



**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
Thursday, December 14, 2017 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](mailto:kim.nelson@corvallis.k12.or.us) at least 24 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/UC9Jtp5dmilZI9kySBjbVQ?>  
**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](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

## SCHOOL DISTRICT

Thursday, December 14, 2017  
4:45 PM

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

Meeting Details: Thursday, December 14, 2017, 4:45 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

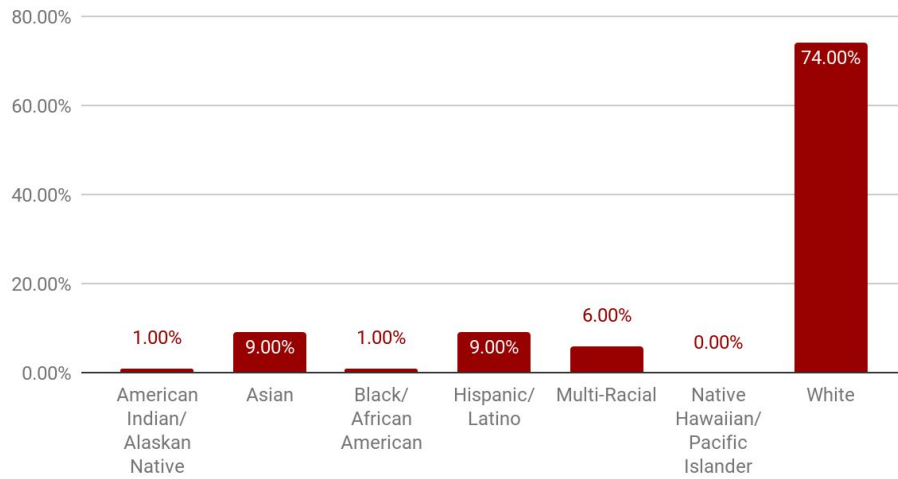
*If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.*

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

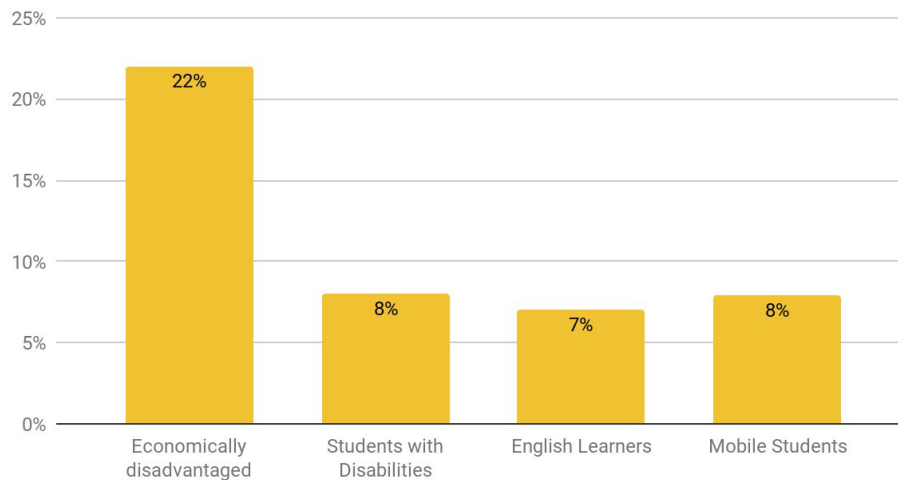
**CRESCENT VALLEY HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2017-2018**

**Demographic Information**

Racial composition



Student groups



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

**CRESCENT VALLEY HIGH SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**  
2017-2018

**Crescent Valley Programs and Academic Supports:**

- CTE programs available in Pre-engineering, Culinary Arts, and Design & Applied Arts
- Developing CTE programs in Computer Science and Health Science
- Math and Writing Interventions (summer and school-year)
- Freshman Success Curriculum implementation
- Paths 2 the Future Curriculum implementation
- Numerous student-driven clubs and activities
- Advisor and Academic Options program
- AVID summer camp for 9th graders
- Raider Academic Prep (RAP) class
- Math and Writing tutoring centers
- Multiple AP and Honors courses
- Student Support Team (SST)
- AVID elective 9-12
- RtI system

**CRESCENT VALLEY HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2017-2018**

**Successes and Struggles for 2016/2017 Academic and Equity Goals**

**Reflection on Academic Goal**

In order to improve the on-track to graduate percentage we have adjusted our professional development and data tracking systems for the 2017/ 2018 academic year. With our two subgroups (Economically disadvantaged and Special Education) we had an increase in the percent of students who are on track to graduate. Unfortunately we had an overall decrease in the total percent of freshmen students on track to graduate. We did not meet our overall goal for all students or for our economically disadvantaged students. However we did exceed our goals for Special Education students.

**What worked:**

- Professional Development focused on getting to know and support students
- Behavior-specific Special Education teacher 2-3 days/ week
- Raider Academic Prep (RAP)

**What should be refined:**

- Professional Development with teachers on supporting and engaging students navigating poverty
- Share list of students not on track with teachers at each grade level at the beginning of year
- Breakfast Club
- Develop and refine systems for identifying struggling students and providing intervention and supports

**ALL FRESHMEN:** *Goal not met*

***Goal for Freshmen on Track to Graduate (all): 95%***

***School Performance 16/17: 86% (decrease from 89.2%)***

**ECONOMICALLY DISADVANTAGED:** *Goal not met (although there was an increase from 15/16)*

***Goal for Freshmen on Track to Graduate (Economically Disadvantaged): 75%***

***School Performance 16/17: 70% (increase from 66.1%)***

**SPECIAL EDUCATION:** *Goal exceeded*

***Goal for Freshmen on Track to Graduate (Special Education): 80%***

***School Performance 16/17: 81% (increase from 55.6%)***

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

**CRESCENT VALLEY HIGH SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**  
2017-2018

*Reflection on Equity Goal*

*When we set our equity goal, we aimed to reduce the percentage of student in the Class of 2017 who were harassed due to race to the state average of 9.7%, In the previous year (as juniors) the rate was above the state average at 12.1%. **We exceeded our goal.** On the senior exit survey only 1.7% of seniors reported being harassed at school because of their race or ethnic group.*

*In addition to the four PD sessions we planned for teachers, we also worked with our leadership students to support Unity Day. On this day we had a guest speaker who came to talk to the entire student body about some of the impacts of racism. Additionally several new staff members attended Beyond Diversity training this year and when meeting with families or students I used Mindful Inquiry to better understand the family and student perspectives.*

**Class of 2017 students who reported that they had been harassed because of their race or ethnic origin:**

**In 15/16 (as juniors): 12.1%**

**In 16/17 (as seniors): 1.7%**

**CRESCENT VALLEY HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2017-2018**

**Component 1: Academics**

**Our commitment:** *We will improve the on-track to graduate percentage for low SES freshmen.*

**Key Actions:**

- Culturally Responsive Teaching (CRT) professional development
- Raider Academic Prep (RAP) for freshmen who need academic and social supports
- Response to Instruction (RtI) (Data driven student placement in interventions and supports)
- Relationship and school culture focused professional development (Identity, Mindset, and Skills)
- All teachers will identify a focal student to learn more about in order to build a stronger relationship
- Implementation of University of Oregon Freshman Success Curriculum (green zone initiative)
- Send “You Matter” postcards to freshmen students with F grades and/ or attendance less than 90%
- Counselors will meet regularly with the 5 freshmen on their caseload who have the lowest attendance rate
- Use attendance and F data to identify students who are not connected to school and/ or an adult at school
- Send “Nudge Letters” about attendance that encourage students/parents/school to communicate and work to increase attendance

**Component 2: Equity**

**Our commitment:** *Every student, regardless of gender, gender identity, race, religion, SES, disability, level of English proficiency will feel safe, included, and connected in the Crescent Valley community.*

**Key Actions:**

- Create a CV Students for Equity group
- Collect student stories about student’s CV experiences
- Five staff members will attend Beyond Diversity in the fall
- Actively reaching out to individual students who fail and/or have low attendance
- Administrative team and Instructional Coach will attend Teaching with a Cultural Eye
- Partner with leadership students to provide guidance on inclusive events (assemblies, evening activities, lunch activities, etc.)
- Track understanding of equity and experiences of students in our Students for Equity group over the course of the year through conversation and surveys

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

**CRESCENT VALLEY HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2017-2018**

**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.*

**Key Actions:**

- Health 2 students will receive QPR training
- Peer Navigator social events targeting all freshman
- Volunteer students will be trained in Mental Health First Aid
- Counselors will assist in classrooms by leading mindfulness practice
- Counselors will develop advisor lessons related to mental health and wellness
- Link crew will provide additional connection activities targeting our ninth graders
- Counselors will plan activities to help connect new students to CV, Corvallis, and each other
- Counselors will lead de-stressing activities in the school during lunch, advisor, and class time
- Partner with leadership students to provide guidance on new CV events (such as movie night)
- Counselors and administrators will create spaces for students to connect (ping pong, RAP room, Open Gym, etc)
- Counselors will begin to develop a long term plan and tiered system for proactively confronting suicide (Red, Yellow, Green)
- 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

**Component 4: Parents & Community**

**Our commitment:** *Collaborate with teachers, counselors, and community partners to create real world learning experiences that are connected to CTE Programs of Study.*

**Key Actions:**

- Identify community partners
- Develop a new Health Science Program of Study
- Students will participate in internships with community partners
- Support for student extended applications that partner with community partners
- Meet bimonthly with Cathy Wright to monitor progress and discuss building needs
- Counseling, administrative, and teaching staff will attend the National CTE conference
- Pair Cathy Wright with CTE teachers at Crescent Valley so that she can understand our CTE programs and identify teacher and student needs





# Corvallis

SCHOOL DISTRICT

II.B. College Hill High School

# College Hill High School School Improvement Plan 2017 – 2018: A Year of Strength



## OVERALL VISION

[SELECT DATE]

Over the past four years, just over 75% of College Hill students have earned diplomas. This has been the result of a concerted effort to ensure that we have systems in place to support the success of each of our students in earning necessary credits, essential skills, and career-related learning requirements to graduate. This data compares very favorably with other alternative programs around the state. In fact, the most effective program that we were able to find was in Beaverton School District and had a 72% graduation rate.

While we regularly celebrate these results, we also recognize that this still leaves one in four students who are not currently graduating. That is the work before us. It can often be our practice to identify challenges or weaknesses in the student as explanation for this failure to meet academic goals. This year, we are going to commit ourselves to identify strengths in every student in our program and create opportunities for every student to demonstrate those strengths in our school. It is our hope and belief that if we build on these strengths, we can reduce the percentage of students who are not graduating and support the success of even more College Hill students.

ACTIVITY	DESCRIPTION	RESPONSIBLE
Identify Strengths	In each of our staff meetings, we will designate time to identify strengths for each of our students. We will also identify a "platform" where each student can display his/her strength and feel empowered and recognized.	Entire Staff
Sphere of Success	As we identify the strengths of our students, we will collaboratively come up with a list of shared characteristics that these students share. Some of these traits will be innate qualities that students bring to our school on their own, others will be skills developed, over time, in our program. This will help us to truly understand our culture of success and, hopefully, inform us as we strive to help more students enter into that culture.	Entire Staff
Learning-Based Partnerships	Once we have identified students who are currently working within our sphere of success, we will identify some students who are not. We will analyze these students as a group and identify any similarities that they may share and determine if there are any changes we need to make to our program to better serve students with those traits. In addition, we will each select one student outside the sphere of success and develop a Learning-Based Partnership with the student. We will study the student, how he/she learns, presenting obstacles to success, and strengths. We will each try new and different approaches, depending on need, in an effort to bring these students into the sphere of success. We hope, with reflection, to determine what changes need to be made to our program to serve all students more effectively.	Entire Staff

ACTIVITY	DESCRIPTION	RESPONSIBLE
Diversity as Strength	<p>We will continue our equity work as a staff. We recognize that each of our students and staff has a story and a history of strength that they bring to our school that helps to make us a strong learning community. Our equity team consists of 4 staff and four students and they will put one assembly per month to inform us of different perspectives in our community. These will be followed by brown bag lunches where will have deeper discussions for greater understanding.</p>	Equity team
Strength Beyond Our Doors	<p>We know that graduation is not the end for our students, but the beginning. We want to ensure that our students are prepared for what comes next and that they are planful in their transition. With a new counselor, and new options for post-secondary planning, this will e a focal point for our work this year. Each graduating senior will have a concrete plan, with concrete steps taken toward one of the following:</p> <ol style="list-style-type: none"> <li>1. LBCC either with Oregon promise or PGS</li> <li>2. Other post-secondary education</li> <li>3. Paid employment</li> <li>4. Military or other service experience</li> <li>5. CCTP if graduating with a modified diploma</li> </ol>	Senior advisors, Counselor

Every student has areas in which they are strong. Some are very obvious and are celebrated, naturally, by our program. Others may take some more work to discover. Our educational system so often reminds students of their academic, behavioral, or personal deficits – learning disabilities, ADHD, anxiety, poverty, etc. – but this does not help them to move forward. We need to remind students of their assets, their skills, the talents that they bring to the table and provide them with opportunities to display those strengths for others to see and to be celebrated. When we do this, I believe that our students will achieve more, will interact more effectively with others, and will develop strengths they never thought they had before.

## | Developing a Learning Partnership

Each school has a “sphere of success,” a set of students for whom current practices are working to get on the path to college and career-readiness. Regardless of how successful a school is, not every child is within its sphere of success. In order to bring increasing numbers of young people into that sphere, educators have to learn to do something differently through fostering intentional “learning partnerships” with specific students. These partnerships can provide an approach to ensure that students outside of the sphere of success will have access to college and career opportunities - and the learning that comes from these partnerships can guide educators to new approaches to classroom practices and routines that can benefit every student in their care.

Learning partnerships require the educator to deeply learn about a student: who they are, how they think, how they learn, and their perceptions of self. This partnership is not just a positive rapport; it is built in service of the student's learning and development of essential skills for success in school and life. It supports the student as they utilize their assets and strengths, identify their challenge opportunities, set personal goals, and work with the educator to achieve those goals. This partnership sets the stage for the educator to help a student make conscious movement toward independent, self-directed learning and productive decisions.

### **There are three components of a Learning Partnership:**

- 1. Building Trust Across Identity Differences – Cultural Synchronization**
- 2. Creating an Alliance**
- 3. Formative Assessment for Independent Learning**

Establishing a level of rapport with individual students and the classroom community as a whole creates a positive learning environment and begins to build trust so that students do not feel the need to be guarded or defensive. This is especially important for struggling students who try to cover up their skill gaps by acting out or trying to disengage during class or at school. One of the most important ways to build trust across differences of identity (race, gender, class, family background, life experience, values, etc.) is working toward cultural synchronization. Cultural synchronization refers to a shared, implicit understanding of communication and interaction styles, both verbal and nonverbal, between students and teachers of different cultural backgrounds that can lead to increased trust, decreased frustration and improved learning opportunities.

When some foundational trust has been established, it is important to move toward creating an alliance with the student – explicitly identifying a growth goal or “skill-based learning target” that is crucial for future success, and making a pact to work together in the service of improving identified skills (academic or “non-cognitive”), decision-making, or shifting a mindset. In order for an alliance to lead to results, a positive academic mindset needs to be fostered so that the student will stay engaged in the learning, believe and see evidence that growth is possible, and persevere through challenges. The alliance stage is critical for fostering student agency and personal investment.

Positive rapport and a strong alliance pave the way for the educator to gain a deep and holistic understanding of how a particular student is learning, thinking, and making decisions as they learn through multiple types of formative assessments. It is at this stage that the deep work of “intervening” takes place. The educator is able to help the student assess their own thinking and progress, and use new or pre-existing strategies effectively so that he or she is able to practice, self-correct and learn more independently. Through understanding a student’s multiple aspects of their identity, their perception of self, and how they understand their context, the educator can also support the student to better understand the needs underneath any unproductive displays of behavior, and take responsibility for choices in their best interest.



# Building Rapport Worksheet

Adapted from Braffman, Omi and Rom Braffman (2010). Click: The Magic of Instant Connections. New York: Crown Business.

Catalyst	Features	How Could I Leverage This?
Vulnerability	<ul style="list-style-type: none"><li>• Sharing appropriate personal information about universal experiences such as embarrassing moments, challenges</li><li>• Eye contact</li><li>• Showing one's emotions to another</li><li>• Express "caring" – remembering special events, etc.</li></ul>	
Proximity	<ul style="list-style-type: none"><li>• Shared experiences near each other (live/shop/visit frequent places near each other)</li><li>• Close, face-time interactions</li></ul>	
Resonance	<ul style="list-style-type: none"><li>• Active listening (and showing empathy)</li><li>• Giving of one's undivided attention (no multi-tasking)</li><li>• Responding to unspoken needs/ anticipating needs ("Is something bothering you today?")</li><li>• Mirroring the other's non-verbal body language</li></ul>	
Similarity	<ul style="list-style-type: none"><li>• Finding common ground</li><li>• Creating an "in-group of two" through shared hobbies, favorite sports teams &amp; TV shows, etc.</li></ul>	
Shared Community	<ul style="list-style-type: none"><li>• Have a shared affinity (e.g., youngest in the family)</li><li>• Identifying a shared adversary or cause</li></ul>	



# Fostering a Growth Mindset in the Classroom

*Adapted from Dweck, Carol (2007). Mindset: The New Psychology of Success. New York: Ballantine Books. Compiled by teachers in the Florin Region of Elk Grove Unified School District, CA.*

The lists below show what a growth mindset would SOUND LIKE in a classroom.

## Questioning:

1. Have you noticed that \_\_\_\_\_ gets easier every time you try it?
2. What made you come to this conclusion?
3. What would you do differently next time?
4. What did you learn from that experience?
5. What evidence supports that?
6. When does it start to become confusing?
7. How does it feel to get that answer?
8. How can your partner/team help you solve this?/answer that?/reason it out?
9. What can be some strategies to figure this out?
10. What additional information would help?
11. What question(s) do you have?
12. How can we attach this to something in your/our long-term memory?
13. What is your plan for practicing and/or learning?
14. Is my explanation helping, or should I try something new?
15. What are you thinking Right Now?
16. Do you believe you can succeed at this? Because I believe you can.
17. Do you need a break?
18. How many of you thought you would be successful when we started?
19. How did you know that your answer was right?
20. How would you explain this task to someone else? What advice would you give?

## Feedback:

1. Let's do one together, out loud.
2. I can see you really enjoyed learning \_\_\_\_\_.
3. Hey! You were working on this for awhile and you didn't quit! Awesome!
4. Your passion for this topic is quite obvious.
5. Your hard work is clearly evident in your project/essay/assignment.
6. Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem.
7. Let me add new information to help you solve this...
8. Here are some strategies to figure this out.
9. Of course it's tough - school is here to make our brains stronger!
10. If it were easy - they wouldn't call it learning!
11. You can do it - it's tough, but you can.
12. Here is what I was thinking when I solved it..."\_\_\_\_\_Think aloud \_\_\_\_\_" (entire thought process - then give a new question, issue, problem).
13. Let's practice (skill) so we can move it from temporary storage to our long-term memory.
14. We're growing dendrites here!
15. Let's write a plan for practicing and/or learning.

16. If you make \_\_\_\_\_ changes, we can re-asses your score. Let's discuss a plan for you.
17. Describe your process for completing this task.
18. Hey that's a tough problem you've been working on for a while. Let's see what we can do together.
19. All that hard work paid off!
20. Make mistakes!
21. You must try, even if you make mistakes.
22. Just try - we can fix it.
23. Let me try to explain in another way
24. Let's stop here and return tomorrow with a fresher brain.
25. Mistakes are welcome here!
26. his has nothing to do with how smart you are; it has to do with how hard you are working.
27. If you do the work, you cannot escape the reward.
28. Your will is more important than your IQ.
29. I am so proud of you for not giving up.
30. You kept working until you got an answer!





# Planning A Learning Partnership Toward College & Career Readiness

Use this tool to map out how you might build or strengthen a learning partnership with a particular student.

## 1. Building Trusting Relationships Across Identity Differences

### BIG IDEA:

In order to build trusting relationships across difference, we need to foster Cultural Synchronicity with students. This requires awareness of how our own cultural values may influence what we see and how we interact and respond to students.

- In what ways have I already connected with this student?
- What could I do to listen and learn more about what is important to this student and how the student sees him/herself? What might I strategically share about my own life story and experiences to foster a stronger connection?
- What do I notice about this student's verbal communication style (e.g. volume, tone of voice, intonation and animation)?

- What are some potential implications for how I might adjust my own style (and/or response) to reach more “cultural synchronicity” with him/her? What more do I want to learn and/or pay attention to?
- What do I notice about this student's non-verbal communication style (e.g. eye contact, gestures, facial expressions, needs for personal space, etc.)?
- What do I notice about how this student deals with emotion? What's challenging for me in my responses? What have I noticed about their 'triggers'? What more do I want to learn and/or pay attention to?
- What additional things do I want to learn about this student, and how will I create time and space to do this (e.g., their interests, values, triggers, dreams, self-perceptions, and identities)?

## 2. Creating An Alliance

### BIG IDEA:

Explicitly make a “pact” to work together in the service of improving identified essential skills and understandings. This requires a trusting relationship and support to develop the mindsets that will enable the student to take ownership of their learning over time.

- What do I know about what “respect” (or disrespect) means to this student? If this student feels respect needs to be earned, how do I show I’m trustworthy?
- In what ways will I ensure that this student feels a sense of belonging in my classroom? How might I help the student feel connected to other students, connected to the subject matter, and feel that they have something important to contribute?
- How can I support this student to see value in the work we are doing? How can our learning stay relevant to this student's life, interests and values? How can I support this student to regularly feel a sense of growth and accomplishment?

- What have I observed about this student's mindset about her/himself as a learner and/or young person (based on their identity)? Does she/he tend to avoid or get excited about challenges? Does she/he view effort and deliberate practice as a way to improve, or worthless if it's something they think they "just aren't good at"?
- If this student's mindset appears 'fixed' when engaging challenging work, how might I engage them around shifting this? How is my use of feedback and praise supporting a growth mindset (e.g., valuing effort, deliberate practice, self-correction, and persistence)?
- How might I use what I know about this student, and leverage the relationship I've built to help them invest into a learning or growth goal (i.e., forming a pact for success)? How can I make time and space to continue strengthening this 'learning partnership'?

### 3. Formative Assessment for Independent Learning

#### BIG IDEA:

Through the use of effective formative assessments and feedback, both the student and teacher are increasingly clear about how the student is thinking about their learning, their academic strengths, and where specific misconceptions or skill gaps need to be addressed. The student learns to monitor their own progress and self-correct to become a more independent learner.

- What are this student's core academic and socio-emotional strengths? Does she/he display conscious, self-awareness of competency in these areas? How can these competencies be reflected to her/him?
- What is an essential skill(s) or growth area that I believe this student needs to work on in service of their accelerated growth and learning to be prepared for college & career?
- Is this student consciously aware of their skill level in this area? How could I support this student to invest in the deliberate practice of mastering this skill (w/ support)? How could this student self-monitor their progress?

From this reflection on developing a Learning Partnership, what feels most meaningful and relevant for my work with this student?

*My Next Moves:*



# Mindful Reflection: A Process

Adapted from Dray, Barbara & Debora Basler Wisneski (2011). "Mindful Reflection as a Process for Developing Culturally Responsive Practices." *Teaching Exceptional Children*. Arlington, VA.

It is important to recognize that attributions can be negative or positive and may lead to overgeneralizations and prejudice, which classroom teachers should minimize.

## Step 1: Explain the Attributions That You Have About the Student

- Have I already interpreted the behavior?
- Am I making assumptions about why the student behaves the way that he or she does?
- Have I already passed judgment on whether the behavior was good or bad? Stop and describe what you and the student said and did and in what order
- What leads you to believe that the behavior was wrong or desirable?
- What about the behavior leads to your interpretation?

## Step 2: Write Out and Reflect on Your Feelings and Thoughts When Working With the Student

- What attributes am I assigning to the student?
- Have I evaluated, interpreted, or described the behavior?
- How does this student make me feel?
- What are my worries or fears?
- What are my assumptions—why do I find the student's behavior problematic?

## Step 3: Consider Alternative Explanations by Reviewing Your Documentation and Reflections

- What are my expectations for the situation?
- How is the student not meeting my expectations?
- In what way is the behavior interfering with learning?

## Step 4: Check Your Assumptions

- Does the student's family notice the same behavior at home?
- How do family members interact with the student at home?
- Have there been any major changes or upsets in the home?
- Am I operating from a different set of values or norms?

## Step 5: Make a Plan

- How can I reach a middle ground?
- What are some alternative explanations or interpretations of the student's behavior?
- How can you change or respond differently?
- What additional resources do you need to implement the plan effectively?



# Corvallis

SCHOOL DISTRICT

II.C. Cheldelin Middle School



**Cheldelin Middle School**  
**SCHOOL IMPROVEMENT PLAN**  
**2017-2018**

**Demographic Information**

- **School Population**
  - **580 Students in grades 6-8**
    - **6<sup>th</sup> Grade – 205 students**
    - **7<sup>th</sup> Grade – 187 students**
    - **8<sup>th</sup> Grade – 188 students**

**School Demographics**

- **Hispanic – 9%**
- **American Indian – 1%**
- **Asian – 8%**
- **Black – 1%**
- **White – 72%**
- **Multi-Racial – 8%**

**TAG – 20%**

- **6<sup>th</sup> Grade – 38 students**
- **7<sup>th</sup> Grade – 37 students**
- **8<sup>th</sup> Grade – 40 students**

**SpEd – 8%**

- **6<sup>th</sup> Grade – 17 students**
- **7<sup>th</sup> Grade – 10 students**
- **8<sup>th</sup> Grade – 20 students**

**ELL – 4%**

- **6<sup>th</sup> Grade – 9 students**
- **7<sup>th</sup> Grade – 7 students**
- **8<sup>th</sup> Grade – 6 students**

**Free and Reduced – 31%**

- **Staff**
  - **Total Staff Members – 59**
    - Administrators – 2**
    - Classroom Teachers - 26**
    - Specialists – 5**
    - Classified – 26**

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

# **Cheldelin Middle School**

## **SCHOOL IMPROVEMENT PLAN**

### **2017-2018**

#### **Results from 2016-17 School Improvement Plan**

**Component 1 - Academics:** Raising the writing level in the areas of Ideas and Content, Sentence Fluency, Conventions and Organization for all of our students. We were 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.

**Outcomes:** Our focus on academic writing with timely specific feedback across the curriculum was a success. This was created in conjunction with our AVID site team goal and our staff embraced this practice fully. Based on the Smarter Balanced Assessment in Writing the percentage of students who Met or Exceeded (Level 3 or 4) increased from 66% to 70%. This percentage is based only on students who attended Cheldelin during the 2016-2017 school year.

**Component 2 - Equity:** Engaging all of our students in their learning through the lens of equity. We were 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.

**Outcomes:** As we moved from XLT classes to electives we used the students areas of interest to develop classes and forecast. Part of the adjustment was to move tier II intervention to a time when students would not be removed from elective choices. In addition, we created intervention classes that split literacy and math to allow students to only be removed from one elective option. We are committed to allowing as many students as possible to access two electives with a minimum of one elective a requirement. Culturally relevant instruction is an area we are still striving to understand as a school and we continue to be committed to the work.

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

# **Cheldelin Middle School**

## **SCHOOL IMPROVEMENT PLAN**

### **2017-2018**

#### **Results from 2016-17 School Improvement Plan (Continued)**

**Component 3 - School Environment & Culture:** The rules and expectations have become all about what not to do with the delivery of consequences inconsistent at best. We were committed to creating an environment of respect and rapport between students and staff.

**Outcomes:** This past school year Cheldelin implemented explicit instruction concerning behavior expectations across different school settings. Each class period the classroom teachers reviewed a different area for their students. This allowed the students and the classroom teachers to both hear the rules/expectations. These expectations were re-taught following all school breaks that lasted longer than three days. The school also implemented staff and student driven cultural awareness and acceptance education throughout the year. In addition, we utilized PBIS strategies to reinforce the positive behaviors we wanted to see more often. This was done with pizza and ice cream lunches as well as an award system redeemed by students at the school store.

**Component 4 - Parents & Community:** Perception that communication is lacking between school and parents/community. We were committed to researching best practice in effective parent/community communication.

**Outcomes:** We began utilizing our school Facebook page last year and we have grown to 260 followers and 238 likes. As much as possible we utilize and promote this form of communication with our parents. In addition, we continue to work on updating our school website and look forward to working with our district to upgrade our site in a similar way to the high schools. Regular weekly updates utilizing our google group have been successful as well as special announcements and Middle Year Periodical communications. We have adjusted the way we communicate special events and weekly adjustments to allow families to quickly receive and review information.

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

**Cheldelin Middle School**  
**SCHOOL IMPROVEMENT PLAN**  
**2017-2018**

**Component 1 - Academics**

**Academic Issue(s):** Effectively intervening with Tier II students in Math and Literacy.

**Our Commitment:** We are committed to following our Response to Intervention (RtI) process in the areas of math and literacy with a focus on Tier I and II instruction.

**Key Actions:**

- Implement a school-wide professional development plan centered around AVID WICOR instructional practices for Tier I instruction.
- Frequent observation and feedback for teachers by the instructional coach and administrative team.
- Continue to work towards AVID school certification.
- Provide focused Tier II intervention.
- Provide flexible scheduling for Tier II intervention.
- Separate Tier II and III intervention opportunities.
- Weekly RtI meetings to review in class student performance and Tier II placements.
- Communicate students in Tier II intervention with staff weekly.
- Quarterly RtI meetings to review student in class and standardized test performance to determine intervention need and placements.

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

Revised: August 30, 2015

**Cheldelin Middle School**  
**SCHOOL IMPROVEMENT PLAN**  
**2017-2018**

**Component 2 - Equity**

**Equity Issue(s):** Providing equitable opportunities for students to connect with the Cheldelin community.

**Our Commitment:** We are committed to engaging all students in self-selected, relevant activities that increase connections amongst the students and school community.

**Key Actions:**

- Ensure that all students have access to elective courses.
- Provide academic, behavioral and social skill interventions in a manner that allows students to also participate in choice electives.
- Continue to develop and evaluate course offerings through a student-centered lens.
- Develop and implement courses and extracurricular activities that connect students to school in a meaningful way.
- Build a master schedule that allows access to all elective offerings.
- Provide school experiences/field trips for students supported by building/CPO/district funds that allows access for all students.

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

**Cheldelin Middle School**  
**SCHOOL IMPROVEMENT PLAN**  
**2017-2018**

**Component 3 - School Environment & Culture**

**School Environment & Culture Issue(s):** The number of regular attenders (students who attend school 90% of the time or more) decreased during the past school year by a significant amount.

**Our Commitment:** We are committed to building connections between students/families and the school community.

**Key Actions:**

- Provide high interest, student selected elective courses.
- Increase student participation in clubs and extracurricular activities.
- Build solution-based relationships with students and families.
- Utilize district MTSS (Multi-Tiered Systems of Support) resources and personnel.
- Develop and implement solution-based responses to attendance issues other than utilizing the legal system.
- Require personal phone call related to attendance before letter is sent home.
- Implement a school-wide professional development plan centered around AVID WICOR instructional practices for Tier I instruction.

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

Revised: August 30, 2015

# **Cheldelin Middle School**

## **SCHOOL IMPROVEMENT PLAN**

**2017-2018**

### **Component 4 - Parents & Community**

**Parents & Community Issue(s):** Perception that communication is average between school and students/families/community.

**Our Commitment:** We are committed to implementing best practices in effective student/families/community communication.

#### **Key Actions:**

- Work with district office communication specialist to implement best practice in effective family/community communication.
- Update school website regularly.
- Work with district to create new website consistent with CV.
- Increase our social media presence for upcoming events and review of past events (Facebook).
- Use our Google Group to send weekly families updates/communications which include upcoming events and announcements.
- Use our Google Group to send monthly periodical messages to families (Middle Years).
- Use our Google Group for proactive communication related to major events at our school and in our community/school district.
- Continue to utilize morning announcements and our five TV's throughout the school for staff to student communication.
- Begin using CCTV and CougNews for student to student communication.
- Create written communications for families to read during conferences while they wait for teachers (Cougar News handout and TV announcements).

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



# Corvallis

SCHOOL DISTRICT

II.D. Hoover Elementary School



# Hoover School – Action Plan

2017-18

## Hoover By the Numbers:

<b>School Population</b> <ul style="list-style-type: none"> <li>• <b>435</b> Students enrolled K-5</li> <li>• <b>59</b> New students to Hoover 1<sup>st</sup> – 5<sup>th</sup></li> <li>• <b>13%</b> TAG Identified</li> <li>• <b>29%</b> in the TAG Pool</li> <li>• <b>5.5%</b> Special Education Identified</li> <li>• <b>3%</b> with a 504 Plan</li> <li>• <b>8.5%</b> with a medical protocol</li> <li>• <b>14%</b> receive or are monitored for ELL services</li> <li>• <b>23%</b> Students who speak a language other than English at home</li> <li>• <b>21%</b> receiving Free/Reduced Meals</li> <li>• <b>10%</b> mobile students</li> </ul>	<b>Staff</b> <ul style="list-style-type: none"> <li>• <b>43</b> Total Staff Members</li> <li>• <b>17</b> Classroom Teachers</li> <li>• <b>8</b> Specialists (Art Teacher, PE Teacher, Music Teacher, .6 Special Education Teacher, ELL Teacher, .5 Counselor, .5 RTI Coach)</li> <li>• <b>15</b> Classified Staff Members</li> <li>• <b>2</b> Custodians and a cook</li> </ul>
<b>Class Sizes – Average Size</b> <ul style="list-style-type: none"> <li>• Kindergarten – <b>20</b></li> <li>• First Grade – <b>25</b></li> <li>• Second Grade – <b>26</b></li> <li>• Third Grade – <b>27</b></li> <li>• Fourth Grade – <b>30</b></li> <li>• Fifth Grade - <b>25</b></li> </ul>	<b>Ethnicity</b> <ul style="list-style-type: none"> <li>• <b>8%</b> Identify Hispanic</li> </ul> <b>Race</b> <ul style="list-style-type: none"> <li>• <b>66%</b> Identify Caucasian</li> <li>• <b>2%</b> Identify Black</li> <li>• <b>14%</b> Identify Asian/Pacific Islander</li> <li>• <b>10%</b> Identify Multi-Racial</li> </ul>
<b>Student Learning Enrichment Opportunities</b> <ul style="list-style-type: none"> <li>• Elementary Art Program</li> <li>• READ Dogs Program</li> <li>• Fifth Grade Leadership Focus</li> <li>• School Butterfly Garden and Habitat Area</li> <li>• Afterschool Clubs: Chinese, Spanish</li> <li>• Music Clubs: School Choir, Elementary string</li> </ul>	<b>Interesting Information</b> <ul style="list-style-type: none"> <li>• <b>21</b> Original Languages Spoken</li> <li>• 203 Female and 232 Male students at Hoover</li> </ul>

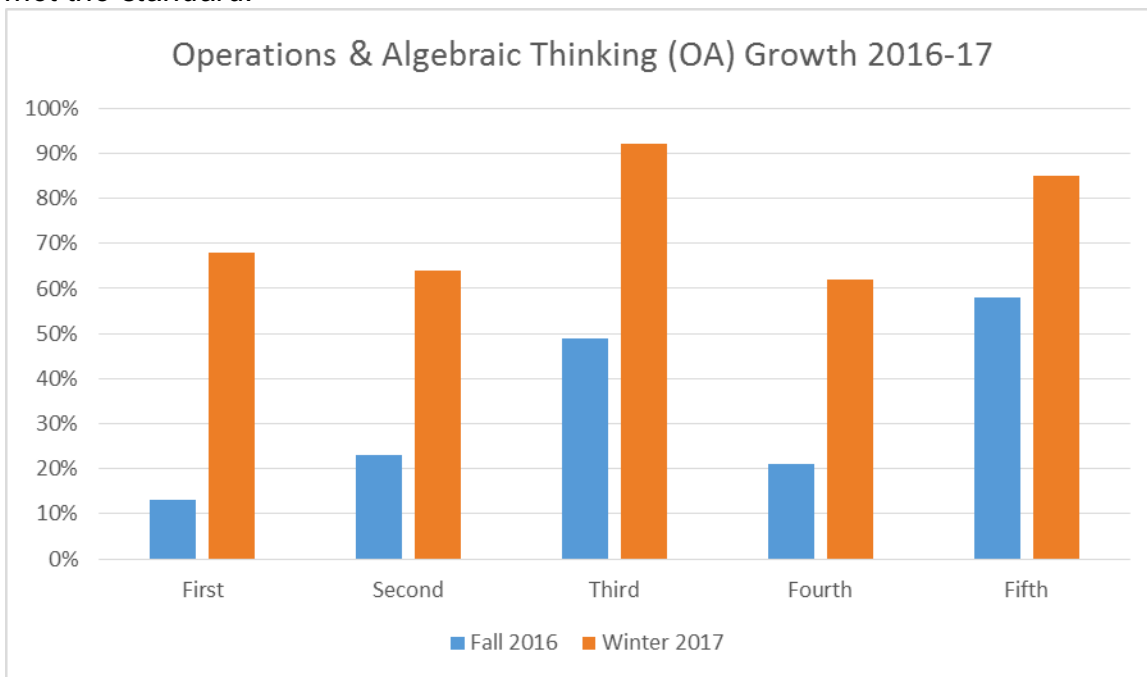
# Hoover School – Action Plan

## 2017-18

### Results from 2016-2017 School Improvement Plan

- **Goal #1:** When analyzing STAR data in the fall of 2016, 32% of our 1<sup>st</sup>-5<sup>th</sup> 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).

*STAR Results for first-fifth grade to show growth from Sept-May – Number of students who met the standard.*



As a school we focused on OA.1 which concentrates on Operations and Algebraic Thinking. In first and second the focus is on representing and solving problems involving addition and subtraction. In third it moves to multiplication and division and by fourth it focuses on all four operations to solve problems. By the time it hits fifth students must write and interpret numerical expressions including parentheses and other symbols.

In the fall 32.8% of our school in 1st-5th grade were at benchmark in this content area. In the spring we were at 74.2% of students meeting in this area. This is an overall increase of 41% of our 1st-5th grade

# *Hoover School – Action Plan*

## *2017-18*

student body reaching the goal. First grade showed the greatest gain in this area with fifth grade making the smallest gain. Second - fourth all made the average gain of around 41% of students moving to benchmark.

School-wide we had 55 kids who did not meet benchmark in grades 1st-5th on our goal. Of those students who did not make the goal in this area 62% of the kids met their growth goal in math of over 35 SGP.

Sadly we had 21 kids in our school who did not reach the benchmark for OA or reach their SGP of 35 in math. That is about 5% of our student population in grades 1st-5th.

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

- The "sprints" routine which is part of Engage NY was utilized consistently by 3rd grade.
- Extra computation practice using Common Core Sheets
- Supporting teachers with implementation of the new math curriculum
- Identifying platforms to use on the iPad to support fact fluency practice –Splash Math, Front Row, or Reflex to practice fact fluency
- Parent communication piece – ways to support your child in development of skills
- Support RTI math to expand from 2<sup>nd</sup>-5<sup>th</sup> grades

Overall teachers felt like having a school-wide focus on fact fluency this year was a great idea because they saw growth in both accuracy and recall by students on basic facts, which freed up their cognitive power to tackle deeper mathematical thinking

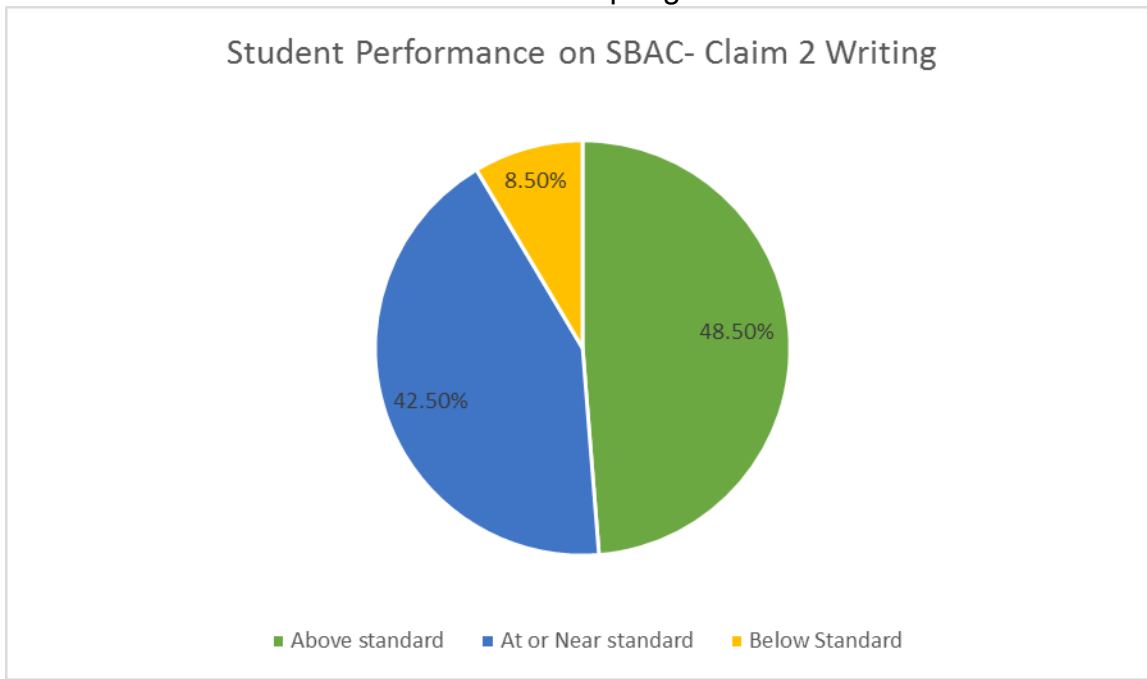
# *Hoover School – Action Plan*

## *2017-18*

### **Results from 2016-2017 School Improvement Plan**

- *Goal #2:* 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 3-5<sup>th</sup> graders less than 80% 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.

SBAC scores Spring 2017



Our current data suggests 48.5% of 4th and 5th graders are above standard, another 42.5% are at or near standard,

# *Hoover School – Action Plan*

*2017-18*

and 8.5% are below standard. When the final data comes in we will have to see of the 42.5% who are at or near, what the percent are that are at the standard and are considered passing. At this point we do not know if we are at 80% on Claim 2 on SBAC. What I can say is that for both 4th and 5th are writing claim is our strongest for all the ELA claims and has the least amount of students below standard - so that is positive data.

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

- having a writing program being used K-5
- Having a developed clear strategies to teach students how to state a claim and site evidence (sentence frames too)
- Using NewsELA where students read more non-fiction text and respond more often
- More quick writes/responding in writing before speaking being done across grades
- Specific strategies for how to build a complete paragraph being taught
- Percent of time students spend writing during the day has really increased! (Nanorimo novels at 5th grade)
- Step up to Writing being used more consistently to teach struggling writers in groups

The reality is that across the board we are watching kids increase their joy of writing, understanding of purpose, and ability to communicate more clearly.

## **Results from 2016-2017 School Improvement Plan**

### **UPDATE on other goals:**

#### **Equity goal:**

- Training of teachers in GLAD strategies and grade levels building units to promote academic language
- Targeted language development in classrooms using charts/pictures/labels especially to support math vocabulary
- Development of Co-teaching in a couple classrooms

#### **School Environment and Culture Goal:**

- Created cross grade level buddy classes to build connections across Hoover
- Hosted our first ever day of choice where students picked an activity that connected them with an adult in our school and had them participating with kids from across the school
- Created indoor break spaces to facilitate quieter places for students to connect and initiated yoga on Fridays.
- Brick Layer Challenge – emphasized at each monthly staff meeting a way to connect with students so all kids would be known and seen as individuals

# *Hoover School – Action Plan*

*2017-18*

## **Parent and Community Involvement Goal:**

- was thoughtful in translating key documents in to multiple languages
- checked in with families who received EL services about their experiences
- checked in with families about Holidays and how to support school around those
- hosted an informational parent TAG night at Hoover
- hosted a social skills night to teach parents about using Kelso's choice for problem solving
- hosted parent coffee's for listening sessions

## **NEW GOALS 2017-18**

Component #1 Academic

### **Our Commitment:**

Is to closing the achievement GAP in the area of reading. All students will read grade level text by third grade.

## **Academic Issues:**

# *Hoover School – Action Plan*

## *2017-18*

Over the past two years Economically Disadvantaged students have only met on SBAC at a 51% rate. We also have struggled to have 80% of our students in 3rd-5th reach passing levels of a 3 or 4 on SBAC ELA.

In the fall of 2017 according to STAR only 49% of Second graders, 68% of first graders and 51% of kinders are on benchmark for grade level reading.

Our Goal: Currently we have 56% of all K-2 students at benchmark with the goal in spring of 2018 to have 80% of all K-2 students at grade level for reading.

### **Key Actions:**

- identify and target students who do not have at home supports to provide books for the home
- support K-2 parents with reading strategies to be used at home
- provide curriculum for and instructional strategies on how to teach small group reading lessons
- focus on phonemic awareness and blending skills in the K-1 grades
- support in class literacy time with extra adult support
- provide trainings for EA's on best practice for reading instruction and how to use interventions.

### **Our Commitment:**

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 Goal:**

*To decrease gaps in student achievement associated with language, ethnicity/race, or socio-economic status*

Students identified as white scored: 75% proficiency on both reading and math on state testing

# *Hoover School – Action Plan*

## *2017-18*

Students identified as Hispanic/Latino scored: **58% on both reading and math**

Students identified as ELL scored: **61% on reading** and 78% on math

Students identified as Economically Disadvantaged scored: **50% on reading and 46% on math**

**2017-2018 Goal:** To decrease the gap for each of the identified subgroups to a < 10% gap in the 2017-2018 school year

### **Key Actions:**

- Pathway teachers will now deliver ELL instruction through co-teaching and push-in with our ELL instructor
- Each grade level pathway teacher will participate in the Pathway/Equity team meeting monthly to grow in a co-teaching model for language instruction
- Pathway teachers will participate in Beyond Diversity in October and then participate in the equity team
- The building leadership, PBIS, grade level, and Equity teams will all engage in conversations regarding Hoover's data each month; looking at disparities, dis-proportionality, and areas of low achievement. This data will be used to inform instruction, make rigorous goals for student growth, and engage conversations about best practices for all students.
- The equity team will use the Courageous Conversations agreements, compass, and protocols while also studying "Culturally Relevant Teaching and the Brain" to grow in our own professional development as well as plan for supporting the school at large in more inclusive and culturally relevant practices.

### **Component 3 – School Environment and Culture**

#### **Our Commitment:**

Hoover is committed to building a safe and respectful environment both in the classroom and during playground/lunch times.



# *Hoover School – Action Plan*

*2017-18*

**Academic Issue(s):**

Student misbehavior and disrespect impact the learning environment of students and make children feel unsafe and anxious on the playground and at lunch, thereby impacting academic growth.

**Key Actions:**

- Reduce number of students on the playground at any given time
- Reteach expectations on a more consistent basis, reward those and provide immediate corrections
- Firm up classroom management through use of CHAMPS strategies
- Utilize Collaborative Problem Solving Strategies through-out our building

# *Hoover School – Action Plan*

## *2017-18*

### **Component 4 – Parents and Community**

**Our Commitment:**

To support parents in the social, emotional and academic development of their elementary age children.

**Academic Issue:**

Research confirms that, regardless of the economic, racial, or cultural background of the family, when parents are partners in their children's education, the results are improved student achievement, better school attendance, reduced dropout rates, and decreased delinquency.

**Key Actions:**

**Parents as Partners Series:**

Creating one night a month January-June where parents can gain information on supporting their child.

January- Buddy-up night – targeting K/1 parents supporting kids becoming readers

February- Kelso/CPS – target K-2 families on developing social/emotional growth in young children

March-Todays Math – how to support 3-5<sup>th</sup> graders with math

April- Readers Workshop – 3<sup>rd</sup>-5<sup>th</sup> how to support students in comprehending at grade level

May- still to be determined –

June – Launching your 5<sup>th</sup> grader – how to help your child be socially, emotionally and academically ready for middle school.



# Corvallis

SCHOOL DISTRICT

II.E. Mt. View Elementary School

# MT VIEW ELEMENTARY SCHOOL

## SCHOOL IMPROVEMENT PLAN

2017-2018

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.	<p>We believe</p> <ul style="list-style-type: none"> <li>• all children can learn</li> <li>• children learn in safe, supportive, and challenging environments</li> <li>• in instruction that engages students to develop skills, apply knowledge, and solve problems.</li> <li>• in respecting the uniqueness of all individuals</li> </ul>

Student Enrollment	Demographic Information
Kindergarten: 53 students 1 <sup>st</sup> Grade: 62 students 2 <sup>nd</sup> Grade: 38 students 3 <sup>rd</sup> Grade: 64 students 4 <sup>th</sup> Grade: 54 students 5 <sup>th</sup> Grade: 54 student  Total Enrollment: 325 students	1.5% - English Language Learners (5 students)  10% - Special Education (34 students)  2.4% - Talented and Gifted (8 students) 34.5% - Economically Disadvantaged

Staff Information	
<ul style="list-style-type: none"> <li>▪ Licensed Administrator: 1 FTE</li> <li>▪ Certified Classroom Teachers: 14 (3 kindergarten, 2 first, 1 first/second blend, 1 second, 2 third, 1 three/four blend, 2 fourth and 2 fifth grades)</li> <li>▪ Certified Specialists: 9 (Instructional Coach/Title/ELL, RTI, Music, PE, Art, LRC, SLP, Counselor)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 16 Classified Support Staff (Office Manager, Administrative Assistant, EA II, Behavior Specialists, Librarian, Technology/Computer Lab Support, Assessment Tech, Food Service, Custodial)</li> </ul> <hr/> <p>36 of 40 (90%) of Staff Members identify as White</p>

# **MT VIEW ELEMENTARY SCHOOL**

## **SCHOOL IMPROVEMENT PLAN**

2017-2018

Mt. View is a caring and nurturing environment where we are committed to providing all of our K-5 students with an outstanding academic and joyful experience. We are a Title I school located outside of the city limits of Corvallis where our pastoral views promote a positive and refreshing learning environment. We are supported by a strong and hard-working PTA who promote many activities and events throughout the year. Our Naturalist-in-Residence works with all classroom teachers to support various outdoor science lessons. Our Master Gardener brings lessons into all classrooms and then introduces the children to our garden, where students plant and grow a variety of vegetables, much of which they harvest and donate to the local food bank. This is our second year hosting the Kidco Head Start preschool program. Through our work, we believe in providing equity-based interventions so that we can realize growth for all students and the closing of the opportunity gap in order for all of our students to graduate.

### **Results from 2016-17 School Action Plan**

Goal 1: There was inconsistency in our teaching of writing at Mt. View. Teachers were teaching to the grade-level CCSS but there were few discussions about writing and little alignment among the grade levels. We completed these actions:

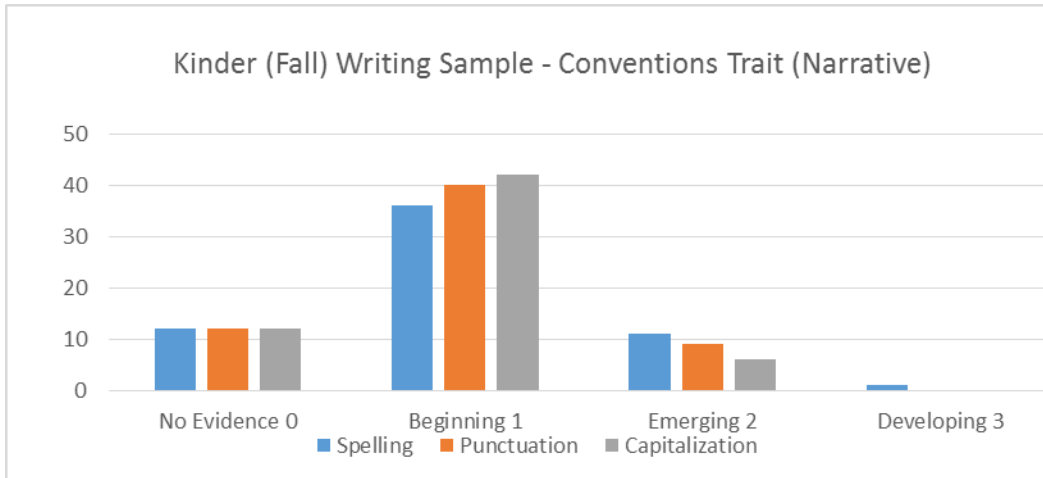
- All students responded to a narrative writing prompt three times during the year (fall, winter and spring).
- Teachers were given release time to calibrate and score papers in their grade-level teams.
- With the help of our Instructional Coach, our teachers learned new strategies to teach writing and also looked for next steps for improvement.
- Grade-level teams compiled representative student writing samples of high, medium and low papers.
- We started a Writers Club where students had the opportunity to respond to a prompt each month. Students' work was displayed in the hallway on the Writers Club bulletin board. Students earned certificates for their first entry and Writers Club pencils for their second entry. The Writers Club students were recognized at our all-school celebrations.
- All classrooms participated in "Post Office" organized by a first grade teacher. This two-week long event promoted writing letters to others (students and staff) in the building. I personally received and responded to over 70 letters from students and classrooms.

Mt. View Elementary: 2016-17 Writing Data

# MT VIEW ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN

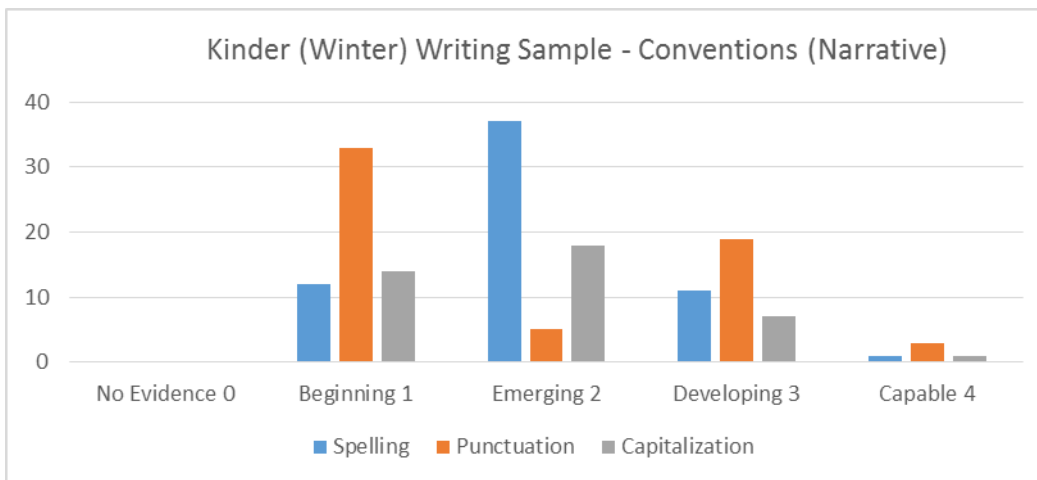
2017-2018

## 2016-17 DATA



### Fall Next Steps:

1. Using our writer's workshop posters that we created in PLC to emphasize the writing process to our students.
2. Conferencing with our students
3. Explicit lessons on writing conventions



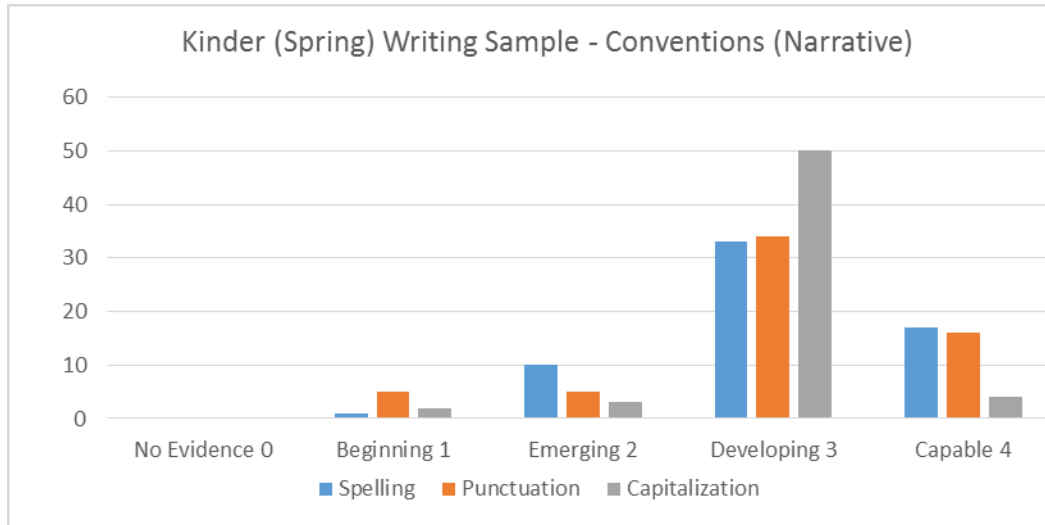
### Winter Next Steps:

1. Spelling sight words correctly
2. Using periods to end sentences
3. Only capitals at the beginning of a sentence

# MT VIEW ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN

2017-2018

## 2016-17 DATA



## Goal 2: Equity Component

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.

We completed these actions:

- More than 35% of our new library book purchases reflected students of color as key characters or were written by authors of color.
- Three additional staff members participated in the Beyond Diversity training.
- Through the outreach of an LBLESD program, Mt. View was provided with a family outreach coordinator who worked with our families navigating poverty.
- We waived early childcare fees for our families navigating poverty.
- We increased our weekend meals to families navigating poverty.
- All 4<sup>th</sup> and 5<sup>th</sup> graders were invited to participate in an after-school spring music program with our certified music teacher who worked with parents to make sure all kids who wanted to participate could participate. We did not want transportation to be an obstacle for these children.

## Goal 3: School Environment and Culture

# MT VIEW ELEMENTARY SCHOOL

## SCHOOL IMPROVEMENT PLAN

2017-2018

Our overall goal is to provide a safe and welcoming environment where students are eager to attend school regularly. In 2014-15, the attendance at Mt. View was 84.9%. Through our efforts, attendance increase to 87.1% in 2015-16. Our goal for 2016-17 was 90%. We completed these actions:

- Principal and Office Manager worked regularly with the Truancy Officer to meet with parents whose children were chronically absent.
- Truancy Officer, Family Liaison and Principal attended two court hearings for a student who was chronically absent. We assisted the family in attending parenting sessions.
- Students with 90% attendance or better were recognized at all- school celebrations.
- Classrooms celebrated with special parties for spelling out EAGLES, a letter earned each day for when all students of the class were in attendance.
- Attendance updates (school-wide percentage) were posted in the main entry to remind parents of the school goal and included the monthly attendance percentage.
- Discussions at RTI meetings regarding attendance issues included action plans. As a result, the Principal alone made 64 personal phone calls to parents regarding attendance.
- Individual plans that students helped create were written for students with poor attendance.

Despite our actions throughout the year, our attendance dropped to 82.2%. Part of the explanation may lie in our number of mobile students, identified on the state report card as 17.5%. Our enrollment projection for 2016-17 was 299 students. Over the course of the 2016-17 school year, we enrolled 378 children. At our peak attendance, we had 358 children. We completed the year with 347 children.

### **Goal 4: Parents and Community**

At Mt. View, we committed to increase engagements with our parents and the wider community through instructional processes, volunteerism and activities and events. We continue to believe that positive relationships with parents is key to positive academic outcomes for our students. Because we adopted new math curriculums for both primary and intermediate, we felt it was invaluable to have parents join us at school for events, both academic and community-building. We completed these actions:

- We held a Curriculum Night/Hot Dog Bash where families joined staff for a meal before going into the classrooms to meet with teachers.
- We held monthly movie nights where families could watch a free movie and get free popcorn. On these evenings, parents were able to connect with one another and with supervising staff.
- The Trillium counselor came to after-school events to meet with parents.
- Teachers increased their means of communications with families both electronically and in newsletters.
- We added an additional music night for families to participate in.



# **MT VIEW ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN**

2017-2018

## **New Goals for 2017-18 Component 1 Academics**

Our Commitment: Mt. View is committed to academic success in Reading for all of its students and we believe that all students must be able to read by third grade.

Academic Issue(s): At our first RTI meeting of the year, we analyzed STAR data and classroom data for our third grade cohort:

- 50% of our students are in the green zone
- 17% of our students are in the blue zone
- 5% of our students are in the yellow zone
- 20% of our students are in the red zone

This cohort needs additional supports in order for these students to be academically successful in reading.

### **Key Actions:**

- We will strengthen our school reading practices arriving at school-wide non-negotiables on instruction.
- We will closely monitor the progress of this cohort of students.
- Supported PLCs by Interventionist and RTI Specialist
- The Instructional Coach and RTI Coach will provide resources for the third grade teachers including EA support.
- All teachers will review strategies for differentiation.
- Professional development opportunities will be available to staff at the building level. Release time will be given to teachers to attend PD opportunities outside of school.

# MT VIEW ELEMENTARY SCHOOL

## SCHOOL IMPROVEMENT PLAN

2017-2018

### Component 2 Equity

Our Commitment: Mt. View is committed to building and sustaining a culture of inclusiveness to support all learners. Many of our children who are navigating poverty, children who have experienced trauma and our ELL students are not achieving at the same rate of their classmates.

Academic Issue(s): Mt. View will strengthen its instructional strategies and resources to ensure that all students access equitable learning to achieve academic growth.

#### Key Actions:

- Students who need academic support are identified early on in the RTI process and get the necessary supports in a timely manner.
- Develop co-teaching for our ELL services
- Support teachers in small group instruction
- Promote targeted language development (charts/pictures/labels) for academic areas.
- Utilize our ELD Coach in providing us specific information about our population and ways we can specifically support families.
- Provide useful social story resources for students.

### Component 3 School Environment & Culture

Our Commitment: Mt. View is committed to providing a safe and welcoming environment where our students are eager to attend school. We will use the Collaborative Problem Solving method to address the lagging skills present in students' behaviors.

Academic Issue: Student behavior marks itself as a key focal point at Mt. View this year with "Defiance and Disrespect" being the lead cause for behavioral referrals. Twenty-two of our K-2 students have three or more behavior referrals since the beginning of the year. The behaviors in our primary wing have been the focus of our RTI for the first seven weeks of school.

# **MT VIEW ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN**

2017-2018

## **Key Actions:**

- All classrooms will implement the Collaborative Problem Solving (CPS) processes taught to district staff in late summer.
- Additional professional development at the building and district levels will be provided to staff to better understand the CPS model, PBIS and CHAMPS.
- A behavior resources area will be created in our building for all staff to access materials and information.
- After reviewing data, students continuing unsafe behaviors will be placed on a Behavior/Safety Plan which will reflect specific behaviors, lagging skills to be addressed and targeted responses.
- Positive behaviors will be celebrated regularly, focusing on a 5:1 positive/negative ratio.
- Based on data, staff will respond to behavioral needs, providing additional instruction, focused on positive response systems.
- Regular and consistent information will be shared with parents for both positive and negative behaviors.
- Staff will continue to create the PBIS handbook as needed.
- Implement “Look for the Good” project school-wide.
- Promote discussions linking the Beyond Diversity trainings to CPS, emphasizing the heightened level of care necessary for both elements.
- Provide additional resources for staff to better understand student behavior and for students (social stories).
- In conjunction with Education Health and Wellness Committee, create a “Youth Voice” project.
- Train teachers in Systematic Screening for Behavior Disorders (SSBD) and complete student screening to help identify students with behavioral, social and emotional needs for support.

## **Component 4 Parents & Community**

Our Commitment: At Mt. View, we are committed to promoting and engaging our parents and the greater community in our decision-making processes, events and activities. Working hand-in-hand with families is a key component for all students to be academically successful.

Academic Issue(s): Provide parents opportunities to be involved in decision-making at Mt. View.

# **MT VIEW ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN**

2017-2018

## **Key Actions:**

- Host afternoon and evening panels to discuss the Long Range Facilities Plan to get input from parents.
- Provide ongoing opportunities for families to be involved in the school, including volunteering, home-to-school connections, PTA and extended learning.
- Provide parents opportunities for discussions regarding ongoing traffic circulation issues.
- Survey parents to understand what communication methods work for them.
- Continue and expand our evening events for families.
- Invite a parent representative to participate in our School Leadership Team meetings.
- Share school-wide data and the School Improvement Plan (SIP) at PTA meetings similar to data reviewed at our Leadership meetings (three times per year).



# Corvallis

SCHOOL DISTRICT

II.F. Wilson Elementary School

Wilson Elementary School  
School Improvement Plan (SIP)  
2017-2018

## Demographic Information



Total Population: 423

Average Class Size: 25

Mobility Rate for 2016/2017 = 36% (approx. 74 in and 71 out)

Mobility Rate as of 10/9/17 (2017/2018) = 15%

Free & Reduced Lunch:

- 51% as of 10/17/17

Number of Special Education (SpEd) Students: 41

### SpEd Numbers by Grades:

Kindergarten	6
1st	3
2nd	4
3rd	6
4th	12
5th	10
	41

### Supports Provided

Intellectual Disability	2
Hearing Impaired	0
Vision Impairment	0
Communication	16
Emotionally Disturbed	2
Other Health Impaired	6
Autism	2
Referral for SpEd Services	2
Out of State	2
Specific Learning Disabilities	9
	41

### Emerging Bilinguals (ELLs):

#### Numbers by Grades:

Kindergarten	6
1st	5
2nd	7
3rd	5
4th	6
5th	8
	37

### Number of Languages (other than English): 13

Different Language and 54 Speakers of other

Languages who have been served by ELL

Arabic	17	Spanish	16
Chinese	3	Vietnamese	7
Japanese	2	Italian	1
Marshallese	2	Lakota Sioux	1
Portuguese	1	Punjabi	1
Tamil	1	Telugu	1

Wilson Elementary School  
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Countries represented and number of students corresponding to those countries both active and monitor emerging bilingual (ELL) students:

Brazil	1	Libya	3
China	2	Marshall Islands	2
Colombia	1	Oman	2
India	3	Peru	1
Iraq	3	Saudi Arabia	3
Italy	1	Taiwan	1
Japan	2	Vietnam	7
Jordan	1	Yemen	1
Korea	1	United Arab Emirates	1
Kuwait	3	US/Mexico	15

Talented and Gifted Students: 19 Students

Receiving Title One Intervention Band Support (non-SPED): 34 Students

Students Navigating Housing Insecurity (McKinney-Vento): 23 Students

Section 504 (Non-SPED Health Needs Requiring Accommodations) Numbers by Grades:

Kindergarten	0
1st	1
2nd	1
3rd	2
4th	2
5th	4
	10

Reflection Highlights on 2016-17 SIP Plan:

- We completed the activities outlined in the commitments of the 2016-17 SIP.
- Safe and Civil School Data:
  - 100% of surveyed parents agreed or strongly agreed that Wilson staff are supportive of students and encourage kids to do their best. 100% of surveyed parents said they feel comfortable expressing concerns about their students.
- “Be Known” campaign was executed with full support of 47 staff members
  - 92% of surveyed students agree or strongly agree that at least one adult know them well.
  - 93% of surveyed teachers agree or strongly agree that school administration is supportive of them.
- 88% of students participated in at least one WOW (Writer’s of Wilson) home writing challenge
- Training for K-2 Math Bridges funded by Title in partnership with Mtn. View received “glowing feedback” and we are adding further PD for year two of implementation.
- 509J Family advocate lead, Chris Hawkins, sent an email stating, “at a community resource gathering, it was shared by multiple community partners that Wilson is doing a tremendous job welcoming families in crisis with high needs children.” This feedback meant a lot at the end of the school year.

Wilson Elementary School  
School Improvement Plan (SIP)  
2017-2018

## Component 1: Academics

### Our Commitment:

- An academic foundation for all children is critical for our students to be college and career ready. We believe all children can achieve success and show growth. We are focused on building the necessary knowledge and skills needed to achieve the goal of 100% of our students graduate

### 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.



### Key Actions:

- Utilize early release professional development (PLC) to plan instruction aligned to the rigorous Common Core. Utilize the four extra early release PD days for data review and further training to drive prioritization work. Extra early release days: 10/6, 12/8, 3/2, & 4/20
- This school year we will continue to focus part of our professional development time on Bridges Math K-2 and Eureka Math 3-5 on Nov. 14<sup>th</sup> (Kinder), Dec. 22<sup>nd</sup>, and Feb. 2<sup>nd</sup>.
- We are infusing professional development focused on guided reading strategies as part of literacy centers including support for our paraprofessionals with our Title 1 resources.
- Continue our skill focus (vs. traditional homework) as part of our after school support program for students needing strategic and intensive intervention. Also continue partnership with Corvallis Public Schools Foundation for Summer Program.
- Deepen our work with 1-1 technology to enhance personalized learning, feedback, critical thinking, and collaboration.
- Staff development and support through instructional rounds (teachers observing teachers with admin/instructional coach) focused on visible learning research and assessed building needs.
- Engage in the adoption of a new literacy curriculum in collaboration with our Teaching and Learning Department.





Wilson Elementary School  
School Improvement Plan (SIP)  
2017-2018

## Component 2: Equity

### Our Commitment:

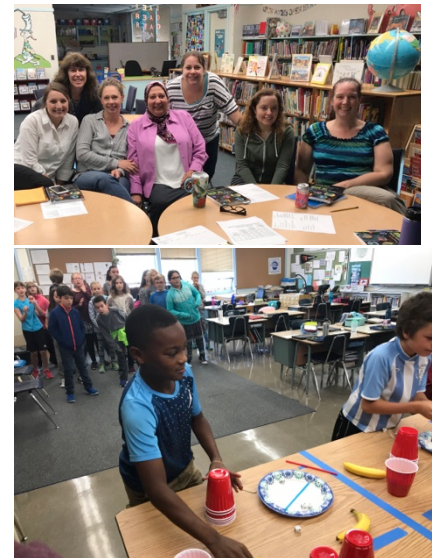
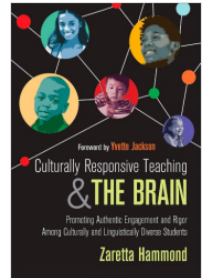
Wilson School is committed to our district vision of supporting all students focusing strategically on historically underrepresented/underserved groups.

### Equity Issue(s):

Our Title 1 school population has seen increases in racial diversity, student mobility, housing insecurity, emerging bilinguals, and half of our student population is navigating situational or generational poverty (just over 50%).

### Key Actions:

- Expand our E-Team size and utilize equity funds to facilitate a year-long professional learning study focused on Zaretta Hammond's Book Culturally Responsive Teaching & The Brain.
- Continue to utilize the four agreements of stay engaged, experience discomfort, speak your truth, and expect/accept non-closure related to equity in our school.
- "Interrupt" policies, procedures, and practices that are counter to our equitable vision (e.g. lens for TAG, Student Leadership, etc.).
- Continue to work with community partners (including our grant based Family Advocate) to support school and family needs such as weekend food programs, local faith community supporting school supplies, and medical screening/support.
- Continue to add number of staff attending Beyond Diversity fall and spring.
- Training for staff on DOK levels including focus as part of admin. walkthroughs with district leadership (Rigor/Culturally Responsive Teaching).
- Host a connection event specific for our emerging bilingual families (ELL).



## 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 our shared vision statement of *Together W.E. (Wilson Elementary), Celebrate Abilities and Believe in Possibilities*, which speaks to our vision that each of our children regardless of income level, race, language, or other factors, has assets, gifts, and needs that are valued at Wilson. Our vision will help guide and sustain an environment and culture that prepares our students for college and career success.

### Parent and Community Issue:

- Wilson supports a diverse population of families and will need to differentiate our approach to best serve the Wildcat community. We believe relationships are essential. We are using "Lessons from Geese" as a staff to rally around key themes: flying further together, honking for each other, and rotating the hard work. We celebrate serving at Wilson!



### Key Actions:

- Integrate Collaborative Problem Solving Model (CPS) with our Positive Behavior System.
- Analyze and respond to safe and civil school data from students, parents, and staff.
- Implement monthly assemblies that align with positive character traits such as "gratitude" and follow PBIS best practice including monthly action meetings.
- Increase SEL model at Wilson with increase in restorative justice discipline model and continued reduction of exclusionary practices such as suspension.
- Intentionally partner with our PTA to support community building events that celebrate 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 (SIP)  
2017-2018

## Component 4: Parents & Community

### Our Commitment:

- Wilson School will build bridges with our parents and supportive community to best leverage both human and physical capital for the ultimate benefit of our kids.

### Parent and Community Issue(s):

- With a mobility rate of 36%, half of our population navigating poverty, diversity in languages, and many other factors outlined in our demographics, strategically addressing both our opportunities and challenges is critically important.



### Key Actions:

- Utilize Back to School BBQ and Curriculum Night to include build community and emphasize our Wildcat GEO Challenge! Also, pilot student involvement and analyze attendance data.
- Partner with the city of Corvallis Parks and Rec to pilot a no cost after school naturalist education program beginning in 2018.
- Utilize innovative tools such as Seesaw to communicate positive learning experiences of our children.
- 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 family advocate (funded via a grant through our ESD).
- Host monthly relationship building events including 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.
- Partner with medical student from Western University of Health Sciences to integrate mindfulness and "yoga break" with 4<sup>th</sup> grade classrooms.





# 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](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto: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](mailto: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](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> 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	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841