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
Monday, November 17, 2014 4:45 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or *kim.nelson@corvallis.k12.or.us* ***at least 48 hours before the meeting.***

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

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

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

Corvallis
SCHOOL DISTRICT

Monday, November 17, 2014
4:45 PM

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

Meeting Details: Monday, November 17, 2014, 4:45 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ? A recording of the meeting will also be posted to that channel.

I. CALL TO ORDER AND ROLL CALL

II. SCHOOL IMPROVEMENT PLANS - CHS PATHWAY SCHOOLS

II.A. Goal Overview - CHS Pathway Elementary Schools

Corvallis Schol District
School Improvement Plans 2014-15
ELEMENTARY

SCHOOL	AREA	GOALS
ADAMS	Reading	For all students in grades 4-5, increase the number who are meeting grade level benchmarks in math from 84 percent to 87 percent as measured by the STAR mathematics assessment in spring 2015. All students in grades 4-5 at Adams Elementary School will demonstrate growth in grade-level mathematics as measured by the spring 2015 STAR mathematics assessment. **Subgroup A:** 21 students who scored below the 40th percentile on the fall 2014 STAR mathematics assessment will increase at least 80 scaled scores as measured by the STAR mathematics assessment in spring 2015. **Subgroup B:** 108 students who scored at or above the 40th percentile on the fall 2014 STAR mathematics assessment will increase at least 50 scaled scores as measured by the STAR mathematics assessment in spring 2015.
	Math	All students in grades K-3 at Adams Elementary School will demonstrate growth in grade-level reading as measured by the spring 2015 STAR reading assessment. · **Kindergarten** students below the 40th percentile in reading will show growth by at least 115 scaled scores on Early Literacy. · **Kindergarten** students above the 40th percentile in reading will show growth by at least 80 scaled scores on Early Literacy. · **First Grade** students below the 40th percentile in reading will show growth by at least 150 scaled scores on Early Literacy or 60 scaled scores on Reading. · **First Grade** students above the 40th percentile in reading will show growth by at least 90 scaled scores on Early Literacy or 55 scaled scores on Reading. · **Second Grade** students below the 40th percentile in reading will show growth by at least 155 scaled scores on Reading. · **Second Grade** students above the 40th percentile in reading will show growth by at least 100 scaled scores on Reading. · **Third Grade** students below the 40th percentile in reading will show growth by at least 130 scaled scores on Reading. · **Third Grade** students above the 40th percentile in reading will show growth by at least 70 scaled scores on Reading.
GARFIELD	Reading	*By June 2015 67% of dominant English students will meet the benchmark based on the grade level benchmark screen (STAR Early Literacy and STAR Reading).* *By June 2015 47% of dominant Spanish students will meet the benchmark based on the grade level benchmark screen (IDEL and Aimsweb).* *By June 2015 70% of 3rd-5th grade students will be within the biliteracy zone as measured by both benchmark screens.*
	ELL	In the 2014-2015 school year, 51% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the composite score) on the ELPA. In the 2014-2015 school year, 53% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the reading score) on the ELPA. In the 2014-2015 school year, 51% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the writing score) on the ELPA.

Corvallis Schol District
School Improvement Plans 2014-15
ELEMENTARY

JEFFERSON	Reading	*By June, 2015 all 36 students in Kindergarten, First, Second, and Third grades who scored below benchmark and require reading intervention will demonstrate growth toward the reading benchmark for their grade level based on at least two measures. Minimum growth will be movement from one level in RTI to the next highest level.*
	Math	*By June, 2015 all 23 students in Third, Fourth, and Fifth grades who scored below benchmark and require math intervention will demonstrate growth toward the math benchmark for their grade level based on at least two measures. Minimum growth will be movement from one level in RTI to the next highest level.*

LINCOLN	Reading	*By June 2015 65% of dominant English students will meet the benchmark based on the grade level benchmark screen (STAR Early Literacy and STAR Reading).* *By June 2015 50% of dominant Spanish students will meet the benchmark based on the grade level benchmark screen (IDEL and Aimsweb).* *By June 2015 70% of 3rd-5th students will be within the biliteray zone as measured by both benchmark screeaning (3-5)*
	ELL	In the 2014-2015 school year, 60% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the composite score) on the ELPA. In the 2014-2015 school year, 60% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the reading score) on the ELPA. In the 2014-2015 school year, 60% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the writing score) on the ELPA.

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II.B. Goal Overview - CHS Pathway Secondary Schools

Corvallis Schol District
School Improvement Plans 2014-15
Secondary

SCHOOL	AREA	GOALS
Corvallis	On-Track	100% of all 9th grade students who begin the year in Algebra 1 (or higher), grade-level English, and science will earn at least 6.0 credits and pass all of their core classes prior to the beginning of their 10th grade year.
	Hispanic Graduation	100% of our Latino students who attend CHS (excluding those in Life Skills or on modified diplomas) in the 2011-12 cohort will meet the graduation requirements for a regular diploma.
	Writing	100% of juniors in a regular or honors American Literature class will either meet their benchmark via Smarter Balanced or, if not, have at least one “banked” writing work sample that meets the benchmark as described by the Oregon State Scoring Guide going into their senior year.
COLLEGE HILL	Math	**Specific:** Students that need to pass the math benchmark to graduate and haven't been successful through demonstration of knowledge on the OAKS assessment. **Measurable:** Students testing at 900 or above on the STAR will submit and pass one district approved math work sample with a score of 4 or higher in all 5 areas of the math scoring guide in either algebra, geometry or statistics and probability. Students testing between 800-900 on the STAR will submit and pass one district approved math work sample with a score of 4 or higher in at least 2 areas of the scoring guide. Student testing below 800 on the STAR will submit at least on district work sample that passes with a score of 4 or higher in at least on area of the scoring guide. **Appropriate:** Each of these students will need to be making progress toward successful completion of these work samples if they are to graduate. **Realistic:** Based on the success that students have experienced using work samples as a means to meet the math benchmark, I am confident that this goal is realistic. **Time-bound:** This goal will be completed by the end of this academic school year.
LINUS PAULING	Attendance	*By June of 2014, the percentage of students who are attending school less than 92% of the time will decrease from 25.4% to 15%.*
	Intervention	*By June 2015 school year, 80% of students will make measurable growth as assessed by STAR by improving their scale score (absolute growth) by 10% of the available points for growth in both reading and math.*
	Behavior	*At the end of the 2014-15 school year, Linus Pauling Middle School staff will implement a system to identify students with behavior referrals in order to create and implement behavior interventions in order to decrease risk factors that lead to high school dropout.* *Student office discipline referrals will decrease by 10%.* *Staff will develop an intervention for students identified in the red zone with the amount of office discipline referrals they have received.*

Corvallis
SCHOOL DISTRICT

II.C. Adams Elementary School

Adams School Improvement Action Plan

School-wide Problem-of-Practice:	Adams School serves 377 students in grades K-5. STAR data indicates that 20 percent of Adams students are below benchmark in mathematics. Following the RTI protocol, 8 percent of K-5 students are in need of a yellow zone intervention and 12 percent of students K-5 qualify for an urgent, red zone intervention. Furthermore, STAR data shows that 17 percent of fourth grade students and 15 percent of fifth grade students are below level (40th percentile) and not on track to make adequate growth to meet grade level standards. We need to check student progress on a regular basis and provide research-based interventions to support students for success in math.
Theories-of-Action:	If we focus on best practice in mathematics we will enhance the structure and effectiveness of the core math program. If we use STAR Math Assessment to screen and progress monitor students in math then we can create appropriate intervention groups to ensure all students are receiving sound instructional strategies and interventions. If we focus on using STAR Math Assessment CCSS reports more frequently and follow up with targeted math interventions then we will be able to create a responsive, adaptive intervention program that will in return help students improve in mathematics.
SMART Goal Statement #1: **Mathematics**	For all students in grades 4-5, increase the number who are meeting grade level benchmarks in math from 84 percent to 87 percent as measured by the spring 2015 STAR mathematics assessment. All students in grades 4-5 at Adams Elementary School will demonstrate growth in grade-level mathematics as measured by the spring 2015 STAR mathematics assessment. **Subgroup A:** 21 students who scored below the 40th percentile on the fall 2014 STAR mathematics assessment will increase at least 80 scaled scores as measured by spring 2015 STAR mathematics assessment. **Subgroup B:** 108 students who scored at or above the 40th percentile on the fall 2014 STAR mathematics assessment will increase at least 50 scaled scores as measured by the spring 2015 STAR mathematics assessment.

Leadership Implementation Strategies *IF ….*	Results Indicators *THEN …*	Primary Leadership	Desired Benefits	Sources of Data to Monitor
If we increase the number of teachers who implement best practices and strategies in mathematics (use of manipulatives, cumulative review, engagement strategies)	Then we expect to see more dynamic math lessons and increased awareness of effective math pedagogy.	Byron Bethards - *Principal* Chris Hawkins – *RTI* Educational Assistants (in cooperation with classroom teachers)	Students who are achieving proficiency at grade level standards Teachers implementing best practice in the classroom	Monthly teacher self-assessment on implementation of best practice Walkthrough data
If we progress monitor students who qualify for special education services bi-monthly to ensure they are accessing interventions and progressing throughout the year	Then we expect to see continued consistency in interventions with appropriate changes as needed.	Byron Bethards – *Principal* Chris Hawkins – *RTI* Cody Hansen – *LRC* PLC Teams	Classroom teachers using data to monitor student growth Students achieving proficiency on grade level standards	STAR Data – progress monitoring scores Progress reports on IEP short term objectives Intervention lesson plans
If we use STAR assessment CCSS report for students in need of a red zone intervention or special education services quarterly to determine strands of math that need particular focus	Then we expect to see regular modifications in the classroom and changes to intervention program to best meet the needs of individual students.	Byron Bethards – *Principal* Chris Hawkins – *RTI* Cody Hansen – *LRC* PLC Teams	Classroom teachers using STAR data to create flexible groups that focus on particular CCSS strands in need of extra practice to achieve proficiency Student services staff	STAR Data – common core strands for specific skills Intervention group schedule aligned with current intervention programs PLC notes

What are some things you anticipate you will need to do to ensure success?

Frequent walkthroughs during math block, PLC agendas focused on math CFA development, vertical alignment of math standards and skills, observations of small group interventions and extensions, professional development on: effective monitoring practices in math, effective math interventions, effective math strategies for students with disabilities, and provide staff members with coaching and mentoring to support implementation of professional development goals.

Adams School Improvement Action Plan

School-wide Problem-of-Practice:	Adams School serves 377 students in grades K-5. STAR reading data indicates that 23 percent of Adams students K-5 are below benchmark in reading. In grades Kindergarten through third, 92 students scored below grade level benchmark (40th percentile) in reading. Note: Kindergarten and first grade students were assessed using STAR Early Literacy and their scores are not reflected in the school-wide reading percentage. However, the number of students below level in Kindergarten and first grades are included in the 92 students below level in grades K-3. Furthermore, students who are economically disadvantaged in grades 3-5 scored lower than grade level peers on the OAKS assessment. Only 62.8 percent of students who are economically disadvantaged met reading standards as measured by the OAKS in spring 2014. Research has shown that it is essential for students to be reading by grade three. It is our school goal to have all students reading by third grade in order to be on trajectory for success in Middle and High School.
Theories-of-Action:	If we use STAR Reading Assessment to screen and progress monitor students in reading then we can create appropriate intervention groups to ensure all students are receiving sound instructional strategies and interventions. If we focus on using STAR Reading Assessment CCSS reports more frequently and follow up with targeted reading interventions then we will be able to create a responsive, adaptive intervention program that will in return help students show growth in reading. If we implement classroom and school-wide strategies and create systems to remove barriers for students who are economically disadvantaged then we expect to see students gain more access to literacy and show improvement in reading skills.

SMART Goal Statement #2: **Reading**	All students in grades K-3 at Adams Elementary School will demonstrate growth in grade-level reading as measured by the spring 2015 STAR reading assessment. • **Kindergarten** students below the 40th percentile in reading will show growth by at least 115 scaled scores on Early Literacy. • **Kindergarten** students above the 40th percentile in reading will show growth by at least 80 scaled scores on Early Literacy. • **First Grade** students below the 40th percentile in reading will show growth by at least 150 scaled scores on Early Literacy or 60 scaled scores on Reading. • **First Grade** students above the 40th percentile in reading will show growth by at least 90 scaled scores on Early Literacy or 55 scaled scores on Reading. • **Second Grade** students below the 40th percentile in reading will show growth by at least 155 scaled scores on Reading. • **Second Grade** students above the 40th percentile in reading will show growth by at least 100 scaled scores on Reading. • **Third Grade** students below the 40th percentile in reading will show growth by at least 130 scaled scores on Reading. • **Third Grade** students above the 40th percentile in reading will show growth by at least 70 scaled scores on Reading.			
Leadership Implementation Strategies ***IF*** *….*	**Results Indicators** ***THEN*** *…*	**Primary Leadership**	**Desired Benefits**	**Sources of Data to Monitor**
If we use STAR Reading CCSS report quarterly to determine reading standards that need particular focus for students receiving intervention	Then we expect to see regular modifications and changes to intervention program to best meet the needs of individual students.	Chris Hawkins – *RTI* Educational Assistants (in cooperation with classroom teachers)	Classroom teachers using STAR data to create flexible groups that focus on particular CCSS in need of re-teaching to achieve proficiency	STAR Data – common core strands for specific skills Intervention group schedule aligned with current intervention programs Intervention lesson plans

If we increase the number of teachers who implement student engagement and grouping strategies in reading	Then we expect to see more dynamic reading lessons and increased student participation.	Byron Bethards – *Principal*	Students who are achieving proficiency at grade level standards Teachers implementing best practice in the classroom	Monthly teacher self-assessment on implementation of best practice (using Domain 3) Walkthrough data and checklists
If we use the Parent Teacher Home Visit Project model to conduct home visits for students who are below level in reading or economically disadvantaged	Then we expect to see increased parent involvement and school interest that in return will have a positive effect on student achievement.	Byron Bethards – *Principal* Chris Hawkins – *RTI* Classroom Teachers	Increased parent and student interest in school Build a positive school-family relationship	STAR data for students who are identified to have a home visit Home visit notes
What are some things you anticipate you will need to do to ensure success?				
Frequent walkthroughs during literacy block, home visit training, implementation of CAFÉ and Daily 5, PLC agendas focused on reading CFA development, staff access to PD 360, vertical alignment of standards and skills in literacy professional development on: effective monitoring practices in reading, effective literacy interventions, best practices in reading, and student engagement strategies.				

Adams School Professional Development Plan

Professional Development Goal:	Adams staff will continue to develop a structured RTI process and PLC model to ensure engaging instruction for all students while simultaneously providing opportunities for extension and intervention so that every student makes appropriate growth towards grade level CCSS.
Knowledge:	<u>Teachers will develop a wider repertoire of:</u> Student engagement strategies, research-based interventions and best practices, RTI process <u>Teachers will develop a deeper understanding of:</u> Individual student's strengths and areas for growth in mathematics or reading, components of effective Common Formative Assessments, grade level Common Core State Standards, RTI and PLC
Skills:	<u>Teachers will be able to:</u> Interpret assessment data, plan and implement targeted interventions, plan and implement research-based best practices, conduct a home visit, develop effective CFAs based on CCSS
Research from professional development approach was formulated:	Research suggests that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus results in increases in student learning. *("What was your Professional Learning IQ?" by <u>Learning Forward</u> and "Reviewing Evidence on How Teacher Professional Development Affects Student Achievement" by <u>Reinventing from Institute of Education Sciences</u>.)*

Professional Development Implementation Strategies	Results Indicators	Primary Leadership	Intended Audience	Timeline	Resources
If all Adams teachers and support staff working with intervention groups participate in development on student engagement strategies, research-based interventions, components of effective CCSS based CFAs followed by ongoing coaching/mentoring	Then I expect to see more dynamic lessons aligned to CCSS, focused on student needs as determined by CFA data and increased awareness of effective pedagogy.	Byron Bethards, *Principal* Chris Hawkins, *RTI* Cody Hansen, *SPED* Laura Rathja, *ELD* Academic Committee	Adams Staff Adams Students	Monthly staff development meeting – Fourth Wednesday of the month	Visible Learning Text Adams Staff
If all Adams teachers are trained on the CSD 509j RTI protocol and handbook	Then I expect to see teachers using the protocol to make data based decisions about students during structured PLC time.	Chris Hawkins, *RTI* Classroom Teachers	Adams Staff	Staff Training on Nov. 12, 2014 Ongoing follow-up during PLC meetings and RTI meetings	RTI in the Classroom Text RTI Handbook Adams Staff
If Adams staff attends training on the Parent Teacher Home Visit Project	Then I expect development of a home visit protocol for Adams School.	Byron Bethards, *Principal* Rosemary O'Niel, *Administrator*	Adams Staff Adams Families	November 2014	Adams Staff pthvp.org

Corvallis SCHOOL DISTRICT

II.D. Garfield Elementary School

CORVALLIS school district 509J

Garfield School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*Based on a variety of literacy data, 80% of students are not reaching projected benchmarks:* • *OAKS - 57%* • *STAR – 39%* • *IDEL/Aimsweb (Spanish Benchmark) – 26%* *When this is disaggregated by dominant language (Spanish or English), this discrepancy still exists:* • *OAKS(dominant English) – 74%* • *STAR (dominant English)-57%* • *IDEL/Aimsweb (dominant Spanish)- 37%* *When biliteracy zone(At benchmark in dominant language, in Tier II zone in other language) is taken into account:* • *37% of all students are within the biliteracy zone* • *60% of 3rd-5th grade students are within the biliteracy zone*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If Garfield School implements a core biliteracy curriculum aligned to CCSS then close to 80% of students would meet projected benchmarks. If close to 80% of students met projected benchmarks then the school's RTI system would have the capacity to meet the needs of students not meeting benchmarks.*
SMART Goal Statement # _____	*By June 2015 67% of dominant English students will meet the benchmark based on the grade level benchmark screen (STAR Early Literacy and STAR Reading).* *By June 2015 47% of dominant Spanish students will meet the benchmark based on the grade level benchmark screen (IDEL and Aimsweb).* *By June 2015 70% of 3rd-5th grade students will be within the biliteracy zone as measured by both benchmark screens.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN*** *I expect to see …*	**Primary** **Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
K-2 teachers design and implement biliteracy curriculum map for foundational skills.	**The number of students meeting benchmarks on Biliteracy Framework Assessments will increase by 10% over the year.**	*PLC Lead teachers in K-2*	*See Administrator Rubric: Standard 2.3, 2.9* *See Teacher Rubric: Domain 3a and 3c*	***Benchmark Assessments in Biliteracy Framework*** ***Literacy Look-For Data in the areas of Directly Instructing, Student Engagement, Teacher Managed Phonemic Awareness Instruction, and Teacher Managed Word Identification Instruction***
K-2 teachers will design biliteracy curriculum map for other language arts standards	**This action will result in systematic planning. Student learning will reflect this work in the next academic year**	*Instructional Coach*	*See Administrator Rubric: Standard 2.3* *See Teacher Rubric: Domain 1e*	***Fall: Teachers use a variety of materials and design lessons aligned to CCSS.*** ***Winter: Teachers compare resources used and rate using a common rubric.*** ***Spring: Team adopts a K-2 curriculum map including what materials will be used.***

3-5 teachers will design and implement biliteracy curriculum.	**The number of students meeting the benchmarks for unit assessments will increase by 10% over the year.**	*Instructional Coach*	*See Administrator Rubric: Standard 2.3, 2.9* *See Teacher Rubric: Domain 3a and 3c*	***Unit assessments embedded into biliteracy curriculum.*** ***Literacy Look-For Data in the areas of Directly Instructing, Student Engagement, Teacher Managed Comprehension Instruction, and Teacher Managed Vocabulary Instruction***

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*
Embedded professional development to develop aligned curriculum and design strategies for implementation. **Teacher release time refine instruction based on benchmark and embedded assessment results.** **On-going meetings to refine instruction based on literacy look-for data.**

(School Name) Professional Development Plan

Professional Development Goal:	*Build common understanding of biliteracy curriculum and increase teacher use of best practices for literacy instruction in the areas of direct instruction and student engagement.*				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Teachers will understand the scope and sequence of bilingual CCSS aligned curriculum map for their grade level.*				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Teachers will develop skills to effectively implement CCSS aligned lessons using best practices for teaching in a bilingual setting.*				
Research from professional development approach was formulated:	*Center for Teaching and Learning* *Institute of Education Sciences* *Center for Applied Linguistics* *Literacy Squared* *Literacy Look-Fors by Elaine K. McEwan-Adkins*				
Professional Development Implementation Strategies ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Provide quarterly embedded professional development for K-2 teachers to develop strategies to implement biliteracy foundational skills curriculum map.	**The number of students meeting benchmarks on Biliteracy Framework Assessments will increase by 10% over the year.**	*Instructional Coach*	*K-2 teachers*	*4 times a year* *Implementation will be monitored over the year and a*	***Instructional Coach*** ***Bilingual Instructional***

	The number of literacy look-fors in the areas of directly instructing, teacher monitored phonemic awareness instruction, and teacher monitored word identification instruction will increase in K-2 classrooms.			*professional development plan will be developed for the next year based on implementation data.*	***Materials*** ***4 release days for each grade level team.***
Provide quarterly embedded professional development for 3-5 teachers to develop strategies to successfully implement biliteracy curriculum.	**The number of students meeting the benchmarks for unit assessments will increase by 10% over the year.** **The number of literacy look-fors in the areas of directly instructing, teacher monitored vocabulary instruction, and teacher monitored comprehension instruction will increase in 3-5 classrooms.**	*Instructional Coach*	*3-5 teachers*	*4 times a year* *Implementation will be monitored over the year and a professional development plan will be developed for the next year based on implementation data.*	***Instructional Coach*** ***Bilingual Instructional Materials*** ***4 release days for each grade level team.***
Provided monthly embedded professional development for all teachers based on data collected with literacy look-fors.	**The number of literacy look-fors in identified areas will increase in K-5 classrooms.**	*Principal*	*All teachers*	*monthly*	

Garfield School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	41% of English language learners (ELLs) did not significantly gain English language proficiency as measured by ELPA. Only 33% at the 1-3 grade level made one or more levels of growth.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If we ensure that ELD is successfully implemented then students will demonstrate growth in English language proficiency. If we align core biliteracy instruction, then students will demonstrate growth in the domains of reading and writing in English language proficiency and strengthen native language proficiency. If we integrate ELD best practices into all content areas then students will have more access to academic English.
SMART Goal Statement # 2	In the 2014-2015 school year, 51% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the composite score) on the ELPA. In the 2014-2015 school year, 53% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the reading score) on the ELPA. In the 2014-2015 school year, 51% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the writing score) on the ELPA.

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary** **Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Monitor ELD implementation	**Students will demonstrate significant gains in English language proficiency**	Principal	See Teacher Rubric: Domain 3a and 3c See Administrator Rubric: Standard 2.9	**ELD Look For and Walk-Through Data** **Student embedded unit assessments.**

Critically analyze school structure for institutionalized inequities	**Historically underserved students will demonstrate significant gains in all academic areas**	Principal Equity Coordinator Instructional Coach	See Administrator Rubric: Standards 5.3 and 6.2	**Student, staff, and parent surveys** **Collection of evidence and record of conversations with district level leadership.**
Integrate ELD best practices into content areas.	**Students will demonstrate sustained growth in language proficiency and have better access to academic content in English.**	Principal	See Teacher Rubric: Domain 3a and 3c	**Walk through data**
What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*				
On-going coaching for teachers and support staff.				

CORVALLIS school district 509J

Garfield Professional Development Plan

Professional Development Goal:	High quality ELD instruction and language instruction in content areas.
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	Knowledge of ELD best practices. Knowledge of how to build language competence. Knowledge of how to build meta-linguistic awareness.
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Instructional skills to build language competence and meta-linguistic awareness. Assessment skills to authentically assess students' language skills.
Research from professional development approach was formulated:	ELAchieve Susana Dutro, Lily Wong Fillmore, Kate Kinsella Center for Applied Linguistics

Professional Development Implementation Strategies ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Teachers participate in ELD studio model instructional rounds…	**Students will demonstrate significant gains in English language proficiency.** **Consistent implementation of best practices.**	Principals ELD Teachers	ELD teachers and EAs	2 times a year Based on observation data a professional development plan for 2015-2016 will be developed.	**Substitutes to release teachers to observe and debrief.**
Train staff on how to integrate ELD best practices into other content areas	**Students will demonstrate significant gains in English language proficiency.** **Consistent implementation of best practices.**	Principal Instructional Coach	Classroom Teachers	By June of 2016 On-going and embedded	**Extra time for teachers to participate in June 2015 Content ELD training.**

Corvallis
SCHOOL DISTRICT

II.E. Jefferson Elementary School

Jefferson School Improvement Action Plan

<table>
<tr><td>School-wide Problem-of-Practice:
Literacy in the primary grades – Kindergarten, First, Second, and Third grades</td><td colspan="4">Various measures of reading screening completed in September, 2014 indicates that 36 students in Kindergarten, 1st, 2nd, and 3rd grade scored below grade level benchmark and require reading intervention. Eight of 36 students (22%) are students with disabilities and eight of 36 students (22%) are economically disadvantaged.
Students must be grade level readers by the end of Third grade in order to access more sophisticated reading and engage in deeper analysis of reading materials as they progress through school.</td></tr>
<tr><td>Theories-of-Action:</td><td colspan="4">If our focus in reading instruction are the students who are below benchmark then we will concentrate resources (people and curriculum) on those students and closely monitor progress toward benchmark using the RTI process. That added attention and monitoring will result in substantial growth toward benchmark for all 36 students including students with disabilities and economically disadvantaged students.</td></tr>
<tr><td>SMART Goal Statement # 1</td><td colspan="4">By June, 2015 all 36 students in Kindergarten, First, Second, and Third grades who scored below benchmark and require reading intervention will demonstrate growth toward the reading benchmark for their grade level based on at least two measures. Minimum growth will be movement from one level in RTI to the next highest level.</td></tr>
<tr><td>Leadership Implementation Strategies
IF I….</td><td>Results Indicators
THEN I expect to see …</td><td>Primary Leadership</td><td>Desired Benefits</td><td>Sources of Data to Monitor</td></tr>
<tr><td>Take an active role in the RTI process to maintain progress monitoring data on the 36 students who are below grade level in reading and ensure appropriate interventions are implemented by teachers and RTI staff…</td><td>…steady growth toward reading benchmark for each student. This means at minimum movement by one level in RTI process (ex: Red→Yellow; Yellow→Blue; Blue→Green) by the end of the school year according to measures used at each grade level to assess progress.</td><td>Melissa Harder – Principal

Beth Martin – RTI Specialist

Classroom Teachers</td><td>Regular use of assessments by teacher and RTI Specialist to monitor learning progress and provide appropriate intervention strategies.</td><td>STAR Early Literacy – Comprehension, Accuracy, Fluency (Kinder and 1st)
STAR Reading – Comprehension, Accuracy, Fluency (2nd, 3rd)
ECAR – Letter and sound recognition (Kindergarten)
DRA 2 – Comprehension, Accuracy, Fluency (1st, 2nd, 3rd)</td></tr>
<tr><td colspan="5">What are some things you anticipate you will need to do to ensure success?</td></tr>
<tr><td colspan="5">Further reinforce the connection between our work in RTI meetings and the carry-over of that work into grade level PLC meetings.
Provide teachers and RTI staff with the assessments and research based intervention programs that work.
Create a master schedule that ensures intervention time for our primary grades has the staff support necessary to make an impact.</td></tr>
</table>

Jefferson School Improvement Action Plan

School-wide Problem-of-Practice: *Math in the Intermediate Grades – Third, Fourth, and Fifth grades*	*STAR Math screening completed in September, 2014 indicates that 23 students in 3rd, 4th and 5th grade scored below grade level benchmark and require math intervention. Seven of 23 students (30%) are students with disabilities and ten of 23 students (43%) are economically disadvantaged.* *Students must be on grade level in math by the end of 5th grade in order to be on track for graduation at the end of 12th grade*			
Theories-of-Action:	*If our focus in math instruction are the students who are below benchmark then we will concentrate resources (people and curriculum) on those students and closely monitor progress toward benchmark using the RTI process. That added attention and monitoring will result in substantial growth toward benchmark for all 23 students including students with disabilities and economically disadvantaged students.*			
SMART Goal Statement # 2	*By June, 2015 all 23 students in Third, Fourth, and Fifth grades who scored below benchmark and require math intervention will demonstrate growth toward the math benchmark for their grade level based on at least two measures. Minimum growth will be movement from one level in RTI to the next highest level.*			
Leadership Implementation Strategies ***IF*** *I….*	**Results Indicators** ***THEN*** *I expect to see …*	**Primary Leadership**	**Desired Benefits**	**Sources of Data to Monitor**
Take an active role in the RTI process to maintain progress monitoring data on the 23 students who are below grade level in math and ensure appropriate differentiation and intervention strategies are implemented by teachers and RTI staff	*Steady growth toward math benchmark for each student. This means at minimum movement by one level in RTI process (ex: Red→Yellow; Yellow→Blue; Blue→Green) by the end of the school year according to measures used at each grade level to assess progress.*	***Melissa Harder*** *– Principal* ***Beth Martin*** *– RTI Specialist* ***Classroom Teachers***	*Regular use of assessments by teacher and RTI Specialist to monitor learning progress and provide appropriate intervention strategies. Learning activities that offer differentiation for different groups of students.*	***STAR Math*** *– Monitor progress on Common Core Standards in Math by grade level* ***Category 2 Measures*** *– created by each grade level to monitor progress on Common Core Standards in Math*
What are some things you anticipate you will need to do to ensure success?				
Further reinforce the connection between our work in RTI meetings and the carry-over of that work into grade level PLC meetings. *Provide teachers and RTI staff with the assessments and research based intervention programs that work.* *Expand use of ST Math for intervention.*				

Jefferson Professional Development Plan

Professional Development Goal:	*Math Differentiation*				
Knowledge:	*New strategies and practices that help to differentiate math instruction in the classroom.*				
Skills:	*Efficiency in coordinating knowledge of content, students, and resources to design a series of learning experiences suitable for groups of students with regard to differentiated math abilities.*				
Research from professional development approach was formulated:					
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** ***THEN*** *I expect to see …*	**Primary Leadership**	**Intended Audience**	**Timeline**	**Resources**
Provide Professional Development on a monthly basis with our focus on math differentiation…	***…****increased use of math differentiation strategies in the classrooms. Greater ability of teachers to coordinate content, students, and resources to design differentiated learning experiences. Steady growth toward math benchmark for intervention students, and growth beyond benchmark for all other students.*	***Melissa Harder*** ***Beth Martin*** *RTI Specialist*	***Certified Teachers***	***September 30th*** *Determine Professional Development dates on put on calendars* *PD Wednesdays once a month*	***Books:*** *Principles to Actions: Ensuring Mathematical Success for All* *Great Ways to Differentiate Mathematics Instruction*

Jefferson Professional Development Plan

Professional Development Goal:	*Intervention – Create more alignment and communication between the RTI meeting which occurs every eight weeks and the Grade Level PLC meetings which occur every Friday.*				
Knowledge:	*A better understanding of the primary role of the classroom teacher for our students in greatest need of intervention.* *The importance of using the PLC to analyze data and share effective solutions for students in need of intervention.*				
Skills:	*A more effective use of the weekly PLC meeting.* *Data analysis and creation of appropriate intervention strategies*				
Research from professional development approach was formulated:					
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** ***THEN*** *I expect to see …*	**Primary Leadership**	**Intended Audience**	**Timeline**	**Resources**
Create the opportunity for all Grade Level PLCs to meet once a month in a School-wide PLC…	*…mutual support and cooperation between teachers and across grade levels. Teachers actively participating in a culture of professional inquiry that results in monitoring learning progress and providing appropriate intervention strategies.*	***Melissa Harder***	***Certified Teachers***	***September 30th*** *Determine SW PLC dates and put on calendars* *School Wide PLCs scheduled six times during year*	*Books:* *Leaders of Learning* *Professional Communities at Work*
Open communication between Special Education, Intervention, Teachers, Classified Staff, and Behavior team through the creation of the Jefferson Student Support Team…	*…mutual support, information sharing, and cooperation between teachers and classified staff and between "departments." Staff actively participating in a culture of professional inquiry that results in monitoring learning progress and providing appropriate intervention strategies.*	***Melissa Harder***	***Entire Staff***	***September 30th*** *Determine JSST team and put dates on calendars* *JSST meetings once a month*	*Books:* *Leaders of Learning* *Professional Communities at Work*

Corvallis
SCHOOL DISTRICT

II.F. Lincoln Elementary School

2014-2015 Lincoln School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*Based on a variety of literacy data, 80% of students are not reaching projected benchmarks:* • *OAKS-26%* • *STAR-50%* • *IDEL/Aimsweb (Spanish Benchmark)-35%* *When this is disaggregated by dominant language (Spanish or English), this discrepancy still exists:* • *OAKS (dominant English)-70%* • *STAR (dominant English)-52%* • *IDEL/Aimsweb (dominant Spanish)-47%* *When biliteray zone (at benchmark in dominant language, in Tier II zone in other language) is taken into account:* • *55% of all students are within the biliteracy zone* • *65% of 3rd to 5th grade students are within the bilitaracy zone*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If Lincoln School implements a core biliteracy curriculum aligned to CCSS then close to 80% of students would meet projected benchmarks. If close to 80% of students met projected benchmarks then the school's RTI system would have the capacity to meet the needs of students not meeting benchmarks.*
SMART Goal Statement # _____	*By June 2015 65% of dominant English students will meet the benchmark based on the grade level benchmark screen (STAR Early Literacy and STAR Reading).* *By June 2015 50% of dominant Spanish students will meet the benchmark based on the grade level benchmark screen (IDEL and Aimsweb).* *By June 2015 70% of 3rd-5th students will be within the biliteray zone as measured by both benchmark screeaning (3-5)*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary** **Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
K-2 teachers design and implement biliteracy curriculum map for foundational skills.	**All students to make gains in phonics and phonemic awareness components on STAR Early Literacy, as well as gain son FSF (Segmentacion de fonemas), and FPS (Palabras sin sentido). The number of students meeting benchmarks on Biliteracy Framework Assessments will increase by 10% over the course of the year.**	*PLC Lead teachers in K-2*	*See Administrator Rubric: Standard 2.3, 2.9* *See Teacher Rubric: Domain 3a and 3c*	***Benchmark Assessments in Biliteracy Framework*** ***Literacy Look-For Data in the areas of Directly Instructing, Student Engagement, Teacher Managed Phonemic Awareness Instruction, and Teacher Managed Word Identification Instruction***
K-2 teachers will design biliteracy curriculum map for other language arts standards	**This action will result in systematic planning. Student learning will reflect this work in the next academic school year.**	*Instructional Coach*	*See Administrator Rubric: Standard 2.3* *See Teacher Rubric: Domain 1e*	***Timeline of curriculum development***
3-5 teachers will design and implement biliteracy curriculum.	**The number of students meeting the benchmarks for unit assessments will increase by 10% over the course of the year.**	*Instructional Coach*	*See Administrator Rubric: Standard 2.3, 2.9* *See Teacher Rubric: Domain 3a and 3c*	***Unit assessments embedded into biliteracy curriculum.*** ***Literacy Look-For Data in the areas of Directly Instructing, Student Engagement, Teacher Managed Comprehension Instruction, and Teacher Managed***

				Vocabulary Instruction

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

CORVALLIS school district 509J

Lincoln Professional Development Plan

Professional Development Goal:	*Build common understanding of biliteracy curriculum and increase teacher use of best practices for literacy instruction in the areas of direct instruction and student engagement.*
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Teachers will understand the scope of sequence of bilingual common core for their grade level.*
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Teachers will develop skills to affectively implement CCSS aligned lessons using bilingual best practices for teaching in a bilingual setting*
Research from professional development approach was formulated:	Center for Teaching and Learning Institute of Education Sciences Center for Applied Linguistics Literacy Squared *Literacy Look-Fors by Elaine K. McEwan-Adkins*

Professional Development Implementation Strategies	**Results Indicators** *(a measurable, percent, increase in*	**Primary Leadership** *(Designate the*	**Intended Audience**	**Timeline** *(Include*	**Resources** *(people,*

IF I….	*adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN** I expect to see …*	*teacher and leader responsible)*	*(Stakeholders)*	*completion date)*	*materials, time)*
Provide quarterly embedded professional development for K-2 teachers to develop strategies to implement biliteracy foundational skills curriculum map.	**The number of students meeting benchmarks on Biliteray Framework Assessments will increase by 10% over the year.**	*Instructional Coach*	*K-2 teachers*	*4 times a year* *Implementation will be monitored over the year and a professional development plan will be developed for the next year based on implementation data.*	***Instructional Coach*** ***Bilingual Instructional Materials*** ***4 release days for each grade level team.***
Provide quarterly embedded professional development for 3-5 teachers to develop strategies to successfully implement biliteracy curriculum.	**The number of literacy look-fors in the areas of direct instruction, teacher monitored phonemic awareness instruction, and teacher monitored word identification instruction will increase in K-2 classrooms.**	*Instructional Coach*	*3-5 teachers*	*4 times a year* *Implementation will be monitored over the year and a professional development plan will be developed for the next year based on implementation data.*	***Instructional Coach*** ***Bilingual Instructional Materials*** ***4 release days for each grade level team.***
Provided monthly embedded professional development for all teachers based on data collected with literacy look-fors.	**The number of students meeting the benchmarks for unit assessments will increase by 10% over the year.** **The number of literacy look-fors in the areas of direct instruction, teacher monitored vocabulary instruction, and teacher monitored comprehension instruction will increase in 3-5**	*Principal*	*All teachers*	*monthly*	

	classrooms.				

2014-2015 Lincoln School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	In 2013-2014 72 students took the ELPA statewide assessment. Of these, 53 students had a prior year ELPA score. Of those students, 4% dropped one level, 49% stayed at the same level, 48% moved up one or more levels. In the areas of reading and writing students showed less growth.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If we ensure that ELD is successfully implemented then students will demonstrate growth in English language proficiency. If we align core biliteracy instruction, then students would demonstrated growth in the domains of reading and writing in English language proficiency and strengthen native language proficiency. If we integrate ELD best practices into all content areas then students will have more access to academic English.
SMART Goal Statement # 2	In the 2014-2015 school year, 60% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the composite score) on the ELPA. In the 2014-2015 school year, 60% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the reading score) on the ELPA. In the 2014-2015 school year, 60% of ELL students will demonstrate significant language proficiency growth (as measured by 1 or more levels gain on the writing score) on the ELPA.

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary** **Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Monitor ELD implementation	**Students will demonstrate significant gains in English language proficiency**	Principal	See Teacher Rubric: Domain 3a and 3c See Administrator Rubric:	**ELD Look For and Walk-Through Data** **Student embedded unit**

			Standard 2.9	**assessments.**
Critically analyze school structure for institutionalized inequities	**Historically underserved students will demonstrate significant gains in all academic areas**	Principal Equity Coordinator Instructional Coach	See Administrator Rubric: Standards 5.3 and 6.2	**Student, staff, and parent surveys** **Collection of evidence and record of conversations with district level leadership.**
Integrate ELD best practices into content areas.	**Students will demonstrate sustained growth in language proficiency and have better access to academic content in English.**	Principal	See Teacher Rubric: Domain 3a and 3c	**Walk through data**
What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*				
On-going coaching for teachers and support staff. Monthly staff meetings devoted to deepening ELD curriculum implementation (assessment, progress monitoring, writing, rigor, engagement)				

CORVALLIS school district 509J

Lincoln Professional Development Plan

Professional Development Goal:	High quality ELD instruction and language instruction in content areas.
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	Knowledge of ELD best practices. Knowledge of how to build language competence. Knowledge of how to build meta-linguistic awareness.
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Instructional skills to build language competence and meta-linguistic awareness. Assessment skills to authentically assess students' language skills.
Research from professional development	ELAchieve

approach was formulated:	Susana Dutro, Lily Wong Fillmore, Kate Kinsella Center for Applied Linguistics Special Education Considerations for English Language Learners: Delivering a Continuum of Services by Else Hamayan				
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Teachers participate in ELD studio model instructional rounds.	**Students will demonstrate significant gains in English language proficiency.** **Consistent implementation of best practices.**	Principals ELD Teachers	ELD teachers and EAs	2 times a year Based on observation data a professional development plan for 2015-2016 will be developed.	**Substitutes to release teachers to observe and debrief.**
Train staff on how to integrate ELD best practices into other content areas	**Students will demonstrate significant gains in English language proficiency.** **Consistent implementation of best practices.**	Principal Instructional Coach	Classroom Teachers	By June of 2015 On-going and embedded	**Extra time for teachers to participate in June 2015 Content ELD training.**

Corvallis
SCHOOL DISTRICT

II.G. Linus Pauling Middle School

Linus Pauling School Improvement Plan

Introduction:

The goals in this School Improvement and Professional Development Plan will focus on strategic areas that have been identified as risk indicators for high school completion and post-secondary success. This plan places targets on individual areas, however we will be developing an effective Early Warning System (EWS) at the middle school level to inform interventions that will support reduction of high school dropout rate and increased post-secondary success. This system will be incorporated into our existing support structure which includes RTI, PBIS and standards-based grading.

"The conventional wisdom that dropping out is a highly idiosyncratic process driven by entirely personal factors is not true for most students who leave school. Most dropouts follow identifiable pathways through the education pipeline" (Jerald, 2006, p. 3).

For instance, 40% of the nongraduates in Philadelphia schools could be predicted utilizing four 6th grade risk factors—attending school less than 80% of time, poor behavior/conduct grade, failing math, and failing English (Balfanz & Herzog, 2005)."

Linus Pauling reviewed risk factors identified in drop-out prevention research (attendance, behavior, and academic skill in both reading and math based on an assessment called STAR). There are other factors such as mobility. We will set "cut scores" in collaboration with Cheldelin Middle School to identify those students who are impacted by one or more of them.

In looking more closely at the data, we identified that there were two areas that require particular emphasis: attendance and academic skills in reading and math (students below proficient scale score on STAR assessment).

- 25.4% of our total population (183 students) fell below the goal of attending 92% last year. The 92% level is the standard set by the ODE and represents 14 absences per year.
- 34% of our total population were identified as below benchmark in our fall reading screener according to STAR.
- 26% of our population were identified as below benchmark in our fall math screener according to STAR.

Making these areas of focus, coupled with our continued emphasis on Positive Behavior Intervention and Supports, reading and math intervention, and dropout prevention programs will decrease the percentage of students who are at-risk of not graduating.

Linus Pauling **School Improvement Plan**

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	25.4% of our total population (183 students) attended school less than our goal of 92% of the time last year. The 92% level is the standard set by the ODE and represents 14 absences per year. Several of our students have attendance levels below 80%. According to research, students who miss this much school in 6th grade have only a 20% chance of graduating high school.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we regularly review* ***attendance*** *and develop strategic interventions focused on this risk factor, then we will see a significant drop in the number of students who exhibit this at-risk behavior.*
SMART Goal Statement # 1	*By June of 2014, the percentage of students who are attending school less than 92% of the time will decrease from 25.4% to 15%.*

Leadership Implementation Strategies ***IF*** *I….*	**Results Indicators** ***THEN*** *I expect to see …*	**Primary** **Leadership**	**Desired Benefits**	**Sources of Data to Monitor**
Develop attendance intervention system including protocols for different attendance situations.	Attendance support plans created, meetings with parents of students with behavior challenges, LBL-ESD attendance referrals	*Principal, Attendance Secretary,*	*Systematize the attendance monitoring and intervention system.*	*Attendance data, copies of letters and attendance referrals*
Utilize student support team (SST) to review attendance data and determine interventions.	Frequent meetings of the attendance team with action steps implemented	*Principal, Attendance Secretary*	*Effective deployment of attendance interventions*	*Spreadsheet tracking attendance data and interventions*
Work with individual students and parents to develop unique attendance improvement plans.	Increased student attendance	*Principal/ Vice-Principal, Student Support Team*	*Effective partnership with parents resulting in improved student attendance.*	*Attendance improvement plans, attendance data*
Educate parents about the impact of attendance on graduation rates.	Information going home through listserv, newsletters and other information sources.	*Principal/Vice-principal*	*Decreased absences for all reasons including vacations*	*Attendance data*
Include attendance in PBIS activities. Recognize and reward attendance improvement.	Increased student attendance	*Principal/Vice-principal*	*Increased student awareness of attendance. Recognition of students who attend regularly.*	*Attendance data, PAWS cards for positive attendance.*

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

- Need to create a common understanding of Risk Indicators within the staff
- Need to identify members and schedule meetings for the Attendance Team
- Need to monitor the intervention process
- Need to schedule parent attendance meetings
- Need to develop recognition activities for good attendance

Linus Pauling Professional Development Plan

Professional Development Goal:	*Staff will understand the importance of regular attendance and strategies they can use that have been shown to positively impact attendance.*				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*They will understand the use of attendance data as an early warning sign, the impact that poor attendance has on school performance and strategies that staff can use that impact attendance.*				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Specific strategies and how to implement them.*				
Professional Development Implementation Strategies ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Provide professional development on: *Risk factors related to high school completion and attendance*	***100% of LPMSMS teachers will:*** *Be able to articulate the relationship between attendance and high school completion.*	*Principal, Assistant Principal*	*All staff*	*Winter, 2014/15*	*Research on attendance as an early warning sign*
Provide professional development on: Strategies to impact attendance.	***100% of LPMS teachers will:*** Understand multiple strategies and implement at least one.	*Principal, Attendance Team*	*Teachers*	*Winter, 2014/15*	*Research on strategies to impact attendance.*

Linus Pauling School Improvement Plan

(School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*The high school dropout problem has been called a national crisis. According to the National Center for Education Statistics (NCES, 2010), only 74.9 percent of public high school students graduate with a diploma (Stillwell, 2010). The national issue exists here in Corvallis. Both historically and currently, the problem is particularly severe among students of color, English language learners (ELLs), economically disadvantaged students, and students with disabilities (Greene & Winters, 2005; Stillwell, 2010, Rooney, Hussar, Planty, Choy, Hamden-Thompson, et al. 2006). As the research illustrates, a student's risk for dropping out of school and lack of post-secondary success is a gradual process that starts well before high school, and there are signs exhibited by students in middle and elementary school that allow educators to identify which students are at the greatest risk of dropping out.* *Along with language arts and math grades, attendance, and behavior, results on screening assessments are also key indicators and we are now in our 2nd year of implementation at LPMS. This past year we implemented STAR as part of our Response to Intervention (RTI) system. Ensuring that students are making growth through core instruction and intervention is a focus area for the staff of Linus Pauling.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*Based on research, we will collaboratively work with our partner middle school on tracking a set of attendance, behavior, and academic indicators with thresholds that have become generally accepted--at least has a good starting point--for considering the data elements needed to establish a basic early warning system. For the purposes of this goal, we will be monitoring STAR reading and math as two risk factors for students if not yet proficient.* *We will strategically utilize tiered interventions to support students being flagged as at-risk for high school completion and future post secondary success. Reading and math ability assessed by STAR is a valid and reliable assessment. It is important to note that beyond a growth goal for individual students, we will be utilizing the data to improve school wide strategies as part of core instruction. Many of our teachers at LPMS have SLGG goals that are aligned to the Common Core.*
SMART Goal Statement # 2	*By June 2015 school year, 80% of students will make measurable growth as assessed by STAR by improving their scale score (absolute growth) by 10% of the available points for growth in both reading and math.* *Examples Tiered Targets (note: students scoring below benchmark will be expected to make larger growth as the ceiling is higher and additional intervention/support is provided)*

Example Student	Fall STAR Reading	10% SS Growth	Spring Target
Student A (Urgent)	204	+119	323
Student B (Intervention)	440	+96	536
Student C (Watch)	566	+83	649
Student D (At/Above)	1152	+24	1176

According to RTI best practice, 10 percent growth closes a student's gap toward becoming proficient in knowledge and skills in reading and math.

Note:
The scaled score is the most important score. It is a raw score based on the difficulty of the questions that were presented to the student and whether or not the student answered them correctly. The scaled score is a good score for reporting growth. Just as your weight-lifting ability might increase from 20 pounds to 25 pounds, a student's reading ability might grow from 236 to 319.

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
RTI "80% Meetings" at least 3 times per year.	Review of core progress changing practice as needed will results in increased scores of students and movement up in assessment grouping (e.g. few students "on watch")	LPMS Admin (Eric Beasley and Leslie Roache), RTI TOSA (Laura Delp), and LPMS Staff	Collaboration with instructors on strategies and resources to move more students to proficiency	STAR Reading and Math Screening Data and Mid-Point Teacher SLGGs including aligned CFA's
RTI Individual Student Planning Mtgs.	Student progress monitoring and adjustment as needed based on data	LPMS Admin (Eric Beasley and Leslie Roache), RTI TOSA (Laura	Individual growth toward targets that close the gap of the student toward proficiency and ultimately	STAR Reading and Math Progress Monitoring and Mid-Point Teacher

		Delp), and LPMS Staff	post-secondary success	SLGGs
Instructional coaching and Smarter Balance Preparation	*Teachers will utilize strategies in classes (e.g. non-fiction, analyzing text) to support student readiness for SBAC*	*LPMS Admin (Eric Beasley and Leslie Roache)*	*Increased Rigor and alignment to assessment*	*STAR Reading Screening and Teacher Mid-Point SLGGs including aligned CFA's*
Implement Focus Learning Teams to Support Teaching and Learning (Topics: AVID, Differentiation, Equity, Student Behavior, Technology	Teachers will engage with research on best practices with how to teach aligned to standards	*LPMS Admin (Eric Beasley and Leslie Roache), TOSA Leaders*	Increased student learning and support for becoming an AVID middle school	TOSA check-in mtgs, notes

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

- *RTI facilitator at Linus Pauling to support both the operational and teaching/learning aspects of a data-driven, systematic approach.*
- *School and district level data support (e.g. AA learning how to do "V" merge of data into spreadsheet for EWS tracking)*
- *FTE for smaller interventions such as our morning intervention to keep DLI pathway possible when students need intervention, ELD, etc.*
- *Researched base intervention programs and training for staff (e.g. Read 180)*
- *Sub release time for RTI team to analyze data related to the core.*
- *Morning meeting time (already embedded) to focus with grade level teams on instructional decisions/interventions for based on data.*
- *Operational and instructional functionality of our iPads for instruction and the setup of our new computers in the labs for SBAC assessment.*

Linus Pauling **Professional Development Plan**

Professional Development Goal:	*Professional Learning Communities*
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*The staff at Linus Pauling will continue to improve implementation of Professional Learning Communities (PLC) specifically improving assessment to drive instruction based on data in PLC meetings aligned to district CDIP, High School Graduation, and School SIP plan. We have a significant number of teachers new to our school and will support their knowledge and skills with data-driven, collaborative teaching and learning.*
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Teachers will increase assessment fluency with SLGG goals, Common Formative Assessments, Technology driven tools to provide feedback, and strategies to support instruction toward growth on assessments.*
Research from professional development approach was formulated:	A review of research on the impact of professional learning communities on teaching practice and student learning *http://www.sciencedirect.com/science/article/pii/S0742051X07000066* *Eight studies (Berry et al., 2005; Bolam et al., 2005; Hollins et al., 2004; Louis & Marks, 1998; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003) that examined the relationship between teachers' participation in PLCs and student achievement found that student learning improved. In a case study documenting the efforts of a middle school faculty engaged in learning community efforts to target low and underachieving students, Phillips (2003) reported that achievement scores increased over a 3-year period (p. 256).*

Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Support teachers in setting best practice SLGG goals with skill emphasis, aligned to standards, and meet with teams during PLC time.	*100% of teachers will submit goals with baseline data and targets based on priority standards and collaboratively develop CFA's*	*Eric Beasley, Leslie Roache, Teacher Leaders (TELLS)*	*Teachers*	*June 10, 2015*	*TELL Stipends, Early Release, Training coordinated by*

	based on priority standards. *Evidence: Talent Ed System*				*CLASS grant staff (HR),*
Cohort Professional Development Model	*100% of teachers will engage in collaborative professional development on focus areas of interest. Evidence: Sign-In Sheets*	*Administration and Collaboration Grant TOSA, PD Team*	*Teachers*	*June 2015*	*District calendar and organizational support, compensation for teachers leaders preparing PD*
Strategically train teachers with technology such as Smart Response and apps that support 21st century skills through "Appy Hour" Apple Core Academy, and Tech in 5 at staff meetings	*Teachers will gain formative data to provide to students feedback and drive instructional planning that is targeted and engaging with rigor and relevance.*	*Eric Beasley and Tech TOSA Robbie Faith*	*Teachers*	*June 2015*	*iPads, Apps, Tech. Support (Instructional and Operational), Tech Leaders, Focus Learning Friday Time*

CORVALLIS school district 509J

Linus Pauling School Improvement Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*Behavioral referrals are one indicator for Middle School students of High School drop-out. According to research, two or more minor or major office disciplinary referrals are a risk factor that when combined with other risk factors, such as grades and attendance, decrease a student's chance of high school completion. In fact, 6th grade students with behavioral referrals have only a one in four chance of making it to the 12th grade on time and graduating. (Dr. Rebecca Sarlo and Dr. Hollie Pettersson). The National Research Council correlates disruptive behavior with High School dropout as well.* *Over the course of the last 4 years, Linus Pauling Middle School has been decreasing the amount of office discipline referrals using the school-wide Positive Behavioral Interventions and Supports (PBIS) system. During the 2013-14 school year Linus Pauling had 1,287 major and minor office discipline referrals. In 2012-13, Linus*

<table>
<tr><td></td><td colspan="4">Pauling had 1,482 ODRs, in 2011-12 there were 1,615 and finally in 2010-11, 2,140. The decrease has been steady, yet our feeder high school, Corvallis High School, is still facing unacceptable high school drop-out rates.</td></tr>
<tr><td>Theories-of-Action: (Hypothesis—IF/THEN—Statements from Inquiry Process)</td><td colspan="4">If Linus Pauling <u>reviews behavior referral data</u> consistently in our Response to Intervention team, Positive Behavioral Interventions and Supports team, and Student Study team, then we will identify students at risk of high school dropout.

If Linus Pauling <u>creates and implements behavior interventions</u> in our Response to Intervention team, Positive Behavioral Interventions and Supports team, and Student Study team, then we will decrease the amount of students at risk of high school dropout.</td></tr>
<tr><td>SMART Goal Statement # 3</td><td colspan="4">At the end of the 2014-15 school year, Linus Pauling Middle School staff will implement a system to identify students with behavior referrals in order to create and implement behavior interventions in order to decrease risk factors that lead to high school dropout.

Student office discipline referrals will decrease by 10%.

Staff will develop an intervention for students identified in the red zone with the amount of office discipline referrals they have received.</td></tr>
<tr><td>Leadership Implementation Strategies

(insert your 1-3 measurable leadership strategies)

IF I….</td><td>Results Indicators

(a measurable, percent, increase in student learning results)

THEN I expect to see …</td><td>Primary

Leadership
(Designate the teacher and leader responsible)</td><td>Desired Benefits

(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</td><td>Sources of Data to Monitor

(Insert what student/adult data you will monitor)</td></tr>
<tr><td>If Linus Pauling’s Positive Behavioral Intervention and Supports team meets monthly,</td><td>Then I expect to see a strengthening of core behaviors and therefore a 10% decrease in overall Office Discipline Referrals.</td><td>Leslie Roache</td><td>Recognizing student accomplishments

Creating and Implementing engaging reward systems

Developing engaging lessons to explicitly teach school behaviors.</td><td>SWIS, PBIS Notes</td></tr>
</table>

If Linus Pauling's Student Study Team meets weekly,	Then I expect to see every student identified in the red and yellow zone in behavior to have a behavior intervention in place.	*Leslie Roache*	*Articulate achievable student goals with specific benchmarks* *Use adult advocates to build positive relationships with students* *Recognize student accomplishments* *Teach strategies to strengthen problem-solving or decision-making skills* *Establish partnerships with community-based programs, providers, and agencies*	*SWIS, SST Notes, FBA and BIPs,*
If Linus Pauling's Response to Intervention team meets consistently,	Then I expect to develop a sustainable system for staff to identify students at risk for High School dropout.	*Laura Delp, Eric Beasley, Leslie Roache*	*Consistent meetings with agendas and goals* *Analysis of the core* *Analysis of interventions* *Analysis of screeners*	*SWIS, Secondary RTI meeting notes, Secondary RTI binder*

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

Professional Development, collaboration and calibration around behavior interventions.

Time and support to further develop relationships with community based programs, providers, and agencies.

Continued support for a Bilingual Family Advocate position.

Corvallis
SCHOOL DISTRICT

II.H. Corvallis High School

Corvallis HS School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	9th grade students need to not only earn 6.0 credits during their freshman year, but they must pass their core classes in order to be on-track to graduate. The number of credits is less important than what those credits are. The academic and student behaviors necessary to pass math, English, and science are high predictors for successful high school graduation. Our data shows that students who do not earn a math or English grade in the 9th grade have only a 70% chance of graduating in four or five years. Further, of the 10th graders currently in Algebra 1, only 14/29 are currently passing. Passing math and English are tremendous predictors of future success.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If 9th grade students earn 6 or more credits, including a credit in Algebra (or higher), English, science, and, if applicable, world language, then they will not only be on-track to graduate, but they will meet their essential skills and be meaningfully prepared for life after graduation.
SMART Goal Statement # ___1__	100% of all 9th grade students who begin the year in Algebra 1 (or higher), grade-level English, and science will earn at least 6.0 credits and pass all of their core classes prior to the beginning of their 10th grade year.

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
fully support the implementation of our RTI program, bolster our after-school Spartan Tutoring, and fund a Saturday school intervention,	that our 9th grade students will be on-track to to graduate given the above criteria.	Matt Boring Colleen Works	• Progress monitoring of students • RTI action plans and documented follow through	• Grades, attendance, behavioral data • Intervention efficacy
support and model the school-wide implementation of AVID student engagement strategies,	more student engagement, more higher-order questions and activities, less teacher-directed instruction and greater overall academic	Matt Boring	• Inquiry and collaboration will drive instruction	• Grading categories • Classroom

	success.	Colleen Works AVID site team	• Student assignments will become more relevant and meaningful	walkthrough data
maintain our summer math standards camp and English credit recovery class,	that students who do not finish the school year with a passing Algebra or English grade will have the opportunity to finish up in the summer and earn their credits.	Matt Boring Colleen Works Counselors	• Students will go into their 10th grade year on track to graduate.	
What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*				
Use our allocated RTI FTE effectively. Clearly define everyone's roles. CCSS training More teachers AVID trained				

CORVALLIS school district 509J

(School Name) Professional Development Plan

Professional Development Goal:	Implement AVID strategies school-wide.
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Classrooms will become less teacher-centered, and the resulting engagement will require students to take more responsibility for their learning. Students will produce assignments that meet CCSS.
Research from professional development	AVID training; Marzano's "high yield" strategies.

approach was formulated:					
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
devote PD and staff meeting time to modeling AVID strategies,	writing to learn, higher-order questioning strategies, students collaboratively engaged in meaningful interactions about content, students supported in organizing, thoughts, time, and materials, and students actively reading.	All!	Students and teachers.		

Corvallis HS School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	Writing has proven to be the most difficult essential skill for our students to meet. In this year's senior class, 40 regular diploma candidates have yet to meet the benchmark. Twenty of these students are included in the subgroups where our graduation rate is low (namely Hispanic and SPED). 73.2% of last year's juniors met the OAKS writing benchmark, an increase from the year before (69.2). Clearly, not enough juniors are able to write at what the state deems grade level. This year as we implement the Smarter Balanced test, we are, based on data and reports of pilot schools, concerned that we will have a number of juniors missing the benchmark in writing as measured by this new test. Therefore, we want to be proactive in exploring alternate ways for this year's juniors to fulfill the essential skill of writing.			
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If we provide explicit writing instruction, timely feedback, work sample practice, and official work sample opportunities, our juniors will be able to "bank" successful work samples and not have to rely on the Smarter Balanced test (of which we won't know the results until July) to meet their writing essential skill. Or, ideally, if we do the things listed above they will have a better chance to meet on Smarter Balanced.			
SMART Goal Statement # ___2__	100% of juniors in a regular or honors American Literature class will either meet their benchmark via Smarter Balanced or, if not, have at least one "banked" writing work sample that meets the benchmark as described by the Oregon State Scoring Guide going into their senior year.			
Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
facilitate the process established by CV and CHS English teachers to provide official work sample opportunities to all juniors,	that many, if not all, students will meet the benchmark on at least one official work sample and that we will have a clearer idea of who needs intervention in the summer and next	Matt Boring Junior English teachers	Students will receive repetitions in the types of writing they will need to meet the benchmark and that they will	The growth between scores on the first and second official work samples; the

	fall.		encounter on the SBAC.	amount of writing done in various classes.
If we continue to provide a summer writing intensive program that will include the opportunity to write an additional work sample,	then we expect to see even more juniors successfully complete a writing work sample.	Matt Boring Joel Lundeen	The instructor will provide research-based writing instruction and timely feedback based on the Oregon writing rubric.	Unofficial and official work sample results.

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*
We need to acknowledge that the CCSS require a paradigm shift in how we deliver instruction. If we are true to the literacy standards as stated, then we will need a concrete plan for how we will provide writing across the curriculum.

CORVALLIS school district 509J

(School Name) Professional Development Plan

Professional Development Goal:	Language arts teachers will be re-calibrated in order to apply consistently the state scoring guide. As part of our transition into the CCSS, other subject area teachers will need to receive training in creating and assessing writing tasks that meet the criteria of the CCSS literacy standards in science, social studies, and technical subjects.
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	The realization that writing and inquiry go hand in hand. In addition, in order to provide students with the skills identified in the CCSS and to promote their success in meeting the rigors of the Smarter Balanced test, it will become clear that students need more instruction and repetitions in writing in many

	areas/subjects, not just language arts.				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Teachers across disciplines will have the confidence to teach and assess the skill of writing.				
Research from professional development approach was formulated:	AVID WICOR research and any research around "writing to learn".				
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
If we allow juniors the opportunities to take two official work samples (November and April),	then we expect that all juniors in an English class will have at least one "banked" successful work sample by the beginning of their senior year.	Matt Boring Junior English teachers			Training and scoring release time.

CORVALLIS school district 509J

Corvallis HS School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	Traditionally, Latino students at CHS do not graduate at an acceptable rate. The recent percentage has hovered around 50%. As it stands today, we still have far too many Latino students in danger of not graduating due to a lack of credits or a failure to meet benchmarks.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If we provide effective interventions, improve the outreach toward our Latino families, and we use our RTI process as intended (clear responses and concrete action plans for struggling students), then there is no reason that any Latino student who is not in Life Skills or on a modified diploma should not earn the necessary credits and meet the appropriate benchmarks to qualify for a regular diploma within four years.
SMART Goal Statement # ___3	100% of our Latino students who attend CHS (excluding those in Life Skills or on modified diplomas) in the 2011-12 cohort will meet the graduation requirements for a regular diploma.

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
If we create a language arts class that provides more culturally relevant reading and writing and that serves both to allow students to earn an English credit and get personalized instruction on the skills needed to meet the benchmarks in reading and writing, and offer a math work sample	that our Latino students will not fail to graduate because of a missing essential skill in any of the required areas.	Karin Krueger, Erika Gabonay, Susan Diaz, Matt Boring	Targeted instruction on the key areas involved in the work samples, as well as multiple opportunities to meet.	Results of practice and official work samples; Work Keys testing data in reading and math.

class in each semester,				
hire a bilingual Family and Student Advocate,	a higher rate of student success as a result of greater participation and clearer communication with Spanish-speaking families.	Carlos Valdez-Casillas Amanda Filloy Sharp	More family engagement will lead to greater success, and clearer communication about requirements will help as well.	the number of meetings with the students; monthly progress reports; documentation of meetings/phone calls with families.
facilitate the monitoring of our Latino students through our RTI process,	that our Latino students will pass their core classes, especially English and math.	Matt Boring, Colleen Works, Julie Williams	We will be able to be proactive with our responses.	Grades, responses to interventions, attendance at Spartan Tutoring; the efficacy of our interventions, progress in credit recovery courses, where applicable.

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

A logical, efficient, building-controlled work sample system. An even closer working relationship with College Hill. Many of our Latino students end up going there, and they don't always graduate. In fact, Latino students represent 41% of the College Hill population, and only 16% of the CHS population. This is a worrisome trend. We could use some additional guaranteed slots at College Hill for Latino students, if appropriate, but we need to carefully monitor the reasons why a disproportionate number of students end up there in the first place. We need to begin to implement a K-12 approach to writing, one that ensures that our English Learners are making adequate progress in their writing, especially with their conventions. We also need the entire district to become more culturally responsive and to have some concrete action steps come out of our equity work.

CORVALLIS school district 509J

(School Name) Professional Development Plan

Professional Development Goal:	We need to provide legitimate culturally-responsive pedagogy training for our staff. We need to find a way to get parents and teachers communicating (e.g., flexing time to get staff—especially math and English departments--at Spanish-speaking nights; teacher panels, etc.). The language barrier is huge for our communication—we need to break this down.				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	We could move from our fixed mindset that makes us believe, falsely, that because many of our Latino students have traditionally struggled, that it is not too late for us to provide them the necessary tools and knowledge that they need to be successful CHS graduates.				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	We need a much broader understanding of what a successful student is, of what skills they actually need to take with them. We need better skills in working with students' strengths and we need to have available multiple ways to assess these strengths. While the same is true for all students, it is especially crucial that we teach important content in ways that meet Latino students' learning styles and are culturally-relevant.				
Research from professional development approach was formulated:	OLN work; equity training; poverty training				
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*

Corvallis
SCHOOL DISTRICT

III. TECHNOLOGY UPDATE

IV. CONSOLIDATED ACTION

IV.A. Resolution No. 14-1101 Supplemental Budget (less than 10%) for Fund 100 – General Fund – Increase Appropriations for School and Department Carryover Balances from 2013-14 and Increase Appropriations for Other Changes

Corvallis School District 509J
Board of Directors

FOR ACTION

BOARD MEETING DATE: November 17, 2014

SUBJECT: Resolution No. 14-1101 Supplemental Budget (less than 10%) for Fund 100 – General Fund – Increase Appropriations for School and Department Carryover Balances from 2013-14 and Increase Appropriations for Other Changes

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Board Policy DA – Fiscal Policies provides for up to 50 percent of unused budget appropriations for the General Fund to be made available to schools and departments in the following year upon approval of the Superintendent. The policy is to encourage responsible expenditure of budgets. At the end of 2013-14, a total carryover of unused budgets at 25 percent of unused budgets as recommended by the Superintendent totals $55,381. At the time the budget for 2014-15 was prepared, the amount of 2013-14 unused budget appropriations by the schools and departments could not be ascertained.

Changes in General Fund Revenue totaling $1,394,800 above the 2014-15 budget adopted by the board include: (i) the Beginning Fund Balance for 2014-15 was greater than budgeted by $1,030,860; (ii) approximately $51,000 reimbursement for tuition will be received from another district; and (iii) higher enrollment this year is expected to result in an increase to the State School Fund; for which staff recommends an increase in the State School Fund amount of $312,940;

Changes in General Fund Expenditures totaling $1,254,799 above the 2014-15 budget adopted by the board include: (i) contractual costs related to the Certified and Non-represented groups that were settled after the budget was adopted, amounting to $629,569; (ii) $399,370 for additional staff positions required due to higher enrollment than was projected; (iii) contractual costs for two Speech Language Therapists net of a 1.0 FTE vacancy, for a projected increase of $137,516, (iv) non-personnel increases for administrator district-paid substitute costs and other adjustments totaling $58,723, and (v) increases to Athletic Stipend in the amount of $29,621;

Changes in General Fund Reserves totaling $84,620 above the 2014-15 budget adopted by the board include: (i) Contingency is reduced by $138,580 due to the increased current revenue and Contingency that was budgeted higher than board policy level of 2.5%; (ii) Unappropriated Ending Fund Balance is increased $18,200, which increases this reserve to the policy level of 5.0%; and (iii) the Rainy Day reserve is increased by $205,000, which is the amount of 2013-14 Ending Fund Balance in excess of 2014-15 requirements.

The proposed supplemental budget is presented below. The increase in appropriations does not exceed 10 percent of total appropriations for the fund and therefore no hearing is required.

General Fund

	Adopted	Proposed	Change
Resources			
Beginning Fund Balance	$5,970,973	$7,001,833	$1,030,860
Tuition from Other Districts	$0	$51,000	$51,000
State School Fund - General Support	$27,855,168	$28,168,108	$312,940
Total Change in Resources			$1,394,800

Requirements			
1000 – Instruction	$34,433,453	$35,285,365	$851,912
2000 – Support Services	$22,174,779	$22,633,047	$458,268
6000 – Contingency	1,550,770	$1,412,190	-$138,580
6000 – Rainy Day Reserve	$1,002,450	$1,207,450	$205,000
7000 – Unappropriated Ending Fund Balance	$2,806,190	$2,824,390	$18,200
Total Change in Expenditures			$1,394,800

Staff recommends that the budgeted amount be increased by $851,912 for Instruction (Function 1000), by $468,268 for Support Services (Function 2000), $66,420 for Contingencies and Reserves (Function 6000), and $18,200 for Unappropriated Ending Fund Balance (Function 7000). Staff further recommends that Revenues be increased as follows: the Beginning Fund Balance by $1,030,860, Tuition from Other Districts by $51,000, and State School Fund – General Support by $312,940.

Presenter: **Steve Nielsen, Finance and Operations Director**
Linda Martin, Budget Analyst

Attached: **Resolution 14-1101**

Motion Requested: **I move that Resolution 14-1101 be adopted to increase resources and expenditure appropriations, in Fund 100 – General Fund as detailed in Resolution 14-1101 in accordance with ORS 294.480.**

Corvallis School District 509J
Supplemental Budget for Fund 100 – General Fund
Resolution No. 14-1101

WHEREAS, ORS 294.480 provides for a governing body to make supplemental budgets for the fiscal year when an occurrence or condition, which had not been ascertained at the time of the preparation of the original budget, requires a change in financial planning. The supplemental budget is within 10 percent of the fund's budget;

AND WHEREAS, the General Fund (Fund 100) requires an increase of budgeted appropriations in the amount of $55,381 to provide for carryover amounts to schools and departments of 25 percent of their unused budget appropriations from 2013-14, in accordance with Board Policy DA – Fiscal Policies. This was not included in the adopted budget because the amount was not known with certainty at the time the budget was prepared;

AND WHEREAS, the General Fund (Fund 100) requires an increase of budgeted resources for (i) Beginning Fund Balance by $1,030,860, (ii) tuition to be received from another district of $51,000; and (iii) increased State School Fund – General Support by $312,940;

AND WHEREAS, the General Fund (Fund 100) requires an increase of budgeted appropriations for (i) contractual costs related to Certified and Non-Represented groups that were settled after the budget was adopted, amounting to $629,569; (ii) $399,370 for additional staff positions required due to higher enrollment than was projected; (iii) contractual costs for two Speech Language Therapists net of a 1.0 FTE vacancy, for a projected increase of $137,516; (iv) non-personnel expenditures in 2014-15 including increases to administrator district-paid substitute costs and other adjustments totaling $58,723, and (v) increases to contractual changes to the Athletic Stipend schedule in the amount of $29,621;

AND WHEREAS, the General Fund (Fund 100) requires an increase of budgeted reserves and Unappropriated Ending Fund Balance due to the increased current revenue and an adjustment to Contingency that was budgeted higher than board policy level. Contingency and Unappropriated Ending Fund Balance reserves are changed to the policy levels of 2.5% and 5.0% respectively: $1,412,190 and $2,824,390. The Rainy Day Reserve is increased by $205,000 to $1,207,450, which increase is the amount of 2013-14 Ending Fund Balance in excess of 2014-15 requirements.

BE IT RESOLVED, that the School Board of Corvallis School District 509J hereby approves a supplemental budget to the 2014-15 budget for the General Fund (Fund 100), increasing the budgeted beginning fund balance by $1,030,860, increasing revenue for Tuition from Other Districts by $51,000, and Increasing State School Fund General Support by $312,940; an increase to Instruction (Function 1000) in the amount of $851,912, for Support Services (Function 2000) in the amount of $458,268, Contingency (Function 6000) reduced by $138,580; Rainy Day Reserve (Function 6000) increased by $205,000; and Unappropriated Ending Fund Balance (Function 7000) increased by $18,200.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at a regular meeting this 17th day of November, 2014.

ATTEST:

____
Chris Rochester, Board Chair

____
Steve Nielsen, Deputy Clerk

Corvallis
SCHOOL DISTRICT

IV.B. Appoint Budget Committee Citizen Members

Corvallis School District 509J
Board of Directors

FOR ACTION

BOARD MEETING DATE: November 17, 2013

SUBJECT: Appointment of Budget Committee Members

The Budget Committee has 14 members: seven elected school board members and seven citizens appointed to three-year terms by the board. The citizen members are appointed by open vote of the School Board, as openings occur.

This year the terms of two members expired: LeeAnn Baker and Rick Osborn. Additionally, the position held by Beth Heaney is open due to her appointment to the School Board. Therefore, there are currently two vacancies for full terms (three years each), and one vacancy for the remainder of Beth Heaney's term, expiring June 30, 2015.

The openings on the Budget Committee were advertised in the Gazette Times and messages were sent to the district's Key Communicators. An informational meeting was held in advance of the application deadline to offer an opportunity for interested persons to learn more about the requirements of the position.

A committee including Jim McCullough, Chris Rochester, Tom Sauret, Erin Prince, Steve Nielsen, and Linda Martin reviewed the letters of interest and application materials received.

The recommendation of the committee is to offer appointments as follows:

- LeeAnn Baker – Three-year term ending June 30, 2017
- Rick Osborn– Three-year term ending June 30, 2017
- Shahnewaz Max Ahmad – One-year term ending June 30, 2015

Presenter: **Steve Nielsen, Finance and Operations Director**
Linda Martin, Budget Analyst

Motion Requested: **I move that the Budget Committee members be appointed as recommended.**

Corvallis
SCHOOL DISTRICT

V. CONSOLIDATED INFORMATION

V.A. Unaudited Financial Statements - September 30, 2014

Corvallis School District 509J
Board of Directors

FOR INFORMATION

BOARD MEETING DATE: November 17, 2014

SUBJECT: September 30, 2014 Financial Statements (Unaudited)

The General Fund is reported on a monthly basis and other funds on a quarterly or semi-annual basis. As September is the end of the first quarter of the fiscal year, you will find reports on the following funds in addition to the General Fund: Food Service, District Donation, Designated Facilities, Student Body, Designated Revenue, Early Retirement, Grants and Insurance. General Fund highlights are included below while other fund highlights are reported on the individual fund statement.

General Fund

The Statement of Revenues and Expenditures for the period ending September 30, 2013 and 2014 follow this report. 2014-15 year-to-date revenues total $9.4 million or 16.7 percent of total budgeted revenue as compared to $9.0 million or 16.9 percent for 2013-14. The increase is due to the District's updated 2014-15 allocation of State School Funds which is based upon the February 2014 State School Fund estimate used for budgeting purposes.

General Fund expenditures through September 2014 increased $387,741 as compared to the prior year. Increased costs associated with our union contracts constitute the bulk of this increase. Year-to-date totals for both 2013-14 and 2014-15 are 15.0 percent of budget.

The Schedule of Investments and Cash Disbursements for September 2014 are included as part of this report. If you have any questions or would like additional information please contact me.

Presenter:	**Steve Nielsen, Director of Finance and Operations**
Supplementary Materials:	**1. Statement of Revenue and Expenditures, Fiscal year to date as of September 30, 2013 and 2014**
	2. Schedule of Investments as of September 30, 2014
	3. Schedule of Cash Disbursements greater than or equal to $1,000 for the period of September 1 - 30, 2014.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

General Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	$ 22,950,000	$ 63,319	0.3%	$ 23,137,983	$ 66,456	0.3%
Local Option Taxes	3,890,200	13,163	0.3%	3,756,650	11,913	0.3%
Earnings on Investments	100,000	15,036	15.0%	100,000	13,208	13.2%
Other	394,000	51,494	13.1%	394,000	27,742	7.0%
Intermediate Sources	260,000	-	0.0%	260,000	-	0.0%
State Sources						
General Support	24,719,368	8,816,693	35.7%	27,872,168	9,261,042	33.2%
Common School Fund	494,332	-	0.0%	561,055	-	0.0%
Other	83,000	-	0.0%	33,000	-	0.0%
Federal Sources	9,000	-	0.0%	9,000	-	0.0%
Total Revenue	$ 52,899,900	$ 8,959,705	16.9%	$ 56,123,856	$ 9,380,361	16.7%
Expenditures:						
Instruction	$ 32,546,155	$ 3,638,776	11.2%	$ 34,433,453	$ 3,760,641	10.9%
Supporting Services	21,588,032	4,458,513	20.7%	22,174,779	4,724,310	21.3%
Community Services	127,370	22,338	17.5%	127,184	22,417	17.6%
Facilities Improvements	1	-	0.0%	1	-	0.0%
Transfers to Other Funds	2	-	0.0%	2	-	0.0%
Total Expenditures	$ 54,261,560	$ 8,119,627	15.0%	$ 56,735,419	$ 8,507,368	15.0%
Excess of Revenues over Expenditures	$ (1,361,660)	$ 840,078		$ (611,563)	$ 872,993	
Beginning Fund Balance	6,324,100	6,629,956	104.8%	5,970,973	7,001,834	117.3%
Budgeted Contingencies	2,322,445	-		2,553,220	-	
Unappropriated Ending Fund Balance	2,639,995	-		2,806,190	-	
Fund Balance, September 30	$ -	$ 7,470,034		$ -	$ 7,874,827	

Corvallis School District 509J

Statement of Revenues and Expenditures

Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

Food Service Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	$ 1,075,200	$ 125,789	11.7%	$ 1,190,596	$ 143,209	12.0%
State Sources	18,000	1,587	8.8%	25,000	618	2.5%
Federal Sources (incl. commodities)	1,689,723	113,031	6.7%	1,579,187	75,922	4.8%
Interest on Investments	9,999	710	7.1%	4,999	256	5.1%
Interfund Transfer	1	-	0.0%	1	-	0.0%
Total Revenue	$ 2,792,923	$ 241,117	8.6%	$ 2,799,783	$ 220,005	7.9%
Expenditures:						
Salaries & Benefits	$ 1,740,942	$ 266,639	15.3%	$ 1,814,939	$ 278,764	15.4%
Food	940,680	96,628	10.3%	862,216	58,956	6.8%
Supplies & Services	256,301	33,759	13.2%	191,955	20,965	10.9%
Capital Outlay	55,000	-	0.0%	30,673	-	0.0%
Total Expenditures	$ 2,992,923	$ 397,026	13.3%	$ 2,899,783	$ 358,685	12.4%
Excess of Revenues over Expenditures	$ (200,000)	$ (155,909)		$ (100,000)	$ (138,680)	
Beginning Fund Balance	645,000	680,003	105.4%	545,000	487,082	89.4%
Budgeted Contingency	445,000	-		445,000	-	
Fund Balance, September 30	$ -	$ 524,094		-	$ 348,402	

Notes:

The Food Service Fund is a self-supporting fund.

Revenues to support the program are generated from student participation in food programs, federal and state programs, and a catering operation.

Operations are evaluated to see where costs can be reduced to align with revenues. Staff actively promote the federally subsidized free and reduced breakfast and lunch programs to increase participation and revenues received from these programs.

The District also provides food service programs to other agencies and districts such as Philomath School District, Alsea School District, and several day cares.

The $37,109 decrease in federal sourced revenue is a result of timing differences in payments from the Oregon Department of Education. In FY 2013-14 the August summer food program payment was received in September. This year the August payment for $50,457 was received on October 3, 2014.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

District Donation Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Contributions from Foundation	$ 600,000	$ 100,000	16.7%	$ 600,000	$ 125,000	20.8%
Total Revenue	$ 600,000	$ 100,000	16.7%	$ 600,000	$ 125,000	20.8%
Expenditures:						
Instruction	$ 407,999	$ 53,436	13.1%	$ 411,313	$ 42,271	10.3%
Support Services	75,000	3,838	5.1%	49,890	27,813	55.7%
Community Services	117,000	23,426	20.0%	138,796	23,456	16.9%
Facility Playground Improvements	1	-	0.0%	1	-	0.0%
Total Expenditures	$ 600,000	$ 80,700	13.5%	$ 600,000	$ 93,540	15.6%
Excess of Revenues over Expenditures	$ -	$ 19,300		$ -	$ 31,460	
Beginning Fund Balance	-	-		-	-	
Fund Balance, September 30	$ -	$ 19,300		$ -	$ 31,460	

Notes:

This District fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate public 501(c)3 organization.

A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund to cover expenditures.

Support services expenditures are up $23,975 as a result of the Foundation providing labor and materials for the construction of the Crescent Valley High School track and field storage building.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

Designated Facilities Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Construction Excise Tax	$ 225,000	$ 2,437	1.1%	$ 175,000	$ -	0.0%
SB 1149	108,000	17,525	16.2%	125,000	18,773	15.0%
Proceeds From Sale of Land	400,000	450,000	112.5%	-	-	-
Interest on Investments	13,000	756	5.8%	4,000	702	17.6%
Total Revenue	$ 746,000	$ 470,718	63.1%	$ 304,000	$ 19,475	6.4%
Expenditures:						
Support Services	$ 846,000	$ 58,754	6.9%	$ 642,000	$ 16,428	2.6%
Facility Acquisition & Construction:	623,500	-	0.0%	1,086,000	-	4.2%
Wilson Playground	-	-		-	45,708	
Cheldelin Boiler	50,000	-		50,000	-	0.0%
Total Expenditures	$ 1,519,500	$ 58,754	3.9%	$ 1,778,000	$ 62,136	3.5%
Excess of Revenues over Expenditures	$ (773,500)	$ 411,964		$ (1,474,000)	$ (42,661)	
Beginning Fund Balance	773,500	559,108	72.3%	1,474,000	1,586,086	107.6%
Budgeted Contingency	-	-		-	-	
Fund Balance, September 30	$ -	$ 971,072		$ -	$ 1,543,425	

Notes:

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and other facilities projects undertaken with funds that are restricted or committed for facilities related purposes.

The sale of Fairplay School was completed in August 2013 and the Pleasant View Fruit Farm property sale was finalized in March 2014.

Corvallis School District 509J

Statement of Revenues and Expenditures

Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

Student Body Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Revenues	$ 1,050,000	$ 300,809	28.6%	$ 1,050,000	$ 298,382	28.4%
Total Revenue	$ 1,050,000	$ 300,809	28.6%	$ 1,050,000	$ 298,382	28.4%
Expenditures:						
Instructional Services	$ 1,170,000	$ 131,909	11.3%	$ 1,220,000	$ 102,008	8.4%
Support Services	130,000	1,462	1.1%	80,000	75	0.1%
Total Expenditures	$ 1,300,000	$ 133,371	10.3%	$ 1,300,000	$ 102,083	7.9%
Excess of Revenues over Expenditures	$ (250,000)	$ 167,438		$ (250,000)	$ 196,299	
Beginning Fund Balance	250,000	575,666	230.3%	250,000	575,834	230.3%
Fund Balance, September 30	$ -	$ 743,104		$ -	$ 772,133	

Notes:

The District acts as an agent on behalf of student groups who have raised money for activities. These funds are for athletics and activities at Corvallis High School, Crescent Valley High School, Cheldelin Middle School, and Linus Pauling Middle School. For management purposes, these funds are in a central account where the District provides banking services and purchasing oversight.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

Designated Revenue Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	$ 1,000,000	$ 93,477	9.3%	$ 1,000,000	$ 155,966	15.6%
Total Revenue	$ 1,000,000	$ 93,477	9.3%	$ 1,000,000	$ 155,966	15.6%
Expenditures:						
Instruction	$ 1,001,633	$ 69,001	6.9%	$ 990,939	$ 40,285	4.1%
Support Services	381,650	26,710	7.0%	390,695	29,444	7.5%
Community Services	91,716	13,994	15.3%	93,365	15,983	17.1%
Facility Acquisition & Construction	1	-	0.0%	1	-	0.0%
Total Expenditures	$ 1,475,000	$ 109,705	7.4%	$ 1,475,000	$ 85,712	5.8%
Excess of Revenues over Expenditures	$ (475,000)	$ (16,228)		$ (475,000)	$ 70,254	
Beginning Fund Balance	$ 475,000	$ 777,496	163.7%	475,000	719,057	151.4%
Fund Balance, September 30	$ -	$ 761,268		$ -	$ 789,311	

Notes:

Revenue and expenditures in this fund are related to programs that are supported by special agreements, contracts, and reimbursements by outside groups or agencies.

FY 2014-15 beginning fund balance is comprised of numerous accounts designated for special purposes. Examples include DHS Medicaid Funds ($109,938): Facilities sales of surplus and misc items ($36,158): and the Franklin Wash DC trip ($27,943).

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

Early Retirement Incentive Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Early Retirement	$ -	$ -	-	$ -	$ -	-
Interest on Investments	10,000	1,101	11.0%	-	402	-
Total Revenue	$ 10,000	$ 1,101	11.0%	$ -	$ 402	-
Expenditures:						
Retiree Stipends	1,007,850	313,811	31.1%	784,744	82,757	10.5%
Total Expenditures	$ 1,007,850	$ 313,811	31.1%	$ 784,744	$ 82,757	10.5%
Excess of Revenues over Expenditures	$ (997,850)	$ (312,710)		$ (784,744)	$ (82,355)	
Beginning Fund Balance	1,555,000	1,468,208	94.4%	960,320	957,216	99.7%
Budgeted Contingency	557,150	-		175,576	-	
Fund Balance, September 30	$ -	$ 1,155,498		$ -	$ 874,861	

Notes:

This fund pays for supplemental retirement benefits provided to retired teachers.

The last payment for non-represented and classified staff was made June 30, 2008.

In February 2005, certified employees agreed to end the early retirement program effective June 30, 2017. Only employees hired before Sept 1, 1988 will have ERI benefits. A lump sum payout was made on April 30, 2005 to end the ERI rights of employees hired between Sept 1, 1988 and June 30, 1998. An additional lump sum payment was made to those hired before Sept 1, 1988 in recognition of reduced ERI benefits available after their retirement.

Teacher retirees after April 1, 2005 will not receive any medical insurance coverage. Benefits decreased from 7 years to 5 years and effective July 1, 2008 any new retirees will receive only 4 years of stipends. No teachers hired after August 31, 1988 are eligible for any post retirement benefits if they retired after April 1, 2005. As of July 1, 2014 there were 25 eligible retired teachers receiving benefits.

Retiree expenditures account for monthly retirement stipends and lump sum retirement payouts as per the agreement. Comparison of expenditures between years will vary due to the variances in the time of retirement and eligibility for lump sum payouts.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

Grant Funds

	FY 2013-14 Budget	FY 2013-14 Actual		FY 2014-15 Budget	FY 2014-15 Actual	
Revenues:						
Local Revenues	$ 50,000	$ -	0.0%	$ 50,000	$ -	0.0%
Intermediate revenues	100,000	6,896	6.9%	100,000	5,204	5.2%
State Revenues	100,000	347	0.3%	400,000	299,093	74.8%
Federal Revenues	2,750,000	350,628	12.8%	4,010,000	257,966	6.4%
Total Revenue	$ 3,000,000	$ 357,871	11.9%	$ 4,560,000	$ 562,263	12.3%
Expenditures:						
Instruction	$ 2,607,800	$ 548,950	21.1%	$ 3,161,913	$ 363,404	11.5%
Support Services	2,048,300	124,266	6.1%	2,010,086	371,428	18.5%
Community Services	143,899	17,219	12.0%	248,000	29,588	11.9%
Facility Acquisition & Construction	1	-	0.0%	1	-	0.0%
Total Expenditures	$ 4,800,000	$ 690,435	14.4%	$ 5,420,000	$ 764,420	14.1%
Excess of Revenues over Expenditures	$ (1,800,000)	$ (332,564)		$ (860,000)	$ (202,157)	
Beginning Fund Balance	1,800,000	1,592,248	88.5%	860,000	951,301	110.6%
Budgeted Contingency	-	-		-	-	
Fund Balance, September 30	$ -	$ 1,259,684		$ -	$ 749,144	

Notes:

The District has approximately 34 grant awards from federal, state, and private sources estimated at $6.2 million. The larger awards typically span a several year time period.

Indirect costs are administrative costs such as audit, legal, business, human resources, and technology that are paid for by the General Fund but also utilized by the grant funds. Board policy calls for the District to recover indirect costs related to grants. This amount shows as a revenue in the General Fund and is used to offset General Fund operations. The District indirect cost rate is the maximum allowed by the State and varies from year to year. The State approves this rate each year. The rate for FY 2014-15 decreased to 4.10% from 4.52% in the prior year.

State grant revenue is up substantially because of the receipt of new grants, which include State Mentoring ($9,851); Farm to School ($11,254); and the School District Collaboration ($245,354).

Federal grant revenue is down as a result of the timing differences with regard to spending. The total amount of Federal grants allocated to the District is roughly equivalent to FY 2013-14.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2013 and 2014 Respectively (Unaudited)

Insurance Fund

	FY 2013-14			FY 2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Charges to Other Funds	$ 12,327,850	$ 1,928,951	15.6%	$ 11,873,350	$ 1,998,916	16.8%
Other Revenues	7,000	440	6.3%	7,000	240	3.4%
Total Revenue	$ 12,334,850	$ 1,929,391	15.6%	$ 11,880,350	$ 1,999,156	16.8%
Expenditures:						
Insurance Activities	$ 301,710	$ 68,901	22.8%	$ 337,169	$ 86,529	25.7%
Facilities	500,000	-	0.0%	-	-	-
Transfer to Capital Projects Fund	-	-	-	1,100,000	-	0%
Insurance Premiums	14,359,125	1,633,315	11.4%	14,428,181	2,033,805	14.1%
Total Expenditures	$ 15,160,835	$ 1,702,216	11.2%	$ 15,865,350	$ 2,120,334	13.4%
Excess of Revenues over Expenditures	$ (2,825,985)	$ 227,175		$ (3,985,000)	$ (121,178)	
Beginning Fund Balance	2,825,985	4,414,413	156.2%	3,985,000	4,818,082	120.9%
Fund Balance, September 30	$ -	$ 4,641,588		$ -	$ 4,696,904	

Notes:

The Insurance Fund is used to account for employee health benefits, worker's compensation and property/liability activity.
The fund also includes reserves for the dental/vision and property liability self-insured programs.

Corvallis School District 509J
Schedule of Investments
September 30, 2014

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
Total Investments outside of Local Government Investment Pool:					$ -	$ -

Local Government Investment Pool:	Average Annualized Rate	
General Account	0.54%	$ 20,623,545
Debt Service Account	0.54%	45
Subtotal LGIP [1]		$ 20,623,590
Local Government Investment Pool - Pension Bond Debt Service:		
Pension Bond Debt Service Account: [2]	0.54%	$ 723,155
Total Investments		$ 21,346,745

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is $46,801,588.
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	0.0%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	100.0%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	0.0%
TOTAL		100.00%

Benchmarks as of 9/30/14:

3-Month U. S. T-Bill bond equivalent yield:	0.02%
3-Mo. Jumbo CDs	0.03%

Corvallis School District 509J

Schedule of Cash Disbursements greater than or equal to $1,000

For the period of September 1, 2014 - September 30, 2014

Fund, Object, Vendor		Amount
100 - General Fund	**$**	**681,418.54**
Computer Software	**$**	**49,569.57**
CDW GOVERNMENT INC	$	5,109.29
RENAISSANCE LEARNING, INC	$	35,393.28
ROSETTA STONE LTD.	$	6,867.00
UNIVERSITY OF OREGON	$	2,200.00
Consumable Supplies and Materials	**$**	**101,208.90**
COASTWIDE LABORATORIES	$	8,174.04
HOME DEPOT CREDIT SERVICES	$	1,775.89
MILLER PAINT COMPANY	$	2,950.50
HENDERSONS OFFICE SYSTEMS	$	1,212.00
OFFICE MAX	$	17,573.12
SHIRT CIRCUIT	$	1,665.84
CHOWN HARDWARE	$	12,428.06
AMAZON.COM CREDIT SERVICES	$	1,372.20
BENSON'S INTERIORS, INC	$	3,246.40
PLATT ELECTRIC SUPPLY CO	$	5,497.65
REXIUS	$	23,519.00
SCHOOL SPECIALTY	$	1,361.65
WELLS FARGO REMITTANCE CENTER	$	1,347.78
BERESFORD COMPANY	$	1,500.15
BEST BUY BUSINESS ADVANTAGE ACCOUNT	$	3,536.98
CORVALLIS BATTERY	$	2,979.60
HANGSAFE HOOKS	$	1,499.65
INTEGRATED REGISTER SYSTEM, INC	$	1,210.00
JW PEPPER & SON INC	$	1,147.94
MOUNTAIN HOME BIOLOGICAL	$	1,263.98
SPEEDBUMPSANDHUMPS	$	1,134.88
HANDWRITING WITHOUT TEARS	$	1,964.16
SCHOLASTIC INC	$	2,847.43
Other Non-instructional Professional and Te	**$**	**3,795.75**
MAXIM HEALTHCARE SERVICES	$	3,795.75
Printing and Binding	**$**	**2,580.77**
HENDERSONS OFFICE SYSTEMS	$	2,580.77
Reimbursable Student Transportation	**$**	**156,821.46**
GO GET'EM TAXI AND TRANSPORT LLC	$	8,340.00
FIRST STUDENT INC	$	148,481.46
Repairs and Maintenance Services	**$**	**118,335.49**
BENTON COUNTY PUBLIC WORKS	$	1,148.86
ECO HOME COMFORT, LLC	$	3,100.00
CHOWN HARDWARE	$	1,921.79
BENSON'S INTERIORS, INC	$	5,261.00
REYNOLDS ELECTRIC, INC.	$	4,144.35
SYNERGY SECURITY SOLUTIONS	$	1,046.00
TIM BREWER TREE & STUMP SERVICE INC	$	6,967.50
W L THOMAS ENVIRONMENTAL, LLC	$	1,165.20
APPLEGATE DOOR COMPANY	$	4,665.00

Fund, Object, Vendor		Amount
ACE ROOTER SERVICE LLC	$	1,000.00
B JOHNSON TURF & IRRIGATION CO.	$	4,222.84
BOILER & COMBUSTION SERVICE INC	$	17,006.60
DIG-IT FENCING	$	5,367.00
FREEBIRD INC. BODY & PAINT	$	1,110.36
HOODZ OF THE WILLAMETTE VALLEY	$	2,586.00
MODERNCRETE WEST INC	$	7,475.00
REED'S PAINTING, INC	$	43,400.00
SNYDER ROOFING	$	6,747.99
Travel, Out of District	**$**	**4,461.18**
WELLS FARGO REMITTANCE CENTER	$	1,899.58
UNION LEAGUE CLUB OF CHICAGO	$	2,561.60
Fuel	**$**	**5,326.43**
BENTON COUNTY PUBLIC WORKS	$	2,625.28
NW NATURAL	$	2,701.15
Electricity	**$**	**43,450.95**
PACIFIC POWER AND LIGHT	$	34,972.45
CONSUMERS POWER INC	$	8,478.50
Charter School Payments	**$**	**48,151.09**
INAVALE COMMUNITY PARTNERS, INC	$	48,151.09
Telephone	**$**	**7,897.19**
AT&T MOBILITY-ACCT#837370420 (TECH)	$	1,580.12
CENTURYLINK	$	6,317.07
Other Communication Services	**$**	**1,344.74**
CENTURYLINK.	$	1,344.74
Water and Sewage	**$**	**34,095.32**
CITY OF CORVALLIS	$	34,095.32
Periodicals	**$**	**2,354.00**
LRP PUBLICATIONS, INC.	$	2,354.00
Garbage	**$**	**5,373.28**
REPUBLIC SERVICES	$	5,373.28
Textbooks	**$**	**6,291.32**
AMAZON.COM CREDIT SERVICES	$	1,477.05
FOLLETT SCHOOL SOLUTIONS, INC	$	3,574.80
W.W. NORTON & COMPANY C/O NATIONA	$	1,239.47
Instructional, Professional and Technical Se	**$**	**25,521.60**
ODYSSEYWARE	$	18,500.00
OREGON CAREER INFORMATION SYSTEM	$	7,021.60
Technology Equip $1,000 - $4,999	**$**	**38,280.00**
GOVCONNECTION INC	$	38,280.00
Audit Services	**$**	**2,500.00**
INAVALE COMMUNITY PARTNERS, INC	$	2,500.00
Technology Equipment $5,000 and greater	**$**	**21,689.50**
LANDMARK FORD	$	21,689.50
Advertising	**$**	**2,370.00**
MID VALLEY NEWSPAPERS	$	2,370.00

Fund, Object, Vendor		Amount
203 - Food Service Fund	**$**	**73,133.40**
Food - Food Service Only	**$**	**28,141.96**
LOCHMEAD DAIRY	$	13,893.13
DUCK DELIVERY PRODUCE INC	$	7,895.04
FRANZ FAMILY BAKERIES	$	2,625.55
SYSCO FOOD SERVICE	$	2,048.24
RIVERWOOD ORCHARD AND FARM	$	1,680.00
Inventories	**$**	**44,991.44**
MCDONALD WHOLESALE CO	$	30,698.92
SYSCO FOOD SERVICE	$	9,779.03
FOOD SERVICE OF AMERICA	$	2,244.31
NORTHWEST DISTRIBUTION SERVICES	$	1,114.18
TAKENA KIWANIS	$	1,155.00
204 - District Donation Fund	**$**	**4,364.77**
Repairs and Maintenance Services	**$**	**1,212.89**
REYNOLDS ELECTRIC, INC.	$	1,212.89
Non-reimbursable Student Transportation	**$**	**3,151.88**
FIRST STUDENT INC	$	3,151.88
208 - Construction Excise Tax & Land Fund	**$**	**62,135.72**
Repairs and Maintenance Services	**$**	**16,427.55**
REYNOLDS ELECTRIC, INC.	$	16,427.55
Improvements Other Than Buildings	**$**	**45,708.17**
DEVCO ENGINEERING INC	$	2,053.17
KNIFE RIVER	$	43,655.00
296 - Grants Fund	**$**	**150,304.07**
Computer Software	$	3,000.00
IXL LEARNING	$	1,650.00
LEARNING A-Z	$	1,350.00
Consumable Supplies and Materials	**$**	**101,948.86**
OETC	$	6,251.26
APPLE, INC	$	81,278.00
SCHOOL SPECIALTY	$	7,755.12
WELLS FARGO REMITTANCE CENTER	$	1,254.57
PERMA-BOUND	$	1,555.06
TRILLIUM CFH OLD SCHOOL CONFERENCE S	$	3,854.85
Reimbursable Student Transportation	**$**	**2,951.68**
FIRST STUDENT INC	$	2,951.68
Travel, Out of District	**$**	**13,307.08**
COSA	$	1,712.00
WELLS FARGO REMITTANCE CENTER	$	2,654.08
HOOPER, THOMAS	$	1,676.00
NORTHWEST DISTRICT LCMS	$	1,040.00
OREGON SCHOOL COUNSELOR ASSOCIATIO	$	1,250.00
PACIFIC EDUCATIONAL GROUP, INC.	$	4,975.00
Textbooks	**$**	**3,179.45**
VISTA HIGHER LEARNING	$	3,179.45
Instructional, Professional and Technical Se	**$**	**16,800.00**
PACIFIC EDUCATIONAL GROUP, INC.	$	10,800.00
TEACHING STRATEGIES, INC	$	6,000.00
Food	**$**	**9,117.00**
TAKENA KIWANIS	$	9,117.00

Fund, Object, Vendor		Amount
297 - Student Body Funds	**$**	**50,934.04**
Consumable Supplies and Materials	**$**	**19,325.94**
SHIRT CIRCUIT	$	5,101.10
COSTCO - ALBANY	$	2,358.99
OREGON ELITE ALL-STAR CHEERLEADING	$	1,800.00
B & H ELECTRONICS/PHOTO/VIDEO	$	1,793.90
PEPSI-COLA	$	2,341.70
NO DINX INC	$	2,968.50
INTREPID SPORTSWEAR	$	1,374.00
SIGN EXPRESS	$	1,587.75
Dues and Fees	**$**	**1,000.00**
SILVERTON HIGH SCHOOL ATHLETICS	$	1,000.00
Other Non-instructional Professional and Te	**$**	**8,873.25**
MID-VALLEY SOCCER REFEREES ASSN	$	4,987.50
MID-WESTERN FOOTBALL OFFICIALS ASSN	$	3,885.75
Travel, Student Out of District	**$**	**18,112.05**
OREGON SCHOOL ACTIVITIES ASSOCIATION	$	5,085.00
MID-VALLEY VOLLEYBALL OFFICIALS ASSN	$	2,880.50
MID WILLAMETTE CONFERENCE	$	3,000.00
MID-WESTERN FOOTBALL OFFICIALS ASSN	$	3,678.75
OCEAN ODYSSEY VACATION RENTALS	$	1,292.80
SILVERTON HIGH SCHOOL ATHLETICS	$	2,175.00
Equipment $5,000 and greater	**$**	**3,622.80**
KEIZER OUTDOOR POWER EQUIPMENT	$	3,622.80
298 - Designated Revenue Fund	**$**	**16,627.92**
Consumable Supplies and Materials	**$**	**14,293.03**
COASTWIDE LABORATORIES	$	1,585.95
OFFICE MAX	$	5,342.12
SCHOOL SPECIALTY	$	1,160.64
1000BULBS.COM	$	1,479.32
NORTHWEST TEXTBOOK DEPOSITORY	$	4,725.00
Textbooks	**$**	**2,334.89**
FOLLETT SCHOOL SOLUTIONS, INC	$	2,334.89
601 - Insurance Fund	**$**	**397,116.66**
Other Non-instructional Professional and Te	**$**	**8,121.36**
BARKER-UERLINGS INSURANCE, INC	$	5,961.36
CPR WORKS, LLC	$	2,160.00
Group Insurance	**$**	**386,495.30**
Equipment $5,000 and greater	**$**	**2,500.00**
KEIZER OUTDOOR POWER EQUIPMENT	$	2,500.00
Grand Total	**$**	**1,436,035.12**

Corvallis
SCHOOL DISTRICT

VI. ADJOURNMENT

*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