

5:30 PM
2022

Thursday, November 17,

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

Meeting Details: Thursday, November 17, 2022, 5:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333.

Oregon law allows public meetings to be held entirely online; therefore, we will NOT have seating available at the meeting site. 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., then proceed with the SIP presentations.
- II. **WELCOME AND INTRODUCTIONS (6:00 p.m.)***
- III. **SCHOOL IMPROVEMENT PLANS (6:15 p.m.)***
During the SIP presentations, participants will move around the room; audio may be limited.
 - A. Adams Elementary School

School Improvement Plan Overview



November 2022



**Where are we
now?**



**Who are
we?**

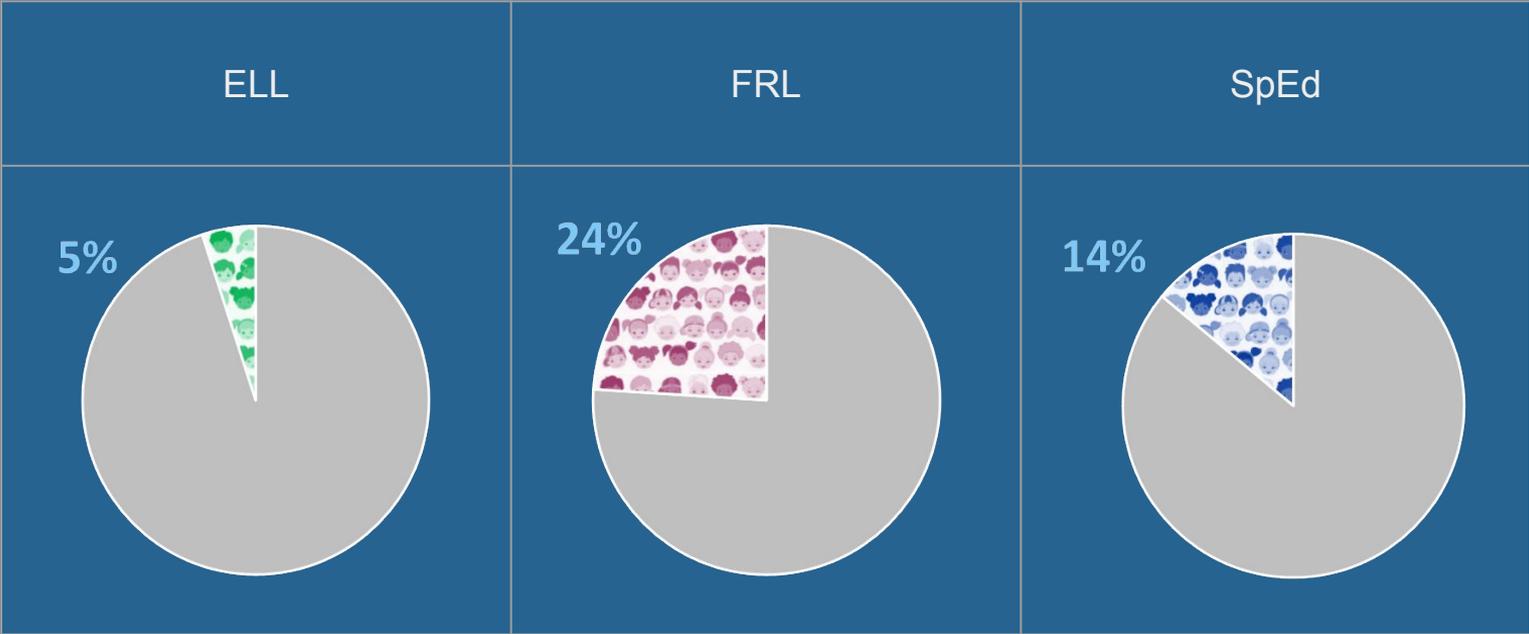


School Enrollment

386

Students

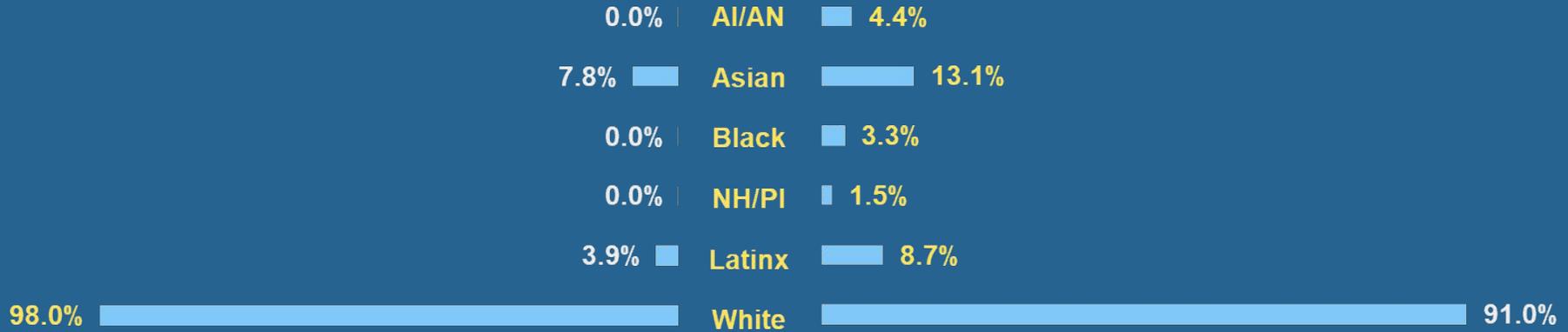
Program Enrollment



Teacher/Student Race & Ethnicity Data

Staff

Students

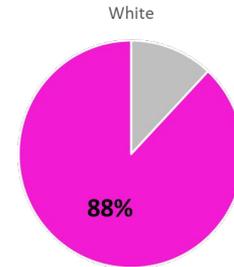
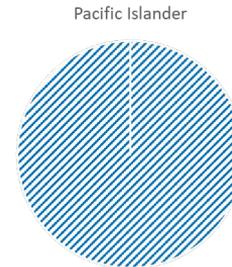
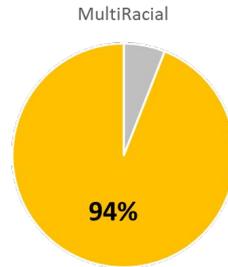
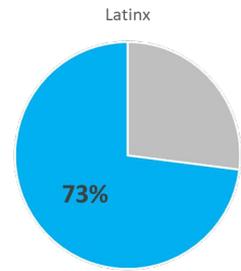
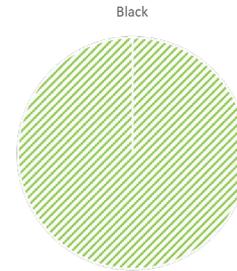
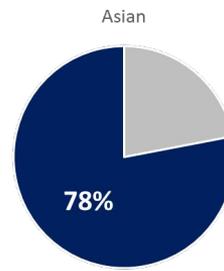
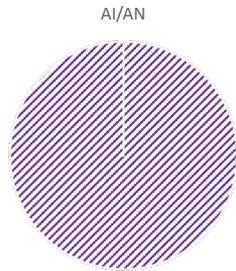
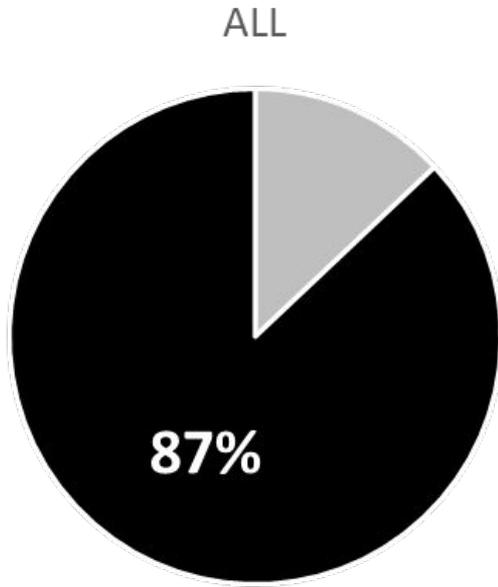


How do people
experience our
school?



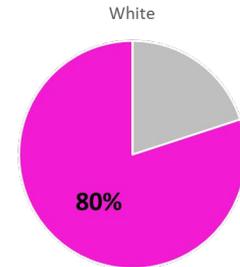
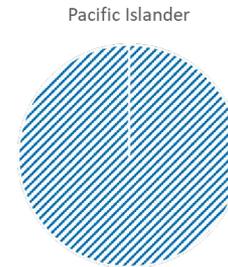
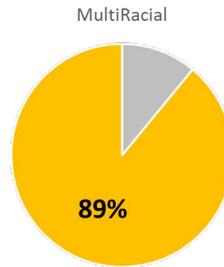
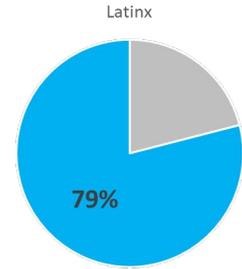
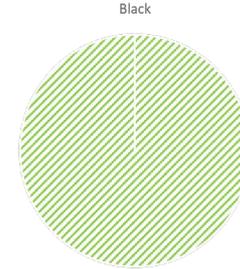
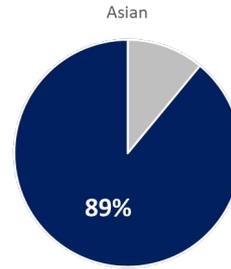
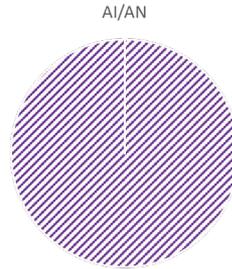
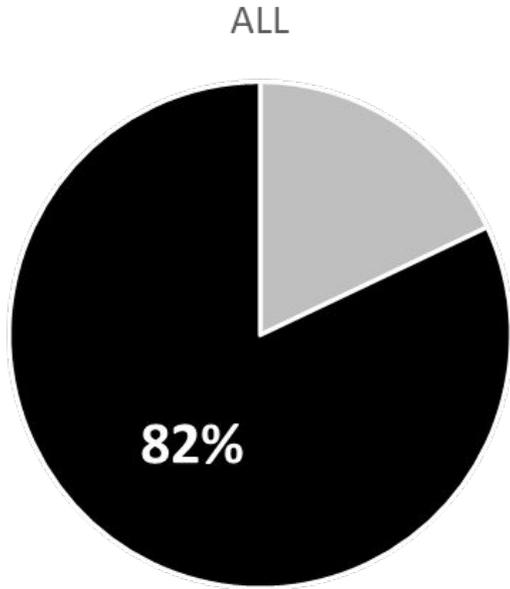
Theme: Engagement

Grades 3-5



Theme: Relationships

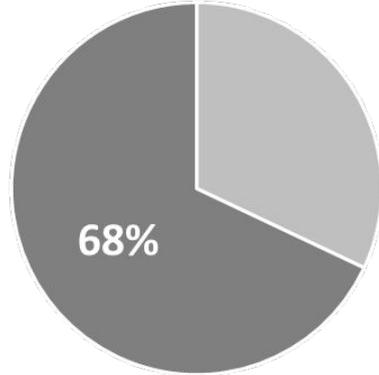
Grades 3-5



Culture

Teacher Experience

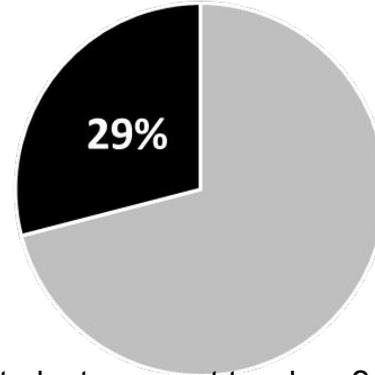
All



Fair discipline, effective school management, high expectations for students.

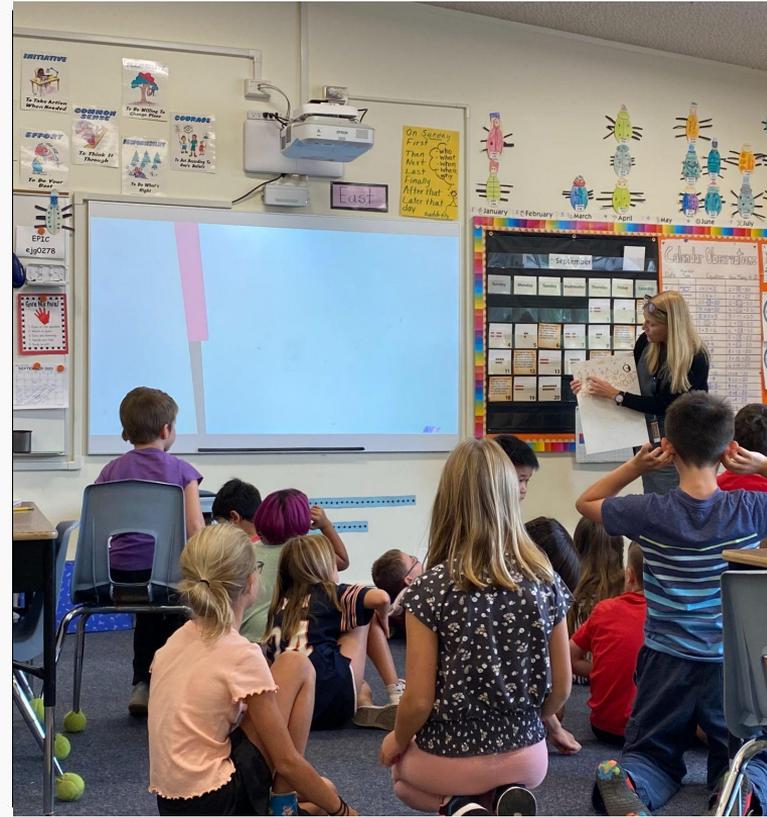
Student Experience

All



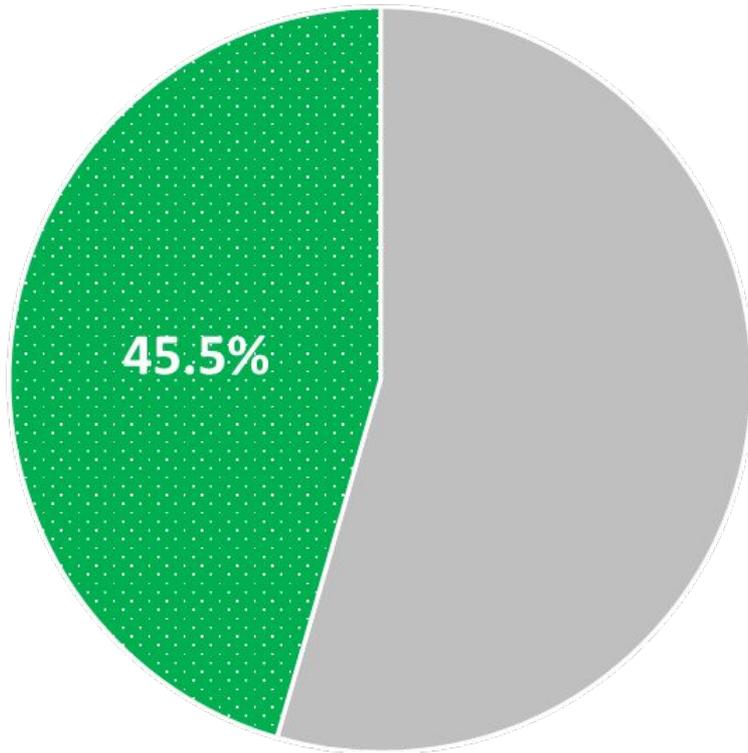
Do students respect teachers?
Do you feel safe? Does your class stay busy and not waste time?

How are our
students
doing?



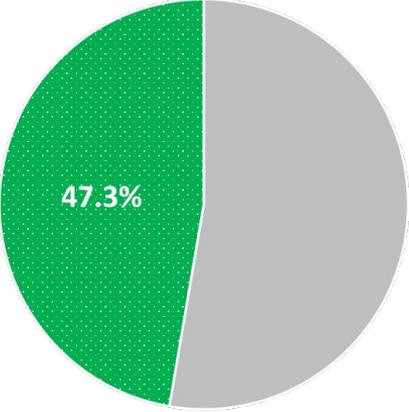
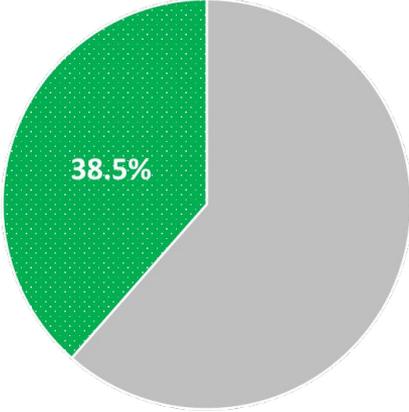
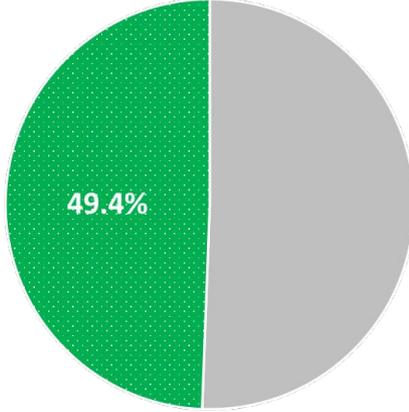
Oregon Assessment: English Language Arts - ALL GRADES

Percent Met



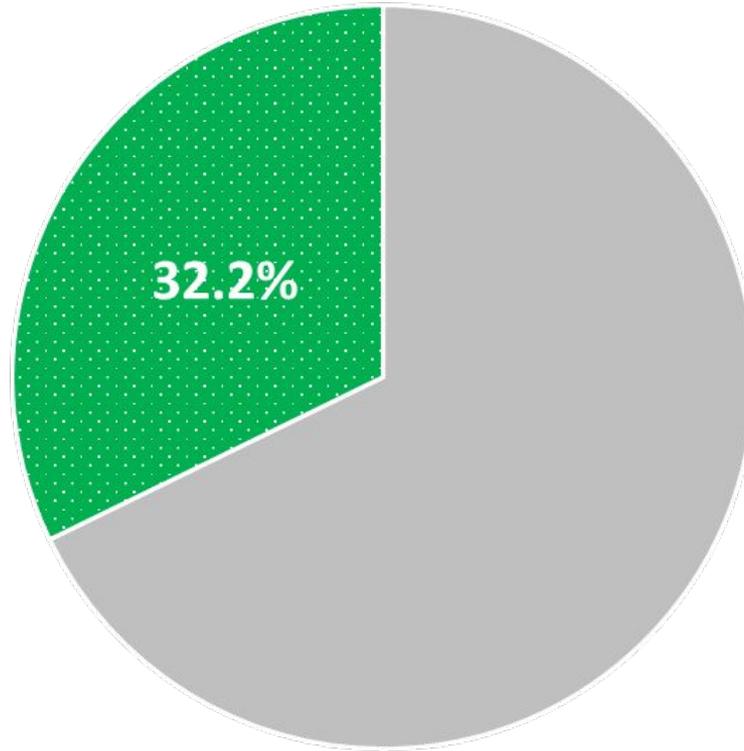
Participation Rate = 99.5%

Oregon Assessment: English Language Arts - By Level

Third	Fourth	Fifth																		
<p data-bbox="421 270 539 290">Percent Met</p>  <p>A pie chart for the Third grade level. The chart is divided into two segments: a green segment with a dotted pattern representing 47.3% (Percent Met) and a gray segment representing 52.7% (Percent Not Met).</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Percent Met</td><td>47.3%</td></tr><tr><td>Percent Not Met</td><td>52.7%</td></tr></tbody></table>	Category	Percentage	Percent Met	47.3%	Percent Not Met	52.7%	<p data-bbox="902 270 1020 290">Percent Met</p>  <p>A pie chart for the Fourth grade level. The chart is divided into two segments: a green segment with a dotted pattern representing 38.5% (Percent Met) and a gray segment representing 61.5% (Percent Not Met).</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Percent Met</td><td>38.5%</td></tr><tr><td>Percent Not Met</td><td>61.5%</td></tr></tbody></table>	Category	Percentage	Percent Met	38.5%	Percent Not Met	61.5%	<p data-bbox="1387 270 1505 290">Percent Met</p>  <p>A pie chart for the Fifth grade level. The chart is divided into two segments: a green segment with a dotted pattern representing 49.4% (Percent Met) and a gray segment representing 50.6% (Percent Not Met).</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Percent Met</td><td>49.4%</td></tr><tr><td>Percent Not Met</td><td>50.6%</td></tr></tbody></table>	Category	Percentage	Percent Met	49.4%	Percent Not Met	50.6%
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Participation Rate = 98.3%	Participation Rate = 100%	Participation Rate = 100%																		

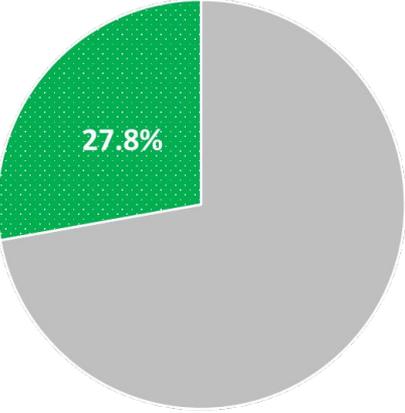
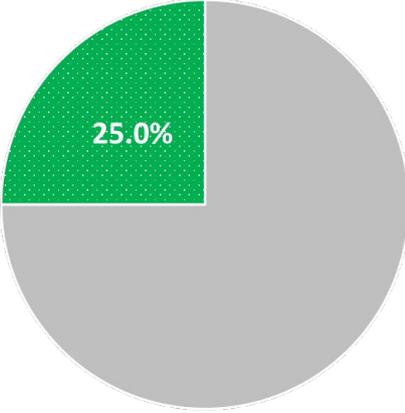
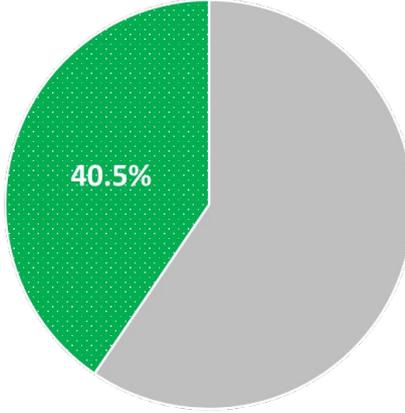
Oregon Assessment: Mathematics - ALL GRADES

Percent Met



Participation Rate = 99.5%

Oregon Assessment: Mathematics - By Level

Third	Fourth	Fifth
<p data-bbox="421 270 537 290">Percent Met</p>  <p>A pie chart for the Third grade level. The chart is divided into two segments: a green segment with a dotted pattern representing 27.8% (Percent Met) and a gray segment representing 72.2% (Percent Not Met).</p>	<p data-bbox="904 270 1020 290">Percent Met</p>  <p>A pie chart for the Fourth grade level. The chart is divided into two segments: a green segment with a dotted pattern representing 25.0% (Percent Met) and a gray segment representing 75.0% (Percent Not Met).</p>	<p data-bbox="1387 270 1503 290">Percent Met</p>  <p>A pie chart for the Fifth grade level. The chart is divided into two segments: a green segment with a dotted pattern representing 40.5% (Percent Met) and a gray segment representing 59.5% (Percent Not Met).</p>
Participation Rate = 98.3%	Participation Rate = 100%	Participation Rate = 100%

STAR English
Reading
Performance

STAR English Reading - School Growth

Achievement

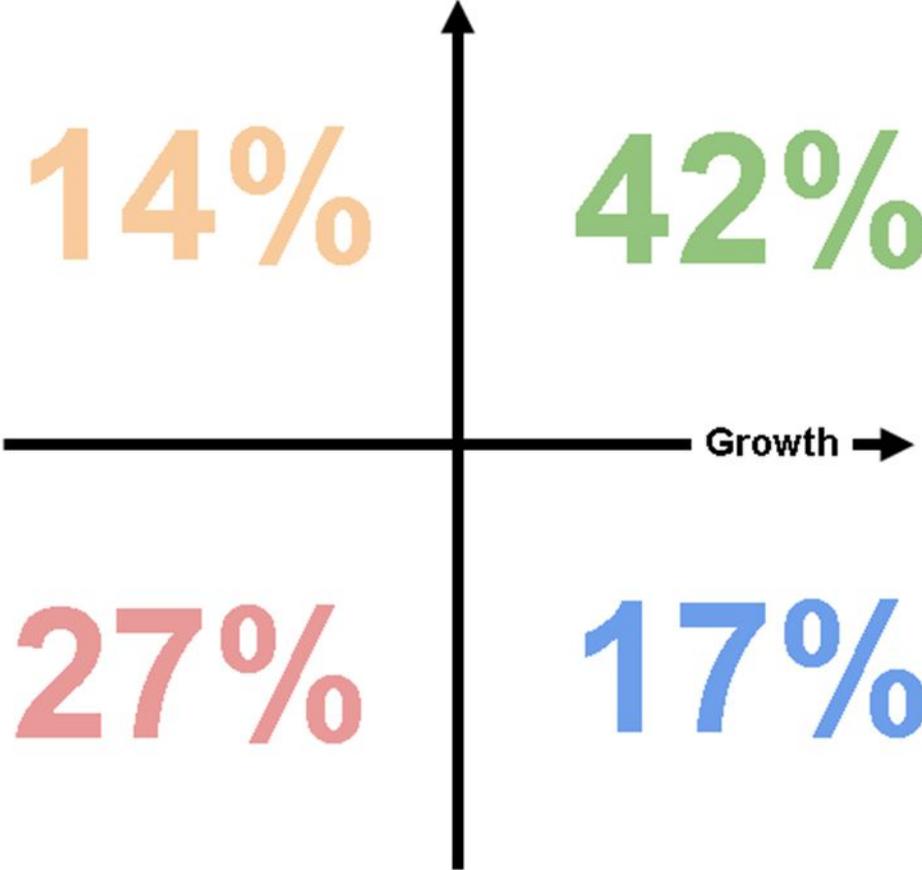
14%

42%

Growth

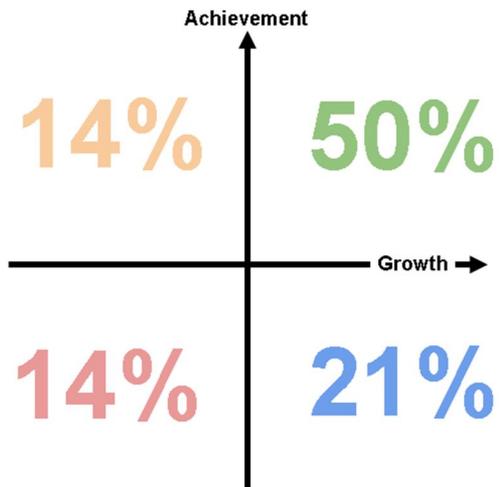
27%

17%

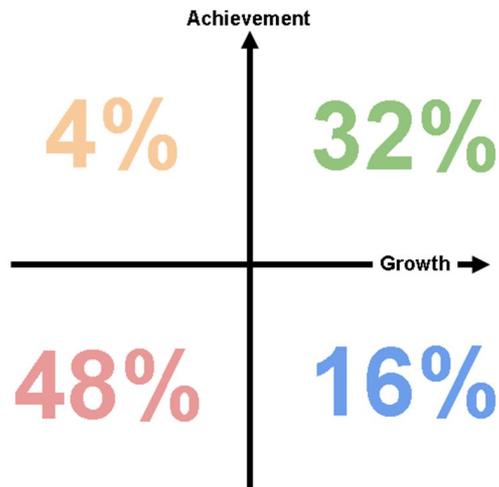


STAR English Reading - Growth - Disaggregated by Race/Ethnicity

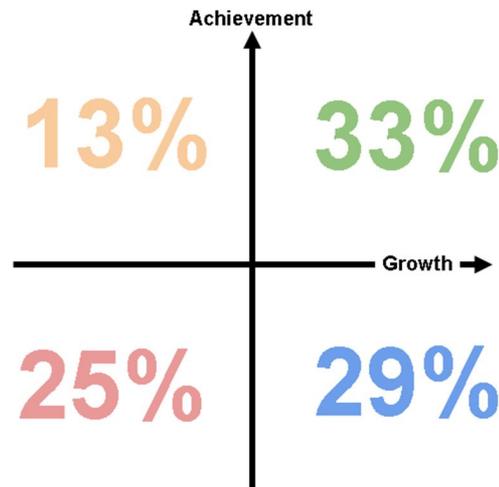
Asian



Latinx



Multiracial



**Where do we
want to be?**



Why do we
exist?



Mission, Vision and Values

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



School Goal

All Students will be
Strategic Readers.



Objective 1:

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.

School Goal 2

All Students will have a
positive experience of
school culture.



Objective 2:

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.

**How are we going
to get to where we
want to be?**



Objective 1

- CCC professional development and alignment
- Teachers will teach CCC literacy as intended
- Small group reading instruction in core classes
- Reading intervention with SIPPS (core +)
- CBM progress monitoring

Objective 2

- Behavior Team will review behavior data every week
- PBIS alignment and reboot
- Focus on 5D+ dimension of Classroom Environment
- Teachers will share promising practices in PLC
- PBIS training for inclusion assistants
- Caring School Community alignment
- Classroom buddies
- Inclusive school events (Autumn Amble, Tie Dye, Activity Periods)

B. Bessie Coleman Elementary School

School Improvement Plan Overview



November 2022



**Where are we
now?**



CELEBRATIONS

The background is a dark blue space theme. In the top right, there is a satellite with solar panels and a dish antenna. In the bottom right, a rocket is launching upwards, leaving a white trail. The bottom of the slide features a light blue cloud-like border. The title 'CELEBRATIONS' is written in large, bold, yellow capital letters.

- New name, new mascot, new building!
- Student Engagement (Youth Truth Data)
- Relationships (Youth Truth Data)
- Field trips to Evergreen Aviation Museum, birding, Salmon Watch, Bike Education, Gilbert House, local parks, and more!
- Elementary SAFE
- Pride Club at Elementary
- 5th grade leadership
- Schoolwide Assemblies
- Equity Team - renaming resources, monthly resources
- PBIS Team - trait and schoolwide expectation resources
- And we are off to another great year with over 100 new students

Who are
we?

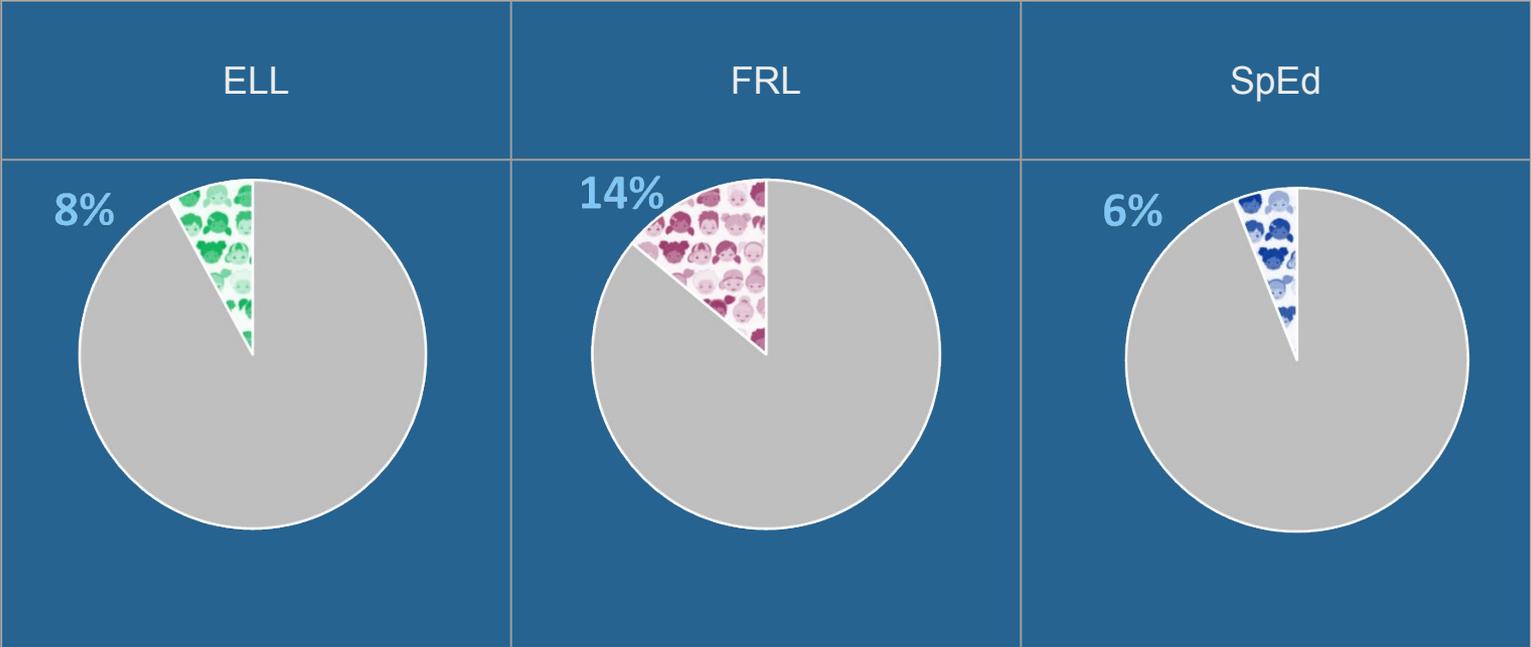


School Enrollment

328

Students

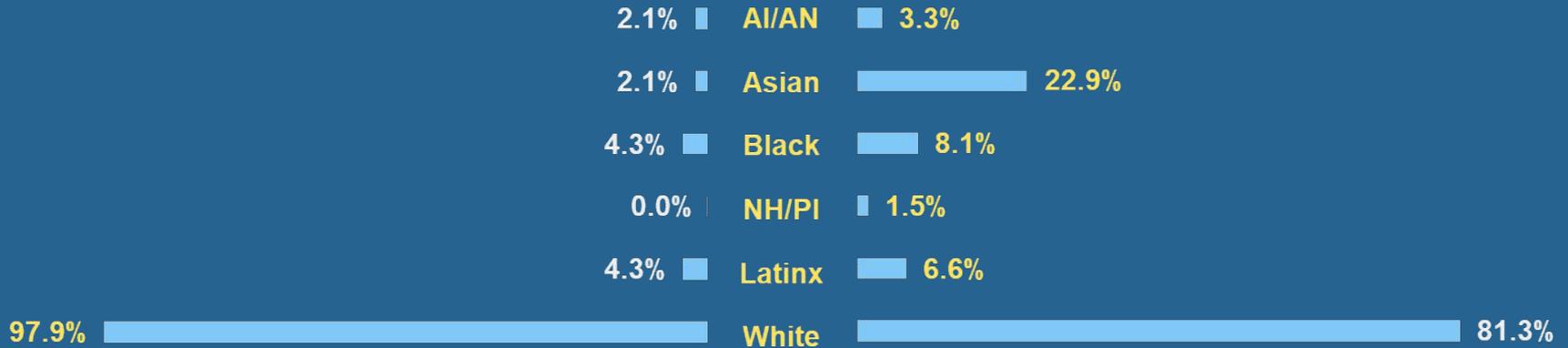
Program Enrollment



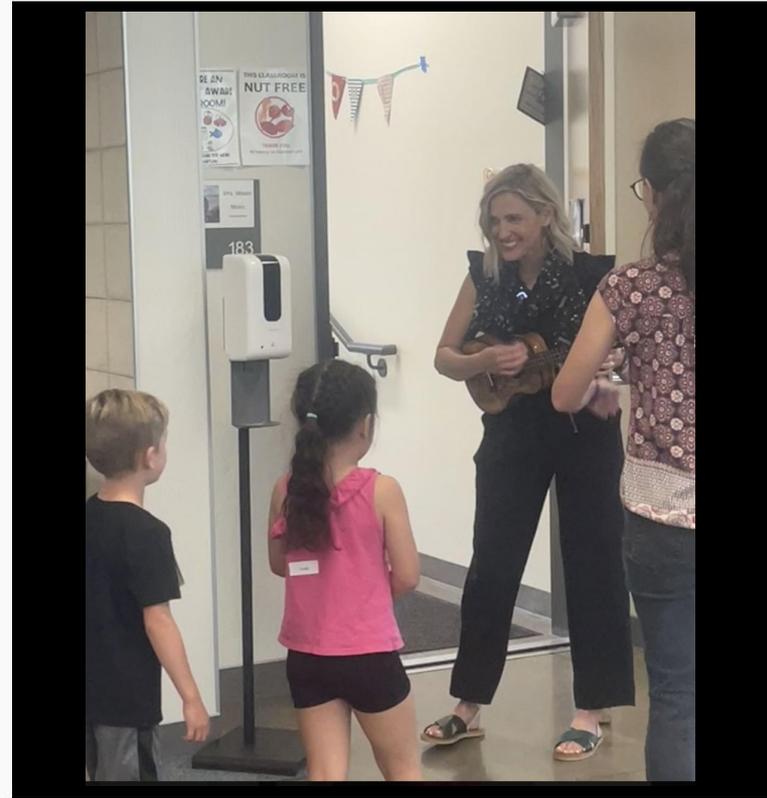
Teacher/Student Race & Ethnicity Data

Staff

Students

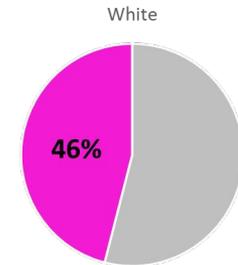
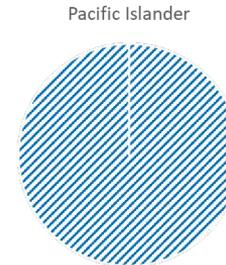
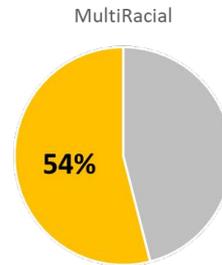
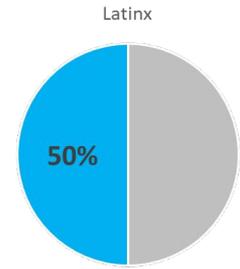
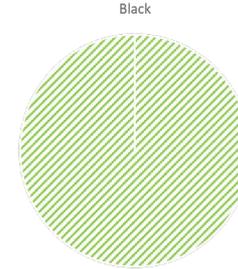
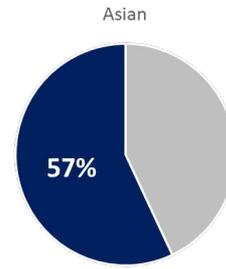
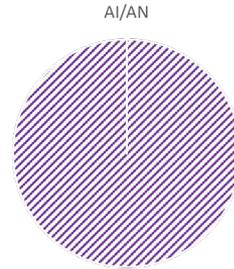
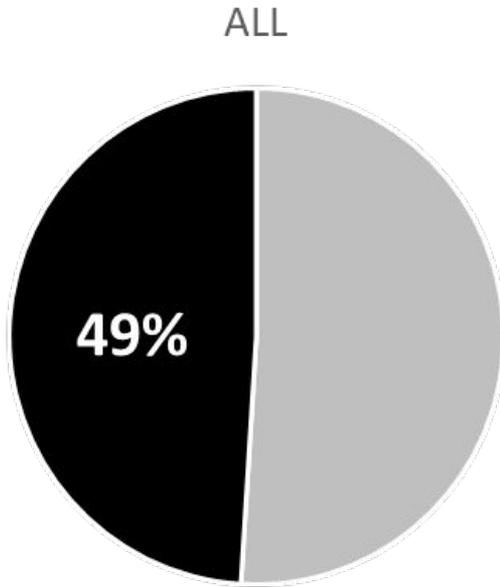


How do people
experience our
school?



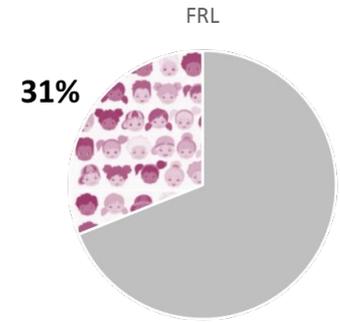
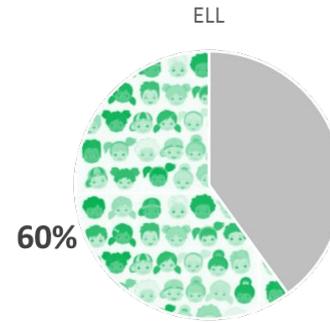
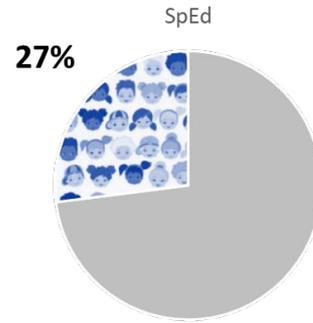
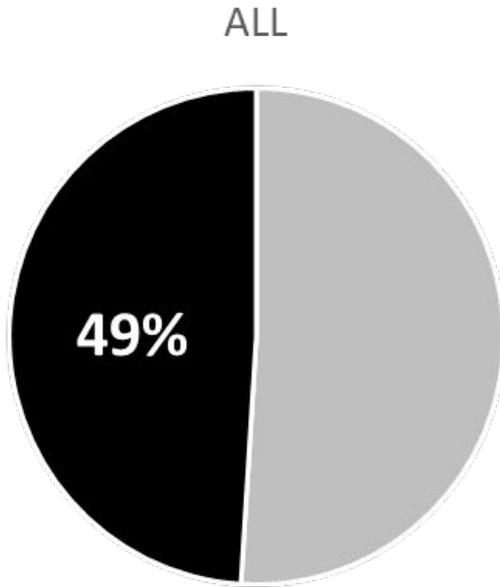
Theme: Instructional Methods

Grades 3-5



Theme: Instructional Methods

Grades 3-5



How are our
students
doing?



STAR English Math Growth - Disaggregated by Race/Ethnicity

Group	Low Growth, Low Performance	Low Growth, High Performance	High Growth, Low Performance	High Growth High Performance
All	19%	20%	10%	51%
AIAN				
Asian	11%	26%	0%	63%
Black				
Multiracial	25%	13%	15%	48%
Latinx	30%	10%	10%	50%
White	18%	22%	11%	49%
NHPI				

**Where do we want
to be?**



Why do we
exist?



Where do
we want
to go?



School Goal

All students will experience teaching approaches and strategies that address their learning needs and foster growth in mathematics for each student.

Objective 1:

In May 2023

59%

of students will respond that their teachers use strategies and approaches to meet their learning needs in class.

Objective 2:

In May 2023

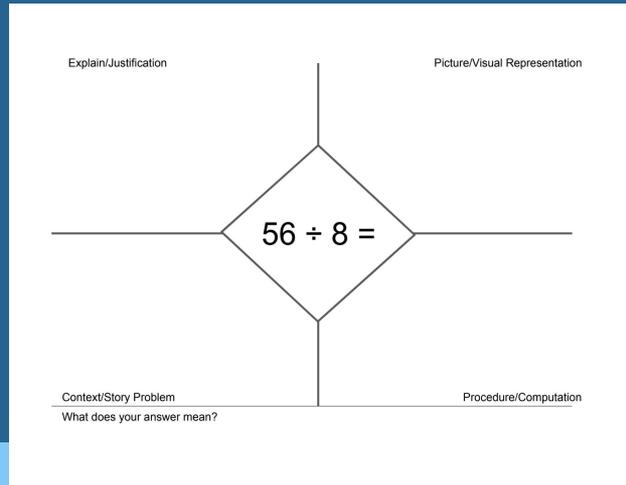
68%

Will demonstrate above average growth in math using STAR math assessment.

Objective 3:

In May 2023

all students who participated in fall and spring local performance assessments will increase at least one level of proficiency.





**How are we going
to get to where we
want to be?**



Strategies

Objective 1

- Build capacity in instructional methods through professional learning, modeling, and co-teaching opportunities.
- Provide teachers feedback on utilizing instructional approaches in ways that intentionally support instructional practices.
- Provide teachers feedback on the use of different instructional strategies, based on planned and/or in-the-moment decisions to address individual learning needs.

Objective 2

- Support teachers with the use of adopted curriculum and instruction aligned to state content standards and the standards for mathematical practice through professional learning and PLC time.
- Provide feedback on the use of approaches and strategies that are culturally relevant and address the learning needs of each student.

C. Garfield Elementary School

School Improvement Plan Overview



November 2022



Who are
we?

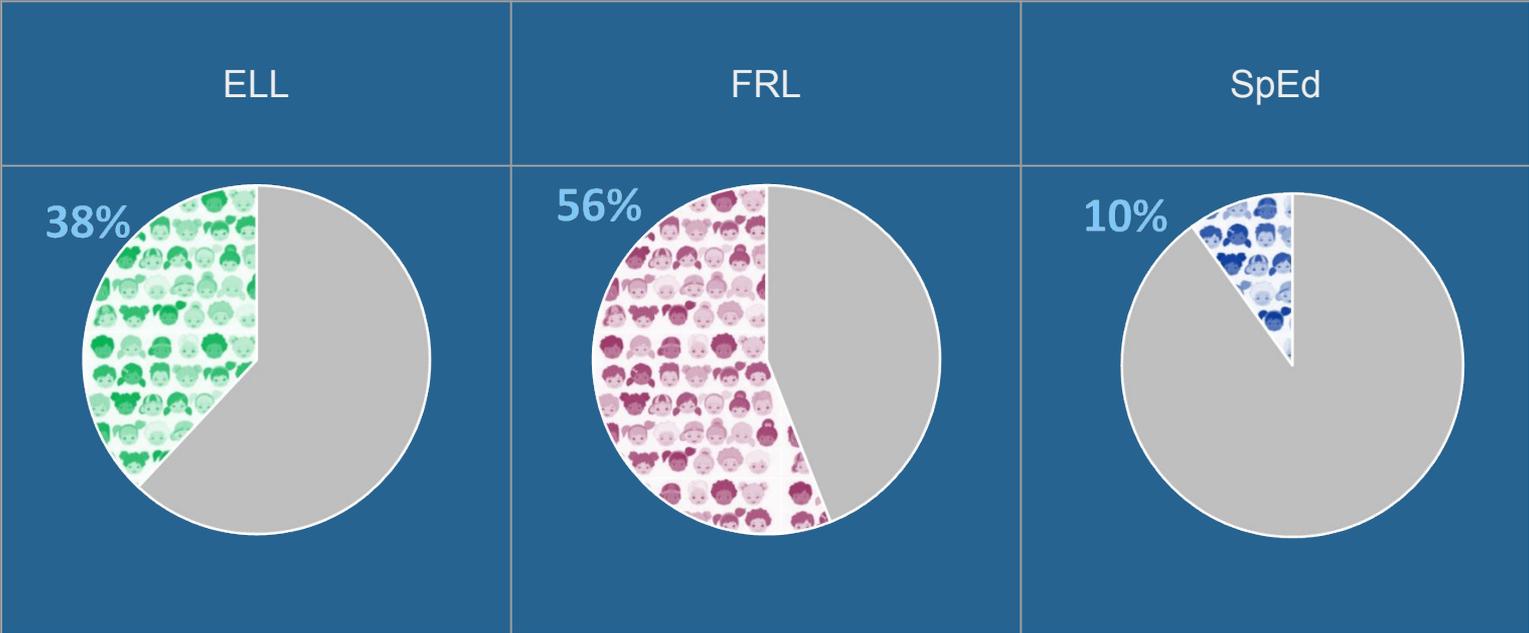


School Enrollment

395

Students

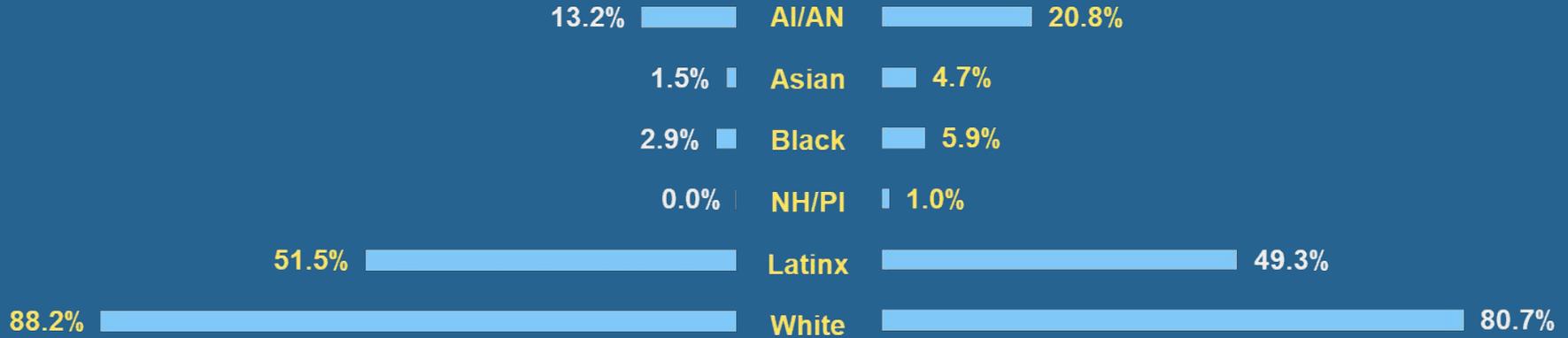
Program Enrollment



Teacher/Student Race & Ethnicity Data

Staff

Students



**How do people
experience our
school?**



CELEBRATION

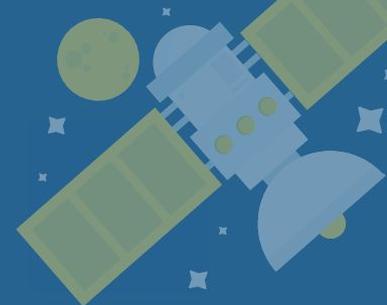


Bright Spots...

93% of students at Garfield say that their teachers want them to do their best.

One said, “When I’m feeling like a can’t do the next problem and I raise my hand, my teacher tells me to do my best and try and little harder and she helps me if I need it too”.

88% of 3rd-5th grade students say that their teachers want them to work their hardest. When asked, “Does your teacher want you to work your hardest”.





Priorities for Change...

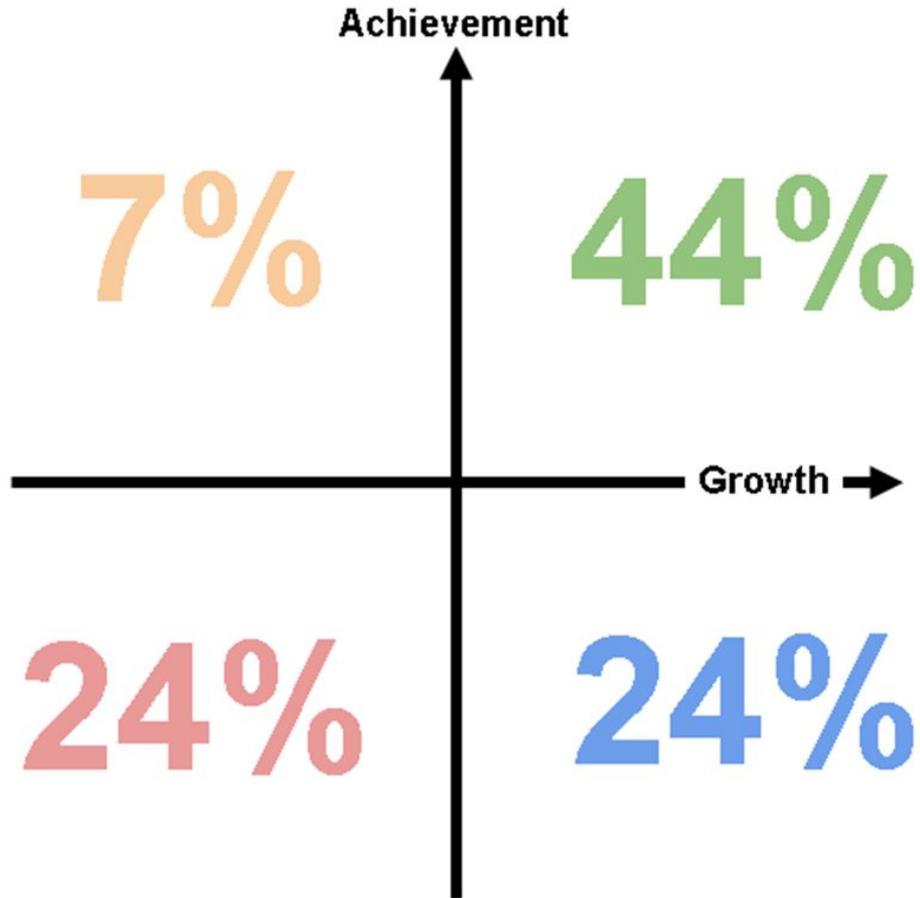
46% of student feel that they can be themselves with other students.

55% of students feel like a part of their school community.

How are our
students
doing?



STAR Reading (Both Languages) - School Growth



**Where do we
want to be?**



Why do we
exist?



Mission

Garfield Elementary School provides an enriching opportunity for our students to thrive by developing pride in their unique identities as competent, bilingual, dual literate, and multicultural individuals while meeting grade level standards.

**Where do
we want
to go?**



School Goal

All students will feel like they can be themselves at school and feel connected to their school community.

Objective 1:

60% of students will feel that they can be themselves with other students.

Objective 2:

70% of students will feel like a part of their school community.

School Goal 2

All students will see themselves as readers and increase their interest in reading activities.

Objective 1:

70% of students at Garfield will demonstrate above average growth in reading in one language or the other based on STAR.

**How are we going
to get to where we
want to be?**



Strategies - Goal 1: All students will feel like they can be themselves at school and feel connected to their school community.

Objective 1

- Students will participate in the racial equity lessons where they will explore more about themselves and others.
- Break spaces
- Morning and afternoon meeting
- Using the SEL Curriculum:
Caring School Communities

Objective 2

- The school will hold monthly in person assemblies
- We will continue the Golden Awards monthly
- Buddy classes between upper and lower grades
- Schoolwide events

Strategies - Goal 2: All students will see themselves as readers and increase their interest in reading activities.

Objective 1

- Teachers will align on what they are teaching by utilizing the adopted curriculum.
- Students will utilize aligned curriculum strategies for reading activities.
- Students will participate in creating writing and presentations to help develop a sense of ownership and pride in their work and progress.
- We will have opportunities to do buddy reading both within the school and with high school DLI students.

D. Kathryn Jones Harrison Elementary School

School Improvement Plan Overview

**Kathryn Jones Harrison
Elementary**

November 2022



**Where are we
now?**



Who are
we?



School Enrollment

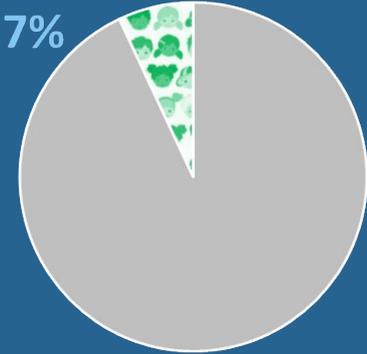
287

Students

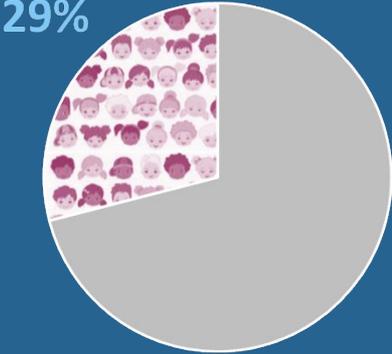


Program Enrollment

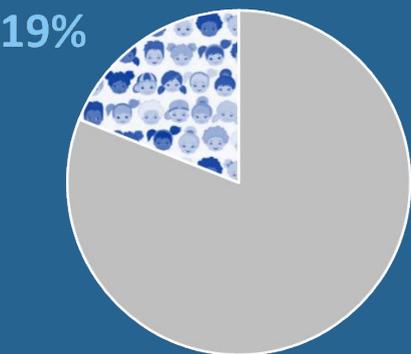
ELL



FRL



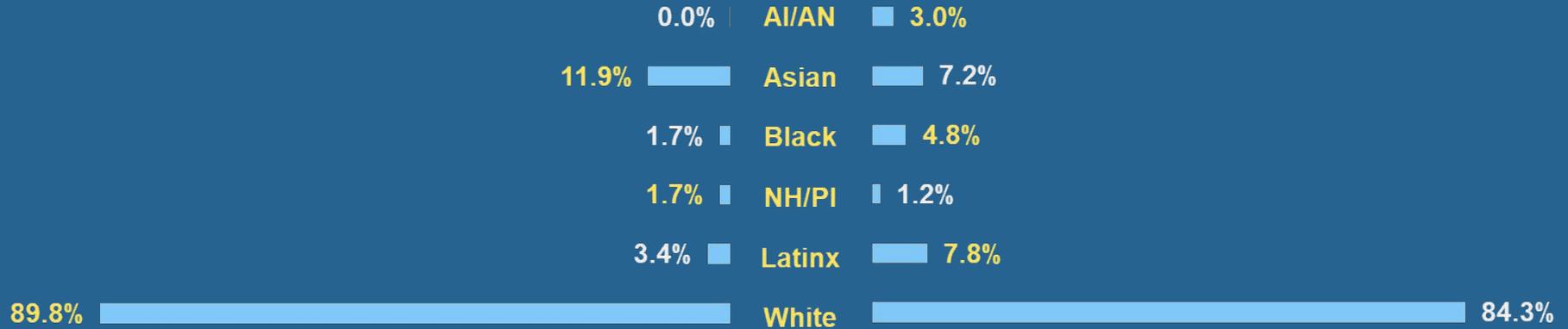
SpEd



Teacher/Student Race & Ethnicity Data

Staff

Students

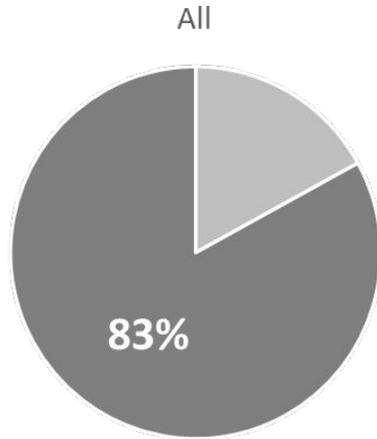


How do people experience our school?

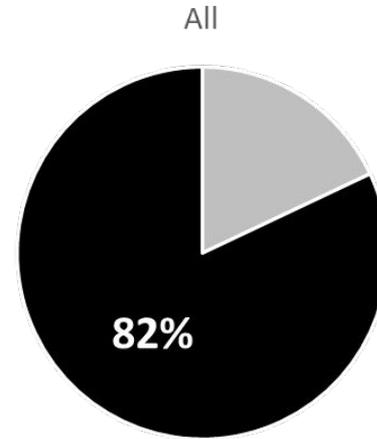


Engagement

Teacher Experience

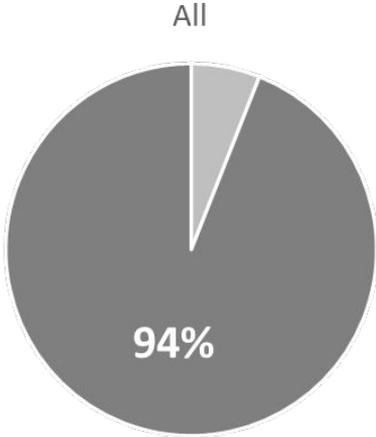


Student Experience

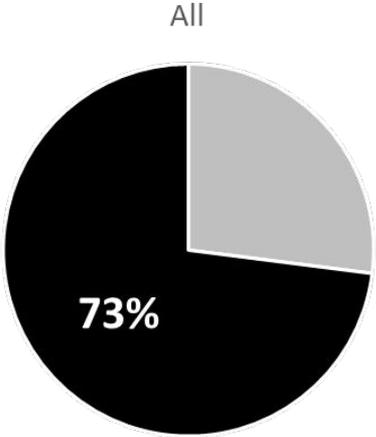


Relationships

Teacher Experience



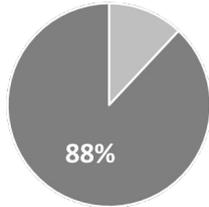
Student Experience



Diversity, Equity & Inclusion

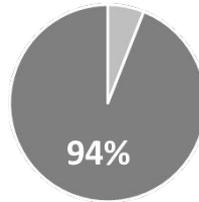
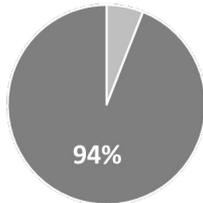
Teacher Experience

Adults from my school value people of different races or ethnicities



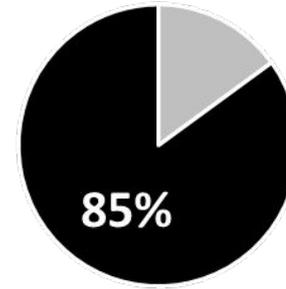
Adults from my school value people of different gender identities (e.g. Men, Women, Transgender, people who identify in a different way, etc.)

Adults from my school value people of different countries



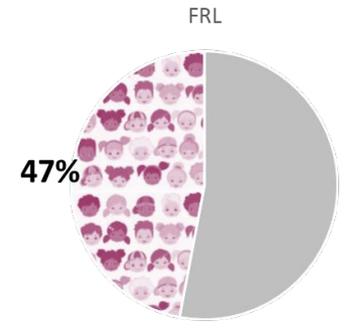
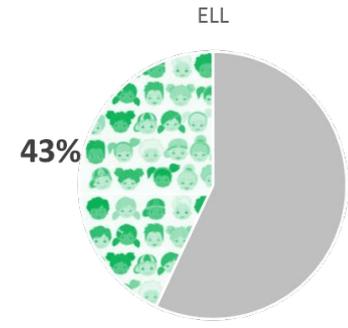
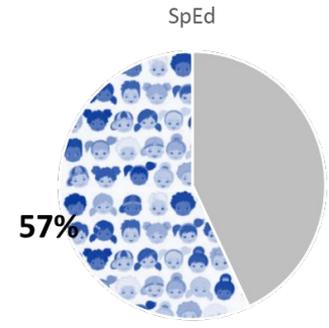
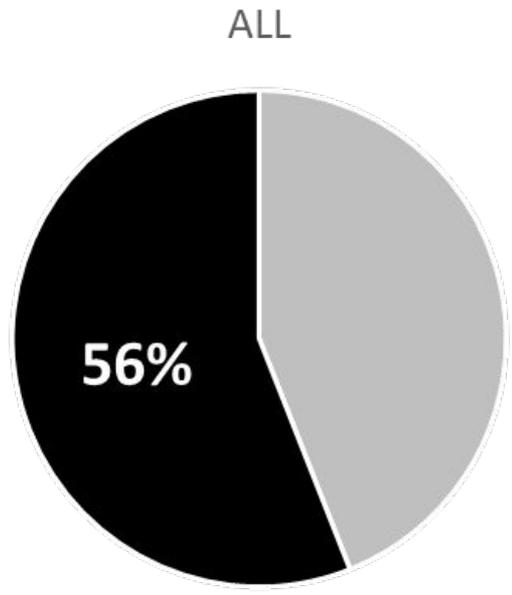
Student Experience

Do adults in your school respect people from different backgrounds? (People with different skin colors, boys and girls, people from different countries)



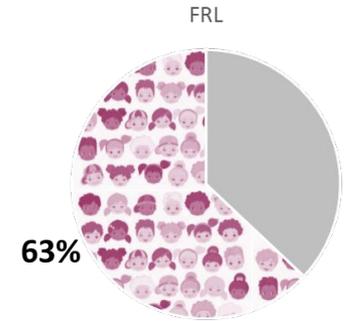
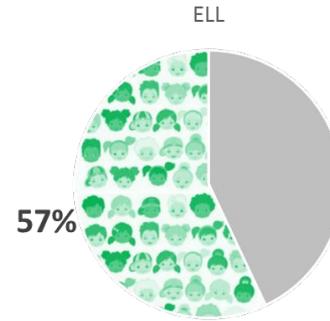
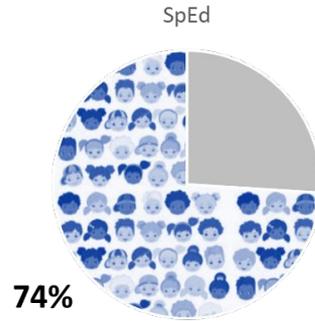
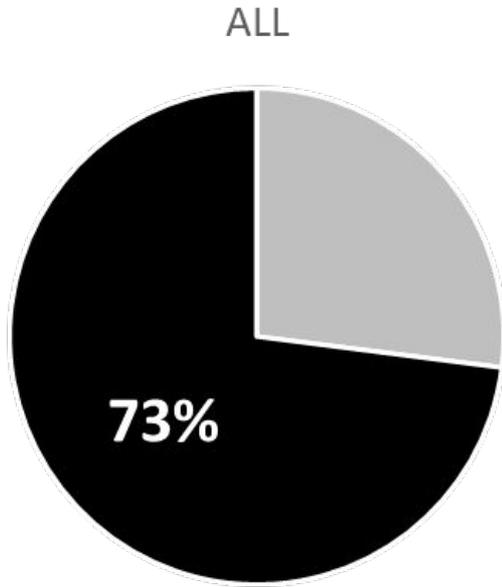
Theme: Belonging

Grades 3-5



Theme: Relationships

Grades 3-5

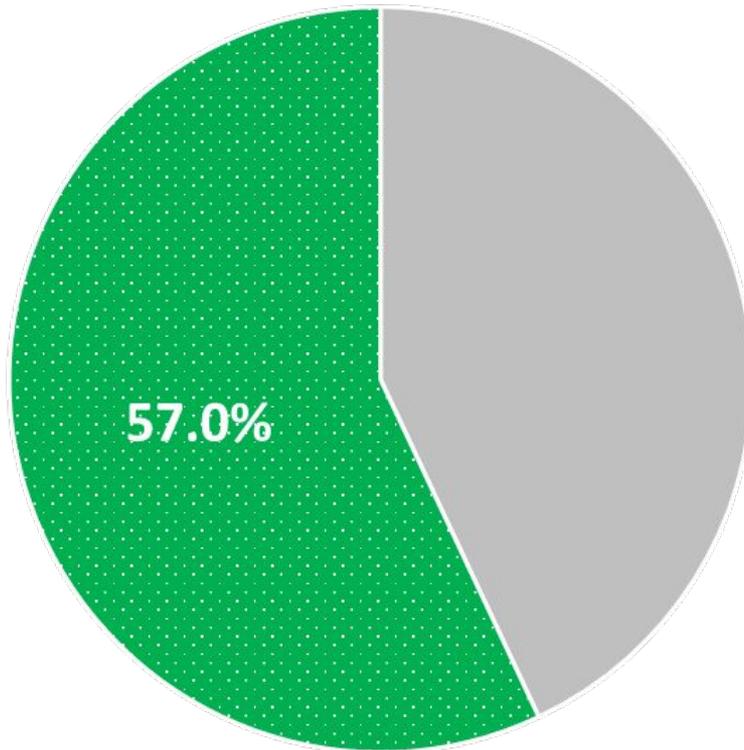


How are our student doing?



Oregon Assessment: English Language Arts - ALL GRADES

Percent Met



Participation Rate = 87.5%

STAR English Reading - School Growth

Achievement

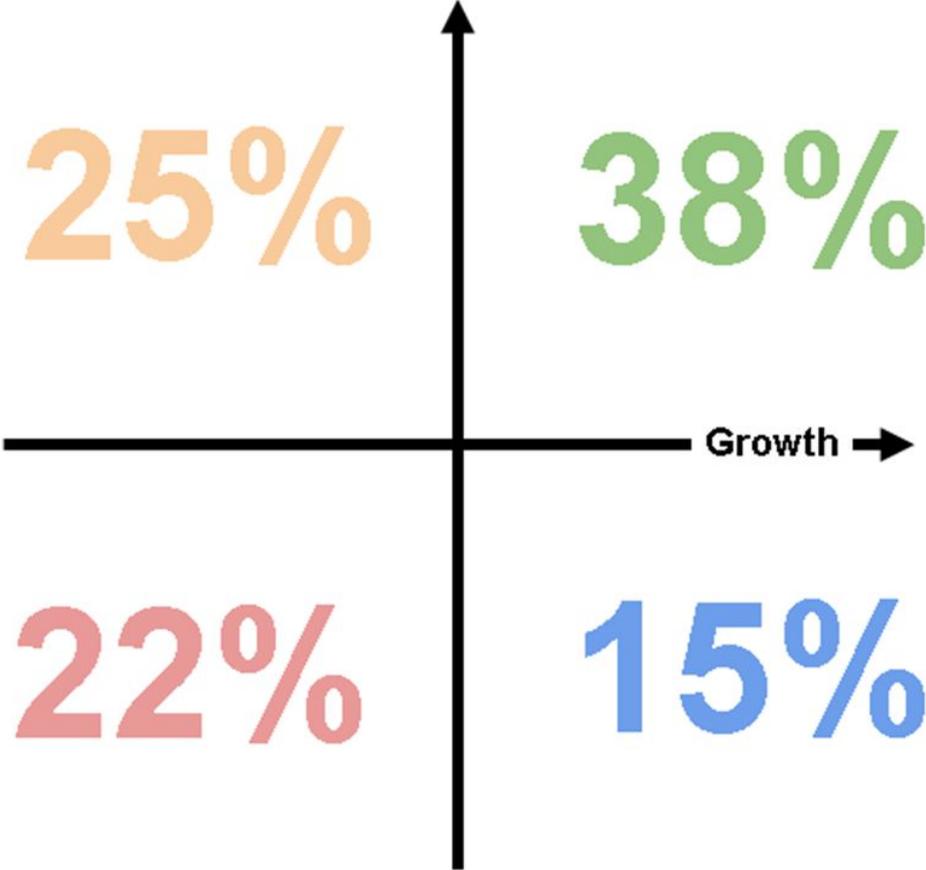
25%

38%

Growth

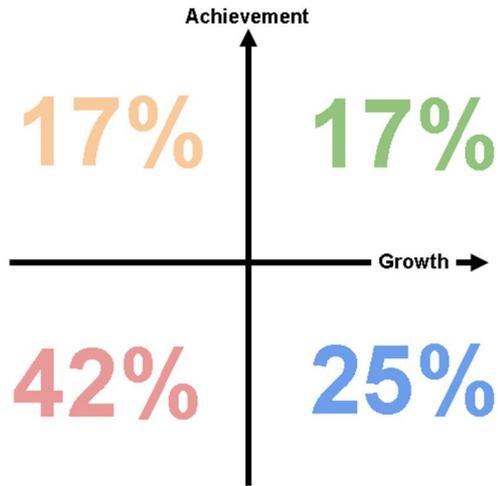
22%

15%

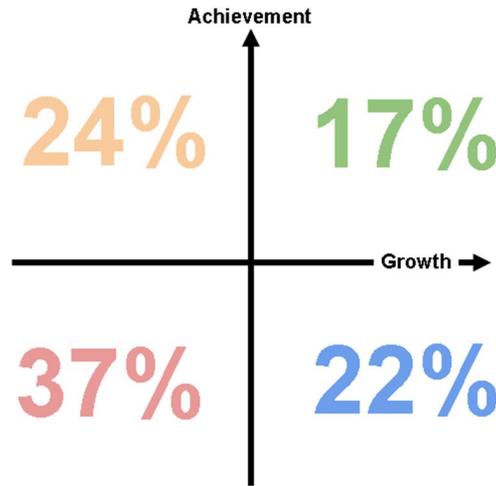


STAR English Reading - Growth - Disaggregated by Program Participation

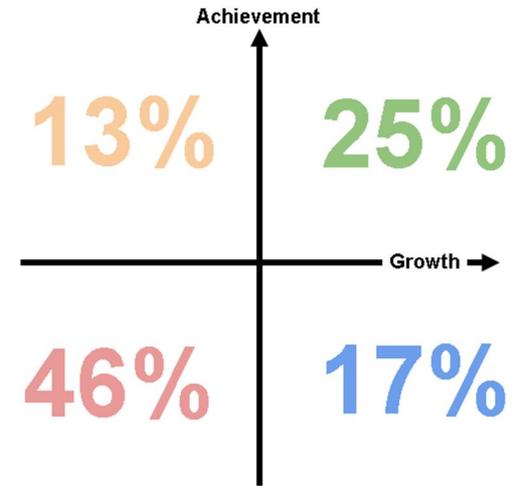
ELL



FRL

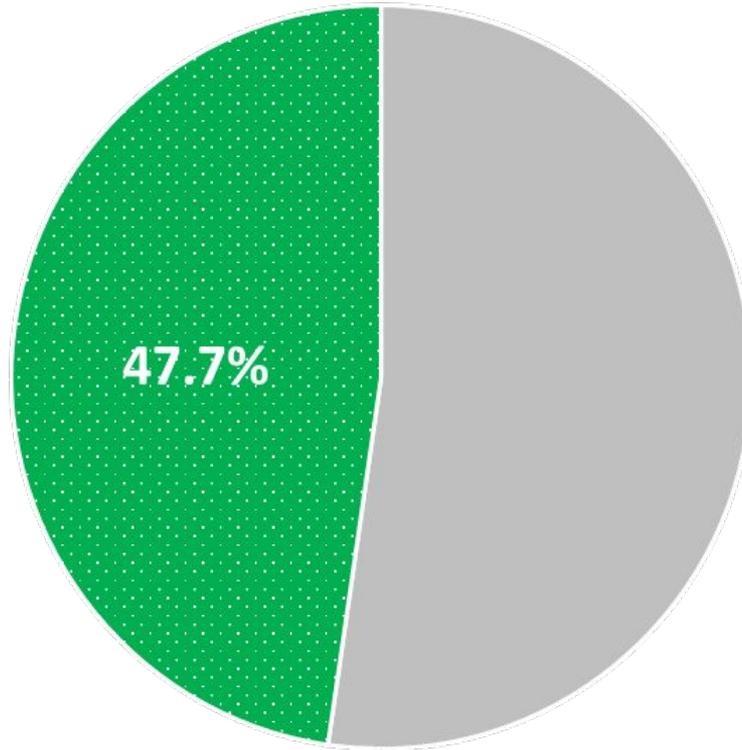


SpEd



Oregon Assessment: Mathematics - ALL GRADES

Percent Met



Participation Rate = 87.3%

STAR English Math - School Growth

Achievement

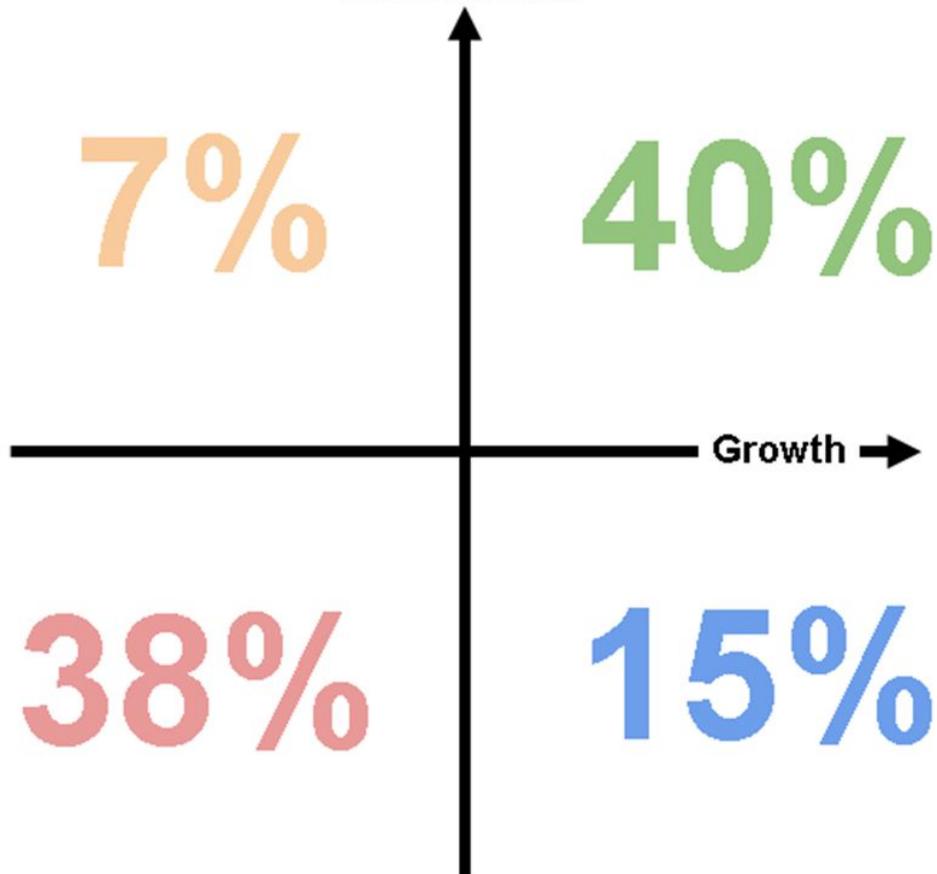
7%

40%

Growth

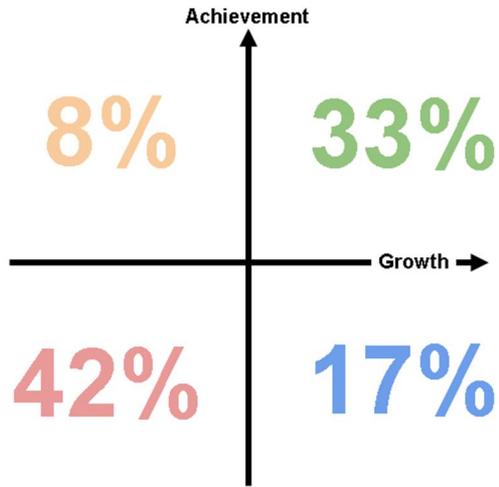
38%

15%

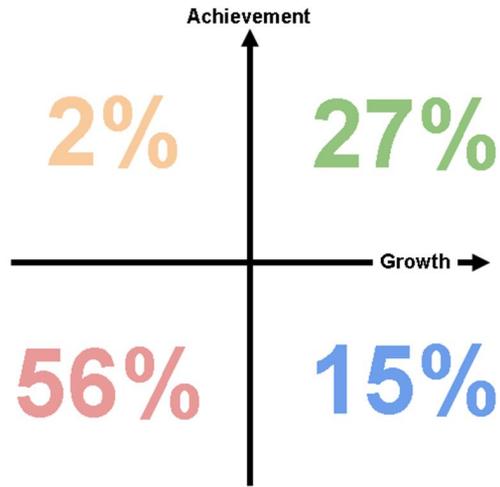


STAR English Math - Growth - Disaggregated by Program Participation

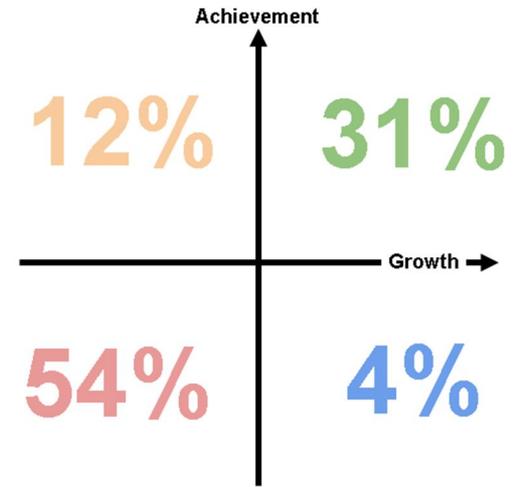
ELL



FRL



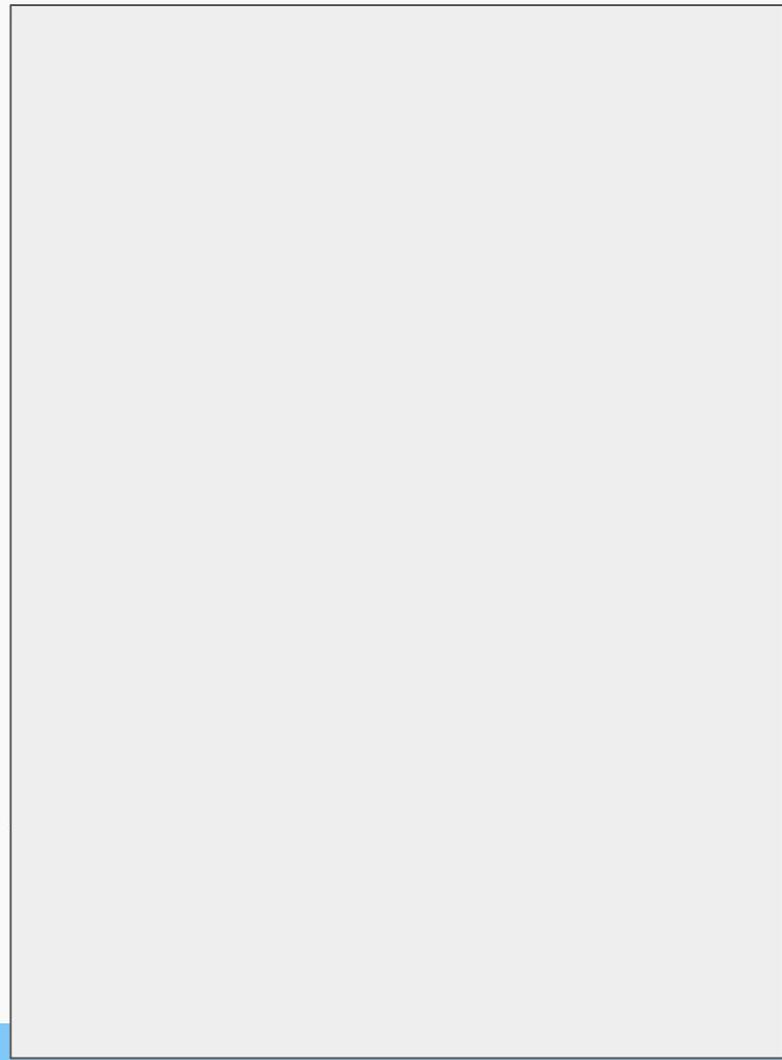
SpEd



**Where do we
want to be?**



Why do we exist?



Mission, Vision, and Values

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
- ❖ Kindness
- ❖ Perseverance
- ❖ Integrity
- ❖ Creativity
- ❖ High Expectations

Where do
we want
to go?



School Goal 1

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.

Objective 1: **Student Agency**

Students will increase their positive learner perceptions on the Math Mindset Student Survey from 27% to 40% by June of 2023.

Objective 2: **Curriculum**

By June 2023, 60% of 3rd - 5th grade students will demonstrate high growth and high achievement in math as measured by STAR.

School Goal 2

Students develop an authentic sense of identity, belonging, and confidence through trusting relationships with each other, staff, and our collective school community.

Objective 1: **Belonging**

Students' sense of **belonging** 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.

Objective 2: **Relationships**

Students' sense of **relationships** 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.

**How are we going
to get to where we
want to be?**



Strategies - Goal 1

Student Agency

- Intentional instruction on Math Mindsets and Classroom Norms
- Developing students' perception of real-world math applications
- Increasing student-to-student mathematical discussions

Curriculum

- Aligned K-5 Bridges Math Curriculum
- Professional Development with Math Specialists
- Deepening knowledge around assessments
- Collaboration the colleagues and specialists

Strategies - Goal 2

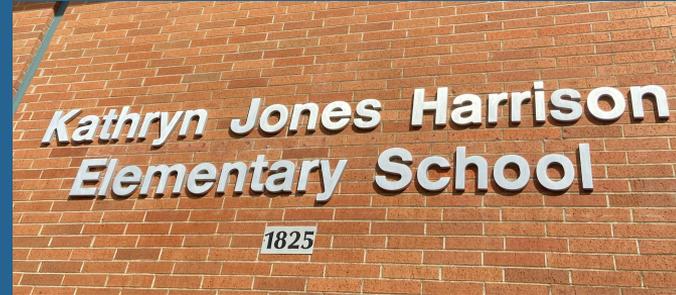
Belonging

- Shift PBIS system
- Establish SAFE and Pride clubs
- Sustain Implementation of Caring Schools Community curriculum
- Focus on Relational Recess opportunities

Relationships

- Intentional, frequent connections
- Establishing Core Team
- Collective community building
- Create affinity spaces for students, staff, and families
- Focus on discussing and identifying Trusted Adults for students.

CELEBRATION



E. Letitia Carson Elementary School

School Improvement Plan Overview



November 2022



Where are we now?



Our 4th graders in this image visiting David and Letitia Carson Land (Fall, 2022)

Who are we?

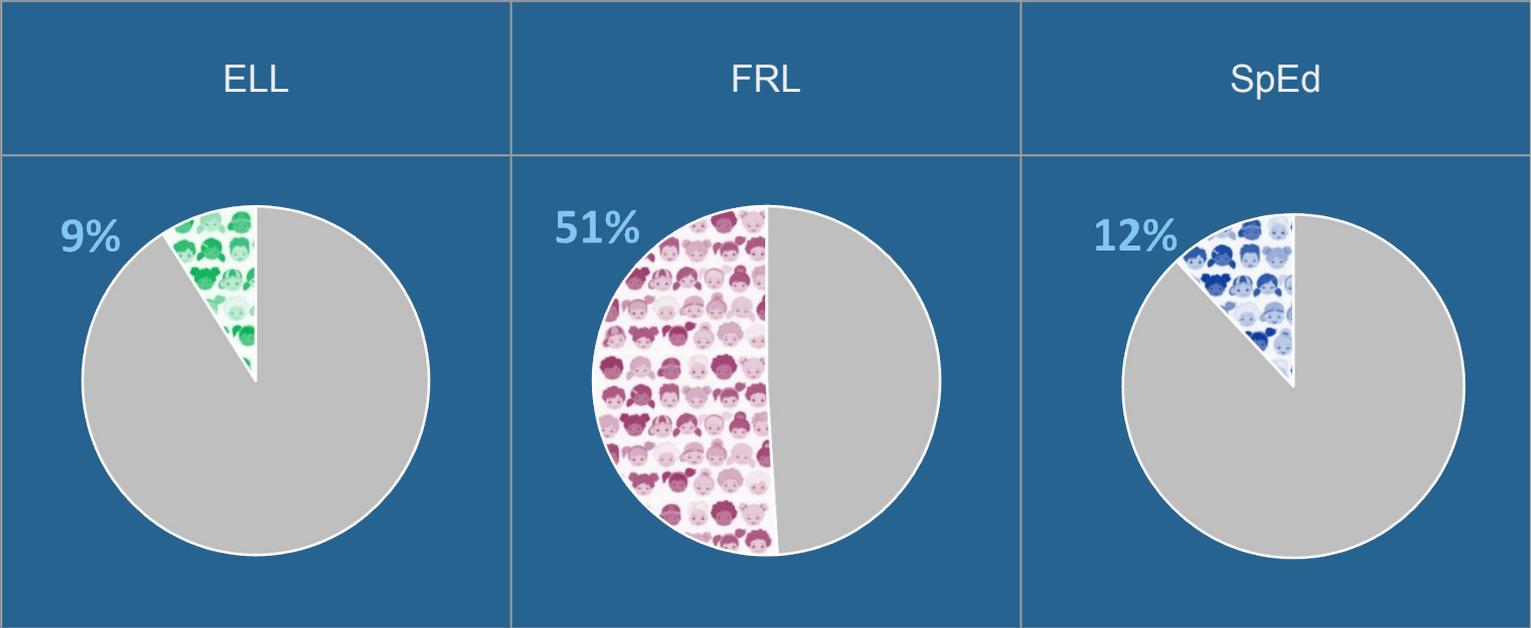
The 2022-23 school year has brought a celebration of our new name, new learning spaces, expanded opportunities in learning, and powerful new community partnerships!



394 Students



Program Enrollment



Self-Identified Race & Ethnicity

Staff

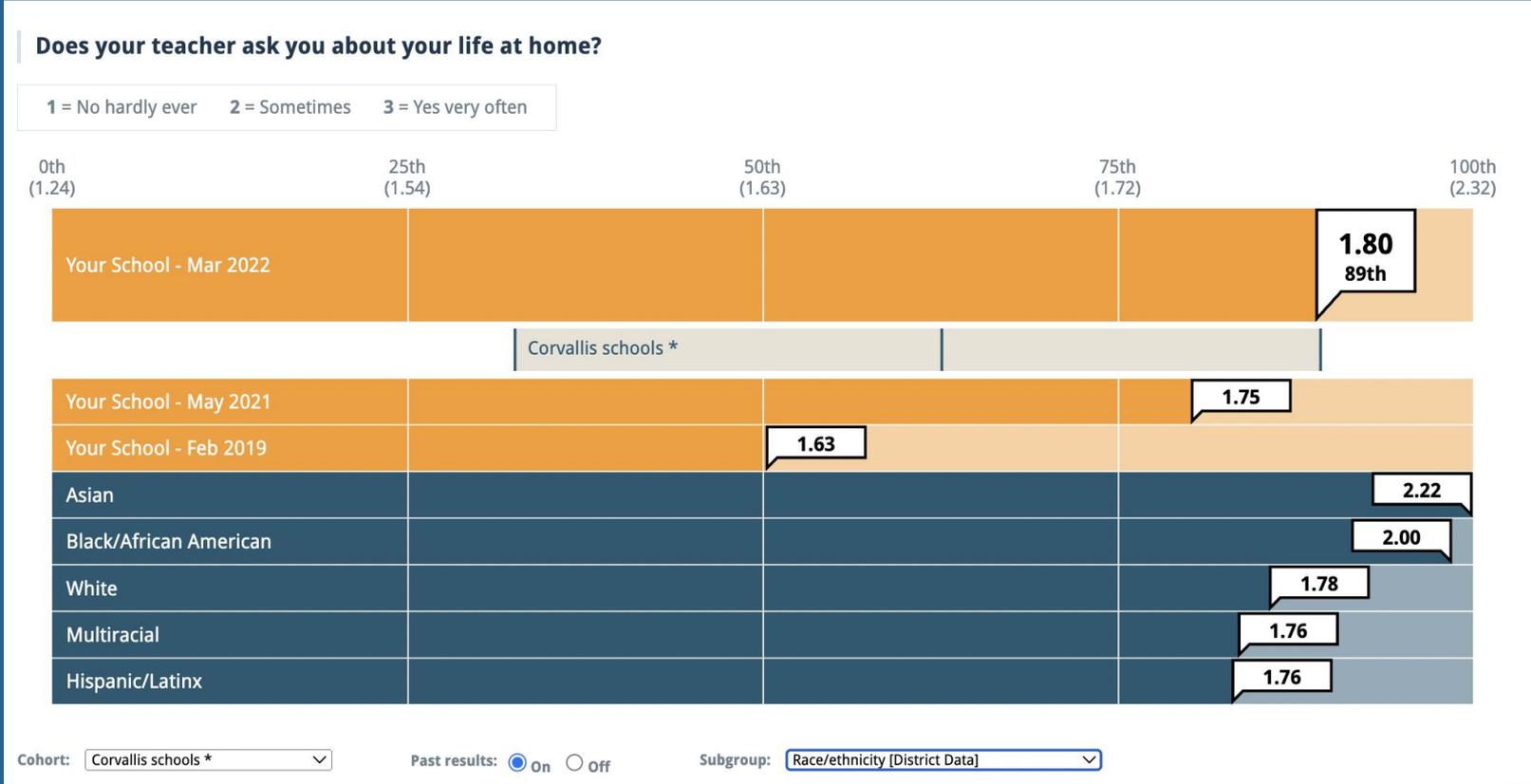
Students



**How do people
experience our
school?**



Relationship building is essential in all schools especially those with high needs and mobility

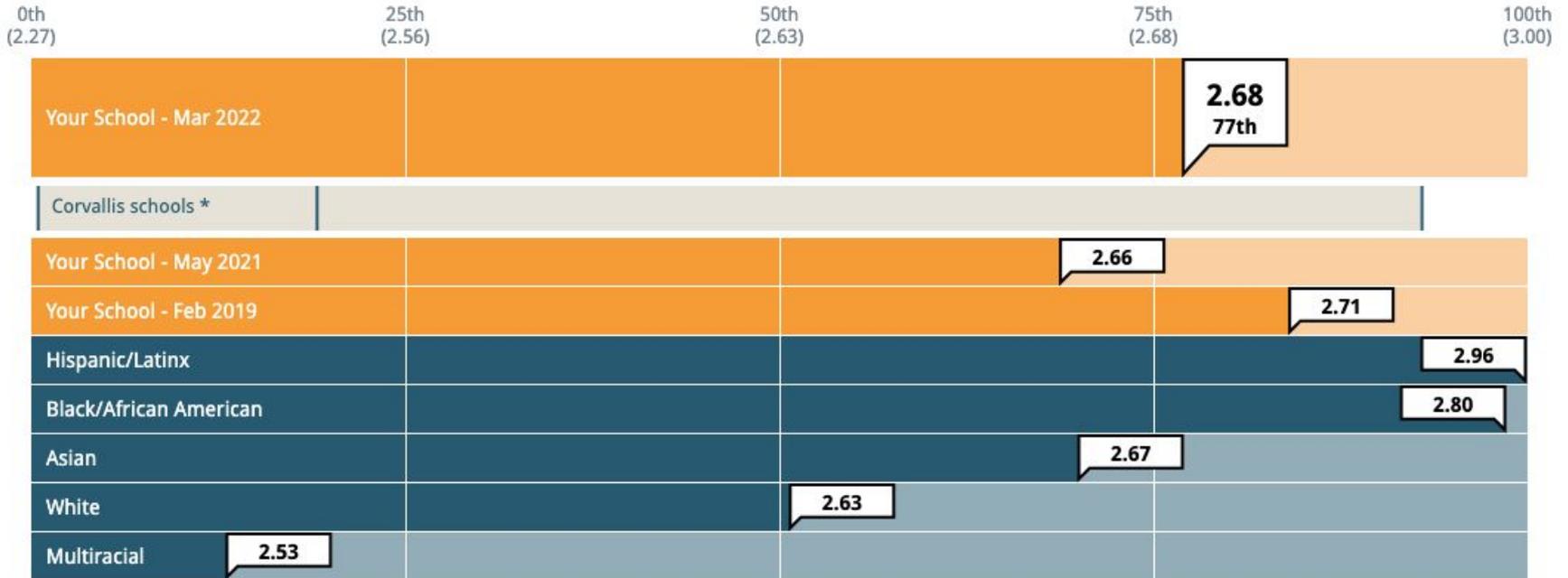


Adding SEL programs such as morning circle and equity lessons support time for teachers to connect with students regarding life outside of school.

High expectations and belief in all kids is the Letitia Carson way!

Does your teacher ask you to keep trying when the work gets hard?

1 = No not very much 2 = Somewhat 3 = Yes very much



Cohort: Corvallis schools *

Past results: On Off

Subgroup: Race/ethnicity [District Data]

How are our students doing?

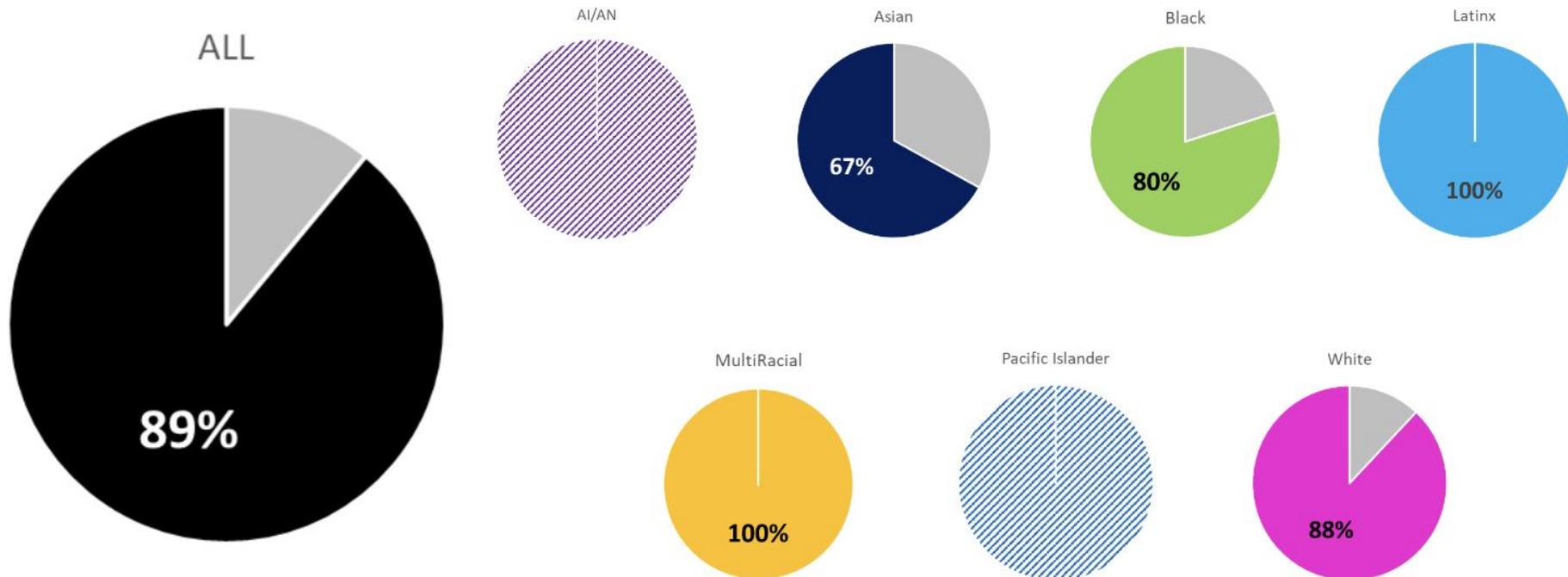
“More than buildings are being constructed at LC”



Celebration

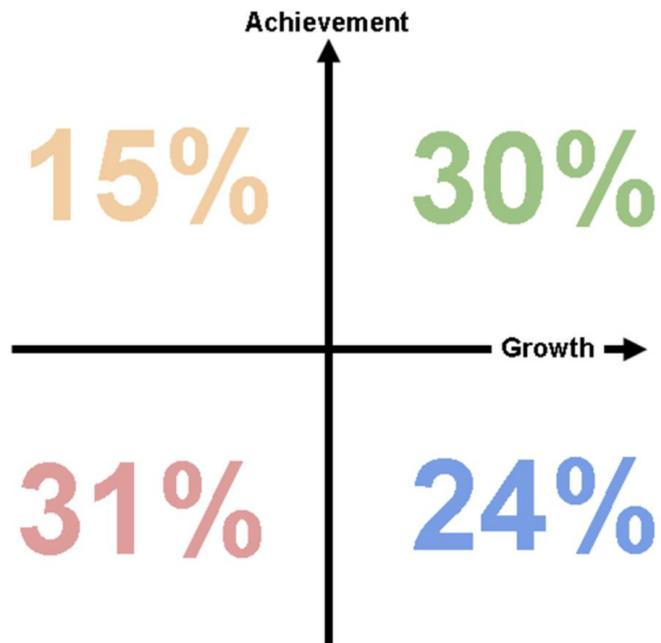
Theme of Engagement:

Do students perceive high expectations and feel engaged with their school and their education? (graphs below show yes)

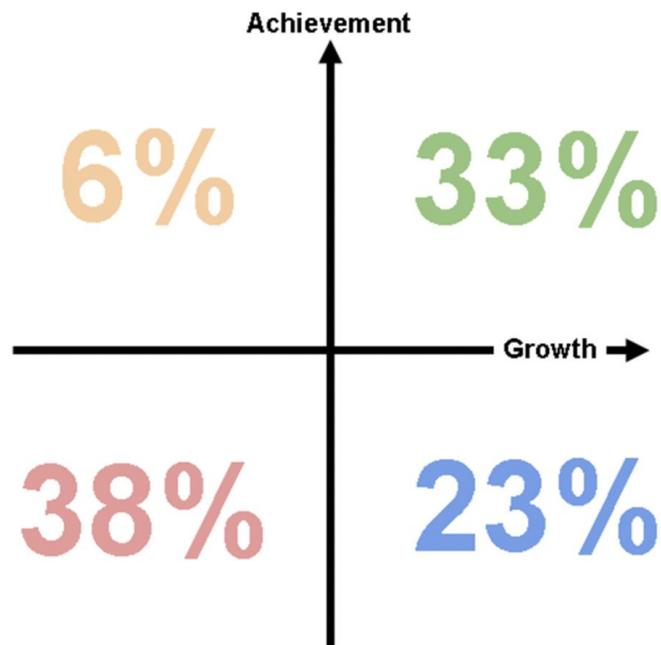


Student Achievement

STAR English Reading - School Growth

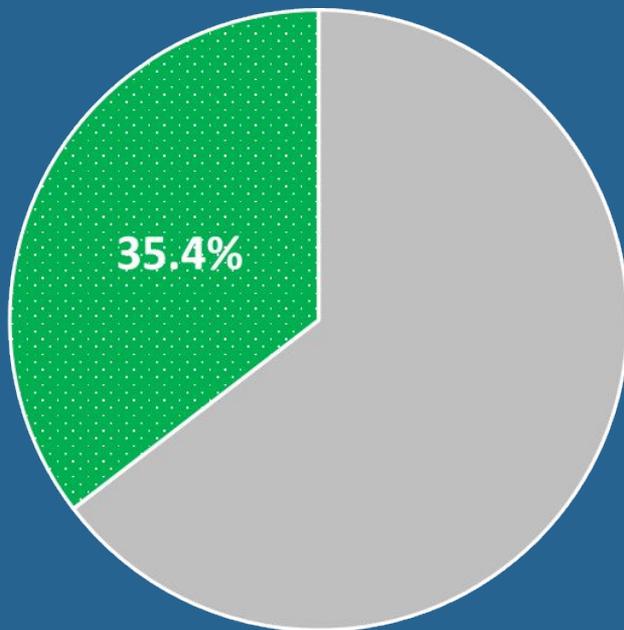


STAR English Math - School Growth



54% of LC students showing above average growth in reading
56% of LC students showing above average growth in math

Oregon Assessment: English Language Arts - 3rd-5th

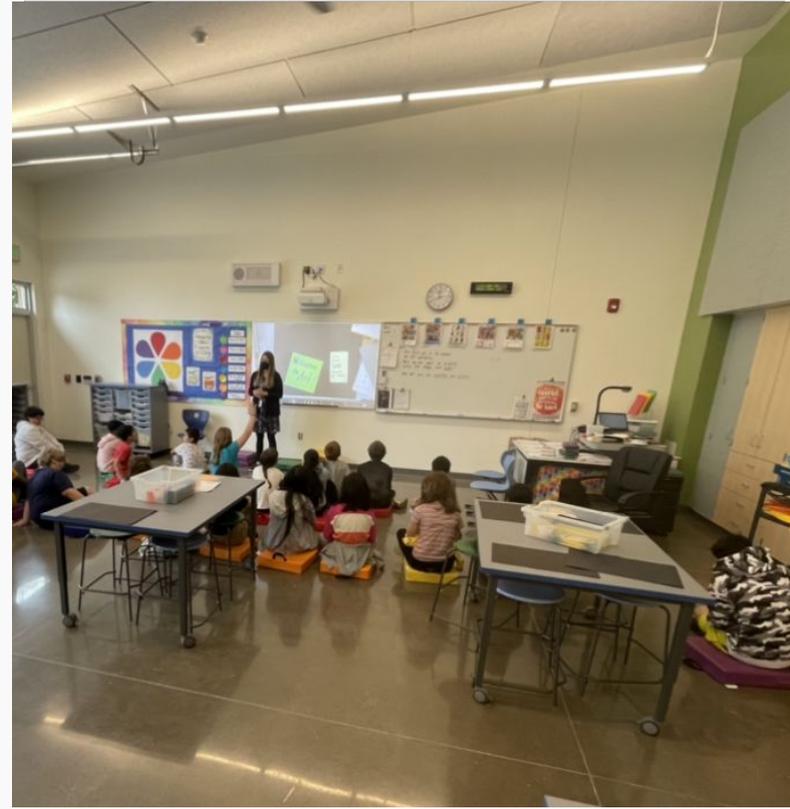


The Pandemic had disparate impacts on high opportunity schools such as Letitia Carson. We are seeing growth and working collaboratively on recovery of learning for our students.

**Where do we
want to be?**



**Where do
we want
to go?**



Goal #1: Bolster Relationships and School Connectedness

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.



Objective 1: Increase School Participation

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%

Regular Attender Rate

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022 **
81.8	78.9	79	*	76.4	64.4

2022-23
Goal:
>12%
76.5% RA

2023-24
Goal:
>6%
82.4%

Objective 2: Increase Student Sense of Belonging

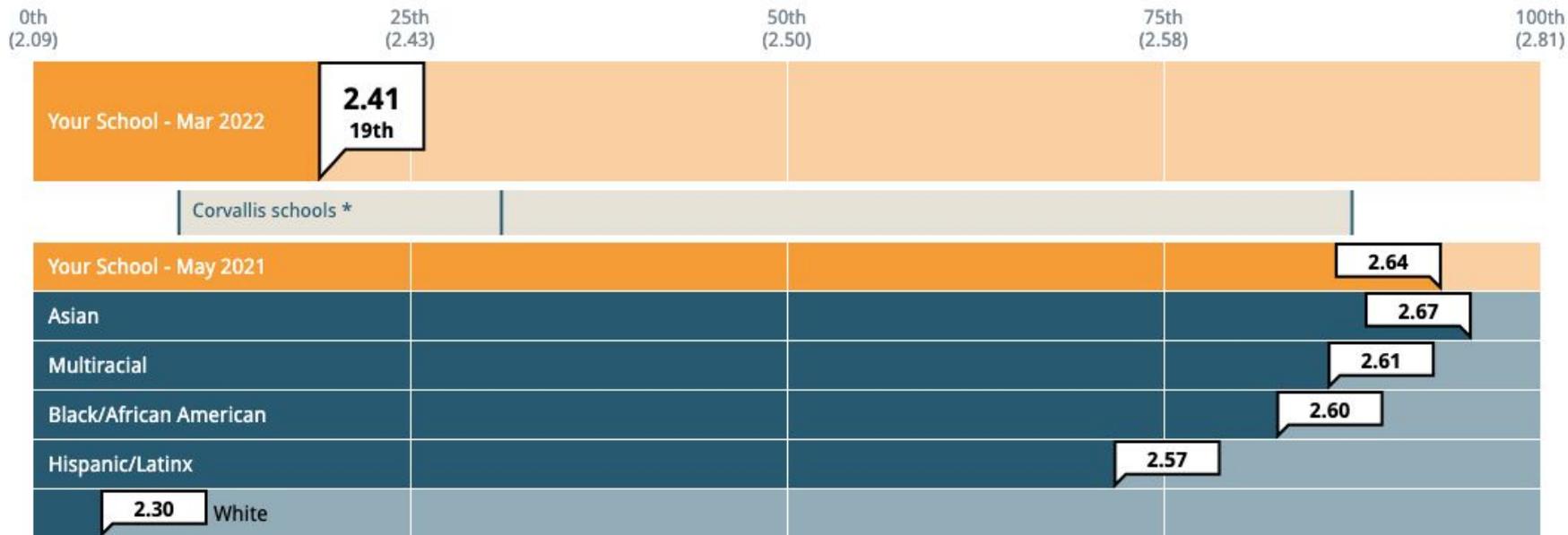
Belonging as measured by YouthTruth:

“Do you feel like a real part of your school community?”

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.

Do you feel like a real part of your school community?

1 = No hardly ever 2 = Sometimes 3 = Yes very often

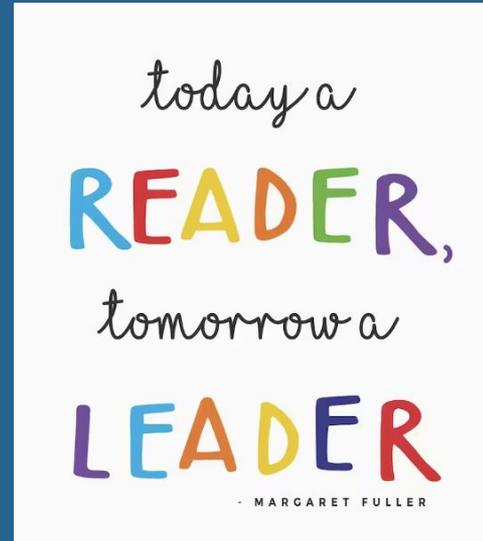


Cohort: Corvallis schools *

Past results: On Off

Subgroup: Race/ethnicity [District Data]

Goal #2: Increase Student Achievement in Reading



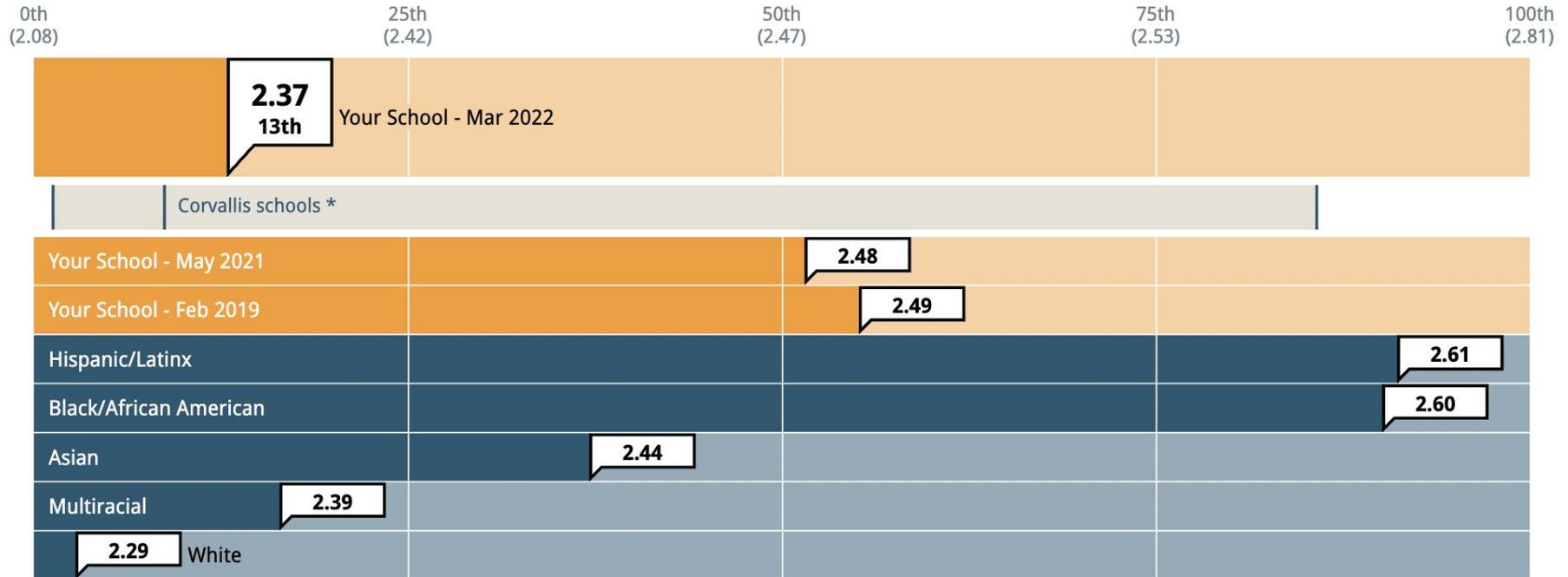
Objective 1: Increase Reading Achievement

By June, 2023, we will see an increase our summative 3rd to 5th reading scores by 7.72% of students meeting or exceeding standard from 34.7% to 42.42%.

Objective 2: Increase Academic Challenge

Does the work you do for class make you really think?

1 = No hardly ever 2 = Sometimes 3 = Yes very often



Objective 2: Increase Academic Challenge

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.

**How are we going
to get to where we
want to be?**



Strategies - Bolster Relationships and School Connectedness

Objective 1

- Partner with PTA to bring positive, equity minded in-person school events that connect families to school
- Improve MTSS systems for attendance utilizing a tiered team
- Admin, Dean, Family Advocate, and counselor develop support plans with students
- Implement school-wide celebration incentive tied to improvement

Objective 2

- Deepen implementation of Caring School Community Core
- Implement equity lessons supporting student connection to community
- Grow and Empower **S.A.F.E.**
- Utilize PBIS team systems and in-person assemblies to support students connecting to their school.

Strategies -Increase Student Achievement in Reading

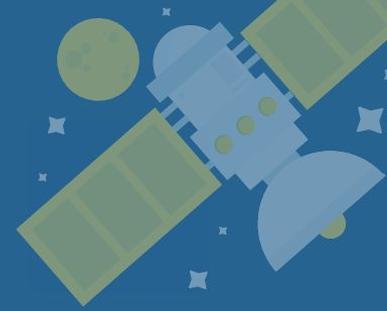
Objective 1

- Focus on implementing core curriculum as intended (CCC Literacy & Bridges Math)
- Utilize MTSS system to strategically provide SIPPS (Systematic Instruction in phonemic awareness, phonics, and sight words w/ Increased Training and support

Objective 2

- Focus on implementing core curriculum as intended (CCC & Bridges)
- Integrate WICOR strategies into staff trainings
- Learn and Implement 5D+ Framework and Rubric
- Learning Walks

At the end of the day...



F. Lincoln Elementary School

School Improvement Plan Overview



November 2022



**Where are we
now?**



**Who are
we?**

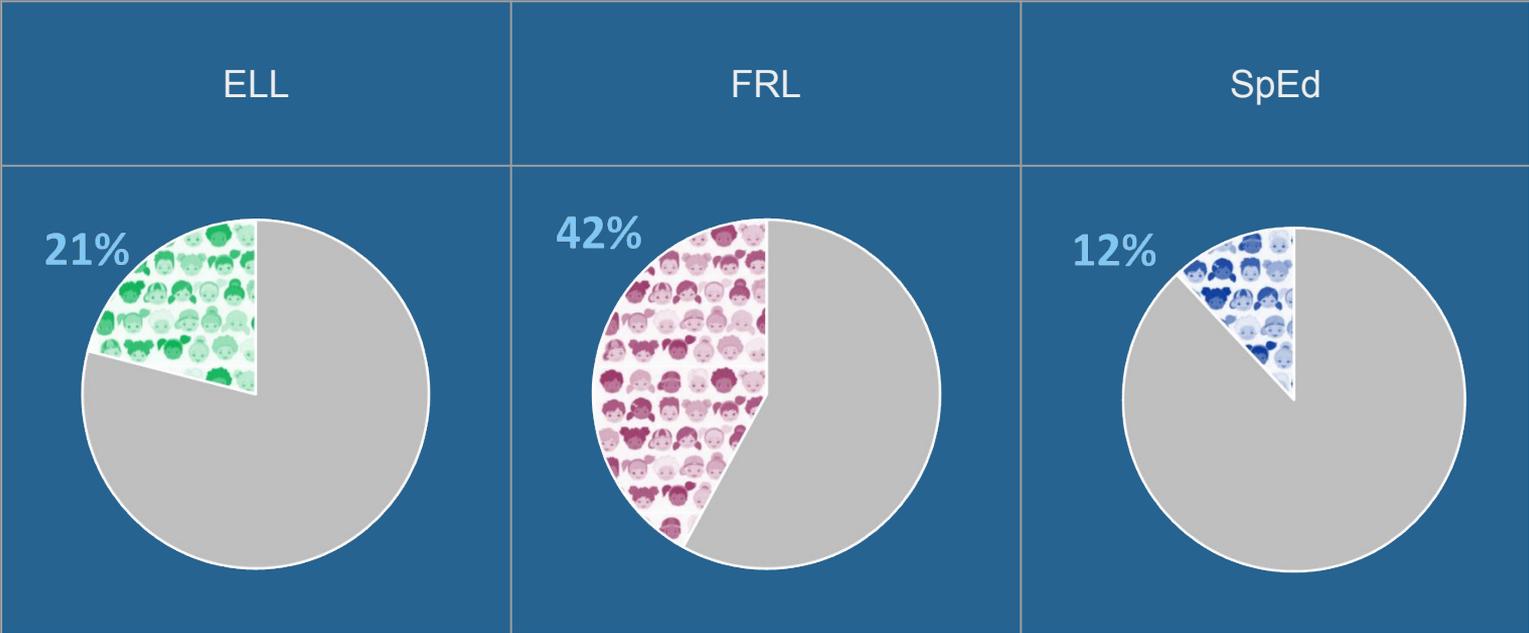


School Enrollment

327

Students

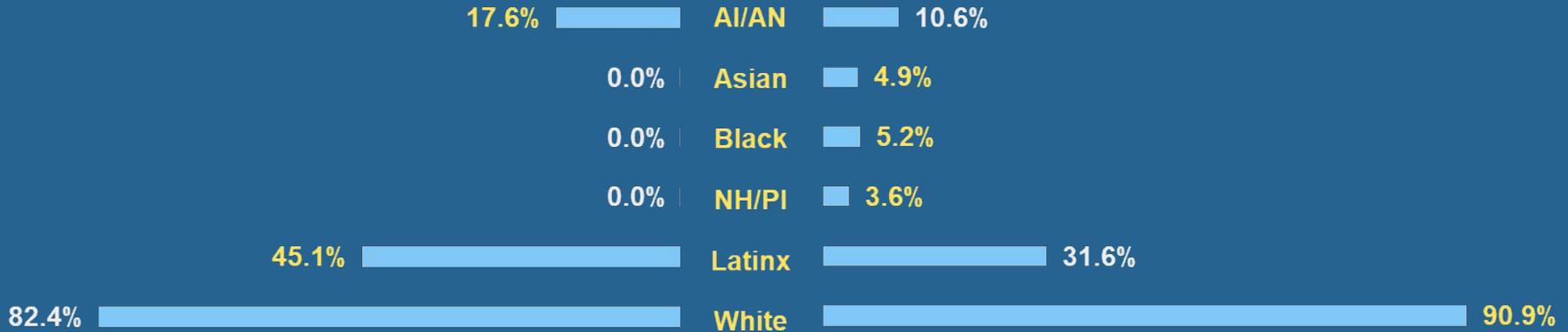
Program Enrollment



Teacher/Student Race & Ethnicity Data

Staff

Students

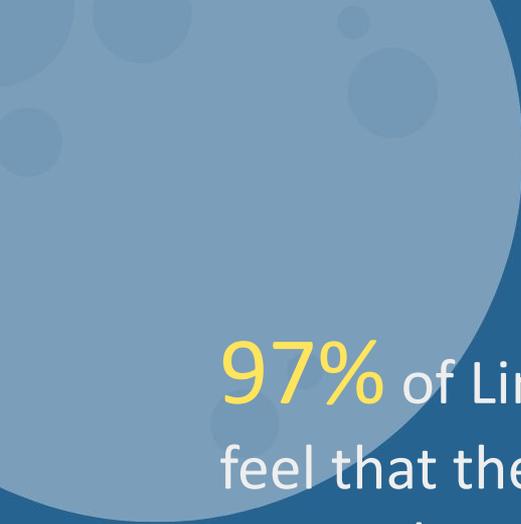
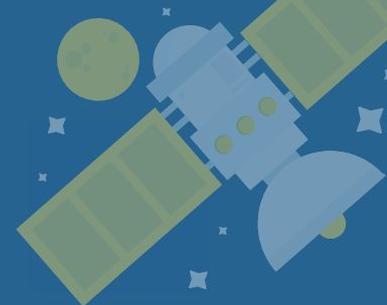


How do people
experience our
school?





CELEBRATION



97% of Lincoln students feel that their teacher wants them to work their hardest and to do their best.

89% of students feel that their teachers care about them.





Priorities for Change...

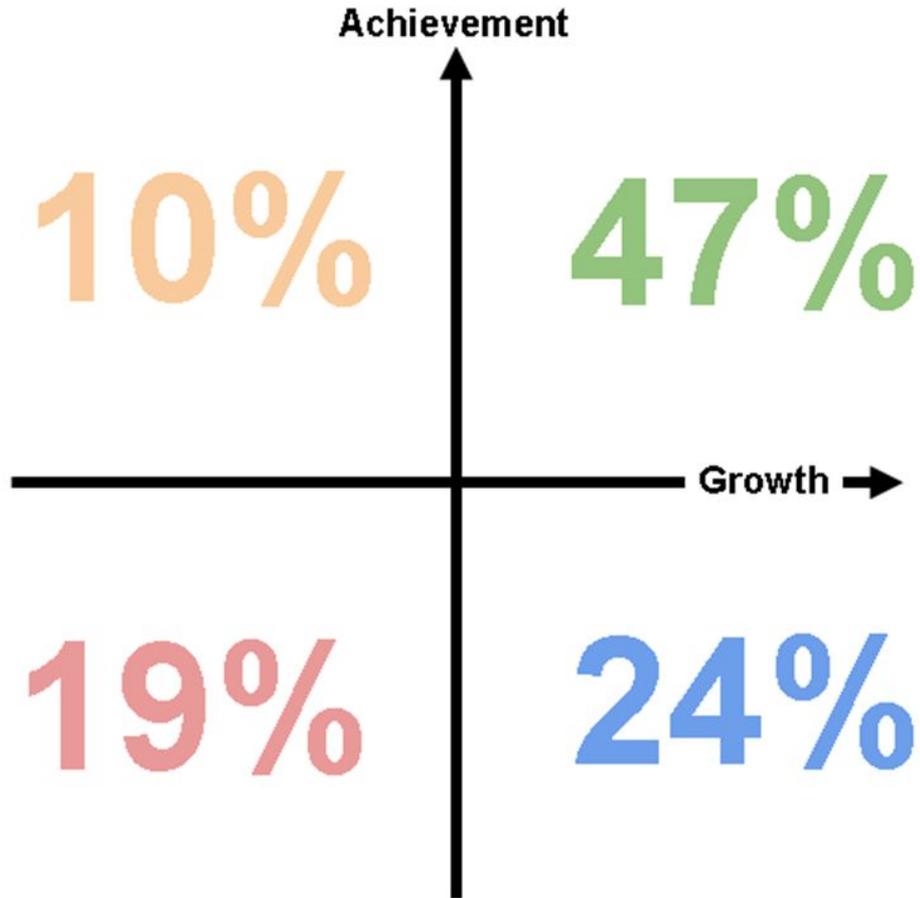
48% of students feel that their classes very often encourage them to think about other ways to solve a problem.

34% of students feel like what they learn in class helps them outside of school.

How are our
students
doing?



STAR Reading (Both Languages) - School Growth



**Where do we
want to be?**



Why do we
exist?



Mission

Lincoln Elementary School

As a community of bilingual, dual literate and multicultural learners, we prepare for our future by:

- Maximizing our potential
- Growing in knowledge and responsibility through real world, experiential learning
- Caring for the world and the people in it

Dual Language Immersion Program Goals

- Be at or above grade level academically
- Develop high levels of proficiency in their first language
- Develop high levels of proficiency in a second language

**Where do
we want
to go?**



School Goal

All students feel like what they learn at school is relevant to their experience, ignites their passion, imagination, and creativity.

Objective 1:

60% of students feel like what they learn in class helps them outside of school.

Objective 2:

70% of students feel that their classes very often encourage them to think about other ways to solve a problem.



School Goal 2

All students will see themselves as readers and increase their interest in reading activities.

Objective 1:

70% of students at Lincoln will continue to demonstrate above average growth in reading in Spanish and/or English based on STAR.

**How are we going
to get to where we
want to be?**



Strategies - Goal 1

Objective 1

- The school will hold monthly family nights with themes of literacy, STEAM, and wellness.
- Students will be provided with end of unit projects that reflect the “Core Values for Educational Design”
- Students participate in equity lessons

Objective 2

- Staff professional development on math curriculum and instructional strategies
- Staff participation in instructional rounds
- Students participate in AM and PM community circles and weekly morning assemblies
- SAFE, Lunch Bunch

Strategies - Goal 2

Objective 1

- Students will utilize aligned curriculum strategies for reading activities.
- Professional development, including instructional rounds and facilitated planning sessions, throughout the year to support the implementation of the core literacy curriculum.

G. Mt. View Elementary School

School Improvement Plan Overview



Mountain View Elementary
November 2022



**Where are
we now?**



Who are we?

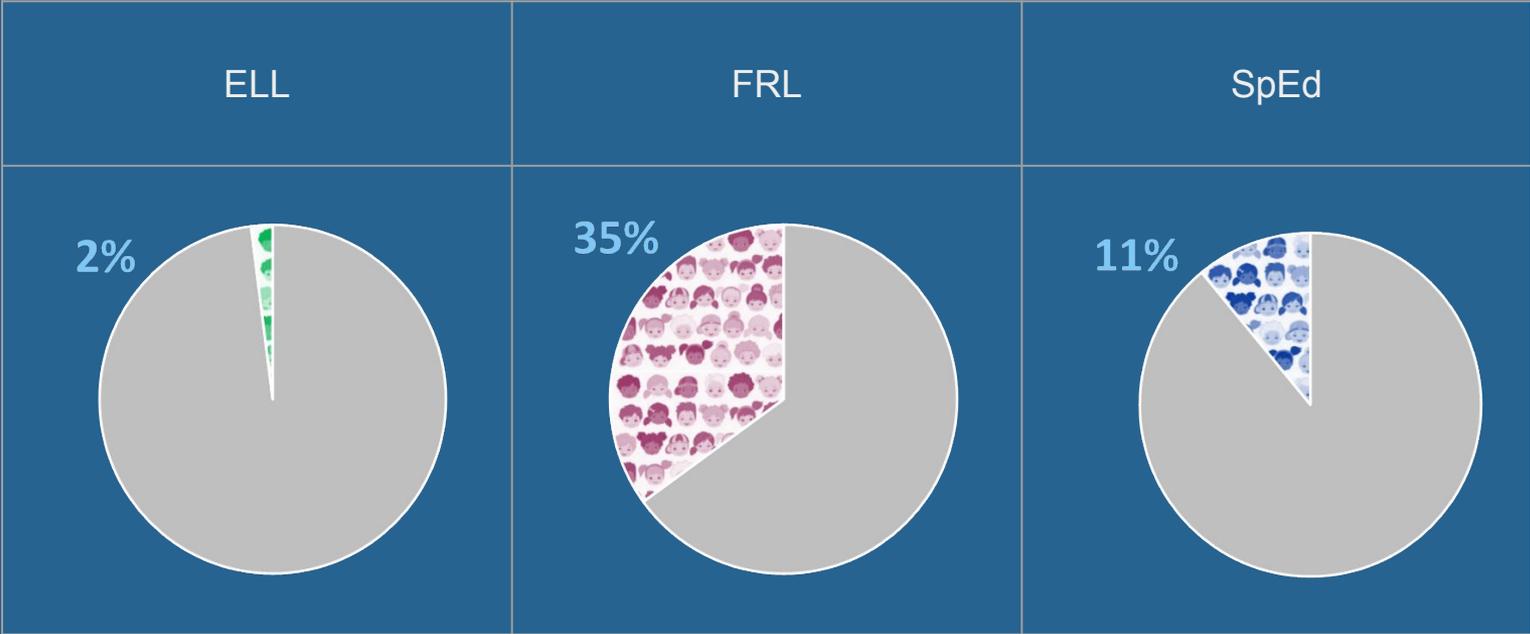


School Enrollment

263

Students

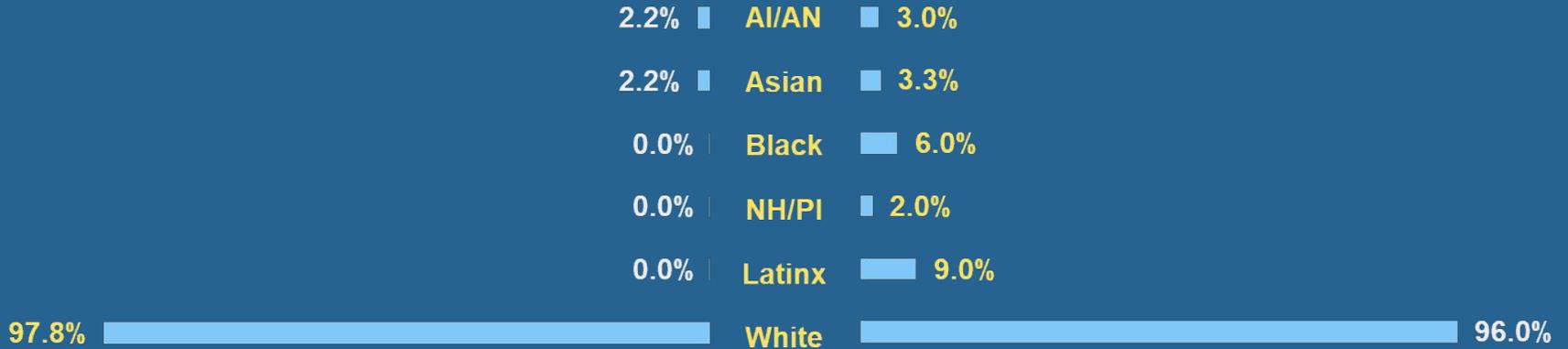
Program Enrollment



Teacher/Student Race & Ethnicity Data

Staff

Students



How do people
experience our
school?

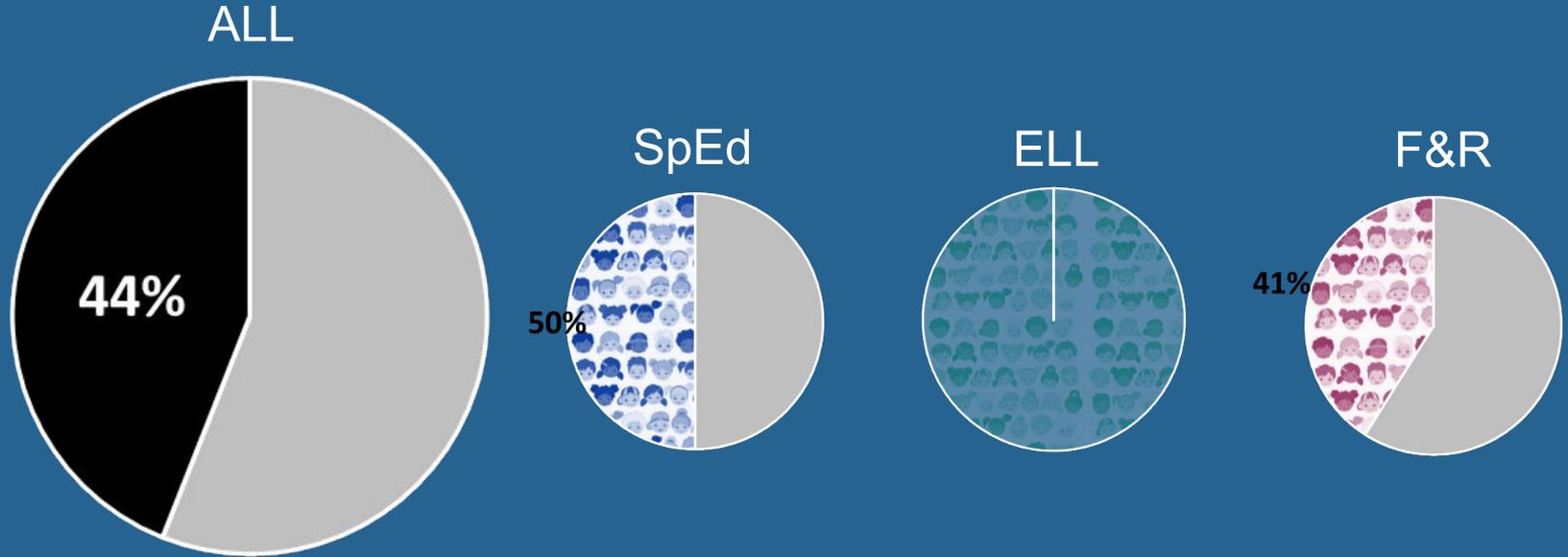


Student Experience: **Attendance**

Regular Attender Rate (%) disaggregated by program participation

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022* *
All	87.1	82.2	82.9	81.9	*	77.7	75.9
FRL	80.2	70.1	72.7	72.1	*	77.7	75.9
SpEd	83.3	78.4	65.4	84.6	*	43.5	68
EL	100	100	100	83.3	*	50	60
EverEL	100	100	100	85.7	*	50	60

Student Experience: **Belonging**



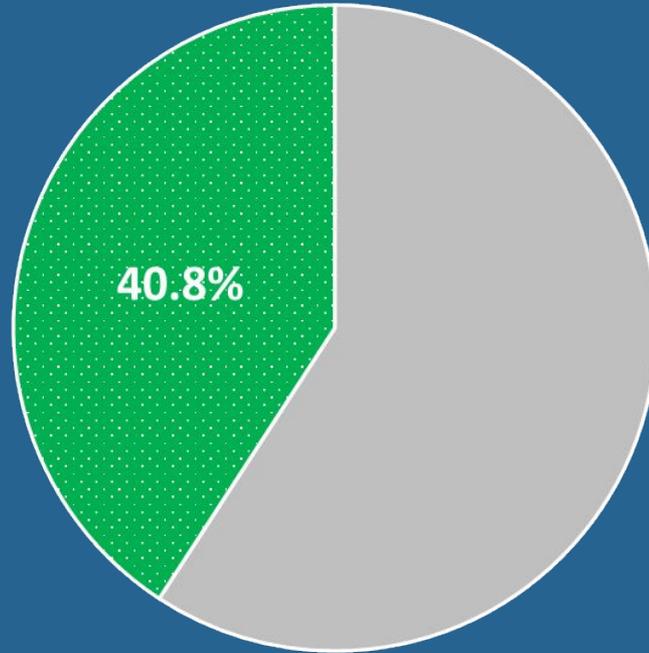
Grades 3 - 5 Youth Truth Survey

How are our
students
doing?



Student Achievement: **Reading**

Percent Met



Oregon State ELA assessment
Grades 3 - 5 Participation Rate = 96.5%

Student Achievement: **Reading**

Group	Low Growth, Low Performance	Low Growth, High Performance	High Growth, Low Performance	High Growth High Performance
All	29%	24%	17%	31%
ELL				
FRL	43%	14%	25%	18%
SpEd	53%	6%	35%	6%

Grades 1 - 5 STAR English Reading Growth

**Where do we
want to be?**



Why do we exist?



“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)

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.

Where do
we want
to go?



School 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%.

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%.

School 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 2023, 50% of 3rd - 5th grade students will demonstrate proficiency in reading as measured by Oregon State ELA Assessment.

Objective 1: **Reading**

By June 2023, 40% of 1st - 5th grade students will demonstrate high growth and high achievement in reading as measured by STAR.

**How are we going
to get to where we
want to be?**



Strategies - Goal 1: **Strengthen Relationships**

- 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)

Strategies - Goal 2: **Equitable Systems**

- Consistent schoolwide **routines/expectations**
- Increase **WICOR** strategies (AVID)
- Implement **small group instruction**
- Improve **cultural relevance** in instruction

CELEBRATIONS

Completed a two year Kalapuya mural project.



Established SAFE group and Pride club.



IV. REFLECTION – BOARD AND PRINCIPALS (8:15 p.m.)*

V. ADJOURNMENT (8:45 p.m.)*

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.

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 Julie Catala 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.

SCHOOL BOARD MEMBERS			
Vincent Adams	541-738-4324	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Tina Baker	541-223-1997	Luhui Whitebear, Co-Vice Chair	541-632-3568
Sarah Finger McDonald, Chair	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Olivia Meyers Buch, Finance and Operations Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841