



# Corvallis

SCHOOL DISTRICT

## NOTICE

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

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Tuesday, October 20, 2015 4:45 PM	Regular	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](mailto: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/UC9Jtpte5dmilZl9kySBjVQ?> 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](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

SCHOOL DISTRICT

Tuesday, October 20, 2015  
4:45 PM

**AGENDA**  
Work Session of the  
**BOARD OF DIRECTORS**  
Corvallis School District 509J

Meeting Details: Tuesday, October 20, 2015, 4:45 PM in the District Office Board Room,  
1555 SW 35th Street, Corvallis, OR 97333.

*If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.*

- I. WELCOME AND INTRODUCTIONS
- II. SCHOOL IMPROVEMENT PLANS
  - II.A. Corvallis High School

# Corvallis High School

## SCHOOL ACTION PLAN

2015-2016

### Demographic Information

- School Population
  - TAG—23%
  - SpEd—11%
  - ELL—14%
  - F & R—29%
- Staff—59 certified, 43 classified

### Results from 2014-15 School Improvement Plan

#### School Improvement Goal #1:

100% of all 9<sup>th</sup> 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 10<sup>th</sup> grade year.

#### Results:

251 out of 307 9<sup>th</sup> graders started the year in grade level math, science, and English. Out of the 246 9<sup>th</sup> graders that were at CHS for the whole school year 225 earned 6 credits and passed all core classes. 11 additional students earned 6 credits, but failed at least one core class. **91.5% of our 9<sup>th</sup> graders earned 6 credits and passed all core classes.** While our goal was 100%, we are excited at the strong growth that was demonstrated over last year and are looking forward to continuing to better support our freshmen students by strengthening the systems that have been implemented.

#### School Improvement Goal #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.

# Corvallis High School

## SCHOOL ACTION PLAN

2015-2016

### Results:

95.5% of American Literature students started their senior year meeting the essential skill of writing or with a banked work sample. Of the 243 American Literature or American Honors Literature students, 230 met the essential skill in writing. Of the 13 who did not meet, two banked a work sample. The students who did not meet this goal are currently in a writing interventions class to ensure each of them meet the essential skills of writing.

### School Improvement Goal #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.

### Results:

Our 2011-12 cohort had 31 students who identified as Hispanic. 29 of those students graduated, which means that 93.5% of our Latino students from the 2011-12 cohort graduated with a regular diploma.

# Corvallis High School

## SCHOOL ACTION PLAN

2015-2016

### Component 1

#### Academics

**Our Commitment:**

Corvallis High School will continue in its commitment to ensure that 100% of all 9<sup>th</sup> 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 10<sup>th</sup> grade year.

Academic Issue(s): Our data shows that students who do not earn a math or English grade in the 9<sup>th</sup> grade have only a 70% chance of graduating in four or five years. The academic and student behaviors necessary to pass math, English, and science are high predictors for successful high school graduation.

**Key Actions:**

1. Continue the implementation of our RTI program.
2. Support and model the school-wide implementation of AVID student engagement strategies.
  - a. Instructional focus on clear learning objectives, success criteria, and timely feedback.
3. Implementation of AVID boot camp for students prior to beginning of the school year to aid in transition to high school.
4. Implement organizational system for all 9<sup>th</sup> graders in their core classes. Each student will have a folder with an assignment tracking sheet for all core classes.
5. Continue summer opportunities to recover credit.

**Corvallis High School**  
**SCHOOL ACTION PLAN**

2015-2016

**Component 2**

**Equity**

**Our Commitment:**

Corvallis High School is committed to supporting all students by providing equal access and opportunities to ensure success in high school and beyond.

Academic Issue(s): While our subgroups' graduation rates are improving they continue to lag behind the overall rate of 85.6%. Our economically disadvantaged students graduate at 73.6%, Latinos at 68%, and special education students at 62.9%.

**Key Actions:**

1. Provide professional development on instructional strategies to ensure full access to educational content for all subgroups.
2. Monitor success of subgroups and provide interventions to bolster academic progress as needed.
3. Continue to implement a co-teaching model in core classes.

# Corvallis High School

## SCHOOL ACTION PLAN

2015-2016

### Component 3

#### School Environment & Culture

Our Commitment: Corvallis High School is committed to continuing our intentionality with practices and policies to ensure all students participate fully in the academic and co-curricular life of the school.

Academic Issue(s): Research shows that students that feel connected to school through co-curricular and extra-curricular activities are more successful academically.

#### Key Actions:

1. Evaluate programs and policies to ensure that all programs reflect the makeup of the student body.
2. Continue integration of Life Skills students into mainstream classrooms.
3. Encourage student club leaders to actively recruit students who are traditionally uninvolved.

# Corvallis High School

## SCHOOL ACTION PLAN

2015-2016

### Component 4

#### Parents & Community

Our Commitment: CHS is committed to breaking down barriers and ensuring access to the broader school community through involvement, voice, and a sense of belonging.

Academic Issue(s): Insufficient access to key programs and information results in lower student achievements among our subgroups.

#### Key Actions:

1. Provide effective, timely communication.
2. Reach out to families that are not traditionally represented through programs such as JUNTOS, AVID, Parent Connection, Beyond CHS, and Chats with Matt.
3. Ensure that processes and information are accessible and understandable for all families.

### Corvallis High School Improvement Cycle of Inquiry – Goal 1

<p><b>Analyze Evidence: Student Problem of Practice</b></p> <p><i>What are some concerns about student learning?</i></p> <p><i>What evidence supports these concerns?</i></p>	<p>Many 9<sup>th</sup> graders begin high school lacking the organizational skills that promote student success. Students who lack these skills often fail to complete key assignments and are not able to develop academic self-management strategies. There is a clear correlation between the lack of organization skills and the lack of achievement of our 9<sup>th</sup> who end the year not on track to graduate.</p>
<p><b>SMART Goal Statement # 1</b></p>	<p>Every 9<sup>th</sup> grader will be taught and required to use a common assignment tracking system in all core classes.</p>
<p><b>Analyze Evidence: Teacher Problem of Practice</b></p> <p><i>What area of teaching practice might make a difference with the identified problem of student learning?</i></p>	<p>Teachers will clearly articulate all expectations and assignments, and they will monitor and access effective student use to the planner pages.</p>
<p><b>Determine An Area of Focus: Principal Instructional Leadership Area of Focus</b></p> <p><i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i></p>	<p>The administrative team will hold teachers accountable for the common agreements around implementing this organizational strategy.</p>
<p><b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i></p>	<p>If the principals provide the rationale, the materials, and the monitoring of the implementation, then teachers will have a commitment to the program and an effective means of ensuring student organization, so that students will be able to track their assignments and the completion of them.</p>

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
<p><b>What is the expected change?</b></p> <p><b>Improved organization of work completion rates.</b></p>	<p>More student understanding of what is required of them and increased follow-through on assignments.</p>	<p>Teachers will have an increased focus on the clarity of assignment requirements and deadlines, and they will monitor students' effective use of the planner pages.</p>	<p>We've have stated we will see.</p>
<p><b>What is the evidence of success?</b></p>	<p>In the short term, student work completion will increase, and in the long term more students will remain on-track.</p>	<p>In the short term, student work completion will increase, and in the long term more students will remain on-track.</p>	<p>More students will be better able to articulate clearly why they are earning the grade they are earning.</p>
<p><b>How will the evidence be measured?</b></p>	<p><b>Work completion rates and improved quarter and semester grades.</b></p>	<p><b>Work completion rates and improved quarter and semester grades.</b></p>	<p><b>Work completion rates and improved quarter and semester grades.</b></p>

When will you be completed with this inquiry Cycle?

Date: \_\_\_\_\_ 11/6/15; and 2/1/16 \_\_\_\_\_



<b>Learning Plan</b>	<b>Possible Learning Activities:</b>  <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	<b>Purpose</b>  <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	<b>Outcomes:</b>  <i>What are the outcomes of this learning activity?</i>	<b>Evidence Gathering:</b>  <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	<b>Resources:</b>  <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1  Who:  Date:  Time:					
Learning Session 2  Who:  Date:  Time:					
Learning Session 3					

Who:					
Date:					
Time:					



# Corvallis

SCHOOL DISTRICT

II.B. Linus Pauling Middle School

# Linus Pauling Middle School SCHOOL ACTION PLAN

2015-2016

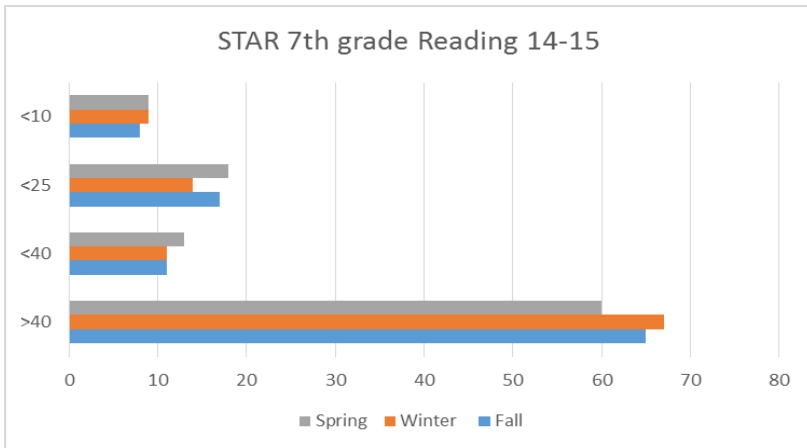
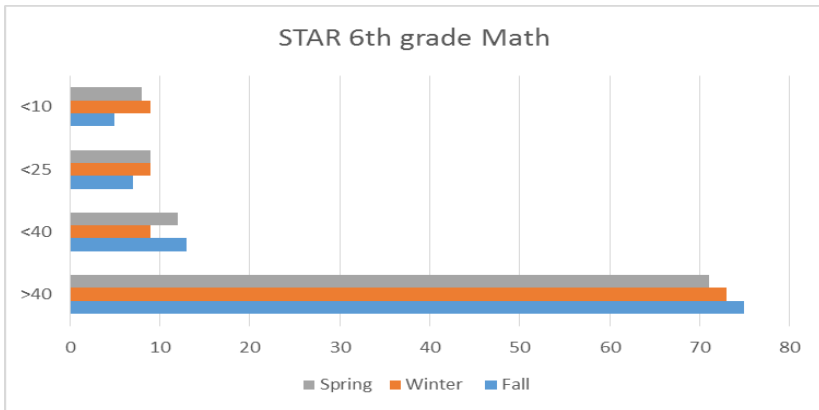
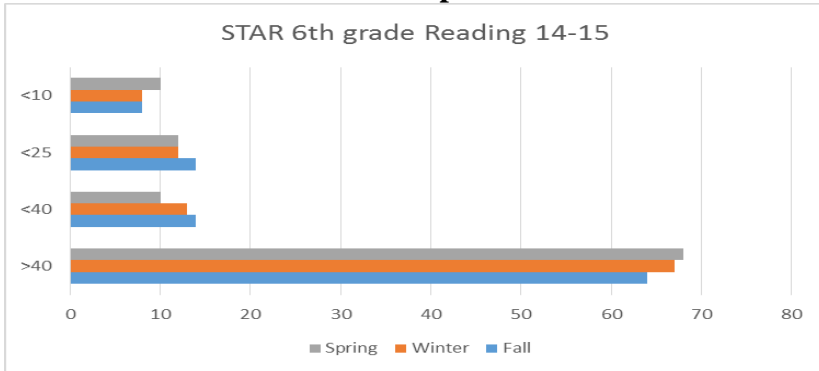
## Demographic Information

- *School Population*-Linus Pauling has a total school population of 704 students. Below is the total population broken down into the following sub groups:
  - Talented and Gifted (TAG)-73 students or 10% of the school population qualify for the Talented and Gifted program.
  - SPED- LP has 79 students or 11% of the school population that currently qualify for an IEP. This number includes 13 students in the Life Skills program.
  - ELL-Currenty we have 45 active ELL students and 93 monitored ELLs
  - Economically disadvantaged-Linus Pauling has 43% of their students that qualify for free lunch
- *Staff*- 2 admin, 37 certified staff, 25 classified staff
- Linus Pauling Middle School houses the Life Skills program for moderate to severely handicapped students. We also have 25% of our students enrolled in the dual language immersion program grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>.

# Linus Pauling Middle School SCHOOL ACTION PLAN

2015-2016

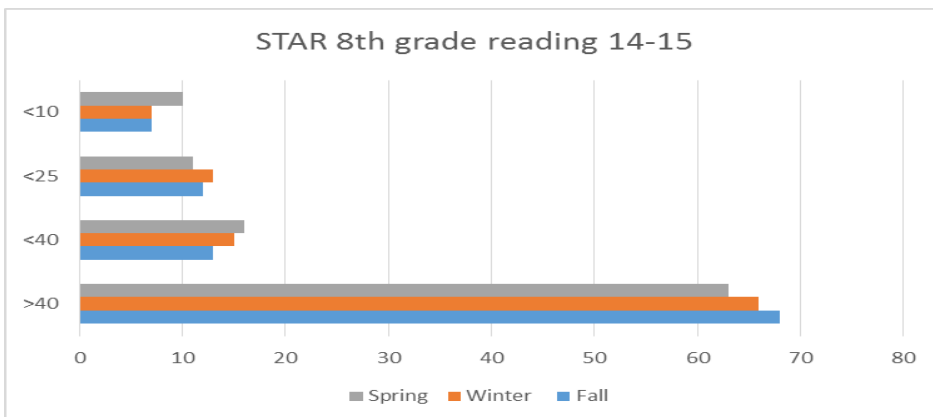
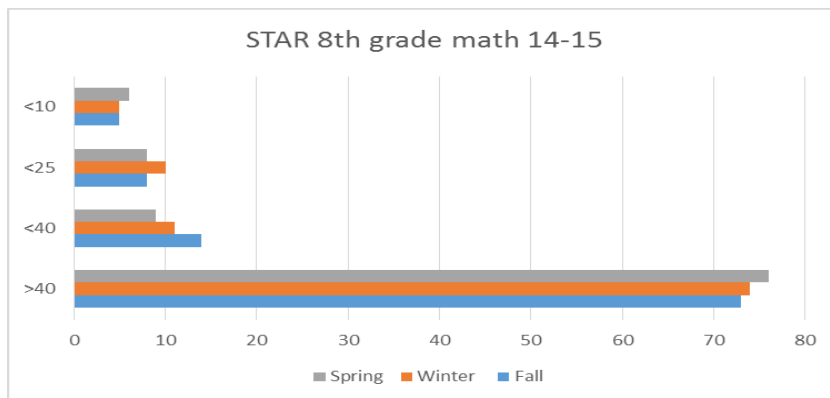
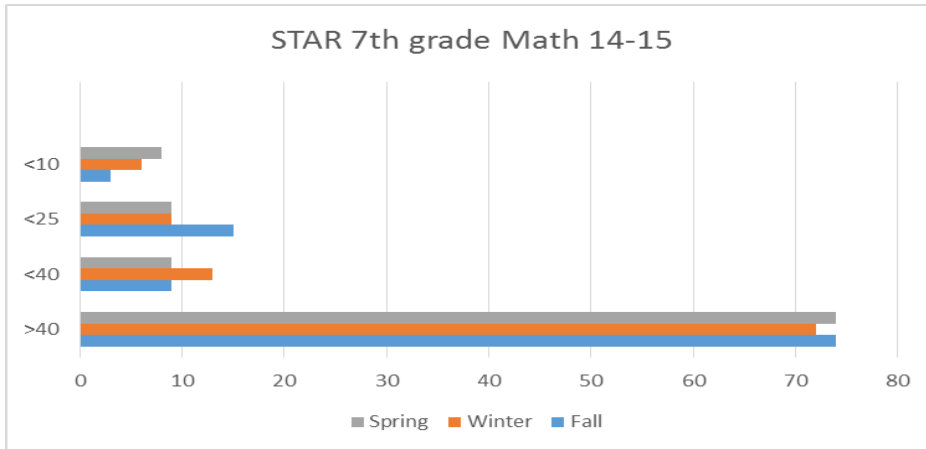
## Results from 2014-15 School Improvement Plan



***Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!***

# Linus Pauling Middle School SCHOOL ACTION PLAN

2015-2016



***Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!***

# Linus Pauling Middle School SCHOOL ACTION PLAN

2015-2016

## Component 1

### Academics

#### **Our Commitment:**

Linus Pauling Middle School is committed to providing the highest quality education possible for all students at the school with the hope of closing the opportunity gap and demonstrating significant learning gains for all. A high quality education in our eyes helps all students learn to think critically, have a deep understanding of all academic subjects, math, reading, writing, social studies and science, have a rigorous, engaging experience in all classes and be able to demonstrate their learning in many ways.

#### **Key Actions:**

With a laser focus on pedagogy that reflects best practice and by identifying areas we can get the most leverage in making learning gains for our students, we will use AVID as the base for our professional development and move toward making Linus Pauling a school wide AVID program. In addition, consistent, thoughtful feedback for our teachers will be important to reiterate our desire for best practice in all classrooms. Collaborating with Cheldelin in PLCs to ensure that we are aligned in the standards we are teaching in each class as well as common formative assessments that will help our teachers become better instructors as well as be more mindful about what works and what doesn't to best support learning in the classroom.

**Academic Issue(s):** The results of the the fall STAR reading and math tests are guiding our focus this year. STAR correlates with Smarter Balanced and therefore can be a reliable indicator for success in SBAC. Our Fall STAR data shows us that we have about 60% of students meeting or exceeding benchmark in reading and 40% not meeting benchmark. In math, 72% of our 6<sup>th</sup> graders are meeting in math and 28% not meeting. In 7<sup>th</sup> grade 73% are meeting and 27% are not and finally in 8<sup>th</sup> grade 67% are meeting and 33% not meeting. STAR has adjusted their cut scores and will change the percentile of the current students meeting benchmark.

# Linus Pauling Middle School SCHOOL ACTION PLAN

2015-2016

## Component 2

### Equity

#### **Our Commitment:**

Linus Pauling has a strong commitment to equity for all students and families in our school. With almost 30% students of color, 11% of students on IEPs, and 43% of our students that qualify as economically disadvantaged, it is imperative that we ensure the structures and practices at LP help and not hinder the students in our school.

#### **Key Actions:**

We will deeply examine our practices at LP with the help of our newly established Equity team. Six staff members have committed to be part of our team which will look for institutional barriers that be impeding our students of color within our school. Additionally, we will be systematic in our outreach to these populations in order to ensure the highest percentage of participation in opportunities that will benefit academic and opportunity growth.

#### **Academic Issue(s):**

Closing the opportunity and achievement gap for our students of color is a priority for LP. With the introduction of AVID, the establishment of an equity team, the focus on stabilizing and supporting our dual language immersion program, along with working hard to support and communicate better with our students and families of color, we hope that achievement gap we now see will diminish.

# Linus Pauling Middle School SCHOOL ACTION PLAN

2015-2016

## Component 3

### School Environment & Culture

#### **Our Commitment:**

LP is committed to providing a safe environment with high expectations for students to behave in a way that shows respect for their environment, others and themselves. It is important for us to teach students skills that will help them in their academic life as well as social skills that will help them have a productive, enjoyable future and be successful as they move into high school.

#### **Key Actions:**

In May, we held listening sessions with staff to learn what would be the most important things to address right away as we came into the building as new administrators. The priorities that came from staff was a behavior system with follow through and a lunch schedule that was manageable and effective in keeping students safe and giving them time to relax. Additionally, during our PRIDE periods, we will address bullying issues as well as move to teaching from a Peace Jam curriculum that addressing bullying and the appropriate treatment of each other.

#### **Academic Issue(s):**

As mentioned in last year's school improvement plan, Linus Pauling has seen a decrease in the amount of referrals written and the amount of suspensions given. With our new behavior system we hope to continue to decrease those numbers and to provide quick and clear consequences for bad behavior. We believe that when students have clear boundaries and clear consequences for behavior that falls out of those boundaries we will see less behavior offenses.

In addition to a strong system to address inappropriate behavior, we will also continue with a strong positive reinforcement structure that will give students rewards for appropriate behavior through our positive behavior system.(PBS) Leadership students will be recruited to teach these positive behaviors through skits and other means in our student assemblies and other ways deemed effective. We know that creating an environment that is safe and that students feel positive interactions with adults will help us continue a positive environment for all students.

# Linus Pauling Middle School SCHOOL ACTION PLAN

2015-2016

## Component 4

### Parents & Community

#### **Our Commitment:**

LP commits to having strong communication with our families and community in order for parents to be involved and informed about their student's education. We also commit to creating access for all families no matter resources or the language that is spoken in the home.

#### **Key Actions:**

Continue the established means of communication with families and friends of Linus Pauling MS. We have a school website, bi-monthly newsletters, a weekly WAAG, that keeps staff and families informed about the happenings at the school and monthly principal coffees to keep parents up to date. In January, we hope to add the Juntos program to the list of ways we reach out to our parents. Juntos will allow Spanish speaking families to be involved more fully in their child's education and to be empowered to support and advocate for their students in the educational process. Finally, we are returning to the practice of mailing progress reports to parents whose students have Ds and/or Fs. This will hopefully help to make sure parents are aware of their student's progress in school.

#### **Academic Issue(s):**

We still struggle to have all families and parents involved and informed about what is happening at and opportunities available at Linus Pauling. More than 100 students don't have internet access at home and therefore parents have less access to Pinnacle as well as the announcements that go out from the school.

## Linus Pauling Middle School Improvement Cycle of Inquiry – Goal 1

<p><b>Analyze Evidence: Student Problem of Practice</b></p> <p><i>What are some concerns about student learning?</i></p> <p><i>What evidence supports these concerns?</i></p>	<p>In order for students to be successful in academics in middle school and beyond it is imperative that students are reading and comprehending what they read at grade level. Understanding academic vocabulary used in both fiction and non-fiction reading is many times a stumbling block for our students who are not meeting in reading.</p> <p>The Fall 2015 STAR reading data for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades indicates that each grade is performing in a 60/40 split. 60% of the students are meeting or exceeding and 40% of the students are not meeting. Academic vocabulary and understanding vocabulary is the key skill that is tested by the STAR assessment.</p>
<p><b>SMART Goal Statement # 1</b></p>	<p>Students in AVID 8<sup>th</sup> grade humanities classes student will make a 5% gain of available growth by the first progress monitoring date in early December</p>
<p><b>Analyze Evidence: Teacher Problem of Practice</b></p> <p>What area of teaching practice might make a difference with the identified problem of student learning?</p>	<p>Teachers of AVID 8<sup>th</sup> grade regular humanities classes will use AVID vocabulary strategies to explicitly teach academic vocabulary in their classes.</p>
<p><b>Determine An Area of Focus: Principal Instructional Leadership Area of Focus</b></p> <p>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</p>	<p>Through a consistent walk-throughs, administrators will look for evidence that academic language is being taught intentionally through specific AVID strategies.</p>
<p><b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i></p>	<p>If the principal provides consistent feedback about proven AVID strategies that focus on academic vocabulary through academic walk-throughs and conversations and gives teachers monetary support and specific academic vocabulary training, then teachers will be able to more intentionally teach and support academic vocabulary within their content area, so that students will be able to use and understand Tier 2 academic vocabulary more effectively in the classroom.</p>

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
<b>What is the expected change?</b>	Principals will focus walk-throughs and professional development on supporting teachers in becoming more proficient in teaching academic vocabulary within a reading class through specific AVID strategies.	Teachers will be more intentional in teaching tier 2 academic language through AVID strategies to students within the context of their language arts class.	Students will be engaged in more AVID strategies that will improve their understanding and retention of academic vocabulary within their language arts classes.
<b>What is the evidence of success?</b>	Walkthrough data	Walkthrough data	Students will gain better understanding of the tier 2 academic vocabulary used in the reading and other materials in their classroom which will positively affect the outcomes of the STAR reading test, with students showing 5% gains of available growth at the first progress monitoring in early December.
<b>How will the evidence be measured?</b>	Better understanding and manipulation of academic vocabulary by students in the classroom. STAR reading outcomes will show a 5% gain of available growth at the first progress monitoring in early December. .	Better understanding and manipulation of academic vocabulary by students in the classroom. STAR reading outcomes will show a 5% gain of available growth at the first progress monitoring in early December.	Better understanding and manipulation of academic vocabulary by students in the classroom. STAR reading outcomes will show a 5% gain of available growth at the first progress monitoring in early December.
<b>When will you be completed with this inquiry Cycle?</b>			

Date: 12/15 \_\_\_\_\_



<b>Learning Plan</b>	<b>Possible Learning Activities:</b> <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	<b>Purpose</b> <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	<b>Outcomes:</b> <i>What are the outcomes of this learning activity?</i>	<b>Evidence Gathering:</b> <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	<b>Resources:</b> <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1  Who:  Date:  Time:					
Learning Session 2  Who:  Date:  Time:					
Learning Session 3  Who:					

Date:					
Time:					



# Corvallis

SCHOOL DISTRICT

II.C. Franklin K-8 School

**FRANKLIN K - 8 SCHOOL**  
**SCHOOL ACTION PLAN**  
2015-2016

**Demographic Information**

• 2014-15 School Population

American Indian	1	0.3%
Asian	44	11.5%
Black	3	0.8%
Hispanic	35	9.2%
MultiRacial	33	8.6%
Pac Islander	2	0.5%
White	264	69.1%

•

TAG – Elementary – 2 students (1.3%) Middle School – 42 students (22.9%)

SpEd – Elementary – 15 students (10%) Middle School – 24 students (13%)

ELL – 14 active (K – 4, 1<sup>st</sup> – 5, 3<sup>rd</sup> – 2, Middle School – 3), 4 refused services, 5 exited/monitored

F & R – 85 students (22.3%)

School specific info to share

Enrollment

KG	25
1	28
2	30
3	29
4	30
5	57
6	65
7	57
8	61

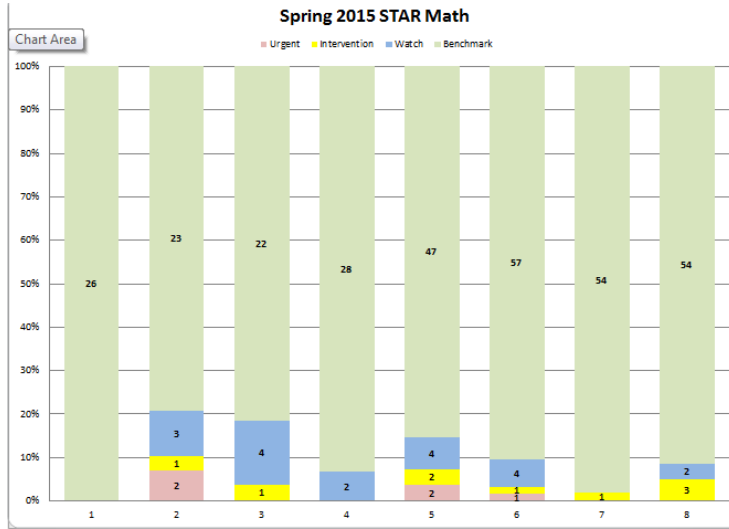
Franklin’s teaching staff is a veteran group, with only 1 teacher in the probationary status this year. They work effectively as a team and are strongly committed to the Core Knowledge model, that provides a rigorous instructional program that prepares students for high school and post high school opportunities.

# FRANKLIN K - 8 SCHOOL SCHOOL ACTION PLAN 2015-2016

## Results from 2014-15 School Improvement Plan

Goal 1: Math STAR growth.

*All\* K-8th students will reach at least 75% of their individual “typical growth target” projected by the STAR Benchmark Assessments Fall to Spring 2014-15 in Mathematics*



84% of the students are in the green zone (above the 40<sup>th</sup> percentile)

### STAR Math

	met SGP
1 <sup>st</sup>	78%
2 <sup>nd</sup>	46%
3 <sup>rd</sup>	64%
4 <sup>th</sup>	80%
5 <sup>th</sup>	77%

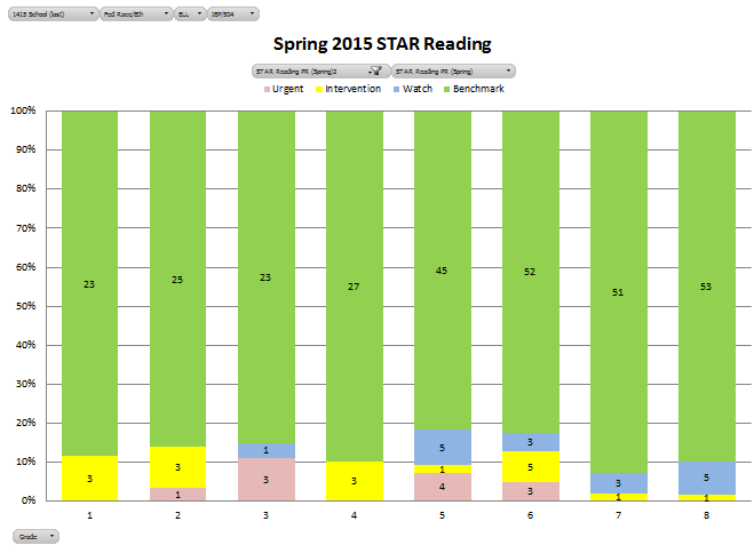
Due to the administrative changes that occurred at Franklin in the spring, the data needed to address the SIP goals is not readily available.

A general review of students’ STAR data continues to reflect the reality that overall students at Franklin are progressing and achieving at a strong level, but students in the identified sub groups continue to struggle.

# FRANKLIN K - 8 SCHOOL SCHOOL ACTION PLAN 2015-2016

## Goal 2: Reading STAR growth

All K-8 students will reach their individual “typical growth target” in projected by the STAR Benchmark Assessments Fall to Spring 2014-15 in Reading



84% of the students are in the green zone (above the 40<sup>th</sup> percentile)

### STAR Reading

	met SGP
1 <sup>st</sup>	74%
2 <sup>nd</sup>	50%
3 <sup>rd</sup>	82%
4 <sup>th</sup>	74%
5 <sup>th</sup>	72%

Due to the administrative changes that occurred at Franklin in the spring, the data needed to address the SIP goals is not readily available.

A general review of students’ STAR data continues to reflect the reality that overall students at Franklin are progressing and achieving at a strong level, but students in the identified sub groups continue to struggle.

***Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!***

# FRANKLIN K - 8 SCHOOL SCHOOL ACTION PLAN 2015-2016

## Component 1: Academics

### Our Commitment:

To insure academic growth for all students with a focus on the following sub groups, with the goal of closing the achievement gap for these students, leading them to graduation and higher education opportunities. Target sub groups: ELL, Economically Disadvantaged, Special Education

### Key Actions:

Academic Issue(s): *\*\*Though these sub groups are relatively small, each student has the right to a strong educational program that meets their educational and developmental needs.*

### **\*\*Actions related to commitment or district goals**

1. RTI at both the elementary and middle levels to review student progress data on standardized assessments as well as classroom performance data. The team will identify and implement effective interventions to target critical learning deficits of the students.
2. Classroom based interventions and sheltering teaching methods will be introduced and practiced to provide stronger supports for emerging learners.
3. High standards will be maintained for all students with a minimum goal being grade level mastery of skills.

## Component 2: Equity

Our Commitment: Franklin is committed to building and sustaining a culture of inclusiveness that supports all learners. While we already have a reputation of being an good environment for students on the ASD spectrum, ELL students and economically disadvantage students are not achieving at a rate comparable to typical peers.

Academic Issue(s): *\*\*Franklin School must strengthen its instructional strategies and resources to insure students can access learning at a level of equity that insures the success of all learners.*

### Key Actions:

1. We must insure that struggling students are identified and supports are put in place to close their learning gaps.
2. Franklin and the District need to review the programs and resources that are in place at Franklin to support the underserved populations. Identified deficits must be addressed to insure this school provides equitable opportunities for every student.

# FRANKLIN K - 8 SCHOOL SCHOOL ACTION PLAN 2015-2016

## Component 3: School Environment & Culture

Our Commitment: Franklin is committed to a positive school climate that supports the developmental needs of all levels. We want to build a culture of respect, collaboration, and academic success. We are committed to the academic and social growth of every student to insure they are ready for the next level of the educational journey.

### Key Actions:

Academic Issue(s): *\*\*The essence of the Core Knowledge program is to insure all students are successful in their academic growth as the foundation of their overall growth as a student, citizen of the future. We strongly believe that a strong education is the foundation of a child's personal growth in to a productive, happy and successful adult.*

## Component 4: Parents & Community

Our Commitment: Parent involvement and engagement in their children's education is highly valued by the Franklin staff. We are fully committed to fostering this dynamic in a way that supports the academic and social growth of every student. This staff works collaboratively with parents and the PTA to promote a positive school climate.

Academic Issue(s): *\*\*It is a well-known fact that parent engagement is one of the key factors in students successful growth academically and socially.*

### Key Actions:

- 1. Collaboration between the staff and the parent community is creating and fostering enrichment experiences that build community and foster a healthy relationship between the school and the home.**
- 2. Strong communication between the school and home fosters a positive working relationship. Franklin's teachers are working to implement websites to provide parents up to date information on activities, academic expectations and homework.**

## Franklin K – 8 School Improvement Cycle of Inquiry – Goal 1

<p><b>Analyze Evidence: Student Problem of Practice</b></p> <p><i>What are some concerns about student learning?</i></p> <p><i>What evidence supports these concerns?</i></p>	<p>With historical evidence of the struggles English Language Learners experience at Franklin, it is critical that this sub group start their educational experience at Franklin with all the necessary supports in place to insure their growth toward closing the achievement gap. There are 8 other non-ELD students who also scored below the 40<sup>th</sup> percentile on the STAR Reading assessment who will be monitored and included in interventions as needed.</p> <p>Our 1<sup>st</sup> grade class has the highest number of ELL students with 5. All of these students scored in the late emergent range on the STAR early literacy assessment. These 5 students scored in the lowest third of the class on the scale score with a range of 514 - 614</p>
<p><b>SMART Goal Statement # 1</b></p>	<p>By the winter STAR window, Franklin's 1<sup>st</sup> graders below the 40<sup>th</sup> percentile on the STAR reading and/or in the Late Emergent range of the STAR Early Literacy assessment will move above the 40<sup>th</sup> percentile on the STAR Reading assessment and/or in the Probable Reader range of the STAR Early Literacy assessment.</p>
<p><b>Analyze Evidence: Teacher Problem of Practice</b></p> <p><i>What area of teaching practice might make a difference with the identified problem of student learning?</i></p>	<ul style="list-style-type: none"> <li>✓ Targeted interventions to address specific skill deficits identified via the RTI process.</li> <li>✓ Collaborative teaching with the classroom teacher and the ELD teacher to enhance literacy skills.</li> <li>✓ Professional Development for teacher in building literacy skills in ELL students.</li> </ul>
<p><b>Determine An Area of Focus: Principal Instructional Leadership Area of Focus</b></p> <p><i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i></p>	<ul style="list-style-type: none"> <li>✓ Classroom Walkthroughs focusing on literacy instruction.</li> <li>✓ Review of progress monitoring data and classroom CFAs to determine students progress.</li> <li>✓ Work with literacy coach, ELD teacher and classroom teacher on effective instruction and assessment practices.</li> </ul>
<p><b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i></p>	<p>If the principal focuses on literacy instruction and the co-teaching at the first grade level...</p> <p>Then teachers will be able to monitor students' literacy growth and implement instructional practices to promote students learning....</p> <p>So that students will be able to master the foundational skills of literacy, establishing a strong foundation for learning in the future....</p>

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
<b>What is the expected change?</b>	An increased focus on the instructional practices in the classroom, with a focus on the co-teaching model.	Co-teaching of literacy will be effective in building literacy skills of the identified students.	Growth on STAR assessments as well as classroom based CFAs that indicate that the learning gap is closing.
<b>What is the evidence of success?</b>	Walkthrough data	Walkthrough data	STAR data and CFAs
<b>How will the evidence be measured?</b>	The number and quality of the Walkthrough write ups, including teacher feedback.	Walkthrough feedback will identify how the co-teaching model is working	Growth in STAR data and CFA evidence will be reviewed to determine students' progress in closing the learning gap.
<b>When will you be completed with this inquiry Cycle?</b>  <b>Date: <u>Jan 31, 2016</u></b>			

<b>Learning Plan</b>	<b>Possible Learning Activities:</b>  <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	<b>Purpose</b>  <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	<b>Outcomes:</b>  <i>What are the outcomes of this learning activity?</i>	<b>Evidence Gathering:</b>  <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	<b>Resources:</b>  <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1  Who: Classroom teacher, ELD teacher and RTI coach, Education Assistant  Date: Oct. 2015  Time: TBD	Review of data and co-planning to develop strong lessons to target skill deficits.	Instructional planning. This will provide the instructional team with a clear plan for targeting skill deficits.	Strong co-teaching model	Walkthroughs and teacher feedback.	½ day of planning for the team.  STAR data  CFA data
Learning Session 2  Who: principal  Date: Oct – Jan. 2015-16  Time: during literacy instruction	Classroom observations and teacher feedback.	Classroom observations will provide the teachers with some real-time feedback on their instructional practices.	Strong co-teaching model	Walkthrough data and teacher feedback.	Time for walkthroughs
Learning Session 3  Who: classroom teacher, ELD teacher, RTI coach, Education Assistant, principal  Date: November and January  Time:TBD	RTI meeting to review data and student progress.	Review student progress and make instructional adjustments if needed.	Effective instruction resulting is student growth that closes the learning gap.	RTI data and documentation of changes in instructional programs.	Time for RTI meetings.



# Corvallis

SCHOOL DISTRICT

II.D. Adams Elementary School



# ADAMS ELEMENTARY SCHOOL

## SCHOOL ACTION PLAN

2015-2016

Our Vision	Our Mission	Our Beliefs
<p>Adams students will demonstrate a zest for learning. They will be safe, respectful and responsible, contributing to their community.</p>	<p>Within our caring community we seek to create an environment that empowers students to become lifelong learners who are compassionate and contributing members of our world community.</p>	<p>In order for Adams' Alligators to have a safe and caring environment at school, students and staff:</p> <ul style="list-style-type: none"> <li>• make our school <u>safe</u> for everyone</li> <li>• are <u>respectful</u> to one another and our environment</li> <li>• are <u>responsible</u> for our own actions</li> </ul>
Student Enrollment		Demographic Information
<p><i>Kindergarten:</i> 53 students  <i>1<sup>st</sup> grade:</i> 67 students  <i>2<sup>nd</sup> grade:</i> 63 students  <i>3<sup>rd</sup> grade:</i> 77 students  <i>4<sup>th</sup> grade:</i> 64 students  <i>5<sup>th</sup> grade:</i> 74 students</p> <p><b>Total Enrollment:</b> 398 students</p>	<p><i>Number of Boys:</i> 217 - 55%  <i>Number of Girls:</i> 181 - 45%</p> <p><i>Number of Classrooms:</i> 15</p> <p><u>Class Sizes:</u>  <i>21-24 students:</i> 3 classrooms  <i>25-31 students:</i> 12 classrooms</p>	<p>5% - English Language Learners            9% - Special Education            2% - Talented And Gifted            21.4% - Free and Reduced            24% - Students on Transfers</p> <hr/>
Staff Information		<p><i>American Indian:</i> 3 students - ~0.5%  <i>Pacific Islander:</i> 5 students - ~0.5%  <i>Black:</i> 10 students - 3%  <i>Multi-racial:</i> 23 students - 6%  <i>Asian:</i> 24 students - 6%  <i>White:</i> 333 students - 84%</p> <hr/> <p><i>Hispanic:</i> 21 students - 5%  <i>Non-Hispanic:</i> 377 students - 95%</p>
<p><i>Number of Staff Members:</i> 44  <i>Number of Certified Classroom Teachers:</i> 15  <i>Number of Certified Specialists:</i> 10  <i>Average Years of Teacher Experience:</i> 15.42 years</p> <p><i>Number of Classified Staff Members:</i> 19  <i>Average Student-Teacher Ratio:</i> 26.5</p>		
Student Learning Enrichment Opportunities		
<ul style="list-style-type: none"> <li>- Elementary Art Program</li> <li>- READ Dogs Program</li> <li>- TAHMO Weather Station Project</li> <li>- Homework Club</li> <li>- Fifth Grade Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>- Adams in Motion: AIM (Running and Walking Program)</li> <li>- School Garden and Garden Club</li> <li>- Afterschool Clubs: Engineering, Math, Science, Cultures</li> <li>- Music Clubs: School Choir, Marimba Band (Chipande!)</li> <li>- Crossing Guards Program</li> </ul>	



# ADAMS ELEMENTARY SCHOOL

## SCHOOL ACTION PLAN

2015-2016

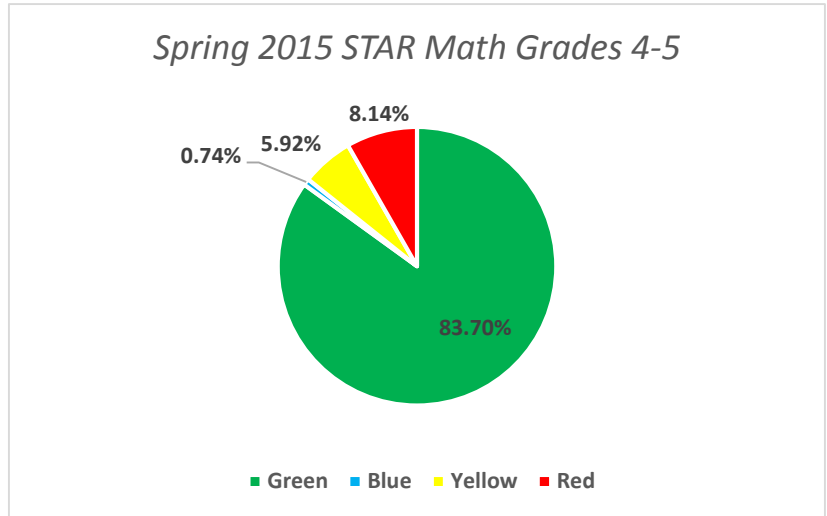
### Results from 2014-2015 School Improvement Plan

**Goal 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. (Detailed by subgroups in 14-15 SIP)

**Results:**

At the end of the 2014-15 school year, 79 percent of fourth graders and 89 percent of fifth graders met spring grade level benchmarks in math as measured by the STAR mathematics assessment.

Overall, 83.70% of fourth and fifth graders met end of year grade level standards.



**Goal 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. (Detailed by subgroups in 14-15 SIP)

**Results:**

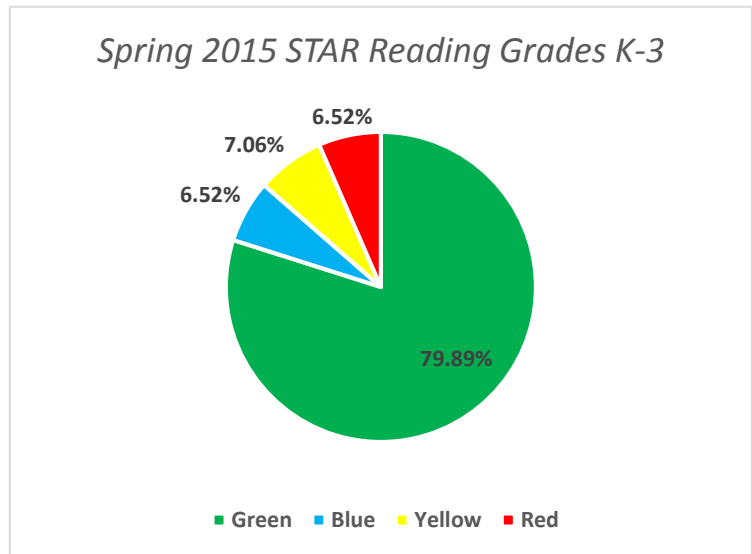
Overall, 79.89% of students in grades K-3 met end of year grade level standards in reading.

**Kindergarten:** For the 14-15 school year, 78 percent of the kindergarten students scored at or above the 40th percentile on the spring 2015 STAR reading assessment.

**First Grade:** Out of the 58 students in first grade, 9 did not make their growth target for the 14-15 school year. Overall, 72 percent of the first grade students scored at or above the 40th percentile on the spring 2015 STAR reading assessment.

**Second Grade:** In Spring 2015, 88 percent of second grade students scored at or above the 40th percentile on the spring 2015 STAR reading assessment.

**Third Grade:** Overall, 78 percent of the third grade students scored at or above the 40th percentile on the spring 2015 STAR reading assessment.





# ADAMS ELEMENTARY SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Component 1

#### Academics

**Our Commitment:**

Adams Elementary School is committed to meaningful, applicable instruction that challenges every child while encouraging them to feel capable and empowered lifelong learners.

Adams staff is committed to enacting high expectations for every student, while meeting each individual student's needs through appropriate and effective interventions and rigorous instruction. We seek to instill a genuine love for learning in every student.

**Academic Issue(s):**

After reviewing current systems and practices that are in place, we want to ensure that we are, through teamwork and collaboration with all stakeholders, identifying deficiencies and removing barriers, and *providing adequate and worthwhile core instruction, intervention support and enrichment so that each student will show growth, no matter the level they are currently at in literacy, mathematics, science or social emotional learning.*

**Key Actions:**

- Response to Instruction (RTI)
- Professional Learning Communities (PLC)
- English Language Development (ELD) Co-Teaching
- Development of Pacing Guides
- Staff Book Study: Total Participation Techniques



# ADAMS ELEMENTARY SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Component 2

#### Equity

**Our Commitment:**

Adams staff is committed to reflective self-awareness and self-evaluation around the concept of equity, so that we can ensure we are creating equitable practices in the classroom by identifying and removing barriers, practicing differentiation, utilizing inclusive teaching methods, and guaranteeing every student has equal access to opportunities for success.

Adams staff is committed to acknowledging and accepting that our students are at varying levels and come from diverse backgrounds. We will adapt to find what is needed to make sure all students meet benchmarks, by individualizing our teaching practices, working with students in small groups, and utilizing programs that make sure students' needs – that may be influenced by factors outside of our school day – are met to the best of our abilities when they walk through our doors.

**Academic Issue(s):**

After reviewing current systems and practices that are in place, *we want to ensure that we are, through teamwork and collaboration with all stakeholders, identifying deficiencies and removing barriers, and providing adequate and worthwhile core instruction, intervention support and enrichment so that each student will show growth, no matter the level they are currently at in literacy, mathematics, science or social emotional learning.*

**Key Actions:**

- Response to Instruction (RTI)
- Professional Learning Communities (PLC)
- English Language Development (ELD) Co-Teaching
- Development of a School Equity Team
- School Student Service Team (SpEd & RTI)



# ADAMS ELEMENTARY SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Component 3

#### School Environment & Culture

**Our Commitment:**

Adams Elementary will be a warm, inviting, inclusive environment where all students feel welcome and cared for, and where everyone feels interconnected: student to student, student to staff, staff to staff and school to home.

Adams staff will work collaboratively to maintain a positive and caring work environment that fosters collaboration and connectedness.

**Academic Issue(s):**

After reviewing current systems and practices that are in place, we want to ensure that we are, through teamwork and collaboration with all stakeholders, identifying deficiencies and removing barriers, and *providing adequate and worthwhile* core instruction, intervention support and enrichment so that each student will show growth, no matter the level they are currently at in literacy, mathematics, science or *social emotional learning*.

**Key Actions:**

- Response to Instruction (RTI)
- Professional Learning Communities (PLC)
- Positive Behavior Interventions and Supports (PBIS)
- Monthly Lifeskill Lessons and Assemblies (Peace Jam and Second Steps)
- School Counseling Program



# ADAMS ELEMENTARY SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Component 4

#### Parents & Community

##### **Our Commitment:**

Adams Staff is committed to making sure every family feels welcome at our school, and we will do this by having frequent, accessible, open communications; by encouraging our families to participate in day-to-day school activities, as well as special events we put on for our families and community; and by validating, respecting, and honoring the knowledge and various experiences families bring to our school.

We recognize it takes teamwork to educate and raise the children of our community, and to that end we will strive to be fully present for children by including their parents, guardians, and important stakeholders as team members in the process. Parent and family involvement is critical to each child's success.

##### **Academic Issue(s):**

After reviewing current systems and practices that are in place, we want to ensure that, *through teamwork and collaboration with all stakeholders*, we are identifying deficiencies and removing barriers, and providing adequate and worthwhile core instruction, intervention support and enrichment so that each student will show growth, no matter the level they are currently at in literacy, mathematics, science or social emotional learning.

##### **Key Actions:**

- Response to Instruction (RTI)
- Professional Learning Communities (PLC)
- Weekly School Communications (Alligator Bite)
- Adams Parents and Teachers Organization (APT)
- Adams Parent Connection (Monthly Parent Education Nights)

## Adams Elementary School Improvement Cycle of Inquiry – Goal 1

<p><b>Analyze Evidence: Student Problem of Practice</b></p> <p><i>What are some concerns about student learning?</i></p> <p><i>What evidence supports these concerns?</i></p>	<p>STAR data indicates that 43 percent of Adams students in fourth grade are below benchmark in mathematics. Following the RTI protocol, 8 percent of fourth grade students are in need of an urgent red zone intervention and 35 percent are in need of a yellow zone intervention.</p> <p>Furthermore, STAR data shows that 43 percent of fourth grade students are below level (40<sup>th</sup> percentile) and not on track to make adequate growth to meet grade level standards. Fourth grade students lack mastery of early math skills essential for academic success.</p>
<p><b>SMART Goal Statement # 1</b></p>	<p>By December 17, 2015, fourth grade teachers will meet six times to examine core instruction in mathematics and develop a yearlong pacing guide that aligns curriculum and instruction to Common Core State Standards in mathematics.</p>
<p><b>Analyze Evidence: Teacher Problem of Practice</b></p>	<p>The current curriculum <i>Investigations</i> does not align to the CCSS, therefore teachers must supplement their plans in order for students to master the necessary math skills in fourth grade.</p> <p>Fourth grade teachers' current use of heterogeneous math grouping and student engagement strategies support student growth in mathematical thinking and knowledge.</p> <p>Teachers might not have a solid core instructional plan for mathematics due to the lack of curriculum and supplemental supports needed to teach CCSS.</p>
<p><b>Determine An Area of Focus: Principal Instructional Leadership Area of Focus</b></p> <p><i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i></p>	<p>Increased classroom walkthroughs and observations during fourth grade math block and use of NCTM's text <i>Principles to Actions: Ensuring Mathematics Success for All</i> as a guide for targeted professional conversations about mathematics instruction during PLCs.</p>
<p><b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i></p>	<p>If the principal focuses on classroom observations during math instruction and gives feedback in regards to mathematical principles and core curriculum,</p> <p>then the grade-level teachers will be able to further discuss mathematical principles, curriculum and CCSS pacing,</p> <p>so that students will be able to demonstrate proficiency in the mathematics CCSS.</p>

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
<b>What is the expected change?</b>	The principal will observe fourth grade classrooms at least six times in the data cycle to gather data on the specific teaching materials used by teachers to support the CCSS in math. The principal will confer with teachers and give feedback on the lessons using NCTM's math principles as a guide.	Teachers will align their math lessons to the CCSS and create pacing guides for instruction.  Teachers will be able to identify the use of NCTM's mathematical principles within their math instruction.	The second RTI cycle will show that students' STAR math scores have shown increased growth and will be on target to meet end-of-year benchmarks.
<b>What is the evidence of success?</b>	The principal observes lessons that are aligned to the CCSS.	Teachers are able to communicate the sequence in which CCSS standards are taught and how they use mathematical principles to strengthen and increase the rigor of core instruction.	The second RTI cycle will show that students' STAR math scores have shown increased growth and will be on target to meet end-of-year benchmarks.
<b>How will the evidence be measured?</b>	Documented walkthrough observations and conversations in Talent Ed Perform.	Teachers will create a pacing guide aligned to CCSS.	Improved academic performance in the classroom and on STAR math assessment.
<b>When will you be completed with this inquiry Cycle?</b>  <b>Date: December 17, 2015</b>			

Learning Plan	Possible Learning Activities:	Purpose	Outcomes:	Evidence Gathering:	Resources:
<p>Learning Session 1</p> <p>Who: Principal, Byron Bethards Fourth Grade Teachers, Connie Ash and Nathan Harris</p> <p>Date: October 23, 2015</p> <p>Time: 1:50-2:50 pm</p>	<p>Review the plan of multiple walkthroughs and opportunities for ongoing conversations after each observation. Set guidelines for pacing guides and go over text about mathematical principles.</p>	<p>The purpose is to establish goals for the cycle, make common agreements and discuss formats for pacing guides.</p>	<p>Teacher is knowledgeable of expectations regarding this Cycle of Inquiry. Teachers can expect dialogue with Principal after each observation.</p>	<p>Outline of discussion topics and notes.</p>	<p>CCSS, text about math principles, example pacing guides</p>
<p>Learning Session 2</p> <p>Who: Principal, Byron Bethards Principal Coach, Amy Lesan</p> <p>Date: Oct. 19 – Dec. 17</p> <p>Time: During math block, scheduled meetings with Amy Lesan</p>	<p>Classroom walkthroughs and review of data from walkthroughs, review of pacing guide</p>	<p>Review what evidence has been collected through observations/walkthroughs and discussions with teachers that promote the CCSS in instruction in Math, review pacing guide.</p>	<p>Obtain feedback on curriculum and pacing guide. Review instructional practices and techniques for providing feedback.</p>	<p>Observation and feedback to teachers using Talent Ed perform.</p>	<p>Notes, Talent Ed perform</p>



# Corvallis

SCHOOL DISTRICT

II.E. Garfield Elementary School

# GARFIELD SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Demographic Information 2014-2015

- School Population
  - TAG
  - SpEd – 10%
  - ELL – 48%
  - F & R – 71%
- Staff
  - 22 certified staff members – 18 FTE classroom teachers, 1.5 FTE special education teachers, 1.67 FTE ELL teachers, 1.8 FTE specialist teachers, 1.5 coaching/intervention teachers
  - ≈25 FTE classified support members
- School specific info to share
  - K-3 School Wide Dual Language Immersion Program
  - 2 classes 4<sup>th</sup> grade DLI, 2 classes 5<sup>th</sup> grade DLI, 1 class 4<sup>th</sup>/5<sup>th</sup> grade English Only

### Results from 2014-15 School Improvement Plan

*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).*

**73% of dominant English students met the benchmark based on the grade level benchmark score.**

*By June 2015 47% of dominant Spanish students will meet the benchmark based on the grade level benchmark screen (IDEL and Aimsweb).*

**46% of dominant Spanish students met the benchmark based on grade level benchmark screen.**

*By June 2015 70% of 3<sup>rd</sup>-5<sup>th</sup> grade students will be within the biliteracy zone as measured by both benchmark screens.*

**51% of 3<sup>rd</sup>-5<sup>th</sup> grade students were within the biliteracy zone.**

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.

**49% of ELL students demonstrated significant language proficiency growth.**

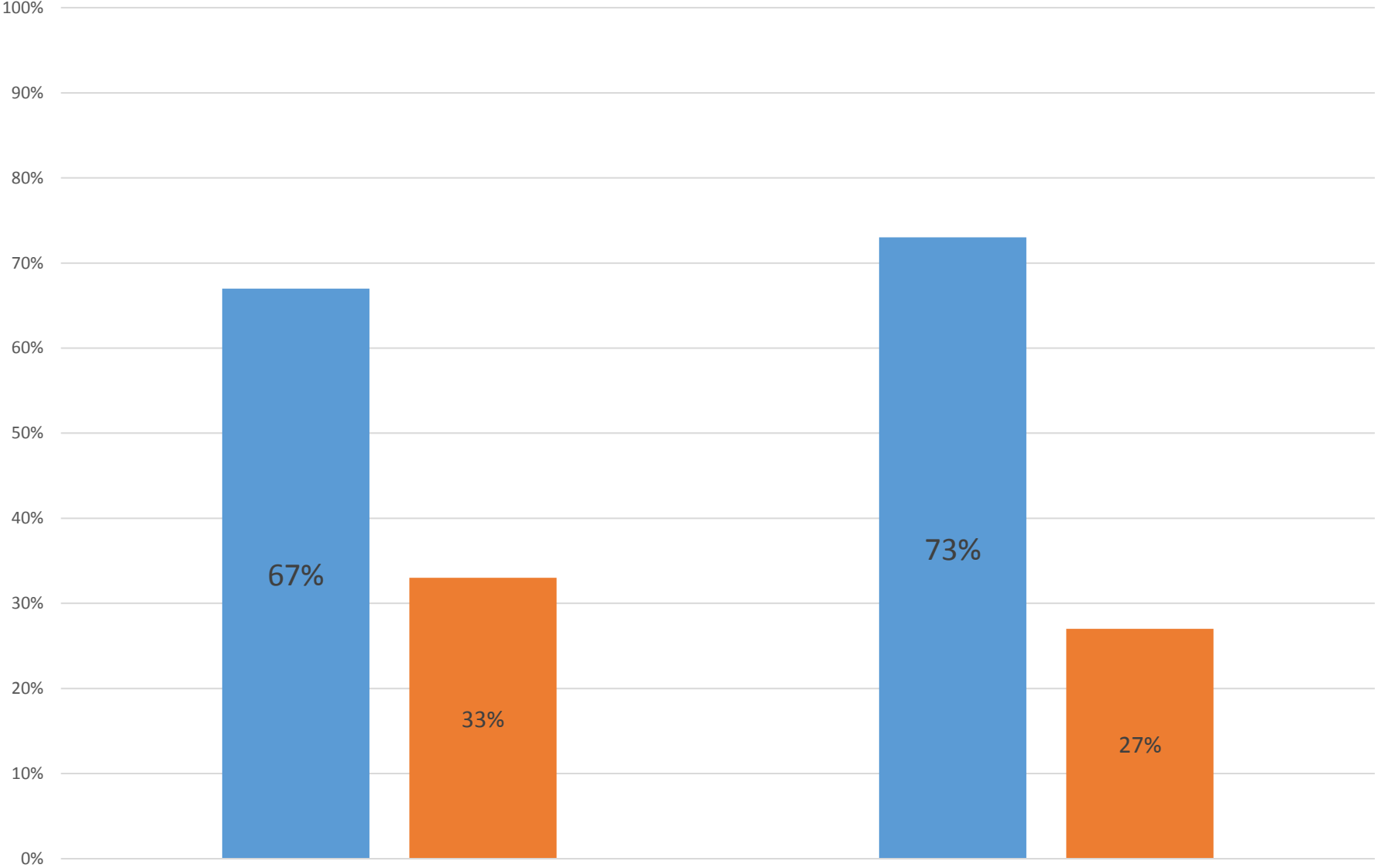
See Excel Sheet for graphic representation.

### Conclusions from 2014-2015 SIP Data

Based on results from the 2014-2015 SIP goals, Garfield Elementary will be focusing to increase the percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade students that are within the biliteracy zone.

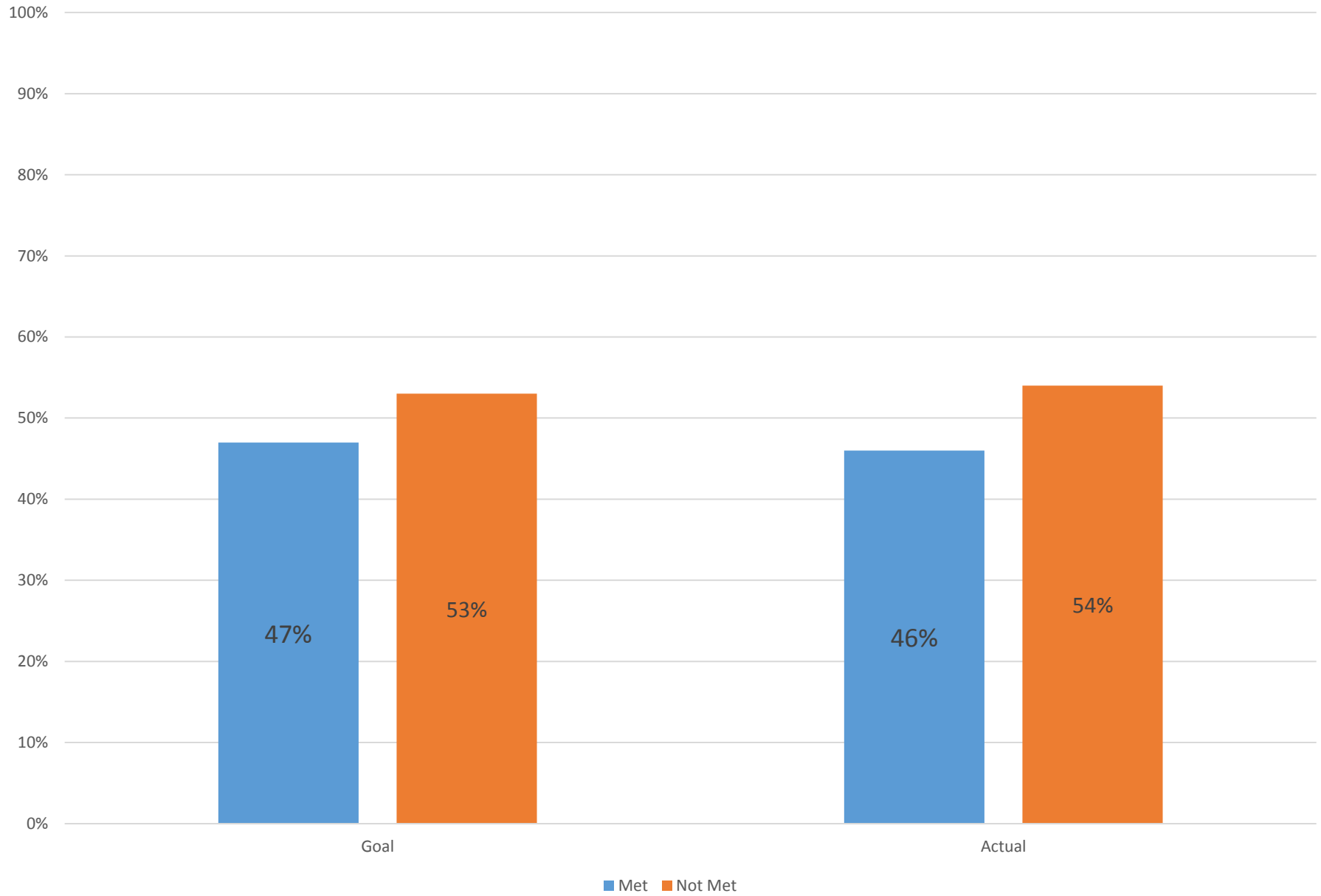
***Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!***

# English Dominant Goal

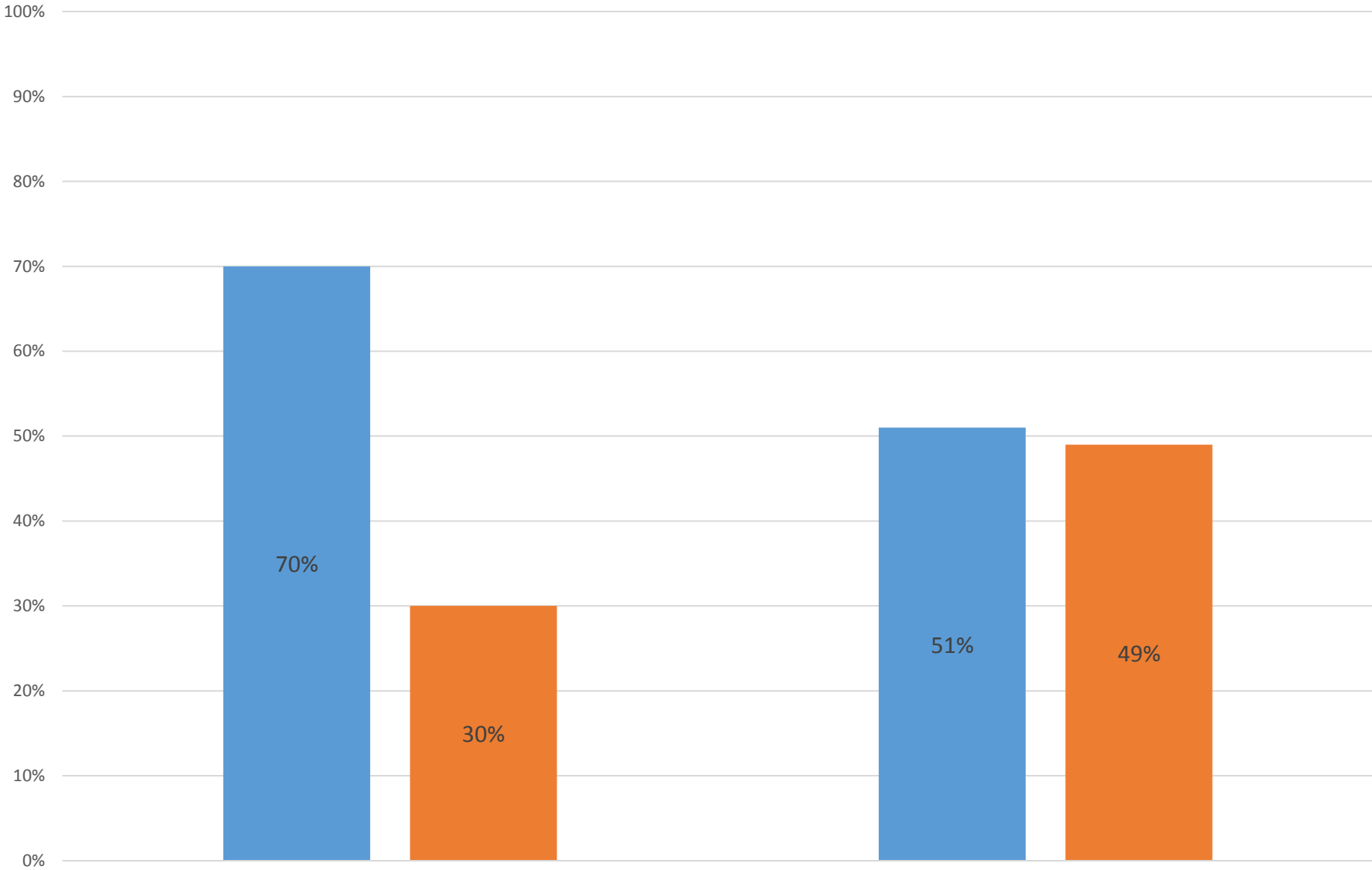


■ Met ■ Not Met

## Spanish Dominant Goal

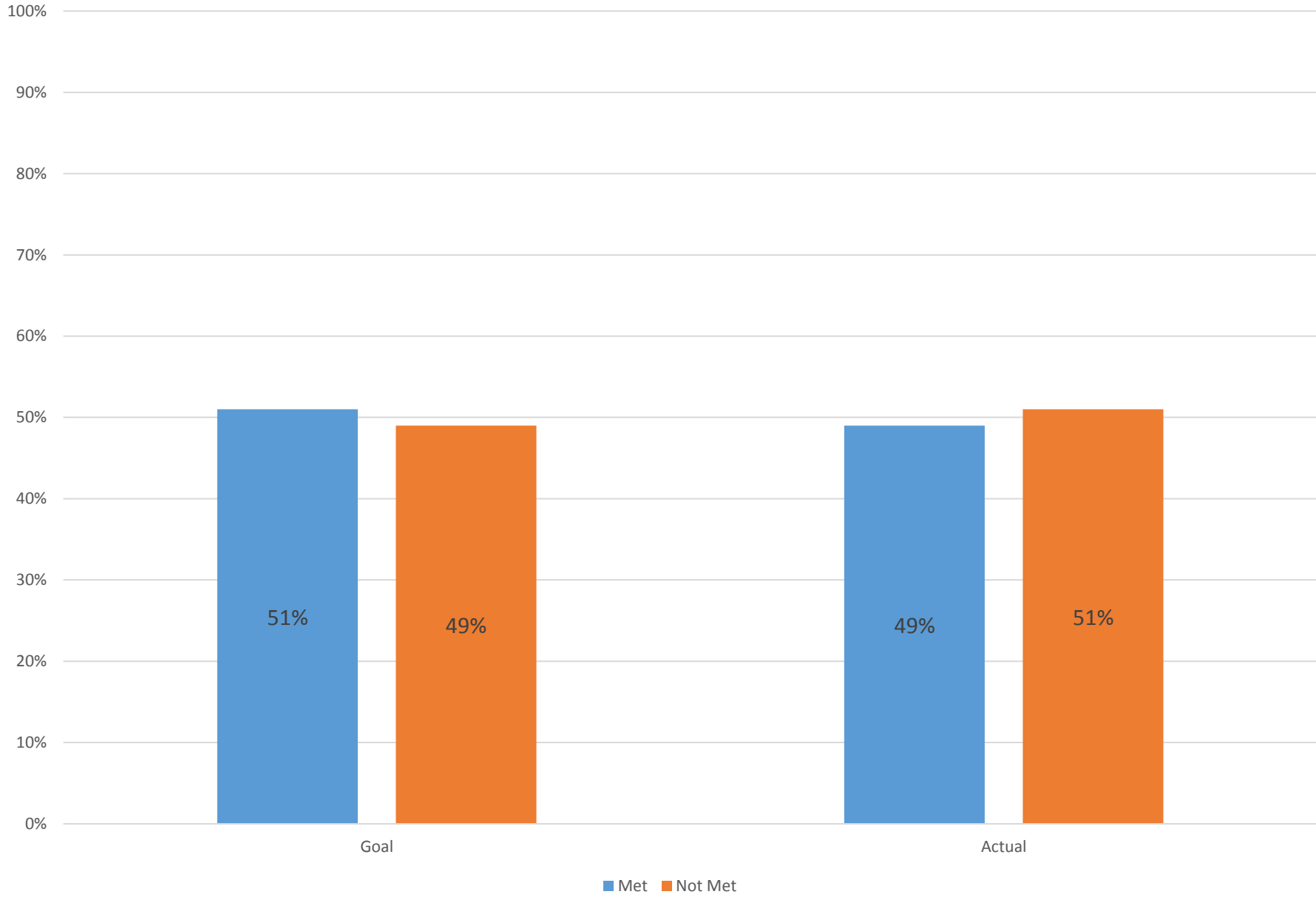


### Bilingual Zone Goal



■ Met ■ Not Met

# Language Development Goal



**GARFIELD SCHOOL**  
**SCHOOL ACTION PLAN**

2015-2016

**Component 1**

**Academics**

Our Commitment:

Garfield Elementary School is committed to redesigning and successfully implementing a bilingual, core curriculum aligned to standards that meets the needs of our diverse student population.

Academic Issue(s): *A significant number of students are not meeting grade-level benchmarks in language arts in Spanish or English.*

**Key Actions:** *\*\*Actions related to commitment or district goals*

- Implement core language arts block for 120 minutes a day.
- Refine new, bilingual core language arts curriculum.
- Map core language arts curriculum implementation across the school year.
- Refine units to shelter curriculum to ensure that it is accessible to language learners.
- Implement best practices instructional strategies in all core language arts blocks.

**GARFIELD SCHOOL**  
**SCHOOL ACTION PLAN**

2015-2016

**Component 2**

**Equity**

**Our Commitment:**

Garfield Elementary School is committed to examining systematic inequities present at our school and our larger district in order to try to change these system so that all students have equal access to educational experiences.

Academic Issue(s): Native Spanish speakers do not have the same exposure to academically rigorous material in their native language as native English speakers do. As a result, native Spanish speakers are not receiving as rigorous exposure to curriculum.

**Key Actions:**

- Align behavioral expectations so that lesson delivery is rigorous regardless of the language of instruction.
- Systematically review learning intentions across classrooms to align level of academic rigor.

**GARFIELD SCHOOL**  
**SCHOOL ACTION PLAN**

2015-2016

**Component 3**

**School Environment & Culture**

Our Commitment: Garfield Elementary School is committed to providing a warm, inviting climate that enables students to enjoy their school experience and results in a shared sense of pride in the school. At Garfield, members of the school community are known and valued for who they are and their experiences.

Academic Issue(s): There are students who do not feel connected to school. As a result they are not fully engaged in learning.

**Key Actions:**

- Conduct student and staff climate surveys.
- Based on survey data, adjust school-wide systems to create a more welcoming, inclusive school.
- Align school-wide PBIS systems so that universal interventions are more effective tools to create a welcoming, inclusive climate.

**GARFIELD SCHOOL**  
**SCHOOL ACTION PLAN**

2015-2016

**Component 4**

**Parents & Community**

Our Commitment: At Garfield Elementary School we are committed to empowering our families to advocate for the academic needs of our students.

Academic Issue(s): Parents have expressed interest in building their knowledge of the educational expectations for their students and the educational systems within which our schools function.

**Key Actions:**

- **Conduct parent information meetings (nights, coffees, grade-level sessions) to build parent knowledge of educational systems and get feedback from parents about their needs.**
- **Conduct parent educational opportunities (GED Classes, Educa y Inspira, etc...) to support parents.**

## Garfield Elementary School Improvement Cycle of Inquiry – Goal 1

<p><b>Analyze Evidence: Student Problem of Practice</b></p> <p><i>What are some concerns about student learning?</i></p> <p><i>What evidence supports these concerns?</i></p>	<p>1<sup>st</sup> grade students have not mastered foundational reading skills in either English or Spanish. Students do not have adequate access to both surface and deep thinking in language arts. Students are not practicing language arts skills at a level that is rigorous enough to make sufficient growth to narrow the opportunity gap. 1<sup>st</sup> grade students are not retaining information from kindergarten to 1<sup>st</sup> grade to make sufficient growth to narrow the opportunity gap.</p> <p>33% of first graders scored at or above benchmark on fall STAR early literacy assessment. At the end of the 2014-2015 school year, 68% of kindergarteners scored at or above benchmark on the spring STAR early literacy assessment.</p> <p>XX% of first graders scored low-risk on the fall IDEL assessment. At the end of the 2014-2015 school year, XX% of kindergarteners scored at or above benchmark on the spring IDEL assessment.</p>
<p><b>SMART Goal Statement # 1</b></p>	<p>At the end of the inquiry cycle (December 18, 2015), all 1<sup>st</sup> grade teachers will score at the proficient level on the learning intentions rubric based on multiple observational walk-throughs and student interviews.</p>
<p><b>Analyze Evidence: Teacher Problem of Practice</b></p> <p><i>What area of teaching practice might make a difference with the identified problem of student learning?</i></p>	<p>Learning Intentions are explicitly shared with students. Learning intentions need to be closely tied to success criteria. Teachers will share learning intentions with students and will ask students to reflect on their progress toward meeting learning intentions.</p> <p style="text-align: center;"><i>“Good learning intentions are those that make clear to the students the type or level of performance that they need to attain, so that they understand where and when to invest energies, strategies, and thinking, and where they are positioned along the trajectory towards successful learning.” -John Hattie.</i></p>
<p><b>Determine An Area of Focus: Principal Instructional Leadership Area of Focus</b></p> <p><i>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</i></p>	<ul style="list-style-type: none"> <li>• Facilitate instructional practice conversations with the teacher team around learning intentions</li> <li>• Provide support to teacher team to implement explicit learning intentions</li> <li>• Monitoring teacher practice             <ul style="list-style-type: none"> <li>○ Learning intentions linked to success criteria</li> <li>○ Learning intentions explicitly shared with students</li> <li>○ Students asked to evaluate their progress toward meeting learning intentions</li> </ul> </li> <li>• Monitoring student understanding of learning intentions</li> </ul>
<p><b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i></p>	<p>If the principal...uses data and evidence of teacher practice and student learning to provide feedback, relevant professional development and differentiated support to teachers</p> <p>Then teachers will be able to....use explicit learning intentions in their unit planning and lesson delivery</p>

So that students will be able to...understand what they are to learn during a lesson and use metacognitive strategies to monitor and evaluate their progress toward meeting learning intentions.

Area of Change	Principal Practice <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Teacher Practice <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	Student Learning <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
<b>What is the expected change?</b>	<p>The principal will collect data on how learning intentions are shared, their alignment to success criteria, and opportunities for students to monitor their progress toward meeting the learning intentions.</p> <p>The principal will participate in coaching conversations with teachers based on this data.</p>	<p>Teachers will identify learning intentions that are linked to success criteria.</p> <p>Teachers will explicitly share learning intentions with students.</p> <p>Teachers will ask students to evaluate their progress towards meeting the learning intention.</p>	<p>Students will have a clear understanding of learning expectations and what are the key learnings.</p> <p>Students will develop their metacognitive abilities to monitor their own learning and evaluate their progress toward a goal.</p>
<b>What is the evidence of success?</b>	<p>Learning intentions are posted or explicitly shared with students for language arts lessons at a proficient level as measured by the attached rubric.</p> <p>Learning intentions are explicitly tied to success criteria based on the attached rubric.</p> <p>Students are asked to monitor their progress toward the learning intention at a proficient rate as measured by the attached rubric.</p>	<p>Teachers will include learning intentions in both lesson plans and lesson delivery.</p> <p>Teachers will incorporate metacognitive strategies into their lessons so that students have an opportunity to monitor their learning toward learning intentions.</p> <p>Teachers will participate in PLC discussions about refining learning intentions to align with success criteria and increasing student metacognition based on feedback from observations.</p>	<p>Students will be more engaged in lessons where they can monitor their own learning. They will be able to explain the learning intention and monitor their progress toward meeting the intention.</p>
<b>How will the evidence be measured?</b>	<p>Classroom “walk-throughs” will be conducted where it will be recorded how the learning intention is shared with students, what the learning intention is, and strategies students use to monitor their growth toward meeting the learning intention.</p>	<p>Lesson plans, observation data, and teachers’ collection of evidence.</p>	<p>With increased engagement, students will show more growth on academic measures.</p>
<p><b>When will you be completed with this inquiry Cycle?</b></p> <p><b>Date: December 18, 2015</b></p>			

Learning Plan	Possible Learning Activities:	Purpose	Outcomes:	Evidence Gathering:	Resources:
	<i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	<i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	<i>What are the outcomes of this learning activity?</i>	<i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	<i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1  Who: Principal, 1 <sup>st</sup> grade teachers, primary instructional coach  Date: September 25, 2015  Time: 3:00-4:00 pm	Based on student data, teacher observations, and teacher goals, the principal engages in a discussion with the 1 <sup>st</sup> grade team to get a holistic view of where the team is working and possible next steps.	The purpose of this activities is to identify problem of practice and evaluate differentiated support that is needed within the 1 <sup>st</sup> grade team in order to design a support structure for implementation of this plan.	Needs assessment to determine teacher support needs.	Meeting notes  Survey	Survey
Learning Session 2  Who: Principal, Instructional Coaches, input from Elementary Student Service Coordinator  Date: October 20, 2015  Time: 8:00-12:00	PD Planning – Based on teacher need and review of research on learning intentions, success criteria, and metacognitive strategies develop a PD plan for teacher to implement learning intentions into their lessons.	The purpose of this learning activity is to develop professional development resources that address the professional development needs of teachers identified through survey and conversation.	PD Plan that includes staff instructional conversations and coaching.		
Learning Session 3  Who: Principal  Date: November 2, 2015  Time:	Classroom Walk-throughs	Conduct walk-throughs of first grade classrooms to monitor implementation of learning intentions, their alignment to success criteria and the use of metacognitive strategies.	Collection of evidence and monitoring of teacher practice.	Walk-through observations and feedback based on identified criteria in rubric.	
Learning Session 4  Who: Principal, Elementary Student Service Coordinator, and	Review Data and Determine Next Steps	Review data, prepare data to share with teachers, determine needs to individualize support.	Review of data, revise PD plan and/or data collection if appropriate.	Raw data and prepared data	

Equity Coordinator					
Date: November 17, 2015					
Time: TBD					



# Corvallis

SCHOOL DISTRICT

II.F. Jefferson Elementary School



# Jefferson Elementary School SCHOOL ACTION PLAN 2015-2016

## Demographic Information

School Population – 343 students

TAG – 3%	Special Ed. Students – 19%	English Language Learners – 3%	Free and Reduced Lunch – 24%
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## Staff Certified

- 13 Classroom teachers
- 3 Special Education teachers – 2 of whom are teachers in Life Skills
- 2 Speech Language Pathologists – both part time at Jefferson – 1 focuses solely on Life Skills
- 1 PE Teacher (.60 FTE / .20 FTE Adaptive PE for our students in Life Skills)
- 1 Music Teacher (.60 FTE)
- 1 Art Teacher (.20 FTE)
- 1 Counselor (.20 FTE)

## Staff Classified

- 4 Educational Assistants for Intervention support school-wide
- 9 Educational Assistants for the Life Skills Classrooms
- 2 Educational Assistants for the Learning Resource Center
- Behavior Support, Library, Tech Lab Assistant

## School specific info to share

Jefferson is fortunate to have the strong support of our parents through Jefferson Parents and Teachers (JPAT). JPAT donated nearly \$57,000 for the 2015-16 school year. That donation pays for a .20 Certified Art Teacher, a Musical Director and a Band Director (extra duty positions), extra hours for our librarian, and funding to be used for creating extra-curricular opportunities for our students (clubs).



# Jefferson Elementary School SCHOOL ACTION PLAN 2015-2016

## Results from 2014-15 School Improvement Plan

### Literacy Goal for Kinder, First, Second, and Third Grades

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.

#### Results

Kindergarten	First	Second	Third
All four students showed increased scores on both measures	All eight students showed increased scores on both measures	All 13 students showed increased scores on both measures	All seven students showed increased scores on both measures
Only two of four students met the minimum growth goal of movement to next higher level of RTI	Only five of eight students met the minimum growth goal of movement to the next higher level of RTI	Only seven of 13 students met the minimum growth goal of movement to the next higher level of RTI	Only three of seven students met the minimum growth goal of movement to the next higher level of RTI

### Math Goal for Third, Fourth, and Fifth Grades

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.

#### Results

Third	Fourth	Fifth
All six students showed increased scores on both measures	All eight students showed increased scores on both measures	All nine students showed increased scores on both measures
Only three of six students met the minimum growth goal of movement to next higher level of RTI	Only five of eight students met the minimum growth goal of movement to the next higher level of RTI	Only six of nine students met the minimum growth goal of movement to the next higher level of RTI



**Jefferson Elementary School  
SCHOOL ACTION PLAN  
2015-2016**

**Component 1 - Academics**

**Our Commitment:**

Jefferson staff are committed to maintaining high standards and helping our students to achieve at or above benchmark at their grade level in both reading and math. In 2015-16 we commit to continuing the trend of all students making typical adequate growth (Student Growth Percentile between 35 – 65%) in Reading and Math.

**Academic Issue:**

Jefferson staff are concerned with reading scores from spring 2015 that indicate only 75% of 2<sup>nd</sup> graders and 76% of 4<sup>th</sup> graders were at or above benchmark for their grade level in reading.

**Key Actions:**

Intervention time will be focused on the primary grades (Kindergarten through 2<sup>nd</sup> grade) to ensure that a greater percentage of students are reading at or above grade level at the start of 3<sup>rd</sup> grade.

A more deliberate use of the Response to Intervention (RTI) process to identify students in need of special education prior to the start of 3<sup>rd</sup> grade.

Become students of our own teaching (Visible Learning professional development) and analyze the results of our multiple reading programs to ensure we are using the right intervention with our students.



**Jefferson Elementary School  
SCHOOL ACTION PLAN  
2015-2016**

**Component 2 – Equity**

**Our Commitment:**

Jefferson staff are committed to maintaining and supporting a school community that is not only accessible but inclusive of our students in the Life Skills program. In 2015-16 we commit to continued communication between school staff and parents to ensure that all students find school activities to be welcoming and inclusive.

**Equity Issue:**

Jefferson staff are concerned with the disparity in achievement for Hispanic and Economically Disadvantaged students and our Students with Disabilities when compared to the academic achievement of our school as a whole.

**Key Actions:**

Our Equity Team will study our current practices at Jefferson to see if we have inadvertently placed obstacles that block access to our underrepresented populations. We will look at academics and both school and PTA sponsored activities across the building.

Our Equity Team will engage our staff in the conversation around equity in our building to include professional development presentations with the results of our study of school practice and possible solutions to problems of equity.



**Jefferson Elementary School  
SCHOOL ACTION PLAN  
2015-2016**

**Component 3 – School and Community**

**Our Commitment:**

Jefferson staff are committed to fostering and maintaining the positive school community we have worked hard to create these past two years.

**School and Community Issue:**

Jefferson staff would like to create more opportunities for students to take on leadership roles in their school community.

Jefferson staff would like to create more opportunities for our students to make an impact on their local, state, and national community.

**Key Actions:**

Use deliberate language with our students and parents that refer to Jefferson as a “school family” and “school community.” This will help us to maintain the mindset that we are committed to each other and understand that we are part of something greater than ourselves.

Continue monthly positive behavior focus and assemblies that celebrate our achievements as well as our reinforce commitment to the Jefferson Prowl (our family of Jaguars).

Start a Student Leadership program and focus efforts on community service opportunities both at school and beyond.



**Jefferson Elementary School  
SCHOOL ACTION PLAN  
2015-2016**

**Component 4 – Parental Involvement**

**Our Commitment:**

Jefferson staff are committed to fostering and maintaining our high level of parental support and involvement at Jefferson Elementary.

Jefferson staff are committed to maintaining a positive and proactive communication flow with parents regarding school events and student progress.

**Parental Involvement Issue:**

Jefferson staff are concerned about how to balance parental involvement at school and in classrooms with the need to set boundaries for teaching staff regarding availability to respond to parent needs and requests (electronically and in person).

**Key Actions:**

Use specific language with parents to communicate school wide expectations for e-mail response and teacher availability.

Implement new policies for parents regarding visits to the classroom for non-vital concerns. Publicize new policy and support front office staff with implementation.

Ensure that all parents in a classroom have an opportunity to volunteer for different positions to support the teacher and classroom throughout the year.

Use Principal Coffee and JPAT Principal's Report as an opportunity to explain reasoning behind changes using language that is supportive of the good work our teachers do.

### Jefferson Elementary School Improvement Cycle of Inquiry

<p><b>Analyze Evidence: Student Problem of Practice</b></p> <p><i>What are some concerns about student learning?</i></p> <p><i>What evidence supports these concerns?</i></p> <p><i>What strengths are there to build upon?</i></p>	<p>A significant percentage of second graders lack mastery of the Reading core curriculum.</p> <p><b>Evidence</b></p> <p>Only 75% of second graders ended the year at or above benchmark in reading according to STAR Screening Data, June 2015</p> <ul style="list-style-type: none"> <li>• 80% or more of all students should be at or above benchmark in reading in order to assume that our core curriculum is truly meeting the needs of our students</li> </ul> <p>Second grade students in reading intervention only showed 3% greater SGP (Student Growth Percentile) than students not in intervention according to STAR Screening Data</p> <ul style="list-style-type: none"> <li>• Students in intervention should be making larger gains than their non-intervention peers in order to close the Opportunity Gap</li> </ul> <p>Second grade cohort tested again in September, 2015 (as third graders on third grade standards) and only 61% scored at or above benchmark according to STAR Screening Data</p>
<p><b>SMART Goal Statement # 1</b></p>	<p>By January, 2016 all students in Third grade who scored below benchmark on the STAR Reading fall screening assessment will demonstrate growth toward the reading benchmark for their grade level based on the STAR assessment. The growth will be as follows:</p> <ul style="list-style-type: none"> <li>• All students scoring above the 55<sup>th</sup> percentile (At/Above Benchmark = 37 students) will improve their scaled score by at least 40 points in order to remain at/above benchmark.</li> <li>• All students scoring between in the 25<sup>th</sup> and 54<sup>th</sup> percentile (On Watch = 12) will improve their scaled score by at least 60 points in order to grow to the next percentile measure.</li> <li>• All students scoring between the 11<sup>th</sup> and 24<sup>th</sup> percentile (Intervention = 7) will improve their scaled score by at least 60 points in order to grow to the next percentile measure.</li> <li>• All students scoring below the 10<sup>th</sup> percentile (Urgent Intervention = 4) will improve their scaled score by at least 60 points in order to grow to the next percentile measure.</li> </ul>

<p><b>Analyze Evidence: Teacher Problem of Practice</b></p> <p>What area of teaching practice might make a difference with the identified problem of student learning?</p> <p>What current teaching practices support student learning in the identified area of need?</p> <p>What current teaching practices hinder student learning in the identified area of need?</p>	<p>Third grade teachers continue to use the Houghton Mifflin curriculum, but also employ CAFE strategies (the intermediate version of The Daily Five) in their classrooms. Second grade teachers do not use The Daily Five.</p> <p>Third grade teachers use the CAFE model to assess, instruct, and monitor student progress.</p> <p>Use of the Daily Five/CAFE strategies enable students to improve their reading comprehension, accuracy, fluency, as well as expand their vocabulary.</p> <p>The CAFE system helps teachers to track the progress of each student as well as build confidence in students as they become accountable for their own learning.</p> <p>The use of CAFE will be a change for third graders who did not use it in second grade. It is possible that use of the CAFE system will highlight areas of need for these students and support their learning and achieving benchmark in reading.</p>
<p><b>Determine An Area of Focus: Principal Instructional Leadership Area of Focus</b></p> <p>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</p> <p>What current leadership practices support or hinder teaching practice and student learning in the identified area of need?</p>	<p>Read "<b>The CAFE Book: Engaging All Students in Daily Literacy Assessment &amp; Instruction</b>" to gain a better understanding of the CAFE classroom and how CAFE strategies can make a difference for the 38% of third graders below benchmark in reading.</p> <p>During observations in the third grade classrooms, look for specific CAFE strategies at work and discuss their impact on particular students during observation feedback sessions with teachers.</p> <p>Monitor data for the 38% of third graders below benchmark in reading and ensure that those students are discussed explicitly at RTI sessions.</p>

<b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i>	<p>If the principal gains a better understanding of the reading program utilized in third grade classrooms in order to discuss its use during Literacy Block and if she ensures that the progress of the 38% of students below benchmark is discussed regularly with third grade teachers...</p> <p>Then the teachers will be able to keep the progress of those students at the top of their minds, tracking assessments and employing reading strategies and interventions to best meet the needs of all students...</p> <p>So that students will be able to achieve mastery of third grade reading standards.</p>		
<b>Area of Change</b>	<b>Principal Practice</b>  <i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	<b>Teacher Practice</b>  <i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i>	<b>Student Learning</b>  <i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i>
<b>What is the current reality?</b>	<p>Principal has minimal understanding of The Daily Five and CAFE programs.</p> <p>Principal discusses observations with teachers on general student progress level.</p>	<p>Third grade teachers make regular use of the CAFE model for teaching Literacy.</p> <p>Third grade teachers have received a group of third graders of whom 25% were below benchmark at the end of second grade.</p>	<p>38% of third grade students have not met benchmark on third grade standards. 25% of these students as second graders finished the year below benchmark as well.</p>
<b>What is the evidence of success?</b>	<p>Principal is able to discuss reading strategies and interventions with greater depth of knowledge of both programming and student progress.</p> <p>Principal will complete observation of student learning when in third grade classrooms in addition to teacher observations.</p>	<p>Continued use of the CAFE model to ensure that student needs are individualized to ensure progress toward third grade benchmark.</p> <p>Third grade teachers are able to discuss the progress of any one of the 38% of students below benchmark and the strategies and/or interventions that are in place to achieve growth.</p>	<p>Students in 38% of third grade who have not met benchmark on third grade reading standards will make typical adequate growth throughout the year and approach or surpass benchmark achievement.</p>
<b>How will the evidence be measured?</b>	<p>Feedback conversations following observations in third grade classrooms.</p> <p>Discussion of student progress at RTI sessions.</p>	<p>Conversations with principal and RTI specialist regarding progress of students that includes monitoring information and plans for intervention.</p>	<p>Student growth will be measured using STAR assessments of reading.</p>
<p><b>When will you be completed with this inquiry Cycle?</b></p> <p><b>Date:</b> January, 2016</p>			

Learning Plan	Possible Learning Activities:	Purpose	Outcomes:	Evidence Gathering:	Resources:
Learning Session 1  Who: Principal  Date: 10/12 – 10/31  Time: Various	Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)  Principal will complete reading of <b>“The CAFE Book: Engaging All Students in Daily Literacy Assessment &amp; Instruction.”</b>	What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?  To better familiarize principal with the CAFE system and how best to implement it in the classroom	What are the outcomes of this learning activity?  Ability to discuss reading strategies and interventions with greater depth of knowledge of both programming and student progress.	How will the evidence of the principal’s practice be gathered during this learning activity?  Feedback conversations following observations in third grade classrooms.	What materials are needed for this learning activity? Who is needed for this learning activity?  <b>“The CAFE Book: Engaging All Students in Daily Literacy Assessment &amp; Instruction.”</b>  CAFE website
Learning Session 2  Who: Principal, Teachers, RTI Specialist  Date: 11/3 & 11/4  Time: Mornings	RTI Meetings with all teachers to analyze data and progress	To discuss the progress of our students receiving intervention.  Purposeful discussion of third grade and their progress overall	To determine if third grade students are they on track to meet goal by January benchmark	RTI Specialist will take notes and determine changes to intervention if deemed necessary	STAR Progress Monitoring data
Learning Session 3  Who: Principal and Third Grade Teachers  Date: 11/13 & 11/20  Time: PLC Times	PLC meetings with third grade teachers to discuss students and their progress.	Discussion of CAFE system and its impact on student learning with specific attention paid to those students below benchmark.	Determine if CAFE is an effective literacy strategy for those students  it making an impact on closing the opportunity gap for students below benchmark.	Teacher progress monitor notes taken during Literacy time.	Progress monitoring



# Corvallis

SCHOOL DISTRICT

II.G. Lincoln Elementary School

# Lincoln SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Demographic Information

- School Population—370 students
  - TAG—2.3% 8 students
  - SpEd—12.7% 47 students
  - ELL—22% 81 students
  - F & R—62% 229 students
- Instructional Staff

**Classroom teachers:** 18, 3 at each level K-5; 16/18 are part of the DLI strand with 4<sup>th</sup> and 5<sup>th</sup> grades serving English strands

**Specialists:** 1.0 counselor, .8 Music, .3 Art, .8 PE/.2 Enrichment Coordinator

**Assistants:** 10 EA, for ELL, SPED, General; SPOC (tech support), Behavior, Assessment  
+ **Benton County Health Navigator**

### About Lincoln

**Mission Statement:** *At Lincoln School, we prepare for our future by:*

- *Maximizing our potential*
- *Growing in knowledge and responsibility*
- *Caring for the world and the people in it*

### Dual Language Immersion Program Goals

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

### Enrichment at Lincoln includes

- 1:1 iPad for all students ( b IXL, ST Math, RAZ Kids)
- School Garden
- Math Olympiad
- Integrated Art Program
- Healthy Youth Program
- OBOB
- Student Leadership
- Choir
- 100 Mile Club
- Lincoln Lion Club (21<sup>st</sup> Century Community Learning Center)
- Bilingual Family Nights (monthly)
- Strings
- Girls on the Run, OSU Extension 4H Science
- PTA sponsored events (jogathon, Kermes: Carnival)
- 5<sup>th</sup> Grade outdoor school

***Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!***

# Lincoln SCHOOL

## SCHOOL ACTION PLAN

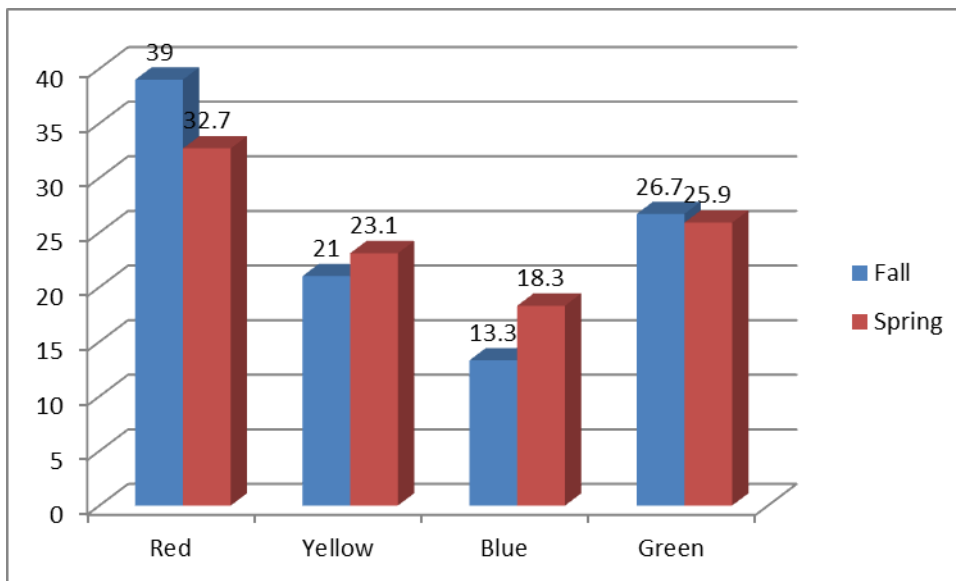
2015-2016

### Results from 2014-15 School Improvement Plan

*Goal: 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).*

Summary: Baseline data indicated 40% of all students at benchmark per STAR screening in the fall 2014. Spring 2015 results showed a slight gains to 44.2%. Drilling

Lincoln STAR Data 2014-15



***Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!***

# Lincoln SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Component 1

#### Academics

##### Our Commitment:

We will work to continuously improve the academic growth for all by providing culturally relevant and rigorous instruction in core academic areas that meet the needs of our diverse school population. We will engage and enrich student's educational experience through the use of technology and differentiated instruction. We are committed to ensuring that all students gain the academic knowledge and skills necessary for continued success. Our building theme for the year is "Together Matters." Partnerships with home, community, and among educators will be key to success.

##### Academic Issue(s):

Based on English measures, such as SBAC and STAR, approximately 60% of students at Lincoln perform at academic levels below grade level. The positive is that trend lines demonstrate growth towards a greater percentage of students at or above grade level in both English and Spanish by the end of 5<sup>th</sup> grade.

##### Key Actions:

###### Response to Intervention:

- Focus on Core Instruction for Language Arts and Mathematics, ie implementation of Engage New York.
- Leverage 1:World to maximize and differentiate learning opportunities, including implementation of supplemental programs such as ST Math, IXL, and Reading AtoZ Kids.
- Reduce the number of transitions for students and support student learning in mainstream settings as much as possible.
- Leverage resources such as the Lion's Den funded through the 21<sup>st</sup> CCLC grant and partnerships with home to provide targeted practice.

Cycles of Inquiry will hone in on specific grade levels and/or groups with the greatest needs. Fall cycle will focus on 3<sup>rd</sup> grade Language Arts.

**Lincoln SCHOOL**  
**SCHOOL ACTION PLAN**

2015-2016

**Component 2**

**Equity**

**Our Commitment:**

We will work to continuously improve the academic growth for all by providing culturally relevant and rigorous instruction in core academic areas that meet the needs of our diverse school population.

**Academic Issue(s):**

Lincoln's enrollment and demographics represent large percentages of students who have historically been underserved, including those facing homelessness, poverty, and abuse. The student body is racially diverse, with about a third Latino. Additionally, the 2014-15 ELL population at Lincoln included about 100 students, 20 of which were Arabic speakers.

**Key Actions:**

- 1:World
- Deliver rigorous instruction
- Breakfast in the classroom
- Bilingual health navigator
- Arabic speaking EA outreach/interpreter

# Lincoln SCHOOL

## SCHOOL ACTION PLAN

2015-2016

### Component 3

#### School Environment & Culture

##### Our Commitment:

At Lincoln we foster an environment of respect and rapport where relationships among students, staff, and community are positive and supportive.

We implement PBIS (Positive Behavior Interventions and Supports) designed to create environments that are engaging, responsive and productive rather than reactive, adverse or dangerous.

“Teachers believe it is their role to develop positive relationships in classrooms and staff rooms.” (Hattie, 2012)

- Teachers create a climate such that students believe they can make errors without blame.
- Learning requires the making of mistakes.
- Leaders must do this for staff as well.

##### Academic Issue(s):

All, including students and staff, are language learners in the Dual Language Immersion program. The skill of taking responsible risks is needed to a greater degree than in traditional classroom settings.

##### Key Actions:

- Routine tier 2 & 3 meetings with behavior support
- Three goals of PBIS implementation/improvement 2015-16:
  - Second Steps revival/rollout K-5
  - Schoolwide Discipline Matrix
  - Continuum (green-red level behaviors)
- Provide ongoing training to all staff regarding CHAMPS
- With input from students, families, and staff, facilitate enrichment programs that promote wellness and a positive learning environment.

**Lincoln SCHOOL**  
**SCHOOL ACTION PLAN**

2015-2016

**Component 4**

**Parents & Community**

**Our Commitment:**

Parent involvement can make a large difference in a child's education, with home school connections, such as meaningful homework having the greatest impact on learning gains relative to other parent involvement practices. (PA, 2003; Johnson & Duffett, 2003)

**Academic Issue(s):**

Parent involvement can make a large difference in a child's education, with home school connections, such as meaningful homework having the greatest impact on learning gains relative to other parent involvement practices. (PA, 2003; Johnson & Duffett, 2003)

**Key Actions:**

- Improve home/school communications in particular with homework, supporting family access to be able to support.
- Monthly bilingual family nights, including Literacy, Math, Art, and Science focus. Partners in Print.
- Monthly bilingual principal/parent teas.
- Concerted effort to promote participation in parent/teacher conferences.

## Lincoln Elementary School Improvement Cycle of Inquiry – Goal 1

<p><b>Analyze Evidence: Student Problem of Practice</b></p> <p><i>What are some concerns about student learning?</i></p> <p><i>What evidence supports these concerns?</i></p>	<p>3<sup>rd</sup> grade students lack proficiency of grade level Language Arts skills essential for academic success.</p> <p>STAR ELA – 3<sup>rd</sup> grade average is 24<sup>th</sup> percentile. 22.4% performed in the green zone with 10.4% each performing in the blue and yellow zones with 56.7% performing in the red zone.</p>
<p><b>SMART Goal Statement # 1</b></p>	<p>All students scoring at the green level (31%) in the fall STAR Reading assessment will remain in the green level. Those scoring N=21)</p> <p>All students scoring in between the 25<sup>th</sup> percentile and the 54<sup>th</sup> percentile (N = 8) will increase their percentile score during the six week cycle at a pace to reach the 55<sup>th</sup> percentile by Spring, which ranges between 1-6 percentile points growth for individual students. (Target is all students performing in the blue zone reach the green zone by Spring 2016)</p> <p>All students scoring between the 12<sup>th</sup> percentile and the 24<sup>th</sup> percentile (N = 8) will increase their percentile score during the six week cycle at a pace to reach the 25<sup>th</sup> percentile by Spring, which ranges between 1-3.5 percentile points growth for individual students. (Target is all students performing in the yellow zone reach at least the blue zone by Spring 2016)</p> <p>All students scoring at or below the 10<sup>th</sup> percentile (N = 30) during the six week cycle at a pace to reach the 11<sup>th</sup> percentile by Spring, which ranges between 1-2.5 percentile points growth for individual students. (Target is all students performing in the red zone reach at least the yellow zone by Spring 2016)</p>
<p><b>Analyze Evidence: Teacher Problem of Practice</b></p> <p><i>What area of teaching practice might make a difference with the identified problem of student learning?</i></p>	<p>Co-teaching Model for 3<sup>rd</sup> grade English Language Arts:</p> <p>“At-risk students who remain in mainstream classrooms with instructional support achieve at higher levels than peers who receive instruction in a pullout model (e.g., Sakash and Rodriguez-Brown 1995). Students’ motivation increases in mainstream classrooms when they are engaged in meaningful learning (Cook and Friend 1995).”</p> <p><a href="http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-3-(september-2007)/together-we-are-better#sthash.3Yxn8CfR.dpuf">http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-3-(september-2007)/together-we-are-better#sthash.3Yxn8CfR.dpuf</a></p>

<p><b>Determine An Area of Focus: Principal Instructional Leadership Area of Focus</b></p> <p>What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?</p>	<p>Monitoring and gathering data and evidence of student learning and teacher practice to inform feedback to teachers using the co-teaching model.</p>		
<p><b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process) Explains the specific changes the principal intends to make to improve teaching and learning in the school.</i></p>	<p>If the principal.... Uses data and evidence of student learning and teacher practice to provide meaningful feedback to teachers regarding the implementation of the co-teaching model.</p> <p>Then teachers will be able to....provide contextualized, differentiated instruction that scaffolds language for all students, especially for English Language Learners and students with disabilities, making content comprehensible for all students.</p> <p>So that students will be able to....access instruction and thereby develop grade level or above literacy skills.</p>		
<p><b>Area of Change</b></p>	<p><b>Principal Practice</b></p> <p><i>Considering the principal area of focus, what will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i></p>	<p><b>Teacher Practice</b></p> <p><i>Which teacher practices and for which teachers will you see change as a result of the principal and district support personnel working on this particular leadership area of focus?</i></p>	<p><b>Student Learning</b></p> <p><i>Which indicators of student learning will we see change as result of the principal and district support personnel working on this particular leadership area of focus?</i></p>
<p><b>What is the expected change?</b></p>	<p>The principal will gather concrete data on differentiation practices during the co-teaching Language Arts periods.</p> <p>The principal will collect data on the ability of students to demonstrate the targeted language objective of the given lesson.</p>	<p>Teachers will implement (sheltered instruction observation protocols) to increase access to grade level instruction versus students being removed from the mainstream classroom.</p>	<p>Students will clearly understand what it is they are learning and the criteria used for measuring success. With this information students will increase their performance on literacy measures* both in the classroom and for the district and state.</p> <p>*both in English and in Spanish</p>
<p><b>What is the evidence of success?</b></p>	<p>All students are present and actively participate in the mainstream classroom during instruction with push-in support from ELL and/or SPED staffing.</p>	<p>Teacher lesson plans will follow the Engage NY curriculum map and incorporate SIOP components of language objective and content objective.</p> <p>Students will accurately be able to describe the targeted vocabulary and intended content.</p>	<p>At an 80% accuracy students will be able to describe the intended language and content objective.</p>

<p><b>How will the evidence be measured?</b></p>	<p>Classroom walk-throughs during co-teaching and push-in periods – recording examples of differentiation and scaffolding – reflected and shared in a meaningful way with the teachers.</p> <p>Classroom observations and talking to students (minimum of 3 per visit) asking what the language and content objectives are for the lesson. Gather enough data to determine 80% threshold and share with teachers.</p>	<p>Lesson plans and observation data.</p>	<p>Improved academic performance in classroom, district, and state measures, in particular STAR data.</p>
<p><b>When will you be completed with this inquiry Cycle?</b></p> <p><b>Date: December 1, 2015</b></p>			

<b>Learning Plan</b>	<b>Possible Learning Activities:</b>  <i>Which learning activities will best meet the leadership area of focus? (e.g. observing classrooms, co-planning, PD, examining student work, etc.)</i>	<b>Purpose</b>  <i>What is the purpose of this learning activity? How does it relate to the principal, teacher, or student area of focus?</i>	<b>Outcomes:</b>  <i>What are the outcomes of this learning activity?</i>	<b>Evidence Gathering:</b>  <i>How will the evidence of the principal's practice be gathered during this learning activity?</i>	<b>Resources:</b>  <i>What materials are needed for this learning activity? Who is needed for this learning activity?</i>
Learning Session 1  Who: Principal & Colleague Principal  Dates: October 15, 2015  Time: 11:00-2:00p.m.	Classroom Walk-Throughs	To conduct joint walk-throughs of the targeted classrooms to monitor the implementation of co-teaching.	Monitoring and gathering evidence	Notes and/or observation checklist completed regarding learning intentions in the classroom from teacher and student.	<i>Learning Focused Supervision</i> conversation scaffolds
Learning Session 2  Who: Principal & Equity Coordinator  Date: November 12, 2015  Time: 9:00-11:00a.m.	Site Visit Reynolds School District	To gather best practices for co-teaching	What is the PD plan for co-teaching? What tools and format do teachers at Reynolds use for co-planning?	NA	None
Learning Session 3  Who: Principal, Equity Coordinator, and Colleague Principal  Date: Nov. 23, 2015  Time: 2:00-3:30 p.m.	Review Principal Data Gathering	Review data gathered to this point. How might the data be graphically represented? How has the data been shared with teachers? What is the data telling you?>	Review of the data gathering and evidence collection process. Are we gathering the right data/information? Are we seeing change/improvement occur as a result of this cycle? Is there data that we wish we had at this time?	Records, reports, raw data, observation feedback provided to teachers.	None



# Corvallis

SCHOOL DISTRICT

- III. FIRST ROTATION (5:00-5:15 p.m.)
- IV. SECOND ROTATION (5:20-5:35 p.m.)
- V. THIRD ROTATION (5:40-5:55 p.m.)
- VI. BREAK (5:55-6:15 p.m.)
- VII. FOURTH ROTATION (6:15-6:30 p.m.)
- VIII. FIFTH ROTATION (6:35-6:50 p.m.)
- IX. SIXTH ROTATION (6:55-7:10 p.m.)
- X. SEVENTH ROTATION (7:15-7:30 p.m.)
- XI. DEBRIEF - BOARD AND PRINCIPALS
- XII. 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](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto: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](mailto: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](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
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		

<b>EXECUTIVE STAFF MEMBERS</b>	
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