



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 12, 2019 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 12, 2019
4:45 PM

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

Meeting Details: Thursday, December 12, 2019, 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 p.m.)
- II. SCHOOL IMPROVEMENT PLANS (5:05 p.m.)*
 - II.A. Franklin K-8 School

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020



Opening Narrative

Corvallis Elementary Schools' commitments are predicated on our foundational belief that student achievement belongs to everyone. We are dedicated to upholding intentional systems devised to ensure every student's achievement will not be predicted by race, ethnicity, economic status, mobility, gender, orientation, disability, health, or initial proficiency.

Franklin School is a community of learners. For that learning environment to be rigorous and culturally responsive, we must strive to create an environment that is intellectually a socially safe culture. Relationships build trust, inclusion for all, and thus enhance the learning. Franklin School strives to be culturally responsive and adaptive to meet the needs of students, families and the community. Franklin School instructs for meaningful learning through real world problem solving, collaborative projects, and public exhibition that are relevant to the student.

Franklin School will improve in the areas of instructional rigor, relevance and engagement for the learner based on the student data from the Youth Truth Survey from 2018-19 school year.

Franklin School will improve in Culturally Responsive Teaching by striving to create a learning environment that is intellectually and social safe for all students.

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020

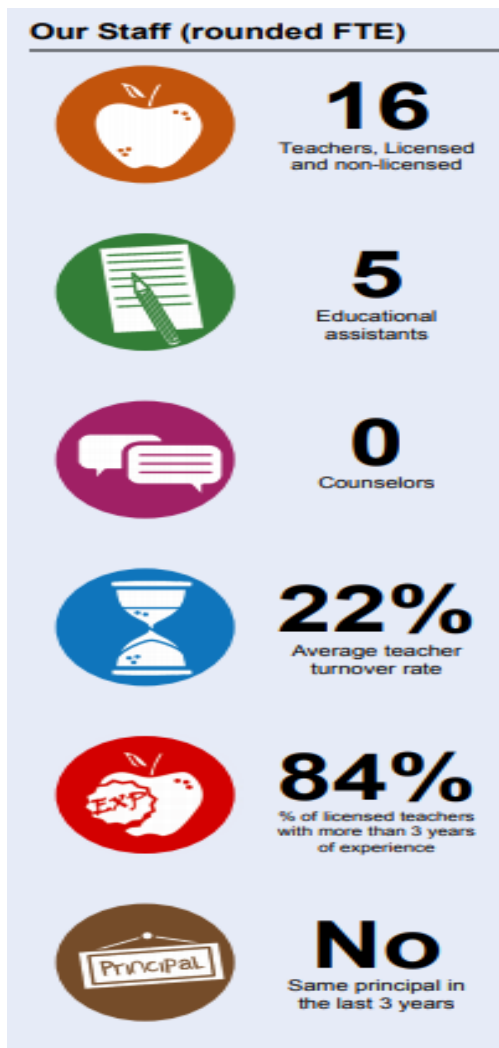


Our Vision	Our Mission	Our Beliefs
• Relationships build trust, with inclusion for all, and thus enhance the learning • Franklin School strives to be culturally responsive and adaptive to meet the needs of students, families and the community • Franklin School instruction strives for learning that is relevant and real world based.	Franklin School is committed to providing all students with a relevant and challenging education.	We believe • All students do well if they can in a positive supportive environment • Relationships coupled with an inclusive school environment enhances learning • Student esteem with learning grows with student engagement and accomplishment

FRANKLIN SCHOOL

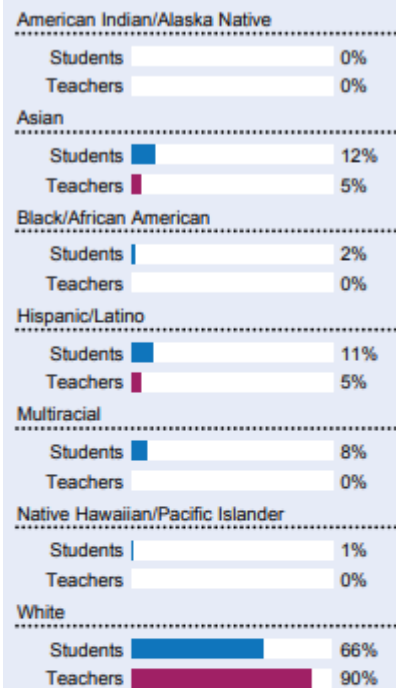
SCHOOL IMPROVEMENT PLAN

2019 - 2020



Student Enrollment
Total Enrollment:
331
K-22
1-28
2-29
3-28
4-30
5-30
6-59
7-54
8-52

DEMOGRAPHICS



11%
Ever English Learners



17
Languages Spoken

10%
Students with Disabilities

93%
Required Vaccinations

18%
Free/ Reduced Price Lunch

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020



Results from 2018-19 School Action Plan

In the 2018-19 school year over 90% of Franklin students, K-8, participated in the Youth Truth Survey. Their student voice on the learning and culture of Franklin School is an important roadmap for improving all aspects of the student experience. Franklin School needs to improve in teaching and learning practices that are intentional in focus on the belief that all students can achieve and do well if supported through a culturally responsive lens. Student success should be unpredictable by race, ethnicity, economic status, mobility, gender, orientation, disability, health, or initial proficiency.

Students at Franklin were surveyed in November 2018 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about Project-Based Learning, Student Voice and Leadership, and Emotional and Mental Health. These results are detailed later in the report.

On an **absolute** basis, Franklin students provided the highest ratings on **Academic Rigor** and **Belonging & Peer Collaboration**, while the lowest rated topics were **Engagement** and **Culture**.

In order to put student feedback into context, this report compares Franklin students' ratings to the ratings from students at **266** other middle schools across the country.

On a **relative** basis, Franklin students gave **more** favorable feedback on:

- Relationships
- Belonging & Peer Collaboration
- Culture

Franklin students gave **less** favorable feedback on:

- Engagement
- Academic Rigor

This report represents feedback from **143** students. Based on the enrollment data provided, your school had a **90%** response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020

Students at Franklin ES were surveyed in February 2019 about their perceptions of their school in terms of Engagement, Academic Rigor, Instructional Methods, Relationships, and Culture. In addition, students provided feedback about School Safety. These results are detailed later in the report.

On an **absolute** basis, Franklin ES students provided the highest ratings on **Engagement** and **Relationships**, while the lowest rated topics were **Culture** and **Academic Rigor**.

In order to put student feedback into context, this report compares Franklin ES students' ratings to the ratings from students at **378** other elementary schools across the country.

On a **relative** basis, Franklin ES students gave **typical** feedback on:

- Engagement
- Culture

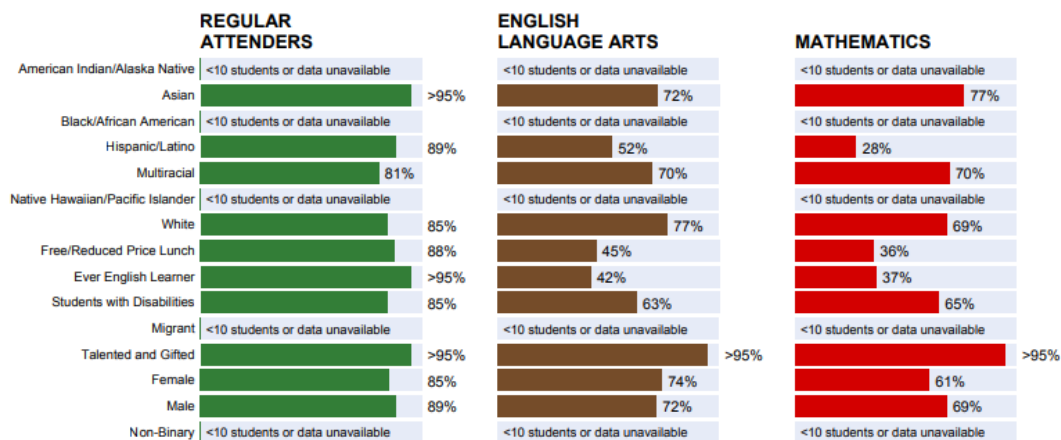
Franklin ES students gave **less** favorable feedback on:

- Academic Rigor
- Instructional Methods
- Relationships

This report represents feedback from **85** students. Based on the enrollment data provided, your school had a **92%** response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

** Include ** 2018-19 Academic DATA Graph(s)

Outcomes



FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020



Component 1

Student Achievement

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities. Franklin School will improve in instructional rigor, relevance and student engagement through the Ready for Rigor framework and using a collaborative approach to look and these components in the Rigor, Relevance and Engagement rubric from the International Center for Leadership in Education.

Key Actions:

Make space for student voice and agency by having a Student Leadership Team in 2019-20, they will develop school wide themes to enhance community

Restructure Student Study Team into a two-tier process, I Action Team, II SST

Instructional Focus and development on Rigor, Relevancy and student cognitive load during staff development meetings and classroom observation feedback and discussion loop.

FRANKLIN SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020



Component 2 Equitable Systems

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.

Key Actions:

Middle School, Elementary and Support Staff training in Race and Equity with Courageous Conversation training October 2019 and January 2020

Gender Inclusivity Training 2019-20

Collaborative Action Research for Equity Training 2019-20

Franklin staff development meeting time focused on concepts from A Framework for Culturally Responsive Teaching; Create an environment that is intellectually and socially safe; Principal to take personal responsibility to reduce students' social and emotional stress from micro aggressions.

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020



Component 3

School Environment & Culture

Corvallis Elementary Schools are committed to knowing each student in our schools. This includes their academic strengths, challenges to learning, factors outside of school that affect learning, and the personal traits that make them who they are. We value the importance of student and family voice as we create learning communities that reflect the multiple perspectives and lived experiences in each of our schools.

Key Actions:

Youth Truth Survey with all students K-8, 2019-20

Character Strong school wide framework, including weekly activities K-8

Caring School Community social and emotional curriculum framework in K-5 classrooms

Franklin staff development meeting time focused on concepts from A Framework for Culturally Responsive Teaching; Create an environment that is intellectually and socially safe; Principal to take personal responsibility to reduce students' social and emotional stress from micro aggressions.

FRANKLIN SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020



Component 4

Real-World Learning

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous, relevant to students, and responsive to their needs. In doing so, we believe these opportunities need to be culturally responsive, inclusive of all students and provide platforms designed to encourage critical thinking, collaboration, creativity and problem solving. Franklin School will

Key Actions:

Project Based Learning activities planned, developed and highlighted for 2019-20;

K-5, Biz Town, Outdoor School, Medieval Festival, Fine Arts event

6-8, Boot Camp, Salmon Watch, Greek Festival, Fine Arts event, Washington DC trip, Mock Trial event, Mock Congress Event, STEM activity exhibition.

Middle School cross-curricular learning exhibition event, March 2020 (new to Franklin School)

FRANKLIN SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020



Component 5 Health & Wellness

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues and its impact on student learning. We will hold issues around toxic stress, trauma, race, and economic status at the center of this work.

Key Actions:

- Franklin School Assemblies/monthly- focused on Character Strong school wide values.
- Caring School Community curricular framework for K-5, community of learners, collectivism focus
- Middle School Intermural tournaments, with staff student culmination, activities involve large percentage of student body and culminate with a staff student activity
- Franklin Staff Social Wellness activity quarterly with staff kindness gratitude message communication

Measure:

Youth Truth Survey 2019-20, 3-5, 6-8

Corvallis School District Staff Engagement Survey 2019-20

**FRANKLIN SCHOOL
SCHOOL IMPROVEMENT PLAN
2019 - 2020**



Corvallis

SCHOOL DISTRICT

II.B. Cheldelin Middle School

CHELDELIN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 - 2020

Our Vision	Our Mission	Our Beliefs
Our vision is to foster each individual's growth - academically, emotionally, and socially - by challenging, engaging and inspiring all students.	Our mission is to provide each student with diverse and rigorous educational opportunities as multiple learning styles and abilities are addressed in each class through differentiated instructional strategies.	We believe all students can be successful when the school community works to educate the whole child with a number of enrichment opportunities, electives, student clubs, and extracurricular activities. These all work together to connect students and families to our school community.

Student Enrollment by Grade	Demographic Information
Total Enrollment: 618 Students 6th grade: 196 7th grade: 216 8th grade: 207	Emerging Bilingual: 14 Special Education: 55 Talented and Gifted: 112 Students Navigating Poverty: 184 Race: White: 510 Hispanic: 63 Black: 9 Asian: 34 Pacific Islander: 5 Native American: 5 Multi-racial: 57 Male: 315 Female: 300 Non-Binary: 3

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

Staff Information	
28 Certified Teachers 4 Specialists 1.5 School Counselors 2 Administrators 1 Trillium Counselor (3 day per week)	2 Behavior Support Staff 4 Office Staff 1 Testing Specialist 1 Counseling Assistant 1 Media Assistant 1 Technology Specialist 14 Educational Assistants

Opening Narrative

During the 2018-2019 school Cheldelin Middle School began with a focus around increasing academic rigor across all areas with a focus on math and literacy. As the school year progressed the needs of the students dictated a shift in focus towards school culture and the health and wellness of students and staff. While the improvement of academic rigor continued to be important, staff and student trainings and instruction shifted heavily towards Collaborative Problem Solving, Trauma Informed Care and mental health strategies for students.

Results from 2018-19 School Improvement Plan

Component 1: Academic Achievement

Our Commitment: Ensure that all students leave Cheldelin Middle School with the prerequisite skills necessary to be successful in high school Algebra or higher. The goal of measuring growth in math skills was monitored in two ways; overall passing rate of Math Smarter Balanced Assessment (Math SBAC) and overall average RIT score improvement Math SBAC. Cheldelin's overall average RIT score on the Math SBAC improved from the previous year

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

Component 2: Equity

Our Commitment: To ensure that all students are able to access self-selected, rigorous academic electives that enhance their connection to the Cheldelin school community and provide the opportunity for student choice as they work towards college and career readiness. This commitment was monitored throughout the school year as students were moved in and out of varying support classes based upon their needs. In reviewing student schedules who received support through the 2018-2019 school year it was possible to provide every student with at least one self-selected elective class.

Component 3: School Environment and Culture

Our Commitment: Foster a school culture in which all students and staff feel safe and valued as individuals and create an environment in which all students and staff are free to express their beliefs and values in an appropriate and collegial manner. In order to impact this commitment the focus of school-wide advisory lessons were reevaluated and adapted towards equity work, character building and social/emotional learning skills. In addition, a new behavior support system was put in place throughout the school year with a focus on skill building using a Collaborative Problem Solving approach to working with students. This approach was also introduced in grade-level teams in order to shift the conversation more towards a strengths-based model.

Component 4: Real World Learning

Our Commitment: To provide students with a variety of opportunities to explore college and career areas of high interest through core and self selected classes. For the 2018-2019 school year the elective classes at Cheldelin worked on developing additional real world learning opportunities that are connected to class curriculum. Additional electives such as Engineering and Design and Criminology II were also added. The school also held a Career Fair for 8th grade students. This fair brought in a variety of guest speakers from diverse professions to discuss different educational paths for several different careers.

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

Component 5: Health and Wellness

Our Commitment: Improve the physical and mental well being of the Cheldelin community by assisting students, staff and parents with new systems of support. During the 2018-2019 all grade levels implemented new health curriculum. Cheldelin also adjusted how 6th grade health was delivered to students, removing it from PE and teaching health as a section of 6th grade Seminar. The school equity team was able to analyze data collected from the YouthTruth survey and apply the information to lessons across curriculum areas as well as develop student-led presentations around equity, acceptance and school culture. All staff in the building were given mental health first aid training through the QPR system and the majority of students were provided training in the student version of QPR called “Gate Keeper”. Through the leadership elective and student clubs several student-led community building events and activities were held, such as assemblies, school dances, WEB lunches and student presentations.

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

Component 1 Student Achievement

Our Commitment: We will increase students' academic achievement through a focus on high engagement instructional strategies coupled with observational feedback to teachers used to inform and improve practice.

Academic Issue(s): based on school-wide assessment data student achievement has been stagnant in the areas of reading and writing and has been declining slightly in the area of mathematics.

Key Actions:

- Focused professional development centered on high engagement instructional practices.
- Utilize building financial resources to incorporate the use of an instructional coaching team.
- Collect and monitor classroom observational data centered on student engagement across the instructional period.
- Provide student engagement data to teachers in order to inform instructional planning and decision making.
- Disaggregate data by multiple demographics in order to identify then focus on students who demonstrate the greatest needs.

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

Component 2 Equitable Systems

Our Commitment: To ensure that all students are able to access self-selected, rigorous academic electives that enhance their connection to the Cheldelin school community and provide the opportunity for student choice as they work towards college and career readiness. In addition, ensure students have a voice in our Building and District Equity work.

Academic Issue(s): Provide meaningful intervention to meet the needs of all students while still providing opportunities to connect to the Cheldelin community through elective courses. Ensure that all student learning needs, such as ELL instruction, special education instruction, academic interventions, etc. are being met in a meaningful way. Provide students with the opportunity and space to speak up for equity.

Key Actions:

- **Develop Master Schedule that provides equitable access to all classes.**
- **Elicit meaningful input from students in developing elective choices.**
- **Individually review the needs and schedules of students with increased needs.**
- **Creation of SAFE Group who will attend secondary meetings at district office.**
- **Creation of Speak Up for Equity with students and staff .**
- **AAYLC Club created at the beginning of the school year.**
- **Staff Professional Development focusing on Culturally Relevant Teaching Practices centered on connecting with all students.**

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

- **Provide fluid intervention systems in which students' needs are met in a timely manner.**
- **Add elective/intervention classes to increase student growth:**
 - **Theater Two**
 - **Technology Squad**
 - **Photography**
 - **Public Speaking (6th Grade Wheel)**

Component 3 School Environment & Culture

Our Commitment: to teach and reinforce positive culture and school climate through explicit instruction in the areas of character development, school expectations and community building activities.

Academic Issue(s): our current student body has demonstrated an increased need of supports in the areas of social/emotional learning, behavior, and mental health.

Key Actions:

- **The adoption of the CharacterStrong character development curriculum.**
- **Weekly character development lessons through Advisor class.**
- **Community building activities across curriculum areas.**
- **Professional development focused on connecting with students.**
- **Utilize Collaborative Problem Solving strategies across all aspects of the educational setting.**

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

Component 4 Real-World Learning

Our Commitment: to continue to develop a variety of high interest, student driven opportunities to link to CTE programs and implement learning activities across curriculum areas that are relevant and applicable to student lives.

Academic Issue(s): increase student opportunity to connect with CTE programs both within the district and the community, provide an increase in opportunities to apply academic skills to real world problem solving situations across all academic areas.

Key Actions:

- **Adapt elective classes to meet student interests.**
 - **Theater Two added as elective**
 - **Technology Squad added as elective**
 - **Photography added as elective**
 - **Public Speaking added to 6th Grade Wheel**
- **Organize and support student showcase nights.**
- **Develop and utilize community partnerships in all classes.**
- **Provide opportunities for real-world learning in core academic classes.**
- **Ensure that all students have the opportunity to explore at least one self selected elective offerings.**
- **Support CPTO fundraising efforts to increase real word learning opportunities for students.**

CHELDELIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

- **Encourage and support teachers to apply for CPTO, District, and Foundation grants.**
- **Additional opportunities for students to visit local businesses**
- **Career Day for 8th Grade Students**

Component 5 Health & Wellness

Our Commitment: improve the physical and mental well being of the Cheldelin community by assisting students, staff and parents through systematic supports and interventions both within our building and utilizing district and community resources.

Academic Issue(s): the Cheldelin community has seen an increase in needs from both students and families in both physical and mental health. This in turn has placed an increased amount of stress on school staff in attempting to meet these increasing demands.

Key Actions:

- **Implementation of a school-wide social/emotional learning curriculum that contains a staff component.**
- **Increase in school counselor staff from the previous school year.**
- **Implement a more efficient system in which students are able to access school counselors while minimizing the impact on missing class time.**
- **Work towards increasing access to community physical and mental health resources in conjunction with district staff.**



Corvallis
SCHOOL DISTRICT

II.C. Linus Pauling Middle School



Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

Our Mission	Our “We” Statements
To provide a community of equity, compassion, growth, and opportunity for all students by preparing lifelong learners for success in education and careers as engaged citizens and leaders in a global society	• We strive for equitable outcomes by providing all students the tools they need for success • We know our students and meet them where they are; we value and tap into the knowledge and experiences they bring to school. • We develop and model lifelong learning and a growth mindset in our children and ourselves. • We believe in our student until they believe in themselves. We empower them as learners • We demonstrate compassion, honesty and integrity as we build trust in others and in our abilities. • We are committed to developing a safe learning environment. • We develop students as leaders and encourage students to question and engage in inquiry. • We develop and model empathy and engage in active listening. • We value collaboration, student engagement and relationships. • We listen to our students and connect school experiences to their culture, family background and prior learning.

School Demographics

Total Enrollment = 796		Talented & Gifted	Students Navigating Poverty	Special Education	Emerging Bilinguals	Race
6th	282	12%	40%	LRC with Life Skills- 13.4%	Active-10%	Asian-3% Black-1% Hispanic-24% Multiracial-7% NativeAm-1% White-63%
7th	281			LRC-12%	Monitored-9%	
8th	233					



Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

Staff Information	
Certified Staff	Classified Staff
• 1 Dean of Students • 38 Classroom teachers including electives and PE • 6 Special Education teachers ◦ 2 of whom are teachers in Life Skills • 2 Speech Language Pathologists ◦ Both part time– 1 focuses solely on Life Skills • 2 ELD teachers(1.5 FTE) • 2 Counselors (1 bilingual Spanish)	• 11 Educational Assistants for Intervention and Supervision support school-wide • 2 bilingual Spanish Educational Assistants for Intervention and Supervision support school-wide • 10 Educational Assistants for Life Skills • 3 Behavior Support Staff • Library Assistant • Assessment Technician • SPOC-Technology • Registrar • OM • Fiscal Clerk (.5) • School Family Liason-Spanish speaking • Health Navigator-Spanish speaking • AA1-Spanish speaking • AA1-Attendance • Health Room Assistant

Opening Narrative

In order to provide leadership in the important areas of focus, LPMS has a variety of teacher teams that address those areas. They are:

- *Leadership team*-The team meets two times a month to discuss school-wide systems, give direction to professional development, solve issues within the certified and classified teams and analyze schoolwide data from academic testing and other data. The team is made up of both certified and classified representatives.
- *Equity Team*-Meets monthly to guide the equity efforts at LP. This year the team will participate in additional professional development with CARE team training which will focus on culturally relevant teaching.
- *PBIS Team*-Meets monthly to review the PBIS system at the school, plan special incentive activities, and discuss grade level structures.
- *AVID Site Team*-Meets monthly to discuss the implementation of building wide AVID. The team discusses school-wide professional development, the AVID elective classes and other limitless opportunities of AVID.



Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

Results from 2018-19 School Action Plan

Component 1: Academic Achievement

In 2018-19 our academic focus focused on the reading and math achievement of our 6th grade students in the yellow and red zone.

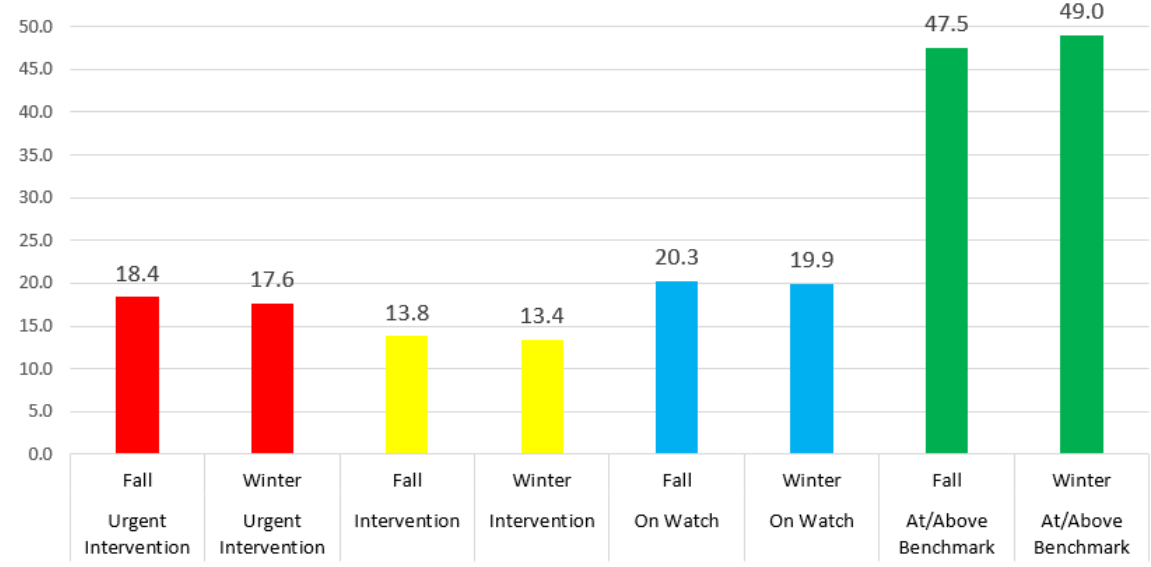
- Math Summer camp
- Transition meetings with feeder schools
- 5th grade Summit-Teacher Step-Up day
- 8th grade teacher visitation to CHS
- Sent a group of teachers to AVID Summer Institute in San Diego
- All core staff participated in 16 hours of SIOP training.
- Geography Bee, Battle of the Books, Pinewood Derby, Mock Congress, Middle School Band Festival, Know Your County Government Day, District Choir Festival, Juntos Field Trip to Western Oregon University, LPMS Drama
- productions, Mary's Peak Field Trip, Greek Olympics
- Dual Language Immersion program restructuring
- Social Studies Curriculum adoption professional development
- Math Concepts A-Intervention class for 6th graders



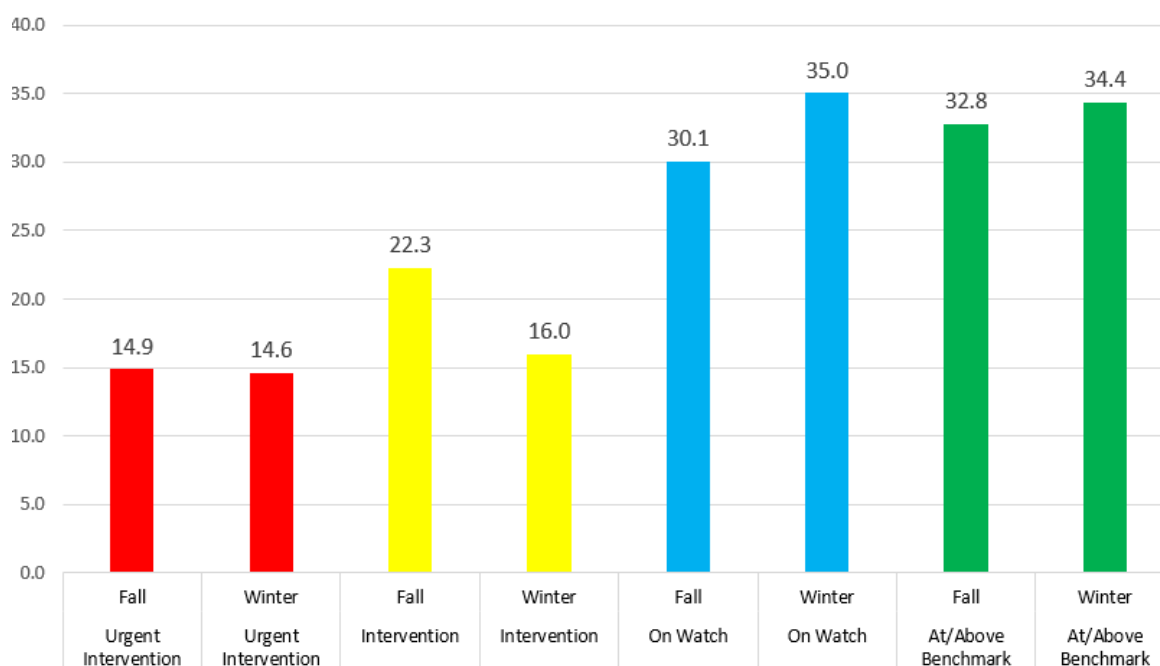
Linus Pauling MIDDLE SCHOOL

School Improvement Plan 2019-20

2018-19 STAR Reading Fall to Winter Benchmark Percentages



2018-19 STAR Math Fall to Winter Benchmark Percentages





Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

Component 2: Equity

- Staff participated in a series of trainings from National Equity Project (NEP) including Teaching with a Culture Eye and Leading, Designing for Equity in Complex Systems and Teams and Systems Learning Next Steps.
- Beyond Diversity training for staff
- The Inquiry Team presented Spheres of Success to staff at a staff meeting

Component 3: School and Community

- Secured funding for the Character Strong curriculum to begin in the 19-20 school year
- Counselors attended Character Strong training

Component 4: Parental Involvement

- Parent volunteers provided service in supporting the following activities:
 - Front office coverage and support
 - Dinners for teachers during Parent-Teacher conferences
 - 8th grade celebration
 - Support for a variety of LPMS activities
- JUNTOS meetings for Spanish-speaking parents
- PTO organized Principal Chats with community guest speakers



Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

Component 1 Student Achievement

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, have a rigorous, engaging experience in all classes and be able to demonstrate their learning in many ways.

Issues Regarding Student Achievement:

Reading Benchmark

- Reading across the curriculum-using reading strategies across curriculum ie. academic vocabulary, common reading strategies one set of strategies, analyze, compare and contrast
- Implementation of best research based teaching practices
- Equitable outcomes for all demographic groups
- Lack of a writing scope and sequence
- Acclimating to new curriculum adoptions

Math Benchmark

- Declining math scores.
- Tone set for SBAC testing.
- Implementation of best research based teaching practices
- Equitable outcomes for all demographic groups
- Acclimating to new curriculum adoptions

Key Actions:

- ❖ Analyzing SBAC data in math and reading. Looking for trends, areas of concern and equitable outcomes.
- ❖ Review Youth Truth Survey for student perception and voice regarding academic areas.
- ❖ Monthly review of research based best practices with certified and classified staff.
- ❖ Ongoing professional development with certified and classified staff about best instructional practices, trauma informed approaches and culturally relevant teaching.
- ❖ Collaboration among middle schools to produce a writing scope and sequence.



Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

Component 2 Equitable Systems

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 with IEPs, and 40% of our students are navigating poverty 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 with IEPs.

Issues Regarding Equitable Systems: Participation of students from our different demographic groups in Language Arts B, WEB, AVID, Band, Choir, Sports, Leadership, Advanced Math, Behavior data, Participation in assemblies, Homework club etc.

Key Actions:

- Digging into Youth Truth Survey regarding equity and student voice
- Analyzing and identifying next steps in creating equitable outcomes for all students at Linus Pauling. Including equitable participation in advanced level classes, WEB, AVID, Band, Choir, Cross Country and Track, Leadership class, advanced math, behavior data, participation in assemblies, Homework Club etc.,



Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

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.

Issues Regarding School Environment & Culture:

- Taking pride in school environment
- Ownership/ Responsibility of actions
- Have trusted adults in building

Key Actions:

- ❖ Identifying student who need adult connections through whole staff activities.
- ❖ Reaching out to students who staff identify to create connections with key adults in the building.
- ❖ Support teachers through the first year of Character Strong curriculum implementation at all grade levels.
- ❖ Identify areas that need to be improved as staff implements the curriculum.



Linus Pauling

MIDDLE SCHOOL

School Improvement Plan 2019-20

Component 4 Parents and 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

Issues Regarding Parents and Community:

- Comprehensive communication. Need to make sure that communication is consistent, clear and with plenty of anticipation of events.
- We need parents who represent our demographics volunteering for our school. How do we do a better job of engaging parents?
- How do we engage and inform our parent community about happenings at Linus Pauling?

Key Actions:

- ❖ Key office staff trained in School Messenger to promote a comprehension communication network.
- ❖ Administrators committing to bi-monthly social network updates about LPMS.
- ❖ Survey families regarding volunteer possibilities and soliciting feedback.



Corvallis

SCHOOL DISTRICT

II.D. Corvallis High School



Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

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%



Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

Staff Information	
Asian 2.3% African American 2.3% Hispanic/Latino 8.5% White 86.9%	

Opening Narrative:

CHS continues with its 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 YouthTruth survey data reiterates that we need to improve our rigor and engagement, while at the same time creating and maintaining a culture of cultural responsiveness.



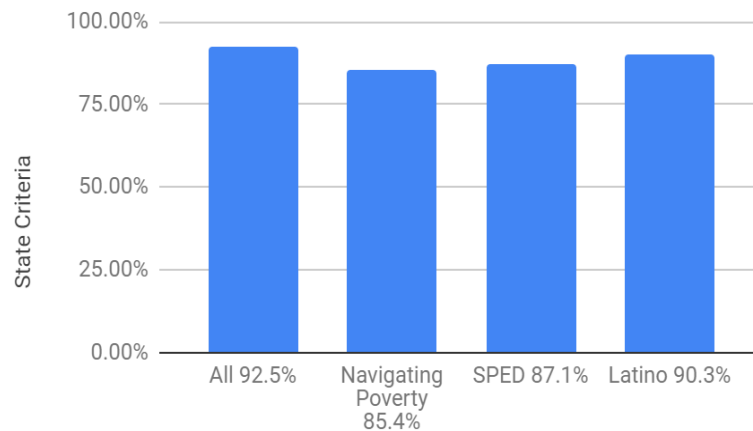
Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2019-20

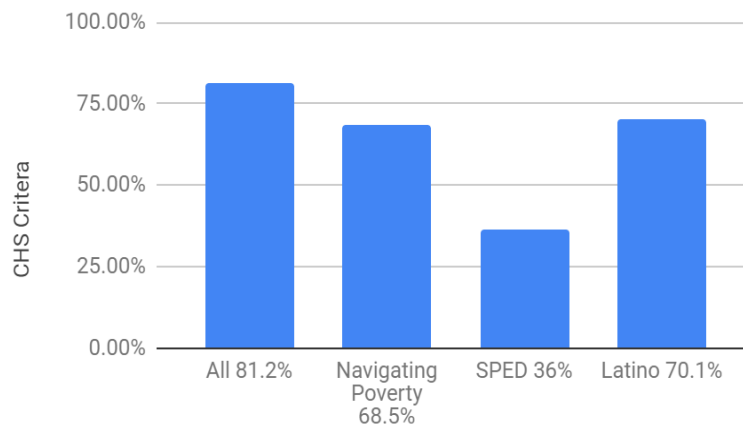
Results from 2018-19 School Action Plan

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.

2018-19 9th Grade On Track Data



2018-19 9th Grade On Track Data





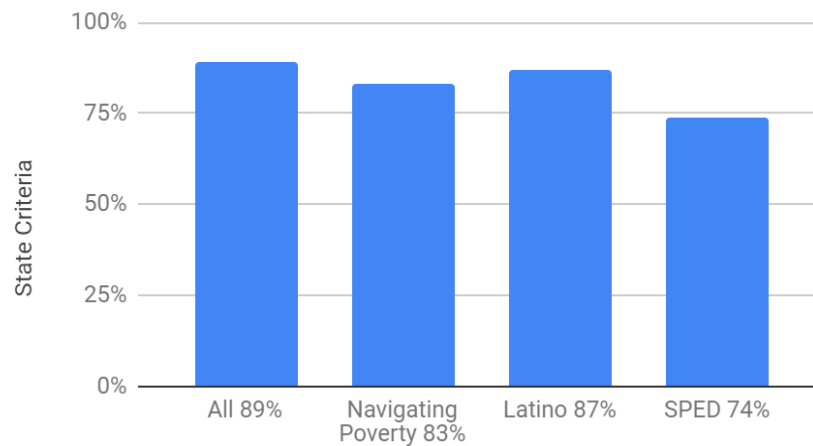
Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

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

Class of 2019 Graduation Rates



(Unofficial data; official data is available late January 2020.)



Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

2019-20 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:

- Redesign, implement and monitor instructional methods used in the classroom to increase student engagement and academic rigor.
- Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.
- The learning culture develops learners' attitudes, beliefs and skills needed for success.

Academic Issue(s):

- A need for consistency in our accountability systems.
- Increased engagement and rigor in classrooms.
- Systems for addressing gaps in student learning and fixed mindsets.

Key Actions:

- Universal implementation of agreed upon tier 1 and tier 2 supports.
- Documentation of Tier 2 supports for students.
- Analyze YouthTruth survey data and use to drive work for school improvement in the areas of rigor, engagement, and relevancy.



Corvallis
HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

- Continue to refine grade level data teams to identify and support students in the yellow zone. The school will partner with the Network for Improvement Community in this effort.
- 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.
- Continue to refine and enhance Spartan Success class. As outcomes for Spartan Success are clearly defined, supports for students will align with outcomes.
- Hold staff accountable for teaching bell-to-bell.
- Partnership with EOS.

Criteria for Success:

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



Corvallis
HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

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.
- Consistent administrator feedback about CRT strategies and the lack thereof.
- 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. Attend PEG SPELL professional development.
- Continue to implement co-teaching in core classes.
- Increase and support student voice and leadership throughout the school, especially our culturally and/or linguistically diverse (CLD) students.
- Continue to send staff to Beyond Diversity training.
- Partner with EOS to identify students for honors/AP classes and move honors type courses toward more skill-based curriculum.



Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

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%.
- Equitable Honors/AP student participation.
- 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:

Continue to emphasize and implement the CHS core values in decision making around school actions, instruction, and activities.

Key Actions:

- Cell phone policy reinforcement and follow through.
- Communication and implementation of the new discipline matrix.
- Explore Restorative Justice practices.
- Grade level deans design and lead CHS data analysis and coordinate intervention programs.
- Develop and implement meeting management/communication protocols.
- Consistently celebrate staff and student successes.
- Administrators and staff will commit to greet students as they arrive to school or class.
- Tighten partnership with OSU Phronesis Lab on teaching principles of Peace Literacy to all 9th graders.



Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

Criteria for Success:

- Continue to refine Health 1/Spartan 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:

- Refine & enhance additional learning pathways toward graduation (Computer Science, Forestry).
- Expand real world learning opportunities--example--creation/refinement 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.
- Continue to refine Senior Seminar.



Corvallis HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019-20

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:

- Embedding of Peace Literacy into Spartan Success class and continued refinement of Peace Literacy in Senior Seminar.
- Develop and implement Sources of Strength class.
- All staff will receive QPR training prior to beginning the school year.

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.E. Crescent Valley High School



Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020

Our Vision	Our Mission	Our Beliefs
Every student a graduate! Every student shows growth! Close the opportunity gap!	Through rigorous and relevant learning, inspire students to be reflective, develop individual potential and pursue unique personal and career interests.	<i>We believe in and are committed to developing graduates who:</i> ● Creatively solve problems, access information, and adapt to change. ● Behave in a respectful manner, being good role models and showing kindness. ● Demonstrate a passion for lifelong learning. ● Demonstrate integrity. ● Tackle new challenges with confidence and skill. ● Evaluate and synthesize information. ● Are self-reliant, believing in their ability to think critically to solve problems. ● Make responsible decisions regarding health and humanity. ● Through exposure to students from diverse populations, are able to value differences.

Student Enrollment by Grade	Demographic Information
Total Enrollment: 961 9th Graders: 229 10th Graders: 225 11th Graders: 234 12th Graders: 273	Special Education: 10.09% (97) 504: 9.47% (91) Talented and Gifted: 20.92% (201) Students Navigating Poverty: 22.06% (212) ELL: .73% (7) Migrant: 0% Native: 39 Asian: 120 Black: 36 Pacific Islander: 21 White: 851 Latinx: 88 Multi Ethnic: 98 * Due to Multi-Ethnicity, counts may be duplicated



Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020

Staff Information

- 52 Teachers, 4 Counselors, 51 Classified, 4 Admin
- Average teacher turnover rate: 3.77%
- Native: 2
- Asian: 4
- Black: 1
- Pacific Islander: 2
- White: 97
- Latinx: 3
- Multi Ethnic: 2

Opening Narrative

Over the past few years, Crescent Valley High School has transitioned to a school that is more flexible in the ways that it meets diverse student interests as well as the needs of a changing community. We have been more responsive to student needs by increasing elective options through the creation of an eight period schedule, creating a showcase of programs for incoming freshmen and families, developing an elective fair to inform students about electives, and increasing our hands-on and CTE course offerings in design and applied arts, culinary arts, health sciences, and engineering (including the addition of new auto and computer science courses in 2018/19). This year we have also added a Senior Seminar to help Seniors develop skills that will better help them navigate life after high school. The newly added Graduation Preparation class has been designed to assist students in the 10th and 11th grade with additional support as they negotiate the various demands of high school. To help ensure student success we have also implemented a yearlong Health and Freshman Success class for all ninth grade students. In this class students are explicitly taught the academic skills (such as prioritizing, time management, email writing, and understanding transcripts) they need to be successful in high school. We will utilize the information from our Youth Truth Survey to celebrate and build on our strengths of Relationships, Belonging & Peer Collaboration, and Culture. In addition, we will improve on our areas need according to the survey that will include Engagement, Rigor, and College and Career Readiness.



Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020

Results from 2018-19 School Action Plan

Component 1: Academic Achievement

We will increase the percentage of students earning one credit for Algebra 1 by 5%.

RESULTS:

2018-19 showed an increase of 4% over 2017-18.

Component 2: Equitable Systems

We will improve the four-year graduation rate for Special Education and Latinx students by 5%.

RESULTS:

2018-19 Latinx graduation rate increased by 16% over 2017-18.
Special Education graduation rate increased by 4%.





Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020



Component 3: School Environment & Culture

We will improve school environment and culture by engaging all first year students in a year-long Health and Success class.

RESULTS:

2018-19 All first year students participated in a year-long Health and Success class.

Not necessarily connected to the year-long Health and Success class.

Student results from the Youth Truth Survey:
Relationships 65th percentile, Belonging & Peer Collaboration 65th percentile, Culture 73rd percentile.

Component 4: Real-World Learning

We will increase our overall student participation in CTE courses by 10% and increase female participation by 5%.

RESULTS:

Year	Total Students	Unique Students	Total Females	Unique Females
1718	1209	538	472	242
1819	1771	679	733	317

Overall student participation in CTE courses increased by 21%.
Overall female student participation in CTE courses increased by 24%.
47% of students enrolled in CTE courses are female.





Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020



Component 5: Health & Wellness

Increase capacity for staff to care for students by encouraging teachers to write personal wellness goals.

RESULTS:

We had an increase of 8 teachers that wrote a goal related to personal wellness. In addition, we have had several more teachers that have expressed an interest in writing a personal wellness goal for this school year.

CVHS hosted a Flu Shot clinic on site giving all staff the option to participate free of charge. CVHS promoted district sponsored wellness activities throughout the year.

2019-2020 School Action Plan

----- COMPONENT 1 ----- STUDENT ACHIEVEMENT

Our Commitment:

We will increase the percentage of students earning one credit for Algebra 1 by 10%.

Issue(s) Regarding Student Achievement:

For 2018-19 the percentage of students earning one credit for Algebra 1 was 70% (91 out of 130 students). Algebra 1 is the foundation for student success in future math courses. Ultimately the goal for CVHS is 100% passage rate for Algebra 1.

Key Actions:

1. Weekly meetings with teachers of Algebra 1 to diagnose and problem solve.
2. Implement second semester credit retrieval for Algebra 1.
3. Facilitate two days of instructional rounds for the math department.
4. District math staff meet to determine best practices for effective math instruction.



Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020

----- COMPONENT 2 ----- EQUITABLE SYSTEMS

Our Commitment:

EOS - This school year we are focused on examining our demographics in our AP and honors classes. Our historically marginalized students are underrepresented in our AP and honors classes. As a district and as a school we are working with Equal Opportunity Schools (EOS) to help us with our demographics in our AP and honors classes.

Issue(s) Regarding Equitable Systems:

Our historically marginalized students are:

- Underrepresented in our AP and honors classes
- Overrepresented in our intervention classes
- Overrepresented in failing classes

Key Actions:

1. EOS - Monthly work groups and meetings.
2. IB Conference - February 12-15.

----- COMPONENT 3 ----- SCHOOL ENVIRONMENT and CULTURE

Our Commitment:

By the end of the 2019-2020 school year, all teachers will participate in monthly culturally responsive teaching professional development. The topics include but are not limited to:

- Culturally relevant curriculum
- Mindfulness/Mindset
- Student voice
- Relationship building strategies
- Reflective strategies

Issue(s) Regarding School Environment and Culture:

As our population of students change our teachers will need the skills to identify how their teaching impacts students success, especially students of color and low SES. At CVHS we want to be known as a school that can meet the needs of any and all students.

Key Actions:

1. Monthly AVID PL opportunities.
2. Administration observations looking at these PL topics within teachers classes.



Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020

----- COMPONENT 4 ----- REAL-WORLD LEARNING

Our Commitment:

In relation to the degree to which Crescent Valley High School students feel equipped to pursue college and careers, the 2019-2020 Youth Truth Survey will show an overall percentile of at least the 32nd percentile and the 12th grade class will show an increase in the average rating to 3.2.

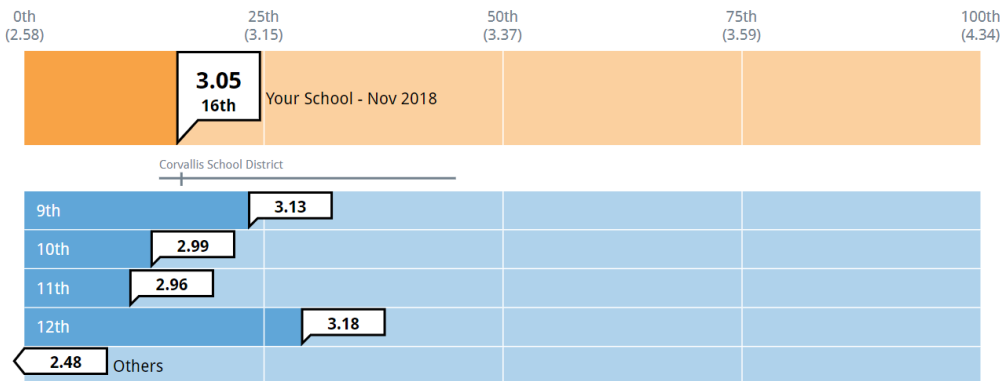
Issue(s) Regarding Real-World Learning:

According to the 2018-2019 Youth Truth Survey, Crescent Valley High School students overall scored in the 16th percentile in relation to the degree to which they felt equipped to pursue college and careers.

The 11th grade students scored the lowest with an average rating of 2.96.

College & Career Readiness Summary Measure

This summary measure describes the degree to which students feel equipped to pursue college and careers.



Key Actions:

1. College and Career preparation activities during Senior Seminar.
2. Increase student awareness of supports offered in the Beyond CV center.
3. Pipeline class presentations in the CTE classes.
4. College and Career Night.



Crescent Valley High School

SCHOOL IMPROVEMENT PLAN

2019 – 2020

----- COMPONENT 5 -----

HEALTH and WELLNESS

Our Commitment:

Our commitment is the same as last years, that being that all our 9th grade students take Health 1 / Raider Success. The 2018-2019 school year was our first year with this class. Our teachers have been working to develop and refine the curriculum and for the 2019-202 school year implement Peace Literacy into their curriculum. In addition to refinement of the curriculum, we are also using Peer Navigators to help connect our students to CV and provide them with important skills to be successful at “doing school”.

Issue(s) Health and Wellness:

Many students during their 9th grade year struggle with making connections to school and knowing how to navigate a high school. Many students feel stressed about the workload of a high school student.

Key Actions:

1. CPS Training
2. Peace Literacy
3. Trauma-Informed Care
4. Sources of Strength implementation



Corvallis

SCHOOL DISTRICT

II.F. College Hill



College Hill School Improvement Plan 2019-20

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 – 37 Housing Insecure – 21 Students Navigating Poverty – 62%

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

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 students develop their strengths, we are confident they will experience success.

**College Hill
School Improvement Plan
2019-20**

**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. Individualized System of Support
5. Proficiency System

**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

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 -- Drew/Kim
2. Meet with Drew Kelly -- Drew/Kim
3. IEP Meeting -- Drew/Kim

**College Hill
School Improvement Plan
2019-20**

**Component 3
School Environment & Culture**

Our Commitment:

As a staff, we will participate in the PRIDE research study that will help us explore restorative justice practices in an effort to help our students deal with conflict between students and between students and staff.

Academic Issue(s):

Our Youth Truth Data tells us our students feel respected and cared for by staff and that they know that staff believe in them. But it also tells us that we can do much better in helping them build relationships with one another. It is our hope that we can build a stronger community through restorative justice practices.

Key Actions:

1. Back-to-School PD provided by PRIDE staff from University of Oregon
2. Selection of “early adopter” cohort to receive more extensive training
3. Implement restorative justice practice school wide – particularly for inter-student conflict
4. Continue to move toward elimination of exclusionary discipline practices.
5. Implement Sources of Strength as a school-wide program to build community, celebrate strengths, and give students leadership.

Component 4
Real-World Learning

Our Commitment:

We will provide more service learning and internship experiences for our students in order to build their self-esteem, civic-mindedness, and self-efficacy.

Academic Issue(s):

So many of our students define themselves by their weaknesses, challenges or areas of perceived victimhood. When we can help students to give back to others, it builds their empathy, helps them to own their strengths, and they become more capable students, adults, and, ultimately, professionals. We also hope to build a stronger generation people who serve.

Key Actions:

1. We will partner with local elementary schools, starting with Garfield, to build internship opportunities within the school district that will benefit our students and the students at the elementary schools.
2. We will start with individuals and work to scale those experiences so that most of our students have these opportunities before graduation.
3. We will also work with community partners to develop new opportunities for students and work to deepen opportunities that have already been established.

**Component 5
Health & Wellness**

Our Commitment:

Sources of Strength is a national recognized program that helps students to identify strengths in their own lives, encourages students to develop new strengths, and promotes overall mental health and wellness.

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 them to also learn what tools they possess that will help them build resiliency and how they can grow into healthier young adults.

Key Actions:

1. We will do an initial training with our staff at our back-school PD led by Donna Keim who was trained this past summer.
2. We will more deeply train a cohort of staff to lead this work in our building.
3. We will identify a group of students to serve as student mentors.
4. We will develop a leadership class, beginning second semester, that will focus on service and sources of strength.



Corvallis

SCHOOL DISTRICT

- III. DEBRIEF - BOARD AND PRINCIPALS (6:50 p.m.)*
- IV. OREGON SCHOOL BOARDS ASSOCIATION'S BOARD OF DIRECTORS
ELECTION – POSITION #10 (7:30 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sami Al-AbdRabbuh, Board Chair
Meeting Date: December 12, 2019

Oregon School Boards Association's Board of Directors Election – Position #10

ACTION REQUESTED

Background

The Corvallis School District is a member of the Oregon School Boards Association (OSBA) and is represented by position #10 on the OSBA board of directors. That position is up for election and the Corvallis School Board is required to vote for a representative on the OSBA board. Action during a public meeting is necessary to decide how the Board as a whole will vote. Board Secretary Julie Catala will then submit the official vote on behalf of the Board.

Terry Deacon is the incumbent in position #10 and is seeking re-election. Mr. Deacon's application materials are attached.

ACTION REQUESTED:

Vote for Terry Deacon for position #10 on the OSBA board of directors.

MOTION REQUESTED:

"I move to vote for Terry Deacon for position #10 on the OSBA board of directors."

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date 08/25/19

TO: Kevin Cassidy, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 27, 2019.**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Kevin Cassidy:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Linn Benton Lincoln Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Terence P. Deacon
District/ESD/Community College: Linn Benton Lincoln ESD
Address: _____
City: Lebanon Oregon ZIP: 97355
E-mail: _____ Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on
9-10-19
(date)

Frank Bricker
(Board Chair signature)
Board Chair name: Frank Bricker
District: Linn Benton Lincoln ESD
Address: 905 4th Avenue S.E.
City: Albany, Oregon ZIP: 97321

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: Terry Deacon

Region: 10

District/ESD/CC: LRL-ESD

Position #: 5

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Terry Deacon
Name

25 August 2019
Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

The Oregon School Boards Association plays a vital role in supporting school board members in becoming better qualified to serve through their conferences, by supporting legislative efforts on school funding.

2. What do you want to accomplish by serving on the OSBA board of directors?

I want to continue working with the Board and on my assigned committees. I also want to continue to keep District 10 board members current on OSBA activities, progress and benefits.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I spearheaded a drive in our community to construct a \$500,000 skate board park which included fundraising, design, public relations, and construction. I have led successful district round tables at OSBA conventions.

4. What do you see as the two most challenging issues faced by OSBA?

- Continuing our efforts to maintain cost containment and funding for our schools
- Continuing to involve and educate more local school board members

5. What do you see as the two most challenging issues faced by your region?

Improve local education by ESD services
and community awareness of local needs

6. What is your plan for communicating with boards in your region?

I have, and will continue to, sent updates
about our OSBA board meetings, retreats,
and OSBA legislative successes to District 10
board members.

I will continue to lead round table discussion
and notify boards of the results

I will continue to attend and host fall
regional meetings

Deadline: September 27, 2019, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Terence P. Deacon Date: 25/August/2019

Address: _____

City / ZIP: Lebanon, Ore 97355

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: LBL-ESD

Term expires: _____ Years on board: 8th

Deadline: September 27, 2019, 5 pm

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable.

E-mail to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

OSBA - conduct regional round tables, presided @ workshops during conventions, serve on Policy committee
LBL-ESD - Supt. Public Outreach committee, Annual Perfor
Lebanon School District - chair of Budget Committee

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers: Owner

Dates: 2004 - present

Fitness And All Sports Training

Schools attended (Include official name of school, where and when):

High school: Punahou School, Honolulu, Hawaii

College: Univ of Hawaii, Oregon State Univ.

Degrees earned: B of Ed

MS

Education honors and/or awards:

Teacher of year for Soil & Water Conser Districts
state of Oregon

Other applicable training or education:

Activities, other state and local community services:

Volunteer football coach Lebanon HS / Lebanon Boys & Girls Club Program Comm
Lebanon Skate Park Board
Build Lebanon Trails Board
Lebanon Community Foundation Board

Hobbies/special interests:

Resistance Training / Raise Jacob Sheep
Hiking / Run Air B & B on farm
Kayaking / Attend Oregon Shakespeare performances annually
SUPaddle Boards

Business/professional/civic group memberships; offices held and dates:

Optimist Club
Linn Soil & Water Conservation board
Lebanon Boys and Girls Club

Additional comments:

Deadline: September 27, 2019, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



Corvallis

SCHOOL DISTRICT

- V. ADJOURNMENT (7:40 p.m.)*
- VI. EXECUTIVE SESSION (7:45 p.m.)* **Note: this is not part of the public meeting.** The Board will meet in Executive (closed) Session under ORS 192.660(2)(f) – To consider records that are exempt by law from public inspection

*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