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, November 30, 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 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

Thursday, November 30, 2017
4:45 PM

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

Meeting Details: Thursday, November 30, 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. Adams Elementary School

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2017-2018

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: 66 students
1st grade: 74 students
2nd grade: 77 students
3rd grade: 76 students
4th grade: 72 students
5th grade: 85 students

Total Enrollment: 450 students

Number of Boys: 237 - 52%
Number of Girls: 213 – 48%

Number of Classrooms: 17

<u>Class Sizes:</u>
21-24 students: 6 classrooms
25-32 students: 11 classrooms

Demographic Information

7% - English Language Learners

8% - Special Education

1% - Talented And Gifted

26.8% - Free and Reduced Lunch

16 languages spoken

American Indian: 6 students - ~0.5%

Pacific Islander: 1 student - ~0.5%

Black: 11 students - 2%

Multi-racial: 47 students - 11%

Asian: 30 students - 7%

White: 347 students - 79%

Hispanic: 38 students - 9%

Non-Hispanic: 404 students - 91%

Staff Information

Number of Staff Members: 50

Number of Certified Classroom Teachers: 18

Number of Certified Specialists: 10

Number of Administrators: 1

Average Years of Teacher Experience: 15.10 years

Number of Classified Staff Members: 21

Average Student–Teacher Ratio: 24.56

2016-2017 School Year Reflection

2016-2017 Successes:
- Refinement of RTI
- Wellness Team

Opportunities for growth:
- Connection/partnerships with families
- Core literacy program development

Student Learning Enrichment Opportunities

- Adams in Motion: AIM (Running and Walking Program)
- Wellness Activities
- School Garden and Garden Club
- Afterschool Clubs: School Spirit, Math, Community Service
- Music Clubs: Marimba Band (Chipande!)
- Crossing Guard Program

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

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2017-2018

Results from 2016-2017 School Action Plan

What were our successes?

Refinement of RTI:

Our focus last school year was on improving and refining our Response to Instruction process. We worked collaboratively as a school leadership team to help build systems to support students through RTI procedures. At the same time, a new RTI coach was trained and learned how to manage and implement the RTI system. Throughout the course of the school year, new RTI agendas were developed, a new process for the transfer of student information between grade levels was established and the organization and addition of intervention curriculum materials was completed.

Wellness Team:

The development of the school wellness team was a highlight of the 2016-2017 school year. Dedicated staff members and parents created the team and established goals to enhance health and wellness activities at Adams. A morning yoga class was implemented as well as an afterschool fitness club. The most notable success of the team was being awarded the ODE Oregon Wellness School of the year.

What areas do we still need to improve?

Two identified areas to improve our practice during the 2017-2018 school year are to strengthen our parent/community relationships and to enhance our core literacy program. Both categories are identified as focus areas in the 2017-2018 action plan.

Alignment of Adams Action Plan to CSD Strategic Plan

In an effort to align classroom and building level work to our District Strategic Plan for 2017-2019, each focus area in the Adams Action plan is coded to the goal it is aligned to within the strategic plan. An ongoing conversation with our building plan is centered on equity goals and where they fit. We see using an equity lens as fitting within all goal and focus areas and find challenge in isolating equity as a standalone goal category. Nevertheless, each goal area on the Adams plan is coded for alignment as follows:

Real World Learning: ***(RWL)***	Student Achievement: ***(SA)***
Equity: ***(E)***	Health and Wellness: ***(HW)***

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2017-2018

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) ***(SA)***
  - *Focus:* Teacher communication and collaboration with Educational Assistants (EA)
  - *Focus:* Alignment of progress monitoring tools
- Schoolwide Literacy ***(SA)***
  - *Focus:* Implementation of CAFÉ and Daily 5 in grades K-2
  - *Focus:* Implementation of literature circles in grades 3-5
- 21st Century Skills and Technology ***(RWL)***
  - *Focus:* Implementation of technology to enhance collaboration
  - *Focus:* Enhance communication with parents using technology
- Corvallis School District Core Values ***(RWL)***
  - *Focus:* Develop a Project Based Learning unit for each grade level
  - *Focus:* Plan opportunities for student exhibition at each grade level
  - *Focus:* Align field trips to curriculum and agreement per grade level

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2017-2018

Component 2

Equity

Our Commitment:

Adams staff is committed to discovering and cultivating the unique gifts, talents and interests every student possesses 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 ***(E, SA)***
  - *Focus:* Use of GLAD strategies and units at a co-taught grade level
- Development of School Equity Team ***(E)***
  - *Focus:* Meet monthly with team members; include parents and students
- Response to Instruction (RTI) and Professional Learning Communities (PLC) ***(E, SA)***
  - Focus: Aligned and inclusive staff schedule developed to fit all student needs

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2017-2018

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 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 ***(E)***
  - *Focus:* Send monthly "You Matter" cards to students
- Positive Behavior Interventions and Supports (PBIS) ***(HW)***
  - *Focus:* Implement Look for the Good gratitude campaign
  - *Focus:* Monthly school-wide assemblies
  - *Focus:* School-wide expectation stations conducted three times during the school year
- Student Enrichment Opportunities ***(E, HW)***
  - *Focus:* Develop five new afterschool club opportunities based on student interest
  - *Focus:* School wellness team and club
- Adams Parents and Teachers Organization (APT) ***(E)***
  - *Focus:* Monthly community building events

ADAMS ELEMENTARY SCHOOL

SCHOOL ACTION PLAN

2017-2018

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 ***(SA)***
  - *Focus:* Weekly school communication of nuts and bolts (Alligator Bite)
  - *Focus:* Develop a "How can we help?" guide for families (staff directory)
- Adams Parents and Teachers Organization (APT) ***(E)***
  - *Focus:* Room parent program
- Development of School Equity Team ***(E)***
  - *Focus:* Include two parents in monthly equity team meetings
- Partnership with Oregon State University (OSU) ***(SA)***
  - *Focus:* OSU Teacher Candidate Cohort
- Partnership with KIDCO Head Start ***(SA)***
  - *Focus:* Enhance opportunities for integration and collaboration with PreK

Corvallis
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II.B. Corvallis High School

CHS Vision Statement:

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

The pillars are:

1. Culturally responsive teaching.

    - Offer relevant and inclusive curriculum.
    - Practice engaging and differentiated instruction.
    - Assure 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.

    - Share timely and relevant information about students.
    - Prioritize relationship-building.
    - Coordinate efforts and resources.
    - Continue mental health support within the school day and summer.

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

Results from 2016-17:

Goal #1

Here is why we don't like the state data. At this point, our 9th grade on-track percentage is 97%, and this will increase as some students complete summer school. 17/287 failed to earn 6 credits. 3/17 enrolled at 2nd semester and came with no credits. 6/17 are Hispanic; 5/17 are on IEP; and 10/17 are on F/R lunch. 3/17 are in all three categories. One student who earned 5 credits, including no math, is in DLI. Another who earned 5.5 credits, including no math is in AVID and DLI. Both of these students are Hispanic. According the state, we are doing well. According to our on track metrics, we are not.

When we use our criteria for "on-track", the numbers get worse. 47 students failed to earn 6 credits that include one credit in math, science, and English. 47/287=83.6%. 25/47 (53.2%)

were Hispanic. Additionally, 6 students earned 7 credits for the year but were in pre-algebra, a non-credit earning math class. 4/7 have IEPs, and one is HIspanic. If these students are added to the percentage of students not "on-track", then the outcome is worse: 54/287 (81.1%). 26/54 (48.1%) of students not "on-track" by CHS standards were Hispanic. 30/54 (55.5 are F/R).

Language Arts: 20 students failed one semester or more of English: 1 student failed Honors Intro to Lit, 15 failed Intro to Lit (one student failed both semesters), and 4 (three Hispanic) failed English Skills Workshop (two students failed both semesters, both Hispanic). 4/20 (20%) were Hispanic; 10/20 (50%) were F/R.

Algebra 1: 26 students failed one semester or more of Algebra 1: 9/26 (34.6%) were DLI students ; 5/26 (19.2%) were AVID students; 16/26 (61.5% were Hispanic); 3/26 (11.5%) were on an IEP; 17/26 (65.3%) were F/R.

Goal #2:

Students with disabilities graduated at 72%. If you take out alternative certificates we graduated 79.4%. Our overall completer rate was 83.7%.

Our ELL students graduated at 80%.

Latino students graduated at 87.5%. 3 of the 5 students who did not graduate are ELD students and will return next year. Latino students are actually graduating at a greater rate than the overall school average of 86.2%.

Our students navigating poverty graduated at 78.3%.

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%

2017-18 Goals:

Goal #1: A**ll** student groups will exceed 90% in terms of 9th grade on-track, according to CHS criteria.. Although the state considers earning 6 credits to be on track, we believe being on track should also mean the student has earned one credit each in math and English at grade level.

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

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, as defined by CHS..
   2. The graduation rate for economically-disadvantaged, Hispanic and SPED 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. Culturally responsive instructional practices.
    a. Safe learning environment that addresses the diverse needs of students.
    b. Creating authentic relationships that are based on mutual trust.
    c. Clear learning targets/outcomes with success criteria.
    d. Assessment focused on learning targets
    e. Assessments take place in a safe, differentiated testing environment that elicits each student's best work.
2. Visible learning.
    a. Focus note-taking.
    b. Engagement and questioning strategies.
    c. Increased student talk.
3. Timely teacher feedback.
    a. Formative assessment.
    b. Staff persistence in seeking differentiated approaches for student learning and success.
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 focus note-taking.
- 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 will commit to creating and upholding practices and policies that will 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.
3. CHS will communicate and coordinate responses among teachers, families, counselors, and administrators to address the needs of students who are clearly struggling.

Key Actions:

- SST and RTI teams will be aligned with provisions of support, along with monitoring of identified students.
- Staff will receive timely and relevant information about students.
- The counseling department will take a much larger role in college and career instruction and guidance (pushing into classrooms).
- 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.
- Mental health support will continue to be offered within the school day and summer.

Criteria for success:

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

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.

Key Actions:

- Provide effective, timely communication in multiple languages.
- Monitor and adjust when the input and “volume” is disproportionate in relation to the composition of our parent community.

- 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.
- Track and analyze data of family engagement.

Corvallis
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II.C. Franklin K-8 School

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

Franklin Values	Franklin Goals	Franklin Actions
Franklin School believes in relationships, building trust, and is committed to being inclusive for all Franklin is culturally relevant and responsive to the community and adaptable to the needs of students Franklin Core Knowledge provides a learning foundation for real world application for students	Safe, welcoming community and a positive school climate Academic Growth and Achievement for all Franklin Students Culturally Responsive Teaching and Equity for all	Core Knowledge Curriculum Culturally Responsive Teaching Franklin Leadership & Equity Team Franklin PBIS Framework Collaborative Problem Solving Franklin RTI/MTSS framework Franklin Student Leaders Council Franklin PTA Franklin enrichment activities Franklin Community service projects

Student Enrollment		Demographic Information
Kindergarten:	24 students	17% Econ. Disadvantage
1st Grade:	29 students	12% English Language Learners
2nd Grade:	28 students	13% Special Education
3rd Grade:	30 students	22% Free and Reduced Lunch
4th Grade:	30 students	89.4% Regular Attendees
5th Grade:	30 students	14 Languages Spoken
6th Grade	50 students	Race/Ethnicity
7th Grade	57 students	13% Asian
8th Grade	60 students	10% Multiracial
		9 % Hispanic/Latino
Total Enroll	335 students	1% Pacific Islander
		2% African American
Median Class Size	28.5	66% White

Staff Information - 12.25 classroom teaching staff, K-8; 4.5 Licensed Specialists, Art, Music, PE, LRC, SLP, EEL, ; 15.5 classified staff; 1.0 Licensed Administrator

Every Student, Every Day, Makes Growth in Their Learning Story!

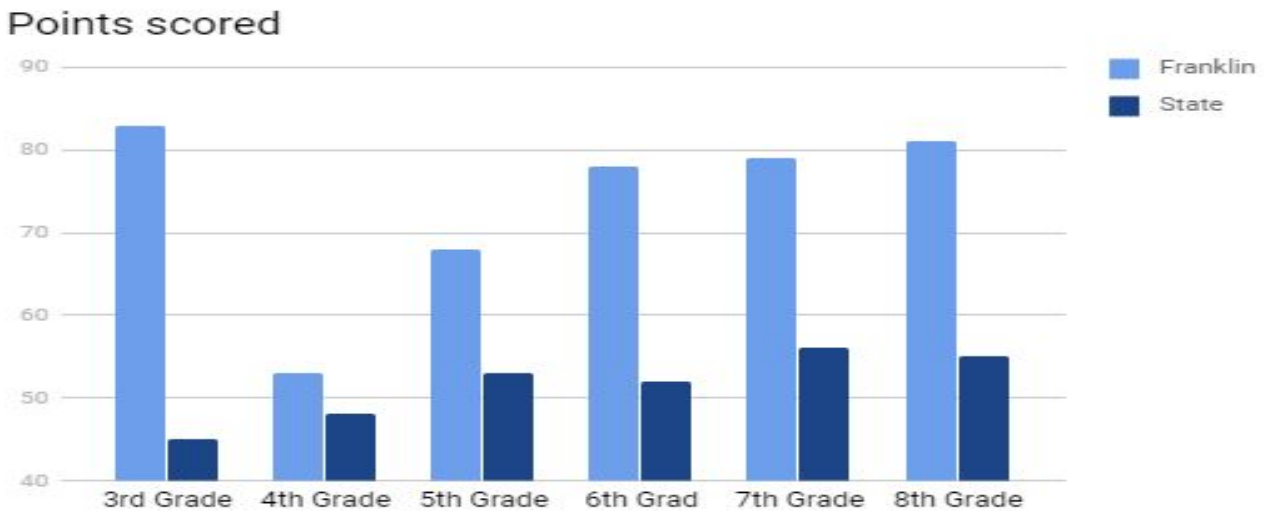
Revised: October 20, 2017

FRANKLIN SCHOOL

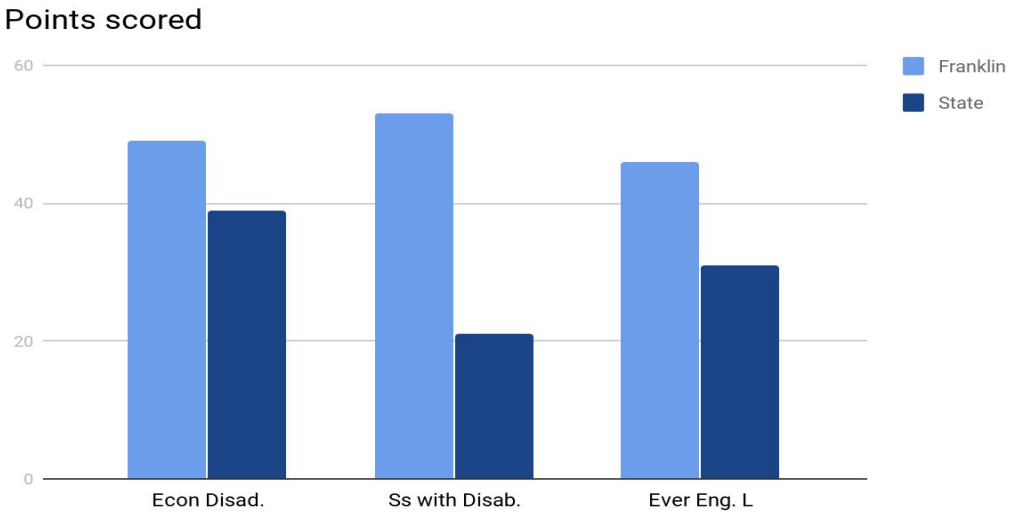
SCHOOL IMPROVEMENT PLAN

2017-2018

OAKS/SBAC 2016-17



Key student groups



FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

2016-17 School Action Plan
Academic Growth for all Students; Building and Sustaining a Culture of Inclusiveness that Supports all Learners; Commitment to a Positive School Climate that Supports all Students; Value Parent/Family Involvement and Promote Family Engagement.

2016-17 Key Actions Summary
Classroom interventions, review of resources and programs to support underserved populations, address attendance issues, classroom behavior management, PBIS Matrix, Student Government, Collaboration between staff and families.

Component 1 Student Achievement

Academics- All Franklin students demonstrate academic growth with a trajectory for reading, literacy, math and problem solving skills to be at or above grade level.

Key Actions:

- Franklin Leadership Team to set vision and values for instructional practice improvement
- Administrator facilitates professional growth with personal professional development, focus on instructional practice with learning walks across the school, staff meetings, and a professional development advocacy
- Teachers focused on student learning in professional collaboration settings, student support settings and district level meeting

Measures- establish Franklin Leadership team, weekly learning walks with collaboration dialogue, data monitoring for academic growth goals with RTI/MTSS framework, PLC feedback,

Key indicators for student learning trajectory at Franklin growth with Economically Disadvantaged students, Ever English Learners, 2nd Grade Reading and 5th Grade Math. If students are demonstrating a learning trajectory towards performing at or above grade level proficiency in english language arts and math with these key indicator groups then Franklin schools overall student learning trajectory will reflect this positive trajectory across content areas and grades, K-8.

Economically Disadvantaged student-

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

Approximately 55-60 Franklin students would make up the subgroup of economically disadvantaged students. Our objective would be to have these students on trajectory to be at or above grade level in reading and math by their middle school years.

Strategies for supporting these students at Franklin include developing a core knowledge foundation skills, multi tiered systems of support, culturally responsive teaching framework and collaborative problem solving culture at Franklin School.

Ever English Learners-

There are 8 active EELs in Elementary at Franklin, 3 are 1A's (new), 5 are 1B's (returning student) and 5 active EEL's in the Middle School program.
Our objective would be to have the elementary students on trajectory to be english language proficient by their middle school program years.
Strategies for supporting these students at Franklin include developing a core knowledge foundation skills, multi tiered systems of support, culturally responsive teaching framework and collaborative problem solving culture at Franklin School.

Strategies for supporting these students at Franklin include developing a core knowledge foundation skills, multi tiered systems of support, culturally responsive teaching framework and collaborative problem solving culture at Franklin School.

2nd Grade Reading-

- Improving their reading fluency
- Demonstrating key ideas and details from text selection
- Integration of key ideas, details along with vocabulary acquisition and application
  The 2nd Grade Students who have a baseline reading level of 16 in the DRA fall of 2017 will demonstrate growth by scoring 20-30 in the spring DRA

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SCHOOL IMPROVEMENT PLAN

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Twelve 2nd Grade Students who have a baseline reading level of 20-30 in the DRA, fall of 2017 will demonstrate growth by scoring 30-34 in the spring DRA

Fourteen 2nd Grade Students who have a baseline reading level of 30-38 in the DRA, fall of 2017 will demonstrate growth by scoring 38-44 in the spring DRA

Strategies for supporting these students at Franklin include developing a core knowledge foundation skills, multi tiered systems of support, culturally responsive teaching framework and collaborative problem solving culture at Franklin School.

5th Grade Math-

STAR testing reflected 1 student above, 6 students within, and 23 students below with 13 suggesting additional help needed. STAR Math, (Spring 2017, Fall 2017 benchmark, Spring 2018 comparison)

Twenty three students who have a baseline math level in the fall of 2017 will demonstrate growth by performing at or above grade level in the STAR math assessment in the spring

One students who demonstrated a baseline math level of above grade level in the fall of 2017 will demonstrate growth by performing above grade level in the spring STAR math assessment at the next grade level

Grade Students who have a baseline reading level of 30-38 in the DRA, fall of 2017 will demonstrate growth by scoring 38-44 in the spring DRA

Strategies for supporting these students at Franklin include developing a core knowledge foundation skills, multi tiered systems of support, culturally responsive teaching framework and collaborative problem solving culture at Franklin School.

Component 2 School Environment & Culture

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

Franklin Culture- Students, families and staff inherently create a school climate that promotes relationships, rigorous academic challenge and relevant applied learning products to real world problems. Franklin School promotes inclusiveness for students, staff, families and the community.

Key Actions

- Update Franklin School PBIS framework
- Create learning opportunities with "classroom partners" K-8
- Collaborate with Parent & Community Partners for enrichment/extension of learning application in "real world" (community) setting.

Measures- updated Franklin PBIS framework 2017-18, total number of collaborative, enrichment, extension learning opportunities for Franklin students, multi age learning opportunities.

Component 3 Equity

Franklin student identity is not a predictor nor does it predetermine school success or achievement. Franklin promotes student leadership and voice, with community collaboration.

Key Actions:

- Principal led discussion and development of culturally responsive teaching practices in staff development times including staff meeting, PD days, PLC, and Franklin team meetings
- Continue the work of the Equity Team by providing time at staff meetings to share and discuss work completed Diversity Trainings.
- Continue to give more staff the opportunity to participate in the Courageous Conversations trainings.

Measures-Equity strand component of Franklin Leadership Team, PD component for Franklin staff meeting, learning walk feedback dialogue with learning walk, % Franklin staff with CC PD

Component 4 Community Collaboration & Connections

Franklin School Community- Each Franklin student as part of the school community, Corvallis School District Community, Greater Corvallis Community, Global Citizen.

Key Actions:

- Mission, Purpose, Story aligned with school, district, community values

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

- Family Community events, i.e., BBQ, Open House, Curriculum Night, Science Olympics, Family movie nights, community service projects, Washington D.C trip, 2nd Language enrichment,
- Collaboration with OSU, HP, WOU, CHS, CVHS, LPMS, CMS…

Measures- number of family events in school year, number of community service projects & activity result, number of collaborative partnerships in the community.

Corvallis
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II.D. Garfield Elementary School

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

- 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
  - 3.0 FTE Linguistic Specialists – 1.5 FTE bilingual, 3.0 FTE ESOL endorsed
  - 1.0 FTE Instructional Coach – 1.0 FTE bilingual, ESOL endorsed, and reading endorsed
  - .5 FTE RTI specialist – ESOL endorsed, Special Education endorsement
  - 2.3 FTE specialist teachers (.9 FTE PE, .9 FTE Music, .5 FTE Art)
  - 1.0 FTE counselor - bilingual
- Support Staff
  - 3.75 FTE office staff to support office and families (OM, 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

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

Revised: August 30, 2015

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

Results from 2016-17 School Action Plan

What were your successes?
The Garfield staff did extensive work to design language arts instruction to be responsive to diagnostic assessment data. Grade level teams systematically used the inquiry cycle to inform their literacy instruction in English and Spanish throughout the year. With facilitation and accurate diagnostic assessments, grade level teams committed to the instructional practices and engagement strategies articulated in their plans. Although teachers have used the inquiry cycle in a number of areas in the past, the structured process with actionable formative assessment data in both English and Spanish, increased the level of ownership that teachers had of this process.

Key Actions from 2016-2017

- School-wide formative diagnostic assessments were administered 3 times throughout the year and used to determine instructional focus for each grade level in both English and Spanish.
- Systematically implemented *100% Plan for Core Instruction* with each grade level team for language arts.
- Systematically implemented *20% Plan for Intervention* structure at each grade level.
- Lens of equity protocols incorporated into *100% Planning, 20% Planning*, and curriculum development meetings.
- School climate survey data was collected and is being used to refine school-wide climate structures.
- Supported parents to access resources to support their families. School staff worked in conjunction with district staff to connect families to resources provided by the district and across the community.

What areas do you still to work on?
There are key actions that our staff continues to focus on this year to improve the implementation of core curriculum and improve school climate. We have taken a number of steps to increase student and parent voice in all that we do. Our hope is to continue this work so our students' voices are at the heart of what we do and who we are as a school with respect to academics, equity, school culture, families, and the community

Key Actions from 2016-2017

- Adapt engagement strategies to ensure that these strategies are effective for all students.
- Continue to develop family knowledge about our school system and ways that parents can take an active role in the education of their children

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

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 scaffolded support for teachers of the use of the inquiry cycle, it has been difficult to identify an 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 math.
- Three times a year, grade-level teams will use math 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 continue to 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. Staff will focus on the use of group goals and consistent implementation of reading interventions.

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

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.

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:

- Staff will identify which students lie within the "sphere of success" (math, language arts, behavior, social emotional, etc) at Garfield Elementary and identify current barriers that are excluding individuals and groups of students..
- Grade level teams will work collaboratively to expand that sphere to systematically include more students based on what *we know* from relationships, not just what *we think we know*.
- Each teacher will identify two students who are currently outside of the "sphere of success", that fit a pattern of students who have not experienced success in the past.
- Teachers will use a variety of strategies to develop a learning partnership with the student to inform their practice. Teachers will use the knowledge that they have gained to systematically expand the sphere.

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

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 effective 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."

Key Actions:

- Staff will identify which students lie within and outside the cultural "sphere of success" at Garfield Elementary and identify current barriers that are excluding individuals and groups of students from the sphere.
- Each teacher will identify two students who are currently outside of the "sphere of success", that fit a pattern of students who have not experienced success in the past. They will work with those two students to develop a strong learning partnership with each student.
- School teams will use stronger learning partnerships to adjust systems to maximize positive school culture.

GARFIELD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

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 the specific needs of each family in order to gain a clear understanding of our educational system.

Key Actions:

- Each teacher will identify two students who are currently outside of the "sphere of success", that fit a pattern of students who have not experienced success in the past. They will work with those two families to develop a strong learning partnership with each family.
- Garfield Elementary will use a variety of methods (informational meetings, PTA meetings, conferences, website, and information packets) to develop family knowledge about our school systems 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?

Corvallis
SCHOOL DISTRICT

II.E. Jefferson Elementary School



Jefferson Elementary School
SCHOOL ACTION PLAN
2017-2018

Demographic Information

School Population – 357 students

K	48	2 classrooms
1	48	2 classrooms
2	71	3 classrooms
3	50	2 classrooms
4	74	2 ½ classrooms
5	66	2 ½ classrooms

TAG Students	Free and Reduced Lunch	Special Education Students	Emerging Bilinguals
3%	**23%**	**20%**	**4%**

Staff Certified

- 14 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 (.70 FTE / .20 FTE Adaptive PE for our students in Life Skills)
- 1 Music Teacher (.70 FTE)
- 1 Art Teacher (.40 FTE)
- 1 Counselor (.50 FTE)

Staff Classified

- 4 Educational Assistants for Intervention support school-wide
    - (2 EAs @ 4.5 hours, 2 EAs @ 5.5 hours)
- 7 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 is our second year of participation in the SWIFT/ODE grant to increase inclusion opportunities for our students both academically and behaviorally. We were proud to share our results at the national SWIFT/MTSS Conference in California in July and with Special Education Administrators in Eugene in October. Our staff continues our journey toward greater inclusion and are excited to see the results of another year of focused attention on inclusive practices in academic and behavior instruction.



Jefferson Elementary School
SCHOOL ACTION PLAN
2017-2018

Results from 2016-2017 School Action Plan

What were your successes?

Academics

Our focus on second grade literacy met with huge success as 88% of our second graders ended the year at or above grade level. That number represents only five students who remained below grade level by the end of the year.

Scheduling EAs into classrooms for longer amounts of time (45-60 minutes) put our belief of inclusive practice into action. Our EAs supported students and teachers to provide academic intervention in the general education classroom. We made thoughtful and data-driven decisions about groups and programs due to our streamlined RTI and PLC processes.

Equity

Our staff successfully advocated for the return of the ELD program at Jefferson. Through intentionally planned meetings, our certified and classified staff shared resources and knowledge about our students to improve their inclusive experience in our general education classrooms as well as the cafeteria and playground.

Community

Our school community endeavored through a mission and vision process and we are proud of our final product. Our Jaguar Student Leaders included students from Life Skills and succeeded in planning monthly PBIS assemblies and participating in community service events.

Parental Involvement

Our Jefferson parents participated in a school climate survey the results of which were presented to staff as a starting point when discussing school-wide behavior. Communication from school to home increased with the addition of weekly school news e-mails. Our families in Life Skills were encouraged to sign up for conferences with both their general education and special education teacher in order to get a fuller picture of their child's day at school.

What areas do you still to work on?

We are trying to find the best way for our general education teachers to communicate regularly with our special education teachers in order to plan for all students. Teachers have also requested professional development on strategies for successful co-teaching in elementary classrooms.



Jefferson Elementary School
SCHOOL ACTION PLAN
2017-2018

Jefferson Mission

Jefferson is a community where all children feel safe, valued, and included. We honor the unique abilities of every child by creating challenging and realistic learning opportunities for all.

Jefferson Vision

Jefferson students will develop the skills and knowledge to become confident, compassionate, and engaged citizens.

Jefferson Values

In partnership with our families and community, we value:

- Inclusion
- Equity
- Kindness
- Perseverance
- Integrity
- Creativity
- High Expectations



Jefferson Elementary School
SCHOOL ACTION PLAN
2017-2018

Component 1 – Academics

Our Commitment:
"Jefferson staff honor the unique abilities of every child by creating challenging and realistic learning opportunities for all." To that end, we are committed to all children experiencing growth in literacy and math and achieving grade level proficiency by the end of third grade.

Academic Issues:
Reading Benchmark
Second Grade – 20% (12 students) are starting the year below grade level and identified for literacy intervention.
Third Grade – 28% (13 students) are starting the year below grade level and identified for literacy intervention.

Math Benchmark
Second Grade – 17% (12 students) are starting the year below grade level and identified for math intervention.
Third Grade – 7% (3 students) are starting the year below grade level and identified for math intervention.

Key Actions:

- EAs will be assigned to second and third grade classrooms during core instruction blocks to create opportunities for academic intervention to occur in the classroom and with the classroom teacher.

- Grade level teacher teams will utilize our MTSS Intervention Matrix (based on the SWIFT Tiered Intervention Matrix) to plan for needed interventions in reading, math, and behavior. Teacher teams will revisit that Matrix at PLC meetings to analyze progress.

- Second and Third grade teachers will be instructing math in combinations of small, differentiated groups that allow for extended time to work with students in need of intervention as well as provide skill practice that is appropriately matched to their needs

- In second grade, our teacher team will be piloting a new reading program, Engage NY. This program is theme based and designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Decoding skills are also taught through a "skills strand." Teachers are excited about the opportunity to teach literacy while at the same time introducing topics like *Immigration, Cycles in Nature*, and *Fighting for a Cause.*



Jefferson Elementary School
SCHOOL ACTION PLAN
2017-2018

Component 2 – Equity

Our Commitment:
"Jefferson students will develop the skills and knowledge to become confident, compassionate, and engaged citizens." To that end, we recognize our role in modeling confidence, compassion, and engagement in our daily work with students.

Equity Issues:
With 20% of our students on IEPs, we are dedicated to inclusive experiences for our students in special education. Those inclusive experiences must happen in the classroom, on the playground, and in community activities.

Our staff must demonstrate culturally responsive teaching practices. Our students continue to need exposure to the experiences of people from non-white cultures.

Key Actions:

- Through our use of a Multi-Tiered System of Support and grade level PLCs, we will ensure that students are provided targeted and individualized interventions and supports in their general education classrooms.
- EAs will support inclusive education in our general education classrooms through non-categorical language and practices.
- The Jefferson Leadership Team will ensure that all students have access to extra-curricular activities.
- The Jefferson E-Team will revamp the traditional "Multi-Cultural Night" into a school-wide, cultural experience that includes student exhibitions and family and community participation in exposing our students and their families to non-white cultures.
- Certified Professional Development for the school year will be centered on Culturally Responsive Teaching with specific emphasis on the Ready for Rigor Framework.



Jefferson Elementary School
SCHOOL ACTION PLAN
2017-2018

Component 3 – School and Community

Our Commitment:
"Jefferson is a community where all children feel safe, valued, and included." To that end, our staff is committed to ensuring that students know they are safe, realize their own value, and experience inclusion.

School and Community Issues:
Based on our school climate survey, students, parents, and staff agree overwhelmingly that challenging student behavior in the classroom makes it difficult for students to learn.

We must continue to increase opportunities for our students to experience inclusion.

Key Actions:

- We will utilize a new PBIS Handbook for elementary schools, which includes universal practices and procedures and building specific documents to help support staff when faced with students displaying challenging behaviors.
- We will renew our focus on positive behavior school-wide and in classrooms with the intentional teaching and re-teaching of positive behaviors.
- The master schedule will contain reserved time in every grade level to use for Morning Meeting. The Morning Meeting allows students to transition into the school day in a purposeful way, helps build community in the classroom, and sets up students for success throughout the day.
- We will participate in the Look for the Good Project (along with all Corvallis elementary schools) to help our students experience kindness and gratitude with the outcome of reduced bullying.
- Jaguar Student Leadership will continue to include all students who apply and focus on school spirit and community service.



Jefferson Elementary School
SCHOOL ACTION PLAN
2017-2018

Component 4 – Parental Involvement

Our Commitment:
"In partnership with our families and community, we value inclusion, equity, kindness, perseverance, integrity, creativity, and high expectations." To that end, we will foster the relationship with our families to ensure engagement opportunities connected to these values.

Parental Involvement Issues:
Based on results from our SWIFT Fidelity of Implementation Assessment from the end of 2017, our area of focus for this school year must be engaging parents in our school community and in school-wide decision-making.

We have experienced very low attendance at Principal Coffees where the principal presents information about school issues.

Key Actions:

- The Wellness Committee will reform, led by parents, to direct our adherence to the District Wellness Policy and improve nutritional, physical, and mental health of our students and staff.
- We will include parent and family presentations of stories, music, language, games, and traditions at our revamped cultural experience night.
- The principal will find new ways to reach parents who have not been attending Jaguar Java (Principal-Parent Conversations). She will use available technologies to find the best way to present information in a more accessible format.
- We will plan and support Fine Art Nights to give our students the opportunity to exhibit their creativity through art and music.

Corvallis
SCHOOL DISTRICT

II.F. Lincoln Elementary School

Lincoln
SCHOOL IMPROVEMENT PLAN
2017-18

Demographic Information

- School Population—390 students (projected enrollment was 360; 83 kindergarten students)
  - TAG—3% 12 students
  - SpEd—10% 39 students
  - Ever Eng L—24% 96 students, with 64 currently qualifying for ELL services*
  - F & R—57% 222 students
  - Mobile-9.5% 38 students
- Different Languages Spoken: 8
- American Indian/Alaska Native, 0%; Asian, 1%; Black/African American, 1%; Hispanic/Latino, 34%; Multi-Racial, 6%; Native Hawaiian/Pacific Islander, 0%; White, 58%

Instructional Staff

- **Classroom teachers:** 16, 4 kindergarten, 3 each at 1st and 3 2nd, 2 each at 3rd-5th grade
- **Specialists:** 2.0 instructional coaches, 1.25 SPED staff, 4.0 language coaches (CIELD-Content Integrated English/Español Language Development), 1.0 Counselor, .8 Music, .3 Art, .8 PE/.2 Enrichment Coordinator
- **Assistants**: 10 EA, for ELL, SPED, General; plus SPOC (tech support), Behavior, Assessment, Library/Media

Auxiliary staff and programs

- Benton County Health Navigator M-Th full day
- Healthy Youth Program W + family nights
- Garden Education through Linus Pauling Institute F full day + family nights
- KidCo Headstart (now full day with 20 students) M-F
- Lion's Club (serves average of 90) director overlaps with school day to bridge with after school program

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*
- *Demonstrate positive cross-cultural attitudes and behaviors*

Enrichment at Lincoln includes

- 1:World for all students (IXL, ST Math, RAZ Kids)
- School Garden partnership with Linus Pauling Inst.
- Integrated Art Program K-5
- Healthy Youth Program f
- OBOB (Oregon Battle of the Books)—3rd-5th grade, English/Spanish
- Student Leadership 4th/5th
- Choir 4th/5th
- 100 Mile Club
- Lincoln Lion Club (21st CCLC)
- Bilingual Family Nights (monthly)
- Strings 3rd-5th grade
- Girls on the Run, OSU Extension 4H Science
- PTA sponsored events (include Lovin' Lincoln Fun Run, Posadas, Kermes, Latin artist assemblies)
- 5th Grade outdoor school, Salmon Watch
- Spanish spelling bee
- Baile folklorico
- Lego Robotics



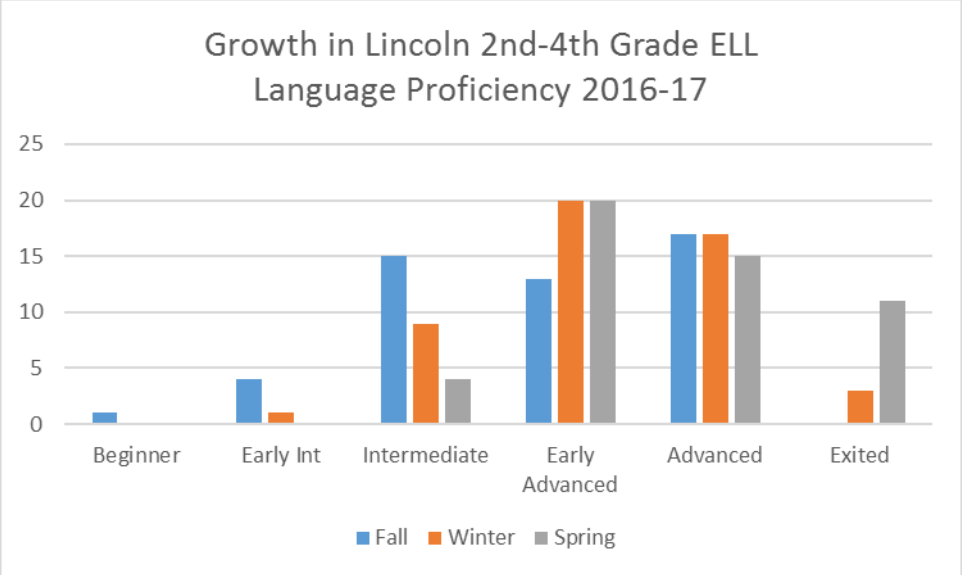
Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

Revised: October 20, 2017

Lincoln
SCHOOL IMPROVEMENT PLAN
2017-18

A large focus of our 2016-17 school improvement plan was literacy growth of our students through the implementation of Content Integrated English Language Development. This co-teaching model allowed ELL students to increase their time in class by 30 minutes a day instead of being removed for ELD instruction. This inclusive approach complements the aims of our dual language immersion program, in particular demonstrating positive cross-cultural attitudes and behaviors. While co-teaching was piloted in 2015-16 in 3rd grade, last year the model was implemented at Lincoln K-5 with three language coaches working in tandem with classroom teachers to deliver integrated language arts units. These units often included Science and Social Studies themes.

Below is a snapshot of the impact of co-teaching on the language proficiency of 2nd and 3rd grade ELL students as measured by the QIA (Quick Informal Assessment).*
Key: Designation (scores of 20 possible): Beginner (0-3) Early Intermediate (4-6) Intermediate (7-9) Early Advanced (10-13) Advanced (15-20)





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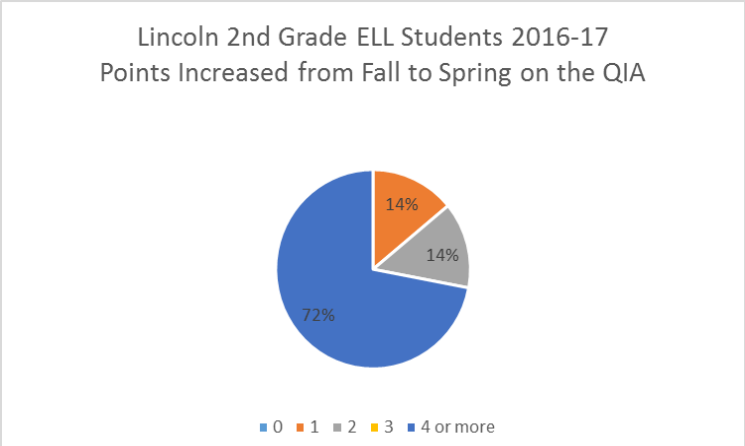

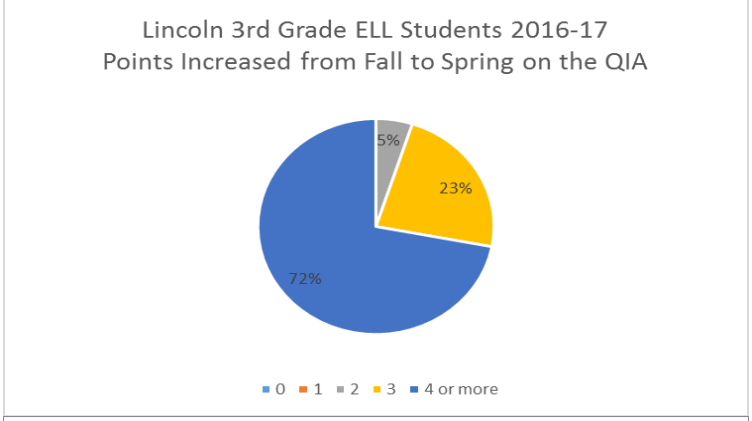

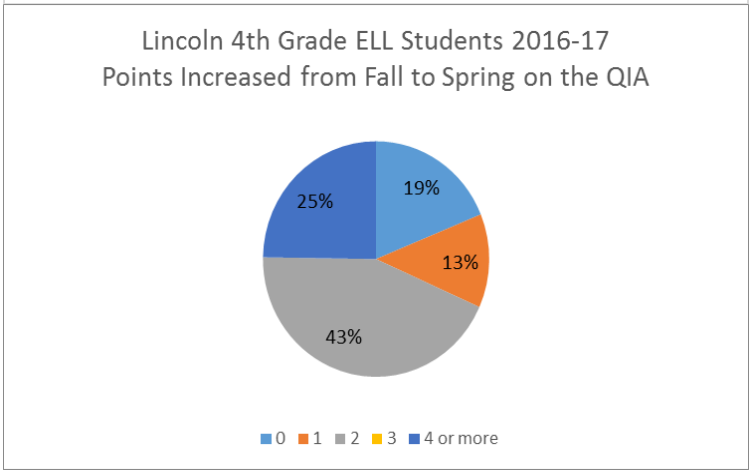

*Philosophy Behind the QIA
The QIA is an informal, comprehensive testing instrument designed to quickly identify a student's language proficiency level as well as evaluate language growth over time. Multiple ways to assess language development insure that the process is more comprehensive and not based on a single measure. The QIA offers a means of observing and evaluating language development in an informal way.

Why Use the QIA?
• Teaching forms and functions explicitly in ELD must result in testing those specific forms and functions at each proficiency level.
• Testing specific grammar forms identifies the tools that ELs have in order to use language accurately and purposefully.
• Testing the verb forms specifically means testing the engines that drive language. "Verbs are royal, regal, and therefore reign among the parts of speech or syntactic categories." They determine one's command of the language.
http://hstrial-cwilliams168.homestead.com/QIA_Sampler_Email-1.pdf

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

Revised: October 20, 2017



Lincoln
SCHOOL IMPROVEMENT PLAN
2017-18



Component 1
Academics

Our Commitment:
We strive to 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 by technology and differentiated instruction. We are committed to ensuring that all students gain the academic knowledge and skills necessary for continued success. Our building focus for the year is Culturally Responsive Teaching, with subthemes of *Collaboration, Feedback, Identity, and Depth.* School relationships with students, home, community, and among educators greatly influences success.

Academic Issue(s): *Literacy*: In the 2016-17 school year, multiple measures in both English and Spanish indicate strengths in receptive skills (Reading/Listening) with discrepancies in productive language skills (Writing/Speaking). Assessments include ELPA, CFAs in the area of Writing and Speaking, STAR, EDL, DRAs, and Logramos. While this is to be expected in language acquisition, there is a need to propel our students' language production skills forward to prepare for future grade levels.

In fall 2017 assessments 21 of 83 kindergarten students know zero letter sounds/names in either English or Spanish. Research infers that students who do not yet know letter sounds by the end of kindergarten are likely to struggle with reaching grade level literacy standards in future grades. The single best predictor of first-year reading achievement is the child's knowledge of and the ability to recognize and name the upper- and lower- case letters of the alphabet (Adams, 1990; Honig, 1996; Riley, 1996)

2016-17 Successes/Challenges	2017-18 Next Steps
• All K-2 Spanish side teachers trained in Bridges with English side participating in co-teaching training. All 3rd-5th teachers participated in training for Engage NY math • Augmented Core LA kits with supplemental texts using District and grant funds; • Performance tasks at the end of each unit focused on student exhibition, including an expo hosted by 5th grade following their 3-day outdoor school experience. • The visible learning focus on feedback guided grade level PLCs to develop and implement rubrics to improve the quality of learning	• PD for implementing Higher Level Questioning/Discussion using the Depths of Knowledge framework • Increase quality and quantity of GLAD units. Each grade level "gladifies" a new unit and aligns with Garfield. • Writing: Provide training in Step Up to Writing, Handwriting and Keyboarding Without Tears • Increase the quality and quantity of student exhibition. Every unit has a performance task that involves a culminating speaking/writing task. • Increase Academic Language supported through co-teaching in ELA; pilot full day co-teaching in Spanish in 5th grade

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2017-18

• Expanded co-teaching from 3rd grade 15-16 to k-5 16-17. Site visits to Barnes Elementary and Reynolds. Co-Teaching PD at ELL Alliance Conference, ATDLE Conference in Palm Springs and in house. • Continued use of programs with increased digital citizenship instruction and implementation of Keyboarding without Tears at 5th grade. • Held monthly tech committee meetings, parent reps; district tech TOSA and two building tech liaisons provided leadership regarding effective technology integration, including presenting at Districtwide parent night • 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. • SMART program provided 1:1 reading support for K/1 for 20 minutes twice a week	• Align SMART reading program with kindergarten literacy curriculum • 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. • Each class will have a block of time for additional math instruction allowing for extension and/or intervention.



Lincoln
SCHOOL IMPROVEMENT PLAN
2017-18



Component 2
Equity

Our Commitment: We strive to foster a welcoming working and learning environment for all by providing culturally relevant and rigorous learning experiences 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 recruiting and retaining staff members who represent our students and families.

Academic Issue(s): Lincoln's student demographics represent large percentages of students who have historically been underserved, including those facing homelessness, navigating poverty, and experiencing trauma. A longitudinal success of the DLI program in the District has been the stark increase of graduation rates of Latinx students, growing over the past five years from about 50% to 87% in 2016. The student body is racially diverse, with 96 students who qualify or have at one time qualified for English Language Learner services. All students and staff are language learners at Lincoln where multilingualism and multiculturalism are highly valued.

2016-17 Successes/Challenges	2017-18 Actions/Next Steps
• Six additional staff members participated in "Beyond Diversity" training. Equity team met monthly as part of the committee schedule, encompassing Site Council. This afforded the E-Team opportunities to collaborate with other committees and provide training and updates. • PD offerings: Courageous Conversations Summit, OABE (Oregon Association for Bilingual Education), OLN offerings and ATDLE (Association of Two-Way Dual-Language Education). • Moved towards aligning practices, instruction, behavior with newly launched Head Start program. • Continued *Intercambio* and Zumba offerings to CSD families hosted at Lincoln, funded through the Paseos grant. • Expanded Arabic and Spanish parent information night to district level. • Spanish spelling bee, Spanish OBOB, and Spanish assemblies • DLI pathways committee (Garfield, Lincoln, LPMS, CHS) focused on vertical and horizontal alignment to develop language policy and practices. Increased clarity in the areas of Curriculum, Instruction and Assessment tied with DLI goals. Monthly DLI-Admin PLC • 10 staff, including Art, Music, and support staff, participated in language immersion programs in Bend and Costa Rica to improve Spanish skills	• Racial autobiographies for staff and students • *Culturally Responsive Teaching and the Brain*—PD (focus on Identity, Feedback, Depth), including NEP training in the fall, early release days, monthly PD, • Arabic club afterschool program • Sheltered Instruction Support—GLAD unit development one person/grade level • Continued participation in districtwide DLI pathways committee • E-team meets monthly with a focus on Identity matters facilitating work in the area of racial autobiographies • Spanish spelling bee, Spanish OBOB, and Spanish enrichment (Andres123) • Implement PE and library/media instruction taught in Spanish 3rd-5th grade; expand bilingual music instruction • Increased attention to collecting and analyzing Spanish data (EDL, STAR) • Apply equity rubric to review curriculum, enrichment, and other offerings

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

Revised: October 20, 2017



Lincoln
SCHOOL IMPROVEMENT PLAN
2017-18



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)
Academic Issue(s): The number of Lincoln students who have experienced significant trauma is on the rise. Effects of trauma often have been manifested by disruption in the classroom and potentially interrupts student learning.

2016-17 Successes/Challenges	2016-17 Actions/Next Steps
• With the assistance of a specialist the PBIS committee developed and refined the School wide 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 and implemented • Assistants trained in CHAMPS for literacy groups	• Look for the Good Project • Regular garden lessons, including school wide garden days • Monthly Wellness Committee: include topics relating to physical and mental wellness; Family Wellness Night • Implement the SSBD and use data in RtI meeting to designate interventions/supports and monitor effectiveness • Weekly assemblies promoting mental and physical fitness • Weekly Leadership Action Team meetings to create and monitor behavior support plans and refine • PD—CHAMPS, PBIS, Collaborative Problem Solving & *Culturally Responsive Teaching* • Each staff member selects a focal student

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

Revised: October 20, 2017



Lincoln
SCHOOL IMPROVEMENT PLAN
2017-18



Component 4
Parents & Community

Our Commitment: We strive to foster relationships with home and community to promote engagement, provide enrichment and augment each student's learning experience. These partnerships are a critical way for students to make authentic, real-world connections.

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)

2016-17 Successes/Challenges	2016-17 Actions/Next Steps
• Developed and communicated 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 outlined in the new policy. • Held monthly bilingual family nights, including Literacy, Math, Art, and Science focus. Additionally, an evening talent show and cultural event was held with student leadership MCing the event bilingually. • 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, childcare, food and interpreters will be provided. • Monthly bilingual principal/parent teas. • Concerted effort to promote participation in parent/teacher conferences.	• PTA will emphasize practices that welcome all to discussions. Every other meeting dinner is provided with alternate meetings featuring presentations on topics as selected by parents, including information regarding the facilities bond, DLI program, ELL services, Garden education, and mental health. • Latinx affinity group will meet weekly to review topics that will assist participants to navigate systems as well as inform ways to increase access • Monthly bilingual family nights, including STEM, Wellness, Math in the Garden, and Literacy focus. Alternate months will feature 2 grade levels Art/Music evenings. • Lincoln Community events will include the Lovin' Lincoln Fun Run, Lincoln's Got Talent and a family Spring Dance • Home to School communication will improve • with planners at the 4th and 5th grade level and a pilot program at 1st and 3rd grades using "See Saw" which allows teachers and students to showcase their daily work and exchange messages regularly between home and school. Additionally, each classroom will have a room parent to serve as a liaison to increase volunteerism and connection. • Monthly committee meetings will include parent representatives on the Wellness/Sustainability Committee and Equity Committee • Student led conferences in the Spring

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

Revised: October 20, 2017

Lincoln
SCHOOL IMPROVEMENT PLAN
2017-18

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

Revised: October 20, 2017

Corvallis
SCHOOL DISTRICT

II.G. Linus Pauling Middle School

Linus Pauling Middle School
SCHOOL IMPROVEMENT PLAN

2017-2018

Demographic Information

- *School Population*
    - 6th grade- 234
    - 7th grade-250
    - 8th grade-248

      Total-732
- *Talented and Gifted*- 17%/124 students
- *Free and Reduced Lunch*-37%/272
- *Special Education (including Life Skills)*
    - 6th grade-39
    - 7th grade-34
    - 8th grade-31

      Total-104
- *Active English Language Learners*-
    - 6th grade-27
    - 7th grade-17
    - 8th grade-9

      Total-53
- *Monitored English Language Learners*-
    - 6th grade-24
    - 7th grade-27
    - 8th grade-30

      Total-81
- *Ever English Learner*
    - 6th grade-2
    - 7th grade-8
    - 8th grade-6

      Total-16
- *Staff (# Classroom Teacher FTE, Specialist FTE, Classified FTE)*
    - Certified FTE (including specialist, Counselors, ELD, SPED etc.)- 39.5 FTE
    - Classified FTE (including office, life skills and custodial staff)- 34.28 FTE
- *School specific demographic info/data to share*
    - Life Skills-17 students
    - Dual Language Immersion
        - 6th grade-66
        - 7th grade-76
        - 8th grade-62

          Total-204

Linus Pauling Middle School
SCHOOL IMPROVEMENT PLAN
2017-2018

Results from 2016-17 School Action Plan

What were your successes?

Academics: A formalized RTI system was used in the school last year. The RTI team consisted of 4 teachers and 2 administrators that monitored STAR data, made student placements into intervention classes and supported transitions, 5th-6th and 8th-9th. Last year we used a variety of intervention curricula to support reading and used different apps to support math intervention. At the end of the year we still felt that this was not necessarily the best system possible to help our students that struggle. The team determined that we had students who were on IEPs or English Learners who did not have an opportunity to take an elective class because of the intervention class in their schedule. This we felt was problematic. We would use the FTE we use for intervention to make our regular core classes smaller and then push in support, use our RTI FTE in a different way and push in EA support to intervene with students. This would begin in the 2017-18 school year.

Again, we saw a decline in our Smarter Balanced scores for some of our sub groups, but feel confident that we are on the right track to support growth in all areas. Staff voted unanimously to implement school-wide Cornell notes for the 17-18 school year along with the LPMS binders. Both of those initiatives are part of our journey to become an AVID school.

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. In staff meetings, members of the team presented their racial autobiographies, as well as presenting the four agreements with staff, we surveyed students in PRIDE, trying to get perspectives about the school experience from the different racial groups that exist in our school. After spring break, we dedicated a week to teaching students about "isms"(racism, sexism, ageism, etc.)

School Environment and Culture: We continued to develop the plans for PRIDE and created themes for each quarter of the school year that would be reiterated through PRIDE lessons and be part of the teaching at student assemblies throughout the year.

Additionally, LPMS received support through the SWIFT grant that has helped us analyze the systems in our school. One of the first systems we addressed was our behavior system. We rewrote our behavior handbook and met several times to come up with a system that was specific, clear and reasonable. Staff and administration visited different middle schools in the area to observe PBIS systems and to look at different programs. These visits were motivating and very helpful in planning for the system we put into place this year. The addition of a Dean of Students position has proven very

beneficial, enabling us to better address individual student behaviors and refine the PBIS system. In addition, we have restructured our leadership model to have more distributive leadership throughout the school. With this system we hope to give all staff a voice in the happenings of the school. We have added stipended positions for 4 certified and 2 classified staff to be representatives for the different grade levels and classified staff according to their job assignment. We have also designated one of our PLCs a grade level PLC where certified as well as classified staff that work in classrooms can meet to discuss other topics that are too big for the weekly grade level meetings. It also gives classified staff time to meet with teachers to learn more about the expectations that teachers have for them.

Parents and Community: JUNTOS meetings were held for Spanish-speaking parents during the 2016-17 school year. We were able to provide these meetings through a partnership with OSU and support from the equity team at the district office. This series of parent meetings were informative and beneficial to building community at LP.

LP has a PTO that supports the school by coordinating volunteers, providing meals for staff appreciation events and conferences, and by organizing and putting on the 8th grade celebration in June. We are very happy to have a group of dedicated volunteers that enable us to provide services that we would not be able to provide without them.

What areas do you still need to work on?

There are items in all four areas mentioned above that need continual work. Looking at data, it is obvious that we still need to do more work around closing the opportunity gap for students. Academic progress still lags for students of color, students on IEPs and students navigating poverty. A school-wide focus on instructional strategies that can help teachers differentiate more effectively and an intervention system that will support student's need for additional instruction in math, reading and optimally, writing, are areas we continue to work on.

In the area of equity we plan to give parents a survey at conferences to measure their comfort with Linus Pauling and if there are things we can do as a school to provide more access or provide a better experience for parents. We will also look at the materials that were shared at the Culturally Relevant Teaching workshop that we attended in late September and hope to share more information with staff about some of the key topics that were talked about in that workshop. ie. growth vs. fixed mindset, relationship building, getting to know the students at LP and the gaps that exist between student and staff.

School environment and culture is an area we are committed to working on with focus and enthusiasm. Continuing to use and adjust the student behavioral systems that have been put into place this year is a

priority. Better communication that closes the loop between the dean of student and staff, more student and staff accountability to use the system in place and a system that continues to be taught and adjusted to support the needs of the building. Higher expectations for student behavior are being implemented from the office to the classroom to the lunch room. We have implemented a system that uses the windows in the office to provide services to students. This keeps the front office free of students and provides a more welcoming environment for adults entering the school. In the lunchroom, we have expectations that students will clean up the area they are sitting at and put their trays at the end of the table when finished. This has helped reduce student traffic in the commons. We have also added "Positive References" to our lunch routine. Our assistant principal announces the names of students that are being recognized for their positive contribution to a class they are in. This has been a very positive addition to lunch and from what we hear the kids seem to enjoy it.

The implementation of thematic PRIDE lessons that address Pride in Self, Pride in Others and Pride in Community has started at all grades. We will also continue to develop the habit of periodical teaching of students of expectations and never assume that students come to us knowing behavior expectations at school. The use of PAWS for positive feedback to students on a job well done will continue to be developed and changed as necessary.

Finally, the development of better communication with parents and community through a new web page and the addition of the presence of LP on social media are two goals we have in this area for this year. We will continue the JUNTOS meetings and hope to partner with Trillium to offer parenting classes in Spanish. Parenting classes in English have already existed at LP for at least few years. This year we will attempt to add the classes in Spanish.

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.

Linus Pauling Middle School
SCHOOL IMPROVEMENT PLAN
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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 third year with a RTI process in place for both reading and math, we have decided to revamp the way we do interventions. We are not offering separate intervention classes for Tier 2. Because we have used FTE to create smaller core classes, math and language arts, we hope to intervene within the classroom for these students. We know by doing this, these students will have an opportunity to access an elective class of their choice that they could not access last year. We hope to be able to intervene with push in support, student tutors and a few special education teachers pushing into core classes. 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 and assessment data that can help teachers know how to meet the needs of each student in their classrooms.

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 with all students that will help with organization and hopefully better outcomes. For the 17-18 school year we have also implemented Cornell Notes schoolwide. We will continue to provide training for staff and motivators to help teachers implement these new ideas and commitment to providing these strategies schoolwide.

This year we will work on building the capacity among staff with professional development in technology, AVID specific strategies, academic language strategies, and trauma affected classrooms. “Experts” among our staff will train staff in these areas during the four 2 hour early release days we have this year. We will also have our language learner experts (3 stipended positions provided by a grant through the DLI department).

We will continue with our summer school efforts to support incoming 6th graders to maintain and gain proficiency in math. We hope to expand these efforts to reading. Our experience tells us that it is imperative to form relationships with the elementary schools in order for the attendance at math camp to be at the level that would justify offering these classes. 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.

LPMS Smarter Balanced Results in Math and Reading 2016-17

	LP13/14 (OAKS)	OR13/14 (OAKS)	LP14/15 (SBAC)	OR14/15 (SBAC)	LP15/16	OR15/16	LP16/17	OR16/17
All - Reading	79.7	69.7	67.9	56.4	60.9	56.7	56.4	55.2
All - Math	69.9	62.2	53.2	42.5	53.5	42.8	50.1	41.9
All - Science	82.9	66.9	80.9	65	70.5	63.8	70.3	62.8
Econ. Dis. - Read	68.8	57.8	49.4	43.8	39.9	44.1	30	42.3
Econ. Dis. - Math	52.2	49.5	32.5	29.4	27	29.5	23.9	28.4
Econ. Dis. - Science	70.8	54.6	63.3	53.8	52.9	52.7	46.7	51
Eng. Learn. - Read	51.4	47.7	40.5	37.1	29.1	37	27.7	35.8
Eng. Learn. - Math	47.6	46.5	25.6	25.6	23.6	24.8	19.7	24.5
Eng. Learn. - Science	52.9	40.5	63.2	40.9	30	38.1	40.9	37.1
St. w. Dis. - Reading	32.9	30.5	27.3	19.5	23.8	20.1	26.3	18.6
St. w. Dis. - Math	21.3	22.3	26	14.5	23.8	14.6	23	13.8
St. w. Dis. - Science	37.5	36.7	30.8	31.7	21.1	30.8	27.3	30.1
His./Lat. - Reading	58.7	52.4	50	39.5	39.3	39.7	32.7	38.7
His./Lat. - Math	54.7	47	33.1	25.3	26.7	25	19.9	24.8
His./Lat. - Science	62.5	45.9	63.6	45.3	51.6	43.6	48.1	42

Linus Pauling Middle School
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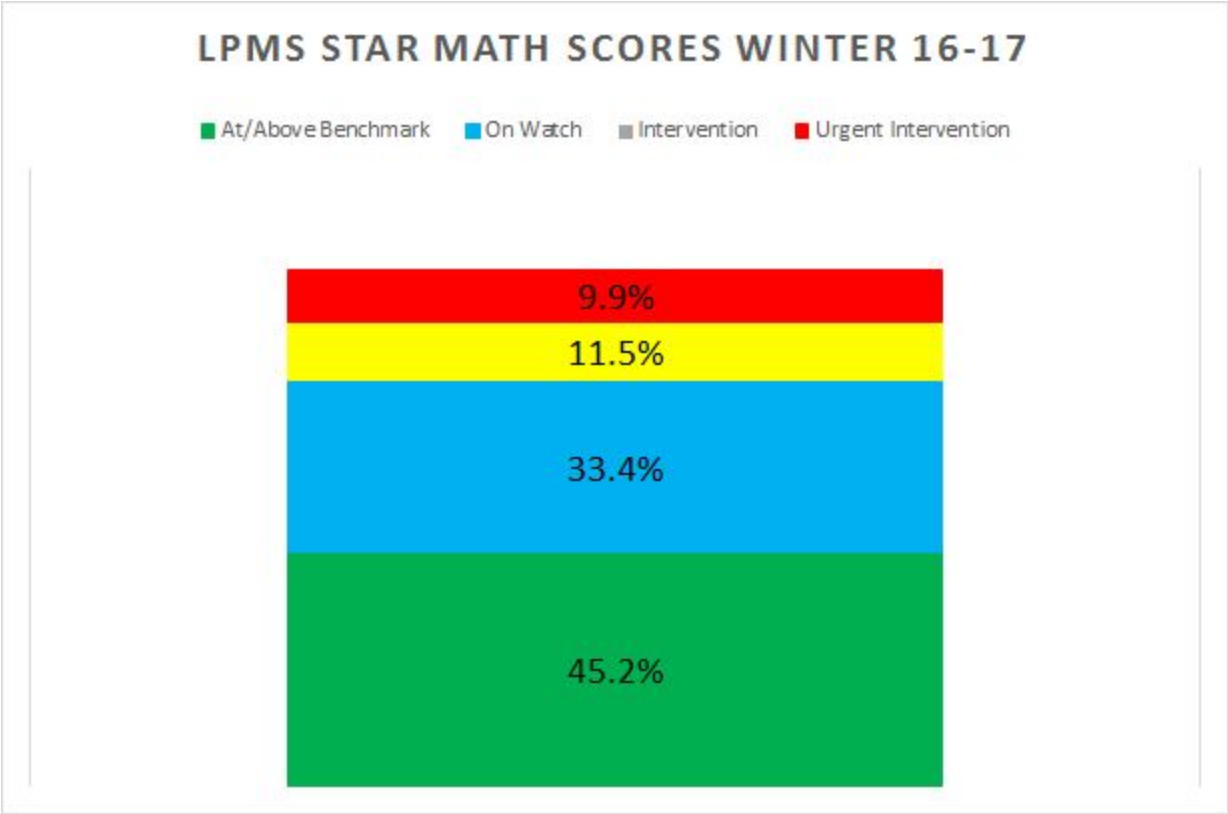
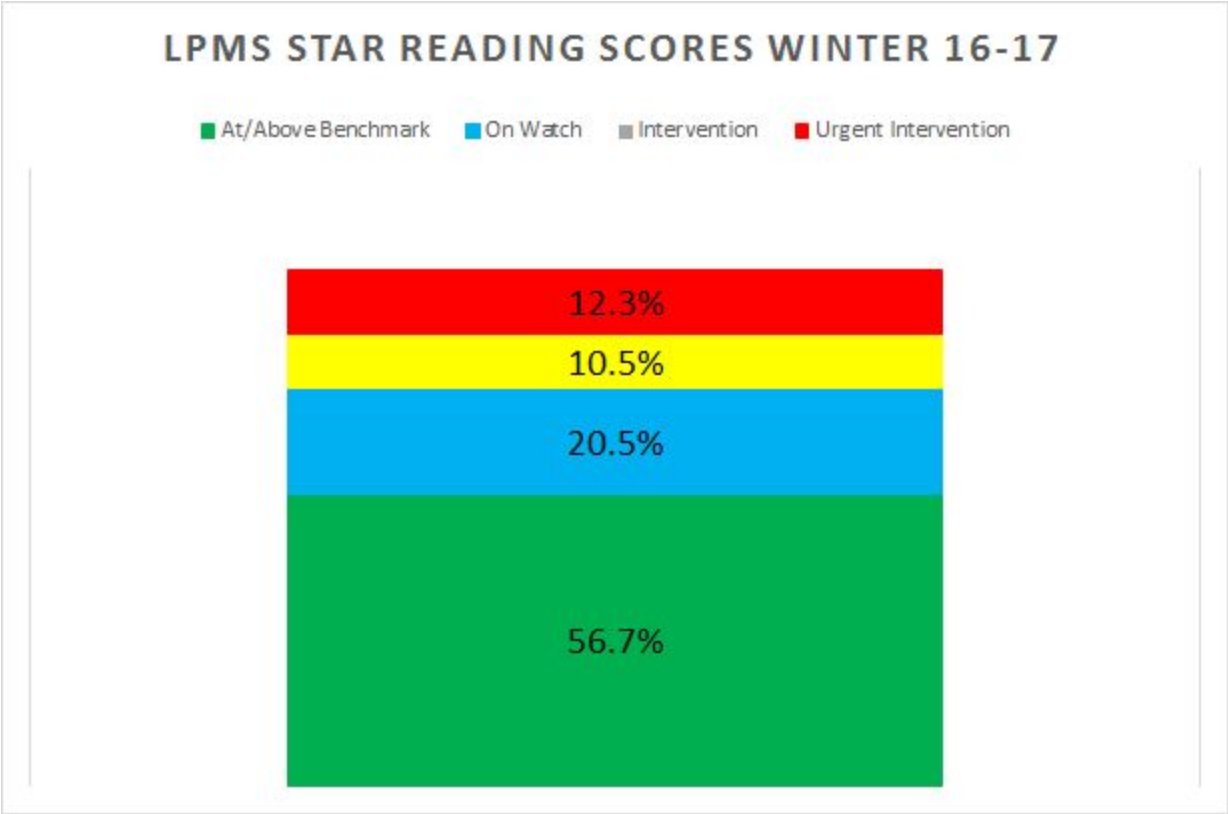
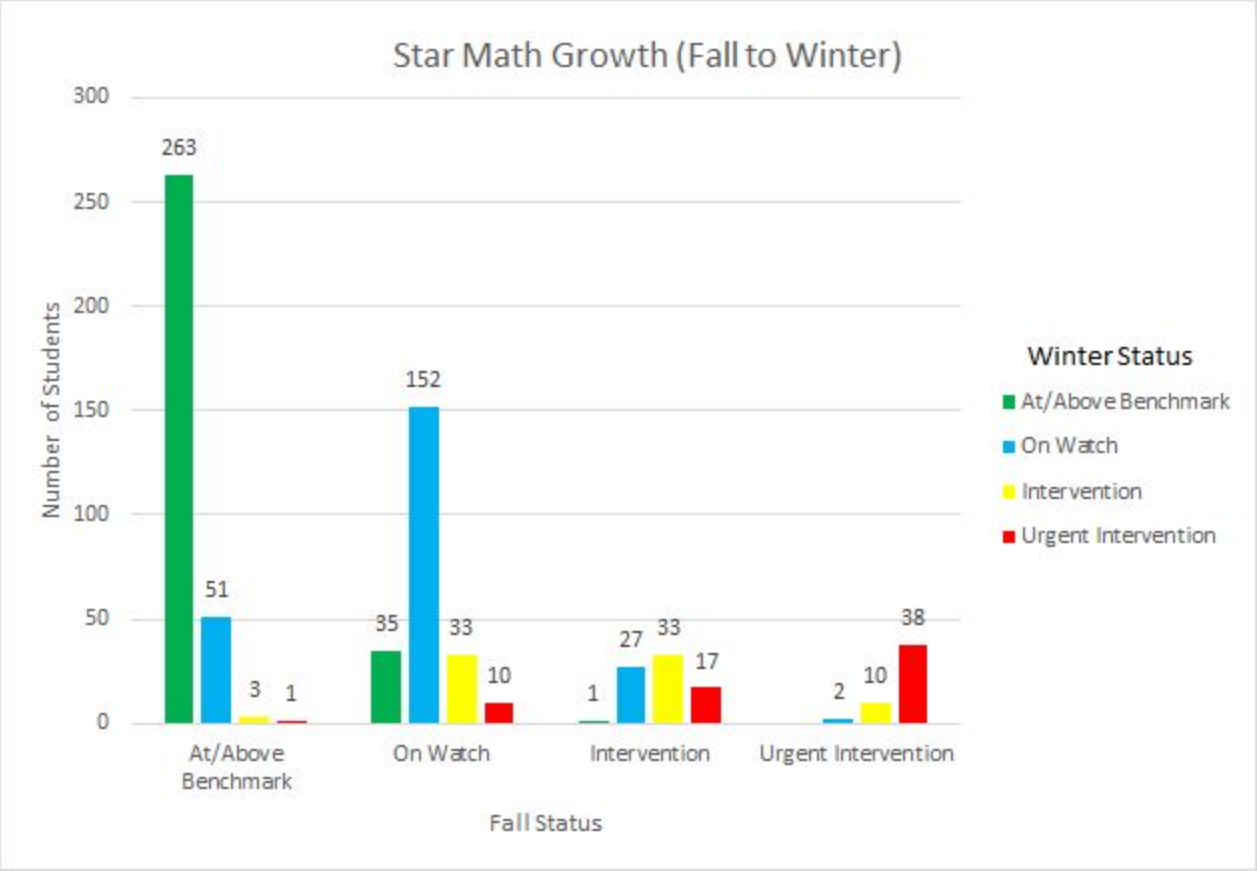



LPMS STAR READING SCORES WINTER 16-17
At/Above Benchmark
On Watch
Intervention
Urgent Intervention
12.3%
10.5%
20.5%
56.7%

Linus Pauling Middle School
SCHOOL IMPROVEMENT PLAN
2017-2018



Linus Pauling Middle School
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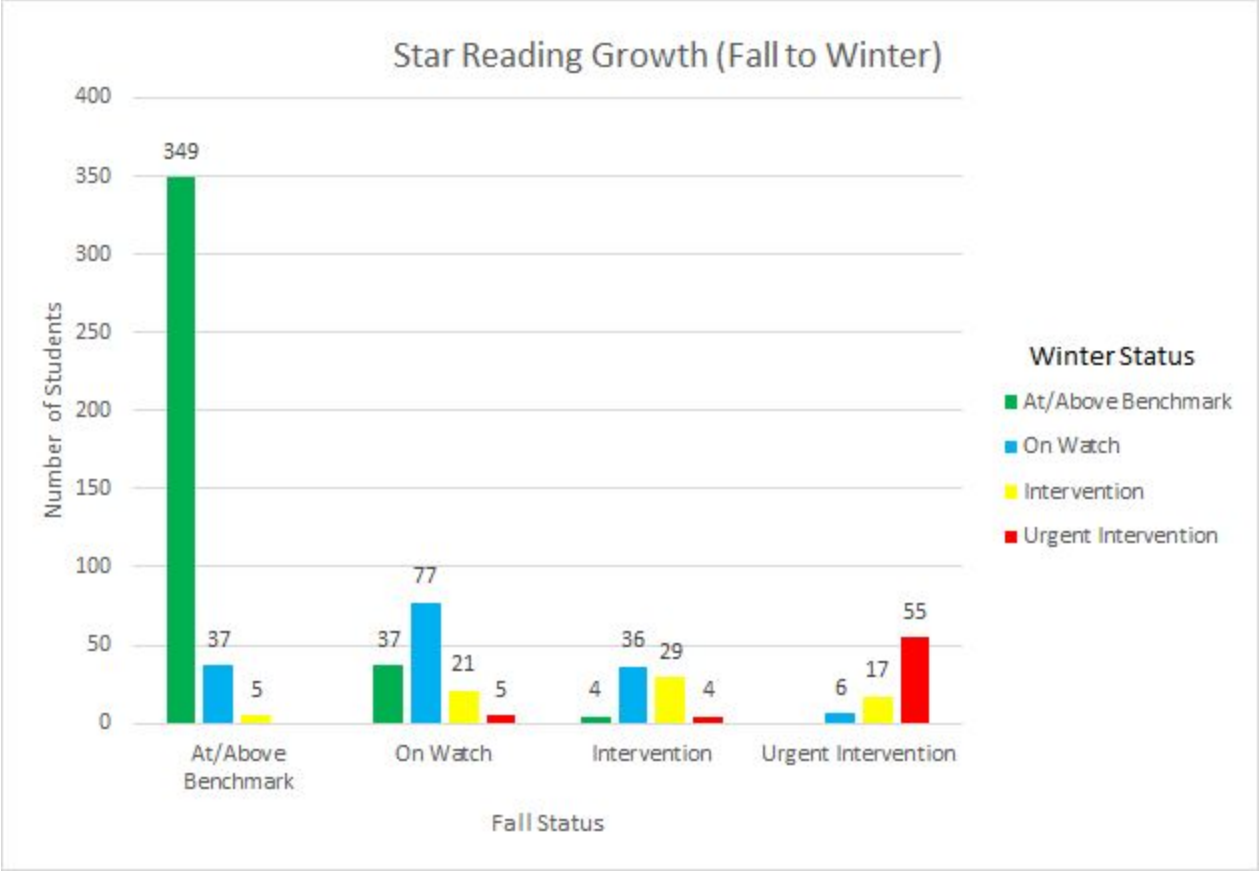
2017-2018



Component 2

Linus Pauling Middle School
SCHOOL IMPROVEMENT PLAN

2017-2018

Equity

Our Commitment:
Linus Pauling has a strong commitment to equity for all students and families in our school. With almost 37% students of color, 14% of students on IEPs, and 37% 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, those who are navigating poverty and students on IEPs.

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 continue with many of the efforts started last year. Sharing information that they have learned at trainings and as part of their experience as staff of color will be some of the experiences shared with staff. We feel it is important that staff hear multiple perspectives and counter stories from our students and staff to gain multiple perspectives and understand more deeply the different experiences in our school. As they move through the year the goal will be to continue conversations that will help staff reach a level of consciousness about race and about the multiple experiences of our students. We will also start probing the perspective of our parents through a survey given at parent-teacher conferences.

We will continue to send staff to the Beyond Diversity trainings offered by the district. At the present time we will have over 29 staff that have attended the training. Finally, as administrators we are making a concerted effort to hire the demographics of our building. We currently have 9 Latino staff, 1 Native American staff and 1 African-American staff member at Linus Pauling.

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.

Linus Pauling Middle School
SCHOOL IMPROVEMENT PLAN
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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 2nd 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

Linus Pauling Middle School
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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:

There are a variety of parent focused activities that we do at Linus Pauling MS. Open House in the fall, Parent-Teacher conferences in both fall and spring and finally our 5th grade Open House are all school events that we have for all parents.

With both a Health Navigator and a School Liaison we are able to offer to offer a wide variety of activities to support our Spanish-speaking parent population as well as our families who may need support with community services. Parenting classes in both Spanish and English as well as monthly parent meetings with Spanish-speaking families are part of our plan this year. JUNTOS will continue to be a part of the offerings for our Spanish-speaking families beginning after the new year. This is a program that is offered through a partnership with OSU. Finally, we sponsored an AVID parent night this year to help parents understand the AVID goals and the learning there students will do in AVID.

Providing better communication about all of the wonderful things that are happening at LPMS is a goal for this year. Being active on social media to promote LPMS and its programs and to inform families about upcoming events. We want to continue to strengthen our partnership with the Boys and Girls Club, OSU and hopefully other community organizations will strengthen our programs and better support our students and families.

Corvallis
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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. SEVENTH ROTATION (7:15-7:30)

XI. DEBRIEF - BOARD AND PRINCIPALS

XII. 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