprehension of Informational Text (RI.10)



Total School wide student results on STAR for grades 2-5:
Fall: 76% met standard Spring: 90% met standard

Goal #2: Hoover's 3rd grade demonstrates the highest level of students not meeting the STAR Math fall benchmark level of 40th percentile, with 21% (N = 16) below that level.

This goal showed significant gains for the targeted population – however exact numbers were not available due to change in leadership.

Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!



HOOVER SCHOOL
SCHOOL ACTION PLAN
2015-2016

Component 1- Academics

Our Commitment:

Example #1: Hoover is committed to supporting all students in developing key reading skills in informational text.

Example #2: After reviewing data from the past few years we have identified writing as an area of emphasis across all grade levels.

Academic Issue(s):

- When analyzing STAR data for fall across 1st-5th grade 72% of our students were at benchmark or above schoolwide for reading skills. While looking more deeply at our areas by CCSS it was evident that students need more time to develop reading skills in informational text around the key concepts of compare/contrast, point of view and author's viewpoint.
- When analyzing our scores from the Smarter Balanced Assessment we carefully looked at data Claims #1 and #4 of the ELA test (which focus on writing and research skills). Less than 80% of 3rd-5th graders met at a category 3 or 4. Writing has been an area of increased concern for teachers at Hoover as they build rigor in their classrooms in alignment with the common core standards.

Key Actions:

- Vertical alignment of the key concepts to be taught to develop strong strategies by 5th grade in the areas of compare/contrast, point of view and author's point of view.
- Finding supplemental informational text to be used to teach key skills
- School-wide work on writing (prioritizing impact concepts and standards for each grade level
- Connecting the teaching of reading informational text and writing as a research skill in order to improve students ability to synthesize more than one text and cite information to support their claims.



HOOVER SCHOOL
SCHOOL ACTION PLAN
2015-2016

Component 2 - Equity

Our Commitment:

Hoover is committed to analyze our data and prioritize funds and time to support the needs of underachieving populations which at Hoover include Economically Disadvantaged students, Students with Disabilities and Boys who are under performing compared to girls. This team will work to identify barriers and needs that we may be missing which make achievement a challenge for students in these populations.

Academic Issue(s):

- Students with disabilities (IEP's & 504's) accounts for about 6% of our student population and of those 6% a number of students opted out of our statewide testing so our state report card data is not completely accurate. Note that of those who took the assessment we over-performed the statewide average but under-performed by a bit compared to like-schools.
- Students who are economically disadvantaged barely achieved above the state performance level for this category in language arts, but far above it in mathematics!
- Girls are outperforming boys significantly in language arts and by a smaller margin in math.

Key Actions:

- Re-creation of the Hoover Action Team with a purpose of looking at student concerns, barriers for segments of our population, and resources to support learning for all.
- Looking more closely into our systems for supporting economically disadvantaged students in reading through getting books in the home, giving students more time with reading buddies, and supporting parents with education on how to support their child's reading at home.
- Observing classroom settings/instructional strategies and identify which may be barriers for boys in our educational setting.



HOOVER SCHOOL
SCHOOL ACTION PLAN
2015-2016

Component 3 - School Environment & Culture

Our Commitment:

Is to provide an environment where students desire to be in school and are equipped with developmentally appropriate life skills to manage behavior and challenges that they may encounter as they learn and grow throughout their childhood.

Academic Issue(s):

Students missing out on academic instruction due to behavior related situations.

Key Actions:

- Monthly positive behavior focused assemblies that celebrate our achievements and reinforce Character/Life Skills Instruction through our Find your Superhero Power Theme.
- Recess Problem Solvers for Little Friends
- Training of all EA's for consistent processes to retrain and problem solve with students at break
- Utilizing our new writing curriculum which is designed to provide social skills instruction through writing topics and literature.



HOOVER SCHOOL
SCHOOL ACTION PLAN
2015-2016

Component 4 - Parents & Community

Our Commitment:

Hoover is committed to an increased level of communication with our Hoover Parents and surrounding community.

Academic Issue(s):

Providing learning opportunities for parents & communication about the classroom experience and learning targets to support families being involved in their student's education.

Key Actions:

- Parent Coffee's
- Academic reports at HPTO
- Consistent Teacher Communication
- Letters regarding specific systems (i.e Walk to math and RTI)
- Parent Nights (Buddy Up, Upper grade Literacy Night, Math Night)

Hoover School Improvement Cycle of Inquiry – Goal 1

Analyze Evidence: Student Problem of Practice <i>What are some concerns about student learning?</i> <i>What evidence supports these concerns?</i>	Students in grades 3-5 struggle to cite text to support opinions and claims with clear reasons and relevant evidence from multiple sources. Our SBAC data had 25% of our 3-5 students not meeting(they scored a 1 or a 2) in Claim 1 (writing status) and 31% did not meet in Claim 4 (research/inquiry –analyze, integrate and present information)
SMART Goal Statement # 1	Fourth grade teachers will implement writing instruction that gives students opportunities to develop the skills of writing opinions, stating claims in text and their own personal claims, and citing relevant details and reasons for these claims. Evidence of these practices will be measured by the number of artifacts of student writing created, as seen in walk-throughs and through student work by Dec.18th.
Analyze Evidence: Teacher Problem of Practice <i>What area of teaching practice might make a difference with the identified problem of student learning?</i>	Teachers would provide specific opportunities through-out all curriculum areas for students to write about opinions and to cite details to support their thinking.
Determine An Area of Focus: Principal Instructional Leadership Area of Focus <i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i>	Utilize time during our professional development meetings monthly and PLC time to model and provide research on best practice in writing techniques that increase student’s opportunities for authentic responses. Also teachers will receive feedback through walk-throughs (observations) on how many times writing opportunities are being provided to students.
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i>	If the principal.... Increases understanding of best practice and observes for these classroom writing opportunities Then teachers will be able to....increase the amount of practice students have writing opinion and citing details. So that students will be able to....organize ideas and use supporting details and integrate cited text into their writing.

Area of Change	Principal Practice	Teacher Practice	Student Learning
	<i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	<i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	<i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
What is the expected change?	I will be in classrooms more often providing feedback to teachers that directly impacts student learning in writing.	Teachers will be able to utilize anchor charts, quick writes, and Cornell (type) notes across the curriculum to increase daily writing.	Students will be engaged in authentic writing that gives them opportunities to think more deeply and express those ideas and details through writing.
What is the evidence of success?	Number of times I walk through classes and provide feedback.	Number of times specific strategies are used in multiple curriculum areas.	Students have artifacts of writing that would show claims, citing of evidence and understanding of opinions.
How will the evidence be measured?	Through a tally chart of the number of times different writing opportunities are provided, as well as, a tally of the number of times one could have been used but the opportunity was missed.	Teacher will show number of times in the week they utilized these opportunities to write and will present artifacts to support these.	Students will demonstrate that they are fluent in utilizing a quick write, Cornell note and classroom anchor chart.
When will you be completed with this inquiry Cycle? Date: ____December 18th ____			

Learning Plan	Possible Learning Activities:	Purpose	Outcomes:	Evidence Gathering:	Resources:
	<i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	<i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	<i>What are the outcomes of this learning activity?</i>	<i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	<i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1 Who: Date: Time:	Anna Marie and 4 th grade team(Wyatt, Ponder & Baker), RTI specialist , SPED teacher Friday, Nov. 13 th 2:00-3:00	To lay the foundation for our cycle of inquiry... *look at 4 th grade writing data *Model anchor charts, quick write, cornell note *set timelines and how we will gather evidence of our work	We will create a team approach to impact student writing.	Meeting agenda Data notes Copy of writing techniques given to teachers	RTI specialist SPED teacher Copy of Data Copy of writing processes All teachers of 4 th graders
Learning Session 2 Who: Date: Time:	Writing lesson observations Week of Nov. 16-Dec. 18	Observe teacher practice linked to writing opportunities Observe student practice linked to lesson	Students will be engaged in writing opportunities to cite details and state opinions through-out any curriculum area.	In walk-throughs in talent ed.	Myself Observation form Conversation with teacher



Corvallis
SCHOOL DISTRICT

II.E. Mt. View Elementary School

Mt. View Elementary School

SCHOOL ACTION PLAN

2015-2016

Demographic Information

- School Population
 - 2% of our students are identified as Talented and Gifted
 - 12.3 of our students are receiving Special Education Services
 - 1 % of our student population are identified as ELL. This number was reduced from previous years due to Mt. View no longer receiving ELL support.
 - 48 % of our students are on Free and Reduced
- The Mt. View staff:
 - Licensed Administrator (1.0 FTE)
 - 13 certified classroom teachers
 - Certified Title 1/Literacy Coach (1.0 FTE)
 - Certified Counselor (.5 FTE)
 - Certified SPED teacher (1.0 FTE)
 - Certified SLP (shared with two other schools)
 - Certified Music Teacher (.6 FTE)
 - Certified PE Teacher (.6 FTE)
 - 12 Classified Support Staff (EA II, Behavior Specialist, Librarian, Technology/Computer Lab Support, Assessment Tech, Operations Assistant, Administrative Assistant)
 - 95% of certified staff identify as White (19 of 20)
 - 83% of classified staff identify as White (10 of 12)
- Mt. View is a Title 1 School located in Benton County outside of the Corvallis city limits. Our PTA provides funds for an Artist-in-Residence and a Naturalist-in-Residence both of whom meet with all classrooms six times per year. We have a Garden Club with a Master Gardener who supports projects (planting, harvesting, and instruction) with classroom teachers throughout the year. Our Farm-to Table and Food Adventures in the Classroom experts will provide up to eight hours per week to support classroom teachers with CCSS lessons in all curricular areas.

Looking at results from the 2014-15 SIP, we see that

Mt. View Elementary School

SCHOOL ACTION PLAN

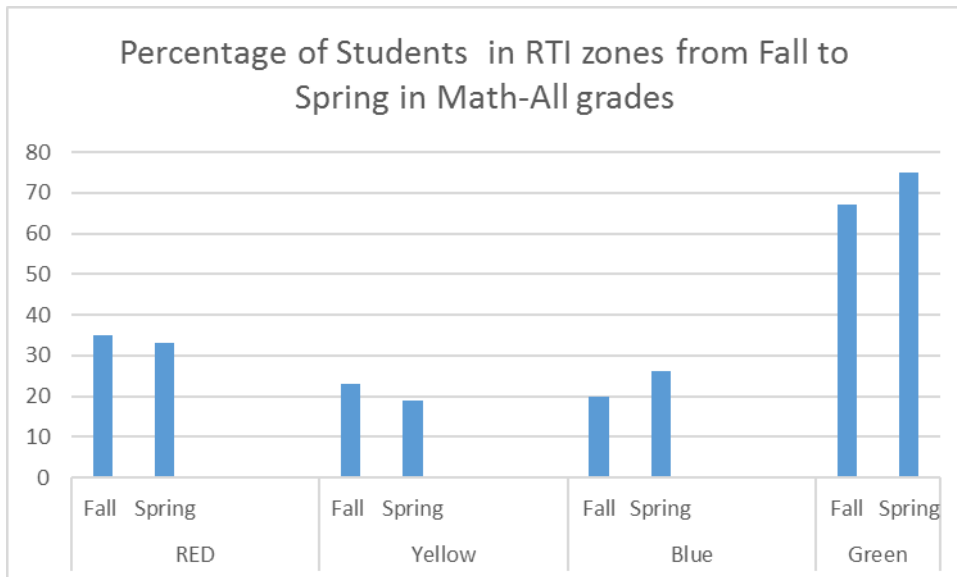
2015-2016

Results from 2014-15 School Improvement Plan Math Scores from Fall to Spring Reading STAR Assessments

1	1	1		1	3
2	10	7	7	21	45
3	14	2	2	31	49
4	6	7	4	23	40
5	4	6	7	26	43
Grand Total	35	23	20	102	180
%	9	14	11	67	

Spring STAR Math

1	9	7	5	31	52
2	3	3	4	37	47
3	11	2	4	35	52
4	6	6	6	23	41
5	4	1	7	30	42
Grand Total	33	19	26	156	234
%	7	8	9	75	



Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Revised: July 25, 2015

Mt. View Elementary School

SCHOOL ACTION PLAN

2015-2016

Component 1

Academics

Our Commitment:

Mt. View is committed to supporting all students in all academic areas.

After reviewing data from the 2014-15 academic, we have identified flat scores in Math with fewer than 80% of students in the green zone on the spring assessments suggesting a change is necessary in our core math program.

Academic Issue(s): Mt. View students lack mastery of critical math skills defined in the CCSS that are essential for academic success.

Key Actions:

- Collaborative planning time for teachers
- Dedicated lessons aligned to the CCSS
- Focus in PLCs on documenting successful practices, sharing information, creating grade-level CFAs
- Dedicate resources that will promote a core program
- Dedicate release time for peer observation
- Provide time at staff meetings to promote rigorous CCSS lessons
- Include Cycles of Inquiry and Targeted Feedback with Grade 2 Teachers

Mt. View Elementary School

SCHOOL ACTION PLAN

2015-2016

Component 2 Equity

Our Commitment: Mt. View is committed to providing not only a safe environment for all students, but one that also promotes and honors the diversity of our school community. We remain accountable to principles and practices that promote success for all students and the elimination of the opportunity gap.

Academic Issue(s): Decision making must reflect that students of color have the support of the Mt. View community. (Less than 20% of the Mt. View population is identified as non-white.)

Key Actions:

- Dedicate at least 25% of new library book purchases that reflect students of color as key characters or by authors of color.
- Continue to build relationships with students of color from OSU to have them visit Mt. View classrooms.
- Invite speakers of color to give presentations in our classrooms
- Establish the Mt. View E-Team (Equity Team)
- Provide staff meeting time for the E-Team to share with staff their diversity trainings

Mt. View Elementary School

SCHOOL ACTION PLAN

2015-2016

Component 3

School Environment & Culture

Our Commitment:

Mt. View is committed to providing a safe and welcoming environment where students are eager to attend regularly.

Academic Issue(s): Student attendance at Mt. View for the 2014-15 school year was 84.9%. Research indicates that students, whose attendance is at least 93%, are more likely to graduate high school, attend college, and have successful careers.

Key Actions:

- Attendance will be a focal point in our weekly assemblies, identifying it as a student responsibility
- Being present and on time for class will be promoted with classroom able to earn rewards for positive attendance
- Attendance updates will be regularly posted both on listserv and on the reader board
- Parents will be aware of and reminded often that positive attendance is a key goal of Mt. View and of their important role
- Personal calls home by principal to promote positive attendance

Mt. View Elementary School

SCHOOL ACTION PLAN

2015-2016

Component 4

Parents & Community

Our Commitment:

At Mt. View, we firmly believe that strong relationships with the greater community is important to the success of the school and to students' academic growth. We are committed to strengthening those relationships.

Academic Issue(s): The disparity of wealth within the student population is noted and for the most part reflects an overall national pattern of a significant gap between the rich and poor. Mt. View is a rural school with nearly 50% of students living in poverty. Students affected by poverty sometimes come to school hungry, poorly clothed, and without necessary supplies thus negatively impacting their abilities to learn.

Key Actions:

- Continue to promote the “You Matter” campaign where all students know that they are important to our community.
- Continue our “Food go Home” program that provides families with a bag of groceries to take with them for the weekend.
- Work with Operation School Bell to provide students with supplies and clothing
- Maintain and add to the Mt. View clothes closet

Mt. View Elementary School Improvement Cycle of Inquiry – Goal 1

Analyze Evidence: Student Problem of Practice <i>What are some concerns about student learning?</i> <i>What evidence supports these concerns?</i>	2nd grade students lack mastery of early math skills essential for academic success STAR Math: • 58% of students are in the green zone. • 13% blue zone • 17% yellow zone • 13% red zone
SMART Goal Statement # 1	All students scoring in the green zone (N= 28) will remain in the green zone. Students scoring between the 47th- 57th percentiles (N= 5) will move to at least the 60th percentile on the Spring STAR Math assessment. All students scoring in between the 29th-46th percentiles (N= 6) will increase their percentile score by at least 5 points. All students scoring in between the 12th and 26th percentiles (N=8) will increase their percentile score by at least 7 points. All students scoring in between the 1st-9th percentiles (N= 6) will increase their percentile score by at least 9 points.
Analyze Evidence: Teacher Problem of Practice <i>What area of teaching practice might make a difference with the identified problem of student learning?</i>	The current curriculum <u>Investigations</u> does not align to the CCSS, therefore teachers must supplement their plans in order for students to master the necessary math skills in second grade. (Is there clarity during instruction when teachers use the supplementary materials? Do the supplemental materials include measures to access student growth?
Determine An Area of Focus: Principal Instructional Leadership Area of Focus <i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i>	Increasing classroom observations during Math instruction and gathering information regarding use of curricular materials aligning to the CCSS and the clarity in which they are taught

Theories-of-Action: (<i>Hypothesis—IF/THEN—Statements from Inquiry Process</i>) Explains the specific changes the principal intends to make to improve teaching and learning in the school.		If the principal focuses on classroom observations during math instruction (minimum of 6 visits in the Cycle) and gives immediate feedback (within 24 hours), then the grade-level teachers will be able to dialog on the effects of the supplementary materials and the clarity by which it was taught, so that students will be able to demonstrate proficiency in the CCSS areas where <u>Investigations</u> is lacking.	
Area of Change	Principal Practice	Teacher Practice	Student Learning
	<i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	<i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	<i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
What is the expected change?	The principal will observe second grade classrooms at least six times in the data cycle to gather data on the specific teaching materials used by teachers that support the CCSS. The principal will confer with teachers within 24 hours of observations to give feedback on the lessons.	Teachers will align their math lessons to the CCSS and use supplementary materials to <u>Investigations</u> . Teachers will be able to identify how the observed math lessons align to the CCSS.	The first RTI cycle will show that students STAR math scores have shown increased growth and will be on target to meet end-of-year benchmarks.
What is the evidence of success?	The principal observes lessons, taught with clarity, that are aligned to the CCSS.	Teachers successfully instruct students using their supplemental materials	Improved academic success in CCSS not covered by the <u>Investigations</u> curriculum
How will the evidence be measured?	Through classroom observations/walkthroughs, principal will record the lesson objectives and determine their relationship to the CCSS	Teachers provide evidence of their supplemental math material that align to the CCSS	Improved academic performance in the classroom and on STAR math assessment.
When will you be completed with this inquiry Cycle? Date: December 1, 2015			

Learning Plan	Possible Learning Activities:	Purpose	Outcomes:	Evidence Gathering:	Resources:
	<i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	<i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	<i>What are the outcomes of this learning activity?</i>	<i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	<i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1 Who: Principal, Grade 2 teachers Date: October 16, 2015 Time: 1:50-2:40 pm	Co-planning: review initial shortcomings of the current curriculum. Identify what teachers need in terms of supplemental materials. Review the plan of multiple observations and agreement to discuss afterwards.	The purpose is to explicitly identify what is lacking in the curriculum so that teachers are able to supplement materials.	Teacher is knowledgeable of expectations regarding this Cycle of Inquiry. Teachers can expect dialogue with Principal after each observation.		Common Core Standards and Strategies Flip Chart
Learning Session 2 Who: Principal, RTI Coach Date: October 12-Nov. 13 Time: During designated math instruction (8:30-9:45 am)	Classroom walkthroughs	Collect data to monitor the instruction of CCSS outside of the current curriculum.	Monitoring and gathering evidence.	Observation and feedback to teachers within 24 hours of observations.	
Learning Session 3 Who: Principal, Principal Supervisor (Jennifer Duvall) Date: November 23, 2015 Time: 8:30-9:30	Review principal's data from observations	Review what evidence has been collected through observations/walkthroughs and discussions with teachers that promote the CCSS in instruction in Math. Review STAR data from second round of STAR testing.	Confirmation that the process is resulting in better instructional practices. (Are we seeing growth in learning due to this cycle of inquiry? Do we need to collect more data?)	Feedback provided to teachers by principal from multiple walkthroughs.	Updated STAR data provided by RTI Coach.



Corvallis

SCHOOL DISTRICT

II.F. Wilson Elementary School

Wilson Elementary School

SCHOOL ACTION PLAN

2015-2016

Demographic Information

Total Population: 375

Free & Reduced Lunch:

- 49.2% as of 10/5/15

SpEd:

Number of SpEd Students: 43 + 2 on Referral

Numbers by Grades:

Kindergarten	4/R-1
1st	4
2nd	7
3rd	8/R-1
4th	10
5th	10
43	

Supports Provided

Intellectual Disability	2
Hearing Impaired	1
Vision Impairment	3
Communication	29
Emotionally Disturbed	1
Other Health Impaired	4
Autism	5
Specific Learning Disabilities	7
Referral for SpEd Services	2

54*

**9 Students receiving multiple supports*

ELL:

Number of ELL Students: 44 + 7 Monitors

Numbers by Grades:

Kindergarten	11
1st	9
2nd	6
3rd	8
4th	7
5th	3
44	

Number of Languages (other than English):

8

Arabic	Spanish
Chinese	Vietnamese
Japanese	Italian
Filipino	Marshallese

TAG:

- 2 Identified + 5 Pending Identification per SBAC
- 44 – Intellectually Gifted (Pool) & 1 – Identified IG
- 4 – TAG Reading (Pool)
- 6 – TAG Math (Pool) & 1 – Identified TAG Math

Wilson Elementary School

SCHOOL ACTION PLAN

2015-2016

Wilson Certified and Specialist Staff

Name	Years Served	Education	Endorsements
Angela Apple McConahy	9	Master's	Multiple Subjects
Eric Beasley	16	Master's	Multiple Subjects & Administrator
Kristin Boock	7	Bachelor's + Additional Hours	Multiple Subjects
Paul Bradley	23	Bachelor's	Teaching
Kara Day-Isaias	16	Master's	Multiple Subjects, ESOL, Bilingual Specialization & Spanish
Ellen Demarest	35	Master's	Standard Communications Disorders
Cheryl Graham	24	Master's	Elementary, ESOL & Reading
Jessica Gray	10	Master's	Multiple Subjects & ESOL
Nichole Hoffman	3	Master's	School Counselor
Karilea Landlot	0	Bachelor's	Multiple Subjects & ESOL
Marta McCracken	21	Master's	Elementary
Barbara Meyers	36	Master's	Elementary & Art
Sara Mohler	1	Master's	Multiple Subjects
Janelle Moss	11	Master's	Multiple Subjects, SpEd & ESOL
Sue Pederson-Pastor	20	Master's	Elementary, Early Childhood Education & Exceptional Learner 1
Sage Randklev	12	Master's	Multiple Subjects
Sandra Reitmeier-Coolen	36	Bachelor's	Elementary & Music
Emma Robinson	5	Master's	Multiple Subjects
Amy Skaugstad	15	Bachelor's	Elementary
Jane Stone	29	Master's	Multiple Subjects
Katelyn Stone	4	Bachelor's	PE & Adaptive PE
Danielle Villani	8	Master's	Multiple Subjects

Wilson Elementary School

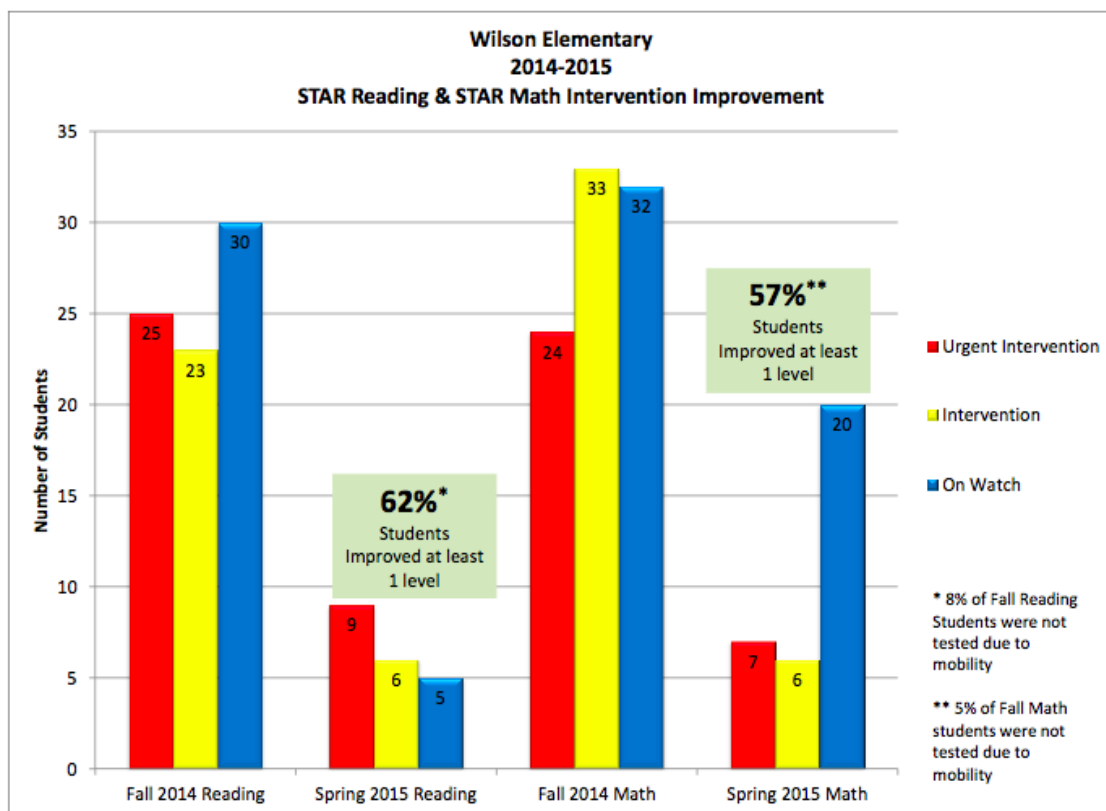
SCHOOL ACTION PLAN

2015-2016

Results from 2014-15 School Improvement Plan

The previous years' SIP goals for Wilson was based on STAR data for reading and math. The focus was on moving students that were assessed below benchmark progressing up one or more levels (e.g. red to yellow, yellow to blue, etc.). The goal was for 80% of students to make this movement and the goal was not reached. As shown in the graph below, 62% of students moved up a category for reading and 57% of students below benchmark moved up a category in math. Also shown below is the total number of urgent intervention (red), intervention (yellow) and "on watch" (blue).

Additional intervention instruction for reading is more robust at Wilson than in the area of math.



Wilson Elementary School
SCHOOL ACTION PLAN
2015-2016

Component 1: Academics

Our Commitment:

- An academic foundation is critical for our learners to be college and career ready.

Academic Issue(s):

- After reviewing school-wide data as part of our RTI process we are not yet seeing 80% of our students achieving benchmark levels in the area of reading or math.

Key Actions:

- Focus on the core instruction of our RTI system through the integration of inquiry cycles with grade level teams. The use of research based Visible Learning approaches (Hattie's work) will be infused into this work.
- Million Minute Reading Challenge (engaging families to increase volume of reading).
- Before and after school reading intervention support with strategic Technology enhanced resources (Read Live). In addition, advocacy for the closure of transportation barriers.
- Staff development and support for increasing both rigor (Close Reading and Constructed Response) and fluency in reading and math (e.g. Read Live, Reflex math, etc.)



Wilson Elementary School
SCHOOL ACTION PLAN
2015-2016

Component 2: Equity

Our Commitment:

Wilson School is committed to our district vision of supporting all students regardless of background or ability.

Equity Issue(s):

Our Title 1 school population has seen increases in homeless students, ELLs, and students living in poverty.

Key Actions:

- Send a team from Wilson to Beyond Diversity facilitated by Pacific Education Group.
- Form an E-Team (equity) to look at school procedures and practices through an equity lens.
- Present to staff quarterly the work of our equity team and best practices for serving our children of diverse backgrounds (e.g. micro-aggressions, discipline gap, program access, culturally competent instruction)

Wilson Elementary School

SCHOOL ACTION PLAN

2015-2016

Component 3: School Environment & Culture

Our Commitment:

- Wilson school is committed to fostering a positive child-centered school environment that celebrates our diverse culture. We will unite behind a shared vision statement for our school that aligns with our district vision. The vision will help guide and sustain an environment and culture that prepares our students for college and career.

Parent and Community Issue:

- Wilson School supports a diverse population of families and will need to differentiate our approach based on need.



Key Actions:

- Through a process during Inservice week, we collaboratively developed this tagline for Wilson: *Together W.E. (Wilson Elementary), Celebrate Abilities and Believe in Possibilities* This speaks to our vision that each of our children regardless of income level, race, language, or other factors, has assets and gifts that are valued at Wilson. We also believe it is possible for all of our children to make significant growth toward college and career readiness.
- Implement monthly assemblies that align with positive character traits such as “grit” and follow PBIS best practice including monthly action meetings.
- Intentionally partner with our PTA to support community building events that celebrate the non-dominate cultures represented at Wilson (e.g. carnival is now the Wilson World Fair and at no cost).
- Grow our partnership with Trillium to support our learners with mental health needs including preventative services on site.



Wilson Elementary School

SCHOOL ACTION PLAN

2015-2016

Component 4: Parents & Community



Our Commitment:

- Wilson School will build bridges with our parents and community to support our families.

Parent and Community Issue(s):

- During principal listening sessions, it was surfaced that curriculum night attendance has been low in recent years. Further, anecdotal feedback from teachers was that our families from non-dominate were not attending commensurate with more affluent families.

Key Actions:

- Merge the historic back to school picnic with curriculum night and include a culturally sensitive meal. Emphasize the Million Minute Reading Challenge at Wilson.
- Host an Arabic speaking family engagement night in partnership with our ELL team at Wilson with dinner utilizing Title One Funding.
- Collaborate closely with Action team to support families struggling with basic needs, getting their child to school, and academic support such as tutoring via our homeless liaison.
- Host a Family Literacy Night in partnership with our PTA and Corvallis library.
- STEM night with a bridge building focus in partnership with an engineer from CH2M.
- Family Wellness Fair will be provided with healthy activities and community partnership collaboration.
- The Title One program will enlist help of parent volunteers to help set up and run our Book Exchange Program on Dec. 18th.



Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Wilson School Improvement Cycle of Inquiry – Goal 1

Analyze Evidence: Student Problem of Practice <i>What are some concerns about student learning?</i> <i>What evidence supports these concerns?</i>	With the shift to CCSS, students are asked to successfully solve increasingly complex (rigorous/multi-step) mathematical tasks. Assessments and walkthrough data identify that students are not always aware of the learning target for learning.
SMART Goal Statement # 1	By December 11, 2015 80% or more 4th grade students at Wilson will be at the proficient/mastery level ability with identifying the learning target in math instruction.
Analyze Evidence: Teacher Area of Focus <i>What area of teaching practice might make a difference with the identified problem of student learning?</i>	In collaboration with my 4th grade team on October 16th, we identified increased effort with explicit verbal and visual communication of learning targets in lessons (research-base supported) as an area of focus to support our students.
Determine An Area of Focus: Principal Instructional Leadership Area of Focus <i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i>	Meta-analysis research of John Hattie showed the highest leverage approach (1.44) is “student visible learning.” Student visible learning is the practice of clearly articulating course standards in learning targets that are student friendly format (e.g. “I Can” statements). Example: “I can use words, drawings and equations to explain multiplication with arrays and model areas.”
Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process) <i>Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i>	If the principal supports the 4th grade teachers to utilize the resources including unpacked skills and unpacked concepts from EdCaliber aligned to CCSS in “I Can” format... Then teachers will be able to utilize increasingly consistent and clear visible learning in the classroom... So that students will be able to know what specific rigorous concepts and skills are expected for college and career readiness.

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
What is the expected change?	Learn from district staff about inquiry cycle work, visible learning, and EdCaliber resources that support staff. Meeting with the 4 th grade teachers to outline the inquiry cycle process and timeline. Teach staff research on Hattie's work of visible learning. Train the team on the use of the EdCaliber curriculum browser resource. Principal will focus walkthroughs strategically on math visible learning.	Teachers will verbally and visibly post learning targets in a student friendly format such as "I Can." Teachers will use strategies to check-in with students that they know the target for learning. Teachers will also communicate learning targets to parents via website.	Students will see and hear the learning targets for math instruction. Students will be able to more accurately gauge their proficiency on assessments of learning and be "less surprised" by assessment claims based on continual communication throughout units.
What is the evidence of success?	The principal is able to login and proficiently guide teachers through EdCaliber and the inquiry process. The principal will be able to provide feedback to teachers via the TED system related to inquiry cycle goals.	Learning targets for students will be displayed visually and also communicated auditorily to students.	Students will be able to articulate the learning targets in student friendly language. (See attached rubric)
How will the evidence be measured?	Principal's calendar will note the work being completed. Principal's supervisor may inquire with teachers in regards to principal's work.	Walkthrough observation data including teacher verbatim and visual posting.	Through the walkthrough process, 80% of prompted students will be able to accurately communicate the learning target. Formative (weekly) and Interim (end of unit) assessments will be analyzed for student proficiency level with concept and skill attainment to measure ultimate bottom line: successful completion of learning tasks.
When will you be completed with this inquiry Cycle? Date: December 11th, 2015			

Learning Plan	Possible Learning Activities: <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	Purpose <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	Outcomes: <i>What are the outcomes of this learning activity?</i>	Evidence Gathering: <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	Resources: <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1 Who: Amy Date: Oct. 9 Time: 9:30 to 11:00	Center for Educational Leadership Worksheets and EdCaliber/Visible Learning	Determine inquiry cycle focus.	Worksheets to fill in this worksheet	Completed inquiry cycle template.	Center for Education Leadership materials.
Learning Session 2 Who: Kevin B. Date: 10-30-15 Time: 11:00-12:00	Look at the inquiry cycle for clarity.	Look at progress of inquiry cycle work.	Create a rubric	Rubric supports data collection for subsequent walkthrough	EdCaliber example for rubric
Learning Session 3 Who: Learning Walk Date: TBD Time: TBD					



Corvallis

SCHOOL DISTRICT

- III. FIRST ROTATION (5:00-5:15 p.m.)
- IV. SECOND ROTATION (5:20-5:35 p.m.)
- V. THIRD ROTATION (5:40-5:55 p.m.)
- VI. BREAK (5:55-6:15 p.m.)
- VII. FOURTH ROTATION (6:15-6:30 p.m.)
- VIII. FIFTH ROTATION (6:35-6:50 p.m.)
- IX. SIXTH ROTATION (6:55-7:10 p.m.)
- X. DEBRIEF - BOARD AND PRINCIPALS
- XI. 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