Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, December 12, 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, December 12, 2016
4:45 PM

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

Meeting Details: Monday, December 12, 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. DISCUSSION ROTATIONS REGARDING SCHOOL IMPROVEMENT PLANS

II.A. Adams Elementary School

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2016-2017

Our Vision	Our Mission	Our Beliefs
Adams students will demonstrate a zest for learning. They will be safe, respectful and responsible, contributing to their community.	Within our caring community we seek to create an environment that empowers students to become lifelong learners who are compassionate and contributing members of our world community.	In order for Adams' Alligators to have a safe and caring environment at school, students and staff: • make our school <u>safe</u> for everyone • are <u>respectful</u> to one another and our environment • are <u>responsible</u> for our own actions

Student Enrollment

Kindergarten: 71 students
1st grade: 62 students
2nd grade: 72 students
3rd grade: 68 students
4th grade: 80 students
5th grade: 56 students

Total Enrollment: 409 students

Number of Boys: 213 - 52%
Number of Girls: 196 – 48%

Number of Classrooms: 16

<u>Class Sizes:</u>
23-24 students: 5 classrooms
25-29 students: 11 classrooms

Staff Information

Number of Staff Members: 46

Number of Certified Classroom Teachers: 17

Number of Certified Specialists: 9

Average Years of Teacher Experience: 15.79 years

Number of Classified Staff Members: 20

Average Student–Teacher Ratio: 25.56

Demographic Information

8% - English Language Learners

9% - Special Education

2% - Talented And Gifted

25.5% - Free and Reduced Lunch

16 languages spoken

American Indian: 7 students - ~0.5%

Pacific Islander: 2 students - ~0.5%

Black: 10 students - 2%

Multi-racial: 28 students - 7%

Asian: 23 students - 6%

White: 339 students - 83%

Hispanic: 13 students - 3%

Non-Hispanic: 396 students - 97%

2015-2016 School Year Reflection

2015-2016 Successes:
- Refinement of RTI
- Development of afterschool clubs

Opportunities for growth:
- Structure of equity team
- Connection/partnerships with families

Student Learning Enrichment Opportunities

- Adams in Motion: AIM (Running and Walking Program)
- School Garden and Garden Club
- Afterschool Clubs: Engineering, Math, Science, Cultures
- Music Clubs: School Choir, Marimba Band (Chipande!)
- Crossing Guard Program

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

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2016-2017

Component 1

Academics

Our Commitment:

Adams Elementary School is committed to meaningful, authentic instruction that challenges every child while encouraging them to become capable and empowered lifelong learners.

Adams staff is committed to enacting high expectations for every student, while meeting each individual student's needs through appropriate and effective interventions and rigorous instruction. We seek to instill a genuine love for learning in every student.

Academic Issue(s):

After reviewing current systems and practices that are in place, we want to ensure that we are, through teamwork and collaboration with all stakeholders, identifying deficiencies and removing barriers, and *providing adequate and worthwhile core instruction, intervention support and enrichment so that each student will show growth, regardless of their current level in literacy, mathematics, science* and non-cognitive learning.

Key Actions:

- Response to Instruction (RTI) and Professional Learning Communities (PLC)
    - *Focus:* Teacher communication and collaboration with Educational Assistants (EA)
    - *Focus:* Weekly EA training on small group strategies, intervention and behavior
    - *Focus:* Alignment of intervention materials
    - *Focus:* Staff training on intervention materials
    - *Focus:* Vertical alignment of progression of skills, vocabulary and strategies

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2016-2017

Component 2

Equity

Our Commitment:

Adams staff is committed to reflective self-awareness and self-evaluation around the concept of equity, so that we can ensure we are creating equitable practices in the classroom by identifying and removing barriers, practicing differentiation, utilizing inclusive teaching methods, and guaranteeing every student has equal access to opportunities for success.

Academic Issue(s):

After reviewing current systems and practices that are in place, *we want to ensure that we are, through teamwork and collaboration with all stakeholders, identifying deficiencies and removing barriers*, and providing adequate and worthwhile core instruction, intervention support and enrichment so that each student will show growth, regardless of their current level in literacy, mathematics, science and non-cognitive learning.

Key Actions:

- English Language Development (ELD) Co-Teaching
    - *Focus:* Use of GLAD strategies and units at a co-taught grade level
- Development of School Equity Team
    - *Focus:* Interview families and share their perspectives with staff
- Integration of School Student Service Team (SpEd & RTI)
    - *Focus:* Inclusive staff schedule aligned to fit all student needs

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2016-2017

Component 3

School Environment & Culture

Our Commitment:

Adams Elementary will be a warm, inviting, inclusive environment where all students feel welcome and cared for, and where everyone feels interconnected: student to student, student to staff, staff to staff and school to home.

Adams staff will work collaboratively to maintain a positive and caring work environment that fosters collaboration and connectedness.

Academic Issue(s):

After reviewing current systems and practices that are in place, we want to ensure that we are, through teamwork and collaboration with all stakeholders, identifying deficiencies and removing barriers, and *providing adequate and worthwhile* core instruction, intervention support and enrichment so that each student will show growth, regardless of their current level in literacy, mathematics, science and *non-cognitive learning.*

Key Actions:

- All students in the building are known and connected
  - *Focus:* Conduct the "Invisible Child" activity as a staff
- Positive Behavior Interventions and Supports (PBIS)
  - *Focus:* Weekly Bus and Alligator Tag drawings
  - *Focus:* Monthly school-wide assemblies
- School Counseling Program
  - *Focus:* Regular classroom counseling lessons
  - *Focus:* Weekly prevention groups
  - *Focus:* Partnership with Trillium
- *Student Enrichment Opportunities*
  - *Focus:* Afterschool club programs
  - *Focus:* School wellness team and club

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2016-2017

Component 4

Parents & Community

Our Commitment:

Adams Staff is committed to making sure every family feels welcome at our school, and we will do this by having frequent, accessible, open communications; by encouraging our families to participate in day-to-day school activities, as well as special events we put on for our families and community; and by validating, respecting, and honoring the knowledge and various experiences families bring to our school.

We recognize it takes teamwork to educate and raise the children of our community, and to that end we will strive to be fully present for children by including their parents, guardians, and important stakeholders as team members in the process. Parent and family involvement is critical to each child's success.

Academic Issue(s):

After reviewing current systems and practices that are in place, we want to ensure that, *through teamwork and collaboration with all stakeholders*, we are identifying deficiencies and removing barriers, and providing adequate and worthwhile core instruction, intervention support and enrichment so that each student will show growth, regardless of their current level in literacy, mathematics, science and non-cognitive learning.

Key Actions:

- School to home communication
    - *Focus:* Weekly school communication of nuts and bolts (Alligator Bite)
    - *Focus:* Monthly communication of feature stories (Alligator Chomp)
    - *Focus:* Redesign of school website
- Adams Parents and Teachers Organization (APT)
    - *Focus:* Room parent program
    - *Focus:* Monthly community events
- Development of School Equity Team
    - *Focus:* Interview families and share their perspectives with staff
- Partnership with Oregon State University (OSU)
    - *Focus:* OSU Head Start/Child Development center
    - *Focus:* OSU Teacher Candidate Cohort

Corvallis
SCHOOL DISTRICT

II.B. Corvallis High School

Corvallis High School
SCHOOL IMPROVEMENT PLAN
2016-2017

Cycle of Inquiry Mindset and Shifting SIP

Cycle of Inquiry - Formative Process

http://www.aasa.org/content.aspx?id=32744

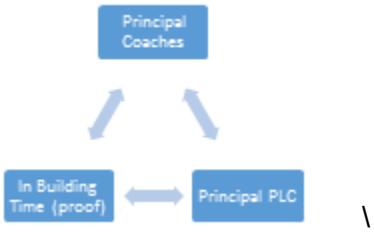
History – started small, one teacher or team, one area of focus…building background knowledge for shift of mindset

Why – Leadership for Learning, research, principals are second most effective aspect to improving student learning and support from d.o. is critical to make this happen;

Structure Moving Forward – Support principals be the best instructional leaders they can be…through:

- Weekly visits with structured walkthrough look fors with district office staff to support student learning and instructional practices

  District office Role: **Calibrated Support**



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- Principal Leadership Networks
- Breakthrough Coaching
- Climate of Collegiality
- What else? Brainstorm with principals, how can we help?

Report to School Board on last year's goal data:

Results from 2015-16:

Goal #1: We started the year with 272 freshmen students in grade level courses. Over the year 17 of those students transferred and one was 10 day dropped. 86% of 9th grade students met the goal of earning at least 6 credits and passing all of their core classes. 94% of 9th grade students finished the school year "on track", as defined by the state of Oregon as completing 6 credits or more. Of the 6% that are not on track, 5 of those students were placed on partial schedules due to various social-emotional reasons.

- *We continued to refine our RTI process. In the spring, we divided up students to meet with an intervene, and this helped to get students back on track. Our CHS Prep and*

After-School Tutoring programs provided much needed intervention to targeted students. Co-teaching sections of Language Arts and Science provided more support and differentiation for students. Algebra Intervention courses also provide an effective intervention.

- *Our attempt to standardize an organizational system for all 9th grade students met great staff resistance.*
- *Through AVID and other PD modeling, administrators observed far more engagement strategies than in year's past.*
- *We provided a credit recovery English class as well as continuing the online credit recovery class in the summer.*

Goal #2: Of the 37 students identified as Hispanic in the 1213 cohort, two transferred out of the district during the school year. 33 of the 35 students graduated with a standard diploma. One is completing her coursework over the summer and the other one will be completing his coursework next school year.

- *Ensure that process and information are accessible and understandable for all families. We missed our goal of getting the student handbook translated into Spanish, but we accomplished it for this year.*
- *Reach out to families that are not traditionally represented through programs such as JUNTOS, AVID, Parent Connection, Beyond CHS, and Chats with Matt. Our Juntos and AVID programs were well-served. We are optimistic that a change in the personnel in Beyond CHS will also better serve our Hispanic students.*
- *Evaluate programs and policies to ensure that all programs reflect the makeup of the student body. This is a work in progress, as we are facing years of tracking and exclusion.*
- *Provide professional development on instructional strategies to ensure full access to educational content for all students. We have focused on ways to engage and provide access to our ELL students during PD and staff meetings.*

Demographics:

Economically disadvantaged 30%
Students with disabilities 11%
Ever English learner 13%
Different languages spoken 21
Regular attenders 69.0%
Mobile students 16.1%
American Indian/Alaska Native 1%
Asian 6%
Black/African American 2%
Hispanic/Latino 15%
MultiRacial 9%
Native Hawaiian/Pacific Islander 1%
White 66%

2016-17 Goals:

Goal #1: A**ll** student groups will exceed 90% in terms of 9th grade on-track.

Goal #2: The graduation rate for economically-disadvantaged and Hispanic students will exceed 90%. (*CHS and CHHS combined*)

CHS Vision Statement:

CHS is a culturally responsive school where all students are successful and connected.

The pillars are:

1. Culturally responsive teaching.

    - Relevant and inclusive curriculum.
    - Engaging and differentiated instruction.
    - Authentic and varied assessment.

2. Equitable systems and practices.

    - Identify and disrupt barriers that prevent all students from being career, community and college ready.
    - Identify and disrupt barriers that prevent students from having the access, the means, and opportunity to participate in co-curricular activities.

3. Meeting the social-emotional needs of students.

    - Timely and relevant information about students.
    - Coordination of efforts and resources.
    - Continued mental health support within the school day and summer.

School Improvement Plan – Summative Process

1. **Equity**:

Our Commitment: Corvallis High School is committed to supporting all students by providing equal access and equitable opportunities to ensure success in high school and beyond.

Area of focus:

- Identify and disrupt barriers that prevent all students from being career, community and college ready.
- Identify and disrupt barriers that prevent students from having the access, the means, and opportunity to participate in co-curricular activities.
- Every decision and action of CHS will be aimed at providing equity for all CHS students.

Key Actions:

- Provide professional development on culturally-responsive instructional strategies that will ensure full access to educational content and programs for all students.
- Continue to drive and support the alignment across departments and school wide in the areas of assessment, organization, engagement strategies and grading.
- Monitor the progress of SPELL students and provide timely interventions as needed.
- Continue to implement co-teaching in core classes.

Criteria for success:

1. All student groups will exceed 90% in terms of 9th grade on-track.
2. The graduation rate for economically-disadvantaged and Hispanic students will exceed 90%.
3. CHS will create and maintain a coordinated and up-to-date monitoring system for students who need additional supports.
4. Participation rates of extracurricular activities (sports, programs, clubs) will show increased participation and will reflect the demographic makeup of the student body.

2. Academics:

Our Commitment: CHS will deliver relevant curriculum in an engaging and culturally-responsive manner.

Areas of focus:

1. Clear learning targets/outcomes with success criteria.
    a. Authentic assessment.
2. Visible learning.
    a. Engagement and questioning strategies.

    b. Active note-taking.
    c. Increased student talk.
3. Timely teacher feedback.
    a. Formative assessment.
    b. Staff persistence in seeking differentiated approaches for student learning and success.
    c. Coordinated communication and responses among teachers, families, counselors, and administrators when students are clearly struggling.
4. Student reflection on learning.
    a. Metacognitive strategies.

Key Actions:

- PD days, staff meetings, and one PLC per month will be devoted to visible learning strategies.
- Implement building-wide student and teacher goals in organization and instruction.
- Increased communication and responses when students are struggling.
- Implement monitoring system to track visible learning strategies observed in the classroom by administrators.

Criteria for success:

1. Fewer students fail, especially in core classes.
2. Administrators observe a minimum of one visible learning strategy in 100% of classroom visits.

3. School Environment and Culture: *CHS is a culturally responsive school where all students are successful and connected.*

Our commitment:

1. Corvallis High School practices and policies will strive to ensure that all students participate fully in the academic and co-curricular life of the school.
2. CHS will commit to and coordinate resources for students who need additional support in order to fully engage in the CHS community.

Area of focus:

- Programs, clubs, and participation policies will reflect the makeup of the student body.
- Coordination of efforts and resources for students in need of social-emotional support.

Key Actions:

- Leaders of programs, clubs, and teams will assess the composition of their participants in proportion to the student population and create concrete outreach actions to attract students who have not historically participated in these groups.
- Staff will receive timely and relevant information about students.
- Mental health support will continue to be offered within the school day and summer.

- The counseling department will take a much larger role in college and career instruction and guidance (pushing into classrooms).
- SST and RTI teams will be aligned with provisions of support, along with monitoring of identified students.

Criteria for success:

1. Participation rates of extracurricular activities (sports, programs, clubs) will show increased participation and will reflect the demographic makeup of the student body.
2. CHS will create and maintain a coordinated and up-to-date monitoring system for students who need additional supports.

4. Parent and Community Engagement and Empowerment: Parent and community input is critical to us achieving our missions and core beliefs.

Our commitment: CHS is committed to breaking down barriers and ensuring access to the broader school community through involvement, voice, and authentic connection, focusing especially on the counter-narrative of underrepresented parents and families.

Issues:

- Parent and community input is not equitable in terms of amount and volume. The dominant narrative tends to dominate the discourse at the building, district, and community level, with those traditionally well-served taking up an inordinate and inequitable amount of time and energy.
- Among our traditionally underserved populations, there is insufficient access to to key programs and information, and a lack of the vocabulary and empowerment about "playing the game", resulting in lower student achievement, lower participation in co-curricular activities, and less family engagement.

Area of focus: Developing on-going relationships with underrepresented parents and families by providing access to information and programs in a timely and understandable format.

Key Actions:

- Provide effective, timely communication in multiple languages.
- Student handbook translated in Spanish.
- Monthly newsletter needs to be sent to those families not on the listserv.
- Reaching out to families not traditionally represented through programs such as JUNTOS, AVID, Parent Connection, and Beyond CHS.
- Blocking out time to call parents or invite them to access the counter-narrative and to gauge the success of our outreach and/or interventions. We will ask families the same set of questions.

Calibrated D.O. supports:

- Interpreters translate communication to families in languages other than Spanish, at district cost.
- Interpreters in languages other than Spanish who will commit to a set schedule each month to reach out to families (Arabic, Vietnamese, etc.).

Criteria for success: 100% of our underrepresented families will have been engaged by CHS. These conversations will serve as the drivers for our next action steps and become part of our equity plan.

Corvallis
SCHOOL DISTRICT

II.C. Franklin K-8 School

Franklin K-8 School
School Action Plan
2016-2017

Demographic Information

2014-2015	School Population	
American Indian	1	0.3%
Asian	44	11.5%
Black	3	0.8%
Hispanic	35	9.2%
Multiracial	33	8.6%
Pac Islander	2	0.5%
White	264	69.1%

TAG – Elementary – 2 students (1/3%) Middle School – 42 students (22.9%)
SpEd – Elementary – 15 students (10%) Middle School – 22 students (13%)
ELL – 14 active (K-4, 1st – 5, 3rd – 2, MS – 3), refused services, 5 exited/monitored
F & R – 85 students (22.3%)

School specific information to share

Enrollment 2016-17 as of 11/14/2016

KDG	24
1	28
2	30
3	29
4	31
5	29
6	56
7	59
8	59

Franklin's teaching staff is a veteran group with only 4 teachers' in probationary status this year. They work effectively as a team and are strongly committed to the Core Knowledge model, providing a rigorous instructional program to succeed in high school and post high school opportunities.

Franklin K-8 School
School Action Plan
2016-2017

Component 1: Academics

Our Commitment:
To ensure continued academic growth for all students with a focus on the following sub groups, with the goal of closing the achievement gap for these students, leading them to graduation and higher education opportunities. Target sub groups: ELL, Economically Disadvantaged, Multi-Cultured, Special Education.

Key Actions:

*Academic Issue(s): **Though these sub groups are relatively small, each student has the right to a strong educational program that meets their educational and developmental needs.*

Key Actions related to commitment or district goals:

1. RTI at both the elementary and middle school levels to review student progress data on standardized assessments as well as classroom performance data. The team will identify and implement effective interventions to target critical learning deficits of the students.
2. Classroom based interventions and sheltering teaching methods will be introduced and practiced to provide stronger supports for emerging students.
3. High standards will be maintained for all students with a minimum goal being grade level mastery of skill.
4. Formal progress monitoring for interventions will be done every 3-4 weeks. Interventions will be based on individual needs determined by progress monitoring, teacher input and classroom performance.

Component 2: Equity

Our Commitment: Franklin School is committed to building and sustaining a culture of inclusiveness that supports all learners. While we already have a reputation of being a positive environment for students on the ASD spectrum, ELL students and economically disadvantaged students are not achieving at a rate comparable to typical peers.

Key Actions:

*Academic Issue(s): **Franklin School must strengthen its instructional strategies and resources to ensure all students access equitable learning for academic success.*

Key Actions:

1. We must ensure that students are identified and supports are put in place to close their learning gaps through the RTI process
2. Franklin and the District need to review the programs and resources that are in place at Franklin to support the underserved populations. Identified deficits must be addressed to ensure this school provides equitable opportunities for every student
3. Address attendance issues.
4. Monitor grades.
5. Monitor Boys/Girls Club partnership.

Franklin K-8 School
School Action Plan
2016-2017

Component 3: School Environment and Culture

Our Commitment:
Franklin is committed to a positive school climate that supports the developmental needs of all levels. We want to build a culture of respect, responsibility, safety and academic success. We are committed to the academic and social growth of every student to ensure they are ready for the next level of the educational journey.

Key Actions:

*Academic Issue(s): **The essence of the Core Knowledge program is to ensure all students are successful in their academic growth as the foundation of their overall development as a student, and citizen of the future. We strongly believe that a rigorous education is the foundation of a child's personal growth into a productive, happy and successful adult.*

Key Actions:

1. Classroom behavior management
2. Rise card
3. Bragging rights/Caught-in-the-Act
4. PBS Matrix
5. Award recognition assemblies
6. Check In-Out
7. Jog-A-Thon
8. Positive Reinforcement
9. K-8 buddy programs/Mentoring
10. Student Government/Council representation

Component 4: Parents and Community

Our Commitment:
Parent involvement and engagement in their children's education is highly valued by the Franklin staff. We are fully committed to fostering this dynamic in a way that supports the academic and social growth of every student. This staff works collaboratively with the parents and the PTA to promote a positive school climate.

Key Actions:

*Academic Issue(s): **It is a well-known fact that parent engagement is one of the key factors in students' successful growth academically and socially.*

Key Actions:

1. Faculty PTA meeting.
2. Collaboration between the staff and the parent community is creating and fostering enrichment experiences that build community and healthy relationships between the school and the home.
3. Strong communication between the parent volunteers, school, and home fosters a positive working environment.
4. Translation of Spanish only communications.
5. Parent Volunteer for after-school programs
6. All School BBQ
7. Jog-A-Thon, OBOB, Family Activity Nights
8. Parent composting at lunch with students helping
9. Staff Appreciation
10. Math Counts/Science Olympics

Franklin Math Goal

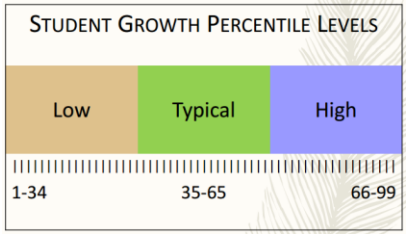
Fall 2016-17 STAR Math Benchmark Status

STAR Math	Grade								
Benchmark Status	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
At/Above Benchmark	18	17	26	14	18	35	35	37	200
On Watch	8	9	4	13	8	14	16	22	94
Intervention	1	3	0	3	2	3	6	0	18
Urgent	1	0	0	0	1	1	2	0	5
Grand Total	**28**	**29**	**30**	**30**	**29**	**53**	**59**	**59**	**317**

Note: Kindergarten students are not assessed on STAR Math.

We observed that of the 317 1st-8th grade students tested on STAR Math in Fall 2016, there were 5 students (2%) in the Urgent Intervention zone, 18 students (6%) in the Intervention Zone, and 94 students (30%) in the On Watch zone. In order for these students to catch up to their peers, their growth must be on a higher trajectory. We will use the Student Growth Percentiles from a Spring STAR test administration to determine their relative growth for the 2016-17 school year. We will also use the Winter 2017 test window as an interim check on these students' progress.

Student Growth Percentiles (SGPs) are commonly divided into three levels of growth.



STAR Math Status	Target SGP Range
At/Above Benchmark	90% of students at or above 35th SGP
On Watch	70% of students at or above 50th SGP
Intervention	70% of students at or above 66th SGP
Urgent	70% of students at or above 75th SGP

Franklin Reading Goal

Fall 2016-17 STAR Reading/Early Lit Benchmark Status

STAR EL/Reading	Grade									
Benchmark Status	STAR Early Literacy*		2	3	4	5	6	7	8	Grand Total
	KG	1								
At/Above Benchmark	17	16	21	23	20	19	43	43	46	248
On Watch	3	5	3	6	6	6	5	8	9	51
Intervention	3	3	3	0	3	2	3	4	4	25
Urgent	1	4	2	1	1	2	2	4	0	17
Grand Total	**24**	**28**	**29**	**30**	**30**	**29**	**53**	**59**	**59**	**341**

** For the purpose of this goal, K/1 Students will be evaluated on STAR Early Literacy only.*

We observed that of the 341 K-8 students tested on STAR Reading/Early Literacy in Fall 2016, there were 17 students (5%) in the Urgent Intervention zone, 25 students (7%) in the Intervention Zone, and 51 students (15%) in the On Watch zone. In order for these students to catch up to their peers, their growth must be on a higher trajectory. We will use the Student Growth Percentiles from a Spring STAR test administration to determine their relative growth for the 2016-17 school year. We will also use the Winter test window as an interim check on these students' progress.

STAR Reading Status	Target SGP Range
At/Above Benchmark	90% of students at or above 35th SGP
On Watch	70% of students at or above 50th SGP
Intervention	70% of students at or above 66th SGP
Urgent	70% of students at or above 75th SGP

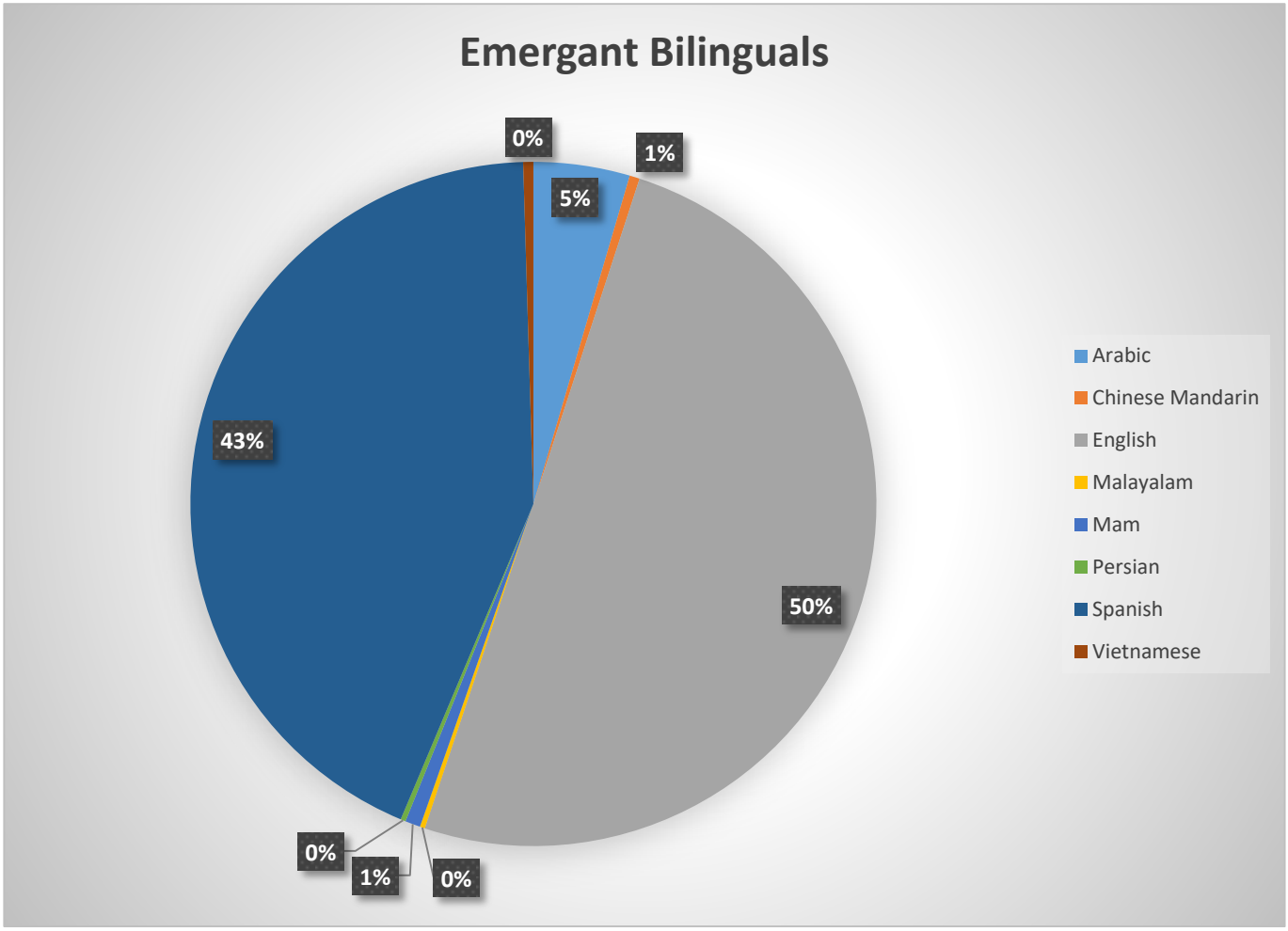
Corvallis
SCHOOL DISTRICT

II.D. Garfield Elementary School

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017



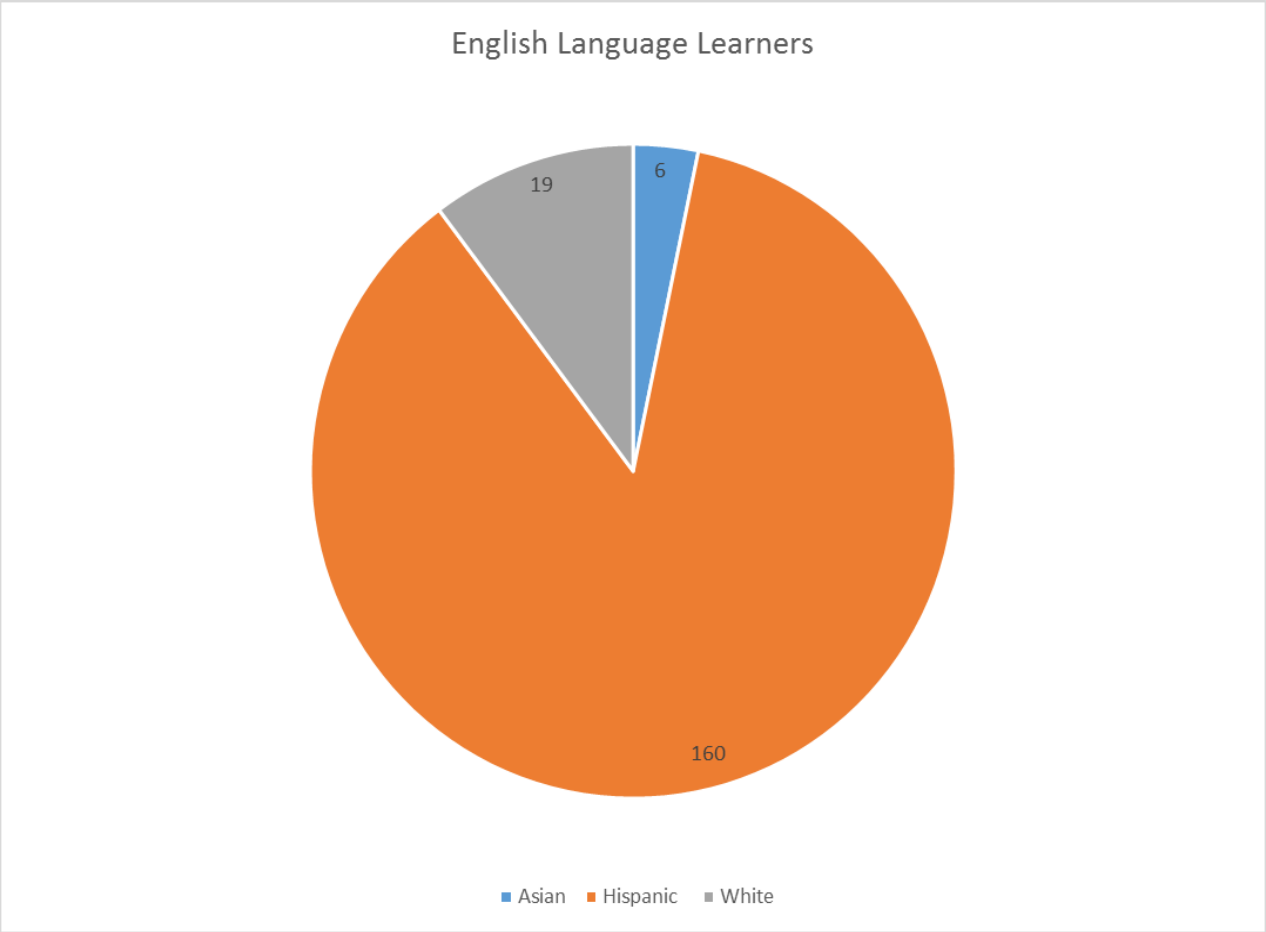
Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Revised: August 30, 2015

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017



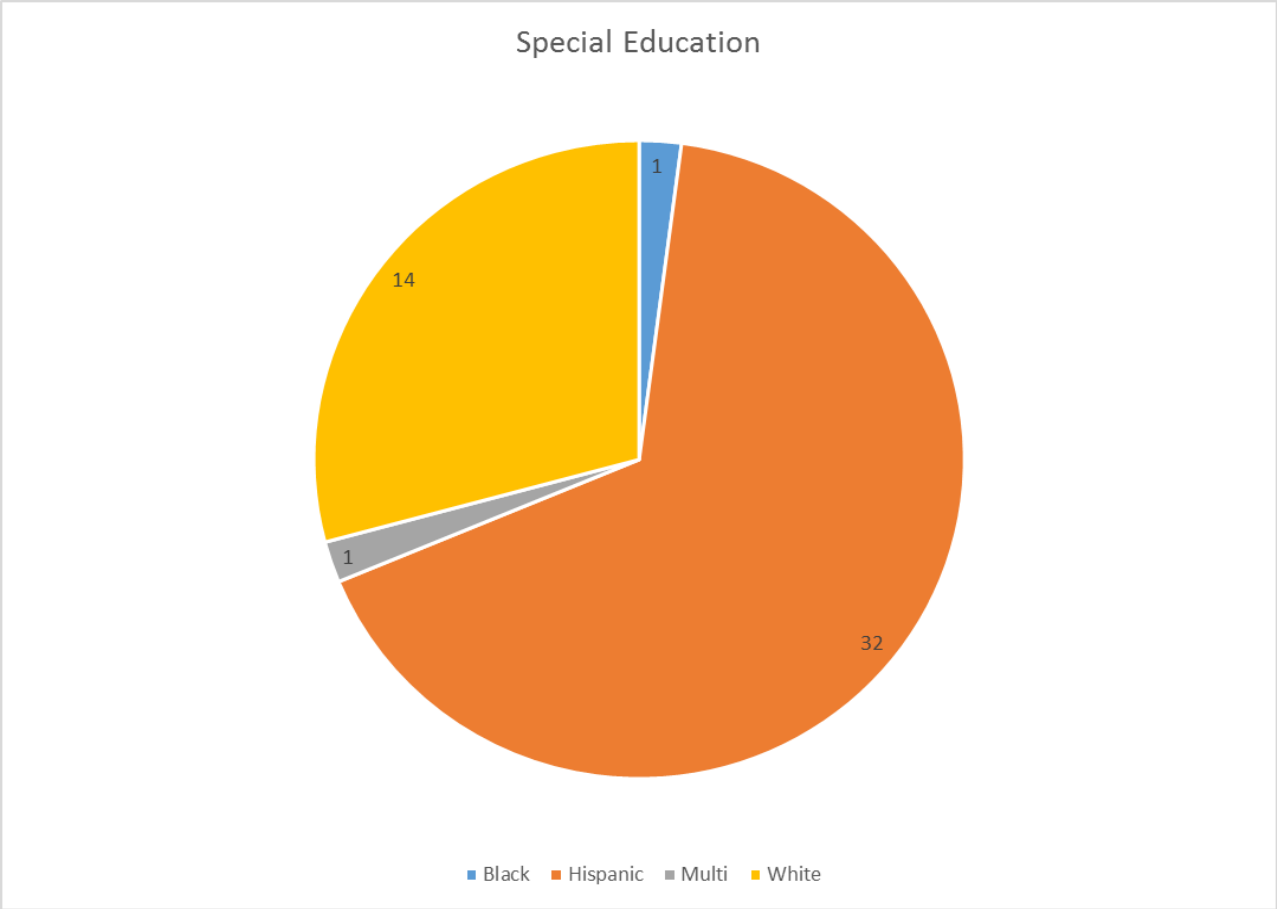
Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Revised: August 30, 2015

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017



- School Population
  - TAG % or # by School
  - 10% Students with Disabilities
  - 100% Emergent Bilinguals – 47% have at one point been categorized as ELL
  - 66% - Free and/or Reduced Lunch

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

- Certified Staff
  - 18 classroom teachers – 13 bilingual teachers who teach bilingually or exclusively in Spanish
  - 1.5 FTE Special Education Resource Teachers - .5 FTE bilingual, 1.0 ESOL endorsed
  - 3.0 FTE Linguistic Specialists – 1.5 FTE bilingual, 3.0 FTE ESOL endorsed
  - 2.0 FTE Instructional Coach – 2.0 FTE bilingual and ESOL endorsed, 1.0 reading endorsed
  - .5 FTE RTI specialist – bilingual, ESOL endorsed, Special Education endorsement
  - .5 FTE certified classroom support to address class size (33 and 33) at 4th grade
  - 1.85 FTE specialist teachers (.8 FTE PE, .8 FTE Music, .25 FTE Art)
  - 1.0 FTE counselor - bilingual
- Support Staff
  - 3.75 FTE office staff to support office and families (OA, AA, family liaison, health navigator)
  - 1.0 FTE behavior support
  - .81 FTE assessment technician
  - .5 FTE library media specialist
  - .81 FTE technology assistant
  - 2.4 FTE special education assistant
  - 3.3 FTE ELL assistant
  - 6.6 FTE general education assistant

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Results from 2015-16 School Action Plan

What were your successes?
Garfield's biggest success over the last year was the work that we have done to design, align, refine and implement a bilingual core language arts curriculum. This curriculum incorporates systematic reading foundational skills instruction in both English and Spanish and integrated thematic study designed to build students' reading and critical thinking skills with both literature and non-fiction text. Teacher teams have mapped this curriculum throughout the academic year to ensure that key skills can be taught and practiced in the 120 minute daily language arts block.

Key Actions from 2015-2016

- Implement core language arts block for 120 minutes a day.
- Refine new, bilingual core language arts curriculum.
- Map core language arts curriculum implementation across the school year.
- Refine units to shelter curriculum to ensure that it is accessible to language learners.
- Align school-wide PBIS systems so that universal interventions are more effective tools to create a welcoming, inclusive climate.
- Conduct parent educational opportunities (GED Classes, Educa y Inspira, etc…) to support parents.

What areas do you still to work on?
There are a number of steps that our staff continues to focus on this year to improve the implementation of core curriculum and improve school climate. To build on the work that we have accomplished with our new core language arts curriculum we are working to refine the implementation of instructional strategies and behavioral expectations to maximize student learning during language arts core instruction. Along with this implementation we are diving deeper into getting feedback about school climate from students and families. This feedback will continue to refine our school-wide focus.

Key Actions from 2015-2016

- Implement best practices instructional strategies in all core language arts blocks.
- Align behavioral expectations so that lesson delivery is rigorous regardless of the language of instruction.
- Systematically review learning intentions across classrooms to align level of academic rigor.
- Conduct student and staff climate surveys.
- Based on survey data, adjust school-wide systems to create a more welcoming, inclusive school.

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 1

Academics

Our Commitment:
Garfield Elementary is committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child.

Academic Issue(s): Without consistent reliable assessment measures in both Spanish and English, it has been difficult to identify area of focus and adapt instruction for specific needs of students.

Key Actions:

- School-wide formative diagnostic assessments will be administered 3 times a year to determine instructional focus for each student in both English and Spanish reading.
- Three times a year, grade-level teams will use diagnostic assessment data to design and implement a *100% Plan for Core Instruction*. In this plan each team will set a short term goal, identify key instructional strategies and student engagement strategies that will be used by the entire team.
- Garfield staff will systematically implement a reading intervention system based on customized *20% Plan for Intervention* for each intervention group. In these plans instructional strategies and student engagement strategies will be identified that will be used by the group.

Component 2

Equity

Our Commitment:
Garfield Elementary School is committed to authentic engagement for each student in both native and non-dominant language instruction regardless of race, language proficiency, or school readiness.

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Academic Issue(s): ***It is imperative that each student spend their academic day authentically engaged not just strategically compliant. Presently our school system supports engagement for some students more than others. Our educational systems are more responsive to address issues of engagement when a student is white, a native English speaker, and comes from an educationally enriched background.***

Key Actions:

- The Garfield Equity Team will collect information (research, observation data, surveys, best practice) to further inform the entire school about the specific nature of the above stated academic issue.
- Observations of student engagement will be disaggregated by race, language dominance, and socio economic level.
- As grade-level teams design protocols for specific engagement strategies aligned to their 100% Plan for Core Instruction, they will design and adapt protocols looking through a lens of equity. Garfield Equity Team members and Instructional Coaches will facilitate this work.

Component 3

School Environment & Culture

Our Commitment:
Garfield Elementary is committed to knowing each student in our school. This includes their academic strengths, challenges to learning, factors outside school that affect learning, and the personal traits that make them who they are.

Academic Issue(s): Students need to be known to be able to thrive in an environment. Our school system needs to implement effect ways to identify specific academic strengths and individual student qualities that influence how they learn and who they are. This information needs to be in the hands of the adults who work with students every day. Each student should leave Garfield School saying, "I am known."

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

Key Actions:

- Staff will collect student survey data twice a year. This data will be used to adapt school-wide and class-wide structures of behavior and instruction to maximize student success.
- Actions to address academic issues are aligned to this component. Formative assessment data will be used to create instructional plans that are tailored to the specific needs of students in a group or class.
- Garfield Elementary will pilot a project of co-teaching at the fourth grade level involving classroom teachers, the linguistic specialist, learning resource teacher, and intervention specialist. The goal of this pilot is to know every student at the fourth grade level, despite large class sizes. Each student will have a personalized education plan that will be developed by the teachers and students. These plans will include the instructional focus for each student, their interests and strengths, and personalized goal setting.

Component 4

Parents & Community

Our Commitment:
Garfield Elementary is committed to knowing each family in our school. With this knowledge Garfield Elementary will be able to create structures so each family can be actively involved in their student's education.

Academic Issue(s): When families understand the educational systems of their students they can be actively involved in their child's education. By creating strong relationships with families, our school will have a better understanding of specific needs of each family in order to gain a clear understanding of our educational system.

Key Actions:

- Garfield Elementary will use a variety of methods (informational meetings, PTA meetings, conferences, website, and information packets) to develop family knowledge about our school system and ways that parents can take an active role in the education of their children.
    - Understanding progress reports
    - Interpreting standardized assessment results
    - Dual language learning

  - How to support your child's learning in math
  - How to support your child's learning in Spanish and English literacy
  - What are the key learnings for each grade level?
- Garfield Elementary will support parents to access resources that will support their families. Our Health Navigator, family liaison, and counselor work with district support and community resources to connect families to necessary resources both within the district and in our larger community.

Corvallis
SCHOOL DISTRICT

II.E. Jefferson Elementary School



Jefferson Elementary School
SCHOOL ACTION PLAN
2016 – 2017

Demographic Information

School Population – 349 students

K	41
1	57
2	52
3	64
4	65
5	70

TAG Students	**Free and Reduced Lunch**
3%	**19%**

Special Education Students 17%			**English Language Learners 3%**	
K	7		**K**	3 (2 opt outs)
1	8		**1**	1 (opt out)
2	11		**2**	
3	11		**3**	1
4	8		**4**	4 (3 opt outs)
5	15		**5**	2 (1 opt out)

Staff Certified

- 13 Classroom teachers
- 3 Special Education teachers – 2 of whom are teachers in Life Skills
- 2 Speech Language Pathologists – both .50 FTE at Jefferson – 1 focuses solely on Life Skills
- 1 RTI Specialist/Instructional Coach – (.75 FTE)
- 1 PE Teacher (.60 FTE / .20 FTE Adaptive PE for our students in Life Skills)
- 1 Music Teacher (.60 FTE)
- 1 Art Teacher (.40 FTE)
- 1 Counselor (.50 FTE)

Staff Classified

- 6 Educational Assistants for Intervention support school-wide
  - (1 EA @ 4 hours, 2 EAs @ 4.5 hours, 2 EAs @ 5.5 hours, 1 EA @ 6 hours)
- 8 and ½ Educational Assistants for the Life Skills Classrooms
- 2 and ½ Educational Assistants for the Learning Resource Center
- Behavior Support, Library Assistant, Tech Lab Assistant

School Specific Information

This year Jefferson is one of three district schools working with ODE as part of SWIFT – School Wide Integration Framework for Transformation. ODE and SWIFT will assist us to, "…build capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion." Through SWIFT, Jefferson will learn how to improve our inclusive practices for students with disabilities in our general education classrooms. As the home to the district's Life Skills program for elementary students with developmental disabilities, our goal is to increase inclusion opportunities and improve cooperation between special education and general education teachers who share students.



Jefferson Elementary School
SCHOOL ACTION PLAN
2016 – 2017

Results from 2015-16 School Action Plan

What were your successes?

Academics

A key action from last year's plan was to focus our intervention time in Kindergarten, First, and Second grades to ensure more students are reading at or above grade level when starting third grade. This investment in time paid off as our third graders started this school year with 78% already at or above 3rd grade benchmark in reading.

We used the effect size calculator from John Hattie's Visible Learning work to assess our reading programs in each grade for each level of the RTI Triangle (red, yellow, green). Our students in Kindergarten – Second grade intervention benefited from reading intervention programs that were nearly double the effect size of our whole group reading program.

Equity

Jefferson has formed an Equity Team and has started the process of bringing Courageous Conversations about Race to our whole staff. We began by having our principal present her Racial Story to the certified staff as a way to open up the conversation and start our work toward creating racially conscious students. All staff were presented information about our district wide Equity work and the direction our Jefferson Equity Team is headed.

Community

Our deliberate use of language to express our commitment to each other as a Jaguar Family has created a framework to discuss student behavior and how we should treat each other. Our monthly PBIS assemblies are a huge hit with students and parents and bring us together as a Jaguar Family (a Jaguar Prowl) to celebrate each other. Jaguar Student Leadership started mid-year last year and was responsible for planning monthly assemblies as well as organizing a Kindness Campaign.

Parental Involvement

Jefferson teachers requested a system to limit the amount of parent drop-in/interruptions to classroom activities during the school day (parents walking down to classrooms to deliver forgotten lunches or homework). We have succeeded in changing that traditional practice with open communication to parents and consistent practice.

What areas do you still to work on?

This year our Equity Team will continue to move forward and begin planning professional development opportunities for staff. We also need to continue our work in the area of academics to ensure that all students are reading at or above benchmark when they reach third grade.



Jefferson Elementary School
SCHOOL ACTION PLAN
2016 – 2017

Component 1 – Academics

Our Commitment:
Jefferson staff are committed to maintaining high standards and helping our students in all grades to achieve at or above benchmark in both reading and math. In 2016-17 we will continue to commit to 80% or more of our students achieving at or above grade in both reading and math by the end of the school year.

Academic Issues:

Jefferson staff are concerned with the reading scores from fall 2016 that indicate only 43% of second graders were at or above benchmark for their grade level in reading. Longitudinal data suggest that a typical second grade result in the fall is 61% or more. This is a gap that must be closed and second grade must end the year at 80% or more students at or above benchmark.

Other grade levels indicate an average gap of 10 points to achieve the goal of 80% or more students at or above benchmark.

Key Actions:

- In addition to RTI meetings to analyze student progress and plan for intervention, second grade teachers will co-plan with the RTI Specialist, Life Skills teacher, Special Education teacher, and principal to create specific interventions and enrichment opportunities for their students.

- Second grade classrooms will each receive an intervention Educational Assistant for the full literacy block each day. This EA will assist in supporting students alongside the classroom teacher. Teachers and Educational Assistants will be given time to plan together.

- In all other grade levels, Educational Assistants will be scheduled into classrooms for 45-60 minutes during literacy and/or math. Special Education and Intervention Educational Assistants will work in partnership to provide service to all students in the classroom and effort to reduce pull-out services.

- Make use of the RTI and PLC processes to continue providing universal academic supports and targeted or individualized interventions where needed throughout grade levels.

- Ensure a Strong Educator Support System by providing access to instructional coaching, using data, and making learning opportunities available to all staff – both certified and classified.



Jefferson Elementary School
SCHOOL ACTION PLAN
2016 – 2017

Component 2 – Equity

Our Commitment:
Jefferson staff are committed to maintaining and supporting a school community that is not only accessible but inclusive of all students. In 2016-17 we commit to increasing the racial consciousness of our staff and creating more opportunities for inclusion in our general education classrooms for our students with disabilities.

Equity Issues:

Jefferson is an overwhelmingly white school and with so few students of color some may believe we do not need to focus on racial equity. On the contrary, we need to make it our priority to build racial consciousness among our staff and eventually create a shared awareness of racial equity issues with our students and community.

Special Education students make up 17% of our total population at Jefferson. Additionally, another 10% of our students receive some sort of academic intervention through the RTI process. All of those students deserve to receive services and supports in the general education classroom and it is our responsibility as educators to determine how to create more inclusive opportunities for them.

Key Actions:

- The Jefferson E-team will prepare professional development opportunities for all staff on Courageous Conversations to include instruction on how to use the Compass, the Four Agreements, and the first two Conditions (Focus on Personal, Local, and Immediate and Isolate Race).

- The Jefferson E-team will work with the Equity coordinator to facilitate the return of an English Language Development program at Jefferson.

- Increase communication between Special Education and General Education teachers to include opportunities to co-plan for all students. Share resources and Educational Assistants from both Special Education and General Education to support inclusion.

- Make learning opportunities available to all staff (both Certified and Classified) through Professional Development delivered by our Life Skills staff and Instructional Coach.

- Increase the use Collaborative Instruction (Co-Teaching).



Jefferson Elementary School
SCHOOL ACTION PLAN
2016 – 2017

Component 3 – School and Community

Our Commitment:
Jefferson staff are committed to fostering and maintaining the positive school community we have worked hard to create these past three years. In 2016-17 we commit to expanding opportunities for our students to take ownership of their school community.

School and Community Issues:

Jefferson Elementary School does not have a formalized vision statement.

Jefferson staff would like to create more opportunities for students to take on leadership roles in their school community and to make an impact on their local, state, and national communities.

Key Actions:

- Complete a Visioning process with all staff in order to create Vision/Mission statement that reflects our true selves and the hopes we have for our students at Jefferson.
- Expand Jaguar Student Leadership to include more students as well as students from our Life Skills program. Organize and carry out more community service projects that involve the whole student body.
- Continue monthly Jaguar Prowl Assemblies, but use Jaguar Student Leadership to plan, organize, and carry out the assemblies.
- Initiate a Life Skills Buddy program at Jefferson where general education students act as "Buddies" to our Life Skills students in the areas of academics and social skill building.



Jefferson Elementary School
SCHOOL ACTION PLAN
2016 – 2017

Component 4 – Parental Involvement

Our Commitment:
Jefferson staff are committed to fostering and maintaining our high level of parental support and involvement at Jefferson Elementary. In 2016-17 we commit to increasing family engagement opportunities for all families.

Parental Involvement Issues:

Jefferson experiences a high level of parent volunteer support but parents do not always take advantage of opportunities to provide us feedback on a regular basis. We need to encourage greater parent participation and voice.

Life Skills parents often feel left out of the general education experience at Jefferson. Even though school-wide events are inclusive of all families, we need to find a way to ensure our families in Life Skills feel welcome at Jefferson.

Key Actions:

- Create and implement a school climate survey and use the data to check parent perception on how we are doing at Jefferson as well as to help us set goals for future School Action Plans.
- Increase school to home communication with weekly newsletters to remind parents of upcoming activities and opportunities at school including PTA meetings and Principal Coffees.
- Increase engagement with our families in Life Skills. Plan a school event for those families to include opportunities to discuss academics and inclusion.
- Create an opportunity at spring conferences to have general education teachers meet with parents of students in Life Skills to discuss their student's inclusion in the general education classroom.

Corvallis
SCHOOL DISTRICT

II.F. Lincoln Elementary School

Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017

Demographic Information

- School Population—360 students
  - TAG—2.2% 8 students
  - SpEd—9.4% 34 students
  - ELL—23% 81 students
  - F & R—56.3% 203 students
- Instructional Staff

Classroom teachers: 17, 3 at each level K-4; 16/17 are part of the DLI strand with an English only strand at 5th grade
Specialists: 2.0 instructional coaches, 2.0 SPED staff, 4.0 language coaches (CIELD), 1.0 counselor, .8 Music, .3 Art, .8 PE/.2 Enrichment Coordinator
Assistants: 10 EA, for ELL, SPED, General; SPOC (tech support), Behavior, Assessment
Of 58 staff members only one is brand new to the building. Four others are newly hired but served at Lincoln throughout the previous school year (s), including two bilingual student teachers, an EA, and a bilingual substitute classroom teacher

- Auxiliary staff and programs

+ Benton County Health Navigator, Healthy Youth Program, Garden Education through Linus Pauling Institute, STEM, KidCo Headstart, Lion's Club

About Lincoln
Mission Statement: ***At Lincoln School, we prepare for our future by:***

- ***Maximizing our potential***
- ***Growing in knowledge and responsibility***
- ***Caring for the world and the people in it***

Dual Language Immersion Program Goals

- *Be at or above grade level academically*
- *Develop high levels of proficiency in their first language*
- *Develop high levels of proficiency in a second language*

Enrichment at Lincoln includes

- 1:World for all students (IXL, ST Math, RAZ Kids) K-5
- School Garden partnership with Linus Pauling Institute K-5
- Integrated Art Program K-5
- Healthy Youth Program featuring nutrition education classes for students
- OBOB (Oregon Battle of the Books)—3rd-5th grade, English with an in-house Spanish offering 2nd semester
- Student Leadership 4th/5th
- Choir 4th/5th
- 100 Mile Club K-5
- Lincoln Lion Club (21st Century Community Learning Center) K-5
- Bilingual Family Nights (monthly)
- Strings 3rd-5th grade
- Girls on the Run, OSU Extension 4H Science
- PTA sponsored events (Lovin' Lincoln Fun Run, Posadas, jogathon, Kermes: Carnival)
- 5th Grade outdoor school

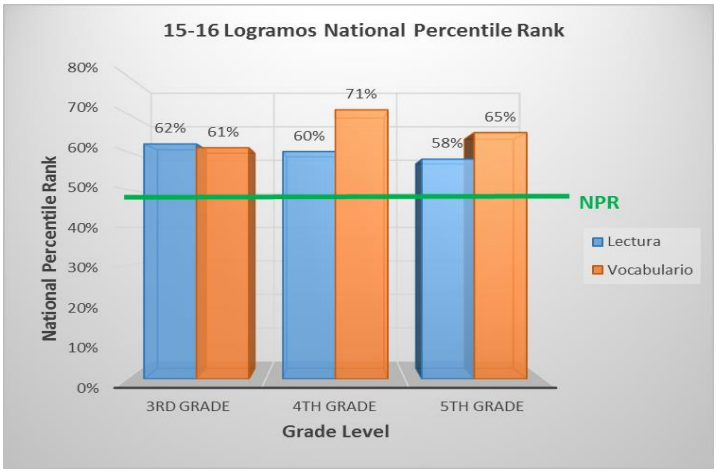


Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Revised: September 30, 2016

Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017

Preliminary data Year One Logramos: Average Scale Score for Native Spanish Speaking Students



- Average Percentile of Spanish speaker is above the median of the national percentile rank in all grades and all measures
- Average for non-Spanish speakers appears to gradually increase as students move up in grades and gain language acquisition in all measures
- Average for non-Spanish speaking students is above the national percentile rank by the fifth grade (13% in reading).

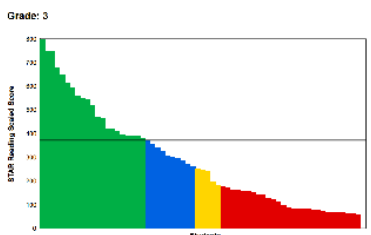
Lincoln 3rd Grade Reading Growth 2015-16 Fall to Spring

	Green/Blue	Yellow	Red
Fall	46	9	45
Winter	61	12	27
Spring	62	16	22

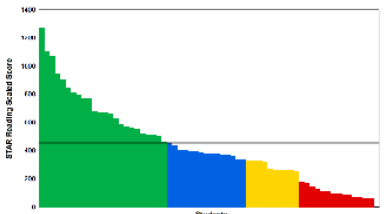
Summary:
Green/Blue Zone (grade level/watch) **increased** by 16%

Red Zone (urgent intervention) **decreased** by 23%; average Hattie effect size for red/yellow was 1.26

Longitudinal context for Dual-Language Immersion
*End of 5th Grade results showed 80% of students were at or above grade level—we are an upright RtI Triangle!!!



Fall 2015


Spring 2016

STAR Data

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

Revised: September 30, 2016



Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017

Component 1
Academics

Our Commitment:

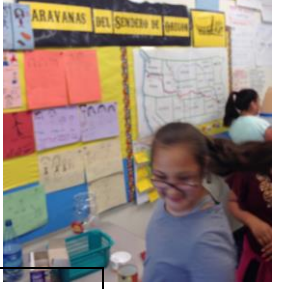
We will work to continuously improve the academic growth for all by providing culturally relevant and rigorous instruction in core academic areas that meet the needs of our diverse school population. We will engage and enrich student's educational experience through the use of technology and differentiated instruction. We are committed to ensuring that all students gain the academic knowledge and skills necessary for continued success. Our building theme for the year is "Feedback Matters", building upon last year's "Together Matters" or *¡unidos!* Partnerships with home, community, and among educators will be key to success.

Academic Issue(s):

Based on Math and Reading screeners (STAR) Lincoln student achievement grew tremendously in the 2015-16 school year. The percentage of students at or above grade level in both English and Spanish Language Arts by the end of 5th grade grew from 71 to 79%. In lower grades the percentages jumped 14-20% in both Math and Language Arts. SBAC also indicated gains from the previous school year but closer to 5% per grade level and content area.

2015-16	2015-16 Successes/Challenges	2016-17 Next Steps
Focus on Core Instruction for Language Arts and Mathematics, ie implementation of Engage New York.	• Engage NY is officially adopted with District support for translations and materials • On-going alignment meetings with CIMC, District, Garfield and Lincoln to review materials needs including Science kits, language arts kits in both English and Spanish, and math. • Focus on core included an emphasis on visible learning where teachers articulated objectives and goals for each core lesson in the form of "I Can" or "Yo Puedo" statements. • Curriculum maps and pacing guides were created fall 2015 and monitored by grade level PLCs and instructional coaches throughout the year. Grade levels convened at the end of the school year to fine tune pacing guides and create a document that illustrates k-5 alignment across content areas.	• Training and PD for K-2 Bridges and ENY 3-5; • Augment Core LA kits with supplemental texts; infuse project based learning opportunities relevant to the community • Visible learning focus is on feedback. Further develop and implement rubrics to improve the quality of learning through feedback • Vertically align and document language development standards, including Spanish Common Core; align Art and Music content with Language Arts; leverage enrichment offerings, such as library visits, garden and nutrition education, to complement teaching and learning • Expand pilot of co-teaching to k-5 implementation

Revised: September 30, 2016



Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017

Leverage 1:World to maximize and differentiate learning opportunities, including implementation of supplemental programs such as ST Math, IXL, and Reading AtoZ	• ST Math, IXL, and Reading AtoZ supported progress towards math standards averaging 15-30 minutes daily. In addition to programs outlined in the SAP, Google translate, *Educreations*, and PTA provided funding to outfit remaining classrooms with interactive whiteboards/technology and grade level sets of keyboards. • A monthly tech committee, district tech TOSA and two building tech liaisons provided leadership regarding effective technology integration	• Continued use of programs with increased digital citizenship instruction and implementation of Keyboarding without Tears. • Continue to hold a monthly tech committee adding student and parent reps; district tech TOSA and two building tech liaisons will provide leadership regarding effective technology integration
Reduce the number of transitions for students and support student learning in mainstream settings as much as possible.	• Emphasis for Content Integrated English/Español Development at the 3rd grade level meant 30 more minutes daily that all students had access to core compared with 30 minutes of pull-out instruction; the CIELD co-teaching model was expanded to 1st and 2nd grade in the spring • Improved effort was made to increase Specially Designed Instruction delivered in the general education classroom versus traditional "pull-out" groups • Assistants' schedules were dedicated to 2 or less grade levels; a kinder and 1st grade model afforded classes to maintain a consistent schedule for each semester versus previous models where students switched monthly	• Continue with co-teaching implementation, expanding K-5 which affords ELD/SLD instruction to relate to core Language Arts instruction. • Continue to ensure that SDI is provided in the least restrictive environment
Leverage resources such as the Lion's Club funded through the 21st CCLC grant and partnerships with home.	• Lions' Club provided a director whose time overlapped during the school day. Consistent communication between school day and afterschool staff promoted a concerted effort to support students academically and socially.	• Monthly PD for Lions' Club staff led by school to improve instructional strategies and align core pacing guides. Curriculum maps will also be communicated with the OSU STEM program that visits the program twice each week. School day EAs will provide Spanish support for identified students. • SMART program will continue to provide 1:1 reading support for K/1 and expand to support identified students who are on or above grade level in L1 but need boosts in L2. • New homework policy that reflects research and best practice



Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017



Component 2
Equity

Our Commitment:

We will work to continuously improve the academic growth for all by providing culturally relevant and rigorous instruction in core academic areas that meet the needs of our diverse school population. We will work to close the opportunity gap, ensuring that enrichment offerings extended to students across the District are also provided to Lincoln students. We will work to identify and interrupt practices that reflect personal, professional or institutional racism thereby reducing the likelihood that race will predict a student's graduation rate, qualification for special education or attention to school discipline. Additionally, our commitment includes to recruit and retain staff members who represent our student demographics.

Academic Issue(s):

Lincoln's enrollment and demographics represent large percentages of students who have historically been underserved, including those facing homelessness, poverty, and abuse. Race has continued to serve as a predictor in the District about whether a student will graduate, be identified for special education, and/or receive disproportionate discipline. The graduation rates The student body is racially diverse, with about a third Latinx. Additionally, the 2014-15 ELL population at Lincoln reflects a linguistic diversity with 82 students, 20 of which were Arabic speakers.

2015-16 Actions	2015-16 Successes/Challenges	2016-17 Actions/Next Steps
1:World Deliver rigorous instruction Breakfast in the classroom Bilingual health navigator Arabic speaking EAoutreach/interpreter	• Assembled a team of 8 staff members to serve on the building's equity team. Each participated in four day long trainings led by PEG • Bilingual health navigator supported Lincoln students and families with over x number of referrals for the 2015-16 school year • School Board meeting was held at Lincoln in December • PTA meetings offered interpreter support as well as were flipped by being conducted fully in Spanish with interpretation provided for English speakers. • A 10 week pilot program for parents was offered entitled Intercambio and Zumba • An Arabic parent information night was held to connect Lincoln families with school resources and assistance in navigating school systems • Breakfast in the Classroom program continued at Lincoln with a participation rate of about 60%/day	• Additional staff members will be participate in "Beyond Diversity" training. Equity team will meet monthly as part of the Site Council. Principal will attend the annual Summit as well as OLN offerings. • Align practices, instruction, behavior with newly launched Head Start program. • Expand Intgercambio and Zumba offerings to CSD families hosted at Lincoln, funded through the Paseos grant. • Expand Arabic and Spanish parent information night to district level. • Host a DLI summit for Oregon Districts



Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017

Component 3
School Environment & Culture

Our Commitment:

At Lincoln we foster an environment of respect and rapport where relationships among students, staff, and community are positive and supportive. We implement PBIS (Positive Behavior Interventions and Supports) designed to create environments that are engaging, responsive and productive rather than reactive, adverse or dangerous.

"Teachers believe it is their role to develop positive relationships in classrooms and staff rooms." (Hattie, 2012)

- Teachers create a climate such that students believe they can make errors without blame.
- Learning requires the making of mistakes.
- Leaders must do this for staff as well.

Academic Issue(s):

All, including students and staff, are language learners in the Dual Language Immersion program. The skill of taking responsible risks is needed to a greater degree than in traditional classroom settings.

2015-16 Actions	2015-16 Successes/Challenges	2016-17 Actions/Next Steps
Routine tier 2 & 3 meetings with behavior support Three goals of PBIS implementation/improvement 1.Second Steps revival/rollout K-5 2. Schoolwide Discipline Matrix 3. Continuum (green-red level behaviors) Provide ongoing CHAMPS training With input from students, families, and staff, facilitate enrichment programs that promote wellness and a positive learning environment.	• With the assistance of a specialist the PBIS committee developed and refined the Schoolwide Discipline Matrix, Continuum (color scales) and Common Areas Behavior Matrix • Lion Pride Cart was refined to include utilitarian and experiential items replacing previous trinkets • 100 mile club was launched • Plan for flipping lunch and recess was developed • Assistants trained in CHAMPS for literacy groups	• Clear CHAMPS/PBIS expectations and routines explained in all substitute folders • Align with Headstart • Present updated PBIS handbook and provide ongoing training



Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017



Component 4
Parents & Community

Our Commitment:
Parent involvement can make a large difference in a child's education, with home school connections, such as meaningful homework having the greatest impact on learning gains relative to other parent involvement practices. (PA, 2003; Johnson & Duffett, 2003)

Academic Issue(s):
Parent involvement can make a large difference in a child's education, with home school connections, such as meaningful homework having the greatest impact on learning gains relative to other parent involvement practices. (PA, 2003; Johnson & Duffett, 2003)

2015-16 Actions	2015-16 Successes/Challenges	2016-17 Actions/Next Steps
Improve home/school communications in particular with homework, supporting family access to be able to support. Monthly bilingual family nights, including Literacy, Math, Art, and Science focus. Partners in Print. Monthly bilingual principal/parent teas. Concerted effort to promote participation in parent/teacher conferences.	• Launched a weekly bilingual newsletter Spring 2016, SOLAR that highlighted weekly learning objectives at each grade level. 400 attended the family literacy/math night, affording parents and guardians to learn about ways to support their students' math and literacy development. • In addition to the family literacy/math night, monthly nights included Fine Arts, Science/Engineering, and an incoming kindergarten lemonade social to learn about the basics of dual language immersion. • Monthly bilingual principal/family teas and monthly PTA meetings provided feedback sessions as well as presentations of interest that ranged from Safe Routes to Schools to a 5th grade Outdoor School Project Fair • Piloted a multi-faceted outreach to sign-up for fall conferences which included prioritized contact for families traditionally underserved and then an online sign-up through Pick-a-Time	• Develop and communicate a new homework policy grounded in equity and research. Invitation for students to read or write daily at home with a maximum number of minutes for computation practice is outlined in the new policy. • Monthly bilingual family nights, including Literacy, Math, Art, and Science focus. Additionally, an evening talent show and cultural event will be held. • Intercambio and Zumba classes for Lincoln adults will be hosted at Lincoln throughout the year. Lincoln will promote offerings at other District schools such as GED and parenting classes. • At each event, child care, food and interpreters will be provided. • Monthly bilingual principal/parent teas. • Concerted effort to promote participation in parent/teacher conferences.

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

Revised: September 30, 2016

Lincoln
SCHOOL IMPROVEMENT PLAN
2016-2017

Corvallis
SCHOOL DISTRICT

II.G. Linus Pauling Middle School

Linus Pauling Middle School

SCHOOL IMPROVEMENT PLAN

2016-2017

Demographic Information

- *School Population*
    - 6th grade- 251
    - 7th grade-240
    - 8th grade-254

      Total-745
- *Talented and Gifted*- 20%/149 students
- *Free and Reduced Lunch*-43%
- *Special Education (including Life Skills)*
    - 6th grade-41
    - 7th grade-31
    - 8th grade-29

      Total-101
- *Active English Language Learners*-
    - 6th grade-25
    - 7th grade-14
    - 8th grade-7

      Total-46
- *Monitored English Language Learners*-
    - 6th grade-16
    - 7th grade-19
    - 8th grade-8

      Total-43

- Staff (# Classroom Teacher FTE, Specialist FTE, Classified FTE)
    - Certified FTE (including specialist, Counselors, ELD, SPED etc.)- 66.34
    - Classified FTE (including office, life skills and custodial staff)-76.87
- School specific demographic info/data to share
    - Life Skills-20 students
    - Dual Language Immersion
        - 6th grade-79
        - 7th grade-63
        - 8th grade-53

Linus Pauling Middle School

SCHOOL IMPROVEMENT PLAN

2016-2017

Results from 2015-16 School Action Plan

What were your successes?

Academics: For the first time at LP, a formalized RTI system was put into place. Using STAR data we placed students in Tier 2 and Tier 3 interventions for both Reading and Math. As a middle school team we talked extensively about best practices in intervention classes and have received or requested materials that will support best practice. We saw a decline in our Smarter Balanced scores for some of our sub groups, but fell confident that we are on the right track to support growth in all areas. Staff voted unanimously to implement school-wide LPMS binders that would teach organization to students.

Equity: Last year we were able organize the equity team which consists of 6 certified staff, 1 classified and 2 administrators. We have had more than 20 staff members attend Beyond Diversity, which is the diversity training that the district is offering staff throughout the year. This year the team will begin to share their racial autobiographies and start the race conversation and how it can effect classroom practice with staff at LP.

School Environment and Culture: Staff started the process of developing a curriculum for PRIDE that will reinforce the areas of focus and expectation for students. Each of these areas will also be talked about in school-wide assemblies held 4 times a year.

Parents and Community: In the 15-16 school year, Linus Pauling MS was chosen as the pilot site for the new middle school JUNTOS curriculum. JUNTOS is a curriculum that originated in North Carolina that was developed to work with Spanish speaking families at the high school level. Last year, through Oregon State University, we piloted the middle school curriculum.

What areas do you still to work on?

There are items in all four areas that need continual work. Optimally, in both math and reading we should have 80% of students in the green zone, 15% of students in the yellow and 5% of students in the red. Currently in math it looks more like and in reading it looks like this. Granted this is a simplified way to look at placement and there are other factors that play into the equation, but I think this gives us something to work on and look at where we stand now. In the area of equity we are at a starting point with staff and will need the work to develop and sophisticate to know exactly the areas we need to focus on. School environment and culture is an area we are committed to working on with focus and enthusiasm. Creating structures and teaching that support positive student behavior are items that still need work. The continual development of thematic PRIDE lessons that address Pride in Self, Pride in Others and Pride in Community is needed. We will also continue to develop the teaching of expectations and the use of PAWS for positive feedback on a job well done. Finally, the continuing development of better communication and outreach to all population of the school and systems to support more parent participation will be the goal.

Linus Pauling Middle School

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 1
Academics

Our Commitment:
Linus Pauling Middle School is committed to providing the highest quality education possible for all students at the school with the hope of closing the opportunity gap and demonstrating significant learning gains for all. A high quality education in our eyes helps all students learn to think critically, have a deep understanding of all academic subjects, math, reading, writing, social studies and science, have a rigorous, engaging experience in all classes and be able to demonstrate their learning in many ways.

Academic Issue(s): Students in the sub groups of ELL, economically challenged and students with disabilities are not meeting benchmarks in Smarter Balanced. Additionally, we are not meeting the RTI guidelines (5% red (severely below grade level), 15 % yellow (below grade level) and 80% green (at grade level) for neither math nor reading. In other words, we have more students in the red and yellow than we should have and less in the green than we should..

Key Actions:

Math and Reading-

As we go into our second year with an RTI process in place for both reading and math, we hope to refine and improve the intervention classes at both Tier 2 and Tier3 that we are currently offering. This will include using new materials we have requested to provide the most individualized education possible for each of the students in an intervention. The hope is to have assessments that can help teachers know what exactly each students needs to learn to be able to move out of interventions.

Administration and staff will be working with our SWIFT consultant from the Oregon Department of Education as we start to look at our systems and plan improvements in order to have better student outcomes.

As a staff we will continue to move toward our goal of school-wide implementation of AVID strategies in every classroom. We have implemented the LPMS binders to all students that will help with organization and hopefully better outcomes. This year we will work on building the capacity among staff with their understanding of WICOR. Through our AVID staff trainers, we will learn about WICOR and what that means for instruction in the classroom. Along with our work with AVID. In addition, I would like staff to receive the Constructing Meaning training which teaches teachers how to teach academic language through a variety of content areas. I believe this is an area that could help us see desirable

learning gains. Finally, teachers and teams will receive professional development to learn the new digital curriculum that was adopted to begin this school year.

We will continue with our summer school efforts to support especially incoming 6th graders to maintain and gain proficiency in math and hopefully reading in summer time programs. This year we will continue our after school Homework Club and also recommend that certain students stay after on tutoring days to get the extra help needed to improve grades. Last but not least we will continue to build capacity among staff in incorporating technology into their teaching. With the addition of a .17 Technology coach we will support teachers in using technology to enhance their teaching and to also digitalize some of our systems at the school.

LPMS Smarter Balanced Results in Math and Reading 2015-16

	LP12/13	OR12/13	LP13/14	OR13/14	LP14/15	OR14/15	LP15/16	OR15/16
All - Reading	84	69.1	79.7	69.7	89.3	80.7	82.5	80.2
All - Math	71	62.1	69.9	62.2	81.4	70.6	79.9	70.3
All - Science	85.3	67.1	82.9	66.9	80.9	65	70.5	63.8
Econ. Dis. - Reading	70	57.5	68.8	57.8	49.4	43.8	39.9	44.1
Econ. Dis. - Math	52.1	50	52.2	49.5	32.5	29.4	26.6	29.5
Econ. Dis. - Science	68.7	55	70.8	54.6	63.3	53.8	52.9	52.7
Eng. Lea. - Reading	59.4	45.3	51.4	47.7	40.5	37.1	29.1	37
Eng. Lea. - Math	47.5	45.2	47.6	46.5	25.6	25.6	22.8	24.8
Eng. Lea. - Science	46.4	38.6	52.9	40.5	63.2	40.9	30	38.1
St. w. Dis. - Reading	40.8	31.5	32.9	30.5	27.3	19.5	23.8	20.1
St. w. Dis. - Math	14.5	23.4	21.3	22.3	26	14.5	23.8	14.6
St. w. Dis. - Science	51.6	37	37.5	36.7	30.8	31.7	21.1	30.7
His./Lat. - Reading	62.6	50.9	58.7	52.4	50	39.5	39.3	39.7
His./Lat. - Math	47.3	46.7	54.7	47	33.1	25.3	26.2	25
His./Lat. - Science	57.1	45.7	62.5	45.9	63.6	45.3	51.6	43.6

Linus Pauling Middle School

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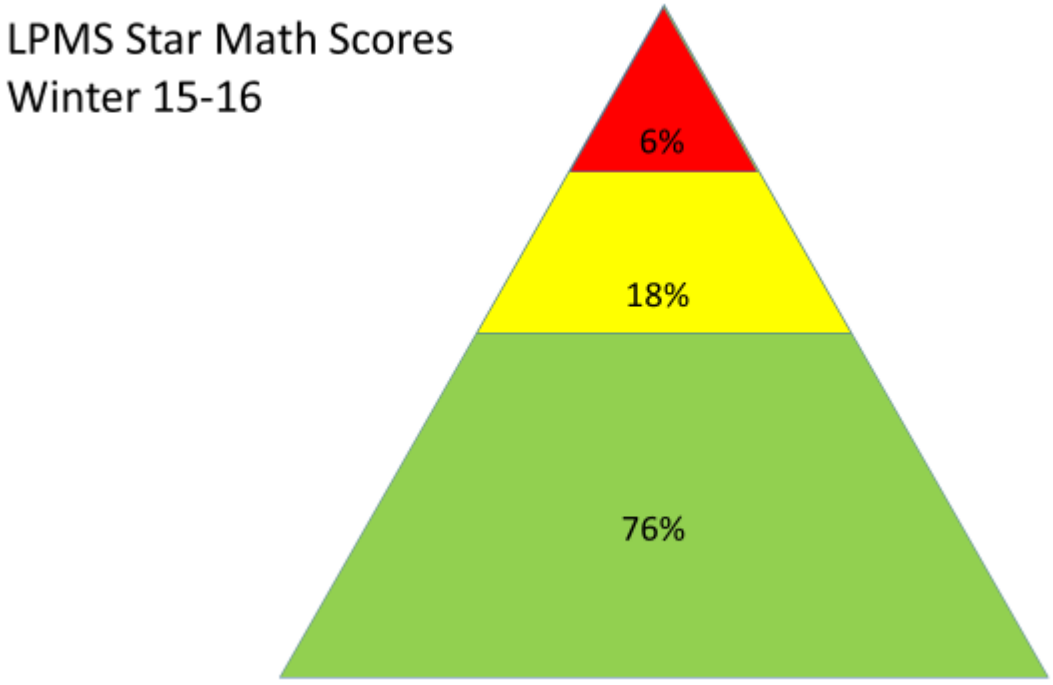

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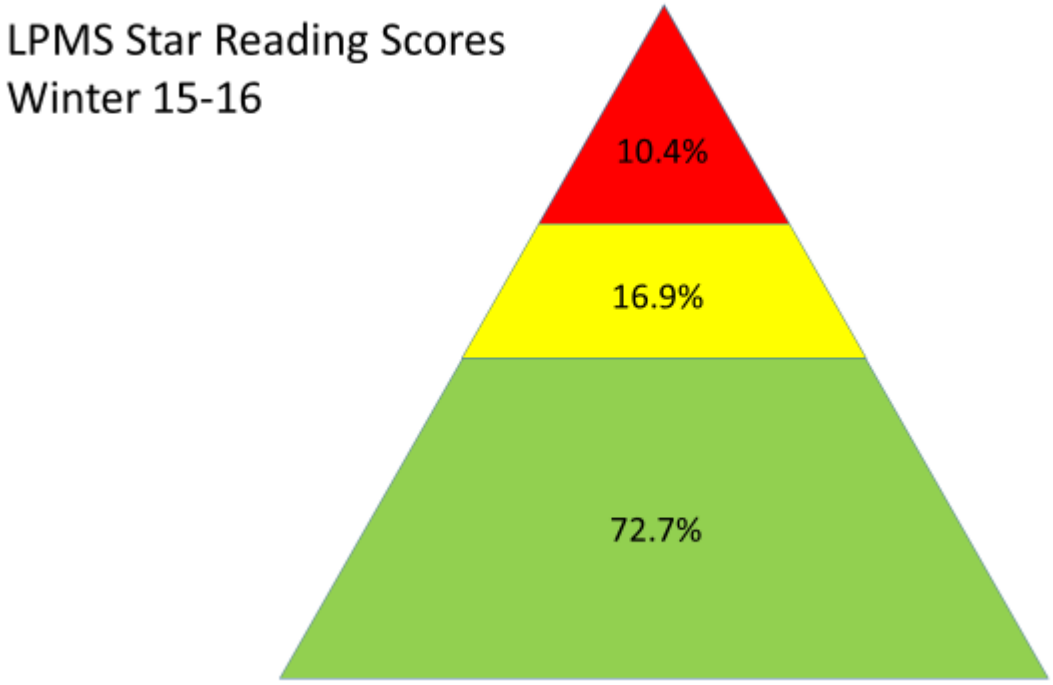

Linus Pauling Middle School

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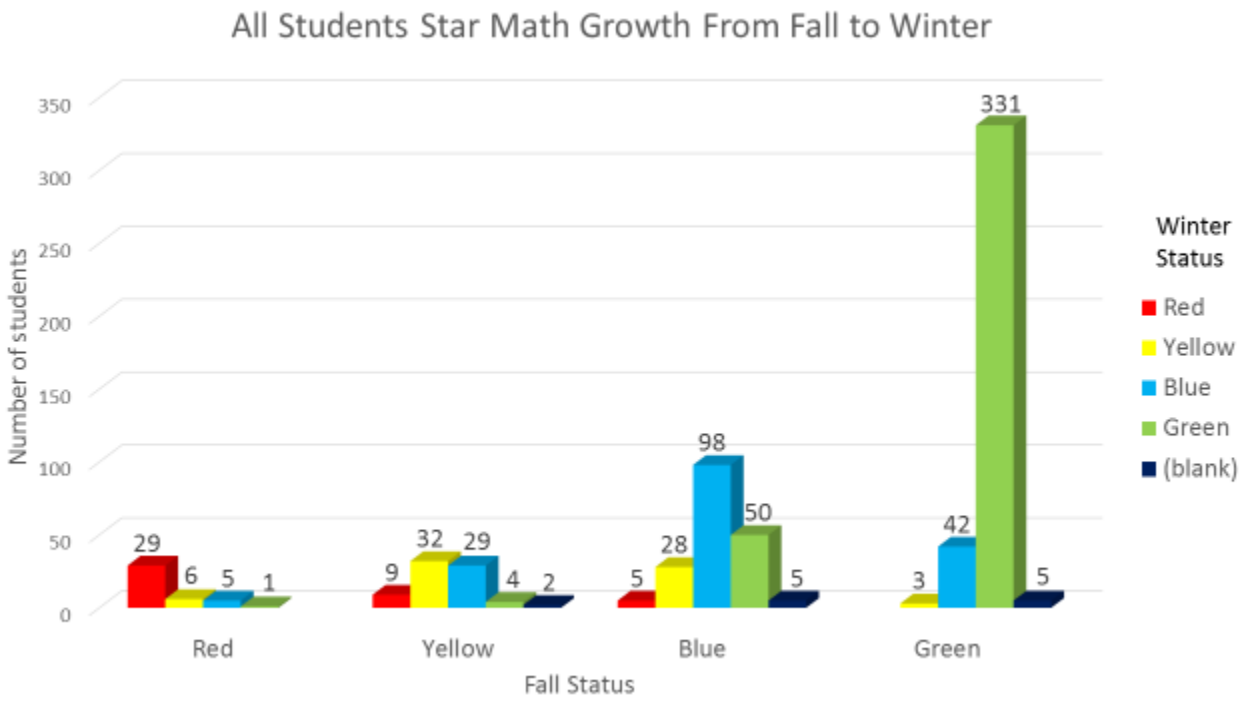

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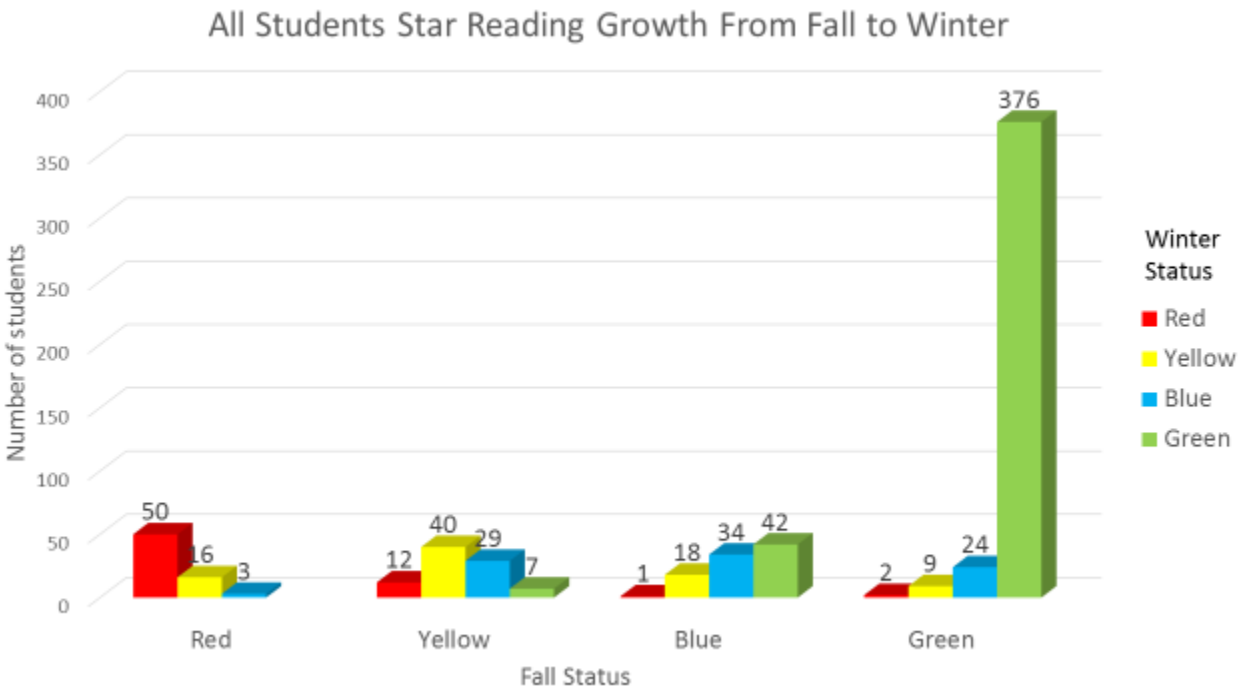
Linus Pauling Middle School

SCHOOL IMPROVEMENT PLAN

2016-2017



Linus Pauling Middle School

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 2

Equity

Our Commitment:
Linus Pauling has a strong commitment to equity for all students and families in our school. With almost 30% students of color, 14% of students on IEPs, and 41% of our students that qualify as economically disadvantaged, it is imperative that we ensure the structures and practices at LP support students to reach their potential and that we break down any barriers to success that may exist for the students and families of color.

Academic Issue(s): The opportunity/achievement gap still exists at Linus Pauling MS for our students of color and for students in an IEP.

Key Actions:
This school year the LP Equity team will start to share information with staff that they have learned at the E-Team Seminars they have attended. The first step will be to share their racial autobiographies with the staff and begin the conversation about race and how it may effect students in the classroom. As they move through the year the goal will be to continue conversations that will help staff reach a level of consciousness about race. This year we will also begin to look at school data through the lens of equity to put together a plan that will help us ensure equitable practices at LP.

We will continue to send staff to the Beyond Diversity trainings offered by the district. At the present time we will have over 25 staff that have attended the training. Finally, as administrators we are making a concerted effort to hire the demographics of our building. We were able to hire 3 Hispanic males and 1 Native American male to join the LP staff this year

Linus Pauling Middle School

SCHOOL IMPROVEMENT PLAN

2016-2017

Component 3
School Environment & Culture

Our Commitment:
LP is committed to providing a safe environment with high expectations for students to behave in a way that shows respect for their environment, others and themselves. It is important for us to teach students skills that will help them in their academic life as well as social skills that will help them have a productive, enjoyable future and be successful as they move into high school.

Academic Issue(s): Overall, Linus Pauling Middle School has a caring, accepting environment that will meet students where they are and help them to gain social and emotional skills to successfully navigate their environment. Structures and systems that create consistency in teaching skills, awarding good behavior and giving consequences, as needed, are the items that are lacking.

Key Actions:

PRIDE is a 20 minute period that is added to 3rd period on Fridays to teach social responsibility and deliver other information pertinent to middle school students. This year we will start the year with PRIDE lessons that have been planned and scheduled throughout the year. We will use PRIDE time to ensure that appropriate behavior and expectations are being taught and re-taught to students, deliver the lessons that will follow the themes of Pride in Self, Pride in Others, and Pride in Community, as well as have LPMS binder checks to make sure students are using the organizational system we are implementing in the school.

The student run assemblies will be tied to the themes of the PRIDE lessons and will be an opportunity for peer to peer reinforcement of appropriate behaviors. It is also a time the adults can give positive reinforcement for the good behaviors they are seeing in the school. Lastly, the assemblies serve as a venue to be able to reward students for their PAWS cards they earn as they show appropriate behavior at school.

This year we will move our Student of Month recognition to the front case so it will be more noticeable to visitors and students. We are also creating a bulletin board with pictures of all the staff to be visible at the entrance of the school. Morning announcements are a venue to be able to celebrate Linus Pauling and the great things about the school. Grade level lunches were created this year to accommodate the increase in the number

of students in the school. Finally, we will set up a system to measure the climate at LP with a student survey or the like to make sure we are creating an environment that is safe and inviting for all students.

Component 4

Parents & Community

Our Commitment:
LP commits to having strong communication with our families and community in order for parents to be involved and informed about their student's education. We also commit to creating access for all families no matter resources or the language that is spoken in the home

Academic Issue(s): Building stronger community ties and improving our communication and service to parents and families are the two areas we need to work on. With stronger community ties and partnerships, we will be able to hopefully offer more options for students to engage in school and their future. Providing a wider menu of services to our families will also help stabilize situations in families that in turn will help students thrive.

Key Actions:

This year we will have a different evening events to support parent participation in their student's school. We had Open House in September, which this year included some community partners sharing information about their programs. Next year we hope to increase the community partner presence at Open House. A week after Open House we had a first Latino Parent Night. This was an evening for parents to meet some of the Spanish-speaking staff at LP and to learn about the binder initiative as well as learning to use Pinnacle. This event was organized by both our School Community Liaison and our Health Navigator. Throughout the year we will continue to sponsor parent nights for our Spanish-speaking families through JUNTOS, which will have its first meeting in January. Last year, we were the pilot site for the middle school version of JUNTOS, which is a program for Spanish-speaking families sponsored by OSU. Finally, we will sponsor at least one AVID parent night this year to help parents understand the AVID goals and the learning there students will do in AVID.

Other things that we are working on to partner with the community and parents is to improve our communication by reinstating the PWAAG that goes out to parents weekly with the important highlights at LP. We are also moving to making our PTA bilingual, more like the model of Garfield or Lincoln. This year we hope to have the van that is sponsored by United Way come to LP to provide some CTE activities for some of our students. They are offering activities that involve technology that we are not able to off at

LP at this time. Finally, we are strengthening our partnership with the Boys and Girls Club by sharing important information that will support students in both

Corvallis
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III. DEBRIEF - BOARD AND PRINCIPALS

IV. 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