



Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Thursday, December 14, 2023 5:30 PM	Regular	Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, 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/UC9Jtp5dmilZI9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Thursday, December 14, 2023
5:30 PM

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

Meeting Details: Thursday, December 14, 2023, 5:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, 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.

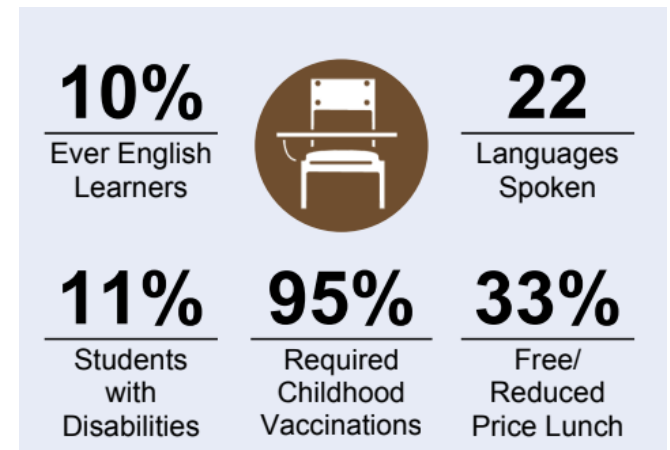
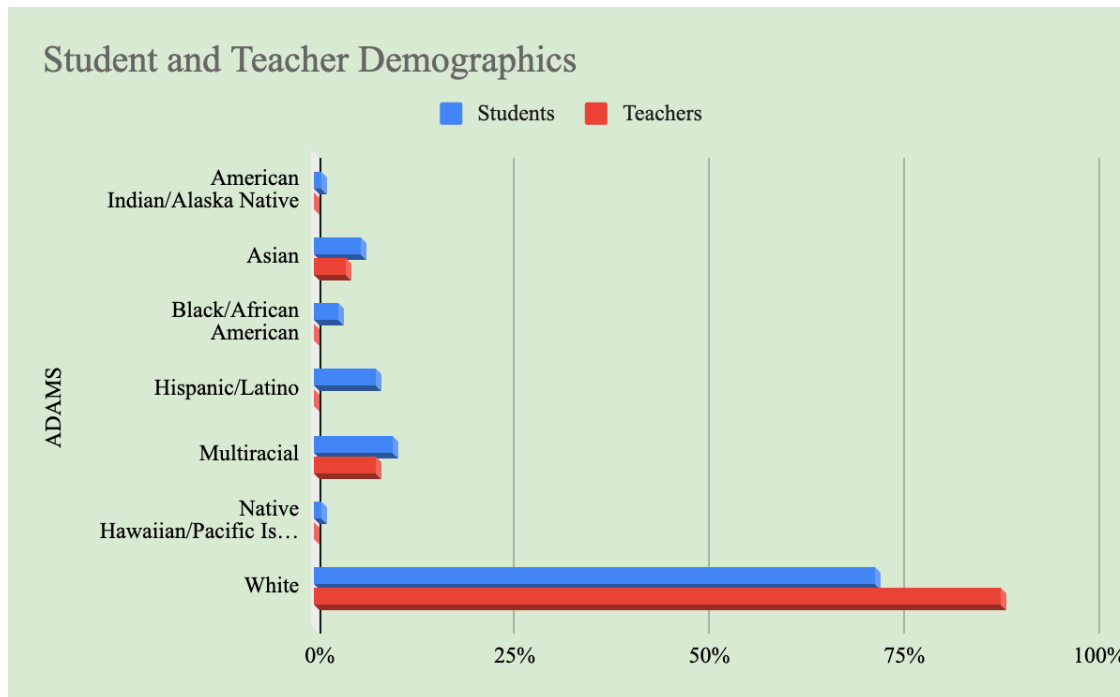
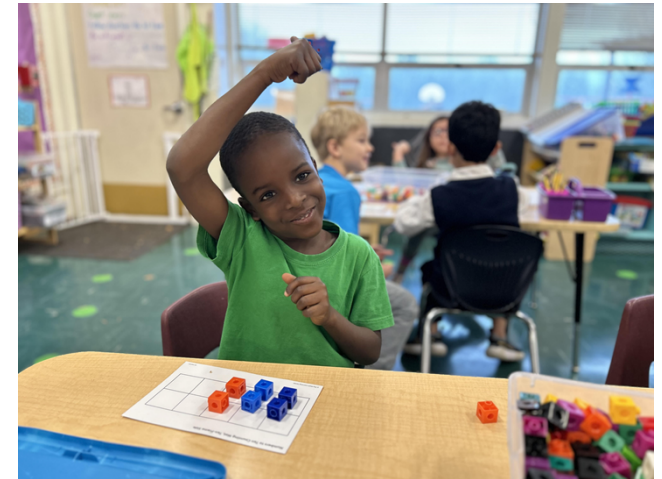
- I. CALL TO ORDER AND ROLL CALL (5:30 p.m.)*
- II. WELCOME AND INTRODUCTIONS (6:00 p.m.)*
- III. STUDENT REPRESENTATIVE REPORTS (6:15 p.m.)*
- IV. SCHOOL IMPROVEMENT PLANS (6:25 p.m.)*
 - IV.A. Adams Elementary



Adams Elementary School Continuous Improvement Plan 2023-24 School Year

Who Are We?

- 357 students in grade K-5
- 3 blended classes (1st/2nd, 3rd/4th, 4th/5th)
- 24 certified staff, 22 classified staff, 4 teaching candidates



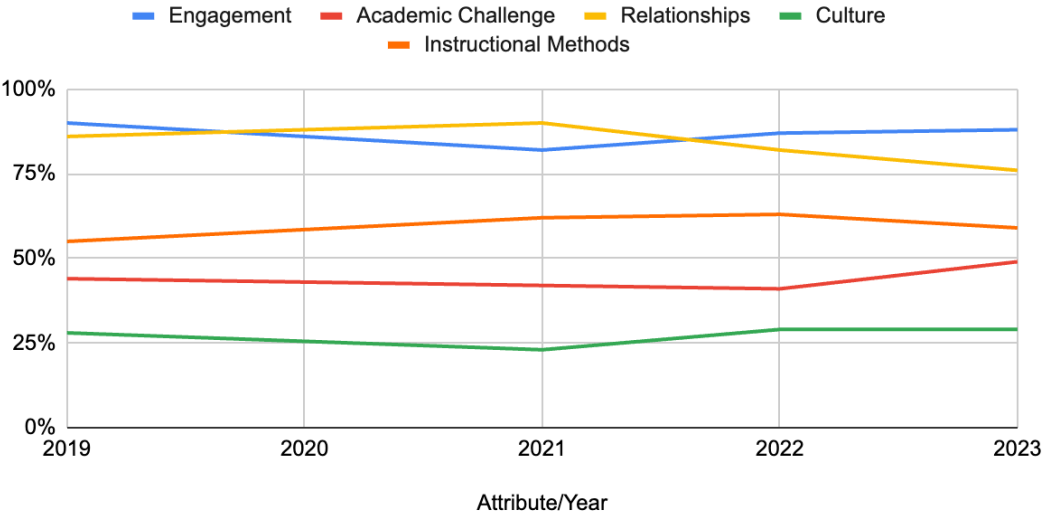
How do people experience our school?

Youth Truth Executive Summary

Percent Positives
2023

Attribute	Adams	Typical CSD School
Engagement	88%	84%
Academic Challenge	49%	44%
Relationships	76%	74%
Culture	29%	20%
Instructional Methods	59%	55%
Belonging	37%	37%

Engagement, Academic Challenge, Instructional Methods, Culture and Belonging



How are our students doing?

22-23 Goal	Objectives	Status (met, improved, not met)
All Students will be Strategic Readers.	The percentage of students across all subgroups at Adams achieving expected growth on the STAR Reading assessment will increase from 59% to 70% by the end of the 2022-2023 academic year.	Improved, not met 64% of Adams students in grades 2-5 made expected growth (50 SGP or more), up from 59% last school year. 239 students took the assessment. 154 students made the target growth and 85 students did not. Of the 85 students who did not make expected growth, 50 of those students score At/Above target level on the spring STAR assessment. Removing those 50 students, who are already At/Above target reading level, 85.5% of students at Adams either increased by 50 SGP or were At/Above level on the STAR Assessment.
All Students will have a positive experience of school culture.	By the end of the 2022-2023 school year, 68% or more of Adams staff will respond positively in the school culture domain of the Youth Truth Survey, and 50% or more of students will respond positively in the school culture domain.	Not Met 29% of students responded positively in the school culture domain of the Youth Truth Survey. 64% of staff responded positively. 5th grade students showed the lowest level of positive responses. Our percent positives in this domain exceeded other CSD schools. We decided to switch to another measure.

Why do we exist?

Our Vision:

Adams students will demonstrate a zest for learning. They will be safe, respectful and responsible, contributing to their community

Our Mission:

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.

Our Values:

In order for Adams' Alligators to have a safe and caring environment at school, students and staff:

- Make our school safe for everyone
- Are respectful to one another and our environment
- Are responsible for our own actions



Where do we want to go?

23-24 Goal	Objective	Strategies
All Students will be Strategic Readers.	Students who score Intervention or Urgent Intervention on the STAR Reading assessment at the beginning of the school year will grow by at least 50 SRP by the end of the school year.	● Focus on teaching Being a Reader as intended. ● SIPPS intervention 4 days per week in addition to core instruction for grades 2-5. ● Double dose interventions for students in grades K-1. ● Progress monitoring every 2 weeks for students in interventions.
All Students will have a positive experience of school culture.	The percentage of students qualifying as regular attenders will improve from 67% in 2022-23 to 75% in 2023-2024 (State average is 62%). <u>2023 Data:</u> September: 67% October: 74% November: 72%	● School-wide attendance incentives as part of PBIS ● Teacher communication with families of students who miss school ● Regular attendance data reviews ● Family support plans for students with chronic absences



Corvallis
SCHOOL DISTRICT

IV.B. Bessie Coleman Elementary

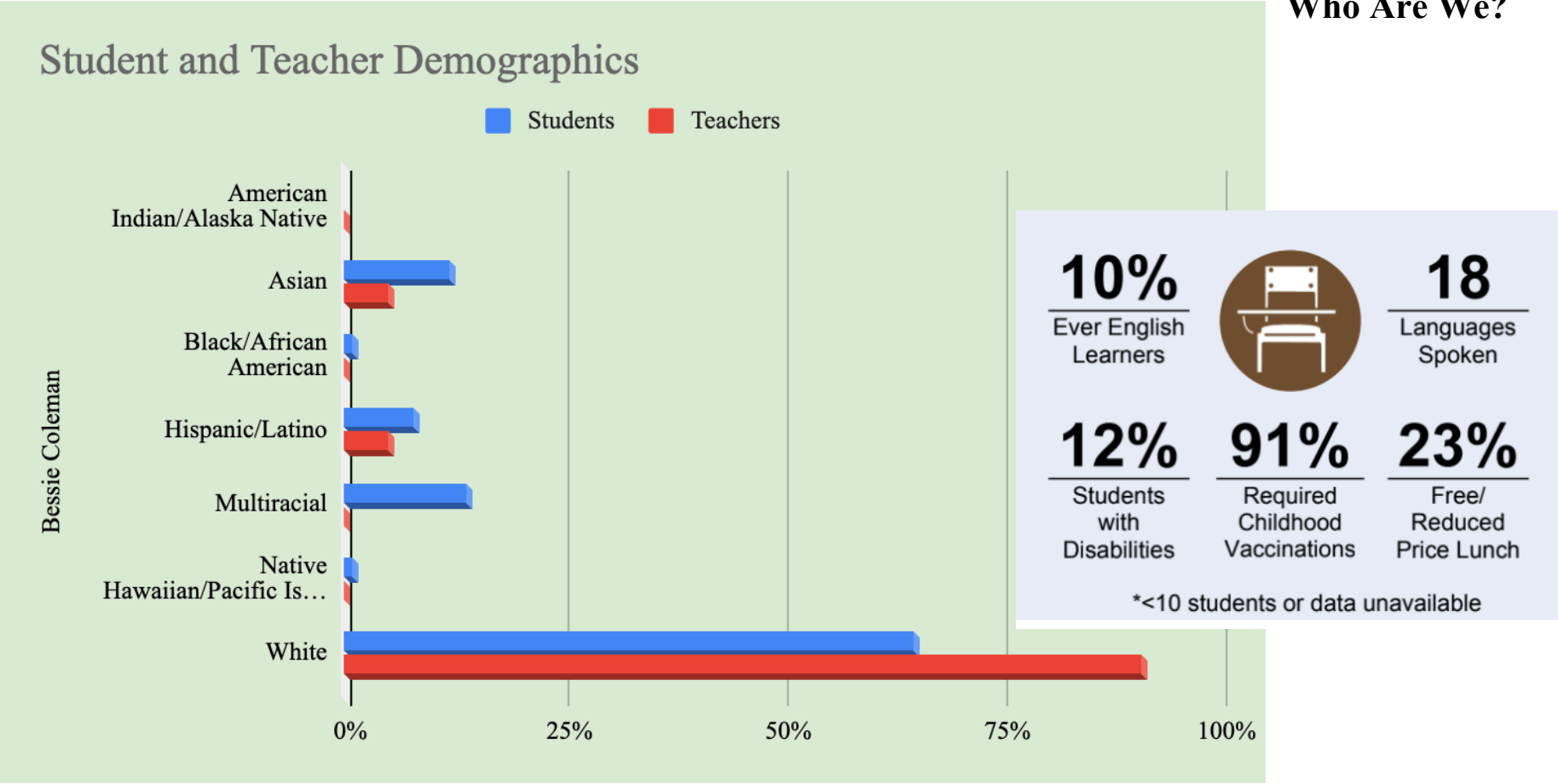
Continuous Improvement Plan
2023-24 School Year



Bessie Coleman
ELEMENTARY SCHOOL

Who Are We?

Student and Teacher Demographics



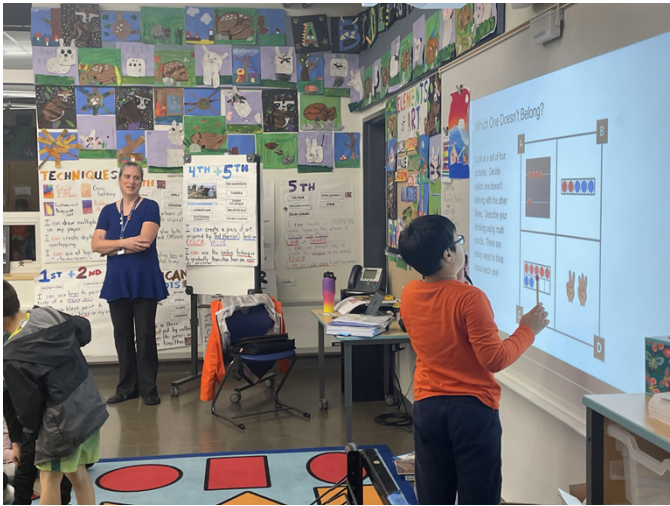
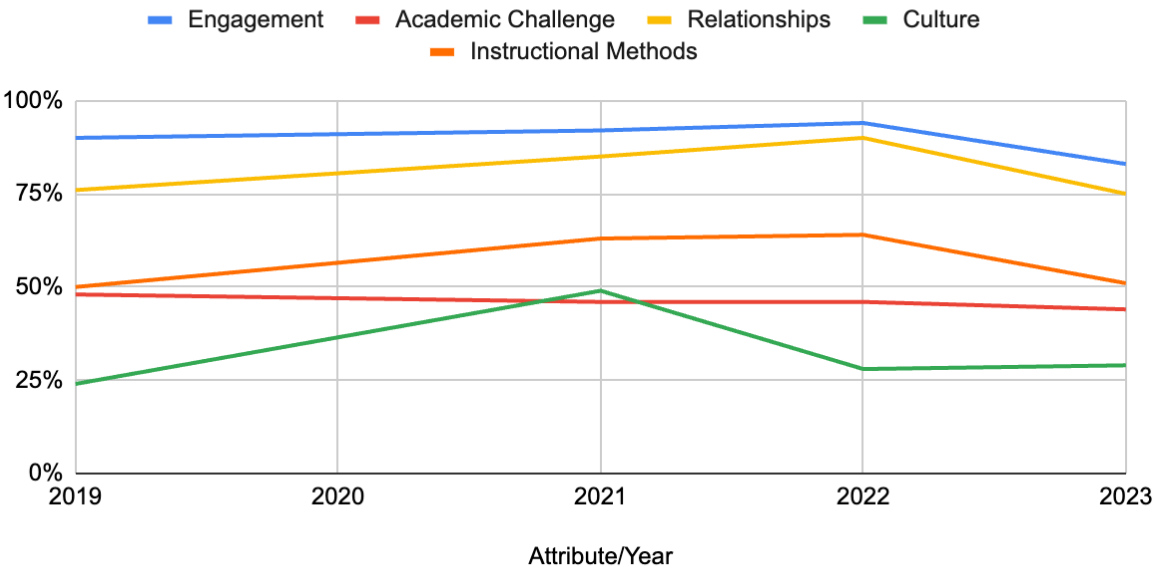
How do people experience our school?

Youth Truth Executive Summary

Percent Positives
2023

Attribute	Bessie Coleman	Typical CSD School
Engagement	83%	84%
Academic Challenge	44%	44%
Relationships	75%	74%
Culture	29%	20%
Instructional Methods	51%	55%
Belonging	33%	37%

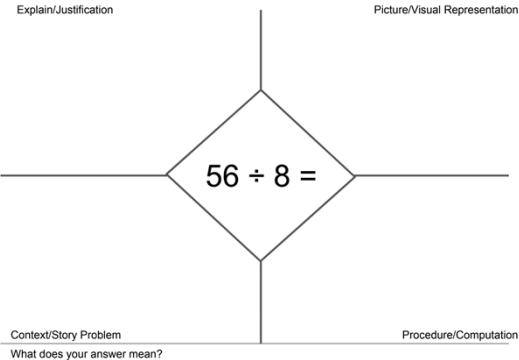
Engagement, Academic Challenge, Instructional Methods,
Culture and Belonging



How are our students doing?

2022-23 Goal	Objectives	Status (met, improved, not met)
All students will experience teaching approaches and strategies that address their learning needs and foster growth in mathematics for each student.	By May 2023 59% of students will respond that their teachers use strategies and approaches to meet their learning needs in class.	Improved 51% of students responded positively that their teacher used strategies and approaches to meet their learning needs in class compared with 49% the previous year.
	By May 2023 68% of BIPOC students will demonstrate above average growth in math using STAR math assessment. In May 2023 students who participated in fall and spring local performance assessments will increase at least one level of proficiency.	Partially Met STAR Math Assessment 52% of BIPOC students demonstrated above average growth using STAR math. Average growth for all students in grades 3-5 (median SGP) was 51. Local Performance Assessments 5th grade 1 - 100% BIPOC students showed growth; 96% all students (multiplying fractions diamond task) 3rd grade 1 - 100% students showed growth (division diamond task)

Where do we want to go?

2023-24 Goal	Objectives	Strategies
Each student will experience teaching approaches and strategies that address their learning needs and foster growth in mathematics.	By May 2024, 56% of students will respond positively that they experience teaching approaches and strategies that address their learning needs based on Youth Truth Data, from a baseline of 51% in spring of 2023 and/or teachers will increase their use of selected high leverage practices based on self assessment and observations.	- Professional learning focus on agreed upon high leverage practices (see below) - Collaboration time with colleagues focused on instructional practices - Feedback focused on instructional practices - Reflection time on instructional practices
	By May 2024, 70% of students will score at or above typical growth from fall 2023 baseline of 65% and/or all 3rd and 5th grade students will grow one level of proficiency as measured by local performance assessments. 	- Use of Bridges screeners to support differentiated instruction - Use of Bridges Activities for Re-engagement to support math intervention - Use of Bridges Workplaces and open tasks to support differentiation

Teaching approaches to support each learner:

As a school we are committed to supporting the learning and growth of each student through culturally responsive teaching practices, trauma informed care, sheltered instruction, and inclusion supports for students with disabilities.

Culturally Responsive Teaching: “Culturally Responsive Teaching ‘is about *building the learning capacity* of the individual student,’ Hammond says. ‘There is a focus on leveraging the affective and the cognitive scaffolding that students bring with them.’ The simplest way to judge whether your teaching is culturally responsive is whether your diverse students—students of color, English language learners, immigrant students—are learning. If they are not succeeding *academically* within your classroom norms, your approach might need to be more culturally responsive.”

From Cult of Pedagogy Interview with Zaretta Hammond

Inclusive Supports for Students with Disabilities: “In order for inclusion to be effective and efficient for teachers and students however, we need to extend this idea to not only physical and social communities. Inclusion also means contributing to academic communities. It is critical. It is critical, not just for students with special needs; it is critical for every one of us.”

From *Inclusion: It's Critical* by Dr. Shelley Moore

Sheltered Instruction: enhancing teacher design and delivery of standards-based instruction through an integrated approach with the intent of building language proficiency and academic comprehension...classrooms promote an environment that respects and honors each child’s voice, personal life experience, beliefs and values their culture.

From OCDE Project GLAD NTC, Orange County Department of Education

Trauma Informed Care: When teachers are proactive and responsive to the needs of students suffering from traumatic stress and make small changes in the classroom that foster a feeling of safety, it makes a huge difference in their ability to learn. From *Trauma Informed Teaching Strategies*, ASCD by Jessica Minahan

This year we will utilize the following **high leverage instructional practices** in classrooms, along with teaching core curriculum to each student with integrity:

- Visual schedules are accessible to each student.
- Classroom break spaces are accessible to each student, expectations for how to use the space are taught and reviewed, and the space is framed as a positive coping tool .
- Anchor charts are accessible to students and related to classroom learning, core content, social emotional learning, and common routines and expectations.
- Sentence frames are used to support oral and written language.
- Flexible seating is accessible to students, expectations for how to use are taught and reviewed, and seating options are framed as a tool for learning.
- Inclusive language is used in classrooms by staff and students.
- Visuals and instructional materials are representative of the class and community (not just cartoon representations). Students and staff regularly see themselves and their community represented.
- Morning circle, closing circle, and class meetings occur regularly using Care Schools Community as a guide for leading these important rituals and social emotional learning.
- Organize opportunities for communal learning including turn and talk, heads together, and other cooperative learning opportunities where students rely on each other.

Growth for each learner in math:

Staff will support each learners growth in math by:

- Utilizing high leverage instructional practices
- Implementing core curriculum with integrity
- Using Bridges Screeners to identify learning needs prior to teaching units
- Using activities for re-engagement to support teachers in designing Work Places in the unit to support students who do not yet have proficiency in pre-requisite skills required to access core content
- Using Work Places and tasks designed to meet the learning needs of each student

Resources and Further Reading:

Zaretta Hammond - crtandthebrain.com

- Interview on Cult of Pedagogy
 - Three Tips to Make any Lesson Culturally Responsive
- Interview on Transformative Principal
- Interview on The Teaching Channel

Dr. Shelley Moore - <https://fivemooreminutes.com/>

- Inclusion: It's Critical

Trauma Informed Teaching Strategies



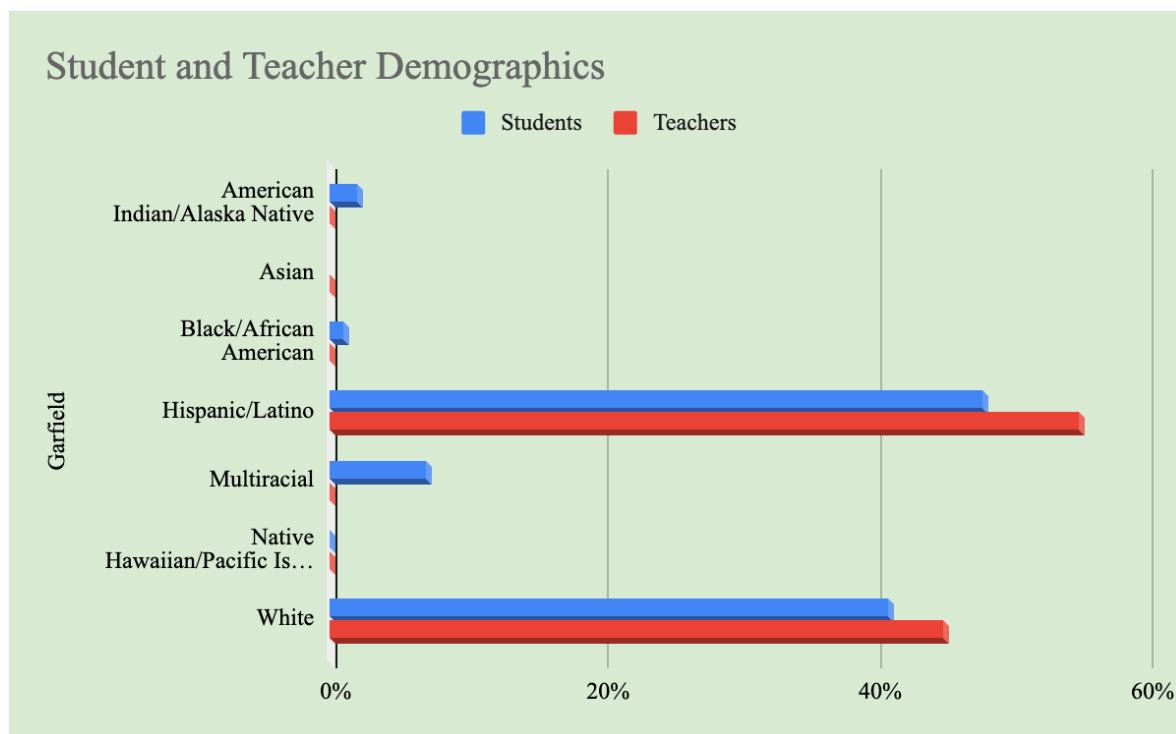
Corvallis
SCHOOL DISTRICT

IV.C. Garfield Elementary

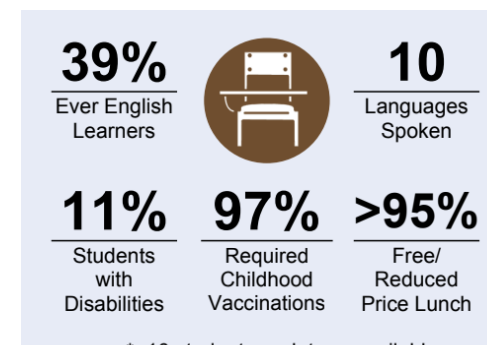
GECKO  **Garfield**
GECKO ELEMENTARY SCHOOL

Continuous Improvement Plan 2023-24 School Year

Who are we?



Youth Truth Executive Summary



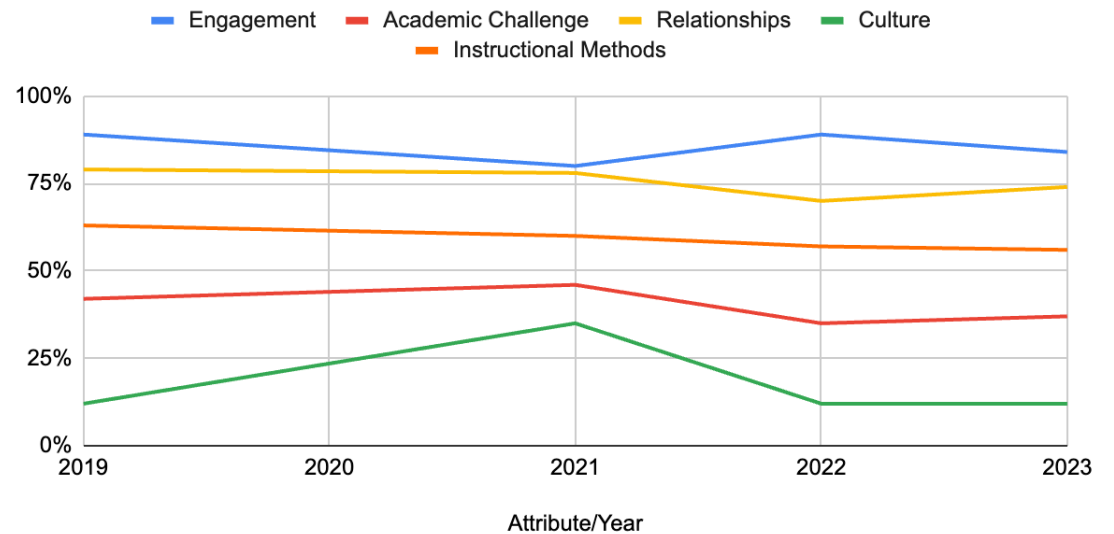
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Engagement, Academic Challenge, Instructional Methods, Culture and Belonging

Percent Positives 2023

Attribute	Garfield	Typical CSD School
Engagement	84%	84%
Academic Challenge	37%	44%
Relationships	74%	74%
Culture	12%	20%
Instructional Methods	56%	55%
Belonging	34%	37%



How are our students doing?

2022-23 Goals	Objectives	Status (met, improved, not met)
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All students will feel like they can be themselves at school and feel connected to their school community.	60% of students will feel that they can be themselves with other students.	Not met (49%)
	70% of students will feel like a part of their school community.	Not met (35%)
All students will see themselves as readers and increase their interest in reading activities.	70% of students at Garfield will demonstrate above average growth in reading in one language or the other based on STAR.	Not met (67%)

Why do we exist?

Garfield Core Values:

- Familia-Family
- Comunidad-Community
- Equidad-Equity

- Crecimiento-Growth
- Integridad-Integrity

Mission:

Garfield Elementary School is an inclusive, bilingual community where students are valued for their unique cultural and linguistic identities. Garfield provides enriching opportunities for all students to meet their full academic potential and grow as competent, biliterate, multilingual and multicultural members of society.

Vision:

We aspire to empower our students with the tools they need to thrive in a diverse and interconnected world, fostering an awareness and appreciation for diversity and pride in who they are and where they come from as part of a commitment to building an equitable society.

Where do we want to go?

2023-24 Goals	Objectives	Strategies
We believe that in order for students to thrive, they first need to feel a sense of belonging and connectedness to their	By June 2024 the percent of positive student responses in the Belonging section of the Youth Truth survey will increase from 34% to 40%.	● Use of schoolwide SEL curriculum ● Caring School Communities ● Morning and afternoon circles ● Buddy classes

school community.	By June 2024 the percent of students who respond that they feel like an important part of their school community will maintain at above 80 on the Garfield Student Community Survey.	● Racial Equity Lessons K-5 ● Staff PBIS Team ● Staff E-Team ● School events for staff, students and families ● School Affinity Groups: SAFE and Pride club. ● More parent presence ● Community partners: Lego robotics, OSU, CHS DLI students, Read Dogs ● Monthly assemblies ● Family Engagement nights and math nights
As we prioritize creating an environment in which students feel connected, how can we make sure that this priority helps to support student achievement?	By June 2024 65% of students will maintain above average growth in reading in Spanish or English based on STAR.	● Consistent fluency routines ● Cross Grade level agreements ● Systematic phonics instruction English/Spanish ● Identifying end-of-grade expectations ● Developing language use agreements/Best Practice ● Work on developing and aligning writing curriculum ● Progress monitoring ● Rich and engaging classroom libraries ● Student choice ● Use of core curriculum ● Language scaffolding: sentence frames, games ● Reading focused PD
	By June 2024 the percent of students proficient on STAR Reading in Spanish or English will increase to 55%.	



Corvallis
SCHOOL DISTRICT

IV.D. Kathryn Jones Harrison Elementary

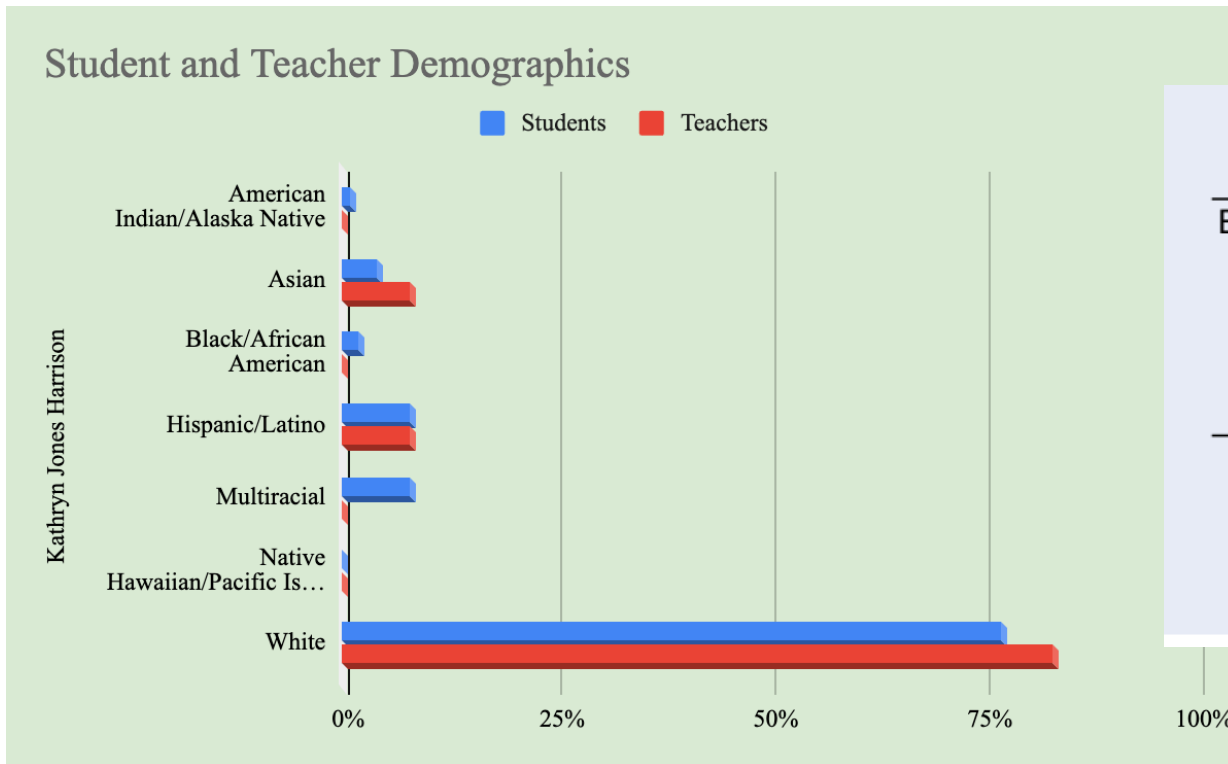
Continuous
Improvement Plan
2023-24 School Year



Kathryn Jones Harrison

ELEMENTARY SCHOOL

Who Are We?



7%
Ever English
Learners



16
Languages
Spoken

18%
Students
with
Disabilities

91%
Required
Childhood
Vaccinations

35%
Free/
Reduced
Price Lunch

* <10 students or data unavailable

“Help me do and say what will help my
people today.”
-Kathryn Jones Harrison



Land Acknowledgement

Let it be acknowledged that we gather on the traditional homelands of the people of Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians.

Mission-

Kathryn Jones Harrison Elementary 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.

Vision-

Kathryn Jones Harrison Elementary students will develop the skills and knowledge to become confident, compassionate, and engaged citizens.

Values-

In partnership with our families and community we value:

- ❖ Inclusion
- ❖ Equity
- ❖ Čintutác (always learning)
- ❖ Perseverance
- ❖ Integrity
- ❖ Creativity
- ❖ High Expectations



Mrs. Schloss' students pumped for the Jog-A-Thon



5th Grade Salmon Watch



Mustache Day

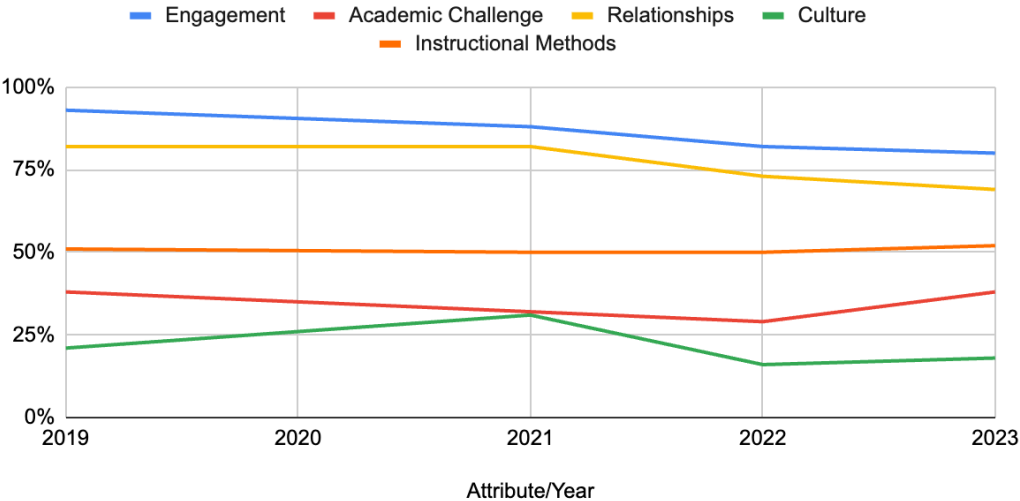
How do people experience our school?

Youth Truth Executive Summary

Percent Positives
2023

Attribute	KJH	Typical CSD School
Engagement	80%	84%
Academic Challenge	38%	44%
Relationships	69%	74%
Culture	18%	20%
Instructional Methods	52%	55%
Belonging	34%	37%

Engagement, Academic Challenge, Instructional Methods, Culture and Belonging



Student artwork inspired by Steph Littlebird



Mrs. Jackie's lifskills students and their pumpkin harvest

How are our students doing?

2022-23 Goal	Objectives	Status (met, improved, not met)
Students experience high-caliber math instruction that builds a positive math learner identity in classrooms that encourage risk taking, collaboration, respect for divergent thinking, and students' cultures.	Students will increase their positive learner perceptions on the Math Mindset Student Survey from 27% to 40% by June of 2023.	No data to report
	By June 2023, 60% of 2nd - 5th grade students will demonstrate high growth and high achievement in math as measured by STAR.	Not met
Students develop an authentic sense of identity, belonging, and confidence through trusting relationships with each other, staff, and our collective school community.	Students' sense of <u>belonging</u> will increase from 54% to 70% as measured by the Belonging component of the Youth Truth Survey with the subgroup increase being comparable or greater than the whole.	Not met
	Students' sense of <u>relationships</u> will increase from 73% to 80% as measured by the Relationships component of the Youth Truth Survey with the subgroup increase being comparable or greater than the whole.	Not met

Where do we want to go?

2023-24 Goal	Objectives	Strategies
All students will be strategic readers.	The percentage of 2-5th grade students across all subgroups at KJH achieving expected growth on the STAR Reading assessment will increase from <u>57%</u> to <u>65%</u> by the end of the 2023-2024 academic year.	● Implement CCC curriculum and participate in CCC professional learning. ● Implement SIPPS intervention and participate in SIPPS professional learning. ● Use MTSS structures to assess, progress monitor and provide resources for students with lagging literacy skills.
	By June 2024, <u>65%</u> of 3rd - 5th grade students will demonstrate proficiency in reading as measured by Oregon State ELA Assessment.	● Implement CCC curriculum and participate in CCC professional learning. ● Implement SIPPS intervention and participate in SIPPS professional learning. ● Use MTSS structures to assess, progress monitor and provide resources for students with lagging literacy skills.
Students develop an authentic sense of identity, belonging, and confidence through trusting relationships with each other, staff, and our collective school community.	Students' sense of <u>belonging</u> will increase from 34% to 50% as measured by the Belonging component of the Youth Truth Survey with the subgroup increase being comparable or greater than the whole by June 2024.	● Teach grade-level equity lessons. ● Implement Caring School Community in all classrooms. ● Implement a school-wide PBIS system.
	Students' sense of <u>relationships</u> will increase from 69% to 80% as measured by the Relationships component of the Youth Truth Survey with the subgroup increase being comparable or greater than the whole by June 2024.	● Teach grade-level equity lessons. ● Implement Caring School Community in all classrooms. ● Implement a school-wide PBIS system.



Corvallis

SCHOOL DISTRICT

IV.E. Letitia Carson Elementary

Continuous Improvement Plan
2023-24 School Year

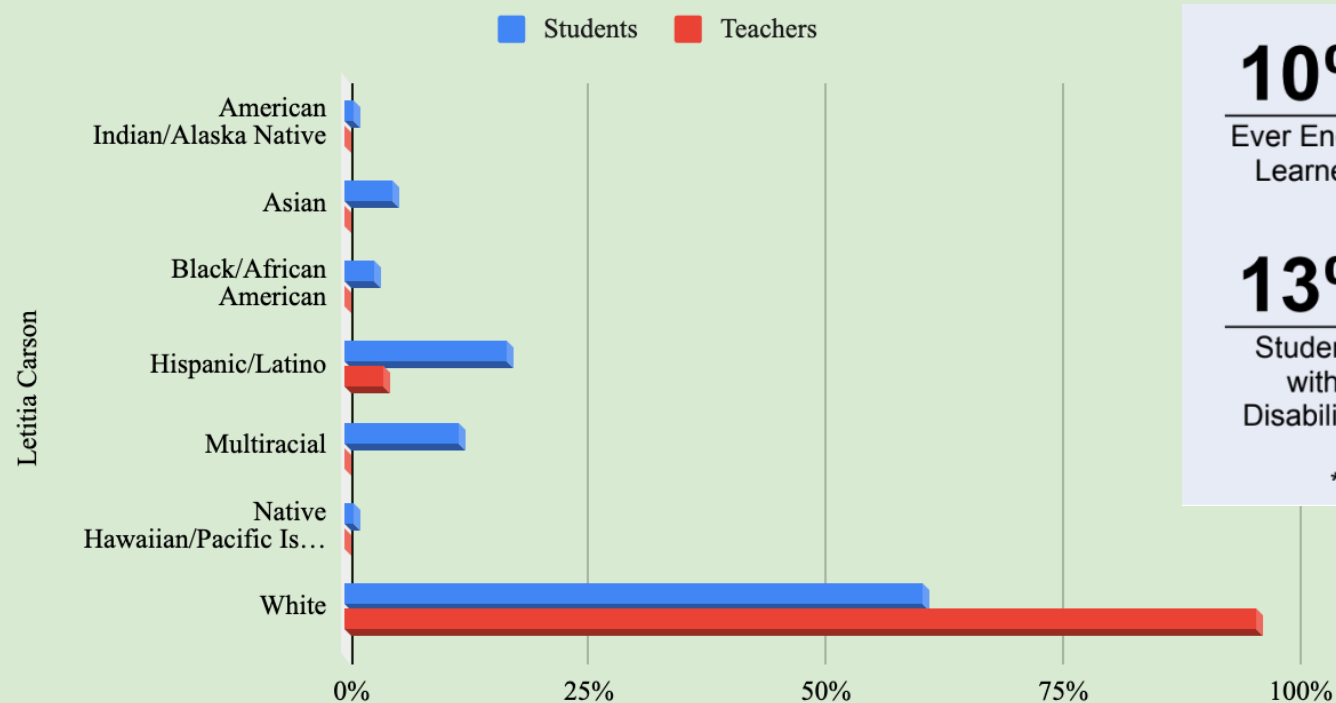


Letitia Carson

ELEMENTARY SCHOOL

Who Are We?

Student and Teacher Demographics



10%
Ever English
Learners



13
Languages
Spoken

13%
Students
with
Disabilities

94%
Required
Childhood
Vaccinations

>95%
Free/
Reduced
Price Lunch

* <10 students or data unavailable

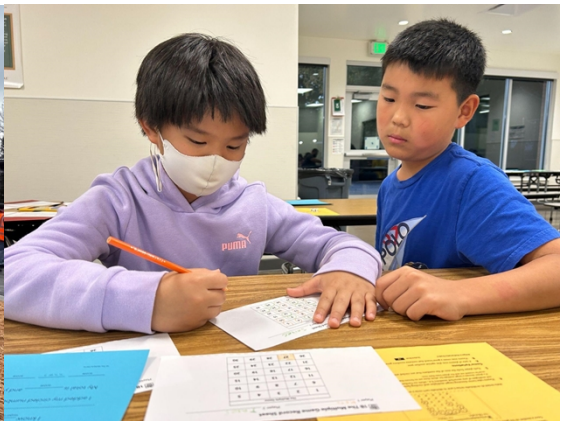
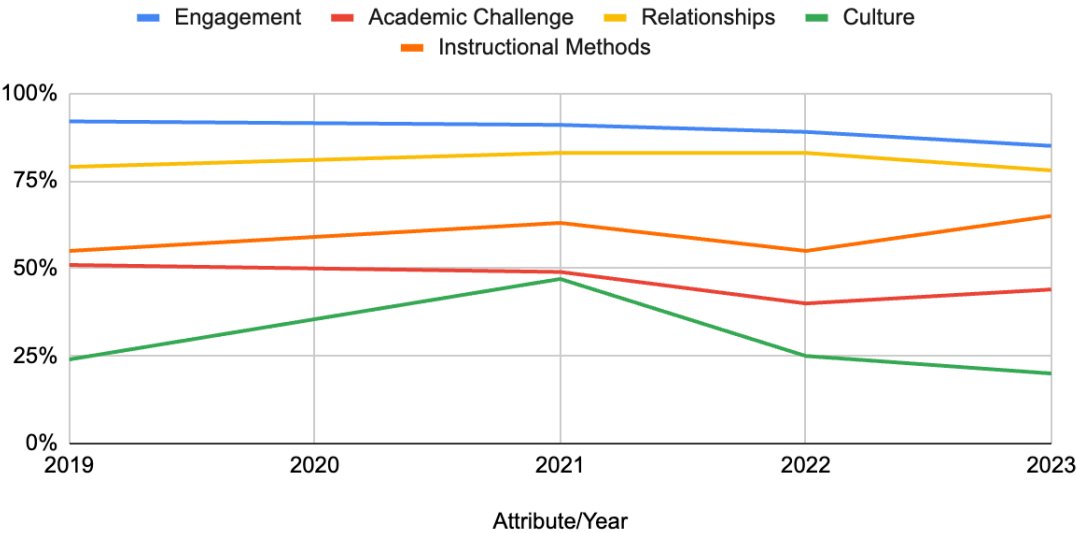
How do people experience our school?

Youth Truth Executive Summary

Percent Positives
2023

Attribute	Letitia Carson	Typical CSD School
Engagement	85%	84%
Academic Challenge	44%	44%
Relationships	78%	74%
Culture	20%	20%
Instructional Methods	65%	55%
Belonging	35%	37%

Engagement, Academic Challenge, Instructional Methods, Culture and Belonging



How are our students doing?

2022-23 Goal	Objectives	Status (met, improved, not met)
We believe that building powerful relationships is the heart of what we do as educators. Through intentional actions to improve connectedness with our students and families, we will see an increase in student participation and belonging in school.	By June, 2023 we will see at least a 12% increase in the number of students being regular attenders at school. By 2023-24 school year, exceed the 5 year high percentage with greater than 82.4%	Not met - Regular attender rate fell to 59%. This was a drop in 5.4%.
	By June, 2023 the number of students reporting they feel part of the community will increase on YT at least .17 from the 2021 average of 2.41 to greater than 2.58.	This question was changed on YT so there is no comparable data. In response to “do you feel like an important part of your school?” The average score was 2.21 which put LCE in the 83rd percentile compared with other elementary schools. (Although the data should not be directly compared, on the previous year’s question “do you feel part of the school community?” that question scored at the 19th percentile)
Increase Student Achievement in Reading	By June, 2023, we will see an increase in our summative 3rd to 5th reading scores by 7.72% of students meeting or exceeding standard from 34.7% to 42.42%.	34.9% of 3rd to 5th grade students met or exceeded the OSAS assessment.
	By June, 2023, the number of students expressing “their class makes them really think” will increase from an average of 2.37 to 2.53.	The average score for the question, “Does the work you do for class really make you think?” remained at 2.37.

What do we value?



Where do we want to go?

2023-24 Goal	Objectives	Strategies
We believe that building powerful relationships is the heart of what we do as educators. Through intentional actions to improve connectedness with our students and families, we will see an increase in student participation and belonging in school.	By June 2024 we will see an increase in the number of students who are regularly attending school to 61.2%. • June 2025 - 63.4% • June 2026 - 65.6% With this growth rate, LCE will return to a 70% regular attender rate within 5 years.	Refine Tier I, Tier II and Tier III interventions that build lagging skills • Calibrate interventions to be used to build lagging skills • Standardize individual intervention plans • Build staff capacity to implement various interventions • Calibrate on how plans will be monitored and adjusted based on data Refine PBIS System • Assess system using Benchmarks of Quality (BOQ) and self-assessment • Implement school-wide positive recognition systems Conduct and analyze feedback from student interviews • Develop Interview Format • Conduct interviews • Analyze qualitative data
	By June 2024 we will see an increase in the number of students with disabilities (as defined by ODE) who are regularly attending school to 44.96%. • June 2025 - 48.72% • June 2026 - 52.48% With this growth rate, LCE will work to close the opportunity gap by returning to a 60% regular attender rate students with disabilities within 5 years.	
	By June 2024 the percent of positive student responses in the Belonging section of the Youth Truth survey will increase from 35% to 40%.	
All students will become strategic readers and independent learners.	By June 2024 we will see an increase in our summative 3rd to 5th grade reading scores. The percent of students meeting or exceeding the benchmark on OSAS assessment will increase to 37.92%. • June 2025 - 40.94% • June 2026 - 43.96% With this increase, LCE will achieve a 50% proficiency rate within 5 years.	PLC Implementation • Build collective understanding of PLC key components • Use the cycle of inquiry Curriculum Mapping • Co-construct year-long curriculum maps • Grade level teams create unit plans for Being a Reader units • Use unit map to design PLC inquiry cycle
	By June 2024 we will see an increase in our summative 3rd to 5th grade reading scores for	

	students who identify in the underserved races categories(as defined by ODE). The percent of students meeting or exceeding the benchmark on OSAS assessment will increase to 18.48%. • June 2025 - 21.36% • June 2026 - 24.24% With this increase, LCE will achieve a 30% proficiency rate within 5 years.	Construct a framework for independent learning • Build common understanding of dependent versus independent learning • Co-construct student engagement rubric • Assess student engagement • Give teachers regular feedback about student engagement
	By June 2024 the percent of positive student responses in the Instructional Methods section of the Youth Truth survey will increase from 65% to 70%.	Refine MTSS system with a focus on classroom instruction • Refine SST to center on meaningful engagement in the classroom • Refine RTI to center on meaningful engagement in the classroom



Corvallis
SCHOOL DISTRICT

IV.F. Lincoln Elementary

Continuous Improvement Plan 2023-24 School Year

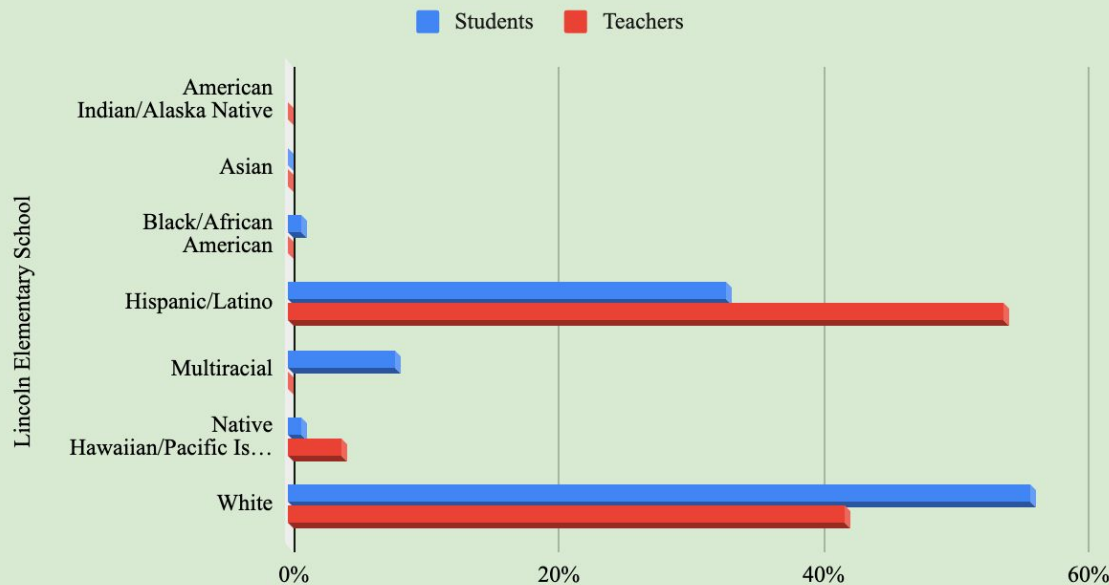


Lincoln

ELEMENTARY SCHOOL

Who Are We?

Student and Teacher Demographics



24%

Ever English
Learners



7

Languages
Spoken

14%

Students
with
Disabilities

96%

Required
Childhood
Vaccinations

49%

Free/
Reduced
Price Lunch

*<10 students or data unavailable

How do people experience our school?

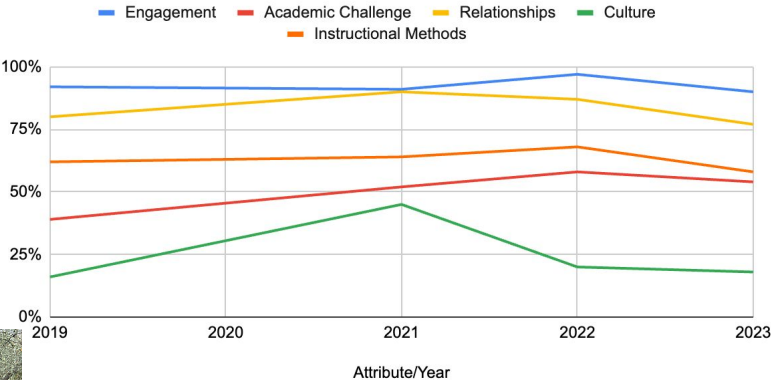
Youth Truth Executive Summary

Percent Positives
2023

Attribute	Lincoln	Typical CSD School
Engagement	90%	84%
Academic Challenge	54%	44%
Relationships	77%	74%
Culture	18%	20%
Instructional Methods	58%	55%
Belonging	36%	37%



Engagement, Academic Challenge, Instructional Methods, Culture and Belonging



How are our students doing?

2022-23 Goal	Objectives	Status (met, improved, not met)
All students feel like what they learn at school is relevant to their experience, ignites their passion, imagination, and creativity.	60% of students feel like what they learn in class helps them outside of school. As measured by Youth Truth	Results: 48% (improved), but increased from 34% to 48%.
	70% of students feel that their classes very often encourage them to think about other ways to solve a problem. As measured by Youth Truth.	52% (not met)
All students will see themselves as readers and increase their interest in reading activities.	70% of students at Lincoln will continue to demonstrate above-average growth in reading in Spanish and/or English based on STAR.	Results: 75% of students demonstrated above average growth in reading in Spanish and/or English based on STAR.

Why do we exist?

Our School Mission	Our Program Mission	Our Values
<i>Mission Statement (draft):</i> Our mission is for our students to thrive socially, emotionally, mentally, and academically as they become bicultural, bilingual and biliterate citizens.	Dual Language Immersion Program Goals · <i>Be at or above grade level academically</i> · <i>Develop high levels of proficiency in their first language</i> · <i>Develop high levels of proficiency in a second language</i> · <i>Demonstrate positive cross-cultural attitudes and behaviors</i>	Equity Growth Compassion Connection Communication Interdependence

Where do we want to go?

2023-24 Goal	Objectives/SMART Goals	Strategies
All students will be strategic math thinkers and learners.	By June 2026, 50% (from 30.2% in 2023) of all students will meet or exceed in the area of mathematics on SBAC (in line with LPGT presented by district). • By June 2025, 43% of all students will meet or exceed in the area of mathematics on SBAC. • • By June 2024, 37% of all students will meet or exceed in the area of mathematics on SBAC.	Collaboratively plan in grade level teams each Bridges unit, fully implementing our new math curriculum and common strategies. Use a PLC approach to plan and monitor student learning toward standards in grade level teams, reteaching and enriching as needed. Attend district math PD/planning sessions with district math coach. Participate in “learning walks” and instructional rounds to observe each other teaching and align practices.
	By June 2026, 21% of students identified as ELs will meet or exceed math SBAC (from 7.5% in 2023) • By June 2025, 16.5% of students	Collaboratively plan in grade level teams each Bridges unit. Use a PLC approach to plan and monitor student learning toward standards in grade

All students will be strategic, biliterate readers.

By June 2026, 80% of students in grades 2-5 will be proficient in either Spanish or English, AND 70% of students maintain above average growth as measured by STAR.

- By June 2025, 72% of students in grades 2-5 will be proficient in either Spanish or English.
- By June 2024, 65% of students in grades 2-5 will be proficient in either Spanish or English.

By June 2026, 50% of **k/1 students** will be at or above grade level in English, and 60% of students will be at or above grade level in Spanish according to Amplify.

By June 2025, 45% of **k/1 students** will be at or above grade level in English, and 55% of students will be at or above grade level in Spanish according to Amplify.

Use a PLC approach to plan and monitor student learning of language arts standards in grade level teams, reteaching and enriching as needed.

Strengthen our K-5 Core instruction through developing and implementing common language learning strategies and scaffolds to be used K-5.

Participate in instructional rounds as a way of calibrating and celebrating the language arts instruction schoolwide.

Increase knowledge of and use of best practices for developing reading skills that are in line with the science of reading in a dual language environment through on-going PD.

Increase classroom teachers' use of diagnostic reading tools in order to plan for core whole group and small group instruction.



Corvallis

SCHOOL DISTRICT

IV.G. Mt. View Elementary



Mountain View

ELEMENTARY SCHOOL

Continuous Improvement Plan

2023 - 2024 School Year

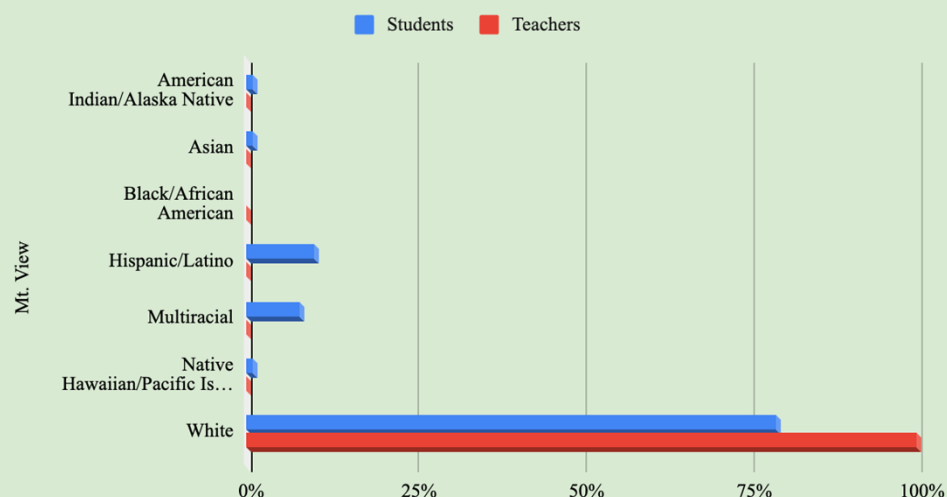
Who are we?

At Mt. View, during the 2023 - 2024 school year, there are:

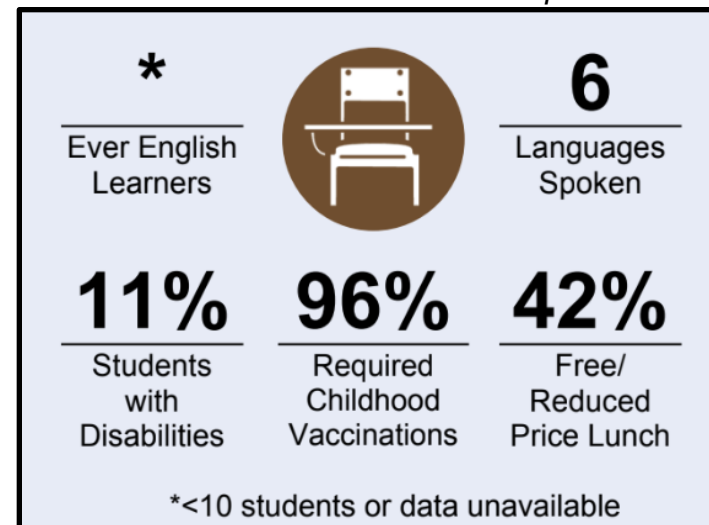
- 236 students *and* ...
- 3% are Emerging Bilinguals
- 51.5% are Navigating Poverty
- 8% are receiving Special Education Services



Student and Teacher Demographics



2022 - 2023 Data from State Report Card



Why do we exist?

At Mountain View, we work to actively and intentionally make a shift away from an individualistic system to a collective system, where we work together to benefit all.

Mission:

Mountain View is a safe and caring community where students are important, accepted, and successful while developing academic and social emotional skills.

Vision:

Mountain View is the place to be! We want everyone in the Mountain View community to know that our school is a place where they: belong, are safe, valued and contribute.

“Educational equity means that every child receives whatever she/he/they need to develop to his/her/their full academic and social potential and to thrive every day. By thrive, I mean academically as well as social-emotionally. Every child has a right to feel loved and cared for and to feel that they belong to a community. Educational well-being is as important as academic success in this definition of educational equity.” (Aguilar, 2020)



In August 2023, Mt. View Staff identified our school strengths:



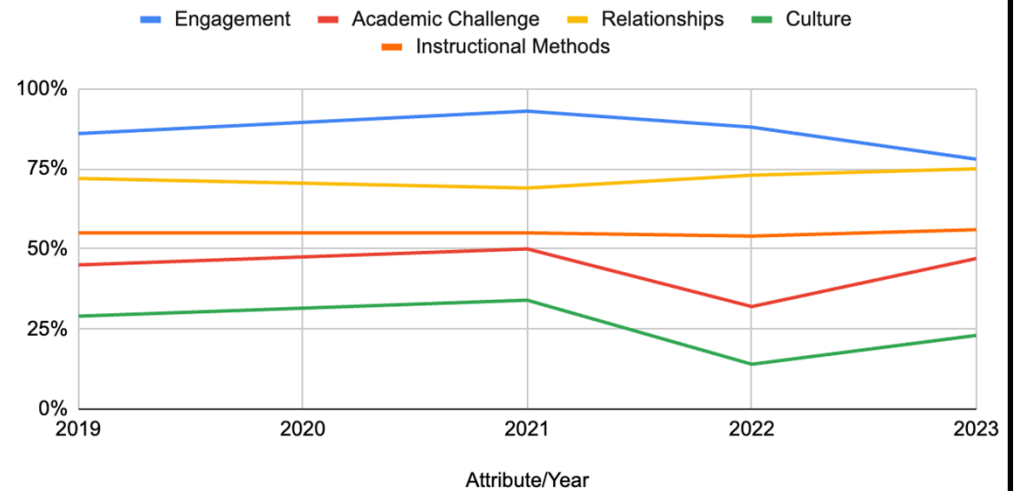
How do people experience our school?

Youth Truth Executive Summary

Percent Positives - 2023

Attribute	Mountain View	Typical CSD School
Engagement	78%	84%
Academic Challenge	47%	44%
Relationships	75%	74%
Culture	23%	20%
Instructional Methods	56%	55%
Belonging	42%	37%

Engagement, Academic Challenge, Instructional Methods, Culture and Belonging



How are our students doing?

2022 - 2023 Goals	Objectives	Status (met, improved, not met)
Goal 1: Strengthen Relationships Essential Question: While we engage in building equitable systems, how can we strengthen our relationships with students, families and each other?	Objective 1: Attendance By June 2023 we will raise the percentage of students who attend school regularly to 85% as measured by attendance data.	Improved In June 2022, 75.9% regularly attended school. By June 2023 we wanted to raise the percentage of students who attended school regularly to 85%. In June 2023, the overall attendance rate was 91% for all students. 62% of students attended more than 150 school days.
	Objective 2: Belonging By June 2023, we will raise the percentage of students who respond positively to the belonging section of the YouthTruth survey to 54% as measured by Youth Truth.	Improved In June 2022, 44% of students responded positively to the belonging section of the YouthTruth survey. By June 2023, we wanted to raise the percentage of students who responded positively to the belonging section of the YouthTruth survey to 54%. In June 2023, the percent positive for belonging was 42% but YouthTruth changed one of the questions. We can compare that last year in the belonging section Mt. View was in the 9th percentile compared to other elementary schools. In June 2023, Mt. View was in the 52nd percentile.

2022 - 2023 Goals	Objectives	Status (met, improved, not met)
Goal 2: Equitable Systems <i>Essential Question:</i> While we engage in improving our systems, how can we strategically hold our most marginalized and vulnerable student groups at the core of our goals?	Objective 1: Reading By June 2023, 50% of 3rd - 5th grade students will demonstrate proficiency in reading as measured by Oregon State ELA Assessment.	Improved In June 2022, 40.8% of 3rd - 5th grade students demonstrated proficiency in reading as measured by Oregon State ELA Assessment. By June 2023, we wanted 50% of 3rd - 5th grade students to demonstrate proficiency in reading as measured by Oregon State ELA Assessment. 49% of students demonstrated proficiency in reading as measured by Oregon State ELA Assessment in June 2023.
	Objective 2: Reading By June 2023, 40% of 1st - 5th grade students will demonstrate high growth and high achievement in reading as measured by STAR.	Improved In June 2022, 31% of 1st - 5th grade students demonstrated high growth and high achievement in reading as measured by STAR. By June 2023, we wanted 40% of 1st - 5th grade students to demonstrate high growth and high achievement in reading as measured by STAR. 36% percent of 1st - 5th grade students demonstrated high growth and high achievement in reading as measured by STAR. Overall, 60% of students had high growth in reading.

Where do we want to go?

2023 - 2024 Goals	Objectives	Strategies
Goal1: Strengthen Relationships Essential Question: While we engage in building equitable systems, how can we strengthen our relationships with students, families and each other?	Objective 1: Attendance By June 2024 we will raise the percentage of students who attend school regularly to 75% as measured attendance data.	• Know student, family and colleague names • Establish systematic family communication • Screen and identify student SEL needs • Establish, maintain and repair relationships (student/student, student/staff, staff/staff, staff/families)
	Objective 2: Belonging By June 2024, we will raise the percentage of students who respond positively to the belonging section of the YouthTruth survey to 50%.	• Know student, family and colleague names • Establish systematic family communication • Screen and identify student SEL needs • Establish, maintain and repair relationships (student/student, student/staff, staff/staff, staff/families)
Goal 2: Equitable Systems Essential Question: While we engage in improving our systems , how can we strategically hold our most marginalized and vulnerable student groups at the core of our goals?	Objective 1: Reading By June 2024, 60% of 3rd - 5th grade students will demonstrate proficiency in reading as measured by Oregon State ELA Assessment.	• Consistent schoolwide routines/expectations • Increase WICOR strategies (AVID) • Implement small group instruction • Improve cultural relevance in instruction
	Objective 2: Reading By June 2024, 40% of 1st - 5th grade students will demonstrate high growth and high achievement in reading as measured by STAR.	• Consistent schoolwide routines/expectations • Increase WICOR strategies (AVID) • Implement small group instruction • Improve cultural relevance in instruction



Corvallis

SCHOOL DISTRICT

- V. REFLECTION - BOARD AND PRINCIPALS (8:20 p.m.)*
- VI. PUBLIC COMMENT REGARDING EARLY LITERACY SUCCESS APPLICATION (8:40 p.m.)*

NOTE: To indicate your desire to comment, please arrive several minutes before the meeting begins, and complete a request card; then, turn it in to the Board Secretary before the meeting begins. See the attached guidelines for providing input to the School Board.

Virtual option: Please contact kimberly.nelson@corvallis.k12.or.us by noon on the day of the Board Meeting to schedule public comment. Please include your name, address, the phone number you will call in from, and the topic of your public comment.



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 08-15-23)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments:

- A. Complete all of the requested information on a “Comment Request” card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.
- B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
- D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at <http://policy.osba.org/corvall/KL/index.asp>.
 - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

Letters, emails, and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails sent to: schoolboard@corvallis.k12.or.us, will reach all Board members as a group as well as the following District staff: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, Communications Coordinator, and Executive Assistant to the Superintendent and Board of Directors (also known as Board Secretary).

Telephone Calls

Luhui Whitebear	541-714-3305	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Sarah Finger McDonald	541-908-3756		



PROPORCIONANDO RETROALIMENTACIÓN A LA JUNTA DE CONSEJO ESCOLAR

(Revisado 5 de marzo del 2022)

La Junta de Consejo Escolar de Corvallis valora las opiniones y aportes de los estudiantes, el personal, los padres y los miembros de la comunidad. Se pueden proporcionar comentarios durante ciertas reuniones y a través de correspondencia escrita, como se describe a continuación.

Comentario público en las reuniones de la Junta de Consejo Escolar

Esta opción está disponible cuando el *comentario público* es un elemento de la agenda. Para ofrecer comentarios:

- A. Complete toda la información solicitada en una tarjeta de "Solicitud de comentarios", que se puede encontrar en una mesa cerca de la entrada a la sala de reuniones, y entréguesela a la Secretaria de la Junta de Consejo en la mesa principal antes de que comience la reunión. Su testimonio puede retrasarse hasta que se proporcione toda la información.
- B. Cuando proporciona comentarios públicos, su nombre, dirección y comentarios son asuntos de registro público; sin embargo, los estudiantes y el personal no necesitan proporcionar sus direcciones.
- C. Mantenga sus comentarios dentro del tiempo especificado asignado, generalmente tres minutos, para dar tiempo a que otros comenten. Sea respetuoso con aquellos que deseen proporcionar comentarios después de usted.
- D. Dirija sus comentarios a la Junta Escolar. El presidente de la junta remitirá las preguntas o solicitudes de acción al personal para que respondan en una fecha posterior.
- E. Si lee de una declaración preparada, puede optar por dejar sus comentarios por escrito con la secretaria de la Junta de Consejo para publicarlos en línea con el paquete informativo de la reunión y archivarlos con las actas oficiales de la reunión. No se requieren copias, pero si desea proporcionarlas, traiga 13 copias y entrégueselas a la secretaria de la Junta de Consejo para que las distribuya.
- F. Los comentaristas pueden ofrecer críticas objetivas de las operaciones y programas del Distrito, pero la Junta de Consejo no escuchará quejas sobre individuos del personal del Distrito.
 - Las quejas se manejarán siguiendo los pasos descritos en la Política KL de la Junta y el Reglamento Administrativo KL-AR, cuyas copias están disponibles en las reuniones y en línea en <http://policy.osba.org/corvall/KL/index.asp>.
 - Las quejas relacionadas con el presupuesto, los programas u otros problemas del Distrito también deben manejarse siguiendo primero los pasos descritos en la política KL.
- G. No se puede permitir la interrupción indebida u otra interferencia con la conducción ordenada de los asuntos de la Junta.
 - Los comentarios difamatorios o abusivos siempre están fuera de lugar.
 - El Presidente de la Junta puede rescindir el privilegio de hablar de un orador si, después de ser llamado al orden, el orador persiste en conductas o comentarios inapropiados.

Correspondencia escrita

Las cartas, correos electrónicos y otros materiales escritos enviados a la Junta de Consejo Escolar se consideran registros públicos. Se pueden enviar por correo de los EE. UU. a: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Correos electrónicos enviados a: schoolboard@corvallis.k12.or.us. Llegará a todos los miembros de la Junta de Consejo como grupo, así como al siguiente personal del Distrito: Superintendente, Asistente del Superintendente, Director de Recursos Humanos, Director de Finanzas y Operaciones, Coordinador de Comunicaciones y Asistente Ejecutivo del Superintendente y la Junta Directiva (también conocido como Secretario de la Junta).

Llamadas telefónicas

Vincent Adams	541-240-4055	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Tina Baker	541-223-1997	Luhui Whitebear	541-632-3568
Sarah Finger McDonald	541-908-3756		



Corvallis
SCHOOL DISTRICT

VII. EARLY LITERACY SUCCESS APPLICATION (8:55 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Elementary Coordinator
Meeting Date: December 14, 2023

Early Literacy Success School District Grant Application

ACTION REQUESTED

Background

Securing an Early Literacy Success School District Grant is the best way for our school district to have the resources necessary to boost and enhance our ability to deliver high-quality literacy instruction and interventions.

We can customize how the funds are spent in many ways; for example, we plan to use some of the funds to train staff on the science of reading and how it relates to our curriculum.

Through this grant, our students will grow their literacy skills and become stronger readers and writers. This can lead to many benefits, including an increased sense of belonging, improved attendance, and increased graduation rates.

ACTION REQUESTED:

Approve the district's Early Literacy Success School District Grant Application.

MOTION REQUESTED:

"I move to approve the district's Early Literacy Success School District Grant Application."

Early Literacy Success School District Grant Application - School Board Review Document

December 2023

General Information	1
Program Review	2
Student Belonging	2
Family and Community Partnerships	4
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Reading Models Based on Research	6
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High-Dosage Tutoring	18
Student Growth Assessment	18
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Literacy Inventory	20
Budget Plan	21
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Matching Funds	24
School Board Approval	24

General Information

Securing an Early Literacy Success School District Grant is the best way for our school district to have the resources necessary to boost and enhance our ability to deliver high-quality literacy instruction and interventions.

We can customize how the funds are spent in many ways; for example, we plan to use some of the funds to train staff on the science of reading and how it relates to our curriculum.

Through this grant, our students will grow their literacy skills and become stronger readers and writers. This can lead to many benefits, including an increased sense of belonging, improved attendance, and increased graduation rates.

In our school district, we are currently using two **core** language arts curricula for K-5 instruction, both previously adopted by the school board.

- At our Dual Immersion Schools (Garfield and Lincoln), we use a program from Benchmark Education Company called **Advance** (English Language Arts) and **Adelante** (Spanish Language Arts)
- At our remaining elementary schools (Adams, Bessie Coleman, Franklin, Kathryn Jones Harrison, Letitia Carson, and Mountain View), we use a program from Collaborative Classroom, called **Collaborative Literacy** that includes **Being A Reader** and **Being A Writer**.

The application for the early literacy program grant has several required components. This report includes information for each of the following components:

- Program Review
- Professional Development and Coaching
- Extended Learning, High-Dosage Tutoring
- Student Growth Assessment
- Literacy Inventory
- Communication Plan
- Budget Plan including Budget (2023-24), Budget (2024-25) and Matching Funds
- Fiscal Agent and Assurances
- School Board Approval

Program Review

As part of the application process, we must complete a program review of our early literacy program. The Program Review Tool used to complete this analysis included exploring the following indicators of a research-aligned, culturally responsive literacy program:

- ❖ Student Belonging
- ❖ Family and Community Partnerships
- ❖ Oral Language as the Root of Literacy Development
- ❖ Reading Models Based on Research
- ❖ Foundational Skills
- ❖ Writing, Reading, Comprehension, Vocabulary, & Background Knowledge
- ❖ Core Instruction & Assessment
- ❖ Reaching All Learners

Following is the list of questions and our district's response regarding indicators of an effective early literacy program that fall under this component of program review.

Student Belonging

1. **What evidence do you have regarding Student Belonging indicators embedded in your early literacy program?** *(i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)*

Collaborative Literacy (Being A Reader and Being A Writer)

Collaborative Classroom is at the heart of our commitment to fostering student belonging in early literacy. Student belonging is built into the instructional approach, emphasizing the significance of "how we teach" alongside "what we teach."

When reading the implementation handbook for 1st grade, the following paragraph exemplifies the philosophy of Collaborative Classroom and their instructional approach to teaching and learning,

How we teach matters as much as what we teach. Collaborative Classroom nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children. All of our curriculum materials and professional development services reflect the following core principles:

- Fostering caring relationships and building inclusive, safe environments are foundational practices for both student and adult learning communities.
- Classroom learning experiences should be built around students constructing knowledge and engaging in action.
- Honoring and building on student intrinsic motivation leads to engagement and achievement.
- Social and academic curricula are interdependent and integrated.

Their innovative, research-based curricula not only support deep student learning and engagement but also guide our teachers in creating their own collaborative classroom - an intentional environment in which students become caring members of a learning community.

Benchmark Advance and Benchmark Adelante

Benchmark's commitment to diversity and inclusion is evident in its selection of rich texts and features that celebrate diversity. Benchmark offers rich texts that celebrate diversity. The features in the texts include:

- Constructive conversations inspire solutions to real-world problems;
- Guiding questions encourage consideration of multiple points of view;
- Lesson plans support discussions around equity and social justice;
- Resources facilitate and welcome critical thinking and questioning.

By integrating these elements, our early literacy program not only teaches essential reading skills but also fosters an inclusive, supportive environment for all students to thrive.

Family and Community Partnerships

2. **What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program?** *(i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)*

Collaborative Literacy (Being A Reader and Being A Writer)

Collaborative Classroom places a strong emphasis on recognizing families as essential partners in advancing student literacy. The Being A Reader program integrates family engagement through family Letters and Suggested Activities. Each unit in the Being A Reader program includes a family letter, providing parents and caregivers with suggested activities to engage with their children around literacy.

Some of the home reading routine enhancement components include:

- Read Together: Tips to help families build, strengthen, and expand their home reading routine.
- Talk About What You Read: Open-ended questions for discussions during shared reading sessions.
- Connect to What We're Reading: Discussion topics or activities linking to read-aloud texts, allowing families to share aspects of their culture or life experiences.
- Build Vocabulary: Activities suggesting ways to enhance students' vocabulary.

Family letters are available in multiple languages, supporting accessibility for diverse families.

Benchmark Advance and Benchmark Adelante

Benchmark is committed to fostering strong family and community partnerships, exemplified by:

High Expectations and Alignment Framework

- Resources emphasize high expectations for every learner and alignment framework across grade levels.

Take-Home Student Books and Activities

- Students receive take-home books, enabling parents and children to actively participate in literacy activities at home.

Remote Access to Curriculum

- The curriculum's accessibility from home ensures that parents can engage with their child's learning beyond the classroom.

Community Collaboration and Learning Opportunities

- Educators collaborate with community systems of care, including community-based organizations, to provide formal and informal learning opportunities.

Oral Language as the Root of Literacy Development

- 3. What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program?** *(i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)*

Collaborative Literacy (Being A Reader and Being A Writer)

Understanding the Role of Oral Language:

In adherence to research-aligned practices, Collaborative Classroom recognizes the pivotal role oral language plays in laying the groundwork for foundational literacy skills. The Collaborative Classroom Approach to Teaching Reading emphasizes the complexity of learning to read and the interconnectedness of essential language and word recognition processes.

Phonological and Phonemic Awareness:

The Being A Reader program integrates explicit instruction in phonological and phonemic awareness. It recognizes the importance of developing phonemic awareness, especially the ability to identify and manipulate individual sounds in spoken words, to support students' progression from the pre-alphabetic phase to the partial alphabetic phase of word recognition.

Benchmark Advance and Benchmark Adelante

Cultural and Linguistic Inclusivity:

Benchmark Advance and Benchmark Adelante prioritize cultural and linguistic inclusivity by providing resources and activities that acknowledge and respect diverse linguistic backgrounds. Indigenous languages are honored, and educators actively seek opportunities to practice and develop oral language in students' home languages, alongside English.

Storytelling to Enhance Cultural Understanding:

Educators leverage storytelling within both programs to bring life to students' histories, cultures, and traditions. This approach not only enhances cultural understanding but also contributes to the development of oral language skills.

Acknowledging Language Varieties:

Educators using Benchmark programs are aware that language varieties are linguistically equal. Strategies are employed to support multi-dialectical students, recognizing and valuing the linguistic diversity present in the classroom.

By aligning with these indicators and incorporating research-aligned practices, our early literacy programs aim to not only teach foundational literacy skills but also foster a deep and meaningful connection to oral language, recognizing its significance in the broader development of students.

Reading Models Based on Research

4. **What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program?** *(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)*

Collaborative Literacy (Being A Reader and Being A Writer)

Collaborative Classroom has established the evidence base for its Collaborative Literacy Programs, which include Being A Reader, Being A Writer, and SIPPS (intervention).

The integration of these foundational skills is evidence of the program's alignment with research-aligned practices, meeting the indicators outlined for a culturally responsive and research-aligned literacy program. This alignment is further supported by ongoing professional development, a clear scope and sequence, and a commitment to providing sufficient instructional time for foundational skills development. Each of the following research-based recommended instructional practices included in the Collaborative Literacy Program are briefly stated below and detailed in the [table linked here](#).

- Teach Comprehension Strategies
- Facilitate Text Discussion, Speaking and Listening, and Social Skills
- Engage Students in Shared Reading
- Teach about Text Features and Genres
- Provide Explicit Instruction and Connected, Independent Reading
- Support Academic Language and Vocabulary Knowledge
- Provide Assessment and Differentiation

In the Collaborative Literacy programs, details about Establishing Early Reading Foundational Skills include the following research-based recommended instructional practices and where they show up in the instructional materials:

Phonological Awareness: Small-Group Reading (Sets 1–5):

- Oral phonological awareness activities (whole class and small group)
- Oral segmenting and blending
- Identifying beginning, middle, and ending sounds
- Blending onsets and rimes
- Identifying and producing rimes
- Identifying syllables
- Dropping first and last sounds and initial blends
- Word-building exercises (letter-sound relationships)
- Sound sorts (small group)

Phonics and Decoding: Small-Group Reading (Sets 1–5):

- Single consonants
- Short vowels/CVC patterns
- Consonant blends
- Long vowels/CVCe pattern
- Complex vowels
- Inflectional endings
- Two-syllable decoding

Additional research on Collaborative Literacy, specifically Being A Reader, linked to effective practices and John Hattie’s research (Dr. John Hattie, in his analysis of hundreds of international and national educational interventions and data, determined that “for students moving from one year to the next, the average effect size across all students is 0.40.). The list below includes 4 of the 20 components of the program that when implemented effectively, can **exceed** 1-year academic growth effect size for students:

Effect Size	Effective Practice	In Program Details
.82	Classroom Discussion	● Facilitation questions and discussion prompts ● Open-ended questions invite a variety of responses and encourage students to listen to and respect the ideas of others ● Wait time gives students the chance to think before responding and encourages participation
.75	Feedback	● Embedded corrective feedback routines are provided ● Teacher-Student conferences provide regular opportunities for individualized feedback

.72	Strong Teacher-Student Relationships	● Consistent, clear instruction builds trust ● Teachers build strong relationships with students and facilitate and strengthen relationships among students ● Students learn procedures in which they are responsible for one another; they regularly discuss and solve problems related to their work together ● Students are encouraged to take responsibility for their learning and to be aware of the effect of their behavior on others
.69	Metacognitive Strategies	● Students learn to self-monitor to check their comprehension ● Formal instruction in self-monitoring and self-correcting ● Students learn strategies for self-correcting including rereading, reading ahead, using a reading strategy, looking up words in dictionaries, using thinking tools, and using word-analysis strategies

Additional case studies and research briefs supporting Collaborative Literacy Program can be found [here](#).

Benchmark Advance and Benchmark Adelante

Benchmark Advance ©2022 & Benchmark Adelante ©2023 released a RESEARCH FOUNDATION paper, [linked here](#), that shares the extensive research behind this reading program. An expert from that document is below:

The structure of this research foundation is based on two well-recognized models of reading. This report uses a combination of the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001) to form a familiar structure. This structure contains major topics, including word recognition and decoding and language comprehension, that are critical for learning to read and expanding literacy and background knowledge. Speaking and listening, as well as writing, are included in this structure. Two topics, cross-linguistic transfer and assessment, have been added to the structure to help in presenting a complete picture.

This research foundation provides research for each major topic area. In most cases, this research applies to both Benchmark Advance and Benchmark Adelante. In a few cases, there are differences between how reading instruction in English and Spanish is best handled. In those cases, there will be a separate discussion about effective practices for Spanish and English literacy instruction, followed by the application of the topic to the Benchmark Advance or Benchmark Adelante programs.

A summary of the extensive research document includes the empirical base that supports the English Language Arts/English Language Development core program Benchmark Advance and the Spanish Language Arts/ Spanish Language Development core program Benchmark Adelante. Theoretical and empirical research discussed in this review informs the means, ends, goals, and expected outcomes of effective program implementation. This research foundation also informs a logical and empirically validated progression of teaching and learning to support students in meeting the academic rigor of the program.

Similar effect size data is available for the writing component of Benchmark.

Based on the Graham et al. (2015) meta-analysis, the effect sizes range from small to large, with the recommendation to teach students strategies for planning, drafting, revising, and editing having the largest effect on students, followed by establishing goals for students' writing, and finally, Use writing as a tool to support students' learning. All these recommendations would fit within the recommendations made in the IES Practice Guide (Graham, Bollinger et al., 2018).

Foundational Skills

- 5. What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program?** *(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)*

Collaborative Literacy (Being A Reader and Being A Writer)

In the Being a Reader Program (K–2) and Small-Group Reading (Sets 1–5), phonological awareness instructional practices are carefully integrated to develop students' awareness of speech segments and their connection to letters. Key features of these practices include:

- Oral phonological awareness activities (whole class and small group)
- Oral segmenting and blending
- Identifying beginning, middle, and ending sounds
- Blending onsets and rimes
- Identifying and producing rimes
- Identifying syllables
- Dropping first and last sounds and initial blends
- Word-building exercises (letter-sound relationships)
- Sound sorts (small group)

Phonics and Decoding Instructional Practices:

The Being a Reader program places a strong emphasis on teaching students to decode words, analyze word parts, recognize sound-spelling patterns, and both write and recognize words. Systematic phonics instruction is designed to support the detection and manipulation of small units of sounds in words and alphabetic knowledge. Components of phonics and decoding covered in Being A Reader (Small-Group Reading Sets 1–5) include:

- Single consonants
- Short vowels/CVC patterns
- Consonant blends
- Long vowels/CVCe pattern
- Complex vowels
- Inflectional endings
- Two-syllable decoding

This comprehensive approach ensures that foundational skills are seamlessly woven into the core curriculum, aligning with Oregon's English Language Arts and Literacy Standards, and that educators

employ explicit, systematic, diagnostic, and responsive teaching practices to support all students, including those with reading disabilities such as dyslexia.

Benchmark Advance and Benchmark Adelante

Phonological Awareness:

In Benchmark Advance, *phonological awareness* is a separate skill in the daily lesson at Grades K–1, where the emphasis starts with early phonological skills (e.g., rhyming, alliteration, segmenting words into syllables, and identifying the first sounds in words) before moving to oral blending and oral segmenting, and continues with advanced skills of deleting, substituting, and reversing phonemes within words. In Grade 2 and beyond, the phonemic awareness skills are woven into the primary skill of the lesson as appropriate.

In Benchmark Adelante phonological awareness, or *conciencia fonológica*, is part of the daily lessons in Grades K–1, using an explicit, systematic scope and sequence that includes purposeful practice and a spiral review of taught skills. Phonological awareness is also reinforced through shared reading experiences. Without the ability to take words apart into sounds and syllables, students will not be able to access the print system, spell and recognize words, or understand how groups of letters represent spoken words. Intervention lessons for phonological awareness are available for Grades K–3. Accentuation is gradually taught from Grades 2–6 as phonological, phonetical, and morphological skills and concepts spiral to build understanding and application of accentuation constructs.

Phonics:

In Benchmark Advance, *phonics* skills and elements are systematically and explicitly taught across Grades K–2 and reinforced by a spiral review where skills are systematically and purposefully reviewed for the next four to six weeks. A substantial review-and-repetition cycle has been added to Benchmark Advance lessons to aid students in achieving mastery.

In Benchmark Adelante, the scope and sequence of instruction for Spanish phonics follows a research-based progression. Vowels are taught first and are then blended with a consonant to form syllables. Syllables can then be blended to make words. Open syllables are taught first, followed by closed syllables and more complex spelling patterns. The explicit and systematic scope and sequence moves students in a progression of skills with spiral review to reinforce previously learned concepts and skills. The phonics and word study instruction moves students from exposure to mastery and then to transfer of skills into reading and writing opportunities.

In Grade K, vowels are taught starting at the beginning of the year. Since the vowels are associated with one sound, the vowels are all taught the first week and then reviewed each week thereafter as each consonant, also with one sound each, is introduced. Vowels are combined and blended with consonants to form syllables, which are combined to make words. Linguistic elements specific to Spanish (e.g., the letter ñ, digraphs ch, ll, rr, and the dieresis) are explicitly taught and reinforced through Grade 2.

Fluency and Sight Word Recognition:

Benchmark Advance and Benchmark Adelante include explicit fluency instruction during the interactive read-aloud and during whole-group shared reading using a variety of genres of texts. During this instruction, teachers model different aspects of fluency and invite students in rereading to build fluency. Decodable texts are used to build fluency based on previously taught skills and identified student need. In small groups, the teacher and students read the decodable text chorally (together) to build accuracy and

automaticity. Students use repeated reading procedures to reread the text (echo, choral, or buddy reading). Word-level fluency practice occurs during small-group activities.

In Benchmark Advance and Benchmark Adelante, shared reading and poetry big books allow students to participate in repeated readings during shared reading and engage with rhyme, rhythm, and repetition. This instruction includes authentic connections to previously taught phonics skills in context. This provides opportunities for fluency development and matches the student books.

Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

6. **What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program?** (*i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.*)

Collaborative Literacy (Being A Reader and Being A Writer)

Collaborative Literacy integrates a three-tiered approach to literacy instruction: Whole-class, Small-group, and Independent Reading. The program, recognizing the symbiotic relationship between foundational skills and meaning-making, fosters a supportive reading community where students feel safe to learn and share.

Whole-Class Lessons

- Foster students' comprehension of fiction and nonfiction, encouraging discussions and the sharing of thoughts with peers.

Small-Group Lessons

- Tailored to meet students' decoding, fluency, and comprehension needs, reflecting their individual developmental trajectories.

Individual Reading with Conferring

- Provides opportunities for one-on-one interaction to address specific needs and reinforce individual progress.

The program's commitment to a comprehensive literacy program is evident, covering phonemic awareness, phonics, fluency, vocabulary knowledge, and comprehension, woven seamlessly through literacy and language experiences in various instructional strands.

Being a Reader (K–2)

In grades K–2, Being a Reader integrates whole-class and small-group instruction based on the National Reading Panel's essential components. This ensures a comprehensive approach to literacy, including:

- *Phonemic Awareness and Phonics:* Oral phonological awareness activities, word-building exercises, and decoding strategies are incorporated.
- *Fluency:* Developmental progression from short vowels to complex blends is emphasized.

- *Vocabulary Knowledge and Comprehension*: Vocabulary development through read-aloud experiences, small group reading, and independent work, contributes to overall comprehension.

Being a Reader (3–5)

In grades 3–5, the program continues its research-proven practices, ensuring literacy development through:

- *Word Study*: Integrating morphology, word analysis, word relations, and syntax for comprehensive vocabulary development.
- *Whole-Class Read-Alouds*: Explicit comprehension-strategy instruction and discussions on complex texts.
- *Independent Reading with Conferring*: Daily engagement in self-selected texts supported by individualized teacher interactions.
- *Self-Monitoring and “Fix-Up” Strategies*: Explicit instruction in strategies to enhance independent reading skills.
- *Wide Reading of Texts*: Exposure to diverse modes, genres, and topics through read-aloud and independent reading.
- *Open-Ended Questions*: Promoting inferential language use and comprehension.
- *Cooperative Structures*: Encouraging collaboration with peers in the learning process.

Benchmark Advance and Benchmark Adelante

In both Advance and Adelante, writing is integrated throughout instruction, recognizing its fundamental role in various aspects of life. Educators using this program continually reflect on privileging knowledge, ensuring alignment with diverse student backgrounds. Professional development opportunities support educators in refining their instructional practices, contributing to a responsive and inclusive literacy environment. This comprehensive approach ensures the integration of Writing, Reading, Comprehension, Vocabulary, and Background Knowledge in a research-aligned and culturally responsive manner.

The program’s well-rounded components include instruction and focus in the following areas:

- *Vocabulary Development*: Integrated into interactive read-alouds, reading mini-lessons, small-group reading, and independent reading. Explicit vocabulary instruction follows best practices, ensuring student-friendly definitions, relatable examples, and application in responses.
- *Writing Integration*: Handwriting and cursive skills development is seamlessly integrated into phonics, shared reading, complex text activities, grammar, and language lessons.
- *Vocabulary Review*: The Define/Example/Ask routine is employed to reinforce and review new and previously taught words.

Core Instruction & Assessment

7. **What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program?** (*i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.*)

Embedding Core Instruction and Assessment in Literacy Programs

District Assessments -

The district leverages assessments within the Renaissance Suite, called STAR assessments; They encompass reading, math, and CBM (curriculum-based measures, i.e. foundational skills) assessments in both English and Spanish. These assessments serve as a robust tool for streamlined processes, delivering valid, reliable data for informed instructional decisions. With assessments administered three times a year, the data helps analyze core instruction impact and aligns with dyslexia regulations. The STAR suite also includes measures to be used to monitor progress and provide more specific class and student-level data.

Collaborative Literacy (Being A Reader and Being A Writer)

The Being a Reader program integrates both formative and summative assessments, contributing to a holistic understanding of students' academic and social growth.

- *Formative Assessments*

These assessments, seamlessly woven into daily lessons, enable teachers to reflect on ongoing student development, fostering a responsive teaching approach. These assessments are conducted during lessons without requiring additional preparation or class time.

- *Summative Assessments*

Administered at the end of units or periodically during small-group reading rotations and Word Study lessons, these assessments provide a comprehensive evaluation of students' learning and social growth.

- *Placement Assessment (K–2)*

Conducted at the beginning of the year, this assessment aids in placing students into differentiated small groups, ensuring targeted and tailored reading instruction.

Benchmark Advance and Benchmark Adelante

Both programs incorporate a variety of assessments designed to gauge students' proficiency and progress in meeting reading and writing standards:

- *Interim Assessments*

Administered four times a year, with the first assessment acting as a pre-test and the second as a post-test, these evaluations are based on standards taught throughout the school year,

- *Weekly & Unit Assessments*

Focused on instructional content covered in each three-week unit, these assessments provide ongoing insights into student learning.

- *Phonological Awareness Assessment*

Administered regularly in Grades K–3, this assessment ensures a formal evaluation of students' phonological awareness abilities, guiding interventions for those in need.

- *Foundational Skills Screeners*

Designed for Grades K–2, these screeners offer a quick assessment of general proficiency, aiding teachers in addressing skill areas that require attention.

- *Skill-Area Specific Quick Checks*

Short, skill-based assessments evaluate individual proficiency in key areas such as phonological awareness, comprehension, phonics, word recognition, print concepts, and fluency. Results guide decisions on intervention steps using Benchmark Advance and Benchmark Adelante Intervention materials.

Reaching All Learners

8. **What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program?** *(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)*

The Corvallis School District is dedicated to embedding inclusive practices in its early literacy program, ensuring that the Reaching All Learners indicators are comprehensively integrated. The district's philosophy and mission for multilingual students emphasize English language proficiency and equitable access to core content, with a strong commitment to cultural and linguistic diversity. Staff members serve as cultural bridges, fostering collaboration between families and schools.

Several key pieces of evidence highlight the district's commitment to creating an inclusive school district community:

- A robust interpretation and translation program, along with family liaisons, facilitates effective communication between families and schools, building collaboration and trust.
- Research-based practices for instruction, co-planning, and dual immersion education contribute to the development of a culturally relevant curriculum.
- Clear and consistent translation/interpretation processes ensure effective communication, fostering collaboration and trust-building.
- Utilization of research-based and best practices for English Language Learners (ELL) education, including co-teaching, content-embedded instruction, and a focus on oral language development and writing practice.
- Emphasis on co-planning, co-teaching, and co-assessing multilingual students, using collaborative and integrated content models to provide meaningful instruction and ensure access to content for all students.
- Zaretta Hammond's influence on the district, facilitated through book studies, professional development, and the partnership with Collaborative Classroom, underscores the commitment to equity work in developing students' literacy skills.

- Recent adoption of the 5D+ Framework for Instructional Growth as the teacher evaluation tool, aligning with the district's commitment to high expectations, equity, and accountability for learning.
- Implementation of the Racial Educational Equity Policy and the 21st CLCC Program, ensuring intentional, systemic racial equity strategies across all district operations.

In Dual Immersion schools, the focus extends to developing proficiency in both the first and second languages, supporting a well-rounded approach to language development. Integration of Benchmark Adelante, which supports Spanish learners and demonstrates a commitment to scaffold language demands and provide access to rigorous content.

In our other elementary schools, Collaborative Classroom's Balanced Literacy Program incorporates culturally relevant instruction to create a nurturing environment, crucial for ELLs and culturally diverse students. Support for multilingual learners through programs like Being a Reader, prioritizing oral language, phonological awareness, and vocabulary development across multiple languages.

Collectively, this evidence showcases the district's comprehensive and integrated approach to reaching all learners, aligning with research-aligned, culturally responsive practices and fostering an inclusive learning environment.

Professional Development and Coaching

Q: Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:

- *the research-aligned literacy strategies that the professional development and coaching will focus on;*
- *the target audience (including roles) for professional development and coaching; and*
- *the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).*

*A: **Professional Development and Coaching Response:***

Our professional development and coaching approach empowers teachers and administrators with research-aligned literacy strategies, ensuring the effective implementation of assessments, tools, curricula, and digital resources. The strategy encompasses key components:

- Publisher Collaboration and Curriculum Implementation:

We closely collaborate with publishers for curriculum fidelity, aligning with research-aligned literacy strategies and nurturing teacher leaders for ongoing literacy advancements.

- Target Audience and Focus Areas:

The primary focus on grade-level teachers and MTSS leaders addresses intentional curriculum implementation, assessment practices, and the science of reading. Principals, as instructional leaders, actively participate in effective support and leadership in literacy initiatives.

- Elements of Effective Instruction Walkthrough Tool:

Utilizing a "Walkthrough Tool," principals provide targeted support, emphasizing critical components of effective literacy instruction related to research-aligned strategies.

- Varied Professional Development Approaches:

Diverse approaches, including in-person Lesson Study, Intentional Planning virtually or with PLC team members, Assessment Training with real-time data, and Small Group Learning engagement strategies, cater to various learning styles, fostering continuous learning.

- Continuous Learning Culture:

Although we've had reading materials for several years, we see a need for continuous learning. Our PD plans promote a culture of continuous learning.

The literacy assessments, tools, curricula, or digital resource(s) the professional development will focus on (as applicable):	The target audience (including roles) for professional development and coaching:	The research-aligned literacy strategies that the professional development and coaching will focus:
Collaborative Literacy, Small Group Placements	K-2 Classroom Teachers MTSS Literacy Leads	.49 Effect Size: Small Group Learning Small-Group Reading (grades K–2) targets instruction to match each student's developmental level
Collaborative Literacy Effective Implementation Tools to ensure teachers have the support necessary to implement as intended Benchmark Advance/Adelante Effective Implementation Tools	MTSS Literacy Leads Elementary Principal	.75 Feedback Embedded corrective feedback routines are provided Teacher-Student conferences provide regular opportunities for individualized feedback
Understanding Assessments	K-5 Classroom Teachers MTSS Literacy Leads	.65 Effect Size: Prior Achievement - Placement Assessment is used to determine entry point Mastery Tests allow teachers to track what students know

		compared to the content that has been taught Lessons include ways to draw on students' experiences, backgrounds, and prior knowledge and to build on those during instruction
SIPPS Train the Trainer professional learning	MTSS Literacy Leads	.59 Effect Size:Direct Instruction - Instructional routines provide consistent instruction and New skills are explicitly introduced, modeled, and practiced
Lesson Study (discuss planned lesson, observe lesson, debrief observation)	K-5 Classroom Teachers Elementary Principals EL/SpEd/MTSS Teachers	.60 Effect Size: Comprehensive Programs - Use of a guaranteed and viable curriculum

In summary, our approach aligns with research-based literacy practices, incorporating collaboration with publishers, targeted sessions, effective observation tools, and a commitment to continuous improvement in literacy instruction.

Extended Learning

Q: Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:

- description of how literacy is included as the focus of this program; and
- who will provide the extended learning and their qualifications.

If you are not yet able to implement extended learning programs, you must submit a rationale and describe how you plan to do so in the future.

A: ****Extended Learning Response:****

Our extended learning programs prioritize academic and social-emotional support, integrating research-aligned literacy strategies. This grant, along with the recently established Corvallis School District 21st CLCC Program, is our focus on extended learning. 21st Century/Early Literacy After-school program components include:

- **Focus on Literacy:** The program prioritizes literacy, aligning activities with school day curriculum and standards, emphasizing key interventions like Phonological Awareness, Phonics, Fluency, and Comprehension.
- **Structure and Operation:** Operating five days a week after school and during summers, the program provides accessible extended learning opportunities for students. The on-site nature ensures seamless integration with regular school activities.
- **Alignment with School-Day Instruction:** The Program Director collaborates with MTSS staff, ensuring interventions align with school-day literacy instruction. Regular communication facilitates cohesive student progress monitoring.
- **Provider Qualifications:** The Program Director is highly qualified in educational leadership and literacy interventions, the director ensures overall program coordination aligns with school-day instruction.
- **Licensed Teachers:** Teachers and qualified/trained educational assistants are delivering instruction; these educators possess credentials, expertise, and experience in literacy instruction, aligning with program interventions.

In summary, our 21st CLCC Program is structured to prioritize literacy through research-aligned strategies. Collaboration between leadership, licensed teachers, and qualified tutors ensures high-quality support for students' literacy skills.

High-Dosage Tutoring

Q: Describe how you will provide high-dosage tutoring that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:

- **the domains of language¹ addressed (at least reading and writing);**
- **who will provide the high-dosage tutoring and their qualifications;**
- **duration and frequency; and how the tutoring is developmentally appropriate, including how it is responsive to student need.**

A: We plan to explore expanding the program by offering high-dosage tutoring at our non-21st Century Schools, with an intensive focus on reading tutoring immediately after school by licensed and trained staff. The process for student identification and intervention will be similar to how this is working at the other schools. This will be implemented in the 2024-25 school year.

The decision not to implement high-dosage tutoring immediately stems from our commitment to thoughtful planning and resource alignment. We aim to integrate tutoring initiatives seamlessly with ongoing programs and grants, ensuring efficiency and cohesion in literacy support.

Student Growth Assessment

Q: If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

A: Our primary student growth assessment tool is Renaissance STAR, which serves as our benchmark assessment. This tool is seamlessly integrated with our student information system, enabling us to effectively disaggregate data by various student groups, including those with historical academic disparities, such as race. Our commitment to equity is reflected in our regular and intentional analysis of disaggregated data to identify patterns, trends, and areas requiring targeted support.

Communication Plan

The grant requires the following information about communication.

(Select all of the types of strategies you will use to communicate with partners. For strategies not listed, write them out.)

1. What communication strategies will be used to communicate with **other school districts**?
 - ☐ Survey
 - ☐ Focus Group
 - ☐ Round Table Discussion
 - ☒ **Community Group Meeting**
 - ☐ Website
 - ☒ **Email**
 - ☐ Paper Newsletter
 - ☐ Social Media
 - ☒ **School Board Meeting**
 - ☐ Quarterly Report
 - ☐ Annual Report
 - ☐ Open House Night
 - ☒ **Other (type out) Regional ESD Meetings, OACOA - job alike break out sessions**
2. What communication strategies will be used to communicate with **elementary schools** in the school district?
 - ☒ [Survey](#)
 - ☐ Focus Group

X Round Table Discussion

☐Community Group Meeting

☐Website

X Email

☐Paper Newsletter

☐Social Media

X School Board Meeting

☐Quarterly Report

X Annual Report

☐Open House Night

X Other (type out) Family Reading Nights

3. What communication strategies will be used to communicate with **families** in the school district?

☐Survey

☐Focus Group

☐Round Table Discussion

☐Community Group Meeting

X Website

X Email

☐Paper Newsletter

X Social Media

X School Board Meeting

☐Quarterly Report

☐Annual Report

☐Open House Night

☐Other (type out)

4. What communication strategies will be used to communicate with **members of the school district community**?

[X Survey](#)

☐Focus Group

☐Round Table Discussion

☐Community Group Meeting

X Website

X Email

☐Paper Newsletter

X Social Media

X School Board Meeting

☐Quarterly Report

X Annual Report

☐Open House Night

☐Other (type out)

Literacy Inventory

The application requires an accurate, up-to-date inventory of all literacy assessments, tools, curricula and digital resources used to support literacy in early elementary grades. As we returned from virtual learning and instruction interrupted by COVID, we made a very intentional effort to reduce the number of materials benign used and refocus on our core instruction. This list is short and still comprehensive.

Type of Material (Dropdown Menu)	Title of literacy assessments, tools, curricula and digital resources	Name of Vendor / Developer / Publisher
Core Materials	Collaborative Literacy (Being A Reader, Being A Writer)	Collaborative Classroom
Core Materials	Benchmark Adelante and Advance	Benchmark Advance & Adelante – Core Literacy Programs
Intervention/Acceleration Materials	SIPPS	Collaborative Classroom
Benchmark or Summative Assessment	Renaissance STAR	Star Assessments - Accelerate Growth in Math and Reading
Intervention/Acceleration Materials	Camino Al Éxito	https://elcaminoalexito.net/index.html
Intervention/Acceleration Materials	Haggerty	Heggerty
Intervention/Acceleration Materials	Lexia	Lexia Core5 Reading Lexia Learning

Budget Plan

Budget (2023-24)

						Overall Literacy Budget (23-24)
					Total Allocation 2023-24 (Autofill from Start Here tab):	\$425,400.66
					Total Budgeted Amounts (Autosum):	\$425,400.66
					Unbudgeted (Autocalculate):	\$0.00
Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (23-24)
Benchmark Advance/Adelante Update			CRCM	4XX	Yes	\$150,000.00
Being A Writer, Collaborative Literacy			CRCM	4XX	Yes	\$91,100.00
Summer Intervention Program Staff	6	Other	ELPSS	13X	No	\$31,000.00
Spanish K-2 Reading Intervention Materials			CRCM	4XX	No	\$2,500.00
Collaborative Literacy, Implementing Curriculum as Intendend			CTPD	34X	No	\$30,800.00
Collaborative Literacy, Implementing Curriculum as Intendend and Benchmark Literacy - PD Subs			CTPD	12X	No	\$20,300.00
Benchmark			CTPD	34X	No	\$29,311.00

Advance/Adelante Bilingual/Biliteracy Consultation						
Science of Reading Course (CORE) All K-2 + Lit TOSAs, SpEd Registration Costs			CTPD	34X	No	\$18,051.00
Science of Reading Course (CORE) All K-2 + Lit TOSAs, SpEd Teacher Stipends			CTPD	13X	No	\$30,260.00
5% district indirect rate						\$22,078.66

Budget (2024-25)

						Overall Literacy Budget (23-24)
					Total Allocation 2023-24 (Autofill from Start Here tab):	\$442,763.95
					Total Budgeted Amounts (Autosum):	\$442,763.95
					Unbudgeted (Autocalculat e):	\$0.00
Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (23-24)
Science of Reading Course (CORE) All K-2 + Lit TOSAs, SpEd			CTPD	34X	No	\$22,100.00
Science of Reading Course (CORE) All K-2 + Lit TOSAs, SpEd			CTPD	13X	No	\$30,260.00
Spanish Reading Teacher on Special	1	Literacy Specialist	PDC	111	No	\$80,000.00

Assignment						
Spanish Reading Teacher on Special Assignment		Literacy Specialist	PDC	2XX	No	\$25,000.00
Management of Extended Learning Reading Program (Including High Dose Tutoring)	0.75	Literacy Specialist	ELPO	111	No	\$60,000.00
Management of Extended Learning Reading Program		Literacy Specialist	ELPO	2XX	No	\$18,000.00
Summer Programs, Kindergarten Academy focused on early literacy (licensed)	4	Literacy Specialist	ELPSS	13X	No	\$10,600.00
Summer Programs, Kindergarten Academy focused on early literacy (classified support)	6	Other	ELPSS	13X	No	\$12,300.00
Summer Intervention Program	12	Other	ELPSS	13X	No	\$75,000.00
Oversight and Program Management	0.1	Other		113	No	\$13,242.66
5% district indirect rate					No	\$22,078.29
Implementation of new curricula (trainers)			CTPD	34X		\$25,000.00
Implementation of new curricula (subs)			CTPD	2XX		\$24,183.00
Implementation of new curricula (additional pay)			CTPD	13X		\$25,000.00

Matching Funds

1. Name the fund source(s) for the 25% match: *21st Century Grant Funds*
2. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional details, please see the Matching section within the Application Guidance: Early Literacy Success School District Grants. *General Fund, Instructional Materials Budget*
3. Please do your best to mark which of the following categories best describes how you are using your matching funds. (check all that apply)
 - ☐ Hiring
 - ☒ **Purchasing Curricula & Materials**
 - ☐ High-Dosage Tutoring

X Extended Learning Programs

X Professional Development & Coaching

☐ Other purposes (short answer, please describe)

School Board Approval

Applications must be presented to and approved by the school district board or the governing body of the public charter school at an open meeting with an opportunity for public comment. As evidence of this requirement, applicants must submit a copy of the board minutes when this presentation and approval occurred.



Corvallis

SCHOOL DISTRICT

VIII. ADJOURNMENT (9:10 p.m.)*

*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