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 21, 2016 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/UC9Jtpte5dmilZl9kySBJbVQ?
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 21, 2016
4:45 PM

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

Meeting Details: Monday, November 21, 2016, 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. WELCOME AND INTRODUCTIONS (4:45-4:55 p.m.)

II. SCHOOL IMPROVEMENT PLANS

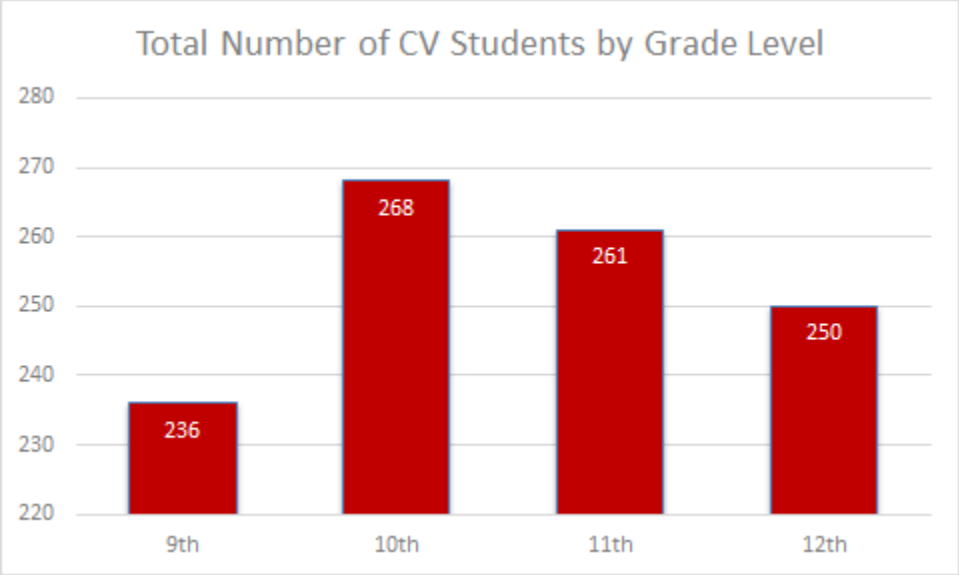
II.A. Crescent Valley High School

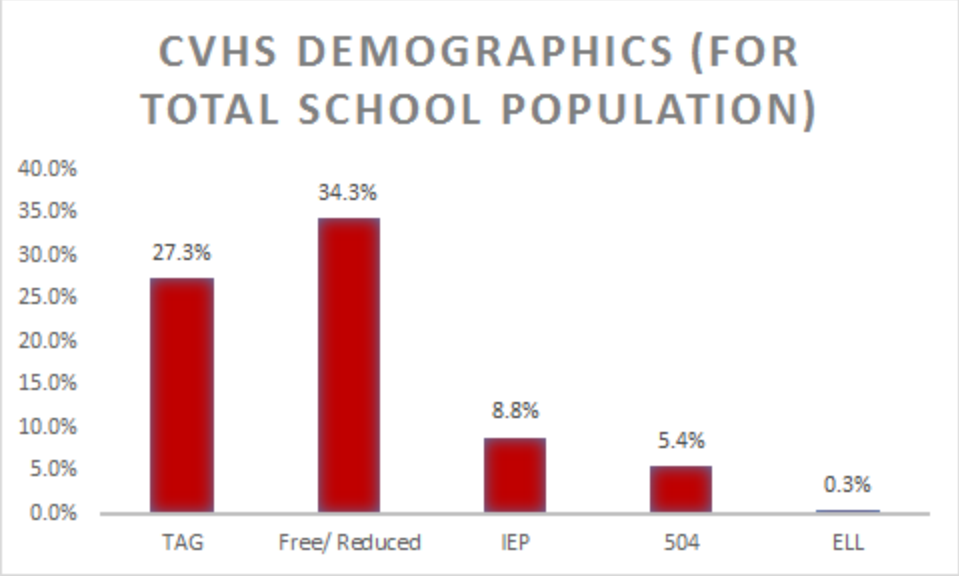
CRESCENT VALLEY HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Demographic Information

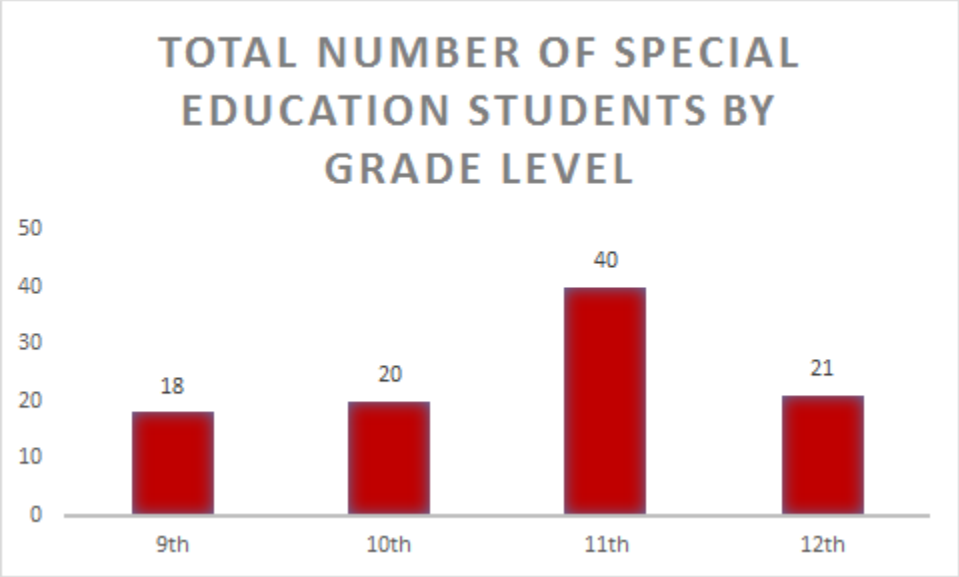


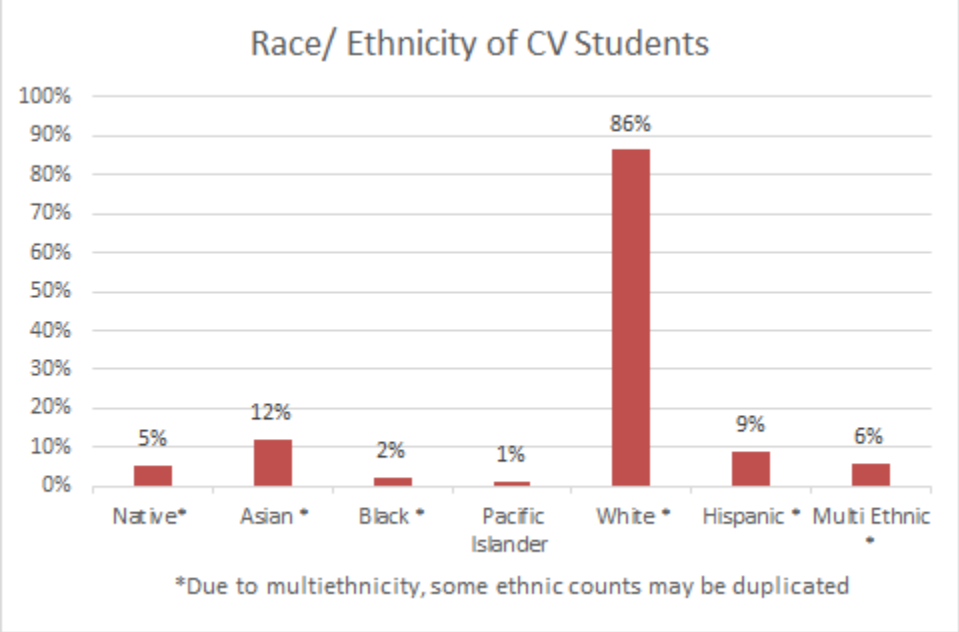


CRESCENT VALLEY HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

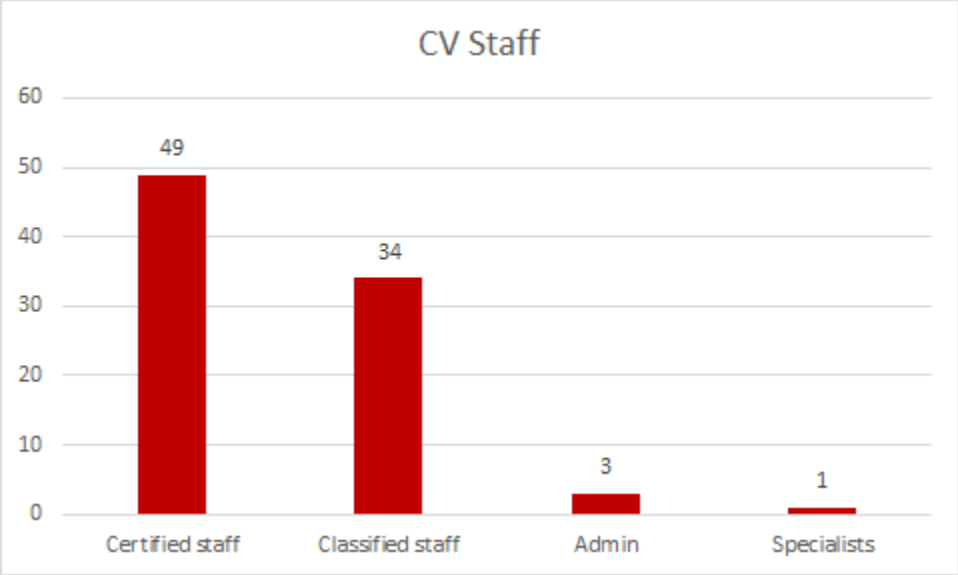




CRESCENT VALLEY HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017



CV Specific Information and Programs:

- Advisor program and Academic Options
- AVID summer camp
- Math and Writing Interventions (summer and school-year)
- Math and Writing tutoring centers
- CTE programs available in Pre-engineering, Information Science, Culinary Arts, Design & Applied Arts, Digital Imaging
- Multiple AP and Honors courses
- Numerous student-driven clubs and activities
- Increasingly effective RtI system
- Chrysalis class

CRESCENT VALLEY HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Results from 2015-16 School Action Plan

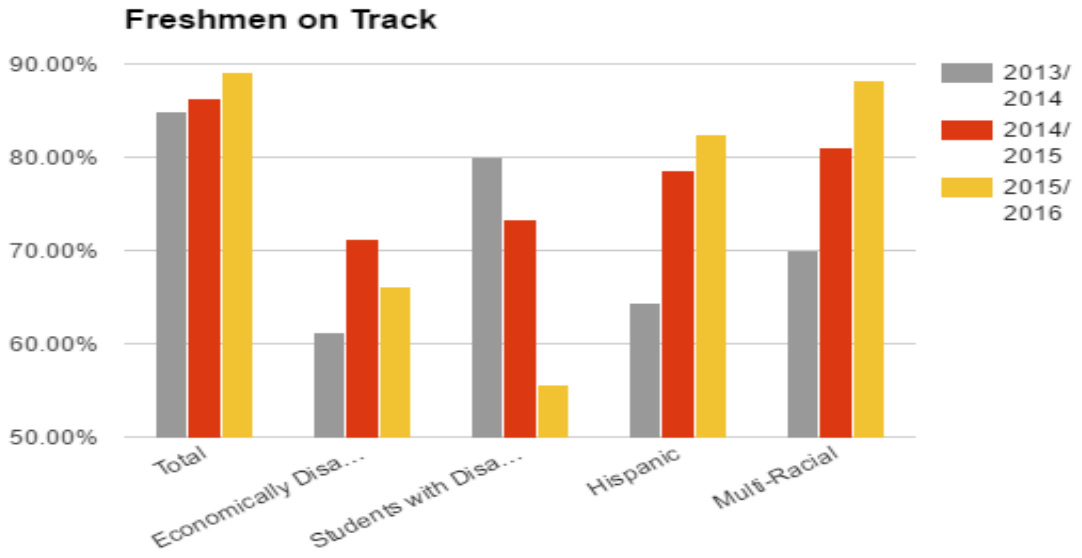
2015-2016 SMART Goals

During the 2015/2016 school year, the administrative team committed to supporting freshmen in earning 6 credits, including one full credit of math at the Algebra 1 level or higher; fostering equitable practices based on the tenets of the LEADS program; engaging students and staff in nurturing an environment where students and staff feel accepted and a part of an inclusive school community; and understanding the diverse backgrounds, cultures and experiences of our community members in order to promote a sense of belonging for all.

Successes and Struggles

Over the past three years the total percent of freshmen on track to graduate has increased. In the same time period the percent of both Hispanic and multi-racial students on track has also increased. We still have room for growth with students who are economically disadvantaged and also with special education students. We have significant work to do in closing the opportunity gap with these two student groups.

In order to foster continued growth and a positive and welcoming school culture, we are committed to maintaining a focus on AVID instructional strategies; collaborating with our equity team to develop measureable equity outcomes; collaborating with our counseling department and community partners to develop an intentional focus on confronting suicide; and engaging underrepresented families during the 2016/ 2017 school year.



CRESCENT VALLEY HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 1

Academics

Our commitment: In order to improve the on-track to graduate percentage we will continue to promote AVID engagement strategies with a focus on organization with freshmen and close reading strategies across all grade levels and content areas. While all freshmen students will be monitored, we will make additional efforts to close the gap for our students navigating poverty and students with disabilities.

Key Actions:

- Require all freshmen students to use a binder (or similar organizational system)
- Review freshmen binder check data in monthly AVID site team meetings
- Use D/F data to develop individualized action steps for freshmen students
- Integrate close reading activities into Advisor lessons

Component 2

Equity

Our commitment: In order to close the opportunity gap for students with disabilities and students navigating poverty we will work with our equity team to create a measureable goal for student growth related to equity for these student groups.

Key Actions:

- Attend E-Team trainings
- Attend LEADS seminars
- Send additional staff members to Beyond Diversity
- Share goals developed by the equity team with CV staff

CRESCENT VALLEY HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 3

School Environment & Culture

Our commitment: Continue to engage students and staff in nurturing an environment where students and staff feel accepted and a part of an inclusive school community. We will have an intentional focus on confronting suicide. We will collaborate with our counseling department and community partners to develop meaningful Professional Development, Advisor activities, and other school-based activities.

Key Actions:

- Counselors will develop a plan of action for students who go between CVHS and CHS when there is a crisis at either school
- Counselors will plan a new student pizza lunch to help connect new students to CV, Corvallis, and each other (October)
- Counselors will collaborate with health teachers and teach a lesson (from Oregon Youth Line) about depression, sadness, and suicide. Lesson includes forced choice and carousel activities and connects students to resources.
- Counselors will begin to develop a long term plan and tiered system for proactively confronting suicide (Red, Yellow, Green).
- Counselors will develop advisor lessons related to mental health and wellness
- Volunteer students will be trained in Mental Health First Aid
- Counselors will work with students to establish Mental Health Advocacy Club
- Counselors will bring de-stressors into the school during lunch and advisor

Component 4

Parents & Community

Our commitment: Collaborate with counselors and community partners to support mental health and student safety.

Key Actions:

- Administrative team will convey the depressurizing messages to parents through natural channels (newsletter, parent coffees, etc.)
- Counselors and administrators will partner with district and regional initiatives related to student safety and mental health

Corvallis
SCHOOL DISTRICT

II.B. College Hill High School

COLLEGE HILL HIGH SCHOOL

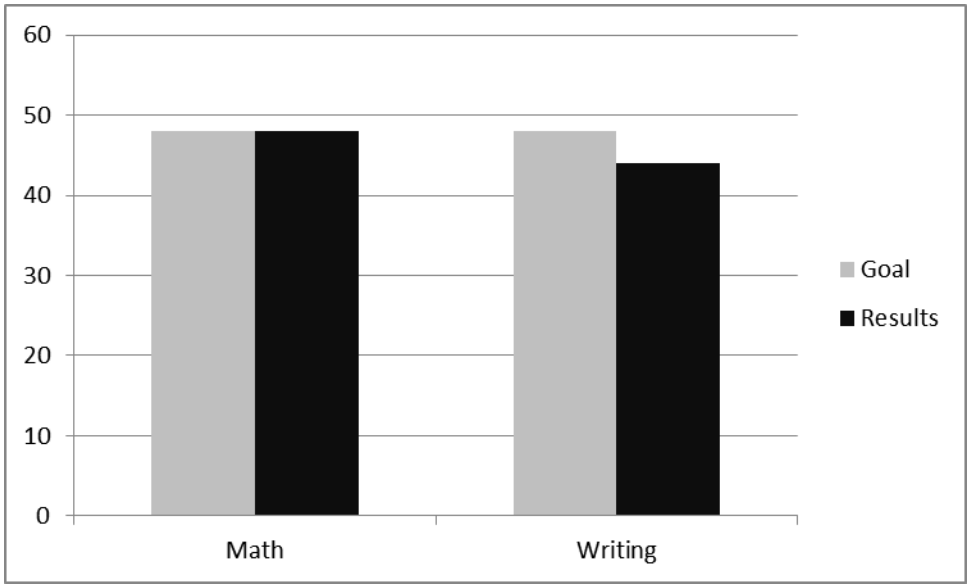
SCHOOL IMPROVEMENT PLAN

2016 - 2017

Demographic Information

- School Population
  - SpEd – 23%
  - ELL – 0%
  - F & R – 67%

Results from 2015-16 School Improvement Plan



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

Revised: July 25, 2015

COLLEGE HILL HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016 - 2017

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 skills in writing.

Academic Issues and Key Actions:

1. Number of seniors – number who have not met in math
    a. Work sample Wednesdays
    b. Critical Thinking
    c. Construction Math
    d. Work Keys
2. Number of seniors – number who have not met in writing
    a. Writing across the curriculum
    b. Writing Workshop
    c. Pink Slip revision system

Revised: July 25, 2015

COLLEGE HILL HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016 - 2017

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 academic advisor to develop a post-secondary plan that will support them as they transition to the next phase of their lives.

The end of the fifth year program made the transition to college much more challenging for our students – the FASFA was a particularly difficult for many students to overcome. We will be working individually with our students to complete the FAFSA, navigate LBCC systems, conduct employment research, etc. to ensure that every students graduates prepared.

COLLEGE HILL HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016 - 2017

Component 3

School Environment & Culture

Our Commitment: Our Equity Team will work with our students and staff to train in the Socratic Seminar discussion technique. Students will use these skills during monthly equity sessions with speakers from the community.

Academic Issues and Key Actions: College Hill students are wrestling with real world issues and, frequently, debates arise. Our students have demonstrated limited ability to listen effectively or to consider other points of view. We want to develop students who know how to wrestle issues as learners rather than as combatants. We also want to create spaces for our students to challenge one another's perspectives in safety and with respect. These skills will, hopefully, transfer over to academic settings and enable our students to become more effective, collaborative learners.

COLLEGE HILL HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2016 - 2017

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 and educational plan for each student.
2. We will develop a list serve to send out email notifications to families on a weekly and monthly basis.
3. A weekly email is sent out to each family with attendance and assignment information for the week.
4. We are now utilizing Pinnacle to track attendance. Part of this program is an auto-dialer that calls home and reports absences.

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

Corvallis
SCHOOL DISTRICT

II.C. Cheldelin Middle School

CHELDELIN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Demographic Information

- School Population
    - 545 Students in grades 6-8
        - 6th Grade – 176 students
        - 7th Grade – 180 students
        - 8th Grade – 189 students
    - School Demographics
        - Hispanic – 9%
        - American Indian – 1%
        - Asian – 7%
        - Black – 1%
        - White – 72%
        - Multi-Racial – 10%
    - TAG – 19%
        - 6th Grade – 32 students
        - 7th Grade – 36 students
        - 8th Grade – 37 students
    - SpEd – 9%
        - 6th Grade – 15 students
        - 7th Grade – 20 students
        - 8th Grade – 14 students
    - ELL – 3%
        - 6th Grade – 3 students
        - 7th Grade – 8 students
        - 8th Grade – 6 students
    - Free and Reduced – 32%
- Staff
    - Total Staff Members – 60
        - Administrators – 2
        - Classroom Teachers - 24
        - Specialists – 7
        - Classified – 27

CHELDELIN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Results from 2015-16 School Action Plan

Results for Goal One: By June of 2016, the percentage of students who are attending school less than 92% of the time will decrease from 18% to 10%.

When comparing the intact cohort between Quarter 1 and Quarter 4, the results did not change. The approach (announcements, contests, posters, assemblies, listserv and newsletter articles) impacted a few of the most chronically absent students but it did not have the wide-spread impact intended for the goal. Continued work in this area will center on individual problem solving strategies with parents and students.

Results for Goal Two: By June 2016, the percentage of students who are getting an F in Language Arts or Math will decrease from 8% to 3%.

A comparison of Fall to Spring class failure data shows a slight increase in the percentage of students who failed Language Arts and Math. As we move forward we will review students who are failing one or more classes at the end of each quarter to determine next steps to support those students. The possible interventions at that time will include, but are not limited to, creating an XLT focus list, contacting parents for personal invites to After School XLT, additional organizational check-ins, and the creation of a Learning Contract for individual students.

Results for Goal Three: By June of 2016, 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. Some of this result might be attributed to test fatigue in the spring but not all of it. We are hopeful that the curriculum adoption will help us support our students this year both within the core classroom and in our intervention classes. In addition to the curriculum adoption we are creating a tool belt of options for the intervention teachers to be able to pull from to assist our students with various needs. As the year progresses we will be monitoring the growth of our students to allow us to adjust the support we provide as needed.

CHELDELIN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 1

Academics

Academic Issue(s):
Raising the writing level in the areas of Ideas and Content, Sentence Fluency, Conventions and Organization for all of our students.

Our Commitment:
We are committed to giving the students opportunities to write as well as providing the students with direct feedback at least monthly in each of their classes.

Key Actions:

- Teachers will provide weekly opportunities for students to write to learn in all of their classes.
- Teachers will provide direct feedback to their students at least once per month.
- Teachers outside of Language Arts will focus on Organization or Ideas and Content
- Teachers within Language Arts will focus on Sentence Fluency and Conventions
- All teachers will give feedback related to end punctuation and capitalization.
- AVID team members will provide ongoing professional development throughout the school year focused on writing:
    - Brainstorming topics to use for writing within each class
    - Calibrating scoring in the areas of Ideas and Content and Organization
    - Sharing student work examples (Emerging, Progressing, and Exceeding)
    - Responding to staff needs for PD

CHELDELIN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 2

Equity

Equity Issue(s): Engaging all of our students in their learning through the lens of equity.

Our Commitment: We are committed to developing a more comprehensive understanding of culturally relevant instruction as well as keeping equity at the forefront of each of our long term planning decisions.

Key Actions:

- Adding new members to our equity team to fill the void left by staff who have moved
- Holding once per month equity team meetings
- Sending our new equity team members to e-team intro training
- Participating in district provided e-team seminars as we continue the journey
- Working towards a student led equity club/group
- Keeping equity in the conversation when we discuss master schedule planning, elective offerings, engagement strategies, curriculum, etc.

CHELDELIN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 3

School Environment & Culture

School Environment & Culture Issue(s):

The rules and expectations have become all about what not to do with the delivery of consequences inconsistent at best.

Our Commitment:

We are committed to creating an environment of respect and rapport between student and staff.

Key Actions:

- Strengthening schoolwide PBIS
- Expectation stations delivered in small parts within each class period
- Explicit instruction of student expectations in all classes
- Expectations delivered in terms of positive student actions
- Staff will work to keep students in the classroom as much as possible
- Reward system setup for positive behavior including monthly pizza feed, PAWS activities, student store purchases, and quarterly drawings
- Utilization of our .17 PBIS coordinator
- Consistent discipline for all students
- Discipline focused on re-engaging students in school community

CHELDELIN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 4

Parents & Community

Parents & Community Issue(s): Perception that communication is lacking between school and parents/community.

Our Commitment: We are committed to researching best practice in effective parent/community communication.

Key Actions:

- Work with district office communication specialist to research best practice in effective parent/community communication
- Update school website regularly
- Work with district and elementary feeders to establish consistency around school websites
- Create Google Group managed by multiple people in the building to ensure the capability of delivering consistent communication
- Research and create a school social media presence
- Work with parents/community through Cheldelin Parent Organization to establish and adjust, as needed, our communication plans

Corvallis
SCHOOL DISTRICT

II.D. Hoover Elementary School

Hoover School – Action Plan
2016-17

School Population

- **425** Students enrolled K-5
- **35** New students to Hoover 1st – 5th
- **10%** TAG Identified
- **29%** in the TAG Pool
- **4%** Special Education Identified
- **4%** with a 504 Plan
- **6%** with a medical protocol
- **8%** English Language Learner Identified
- **19%** receiving Free/Reduced Meals

Staff

- **42** Total Staff Members
- **17** Classroom Teachers
- **8** Specialists
  (Art Teacher, PE Teacher, Music Teacher, Special Education Teacher, ELL Teacher, Counselor, RTI Coach)
- **16** Classified Staff Members

Class Sizes – Average Size

- Kindergarten – **20**
- First Grade – **26**
- Second Grade – **28.5**
- Third Grade – **24**
- Fourth Grade – **24**
- Fifth Grade - **28.5**

Ethnicity

- **8%** Identify Hispanic

Race

- **58%** Identify Caucasian
- **2%** Identify Black
- **14%** Identify Asian/Pacific Islander
- **26%** Identify Multi-Racial

Student Learning Enrichment Opportunities

- Elementary Art Program
- READ Dogs Program
- Fifth Grade Leadership Focus
  Student Council
  Crossing Guard
  Student Store
  Bus Buddies
  Technology Team
  Recess Buddies/Kinder Buddies
  Office Helpers
  Library Helpers
  WB2S Team
- School Butterfly Garden and Habitat Area
- Afterschool Clubs: Chinese, Spanish
- Music Clubs: School Choir, Elementary string

Interesting Information

- Large amount of parent involvement:
  In the Classroom
  Advocating for Children
  Organizing and Supporting Events
- **20** Original Languages Spoken
- **22** Different Countries that our students were born in
- **22%** of our students live outside the Hoover boundary
- 206 Female and 219 Male students at Hoover

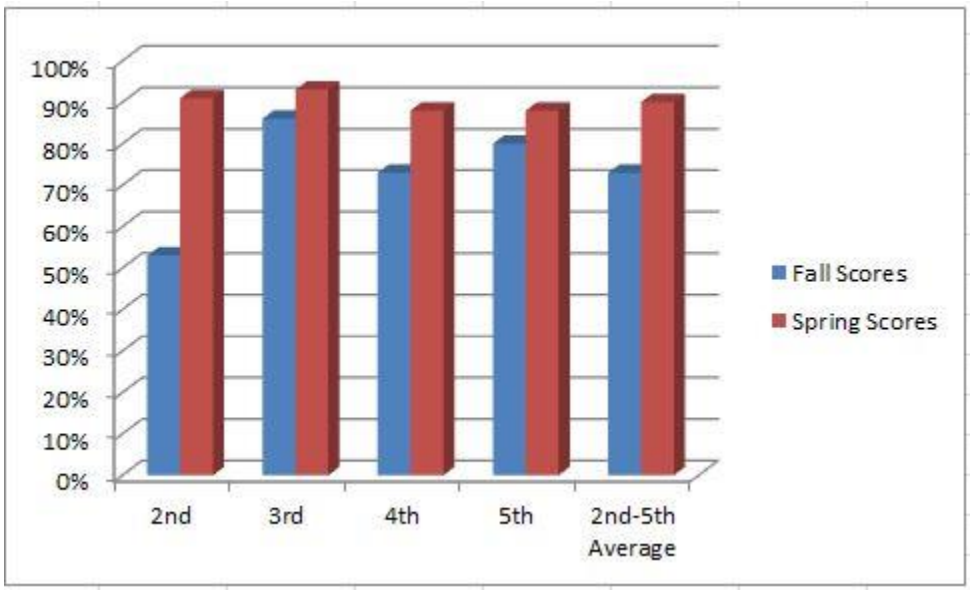
Hoover School – Action Plan
2016-17

Results from 2015-2016 School Improvement Plan

Goal #1: After we reviewed our fall STAR Reading results in 2015 it was clear that, for grades 2nd through 5th, comprehension of Informational Text remained an area of concern at Hoover Elementary School. As a result, Hoover teachers focused on learning and implementing strategies from kindergarten-fifth grade that would improve student's abilities to read informational text. Key areas of focus were developed around the concepts of compare/contrast, identifying point of view, seeing the author's viewpoint and citing evidence from the text to support your thinking.

As a school we used CCSS RI.8 as our benchmark for the culmination of these strategies. *Standard RI.8, which focuses on demonstrating key details in a text and understanding point of view and being able to use evidence and reasons to support particular points in the text was chosen as our focus.*

% of students by grade level who met standard for Reading Comprehension of Informational Text (RI.8)



Total School wide student results on STAR for grades

Total School wide student results on STAR for grades

Grade	Fall	Spring	Gain
2nd	53%	91%	38%
3rd	86%	93%	7%
4th	73%	88%	15%
5th	80%	88%	8%
Schoolwide	**73%**	**90%**	**17%**

Hoover School – Action Plan
2016-17

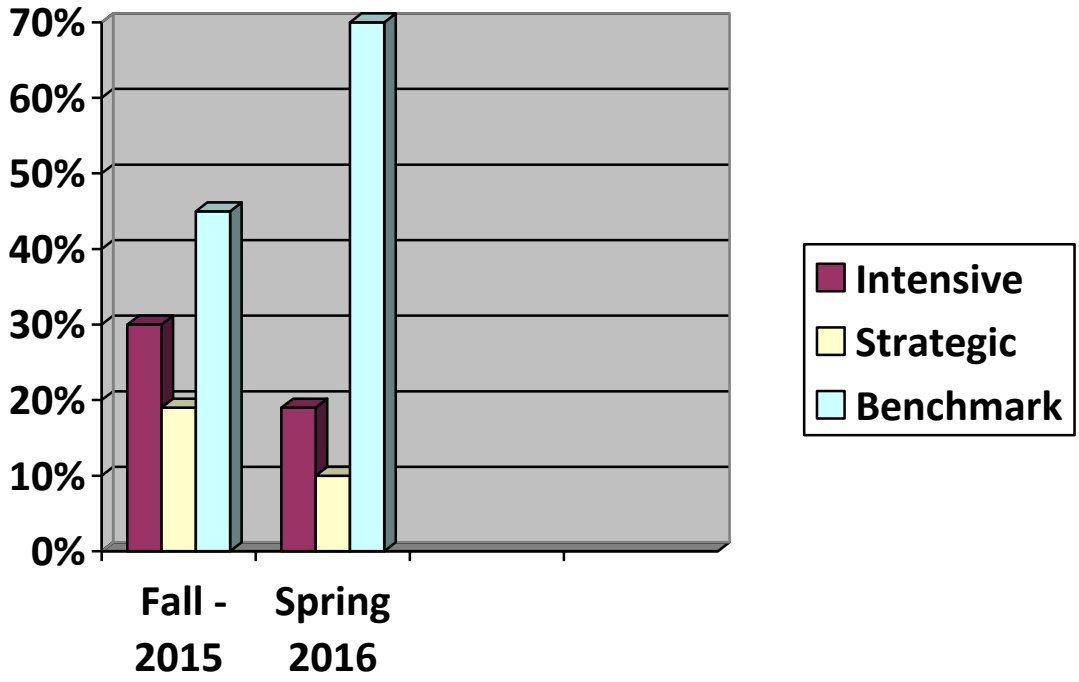
Results from 2015-2016 School Improvement Plan

Goal #2: Focused on Hoover's 4th grade – While our school had 15% free and reduced our fourth grade cohort had 25% of the students on free and reduced. This grade also held a number of students on IEP's. For this reason and the fact that historically this group of students has struggled having some of the highest numbers served by RTI we chose this group to focus on for our second school goal.

When analyzing our scores from the Smarter Balanced Assessment we carefully looked at data Claims #2 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. Our SBAC data for 2014-15 had 25% of our 3-5 students not meeting (they scored a 1 or a 2) in Claim 2 (writing status) and 31% did not meet in Claim 4 (research/inquiry –analyze, integrate and present information) *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.*

We chose to track our writing in two ways. The first gave us a more formative look and allowed us to measure the growth on writing samples 3 times a year through a Common Based Writing Measures – CWS (which scores for correct writing sequence – high focus on conventions and spelling). The Second was Smarter Balance which gave us a Summative measure of our student's growth

Fourth Grade – Writing CBM – CWS(Correct Writing Sequence)



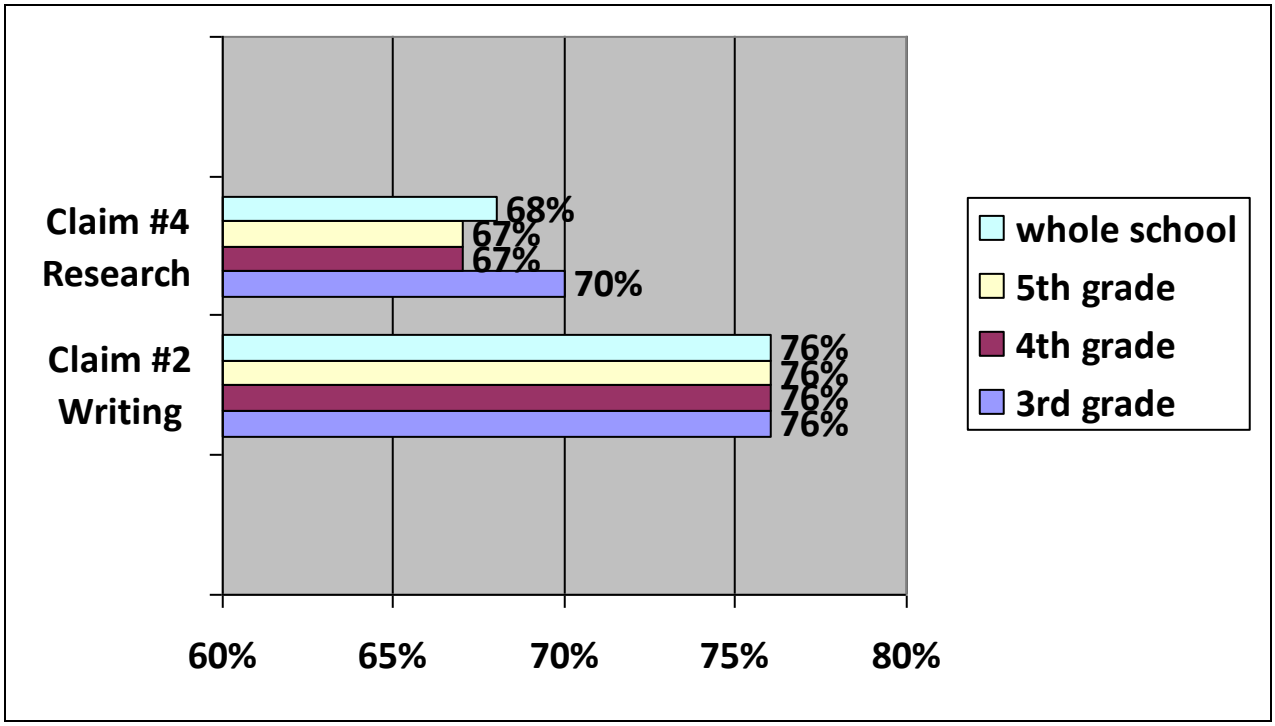
Hoover School – Action Plan
2016-17

Results from 2015-2016 School Improvement Plan

Writing CBM for 4th grade:

	Fall - 2015	Spring 2016
Intensive	30%	19%
Strategic	19%	10%
Benchmark	45%	70%
Not tested	6%	1%

On SBAC – English Language Arts



Although we saw our overall ELA scores increase by 3.5% schoolwide we did not see significant change in the two areas we were hoping to impact in grades 3-5.

% who did not meet in 3rd-5th grades	*2014-15*	*2015-16*
Claim #2 Writing	*25%*	*24%*
Claim #4 Research	*31%*	*32%*

Hoover School – Action Plan
2016-17

Results from 2015-2016 School Improvement Plan

Although writing scores on CWS improved and student's ability to interpret informational text in reading improved we did not see a melding of these two skills to show an impact in the scores on SBAC in writing and research.

Key Actions that Hoover made to see growth in these two areas…

- Vertical alignment of the key concepts to be taught (K-5) 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)
- Brought on a new writing curriculum K-5 so that all teachers were systematically teaching writing.
- 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.
- Used a common formative assessment across our school to analyze writing and helped conversations during PLC of what we saw at each grade level and areas for improvement.

Hoover School – Action Plan
2016-17

Results from 2015-2016 School Improvement Plan

UPDATE on other goals:

Equity goal:
Hoover is committed to analyze our data and prioritize funds and time to support the needs of underachieving populations which at Hoover include Students Navigating Poverty and Students with Disabilities.

Results: We had far fewer opt outs from specific population groups on SBAC so more students (all but 5) were really represented in our data.
Our SBAC results for our school

Students Navigating Poverty	2015-16 passing rate	2016-17 passing rate
ELA	41.4%	52.9%
MATH	41.4%	51.4%
Students with Disabilities		
ELA	33.3%	33.3%
MATH	27.3%	40.0%

- We made gains in all area but reading for students with disabilities and will be looking at ways to continue to support students in their reading/writing development.
  A huge change for Hoover was the 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. This team provided support to students, families and teachers based on student's individual needs.

School Environment and Culture Goal:
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.

- We started monthly positive behavior focused assemblies that celebrated our achievements and reinforced Character/Life Skills Instruction through our Find your Superhero Power Theme.
- We purchased and incorporated Kelso's Choices into our K-2 curriculum and started 5th grade Recess Problem Solvers to support Little Friends in making choices at recess.
- Trained all EA's for consistent processes to retrain and problem solve with students at break
- Utilized our new writing curriculum which is designed to provide social skills instruction through writing topics and literature.
- Created a PBIS support handbook for our school

Hoover School – Action Plan
2016-17

Results from 2015-2016 School Improvement Plan

Parent and Community Involvement Goal:
Hoover is committed to an increased level of communication with our Hoover Parents and surrounding community.

- Parent Coffee's with specific topics where parent input was requested
- Academic reports at HPTO to increase awareness of academics and curriculum
- Consistent Teacher Communication –teachers changed format of parent newsletters to include questions to ask your child to increase conversations about what students are learning at school
- Increased Letters home regarding specific systems (i.e SRP, Walk to math, testing, RTI)
- Parent Nights (Buddy Up, Upper grade Math Night)
- Changed communication to parents from a monthly newsletter to our weekly Hoover Happenings
- Rebuilt our web-site

Hoover School – Action Plan
2016-17

New Goals for 2016-17
Component 1- Academics

Our Commitment:
#1: Hoover is committed to supporting all students in developing operations and algebraic thinking through the understanding and fluency of basic addition, subtraction, multiplication and division.

#2: We will continue to focus on writing across our school community with an emphasis on organization at the 4th and 5th grade level.

Academic Issues:

- When analyzing STAR data in the fall, 32% of our 1st-5th graders are on track to meet benchmark in OA.1 (Operations and Algebraic Thinking). Students need more time to internalize and become confident in computational fluency (ability to compute with accuracy, fluency and efficiency).
- When analyzing our scores from the Smarter Balanced Assessment we believe that Claim 2 (writing) continues to be an area with which to focus. Of our 3-5th graders 76% of students passed the benchmark in this claim. After looking at student work we believe that the area of organization is impeding student ability to communicate clearly.

Key Actions:
- Supporting teachers with implementation of the new math curriculum
- Identifying platforms to use on the iPad to support fact fluency practice
- Parent communication piece – ways to support your child in development of skills
- Schoolwide incentive to focus on fact fluency
- Schoolwide vision to support goal (songs in music, ways to support in PE, lunch, etc)
- Support RTI math

- Calibration and Training on Oregon Writing Rubric
- Support teachers in development of materials and teaching practices for organization
- Focus at PLC's on looking at student writing and discussing (What will we do when they haven't learned it)
- RTI writing group development

Hoover School – Action Plan
2016-17

New Goals for 2016-17
Component 2 - Equity

Our Commitment:
#1 Hoover realizes that language (the ability to speak it and understand it) is one of the greatest equalizers or barriers for students. Hoover is committed to building language rich environments where academic language is used consistently and scaffolded for learners.

Academic Issue(s):
- When analyzing our data students navigating poverty, emerging bilinguals and students who receive individualize education services all have one key element in common that impacts their academic journey– the ability to use and understand language. Academic Language (Tier 2 vocabulary) is often not heard at home, is harder to build context for and is imperative to success at school.

Key Actions:
*Developing of co-teaching for our EL services
*Use of/Teacher Understanding of GLAD strategies across our pathway classes
*Targeted Language development (charts/pictures/labels) for academic areas (math/language arts)
*Intervention (RTI groups) will increase the development of academic vocabulary understanding through targeted instruction
*Support teachers in small group instruction on how to teach vocabulary (Tier 2)
*developing a before school homework place for students to get help with homework or language support – (7:40-8:10)
*development of open childcare and earlier breakfast before school starts

Hoover School – Action Plan
2016-17

New Goals for 2016-17
Component 3 - School Environment & Culture

Our Commitment:
#1 Is to create an environment at Hoover where all students are known by an adult and feel they have a safe and meaningful relationship with at least one adult in our school community.

#2 It is also important for students to build connections and to other students and the social skills required to navigate those relationships.

Academic Issue:

Students distracted from academic instruction due to lack of relationship or social difficulties.

Key Actions:

- Cross-grade level buddy classes
- Indoor recess option – small group setting with mixed grades and adult interaction
- "Brick Layer Challenge" for all students to be known and adults to see something special in them as an individual
- LEGO time – Learning Everyday while enGaging with Others – Cross School Activity with an adult other than their teacher (purpose is to build relationships through a shared activity)

Hoover School – Action Plan
2016-17

New Goals for 2016-17
Component 4 - Parents & Community

Our Commitment:
Hoover is committed to building a common shared language with our Hoover Families.

Academic Issue(s):
Providing learning opportunities for parents to more fully understand the classroom experience. Support parents in developing common language and strategies that students can engage in at school and home, so they have multiple opportunities to internalize these.

Key Actions:

- **Targets: (social skills, writing, math)**
- Parent Nights to introduce language and assist families in activities to use at home
- Parent Coffee's
- Support our families new to American Schools in how American schools operate and how to navigate the school culture.

Corvallis
SCHOOL DISTRICT

II.E. Mt. View Elementary School

MT. VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Our Vision	Our Mission	Our Beliefs
All students can learn at high levels of achievement and can master challenging academic material. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose.	We are cooperatively striving to help students become life-long problem solvers, enthusiastic learners, and positive contributors to society.	We believe • all children can learn • children learn in safe, supportive, and challenging environments • in instruction that engages students to develop skills, apply knowledge, and solve problems. • in respecting the uniqueness of all individuals

Student Enrollment	Demographic Information
Kindergarten: 61 students 1st Grade: 41 students 2nd Grade: 68 students 3rd Grade: 60 students 4th Grade: 51 students 5th Grade: 60 student Total Enrollment: 341 students	3.5% - English Language Learners 9% - Special Education .3% - Talented and Gifted 40% - Free and Reduced Lunch

Staff Information	
▪ Licensed Administrator: 1 FTE ▪ Certified Classroom Teachers: 13.4 (3 kindergarten, 2 in first, third, fourth and fifth grades, and 2.4 in second grade) ▪ Certified Specialists: 8 (Literacy Coach/Title 1, Music, PE, Art, LRC, SLP, Counselor, and Instructional Coach)	▪ 17 Classified Support Staff (Operations Assistant, Administrative Assistant, EA II, Behavior Specialist, Librarian, Technology/Computer Lab Support, Assessment Tech, Food Service, Custodial) 37 of 40 (92.5%) of Staff Members identify as White

MT. VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Mt. View is a Title I school located outside of the city limits of Corvallis. The pastoral views are aesthetically appealing and promote a positive and refreshing learning environment. In recent years, art instruction has been made possible by funding from the PTA. This year however, the bulk of art education comes from district funding with just .05 FTE coming from the PTA. As such, Mt. View children will now have regular art instruction every other week. The PTA continues to support our Naturalist-in-Residence who works with classroom teachers to provide mainly outdoor classroom instruction to students six times per year. A key volunteer, our master gardener, also works with classroom teachers to promote garden projects (instruction, planting and harvesting) throughout the year. Mt. View enrollments are 42 over projected numbers. Lastly, this year we are hosting a Kidco Headstart program in the building.

Results from 2015-16 School Action Plan

Our successes during last year reflect **our efforts to include families**.

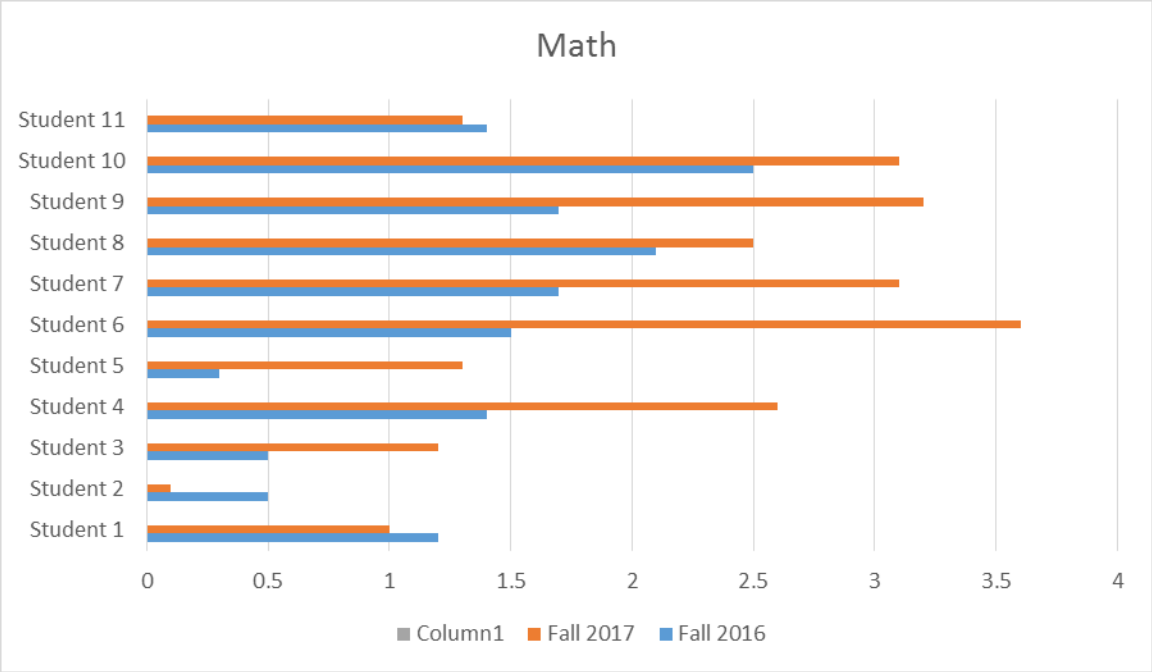
- We held quarterly movie events (free) to bring families together at school.
- Our music program included a full-out musical for 4th and 5th graders who performed during the day and then again to a near standing-room only crowd in the evening.
- Staff came together to present a "Get Ready for Summer" evening where we provided bus service for families to and from school, a meal, and engaging learning games that parents can do with their children over the summer to prevent the summer slide.

Our successes during last year reflect **our efforts to promote and honor the diversity** of our school and district community.

- More than 25% of our new book purchases reflect students of color as key characters or were written by authors of color.
- We continued our relationship by inviting scholars and scientists of color from OSU and ODA to present to several classrooms.
- The Equity Team comprised of staff members planned and presented to the full staff on two of the four agreements of Courageous Conversations.

One area that still needs our attention is in Math. Last year our second and fourth grade teachers piloted the *Engage New York (Eureka)* Math, a dense curriculum that is deep in vocabulary development. (That curriculum has now been adopted for grades 3-5 but *Bridges* will be used for K-2.) At the end of the 2015-16 school year, we identified students leaving second grade who remained out of the green zone in both Math and Reading despite focusing on Math during the school year. For three week in August, thanks to a grant from the Corvallis Public Schools Foundation, we brought 11

of those second graders back to school to prevent the summer slide. Below is the Fall to Fall data measuring grade equivalence for these students in Math. Eight of 11 students made significant progress. Three of 11 continued to show the summer slide.



MT. VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 1

Academics

Our Commitment:
Mt. View is committed to supporting all students in all academic areas.
In the spring of 2016, a writing committee was developed in order to review the teaching of Writing at Mt. View. With a greater emphasis on Reading and Math in previous years, there simply was less of a focus on Writing. Teachers were teaching to the grade-level CCSS but there were few discussions about writing and little alignment among the grade levels. In addition, not all teachers were using a solid curriculum.

Academic Issue(s):
Mt. View students have not experienced consistency in learning about the writing process. "When students 'writing improves, there are pay-offs in every area of curriculum (to do well in reading, social studies, or even science depends on the ability to write well) and on assessments. (Calkins)
Mt. View has not monitored students' progress in writing from year to year.

Key Actions:

- The Writing Committee will continue to collaborate and make presentations to staff regarding the teaching of writing.
- Administrator will present expectations with regards to writing.
    - All teachers will teach the process of writing and use common language.
    - A common rubric will be used by all teachers to score writing samples.
    - All teachers will participate in Instructional Rounds during writing instruction.
    - Writing samples will be completed by all students in the fall, winter, and spring.
    - Grade-level teams will collect representative student writing samples of high, medium, and low papers.
    - Writing will be taught daily.
- Teachers will arrive at building-level agreements about steps for improvement.
- The Instructional Coach will review and present to teachers strategies to teach writing.

MT. VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

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 and district community. We believe that an equitable education honors all students therefore all students must be guaranteed equitable access to an inclusive and rigorous learning experience.

Academic Issue(s):
Decision making must reflect that all students have the support of the Mt. View community, in our core instruction, our intervention support, our materials, and our enrichment opportunities.

Key Actions:

- Continue to dedicate at least 25% of our new library book purchases that reflect students of color as key characters or are written by authors of color.
- Continue the work of the Equity Team by providing time at staff meetings to share and discuss work completed Diversity Trainings.
- Continue to give more staff the opportunity to participate in the Courageous Conversations trainings.
- Engage in building-wide discussions about how race affects our decision making and identify what barriers we have in place which prevent equitable access for any student.

MT. VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 3

School Environment & Culture

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

Academic Issue(s): In 2015-16, a school goal was to improve overall attendance at Mt. View since the previous year's attendance was a dismal 84.9%. Through our efforts last year, attendance improved to 87.1%, an increase of 2.2%. This year, our goal is to reach 90%.

Key Actions:

- Attendance updates (school-wide percentage) will be posted to remind parents of the school goal and what our current standing is.
- Principal will make personal calls to parents to acknowledge positive attendance.
- Principal will make weekly calls home to parents of students who have been absent.
- Attendance will be celebrated at our weekly assemblies.
- On the last Friday of the month during PLC time, teachers will specifically talk about any student who had been absent more than one day that month and will investigate and make a call home.
- Principal and OA will work with the truancy officer to meet with parents whose children are chronically absent.
- Classes will celebrate with special parties for spelling out EAGLES, a letter earned each day for when all students of the class are in attendance.

MT. VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 4

Parents & Community

Our Commitment:
At Mt. View, we are committed to promoting and engaging our parents and the wider community at our school through instructional processes, volunteerism, and activities and events. We believe that positive relationships with parents is key to positive academic outcomes for students.

Academic Issue(s):
The Corvallis School District has adopted new math curriculums for both the primary and intermediate levels. Both are dense in their rigor and deep in their delivery. It is invaluable to have parents join us at school for our many events, both academic and community building.

Key Actions:

- Beginning of the year Curriculum Night/Hot Dog Bash. Parents will be invited to join the staff and have a meal before parents go into classrooms to meet with teachers. Students will be supervised in the gym and on the playground.
- Monthly movie nights. Parents and children are invited to watch a free movie (recent release) and enjoy popcorn. Childcare and a simple meal are provided for a nominal fee.
- *Get Set for School*: an evening in the fall where parents can come in to learn about the new math curriculum.
- Game Night/Parent Night: evening in the winter and spring where parents can come in to continue learning about the new math curriculum.
- *Get Set for Summer:* an evening where parents join teachers to learn engaging strategies in math instruction along with fun games to do over summer break to promote learning in math.

Corvallis
SCHOOL DISTRICT

II.F. Wilson Elementary School

WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Demographic Information

Total Population: 393

Free & Reduced Lunch:

- 45.8% as of 9/30/16

Special Education:

Number of SpEd Students: 34 + 2 on Referral

SpEd Numbers by Grades:	
Kindergarten	3
1st	3
2nd	5
3rd	7
4th	8
5th	8
	34

Supports Provided	
Intellectual Disability	1
Hearing Impaired	0
Vision Impairment	1
Communication	17
Emotionally Disturbed	1
Other Health Impaired	5
Autism	4
Specific Learning Disabilities	3
Referral for SpEd Services	2
	34

Emerging Bilinguals (ELs):

Number of ELL Students: 44 + 7 Monitors

Numbers by Grades:	
Kindergarten	3
1st	11
2nd	9
3rd	12
4th	6
5th	7
	48

Number of Languages (other than English): 11

Arabic	Spanish
Chinese	Vietnamese
Japanese	Italian
Filipino	Marshallese
Chinese Mandarin	Hebrew
Korean	

Talented and Gifted (TAG):

- 4 Students

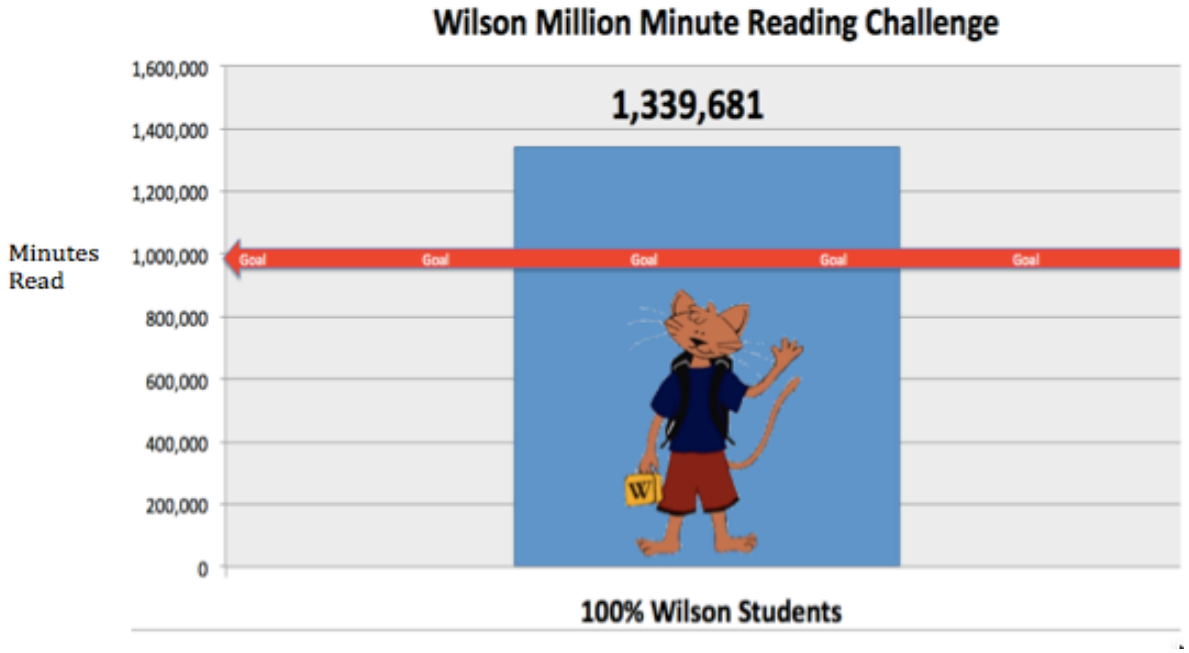
<u>Results from 2015-16 School Improvement Plan</u>

WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

In reflection upon the School Improvement Plan from the previous year, our school team accomplished all but one of the actions outlined in the SIP (the one not done: bridge building activity). We did have a STEM night, but with a different focus. Below are a few selected images to highlight from the previous year including our Million Minute Reading Challenge and an example set of reading fluency growth data.



WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Example Student and Learning Growth (SLG) goal data from a classroom with high participation in Million Minute Reading challenge showing reading fluency gains

Names Hidden

	WWR - Fall	WWR - Winter	Mid-Year Growth	WWR - Spring	Total Growth
lers					
Grow by 30 words)					
	38	62	+ 24	99	+ 61
ı	46	--	--	--	--
(Grow by 10%)					
ı	61	98	+ 61%	92	51%
	70	115	+ 64%	159	127%
er	88	127	+ 44%	140	59%
ders					
(Grow by 30 words)					
	54	82	+ 28	83	+ 29
r	55	124	+ 69	100	+ 45
	56	98	+ 42	124	+ 68
	70	110	+ 40	132	+ 52
	78	127	+ 49	117	+ 39





WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 1: Academics

Our Commitment:

- An academic foundation for all children is critical for our learners to be college and career ready. We believe all children can achieve success and make good growth as learners.

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, writing, and math with more rigorous standards.

Key Actions:

- WOW writing challenge (engaging families and students to increase volume and modalities of writing). See example of WOW prompts and pencil celebration below.

- We determined through an inquiry process with our staff that our writing instruction was inconsistent across our school. We purchased a core aligned program called StepUp to writing, held training, and utilized early release PD for curriculum mapping. We are now in the implementation phase of this school year.

- This school year our professional development focus is centered on Bridges Math K-2 and Eureka Math 3-5.



- We are infusing professional development focused on guided reading strategies as part of literacy centers.

- Relaunch before and after school support programs away from traditional homework to focus on academic skills and interventions for students needing strategic and intensive support to make growth.

- Transition to 1-1 with technology to enhance personalized learning with 11 of 16 new classroom teachers. Training and support with 1st year implementation of technology.

- Staff development and support through instructional rounds (teachers observing teachers with admin/instructional coach) focused on sheltered instruction, technology, writing, and math.

WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017



W.O.W. CLUB! (Writer's of Wilson)

October-April of 2016-17 School Year

Each month that you participate, get an awesome Writers of Wilson Club (WOW) pencil to show your extra effort and keep you writing. Examples of writing will be posted and we will even pick a few students to read at assemblies! It's okay to get help from an adult! It's great to add artwork to your writing! You can even write in another language! Below are the themes for the WOW Club this year! Your teacher will have a place to turn in WOW Club submission. Do your best and have fun! We hope everyone will participate!

OCTOBER:

"'Whoo' Do You Know?" Talk with a family member or friend and write about what you learn! Have they every been in a far away place or unique culture? We can't wait to hear what you learned!



November:

You have to be age 18 to vote in elections, but anyone can write his/her opinion on ways our community and school can become even better for kids?



December:

Let's learn how to journal and then practice over Winter break! Draw and write about your time over break.



WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 2: Equity

Our Commitment:

Wilson School is committed to our district vision of supporting all students focusing strategically on historically underrepresented/underserved groups.

Equity Issue(s):

Our Title 1 school population has seen increases in homeless students, emerging bilinguals, and consistent number of children navigating poverty (approximately 45%).

Key Actions:

- Send two additional teams of five from Wilson to Beyond Diversity facilitated by Pacific Education Group. Principal will attend National Summit, learning further how to contribute to a more racially equitable world.

- Teach all Wilson staff the four agreements of stay engaged, experience discomfort, speak your truth, and expect/accept non-closure. Continue monthly E-Team (equity) meetings to examine action for Wilson including school supply list adjustment, reduction of skill group (e.g. 5th grade walk to reading).

- 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).

- Work with community partners to backfill the school supplies from significant supply list reduction and supply give away not continuing this year.

WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

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.



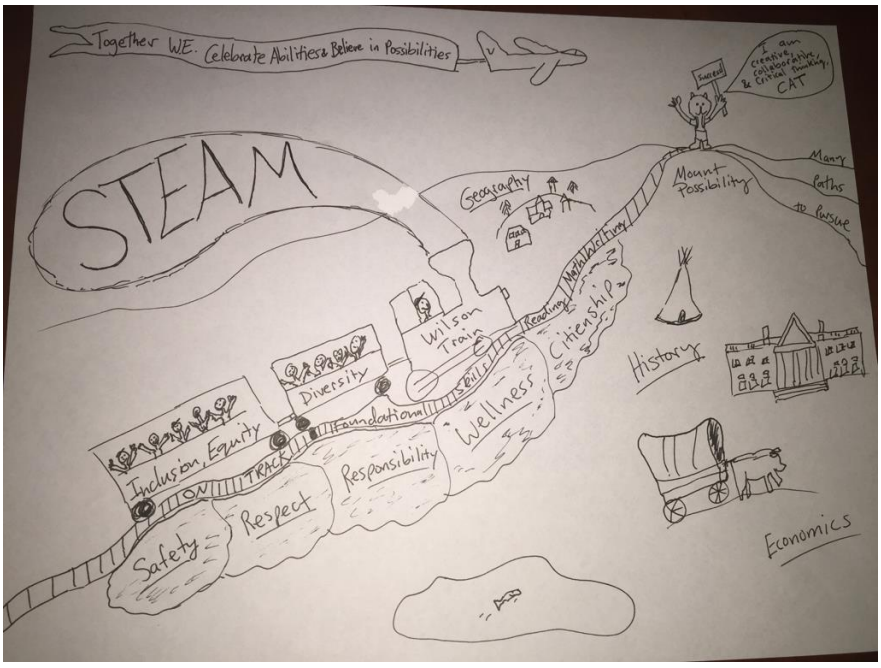
Parent and Community Issue:

- Wilson School supports a diverse population of families and will need to differentiate our approach based on need. We are using the World Famous Fish Mongers of Pike Place Market to rally around the themes of "Make Their Day, Choose Your Attitude, Play, and Be There"

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.



WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

- Implement monthly assemblies that align with positive character traits such as “compassion” and follow PBIS best practice including monthly action meetings.

- Increase SEL model at Wilson with increase in restorative justice discipline model and elimination of discretionary suspension.

- Intentionally partner with our PTA to support community building events that celebrate the non-dominate cultures represented at Wilson.

- Grow our partnership with Trillium to support our learners with mental health needs including on-site out-patient and preventative services.



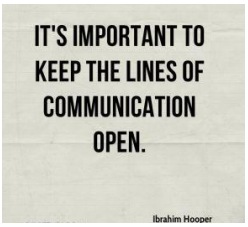
WILSON ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 4: Parents & Community

Our Commitment:



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

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:



- Utilize Back to School BBQ and Curriculum Night to include build community and emphasize our WOW writing challenge.
- Host an emerging bilingual family engagement night in partnership with our ELL team at Wilson.
- 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.
- Family Wellness Fair will be provided with healthy activities and community partnership collaboration.
- Continue to bolster programs such as book giveaways (2X per year) to increase print rich environments in our students home for current and future students.
- Monthly communications promoting literacy at home led by Title One teacher.



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