



Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Thursday, December 20, 2018 4:45 PM	Special	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, December 20, 2018
4:45 PM

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, December 20, 2018, 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 IMPROVEMENT PLAN

2018-2019

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			Demographic Information
<i>Kindergarten:</i> 61 students <i>1st grade:</i> 82 students <i>2nd grade:</i> 87 students <i>3rd grade:</i> 75 students <i>4th grade:</i> 67 students <i>5th grade:</i> 72 students Total Enrollment: 444 students		<i>Number of Boys:</i> 233 - 53% <i>Number of Girls:</i> 211 – 47% <i>Number of Classrooms:</i> 16 <u>Class Sizes:</u> <i>20-24 students:</i> 4 classrooms <i>25-30 students:</i> 13 classrooms	9% - English Language Learners 9% - Special Education 3% - Talented and Gifted 28% - Students Navigating Poverty 18 languages spoken <i>American Indian:</i> 5 students - 1% <i>Black:</i> 5 students - 1% <i>Multi-racial:</i> 43 students - 10% <i>Asian:</i> 32 students - 7% <i>Hispanic:</i> 39 students - 9% <i>White:</i> 319 students - 72%
Staff Information			
<i>Number of Staff Members:</i> 46 <i>Number of Certified Classroom Teachers:</i> 17 <i>Number of Certified Specialists:</i> 8 <i>Number of Administrators:</i> 1 <i>Number of Classified Staff Members:</i> 21 <i>Average Student–Teacher Ratio:</i> 26.05			
2017-2018 School Year Reflection		Student Learning Enrichment Opportunities	
<i>2017-2018 Successes:</i> - Refinement of RTI - Involvement of Wellness Team <i>Opportunities for growth:</i> - Structure of Equity Team - Connection/partnerships with families		- Adams in Motion: AIM (Running and Walking Program) - School Garden and Garden Club - Afterschool Clubs: Engineering, Math, Science, Cultures - Music Clubs: School Choir, Marimba Band - Crossing Guard Program - Arabic Club	



ADAMS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Results from 2017-18 School Action Plan

What were our successes:

Response to Intervention and Professional Learning Communities

Our focus last school year was on connecting the Response to Intervention (RTI) process with Professional Learning Communities (PLCs). Specifically, the focus was on aligning the progress monitoring tools used to the intervention programs in place. Throughout the course of the school year, data collection and analysis practices were integrated in PLC conversations. Intervention details including progress monitoring data were shared through grade level notebooks to ensure information was connected and accurate. Both communication and progress monitoring alignment improved the connection between the classroom and the RTI process.

English Language Development

The integration of our English Language Development program into a co-teaching model began last year. Through the commitment and dedication of our ELD teacher and our ELD pathway classroom teachers, we began the shift to a more inclusive, student-centered model of instruction. The benefits in both the development of English and the connectedness to the classroom has led us to expand our efforts in the 2018-19 school year.

What areas do we still need to improve?

As we look ahead to the 2018-19 school year, two main areas for growth have been identified. First, we are focusing on a more inclusive model for RTI; primarily, the students in highest need will be meeting with the teacher that is most highly qualified to provide instruction. Typically, this shifts results in students remaining in their classroom with peers and EAs “push-in” to provide additional support while the classroom teacher leads targeted, small group instruction. Second, we stand to improve our alignment with the district’s equity vision and parent engagement within Adams. Both areas have key action steps in our 2018-19 School Improvement Plan.

Alignment of Adams School Improvement Plan to CSD Strategic Plan

In an effort to align classroom and building level work to our District Strategic Plan for 2017-19, each focus area in the Adams School Improvement Plan is coded to the goal it is aligned to within the strategic plan. We believe that equity is at the center of all we do; however, we have isolated as a goal category in order to support the intentional work included in our plan.

Real World Learning: **(RWL)**

Student Achievement: **(SA)**

Equity: **(E)**

Health and Wellness: **(HW)**



ADAMS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

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:

- Shift from Response to Instruction (RTI) to Multi-Tiered Systems of Support (MTSS) model (SA)
 - o *Focus:* Increase supports for inclusive practices.
 - Establish systems to support interventions occurring in classrooms by the classroom teacher.
 - Include EAs in MTSS grade level meetings.
- Schoolwide Literacy (SA)
 - o *Focus:* Implementation of Collaborative Classroom literacy program.
 - o *Focus:* Alignment of diagnostic assessments to intervention materials.
 - o *Focus:* Increase academic achievement for Student Navigating Poverty through the increased focus on our MTSS model.
- 21st Century Skills and Technology (RWL)
 - o *Focus:* Enhance student learning by having 3 additional teachers attend Apple Training for iPads.
 - o *Focus:* Increase communication with families through the use of technology – i.e. Seesaw.



ADAMS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

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)
 - o *Focus:* Align ELD instruction with core literacy instruction through co-teaching and shared planning time.
- Development of School Equity Team (E)
 - o *Focus:* Engage families and staff in the development of a school equity vision.
 - o *Focus:* Include parent/student voices on our Equity Team.
- Professional Development with focus on Equitable Practices (E, SA)
 - o *Focus:* Provide PD for staff using resources from National Equity Project.
 - o *Focus:* Integrate Social-Emotional Learning into our MTSS model.
 - o *Focus:* Include relationship building strategies in all staff development.



ADAMS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

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 rigorous and meaningful* 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)
 - o *Focus:* Conduct the “I am, We are, Adams is...” activity with school
- Positive Behavior Interventions and Supports (PBIS) (HW)
 - o *Focus:* Implement Look for the Good gratitude campaign
 - o *Focus:* Monthly school-wide assemblies
- School Counseling Program (HW)
 - o *Focus:* Implement Great Body Shop and Collaborative Classroom programs in core instruction.
 - o *Focus:* Integrate SEL groups into MTSS model
 - o *Focus:* Define role of school counselor as main support for most vulnerable students
- Student Enrichment Opportunities (E, HW)
 - o *Focus:* Afterschool club programs including Arabic Club
 - o *Focus:* Continue development of School Wellness Team



ADAMS ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

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 (E, SA)
 - o *Focus:* Continue weekly school communication of nuts and bolts (Alligator Bite).
 - o *Focus:* Increase communication opportunities through the use of social media and culturally responsive practices.
- Adams Parents and Teachers Organization (APT) (E)
 - o *Focus:* Provide Adams t-shirts for every student.
- School Equity Team (E)
 - o *Focus:* Engage families/students and share their perspectives with staff/peers.
- Partnership with Oregon State University (OSU) (RWL)
 - o *Focus:* Collaborate with OSU in the development of our Project-Based Learning opportunities.



Corvallis

SCHOOL DISTRICT

II.B. Corvallis High School



Corvallis

HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

CHS School Improvement Plan 2018-19

Our Vision	Our Mission	Our Beliefs
Students and staff will practice empathy, take personal responsibility, and be resilient.	Our mission is to educate responsible, knowledgeable and highly engaged global citizens.	We believe: • All students can learn. • All students should feel safe and known. • Adherence to our core values will build community and prepare students for future academic and social success.

Student Enrollment by Grade	Demographic Information
Total Enrollment: 1,227 Grade 9--296 Grade 10--307 Grade 11--292 Grade 12--333	Economically disadvantaged 30% Students with disabilities 11% Ever English learner 13% 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%

Staff Information	

Asian 2.3% African American 2.3% Hispanic/Latino 8.5% White 86.9%	
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Opening Narrative:

We do a lot of things well. There is a good “vibe” at CHS, and students continually try to transfer in and be a part of it. Staff work extremely hard, and we do not have a high rate of turnover. After intense focus on what became known as the “30%”, graduation rates have increased significantly, particularly among students who represent groups who were traditionally underserved by CHS and 509j. We should be proud of that progress. We are at the logical next step when it comes to continually improving our culture and our student outcomes. We have the caring about kids part down. The next evolution is to support kids in becoming students who work hard, take responsibility for their learning, and who easily and willingly collaborate with each other meaningfully and empathetically. Administration and staff need to model these same behaviors.

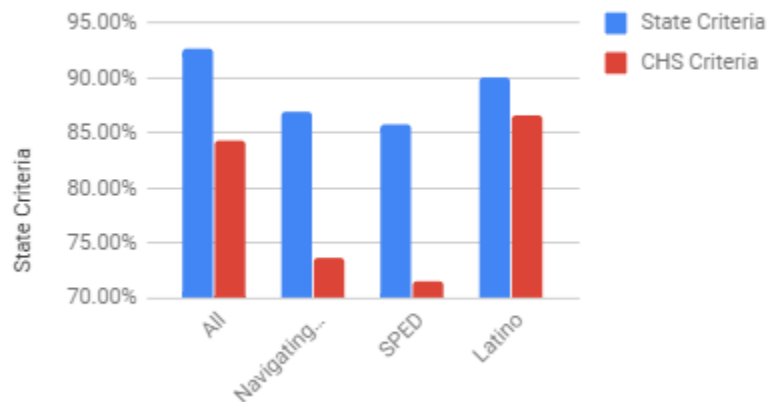
The Engagement Review Team made it clear that CHS focuses on equitable practices to support all learners in an inclusive environment. However, there is “less clarity around the expectations for learning in an environment of academic rigor and consistently high expectations for all students”. As the report points out, “Authentic care for the inclusion and well-being of every student and holding these students accountable to high standards are not mutually exclusive beliefs”. Leadership is challenged to develop “a purpose statement focused on teaching and learning within a climate and culture of equity”. The Engagement review makes the challenge for CHS clear: “refocusing and establishing clear expectations for high-caliber teaching and learning in every classroom must be an essential focus for the purpose statement of the school”. Finally, interviews with stakeholders and classroom observations found “a lack of clarity and consistency regarding instructional expectations for every student and how to create an environment of academic urgency and vibrant learning”. Creating this environment will form the basis of our commitments for the 2018-19 year.

Include any relevant information about your school, your process, and your growth as an individual, team, and school. Feel free to add photos and edit this format to meet your needs. Please include the basic structure: Commitment, Issue, Key Actions.

Results from 2017-18 School Action Plan

Goal #1: All 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.

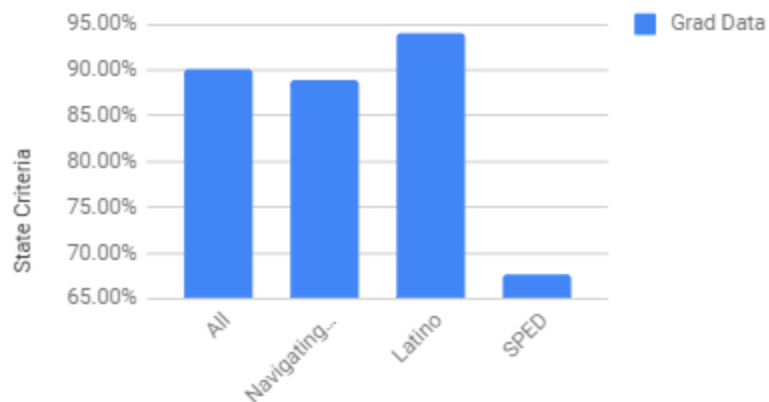
2017-18 9th Grade On Track Data



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

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

Class of 2018 Graduation Rates



2018-19 Goals:

Goal #1: All 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, Latino students, and SPED will exceed 90%. (*CHS and CHHS combined*)

**Component 1
Student Achievement**

Our Commitment:

Improvement Priority #2: Redesign, implement and monitor instructional methods used in the classroom to increase student engagement and academic rigor.

Primary Standard (2.2): The learning culture promotes creativity, innovation and collaborative problem-solving.

Related Standard: (2.1): Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

Related Standard: (2.3): The learning culture develops learners' attitudes, beliefs and skills needed for success.

Academic Issue(s):

Lack of consistent accountability systems.

Inconsistent engagement and rigor in classrooms.

Students arrive at CHS with holes in their learning and fixed mindsets.

Key Actions:

- Go through “a collaborative process to review the wide variety of instructional methods representing best practices for different content areas”. What is identified by departments?
- Develop “shared expectations for the features every classroom teaching and learning experience will encompass at CHS”.
- Hold each other accountable for the “implementation of rigorous instructional methods”.
- Create an effective EWS for 9th graders and seniors.
- Engagement Look-fors; eleot 2.0.
- Recruit D.O for observation/feedback help.
- Support innovative teacher practices and projects.
- Continue to enhance current CTE programs and grow Computer Science and Forestry.
- Implement grade level data meetings. These teams meet monthly to focus on student grades, attendance, and behavior.
- Implement grade level data teams.

Criteria for Success:

- All student groups will exceed 90% in terms of 9th grade on-track, as defined by CHS..
- The graduation rate for economically-disadvantaged, Hispanic and SPED students will exceed 90%.

Component 2 Equitable Systems

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.

Academic Issue(s):

The demographics of our honors and AP classes do not reflect the overall demographics of CHS.

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.
- Increase and support student voice and leadership throughout the school.
- Continue to send staff to Beyond Diversity training.
- Implementation of Inquiry Team to focus on culturally responsive instruction.
- Explore the EOS system to identify students for more advanced classes either/or IB to move honors type courses towards more skill-based curriculum.

Criteria for Success:

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

Component 3
School Environment & Culture

Our Commitment:

Improvement Priority #1: Construct and implement a systemic protocol for the development of a purpose statement that balances defined expectations for student learning and for student inclusion and well-being.

Primary Standard (1.1): We will commit to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

Key Actions:

- The development of a purpose statement focused on teaching and learning within a climate and culture of equity.
- Cell phone policy.
- Re-creation of the discipline matrix.
- Dean of Students position.
- Meeting management/communication protocols.

Criteria for Success:

- Implementation of Frosh Success class along with refinement of learning priorities as we continue with program.
- Creation of sustainable and effective systems for tracking student behavior.
- Staff feel more supported by the behavioral team.
- Continued focus on core values and how staff model these values.

Component 4
Real World Learning

Our Commitment:

Students will participate in authentic, real-world learning, with an emphasis on developing a global perspective.

Academic Issue(s):

Staff are fearful of changing away from a traditional delivery of instruction and content.

Risk Management provides barriers for student internships.

A lack of culturally-relevant teaching.

Key Actions:

- Create additional learning pathways toward graduation (Computer Science, Forestry).
- Expand real world learning opportunities--example--creation of Business & Design class which is built around a student run design business.
- Create school to work placements for students who have exhausted CTE curriculum.

**Component 5
Health & Wellness**

Our Commitment:

Building community around our identified core values as informed by Peace Literacy.

Academic Issue(s):

Students arrive in class without the skills to self-regulate and participate effectively with others in a group

Teachers are seeking tools to help students with trauma backgrounds and who are struggling to be present and respectful in class

Civil discourse is becoming increasingly rare in American society and that is reflected in students' language and actions at school

Barriers to providing equity include teachers lack of training in specific strategies and tools to be more culturally responsive and respectful in their conversations and instruction with students

Key Actions:

- Peace Literacy.
- Sources of Strength.
- Implementation of Freshmen Success class which amplifies time needed to cover mental health in a meaningful way with all 9th graders.

Criteria for Success:

- Students will demonstrate increased skills in interpersonal problem-solving.
- Students will have increased opportunity to self-reflect on their growth in “soft skills”.
- Staff will report increased positive communication among themselves and with students.
- Staff will cite instances when they used Peace Literacy tools in their work.
- Students will be able to tell signs, symptoms, and resources for treatment for mental illness.



Corvallis

SCHOOL DISTRICT

II.C. College Hill High School



Our Vision	Our Mission	Our Beliefs
Every student at College Hill will be known, valued, celebrated, and successful. Every staff member will be a part of this work. Every day we will learn more, grow stronger, and make our community a better place.	We will ensure the success of every College Hill student. Each student will graduate with a concrete plan for pursuing their post-secondary goals.	We believe • Every Kid deserves to be known • Every kid has strengths • Relationships are the key to student success • Building resiliency and grit is essential for building independent adults

Student Enrollment by Grade	Demographic Information
Total Enrollment: 130	Special Education – 45 Housing Insecure – 22 Students Navigating Poverty – 76%

Staff Information	
1 Administrator 4.75 FTE General Ed Teachers 1.0 Special Ed Teacher 1.0 Counselor 5.0 FTE Educational Assistants	2.0 FTE Clerical Staff 0.5 Behavior Support



Corvallis

SCHOOL DISTRICT

Opening Narrative

College Hill is a place where we believe that every student can be successful. It is our job to determine obstacles to learning and either remove those obstacles or help the student develop skills to overcome those obstacles. If they learn their strengths, we are confident they will experience success.

Component 1 Student Achievement

Our Commitment: Each of our students will graduate, having earned the necessary credits and mastered their essential skills.

Academic Issue(s): All students referred to College Hill are credit deficient and many struggle with the academic skills to demonstrate mastery of the essential skills. It is our work to make sure that each student is able to do the work to meet their individual academic goals.

Key Actions:

1. Intake Meeting
2. Twice Yearly family conferences
3. Daily Goal Sheet
4. Academic Advisor Program
5. Proficiency System



Corvallis

SCHOOL DISTRICT

Component 2

Equitable Systems

Our Commitment: We will ensure that every College Hill High School graduate has a concrete plan for their education and/or employment when they leave us.

Academic Issue(s): Many students graduate with hopes and dreams. It is our work to help turn these into concrete plans.

College Hill Post-Secondary Planning

All Students

1. FAFSA/ORRSA -- Konstantine / Maria
2. Oregon Promise -- Cindy Preece
3. PGS -- if Below 2.5 GPA -- Cindy Preece
4. Personal Education Plan and Profile -- Konstantine (included in career syllabus)

If plan Entails College

1. College Search -- including majors or programs -- Konstantine
2. Application Complete and Submitted -- Essay with support if applicable -- Konstantine
3. Admission Confirmation -- Konstantine
4. Financial Award Conference --Konstantine

If Plan Is Job or Career

1. Current CIS Skills Assessment -- Donna/Kim
2. Local Job Search -- Donna/Kim
3. Updated Resume -- Donna/Kim
4. Application(s) Completed -- Donna
5. Hired Before Graduation -- Donna



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If Plan is Apprenticeship

1. Current Resume -- Donna
2. Apply to program -- Donna
3. Acceptance Letter Received -- Donna

If Plan is Military

1. Meet with Recruiter -- Konstantine
2. ASVAB -- Konstantine
3. Application Complete -- Konstantine
4. Confirmation of Enlistment -- Konstantine

If Plan is Transition Program

1. Modified Diploma -- Susan/Kim
2. Meet with Susan Petty -- Susan/Kim
3. IEP Meeting -- Susan/Kim



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Component 3

School Environment & Culture

Our Commitment: As a staff, we will study the works and philosophy of Brene Brown in order to better understand how vulnerability, gratitude, courage, and empathy can inform our practice.

Academic Issue(s): Often our students engage in behaviors that are either self-destructive or personally offensive. We need to check ourselves and our expectations in order to not communicate non-acceptance and shame onto our students in such a way that it inhibits their ability to learn and achieve.

Key Actions:

1. Back-to-School PD around Love and acceptance
2. Weekly Brene Brown quotes
3. Frequent staff meeting Brene Brown Moments



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Component 4

Real-World Learning

Our Commitment: We will partner with the Thinker-Tinker Trailer folks to give our students more opportunities to engage in hands on learning.

Academic Issue(s): While College Hill offers students many project-based learning opportunities, we have a lack of materials and facilities for students to get their hands on. The Thinker Tinker Trailer can help to alleviate these challenges and offer students use of 3D printers, laser etchers, heat transfer t-shirt tools, and more.

Key Actions: The Trailer staff will meet regularly with our science, CAD, Urban Farm, and other teachers to schedule times for students to work on individual and class projects using the trailer equipment. School staff will be trained so that they can incorporate these tools into their lesson planning. We will elicit regular feedback from students and teachers about what is working and what is not.



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Component 5

Health & Wellness

Our Commitment: We will have a Yoga and Mindfulness class that meets three mornings per week for the whole school to come together to breathe, to move, to practice thankfulness, and to manage our stress.

Academic Issue(s): Many of our students experience stress, anxiety, and other challenges that make it difficult for them to be at their best when they come to school. We want to create opportunities for them to be in a healthier emotional state as they take on the rigors of their daily learning.



Corvallis
SCHOOL DISTRICT

II.D. Garfield Elementary School



SCHOOL IMPROVEMENT PLAN

2018-2019

Garfield Elementary School Vision Statement

If Garfield Elementary School is to be an exemplary school, it must have a clear sense of the goals that it is trying to accomplish, the characteristics of the school it seeks to become, and the contributions that the various stakeholders in the school must make in order to transform these ideals into reality. This vision statement provides the standards that Garfield should strive to achieve and maintain. These standards are both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

I. Curriculum and Instruction

An exemplary bilingual school provides a diverse and balanced curriculum. This curriculum includes a core that specifies the knowledge and skills that all students are to attain. The school designs its curriculum and instruction to enable all students to acquire these outcomes. In such a school:

- A. Bilingual curriculum enables students to broaden their perspective in order to understand and appreciate diverse cultures within the school and cultures and conditions beyond those of their local community.
- B. All students have equal access to educational opportunities that are afforded to all students across this district.
- C. Curriculum and instruction are guided by specific, clearly stated, challenging goals for each grade level that stimulate student engagement and provide purposeful learning.
- D. The scope (depth and breadth) and sequence (order or flow) of the curriculum are aligned from grade to grade.
- E. The academic progress of each student is closely monitored, and supported.

II. Students

In an exemplary bilingual school, students accept responsibility for their learning, decisions, and actions, in preparation for both academic and life challenges believing in themselves and their ability to learn. Students:

- A. Believe in themselves, their resiliency and their ability to reach their full potential.
- B. Are prepared to navigate both academic and life challenges.
- C. Are respectful of others-fellow students, teachers, staff, visitors, etc.
- D. Accept responsibility for their learning, decisions, and actions.

III. Staff

An exemplary bilingual school operates on the premise that a school can only be as good as the people it employs. Therefore, it is committed to recruiting, retaining, and supporting outstanding educators who can advance the school's vision. All staff members:

- A. Have high expectations for student success guided by shared goals and a sense of common purpose.
- B. Model the importance of lifelong learning through their commitment to ongoing professional development.
- C. Collaborate with one another on a regular basis on curriculum, instruction, individual students, and school improvement initiatives in order to create conditions that promote student and staff success.

IV. School Climate

An exemplary bilingual school provides a warm, inviting climate that enables students to enjoy their school experience and results in a shared sense of pride in the school. In an exemplary bilingual school:

- A. Members of the school community are known and valued for who they are and their experiences.
- B. There is a commitment to provide an emotionally and physically safe, supportive environment on school campus at all times.
- C. All individuals are treated with respect.
- D. There is open communication between all members of the school community.

V. Community Partners

An exemplary bilingual school recognizes the importance of establishing effective partnerships with the larger community. It strives to develop the community's allegiance to and ownership in the school. In an exemplary bilingual school:

- A. Volunteerism is encouraged and used effectively to move toward the vision.

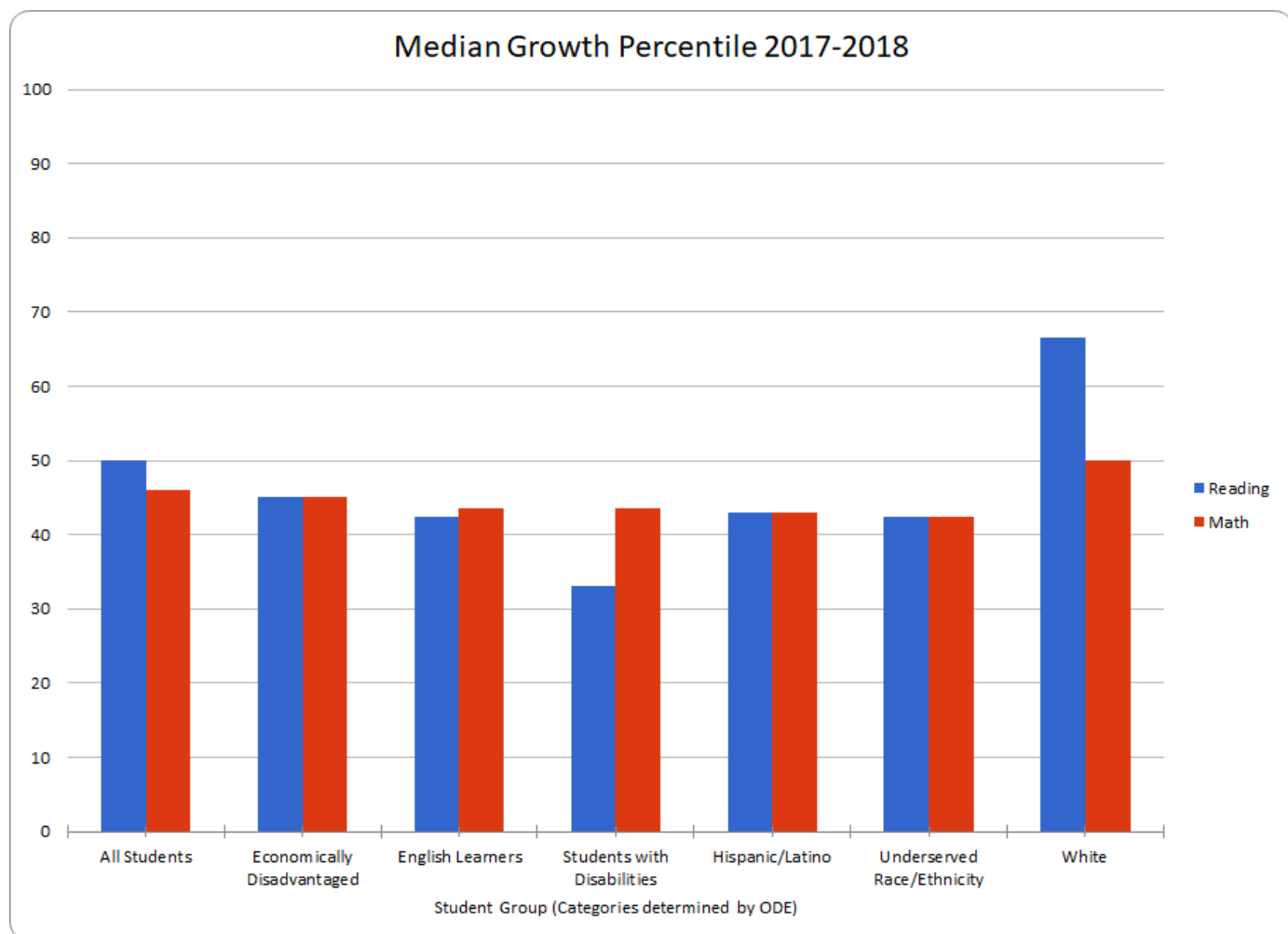
Student Enrollment by Grade	Demographic Information
Total Enrollment: 442 students Kindergarten: 67 students 1st Grade: 71 students 2nd Grade: 87 students 3rd Grade: 78 students 4th Grade: 78 students 5th Grade 61 students	Emerging Bilingual: 32% (143 students) Special Education 7% (32 students) Talented and Gifted 5% (21 students) Students Navigating Poverty 58.7% 44% of students identify as Hispanic 24% of students identify as American Indian 5% of students identify as Asian 3% of students identify as Black

Staff Information	
Certified Staff ● 19 classroom teachers – 14 bilingual teachers who teach bilingually or exclusively in Spanish ● 1.0 FTE Special Education Resource Teacher ● 3.0 FTE Linguistic Specialists – 1.5 FTE bilingual, 3.0 FTE ESOL endorsed ● 1.0 FTE Instructional Coach – 1.0 FTE bilingual and ESOL endorsed, ● .5 FTE RTI specialist – ESOL endorsed, Special Education endorsement ● 2.3 FTE specialist teachers (.9 FTE PE, .9 FTE Music, .5 FTE Bilingual Art) ● 1.0 FTE counselor - bilingual	Support Staff ● 3.75 FTE office staff to support office and families (OM, AA, family liaison, health navigator) ● 1.6 FTE behavior and social skill 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

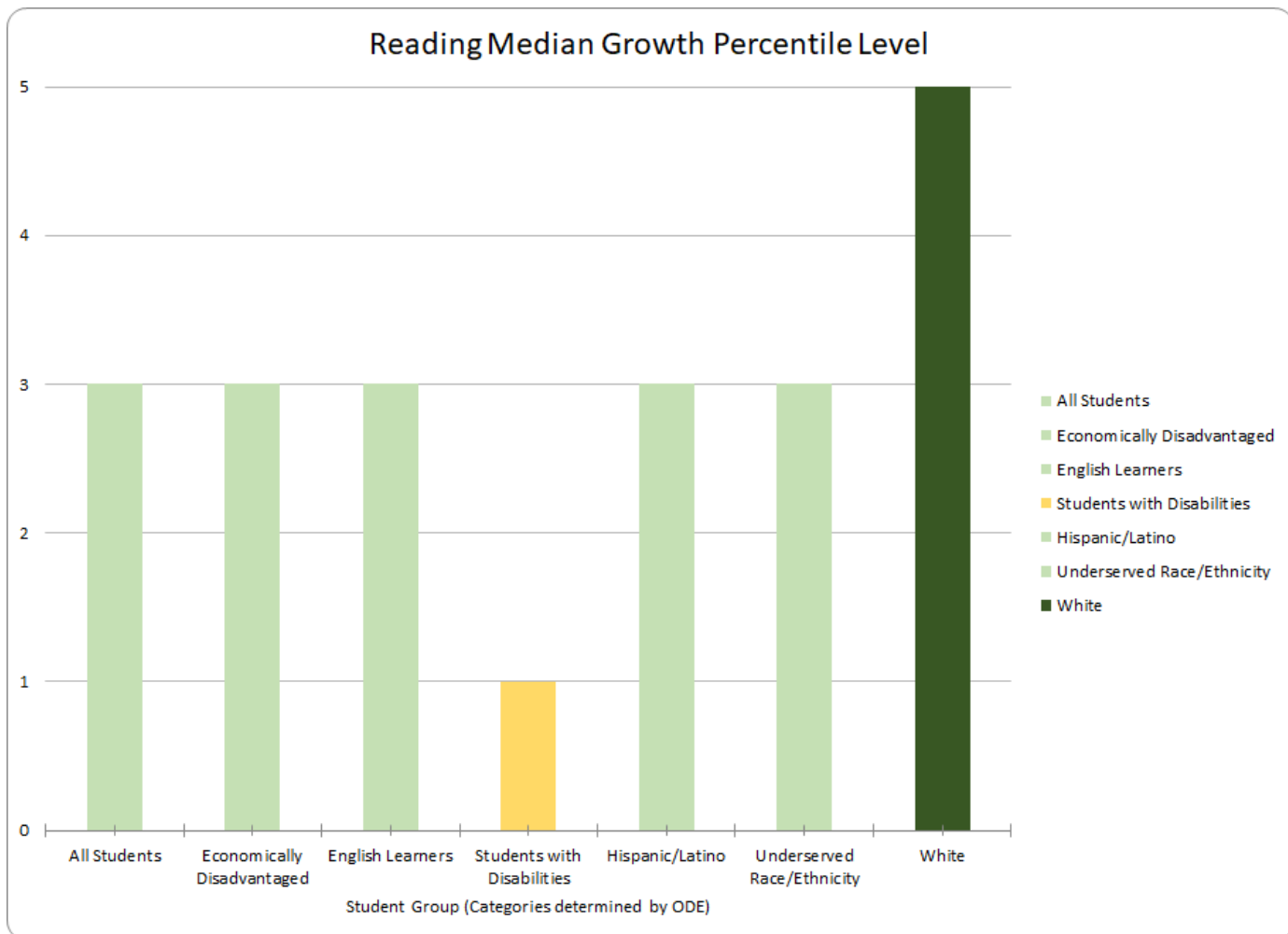
Opening Narrative

Staff at Garfield Elementary have been working collectively to build our capacity to meet the needs of our school community. We have implemented structures throughout our systems to normalize questions and conversations about race, culture, socioeconomic status, etc. as we do our work. As we revise school systems, it is our norm to analyze those systems through the perspective of our students and families. This work has created many questions and we are building our capacity to be able to sit with the questions, lean into the conversation, and work toward adaptive solutions.

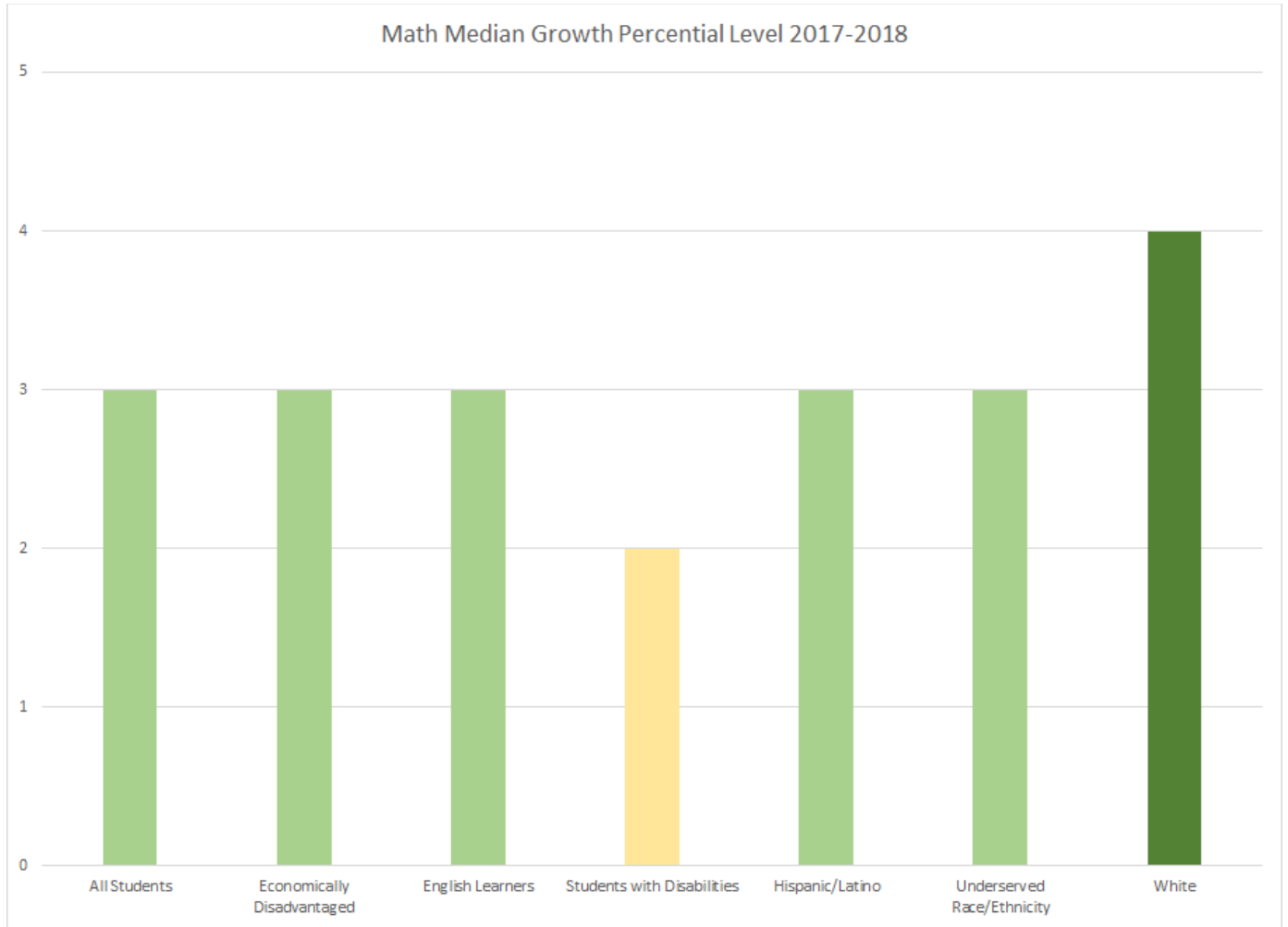
Results from 2017-18 School Action Plan



We chose to use median growth percentile as our measure because we are concerned about student voice and authentic engagement. We determined that this is a better indicator, than academic achievement, as to how our students are responding to instruction and what is happening at school because it measures their rate of growth not just their proficiency level.



Median growth percentile levels were determined by Oregon Department of Education. This can contextualize median growth percentile.



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

Component 1: Academic Achievement

Challenges

- We have not been able to find adequate diagnostic math assessments. We continue to look for tools and we are examining using unit pre-assessments to guide 100% meeting work.

Progress

- Tier II Reading Intervention system is established. Interventions begin within the first 6 weeks of school.
- Decision making rules have been established that are used to guide the conversation.
- Meeting norms are established where the grade level team discusses progress. Data is used and teams will look at support through a lens of equity.
- School database system has been established to house all diagnostic and progress monitoring data. This system has allowed each team member to have access to data as we discuss instructional plan.

Next Steps

- Identify Tier II Reading Intervention Curriculum. Ensure that all relevant staff are trained in the use of interventions
- Modify Tier II Intervention structure to meet the needs of math.

Component 2: Equity

Challenges, Progress, and Next Steps

- This work is integrated into this year's improvement plan because we have started this work but every staff member continues to build their own capacity.
- All staff members have begun this work, we will continue this work through differentiated conversations to support staff to develop skills.

Component 3: School Environment and Culture

Challenges

- We have not had sufficient time for teachers to incorporate what they are learning about families into our systems and classrooms. Teachers are asking questions but they don't have time to work collaboratively to adapt our support to be responsive to what they are learning.

Progress

- We have established a weekly Student Study Team (SST) structure that allows teachers to participate in student study conversations with key building team members (counselor, health navigator, Special Education Teacher, RTI specialist, instructional coach, principal).

Next Steps

- Continue building wide conversations where we build capacity to know and understand each student and adapt our school environment to meet their needs.

Component 4: Parents and Community

Challenges

- Finding effective ways for teachers and parents to have ongoing conversations about their perspective and experience.

Progress

- Latino Parent Group meets weekly during the school day. We have begun to incorporate our conversations with parents at this time to build capacity, understanding, and to be responsive to family needs.

Next Steps

- Continue to work with PTA to create opportunities for information sharing and dialogue with teachers.

Component 1

Student Achievement

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):

Students are not consistently authentically engaged in math instruction. We have made the assumption that academic growth is a better indicator of authentic engagement because to make above average growth, a student would need to be authentically engaged. We acknowledge that this is an indicator but we cannot attribute direct causation of this data to authentic engagement. When looking at academic growth in math, students of color have not demonstrated the same rate of growth as their white peers. Students of color demonstrated a median growth percentile of 42.5 compared to 50 for white students.

Key Actions:

- Teachers will participate in professional development to build their capacity to set expectations for authentic engagement, not just strategic compliance, to hold students to those expectations, to monitor authentic engagement, and teach students to self-evaluate their own level of engagement.
- 3rd - 5th grade teachers will participate in reflective professional development to self evaluate math instruction through the lens of authentic engagement.
- At the 3rd-5th grade level, teachers will collaboratively establish math instruction structures that promote the authentic engagement of each student.

Component 2 Equitable Systems

Our Commitment:

At Garfield Elementary, examining issues of equity and the role that systematic racism plays on our school and district systems is at the core of all the work we do. As a result, you will see that each academic issue in this plan, examines the issue through the lens of equity. We have not identified separate equitable systems issues because we believe this work should be embedded in everything we do.

Key Actions:

- **With input from all staff, Equity Team will continue to develop guidelines that will be implemented into our school systems. For example, the team has already developed a structure to review any outside request of a presentation. Before outside programs are integrated into the school, they are reviewed by the Equity Team to ensure that the programs are culturally responsive to our school population and that language of instruction is addressed.**
- **Consistently implement Equity Questions in meeting structures.**
- **Use Four Agreements, Six Conditions, and Compass from Pacific Education Group in all meeting structures**

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):

Student behavior referrals over identify students or color and boys as having problem behaviors.

Key Actions:

- **Engage entire school staff in discussion about bias and over representation. This is where we will begin and this conversation will guide our key actions. As a staff, we need to examine:**
 - **What problem behaviors do we write referrals for?**
 - **What problem behaviors do we not write referrals for?**
 - **What are your beliefs around who misbehaves?**
 - **What blind spots do you have when it comes to behavior?**
 - **What is the problem with our current referral system? Why are we over identifying students or color and boys with referrals? What does that say about our system? What does that say about the role we each play in the system?**
- **Calibrate so staff know when to write a referral and align consequences so they are consistent building wide.**

Component 4

Real-World Learning

Our Commitment:

Garfield Elementary is committed to knowing each student in our school. We are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs.

Academic Issue(s):

Students have not been given adequate opportunities for real world learning experiences that are culturally responsive to our students' needs.

Key Actions:

- Work with district support staff to ensure that district-wide real-world learning opportunities (for example: Outdoor School, Bike Safety, Salmon Watch) are responsive to the needs of our students.
- Work with district support staff to ensure that district-wide real-world learning opportunities are inclusive of the needs of our students and their families.
- Grade level teams will evaluate and revise Action Plans developed in thematic unit planning through the lens of real-world learning.

Component 5 Health & Wellness

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):

Our school system continues to look at student mental health from a deficit based model. As a result, students who have experienced or are currently experiencing trauma outside of school, do not consistently experience a trauma informed school environment when they enter school. This issue is exasperated by unequal access to health care.

Key Actions:

- Work within structures of Student Study Team (SST) to break down barriers to health care for students. We will problem solve and take time to look at the problems to see if there are systemic barriers within our district structures to get students the physical and mental health support that they need.
- Support the implementation of Collaborative Problem Solving throughout our school through modeling, coaching, and discussion.
- Work collaboratively with outside agencies (for example, Trillium, Benton County Health) to identify and remove barriers to access to health care.



Corvallis
SCHOOL DISTRICT

II.E. Jefferson Elementary School



Jefferson Elementary School

School Improvement Plan 2018-2019

Our Vision	Our Mission	Our Values
Jefferson students will develop the skills and knowledge to become confident, compassionate, and engaged citizens.	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.	In partnership with our families and community we value: Inclusion Equity Kindness Perseverance Integrity Creativity High Expectations

School Demographics

Total Enrollment = 351					
K	51	3 classrooms (15/17/19)		3rd	72 3 classrooms (23/24/25)
1st	56	3 classrooms (19/19/18)		4th	47 1 ½ classrooms
2nd	53	2 classrooms		5th	72 2 ½ classrooms

Talented and Gifted	Students Navigating Poverty	Special Education	Emerging Bilinguals	Race	
3.9%	26%	21%	5.4%	Asian	4.8%
				Black	0.8%
				Hispanic	6.5%
				Multiracial	5.9%
				White	81.8%

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



Jefferson Elementary School

School Improvement Plan 2018-2019

Staff Information	
Certified Staff	Classified Staff
• 15 Classroom teachers • 3 Special Education teachers ◦ 2 of whom are teachers in Life Skills • 2 Speech Language Pathologists ◦ Both part time- 1 focuses solely on Life Skills • 1 PE Teacher (.70 FTE / .20 FTE Adaptive PE) • 1 Music Teacher (.70 FTE) • 1 Art Teacher (.40 FTE) • 1 Counselor (.40 FTE)	• 4 Educational Assistants for Intervention and Supervision support school-wide ◦ 2 EAs @ 5 hours, 2 EAs @ 6 hours • 9 Educational Assistants for the 2 Life Skills Classrooms • 4 Educational Assistants for the Learning Resource Center • 1 Braillist to support a student with vision impairment • 2 Behavior Support Staff • Library Assistant, Tech Lab Assistant, and Assessment Tech

Opening Narrative

In order to address a need for organization and leadership around specific areas of instruction at Jefferson, we have created a Systems and Strategies Leadership Team. This team of ten teacher-leaders is tasked with leading our staff in the following areas:

- Collaborative Problem Solving
- Social Emotional Learning
- Culturally Relevant Teaching
- Inclusion
- Real World - Experiential Learning
- Technology in the Classroom
- Positive Behaviors Intervention and Support (PBIS)
- Multi-Tiered Systems of Support (MTSS)

Systems and Strategies Leadership is meant to build capacity among our staff and use teacher-leaders to guide our learning. Leaders will plan and provide professional development in their identified System or Strategy and act as consultants who can check in with staff who feel like they need some extra help or who would like to know more.



Jefferson Elementary School

School Improvement Plan 2018-2019

Results from 2017-18 School Action Plan

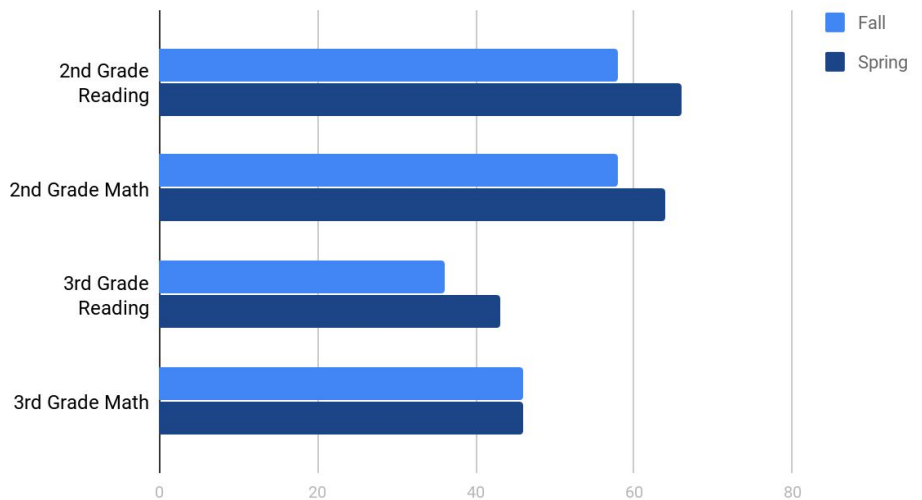
Component 1: Academic Achievement

In 2017-2018 our academic focus was on the reading and math achievement of our second and third grade students.

At the start of the year 20% of our second graders were below grade level in reading and 17% were below grade level in math. At the end of the 2017- 2018 school year that percentage decreased significantly to 5% (a total of four students) below grade level in reading and 8.5% (a total of six students) below grade level in math.

In third grade 28% of students were below grade level in reading and 7% were below grade level in math. At the end of 2017-2018 school year only 12% of third graders (six students) were below grade level in reading. The percentage of math students below grade level remained the same, 7% representing three students.

Students At or Above Grade Level



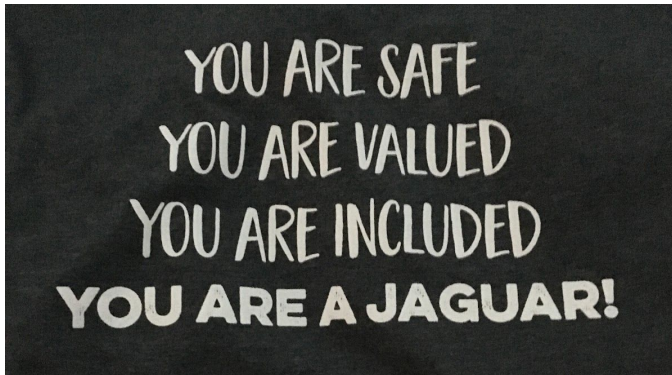
Component 2: Equity

Our school successfully used Multi-Tiered Systems of Support (MTSS) and grade level PLCs to ensure students received the intervention and supports they needed in their general education classroom. On most occasions, that intervention was facilitated by an EA providing non-categorical service. Our staff participated in professional development over four early-release days focused on Culturally Responsive Teaching. The E-Team successfully showcased student work and family tradition at our first annual Jaguars Prowl the World event.



Jefferson Elementary School

School Improvement Plan 2018-2019



Component 3: School and Community

Challenging behavior in the classroom continued to be of major concern for our staff throughout the school year but with new emphasis on Collaborative Problem Solving and more systematic approaches to behavior response we persevered. Morning Meeting and other opportunities to focus on social-emotional learning were vital to laying a positive foundation for our students.

Component 4: Parental Involvement

Our Wellness Committee has re-formed with new parents and staff and implemented several improvements including redecorating our staff dining room and including information on wellness in our monthly newsletter. Many families, representing multiple cultures, participated in our Jaguars Prowl the World event in April, 2018. Each family hosted a table and shared their culture and history through photos, stories, food, music, and clothing.





Jefferson Elementary School

School Improvement Plan 2018-2019

Component 1 Student Achievement

Our Commitment:

"We 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.

Issues Regarding Student Achievement:

Reading Benchmark

First Grade - 41% (23 students) are starting the year below grade level and are identified for literacy intervention

Second Grade - 40% (21 students) are starting the year below grade level and are identified for literacy intervention

Math Benchmark

First Grade - 14% (8 students) are starting the year below grade level and are identified for math intervention

Second Grade - 30% (16 students) are starting the year below grade level and are identified for math intervention

Key Actions:

- ❖ EAs will be assigned to first and second grade classrooms for extended time and 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.
- ❖ Our teachers will be implementing a new literacy curriculum, Collaborative Classroom, and with that using different assessment tools and intervention processes to meet student needs.



Jefferson Elementary School

School Improvement Plan 2018-2019

Component 2 Equitable Systems

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.

Issues Regarding Equitable Systems:

Our journey towards greater inclusion for students in special education continues but can only be successful if our staff feel more confident in their inclusive practices.

Our staff has more learning to do with regard to issues of race as well as Culturally Responsive Teaching.

Key Actions:

- ❖ Our two Inclusion teacher-leaders from the Systems and Strategies Leadership team will lead professional development on inclusive practices for whole group instruction
- ❖ Our two Inclusion teacher-leaders will be available to teachers who want to consult regarding how to modify a lesson or project in order to include students in special education.
- ❖ Our Culturally Responsive Teaching teacher-leader from the Systems and Strategies Leadership team will continue our professional development in that area as well as lead conversations with our staff based on our district work with the National Equity Project.
- ❖ Our E-Team will focus this year on providing multiple perspectives to our staff and parents in order to enlighten and educate on issues of race.



Jefferson Elementary School

School Improvement Plan 2018-2019

Component 3 School Environment & Culture

Our Commitment:

"In partnership with our families and community, we value inclusion, equity, kindness, perseverance, integrity, creativity, and high expectations." To that end, we recognize our role in making sure our students and families have access to and feel a part of our Jefferson community.

Issues Regarding School Environment & Culture:

Feedback from parents in the 2017-2018 school year specifically indicated that we could do a better job informing parents of what their children are doing daily in class as well as keeping them up to date on school and classroom events.

Many of our students come to school feeling disconnected from their classmates and in need of positive relationships with adults and their peers.

Key Actions:

- ❖ Our PBIS team will revitalize the PBIS program at Jefferson creating a consistent consequence system that requires greater communication with parents regarding classroom behavior.
- ❖ More intentional communication with our parents regarding school events to ensure that they know they are invited and we are excited to have them attend.
- ❖ Restart the practice of child care for parent events to encourage more parents to attend.
- ❖ Increase use of technology to keep parents informed of their child's progress (for example: Seesaw) and events or activities at school.
- ❖ Use our additional Behavior Support staff as a Counseling Assistant who will run Social Emotional Learning groups as a Tier II intervention.
- ❖ Continue our Jaguar Student Leaders program for 4th and 5th graders as well as the multitude of clubs for all grade levels that we offer at Jefferson.



Jefferson Elementary School

School Improvement Plan 2018-2019

Component 4 Real-World Learning

Our Commitment:

“Jefferson students will develop the skills and knowledge to become confident, compassionate, and engaged citizens.” To that end we will provide opportunities for students to participate in real-world learning with a global perspective that will prepare them for life after elementary school.

Issues Regarding Real World Learning:

Many teachers shy away from Real-World Learning due to lack of exposure or experience. Some teachers have great ideas, but do not know how best to get started or need support during the project.

Key Actions:

- ❖ Our Real World Learning teacher-leader from the Systems and Strategies Leadership team will lead professional development in the area of Real World Learning. Emphasis this year will be on how to integrate Real World opportunities in small ways throughout the school year.
- ❖ Teachers will be implementing our new ELA and Health curriculums which both integrate real world experiences into the content.
- ❖ Teachers will provide more opportunities for exhibition of student work.
- ❖ With the help of parents and the community, Jefferson will continue the composting program and expand the school garden in order to enhance the learning opportunities available there.



Jefferson Elementary School

School Improvement Plan 2018-2019

Component 5 Health & Wellness

Our Commitment:

“Jefferson students will develop the skills and knowledge to become confident, compassionate, and engaged citizens.” To that end, we will focus on improving the social-emotional well-being of our students.

Issues Regarding Health & Wellness:

In the recent past we have not had a cohesive and engaging health curriculum.

Classroom behavior continues to be a challenge for teachers as well as unmet mental health needs.

Key Actions:

- ❖ Our Collaborative Problem Solving (CPS) and Social Emotional Learning (SEL) teacher-leaders from the Systems and Strategies Leadership team will lead professional development in these areas. Our school counselor will act as a CPS coach for our teachers.
- ❖ Our teacher-leaders will be available to staff who want to consult on strategies for CPS or classroom systems to implement that will meet the SEL needs of our students.
- ❖ Our new ELA literacy program, Collaborative Classroom, integrates Social Emotional Learning into all of the units within the curriculum.
- ❖ Our new Health program, The Great Body Shop, integrates Social Emotional Learning and contains units focused on our students emotional and mental health.
- ❖ Use our additional Behavior Support staff as a Counseling Assistant who will run Social Emotional Learning groups as a Tier II intervention.
- ❖ Continuation of our Wellness Team which includes parents and staff members.
- ❖ Continuing our use of services from Trillium for our students.



Corvallis

SCHOOL DISTRICT

II.F. Lincoln Elementary School



Lincoln Elementary

SCHOOL IMPROVEMENT PLAN

2018-2019

Our Vision	Our Mission	Our Beliefs
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	Together Matters <i>Community Connections Support Learning</i> Identity Matters <i>Inclusive Learning Environments Are Culturally Relevant</i> Feedback Matters <i>Relationships Build a Community of Trust & Respect</i> Depth Matters <i>Adaptability Is Critical to Our Success</i> Empowerment Matters <i>Real-World, Experiential Learning Is Meaningful and Applied</i> Lincoln Beliefs are bolded with Corresponding <u>Core Values for Educational Design</u>, CSD in italics 

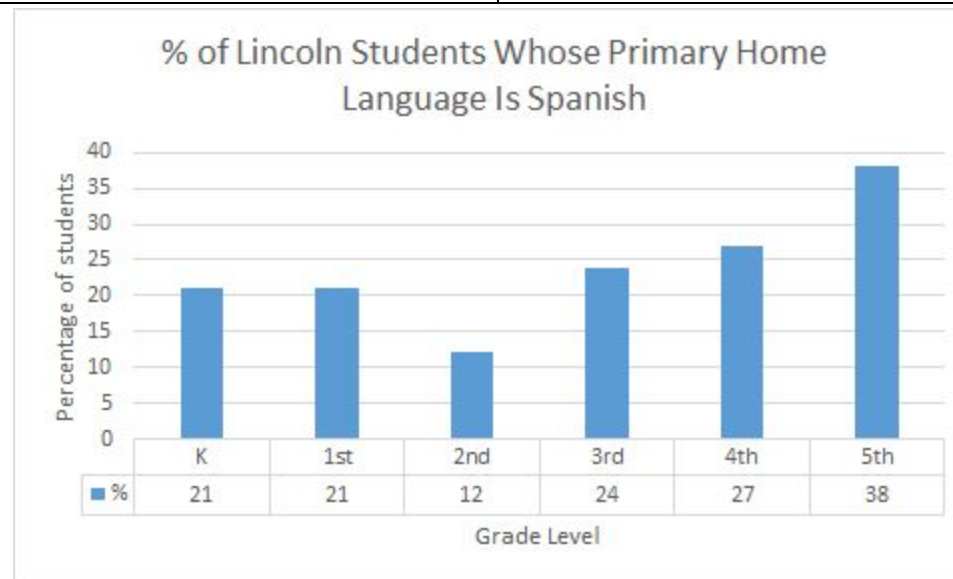


Lincoln Elementary

SCHOOL IMPROVEMENT PLAN

2018-2019

Student Enrollment by Grade	Demographic Information
K-61 1-73 2-67 3-50 4-55 5-61 Total Enrollment: 367	Ever ELL--22% Special Education--10% Talented and Gifted--3.5% Students Navigating Poverty--%54





Lincoln Elementary

SCHOOL IMPROVEMENT PLAN

2018-2019

Demographic Information--Race			
Students		Staff	
1%	American Indian/Alaska Native	4%	
<1%	Asian	0%	
2%	Black/African American	0%	
34%	Hispanic/Latino	36%	
5%	Multiracial	4%	
1%	Native Hawaiian/Pacific Islander	0%	
58%	White	57%	
7 languages spoken			

Staff Information	
<u>Instructional Staff</u> ● Classroom teachers: 15: 3 each at K-2nd, 2 each at 3rd-5th grade ● Specialists: 1.5 instructional coaches, .5 Rtl, 1 SPED staff, 3.0 language coaches (CIELD-Content Integrated English/Español Language Development), 1.0 Counselor, .8 Music, .4 Art, .8 PE/.2 Enrichment Coordinator ● Assistants: 10 EA, for ELL, SPED, General; plus SPOC (tech support), Behavior, Assessment, Library/Media	<u>Auxiliary staff and programs include</u> ● Benton County Health Navigator ● Healthy Youth Program ● Garden Education through Linus Pauling Institute ● KidCo Headstart (now full day with 20 students) ● Lion's Club (serves average of 100) director overlaps with school day to bridge with after school program



Lincoln Elementary SCHOOL IMPROVEMENT PLAN 2018-2019



Word Art Reflecting Lincoln Staff Responses to the Prompt: In one word, what strength do I bring to the Lincoln Community, Polleverywhere, August 2018

Opening Narrative

For the past four school years Lincoln has developed a theme to guide school improvement efforts. Previous years' themes of ***Together (Collaboration)***, ***14-15***; ***Feedback***, ***15-16***; and ***Depth***, ***16-17***; served as a segue into last year's focus on ***Identity Matters***. Lincoln staff studied Zaretta Hammond's *Culturally Responsive Teaching & the Brain* as a guide to articulate key actions in our School Improvement Plan. A foundational aspect of our work was fostering relationships between teachers and students. Each staff member selected a focal student who was outside the "Sphere of Success," with the intent of developing a learning partnership. A greater understanding of each student's identity developed as had conversations with their focal students. Professional development included 15 staff members attending The Oregon association of bilingual educators conference which featured Zaretta Hammond. Additionally training around clipboard of problem solving offered to the District as well as trauma informed care offer to Trillium complemented our focus on identity.



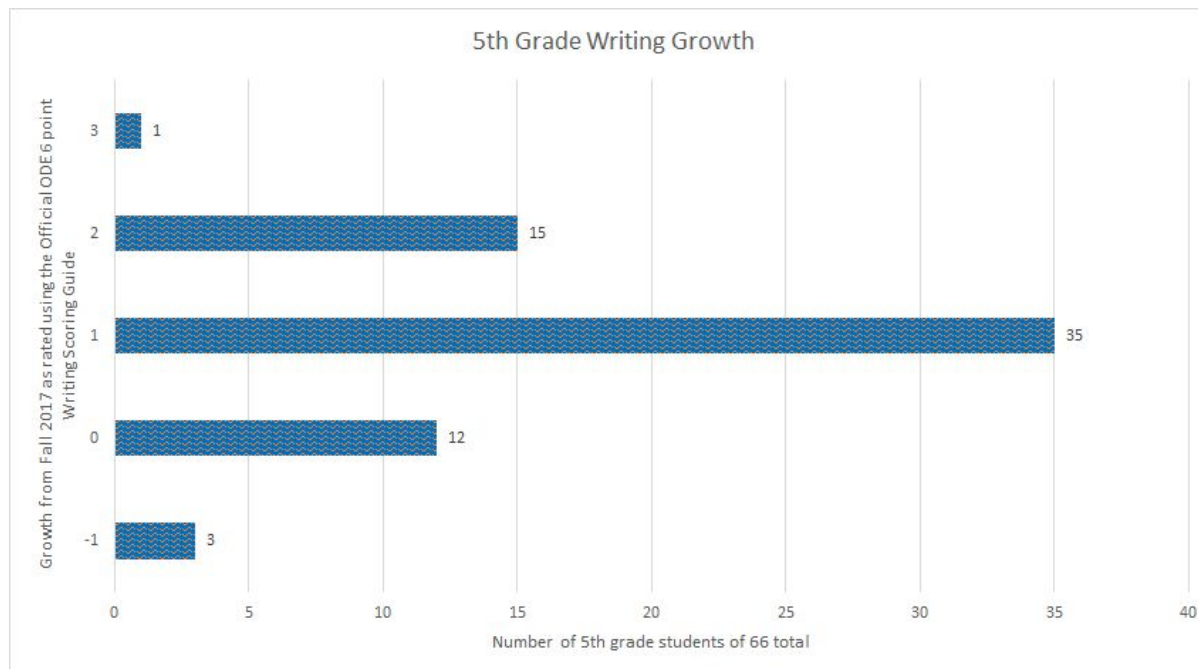
Lincoln Elementary

SCHOOL IMPROVEMENT PLAN

2018-2019

Results from 2017-18 School Action Plan: Component 1: Academic Achievement

A curricular manifestation of a focus on Identity can be seen in the use of Alma Flor Ada's Critical Framework for Literacy in Writing instruction. This method allowed for students to respond to text through writing using a culturally responsive lens. (*Equal Rights to the Curriculum: Many Languages, One Message*, Gallagher, 2008). This was piloted in small groups 1st-4th grade and more broadly at the 5th grade level. 5th grade students demonstrated strong gains in Writing as evidenced below. 75% of 5th grade students met or exceeded growth expectations on writing work samples. Of the 25% of students whose scores remained stagnant or regressed from Fall to Spring, half demonstrated grade level proficiency on writing samples. A key focus in our plan from last year was on productive language skills (Writing and Speaking). At the end of each language arts unit in English and Spanish, performance tasks incorporated student exhibition, requiring either written or spoken demonstration of learning.





Lincoln Elementary

SCHOOL IMPROVEMENT PLAN

2018-2019

Results from 2017-18 School Action Plan: Component 1: Academic Achievement (continued)

Outcome: ELPA level 4- continued to see strong gains and performance in emergent bilingual students' English proficiency;

Correlations:

- Increased quality and quantity of GLAD (Guided Language Acquisition Development) units. Each grade level “gladified” a new unit funded through the *Paseos* grant. Four additional staff members were GLAD trained including one who became a trainer of trainers.
- Increased the quality and quantity of student exhibition. Every unit has a performance task that involves a culminating speaking/writing task.
- Increased Academic Language supported through co-teaching in ELA; pilot full day co-teaching in Spanish in 5th grade ELL Coaches participated in professional development around Academic Language--Zwiers;
- Writing: Provided training in Step Up to Writing, Handwriting and Keyboarding Without Tears
- Implementation of Alma Flor Ada’s Critical Framework for Literacy
- Co-teaching training

Outcome: Increased kinder basic literacy skills evidenced by STAR, letter ID and phonics screeners in both English and Spanish

Correlations:

- Align SMART reading program with kindergarten literacy curriculum
- Emphasis on core literacy instruction with on-going training, including an assessment Rosa Molina visits

Outcome: % of 1) ELL, 2) Hispanic/Latinx, and 3) Underserved Race/Ethnicity students meeting/exceeding Smarter Balanced Mathematics increased by 5% respectively from 2016-17 to 17-18 school year

Correlations:

- Master schedule provided a block of time for additional math instruction allowing for extension and/or intervention, including technology supported instruction designed to support ELL students (ST Math).
- Math Instructional Rounds 3 of 6 intermediate teachers participated in training. Partnership with WOU
- 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 Elementary SCHOOL IMPROVEMENT PLAN

2018-2019

Component 1 Student Achievement

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, introducing *Empowerment Matters* with subthemes of *Collaboration, Feedback, Identity, and Depth*. School relationships with students, home, community, and among educators greatly influences success.

Academic Issues:

Literacy: In the 2017-18 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)

Science, Math and ELA results on Smarter Balanced show declines in each area despite successful implementation of several key actions. On the State Report Card Lincoln rated in level 1 and 2 in a number of areas, including Students Navigating Poverty, Ever English Learners and Students with Disabilities.



Lincoln Elementary

SCHOOL IMPROVEMENT PLAN

2018-2019

2018-19 Key Actions

- **Instructional Coaching Cycles:** In the fall coaches will participate in a three day training in Sacramento led by Jim Knight and Randy Sprick. The professional learning will include a focus on the Impact Cycle (*Identify, Learn, Improve*) and role of instructional coaches. Throughout the year each certified staff member will participate in at least one instructional coaching cycle with our building coaches. The average cycle lasts about 4 weeks.
- **Instructional Rounds:** Each certified staff member will participate in instructional rounds, with the primary purpose being for teacher to compare their own instructional practices with those of the teachers they observe. 3rd-5th grade teachers will participate in District coordinated instructional rounds in Mathematics. K-2 teachers are focusing observations around academic language in the dual language setting.
- **Rtl adjustments:** Schedules with Rtl opportunities are being reset to allow flexibility for staffing support during core instruction time.
- **Real World/Experiential Learning Opportunities:** Performance tasks in Spanish and English at the end of each unit will prioritize student exhibition focusing on Writing and Speaking.
- **Continued coordination with support programs, including Lions Club (21st CCLC), STEM, Casa Latinos Unidos and SMART:** 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 after school.
- **Clear, rigorous learning targets and defined success criteria for all lessons.** Professional development, feedbacks from walkthroughs, and work within the PLCs K-5 will support progress towards this expectation.



Lincoln Elementary SCHOOL IMPROVEMENT PLAN

2018-2019

Component 2
Equitable Systems

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 Issues:

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 82 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.

2017-18 Key Actions Implemented

- 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

2018-19 Key Actions

- Latinx monthly focus group
- E-team will continue to meet monthly with a focus on Identity matters facilitating work to complete the racial autobiographies project
- Bilingual PTA moving beyond only simultaneous interpretation but presenters communicating in Spanish
- Elevating Spanish through enrichment opportunities, including bilingual family nights, bilingual field trips,



Lincoln Elementary SCHOOL IMPROVEMENT PLAN 2018-2019

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)

Lincoln's Got Talent show all in Spanish, Spanish spelling bee, *Andres123*, weekly assemblies, and Spanish OBOB

- Inquiry team attending training by National Equity Project
- Bilingual family nights talent show all Spanish
- Lions club
- Ensuring representation of all voices in student leadership and parent involvement, eg Design Advisory Committee representing demographic of student population





Lincoln Elementary SCHOOL IMPROVEMENT PLAN 2018-2019

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 Issues: Students, parents, and teachers participated in a survey about environment and culture, named *Safe & Civil Schools*. Results showed concerns regarding student disruption and sense of student safety as top concerns. These correlate with challenges and instruction and learning.

2017-18 Implementation of Key Actions

- See Saw 1st, 3rd grade
- Look for the Good Project & expanded Kindness Campaign
- Regular garden lessons, including school wide garden days
- Implement the SSBD and use data in Rtl 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*
- Focal student for each staff member

2018-19 Key Actions

- See Saw-K-5 to enhance school to home communication
- Look for the good project
- Inquiry team will be formed and receive training through NEP focusing on shifting from *Discourse 1* to *Discourse 2*
- Weekly Leadership Action Team meetings to create and monitor behavior support plans and refine
- PD—CHAMPS, PBIS, Collaborative Problem Solving & *Culturally Responsive Teaching*
- Focal student for each staff member
- Team will attend State PBIS Conference
- Student leadership service learning projects and spirit days
- Instructional coaching on classroom management (Sprick)



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Component 4 Real-World Learning

Our commitment:

At Lincoln empowerment matters. Opportunities for hands-on learning, service learning, and project based learning are being developed K-5 for each unit. We embrace the District's Core Value--"REAL-WORLD, EXPERIENTIAL LEARNING IS MEANINGFUL AND APPLIED Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy."

Academic Issues:

Real World Learning demands higher levels of thinking as these learning tasks are grounded in application and lend to cultural relevance. PBL Helps Students Develop Skills for Living in a Knowledge-Based, Highly Technological Society. The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world.

2018-19 Key Actions

- Lincoln log-4th and 5th grade students
- Empowerment Matters--piloting project based learning across the building, ie 5th grade World Peace Games, migratory birds with sister school in
- Student exhibition involved with each unit k-5
- Garden Education K-5 (partnership with Linus Pauling Institute)--Garden to Cafeteria, Garden to Classroom: Bi-lingual garden lessons, Birds in the Winter Garden Day, Stone Soup Day, Earth Day Garden Art and Service Day
- STEM Night, STEM in Lions' Club
- Professional Development--applied math versus pure math, math instructional rounds
- Field trips, outdoor school 5th grade



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Component 5 Health & Wellness

Our commitment: At Lincoln we promote mental and physical health through partnerships with community. We follow the vision of the District's endeavors to foster healthy eating patterns and increased physical activity so that students can reach their academic potential and develop positive, lifelong health and wellness habits.

Academic Issues: 86% of Lincoln students are regular attendees, ie attending 90% or more of their school days. Although this is 6% higher than the State average, we hope to see that number increase. When students are absent, compensating or catching them up is challenging since much of the work in a dual language setting hinges upon students presence during interactive lessons.

2018-19 Key Actions

- Weekly assembly incorporating and celebrating physical and mental health
- Healthy snack implementation
- QAR training-suicide prevention for all staff
- Regular counselor to class connection, social skills groups, the
- Implement the Great Body Shop Health Curriculum K-5th
- Bicycle safety 5th grade
- Partnership with OSU for Family Wellness Night
- Continued partnership with SNAP Education, Linus Pauling Institute and Benton County for School Navigator
- Reinstitute monthly Walk & Bike to School days
- Reinstitute the Lincoln 100 Mile Club
- Brain breaks and movement incorporated through the day, BEPAT kits.





Lincoln Elementary
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SCHOOL DISTRICT

II.G. Linus Pauling Middle School



Linus Pauling

MIDDLE SCHOOL

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Demographic Information

- | | Change from 17-18 | |
|--|-------------------|---|
| • <i>School Population</i> | | |
| • 6th grade-278↑ | | |
| • 7th grade-234→ | | |
| • 8th grade-250→ | | |
| Total-761 | ↑ | |
| • <i>Talented and Gifted- 15%/117 students</i> | | ↓ |
| • <i>Free and Reduced Lunch-48%/366</i> | ↑ | |
| • <i>Special Education (including Life Skills)</i> | | |
| ○ 6th grade-40 | ↑ | |
| ○ 7th grade-37 | ↑ | |
| ○ 8th grade-33 | ↑ | |
| Total-110 | ↑ | |
| • <i>Active English Language Learners-</i> | | |
| ○ 6th grade-35 | ↑ | |
| ○ 7th grade-21 | ↑ | |
| ○ 8th grade-15 | ↑ | |
| Total-71 | ↑ | |
| • <i>Monitored English Language Learners-</i> | | |
| ○ 6th grade-6 | ↓ | |
| ○ 7th grade-22 | ↓ | |
| ○ 8th grade-22 | ↓ | |
| Total-50 | ↓ | |
| • <i>Ever English Learner</i> | | |
| ○ 6th grade-3 | ↓ | |
| ○ 7th grade-2 | ↓ | |
| ○ 8th grade-12 | ↑ | |
| Total-16 | ↓ | |
| • <i>Staff (# Classroom Teacher FTE, Specialist FTE, Classified FTE)</i> | | |
| ○ Certified FTE (including specialist, Counselors, ELD, SPED etc.)- 42.83 FTE | | ↑ |
| ○ Classified FTE (including office, life skills and custodial staff)- 38.4 FTE | | ↑ |
| • <i>School specific demographic info/data to share</i> | | |
| ○ Life Skills-14 students | ↓ | |



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- Dual Language Immersion
 - 6th grade-113 ↑
 - 7th grade-71 ↓
 - 8th grade-77 ↑
 - Total-261 ↑

Results from 2017-18 School Action Plan

What were your successes?

Academics:

- Increase in science achievement for all students.
- New curriculum adoption for language arts.
- Addition of a STEM elective for all 8th graders
- Collaborated on decision to unblock humanities.

Equity:

- Staff participation in Beyond Diversity and National Equity Project trainings.
- Active Equity team made up of certified and classified staff

School Environment and Culture:

- Addition of an additional 30 minute PRIDE time to begin in the 18-19 school year
- Continuing development of curriculum for PRIDE time
- Collaborative Problem Solving training for core team of staff.
- Creation of leadership team including representation from our classified staff
- Counselors were trained in WEB. Will help to revitalize the WEB program

Parents and Community:

- Offered a series of JUNTOS meetings for Spanish-speaking families
- Principal Chats
- Partnerships with OSU, 4-H clubs,
- LPMS PTO
- Started social media presence for Linus Pauling MS



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What areas do you still need to work on?

- Academic growth-In both Language arts and Math we saw small decreases in achievement.
- Focus on closing the achievement and opportunity gap for many of our disaggregated groups
- Increase knowledge in providing appropriate supports for the widening variability in our classrooms
- Increase the consistent use of teaching strategies that support academic growth for all students in every classroom.
- Build a strong relationship with our PTO and work to increase the amount of volunteers that support the school.
- Understand how to better serve our Linus Pauling Community through better communication and feedback.
- We need to continue to analyze data and find the areas in which students need support and work.
- Intervene with the “bubble students” to encourage and support their best work possible on state and district assessments. We hope with this effort we are able to push those students over the line to proficiency.
- Find institutional barriers that work against our students of color, special education students and students navigating poverty.
- Develop strong, grade appropriate character development curriculum for PRIDE
- Work with outside consultant to improve dual language immersion program.

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.

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



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Academic Issue(s): Students in the sub groups of ELL, economically challenged, Hispanic 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.

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. We will continue to provide training for staff and motivators to help teachers implement these new ideas and commitment to providing these strategies schoolwide.



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This year we will provide four-4 hour Sheltered Instruction Observation Protocol (SIOP) trainings for our staff. This will help us focus on academic language and the importance of identifying, teaching and practicing key vocabulary in every lesson.

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 2017-18

	LP14/15	OR14/15	LP15/16	OR15/16	LP16/17	OR16/17	LP 17/18	OR17/18
All - Reading	67.9	56.4	60.9	56.7	56.4	55.2	54	56
All - Math	53.2	42.5	53.5	42.8	50.1	41.9	46	41
All - Science	80.9	65	70.5	63.8	70.3	62.8	73	61
Econ. Dis. - Read	49.4	43.8	39.9	44.1	30	42.3	27.9	42

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



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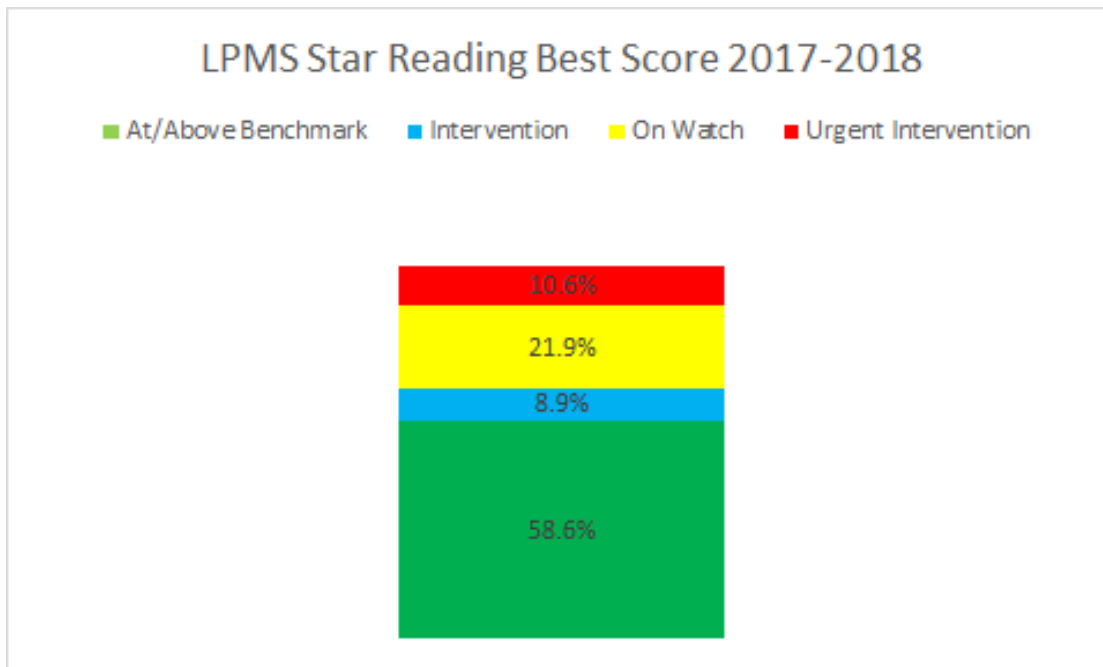
Econ. Dis. - Math	32.5	29.4	27	29.5	23.9	28.4	18.5	34.1
Econ. Dis. - Science	63.3	53.8	52.9	52.7	46.7	51	50	47.8
Eng. Learn. - Read	40.5	37.1	29.1	37	27.7	35.8	21	5
Eng. Learn. - Math	25.6	25.6	23.6	24.8	19.7	24.5	14	5
Eng. Learn. - Science	63.2	40.9	30	38.1	40.9	37.1	11.1	8.8
St. w. Dis. - Reading	27.3	19.5	23.8	20.1	26.3	18.6	19	15.6
St. w. Dis. - Math	26	14.5	23.8	14.6	23	13.8	13	9.3
St. w. Dis. - Science	30.8	31.7	21.1	30.8	27.3	30.1	27.6	26.6
His./Lat. - Reading	50	39.5	39.3	39.7	32.7	38.7	26	38.8
His./Lat. - Math	33.1	25.3	26.7	25	19.9	24.8	15	23.4
His./Lat. - Science	63.6	45.3	51.6	43.6	48.1	42	42.6	39.9



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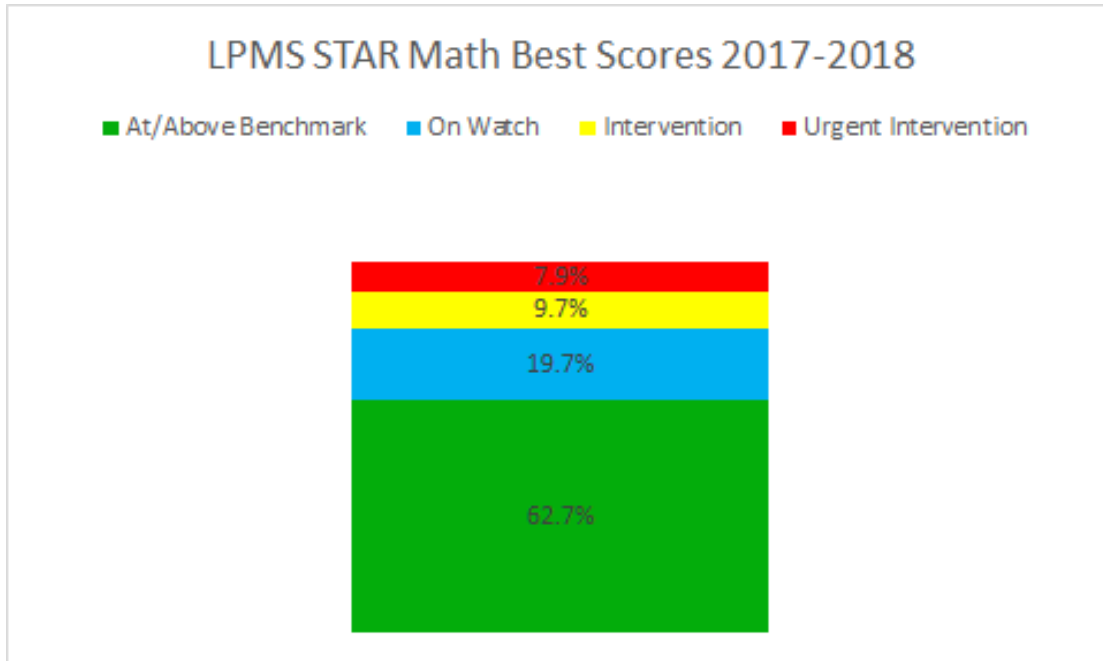




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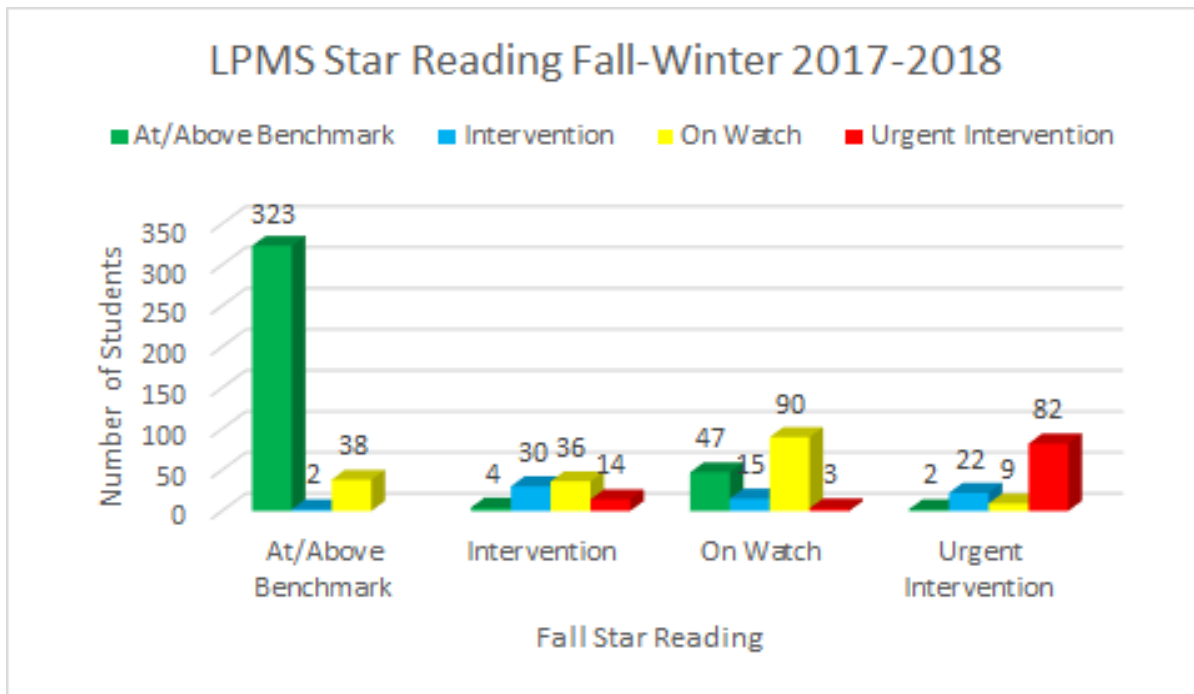




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Component 2

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 48% 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, students navigating poverty and students on IEPs.

Key Actions:

This school year the LP Equity team will continue with many of the efforts started last year. The team will share information about equity with staff at staff meetings. 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



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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 and National Equity Project trainings offered by the district. Finally, as administrators we are making a concerted effort to hire the demographics of our building. We currently have 13 staff members of color at Linus Pauling, which is a slight increase from last year.

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.



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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:

This year we have increased our PRIDE periods to a 20 minute period on Thursday and a 30 minute period on Friday. With the additional time we are able to dedicate a 30 minute chunk of time to character development. This year we are piloting different programs with the hope we can have a set curriculum to support character learning for students by the 19-20 school year. We will continue to use our 20 minute PRIDE to reinforce behavior expectations, do AVID binder checks and address any other miscellaneous items required by the district.

The student run assemblies will be tied to the themes of the PRIDE lessons and will be an opportunity for peers to reinforce 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.

LP will continue to use and refine the use of positive reinforcements through our PAW system.

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



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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. Our health navigator provides access to many community services and supports families that need to access the Oregon Health Plan. A variety of meetings for Spanish-speaking parents are also being planned for this year. JUNTOS will continue to be a part of the offerings for our Spanish-speaking families beginning after the new year.

This year we are also planning to hold a monthly principal chat with a variety of themes that will hit on topics that our community is requesting. 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 that will strengthen our programs and better support our students and families.



Corvallis

SCHOOL DISTRICT

- III. DEBRIEF - BOARD AND PRINCIPALS
- IV. ADJOURNMENT (7:00 p.m., approx.)
- V. EXECUTIVE SESSION (7:15 p.m., approximately) The Board will meet in Executive (closed) Session under ORS 192.660(2)(h) to consult with legal counsel regarding potential litigation. **Note: this is not part of the public meeting.**

*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