



Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Thursday, November 21, 2024 5:30 PM	Special	Linus Pauling Middle School - Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330	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, November 21, 2024
5:30 PM

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

Meeting Details: Thursday, November 21, 2024, 5:30 PM in the Linus Pauling Middle School - Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330.

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.)*
The Board and presenters will have dinner from 5:30 p.m. - 6:00 p.m. and then proceed with the Board meeting.
- II. STUDENT REPRESENTATIVE REPORTS
- III. WELCOME AND INTRODUCTIONS
- IV. DISTRICT PROGRESS MONITORING



Vision: Building trust, inclusivity, and engagement through culturally relevant, real-world learning experiences

Student voice is a core tenet of the Corvallis School Board.
Students' identity (race, culture, socioeconomic and family status, national origin, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.



Excellent Learning Experience

We will create exceptional learning experiences where all students learn at high levels. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

Strategies:

- 1 Adopt and implement culturally relevant curricula while monitoring and adjusting practices and curricula based on student outcomes.
- 2 Implementation of the 5 Dimensions of Teaching and Learning Framework.
- 3 Develop a profile of a graduate that includes academic outcome measures.
- 4 Provide high-quality professional development for staff.
- 5 Track key academic indicators and growth targets from the Oregon Department of Education.

Goal One

Equitable Systems

We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families.

Strategies:

- 1 Elevate and center voices of institutionally underserved students in both decisions and actions.
- 2 Work in community to enhance student, family, and community engagement in meaningful ways to inform district decision-making.
- 3 Develop and implement an equity plan to support students and staff.
- 4 Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.

Goal Two

Relevant and Engaging Learning

Students will participate in relevant learning experiences that support their short and long-term goals towards an evolving future.

Strategies:

- 1 Create and sustain strong career-technical, music, and arts education.
- 2 Support learning that focuses on ecoliteracy, stewardship, and sustainability.
- 3 Support multilingualism across our school system.
- 4 Create varied, accessible, and adaptable learning pathways toward graduation that are connected to student interests and their post-secondary plan.
- 5 Create and sustain community partnerships that integrate relevant experiential learning in the community in all grades.

Goal Three

Healthy Communities

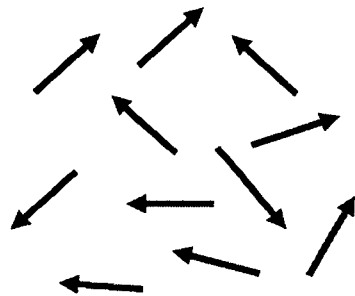
We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

Strategies:

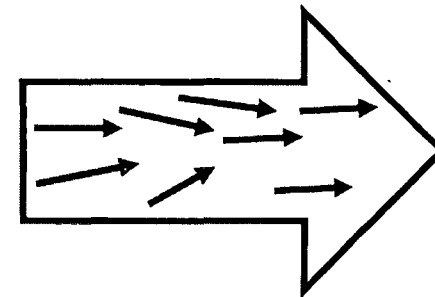
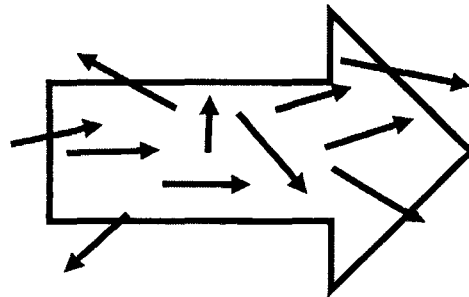
- 1 Foster student and staff belonging through the implementation of SEL standards.
- 2 Foster student education in areas of health and wellbeing.
- 3 Foster student and staff identity and agency.
- 4 Support staff well-being and retention efforts.
- 5 Foster collaboration with families in the learning process with emphasis on families navigating poverty.

Goal Four

SYSTEMS THINKING AND ALIGNMENT



**FROM RANDOM
ACTS OF
IMPROVEMENT**



**TO ALIGNED
IMPACT**



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SCHOOL DISTRICT

V. SCHOOL SCORECARD REPORTS

During the Scorecard presentations, participants will move around the room, and audio may be limited.

V.A. Bridges Program

Bridges

Relevant and Engaging Learning

Vision: Students will participate in relevant learning experiences that support their short and long-term goals towards an evolving future.

Annual Goals

By June 2025, the percentage of positive responses to the following questions will increase by 5% for students in grades 6-12:

- High School: "My school has helped me figure out which careers match my interests and abilities."
- Middle School: "The projects we do in school help prepare me for careers that interest me."

Strategic Actions

- Rounding with students
- Major Clarity Lessons
- Career connections outside of Bridges

Progress Measures (every 6 weeks)

- Rounding Themes
 - School and Career Goals
- Walkthrough Data
 - Advisor lessons starting in January
- Curriculum Measures
 - CTE experience for students

Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

Annual Goals

By June 2025, the regular attender rate at Bridges will increase by 3% from 82% to 85%

Strategic Actions

- Parents in the school
- District Attendance Protocol

Progress Measures (every 6 weeks)

- Rounding Themes
 - Opening communication with families
- Attendance data
 - Completing protocols (root causes)

• Incentives for students and families	• Rounding Theme ◦ Building trust and partnerships
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Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

Annual Goals
By June 2025, the percentage of students reporting a sense of belonging on the Youth Truth Student Survey will increase by 5% in response to the following question for middle and high school students: "I really feel like a part of my school's community."

Strategic Actions	Progress Measures (every 6 weeks)
• Focus Groups	• Student Survey ◦ Survey Themes • Walkthrough Data ◦ Advisory lessons focused on building community • Behavior Data ◦ Root causes of behavior • Rounding Themes ◦ Student and staff belonging
• Advisory Lessons	
• SST Meetings	
• School Community	



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V.B. Cheldelin Middle School

Cheldelin Middle School

Priority Area - Healthy Communities - “Attendance”

By June 2025, the regular attendance rate at Cheldelin Middle School will increase by 6% from 74% to 80%.

Strategic Actions	Progress Measures (every 6 weeks)
Academy and Connections Class	- Newly created Connections class to increase student attendance, involvement, and school connection with two strong behavior specialist teachers designing and implementing instruction. (1st Period, 8 students, 96% attendance rate) - Grade level meetings are data driven and strengths based - More dances (1 each trimester) planned for this school year, Book Talk in the Library (Weekly), Student Lunch Clubs, WEB Upgrade. (Student and Staff survey in Spring 2024)
Grade Level meetings upgrade	
Schedule student activities inside the school day	

Priority Area - Relevant Learning - “Connection to School”

By June 2025, the percentage of positive responses to the question “I take pride in my school work” will improve from 47% to 52%.

Strategic Actions	Progress Measures (every 6 weeks)
Themed lessons based on data in Advisor	- Relevant and Engaging Learning: Student Led Conferences - high turnout and very positive feedback from students, staff, and parents in the post survey. - Young Black Students, Pride, SAFE - Completed Student Led Conferences - post-survey data mostly positive - Staff Created CI Teams with PDSA Cycles: - Student Belonging as a 6th Grader & Clubs - Creating a strong WEB program 7th Grade Productive Work Space 8th Grade - What does pride in schoolwork mean and look like?
PBIS Student Team	
Affinity Groups	
Collaborative Inquiry Teams	

Priority Area - Excellent Learning Experience - “Math”

By June 2025, the percentage of passing 8th grade math grades will increase from 71% to 85%.

Strategic Actions	Progress Measures (every 6 weeks)
● Observation feedback on student engagement and math curriculum	○ Professional Development and instructional rounds with Math TOSA ○ EA schedule is prioritized with each trimester and adjusted as needed ○ Push-In SPED teacher in 8th grade math classes ○ Homework Club on Tuesdays and Thursdays ○ WIN Time on Thursdays
● Develop mastery of math curriculum	
● Use math survey from the first four days of school to determine next steps with students	
● Prioritize math for EA support	

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



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V.C. College Hill High School

College Hill

Healthy Communities

- By June 2025 the percent of students with 90% or better attendance will increase from 33.2% to 40%.

Strategic Actions	Progress Measures (every 6 weeks)
● New Schedule	○ Weekly / monthly attendance reports
● Goal Sheet Accountability	
● Daily phone call / weekly email to families	
● Targeted Learning Coach intervention for students with highest need	
● Monthly Field Trips for students with good attendance and assignment completion	

Excellent Learning Experiences

- The number of students who graduate from CHHS will increase from 48 to 50.

Strategic Actions	Progress Measures (every 6 weeks)
● Essential Skills	○ Credits Earned ○ Essential Skills
● Monthly Data Teams	
● Senior Seminar Earlier in the Year	

Relevant and Engaging Learning

- 100% of graduating students will have a specific and concrete post-secondary plan with a minimum of 3 action steps taken toward completing that plan.

Strategic Actions	Progress Measures (every 6 weeks)
● Start Senior Seminar for all seniors by November for earlier, more meaningful work	○ Concrete Plans chart ○ Steps Taken
● ASVAB	
● LBCC partnerships	



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V.D. Corvallis High School

Corvallis High School

Priority Area

Excellent Learning Experience:

- By June 2025, the % of 9th Grade students with 6 credits will increase by 3% to 92%. This will include the % of students in grade level or above math and language arts that earn credit at 92% or above.

Strategic Actions

- 9th grade on-track data team
- Broadened support options - Alg 1 data team, supported advisor for Alg1 (with ELL option), tutoring, EA support in Alg 1 classes
- Sheltered LA class with supported LA advisor
- Student support work sessions outside of school hours every Monday-Thursday in tutoring center, and non-school times 10/24, 10/29, 10/30, and 12/2.

Progress Measures (every 6 weeks)

- 9th grade on-track data team meetings every two weeks for data driven support and intervention
 - % of students on track for math credit - disaggregated
 - % of students on track for LA - disaggregated
 - % of students on track for 6 credits - disaggregated

Priority Area

Relevant and Engaging Learning:

- By February 2025, CHS will develop a system of observation and feedback for the focus 5 D indicators (P4, SE2, SE4, SE5, CEC2, CEC5).

Strategic Actions

- Every teacher gets 2 rounds of feedback per semester linked to the 6 indicators
- PD that supports P4 and SE 2,4,5
- Admin team analysis and synthesis of semester data in relation to focus areas for building
- Admin calibration on 5D assessment

Progress Measures (every 6 weeks)

- % observation completion
- End-of-semester rating of teachers to assess proficiency across the building in 6 5D+ focus areas.
 - Strengths and areas of growth identified

Priority Area
Equitable Systems: By the end of each quarter, each department will complete a cycle of learning linked to their department goal.

Strategic Actions	Progress Measures (every 6 weeks)
Disaggregated data analysis: by department, intervention teams, equity team, leadership team	- Goals complete by Nov 1st - Reviews complete with findings and actions each quarter
Department goals set by Nov. 1st & refined for semester 2 based on S1 data	
Tracking mechanism for quarterly review and report (findings and action)	



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V.E. Crescent Valley High School

Crescent Valley High School

Priority Area
● Excellent Learning Experience: By June 2025, the % of 9th Grade students with 6 credits will increase by 3% over 23/24. This will include the % of students completing one math credit (Algebra 1 and above) and one language arts credit increasing by 3%

Strategic Actions	Progress Measures (every 6 weeks)
● 9th grade on track focus and intervention team - 2 to 3-week review and learning cycles	○ 9th grade on track focus and intervention team (2 to 3 week review and learning cycles) ○ Algebra teacher data team (3-week review and learning cycle) ○ Math Center placement and/or CV prep
● Algebra teacher data team - 3-week review and learning cycle	
● Algebra 1 support class and CV Prep class: Placement and support	

Priority Area
● Relevant and Engaging Learning: By February 2025, CV and CHS will establish a baseline measure for student ownership of learning and establish a baseline dataset.

Strategic Actions	Progress Measures (every 6 weeks)
● Admin calibration on the 5D indicators	○ Observations of all teachers are taking place. This work aligns with accreditation ○ Analysis of the Youth-Truth survey showed a discrepancy between what teachers and students believe ○ Share out staff progress of data
● Use Frontline to record walkthroughs and provide immediate feedback	
● Quarterly data review to guide building responses and share with staff	

Priority Area

- **Equitable Systems:** By the end of each quarter, the Leadership Team (department heads) will complete a cycle of learning based on disaggregated data in the key areas of attendance, academics, and behavior. The first cycle will be from the 23/24 school year.

Strategic Actions	Progress Measures (every 6 weeks)
● Admin will prepare the data	○ Data is prepared and ready to share with the Leadership Team and Equity TOSA on December 9th. ○ On December 9th Admin will lead the Leadership Team and Equity TOSA to review what a theory of action is and how to create our first one ○ Equity team will vet / review the theory of action and action plan through an equity lens to make sure the priorities encompasses ALL students
● Leadership Team will define a theory of action and action plan	
● Outcomes are reviewed, and the theory of action and plan is adjusted as needed every quarter. Quarter 3 theory of action and plan will be based on semester 1 24/25 data.	



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V.F. Franklin K-8 School

Franklin K-8

Excellent Learning Experience

Vision: We will create exceptional learning experiences where all students learn at high levels. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

Annual Goals
By June 2025, Franklin students meeting or exceeding the standards as measured by the OSAS math assessments will increase by 3.6% from 66.4% to 70% Growth for focal groups will also be 3% (overall and disaggregated). • ELL: 47.1% to 50% • Students with Disabilities: 65.2% to 68% • Students navigating poverty: 30% to 35% • *Students of Color: 38.5% to 45%

Strategic Actions	Progress Measures (every 6 weeks)
Data-Driven Decision Making • 6-week data cycles to review progress measure • The use of academic data in SST teams • SpEd teacher collaborating in 8th grade math class	Passing Rate in Math - Dean Rounding themes - Principal Star Assessment Data - MTSS Specialist
Developing Instructional Staff • Develop mastery in use of Mid School Math curriculum • Prioritize math for IA Support	
Rounding • Feedback on instruction • Math intervention effectiveness	
RTI Support • Empathy Interviews with Dean for students struggling in MS math • Small group support during Advisor for students indicated by assessments	

*Students of Color include American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, and multiracial students.

Excellent Learning Experience

Vision: We will create exceptional learning experiences where all students learn at high levels. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

By June 2025, Franklin students meeting or exceeding the standards as measured by the OSAS ELA assessments will increase by 3% from 79% to 82%.

Growth for focal groups will also be 3% (overall and disaggregated).

- ELL from 47% to 55%
- Students with Disabilities from 65% to 68%

Strategic Actions	Progress Measures (every 6 weeks)
• SIPPS Intervention in elementary • Reading and Homework support during MS Advisor classes • Instructional Assistants in ELA and Writing classes based on student data • RTI small group support • Teacher goals around reading and writing	Amplify and Star Assessment Data SIPPS Mastery Assessment Data Walkthrough Data with Look-For's for CCC implementation
Implement Reading Curriculum • K-3 Focus	

*Students of Color include American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, and multiracial students.

Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

Annual Goals

By June 2025, the percent positive response for student belonging on the Youth Truth Student Survey will increase in the following questions:

- Elementary: Do you feel like an important part of your school? 35% to 40%
- Middle: I really feel like a part of my school's community. 64% to 69%

Strategic Actions

Directly Reaffirm to Students That They are an Important Part of Our School

Inviting Student Voice & Community Building Through SEL

- CSC/Morning Meeting (Elementary)
- Character Strong in Advisory (MS)

Conduct Empathy Interviews w/ Students (Principal)

Meaningful Work assigned to students:

- Speaking at Assemblies
- Recycling through Sustainability Club
- PSA's designed in Elementary SAFE
- 3 newspapers in production, involving grades 3-5 and 8
- Buddies with older students mentoring younger
- Gondar partnership (3rd grade)
- Academic projects that highlight student work and presenters
- Student Greeters at doors
- Students filming weekly announcements

Progress Measures (every 6 weeks)

Walkthrough Data looking for SEL curriculum implementation

MS Survey in Phoenix Success classes:

1. "I really feel like an important part of my school" with Likert rating scale
2. What makes you feel like an important part of our school?
3. What would help you feel more like an important part of our school?

Elementary Survey given in grades 3-5



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V.G. Linus Pauling Middle School

Linus Pauling Middle School

Priority Area
- Excellent Learning Experience - By June 2025, the percentage of passing 8th-grade math grades will increase from 71% to 85%

Strategic Actions	Progress Measures (every 6 weeks)
Prioritize math for EA support	6-week data checkpoints: Canvas current grade reports mid-trimester and final grades at the end of each term.
Mathematical thinking outside of math class (Collaborative Inquiry in PE and Science incorporating math skills)	
Clubs, Sports, and Electives will minimize student disruptions/pull out of math class.	

Priority Area
- Equitable Systems - By June 2025, the percent positive responses to the question, "My school puts practices in place that include staff of diverse backgrounds in decision-making processes" will increase by 4%. - LPMS from 64% to 68% overall - LPMS focus group: For staff identifying as POC, move from 50% to 54%

Strategic Actions	Progress Measures (every 6 weeks)
Build intentionally diverse Leadership team, PBIS team, and hiring teams	- Qualitative data from rounding conversations - Mid-year survey
Equity Team Visibility and use of Equity Look Fors	
Additional Principal rounding with staff of color	

Priority Area
• Healthy Communities ○ By June 2025, the regular attender rate at LPMS will increase by 3% from 64%-67%

Strategic Actions	Progress Measures (every 6 weeks)
• Use attendance data review at grade-level and SST teams	○ Monthly focus on all students with 80% or below attendance rate.
• Rounding - engaging families of struggling attenders (CARE OUTLOUD)	
• Implement attendance intervention guidelines with fidelity.	



Corvallis

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VI. REFLECTION

VII. ADJOURNMENT (8:40 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