Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, November 26, 2012 5:45 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 at least 48 hours before the meeting.

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

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

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

Corvallis
SCHOOL DISTRICT

Monday, November 26, 2012
5:45 PM

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

Meeting Details: Monday, November 26, 2012, 5:45 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. CALL TO ORDER AND ROLL CALL

II. PLEDGE OF ALLEGIANCE

III. SCHOOL IMPROVEMENT PLANS - ELEMENTARY SCHOOLS

Adams Elementary
School Improvement Action Plan

School-wide Problem-of-Practice ~ ***Closing the Achievement Gap in Mathematics*** • ***Free & Reduced Subgroup*** • ***Special Education Subgroup***	*OAKS data indicates that our students on free and reduced lunch and students who qualify for special education services perform below all students in math. When average RIT subgroup scores are compared at grades 3, 4 & 5, these subgroups of students are not on track to reach average scores of the total population. When average RIT scores are graphed over time the trajectory line shows that these two subgroup's scores remain the same or fall over time.* • *OAKS data indicates that our* ***students who qualify for free and reduced lunch*** *perform well below other students in math.* ***Only 54% of our students who qualify for free and reduced lunch in grades 3-5 met state math standards on OAKS in spring of 2012****.* • *OAKS data indicates that our* ***students with disabilities*** *perform well below other students in math.* ***Only 31% of our students with disabilities in grades 3-5 met state math standards on OAKS in spring of 2012****.* *We need to check these students' progress on a regular basis and provide research-based interventions to support these students for success in math.*
Theories-of-Action ~	*If we focus on monitoring progress more frequently and follow up with targeted math interventions we will see more improvement in our students' OAKS scores in math – students on free and reduced lunch and students who qualify for special education services.*
SMART Goal Statement s ~	*Increase the percent of 3-5 grade* ***students on free and reduced lunch*** *meeting or exceeding the state math standards* ***from 54% to 70% by spring of 2013*** *to close the achievement gap.* *Increase the percent of 3-5 grade* ***students who qualify for special education*** *services meeting or exceeding the state math standards* ***from 31% to 70% by spring of 2013*** *to close the achievement gap.*

Leadership Implementation Strategies ~ ***IF** we….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Monitor Student Progress & Provide Interventions *Increase the number of teachers who progress monitor student achievement in math by* • *administering the Easy CBM math test and using the results to inform practice* • *administering Easy CBM Progress Monitoring test to track student progress and plan interventions* • *implementing common formative Math assessments, analyze results & plan interventions*	• *Increase the percent of students in grades 3-5 (on free & reduced lunch) meeting and exceeding state math standards on monthly assessments.* • *Increase the percent of students in grades 3-5 (who qualify for special education services) meeting and exceeding state math standards on monthly assessments.*	•*Cara Takamori, intervention specialist* •*Cody Hansen special education teacher* •*Alana Hogrebe, AA1* •*Patty Pearson, principal*	• *Gain a greater understanding of students' specific needs in math* • *Gain a greater understanding of what school staff need to support these students* • *Gain a greater understanding of available research-based math interventions* • I*mplement effective math interventions* • *Teachers share best practices and implement research-based instructional strategies*	• *Classroom Formal & Mini Observations* • *Curriculum maps for math instruction* • *Assessment results -CFAs -Easy CBM* • *Assessment results after interventions have been administered* *-Easy CBM Progress Monitoring* *-OAKS spring 2013*

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

(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)

Specific Activities

1. *Training and release time to help teachers understand and analyze K-5 Easy CBM assessment results.*

2. *Training and release time to build knowledge of the Common Core State Standards for grade levels and in aligning the core curriculum to those standards.*
    a. *Identifying where the core math curriculum does not adequately cover grade level standards, and identify supplemental curriculum to address that gap.*

3. *Training in the development of effective assessments to measure mastery of math standards.*
    a. *Formative*
    b. *Summative*

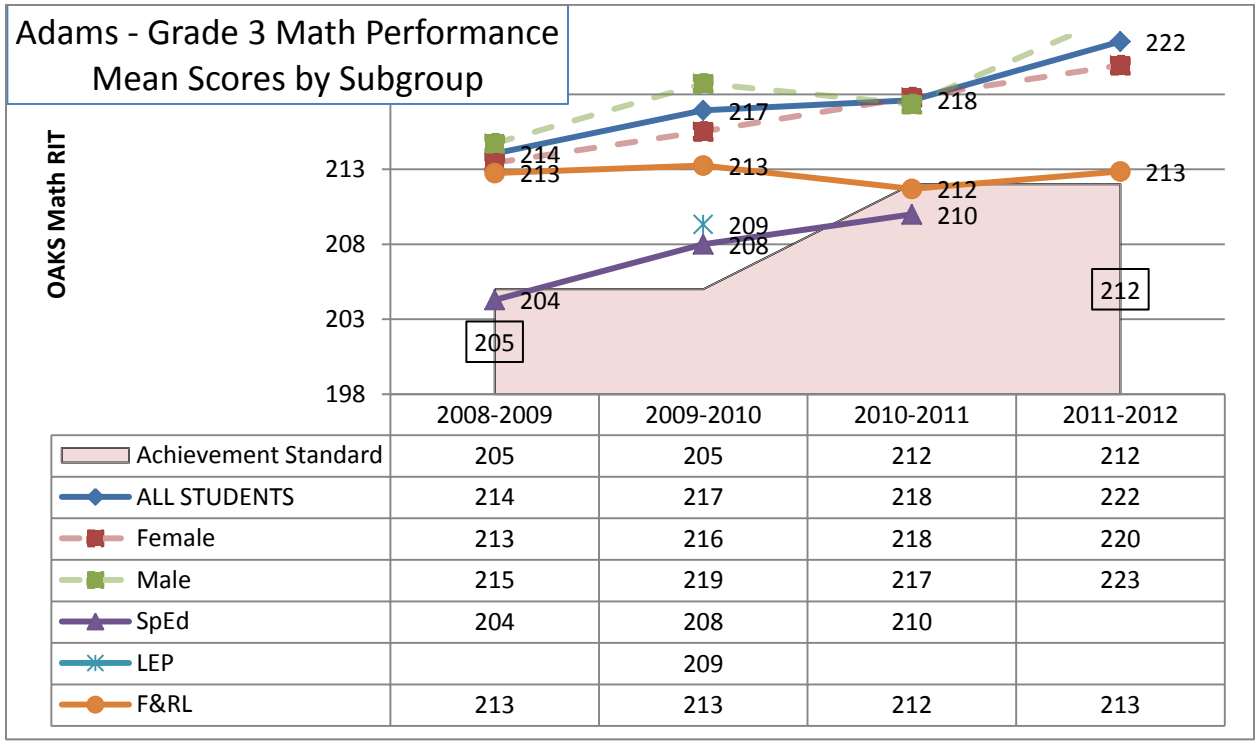
4. *Training and practice in the use of effective instructional strategies*
    a. *Feedback through formal and mini observations*
    b. *Feedback through modeling – peer coaching & demonstration*

5. *Identify and utilize intervention strategies to move all students to mastery of grade level math standards.*

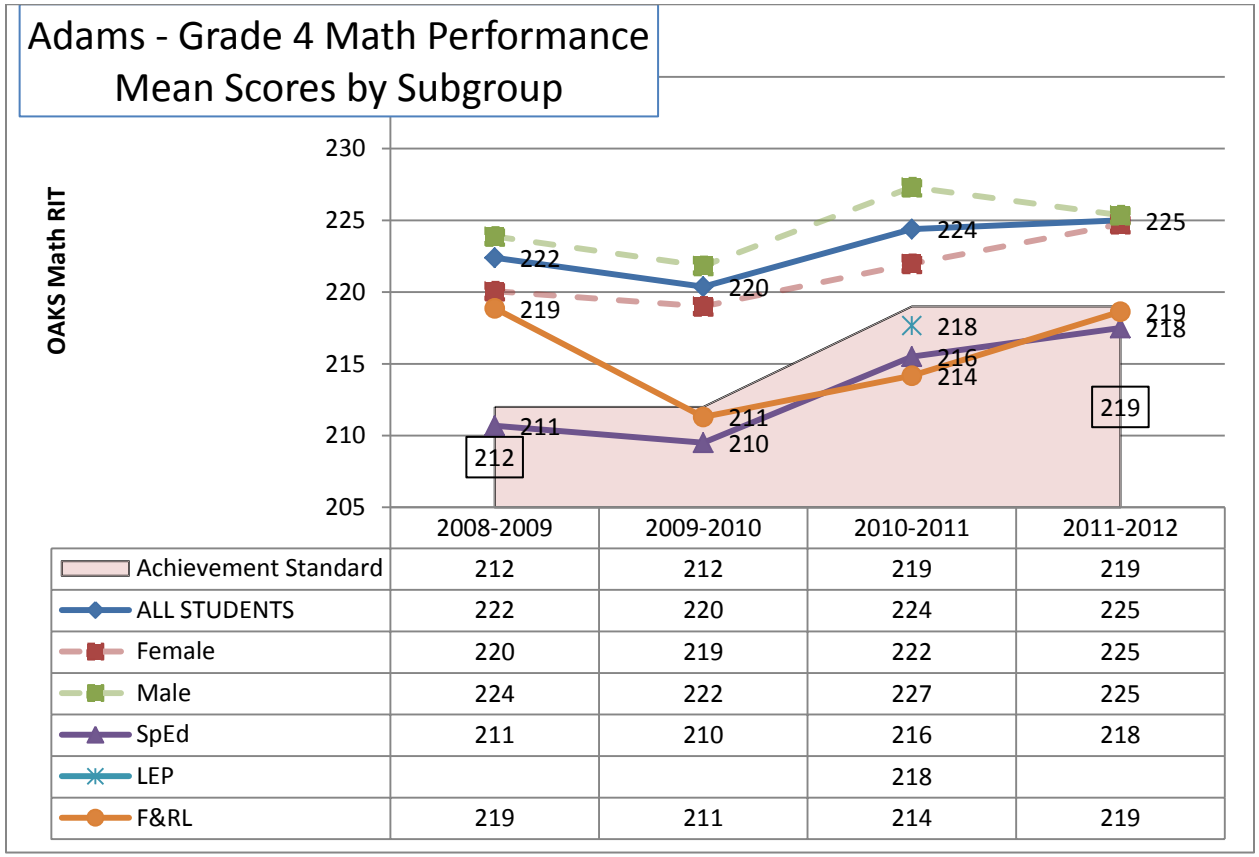
6. *Purchase, provide training in and use research-based interventions in mathematics.*
    a. *Supplemental curriculum*
    b. *Technology*
        i. *iPad applications*
        ii. *Software*

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Adams Math Mean Score Trend

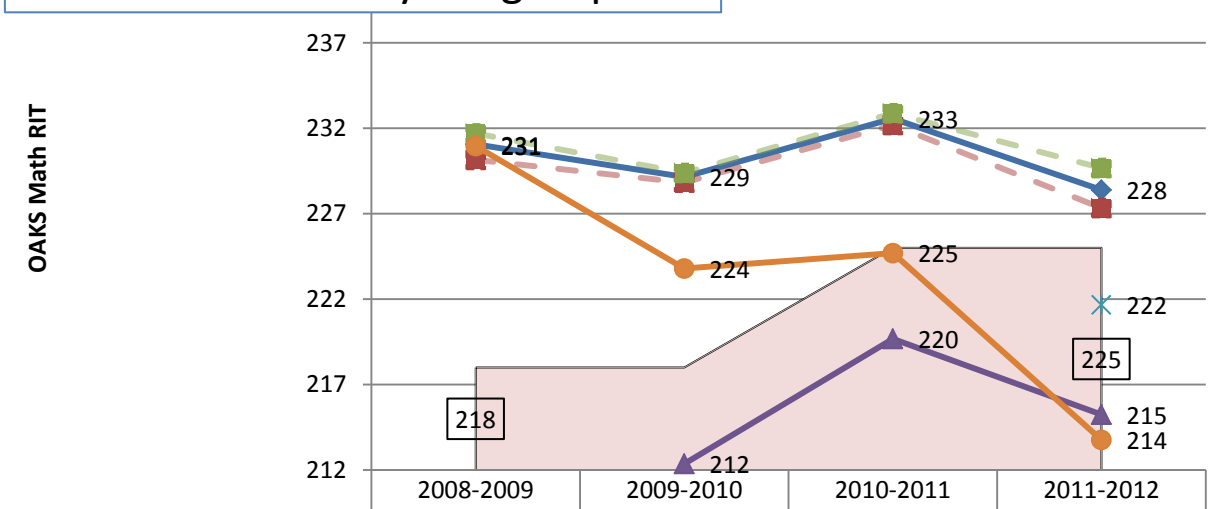


	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	205	205	212	212
ALL STUDENTS	214	217	218	222
Female	213	216	218	220
Male	215	219	217	223
SpEd	204	208	210	
LEP		209		
F&RL	213	213	212	213



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	212	212	219	219
ALL STUDENTS	222	220	224	225
Female	220	219	222	225
Male	224	222	227	225
SpEd	211	210	216	218
LEP			218	
F&RL	219	211	214	219

Adams - Grade 5 Math Performance
Mean Scores by Subgroup



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	218	218	225	225
ALL STUDENTS	231	229	233	228
Female	230	229	232	227
Male	232	229	233	230
SpEd		212	220	215
LEP				222
F&RL	231	224	225	214

CORVALLIS school district 509J

Franklin K-8 School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	Data from work samples showed 15% of middle school students below grade level in writing at the end of the 2011-12 school year. K-5 writing data showed particular standards where high percentages of students were reported as "developing" at the end of the year. For example, 63% of Franklin third grade students were below grade level in the area of "text types and purposes." This nearly two thirds statistic aligns with findings on the NAEP (National Assessment of Educational Progress) where more than two-thirds of America's students show only partial mastery of skills and knowledge needed for grade level proficiency in writing. Additionally, district writing data indicate high numbers of high school seniors in danger of not graduating due to not yet meeting the essential skill of writing per the 11th grade OAKS writing assessment.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we systematically collect and assess writing common formative assessments, then interventions will be delivered in a timely way to stimulate growth of struggling writers.*
SMART Goal Statement # 1	*Using the State Writing Scoring Guide 80% or more of 3rd-8th grade students will improve their overall raw score on writing samples by 5 points (point total) from fall to spring. 100% of 3rd-8th grade students will demonstrate growth. 100% K-2nd will show a .5 point improvement in the CCSS of writing as reported on the SBRC.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Guide all classroom educators to articulate and follow a goal in the area of writing achievement accompanied by actions to support that goal	An increase in the frequency that teachers more formally assess writing and provide supports for students who struggle with the writing process. 90% of 3rd-8th graders meeting grade level writing standards.* Difference in SMART Goal is that this is an achievement level result vs. a goal based on the growth model.	Aaron	All teachers have developed a SMART goal in the area of writing for their students.	SBRC—CCSS quarterly reports, ECAR, writing ongoing work sample results baseline to end of year, instructional minutes for writing core and intervention, # of PLC sessions on writing.
Provide professional development for Step Up to Writing as well as writing interventions such as Handwriting without Tears and Writing REWARDS.	Uniformity in the implementation of Step up to Writing strategies and 100 % of students using those strategies. By the end of the year 10% or less students in need of writing intervention.	Carol, Aaron	All teachers routinely provide students with instruction based on Step Up to Writing strategies. System in place and a schedule for interventions.	Observed and reported implementation of SUtW. Baseline vs. end of intervention.

Facilitate systematic opportunities for staff to score work samples and reflect on results, at least four times annually with more frequent discussions in PLCs.	Increased opportunities for writing across content areas which promote retention of knowledge (NCoW, 203).	Aaron, PLC leaders	All teachers implement writing across content areas, collecting a min. of writing samples.	Scores on writing samples, graphing achievement over time.

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

- Ensure staff readiness for identifying writing as a priority. Using Oregon Data Project tools to illustrate correlation between cause/effect data.
- Instruction on SMART Goals based on growth and overall achievement.
- Accountability log demonstrating when PLCs will focus on writing formative assessments as well as a calendar reflecting collection of writing samples K-8
- All core certified staff participate in Step Up to Writing professional development
- Intervention specialists become experts in effective strategic and intensive supports. Progress of K-5 students will be discussed in RTI meetings held every six weeks.
- All MS staff will participate in scoring work samples, regardless of content area, to calibrate and to hold true to the scheduled collection of samples
- Administrative walk-throughs will provide feedback as to the implementation of Step Up to Writing strategies.

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CORVALLIS school district 509J

Franklin K-8 Professional Development Plan

Professional Development Goals:	*All educators are well versed in the Step Up to Writing instructional material and are able to provide students with effective writing instruction based on the program.* *All classroom teachers are able to use the State Writing Scoring Guide accurately and are calibrated to assess student writing samples efficiently.* *All teachers promote writing across the content areas.*
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*How Step Up to Writing" helps students become proficient writers more quickly while improving writing, test scores, and comprehension in all content areas."*
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Ability to provide writing instruction across the curriculum and to identify struggling writers and refer for appropriate interventions.*
Research from professional development approach was formulated:	*Writing across the content areas helps student connect the dots in their knowledge (National Commission on Writing, 2003).* *Writing across the content area has been proven to significantly improve students writing abilities (van Allen, 1991).* *"Explicit and systematic instruction, collaborative learning, and scaffolded teaching of the writing process is associated with improved outcomes as identified in systheses of research" (Gersten and Baker, 2001; Swanson, Hoskyn, and Lee, 1999; Vaughn, Gersten, and Chard, 2000).* *Direct explanation and modeling of strategies, relating what students read with background knowledge improves students' comprehension (Pressley and Wharton-McDonald, 1997; Williams, 1998).*

Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Facilitate instruction on data analysis and SMART goals based on Franklin's writing data.	**100% of certified staff will create meaningful SMART goals in the area of writing achievement which are supported by action plans that clearly articulate adult actions or cause data.**	*Aaron*	*Classroom teachers*	*8/2012-* *10/2012*	***Aaron, Oregon Data Project, TalentEd, Smart Goals by O'Neil, prof.dev. days .5***
Facilitate instruction on the Step Up to Writing curriculum to all staff	**Implementation of SUtW across the writing curriculum.**	*Aaron/Carol*	*Classroom teachers*	*11/2012-4/2012*	***Carol, Step Up to Writing instructor materials***
Facilitate instruction on implantation of Writing REWARDS and Handwriting without Tears	**Struggling students receive appropriate writing interventions to assist them in making progress towards grade level standards.**	*Aaron*	*Intervention deliverers: Becky, Carol, Denise*	*12/2012*	***Writing REWARDS materials,***

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GARFIELD ELEMENTARY School Improvement Action Plan (Goal #1 Math)

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	A continuing decline in math achievement as represented by OAKS scores, and large number of students in red and yellow per EasyCBM. The most acute decline in OAKS is with our LEPs who are predominantly Hispanic.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If we implement an RTI system for Math we can positively impact student achievement. We would progress monitor students consistently. If we teach a standard computational method and ensure that all learn it, and in the process we improve our CFAs, we will see improvements in OAKS Math scores and EasyCBM for K-5. If we ensure basic math facts at the early grades, our students will be more successful in 3rd through 5th.
SMART Goal Statement # _____	»15 to 20% growth in percent met in OAKS in 2012-2013 for LEPs, SPED, Hispanic students. »As a minority, majority school, considerable growth for Hispanic & LEP will impact all other categories.

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
»Improve CFAs & have PLCs share out assessments and practices. »	Use of ExamView, individual access and training for CFA development. Changes in practice/responsive interventions from pre-to-post.	*All teachers*	*Greater and deeper understanding of CCSS, and assessment development. Timely informed instruction*	CFA – quality and rigor Positive results from pre-to post.
»Provide structures for instructional improvements and development of RTI protocols for Math. (CTL Conf. –Team)	Reduction of percent of students in red in EasyCBM from Winter to Spring by 15%. Development of intervention protocols, and resources.	*Principal* *CTL Conf. Group (reps)* *All Staff*	*Timely and targeted interventions. Data based decisions and progress monitoring. Flexible/responsive teaching to meet student needs.*	Fall-Spring EasyCBM results CFA results (F-Spring) Short and long-term gain in OAKs achievement.
»Support effective and consistent interventions for math (staff driven) + technology: (iPADs, and/or Orchard Math)	Positive growth for all learners, from pre-to-post. Greater mastery of core skill and student math confidence. Reduction of percent of students in red in EasyCBM from Winter to Spring by 15%.	*Grade level representatives to school planning/leadership group.* *Principal* *CTL Conf. Group*	*Vertical and horizontal consistency (practice) and alignment (rigor) in assessment, intervention and progress monitoring. Systematic use of technology to extend or reinforce/intervene learning.*	EasyCBM Fall to Winter, Winter to Spring growth. CFAs (before CTL) and CFAs after CTL. + Orchard Assessments. Smart reports (iPad/Orchard/Other)

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

CFA design improvements, rigor testing, and alignment. Need resources (Examview or other banks) to generate CFAs, interactive staff dialog time, plus vertical and horizontal alignment. Exposure to new ideas, concepts, resources to support the development of an RTI model, instructional improvements, interventions and assessment. TIME IS NEEDED…for teams to process, share and develop CFAs. Post CTL Conference –Math Strand Team training. The team will make proposals for systematic improvements from instructional practice to CFA development and structures for an RTI math model. CTL conference training also requires a team to be out of the building.

GARFIELD ELEMENTARY Professional Development Plan (GOAL #1 Math)

Professional Development Goal:	*Increase teacher use of assessment, instructional best practices and interventions to meet student needs in Math.*				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Apply knowledge and skills to improve/refine CFAs (prior PD in CFAs and Assessment for Learning 09-2012) and increased/deeper knowledge of CCSS through hands on CFA development.* *Knowledge of instructional best practices, intervention resources and progress monitoring for math.*				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*CFA development and own data reflection and response* *Application of best practices, daily routines and use of intervention resources.*				
Research from professional development approach was formulated:	*U of O., Center for Teaching and Learning. Institute of Educational Sciences*				
Professional Development Implementation Strategies ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Have a teacher team learn and reflect on best practices at the CTL Conf. Math Strand. The conference will serve as the anchor point for a leadership team to reflect, outline and propose systemic improvements in instruction, interventions and assessments.	Changes in individual classroom practices, vertical and horizontal team agreements. Implementation of intervention resources and tools, as well systematic planned supplementation of math resources.	*Representatives at CTL conf.* *Principal*	*All Teachers*	*Fall –Exposure and awareness, pilots* *Winter-Practice changes and pilot expansions*	$$$ CTL Conf. Material Subs or extra pay for teams
Focus on CFA development, review, and improvement	Improved (relevant and rigorous) CFAs, vertical and horizontal alignment of CFA design, use and responsiveness to results.	*All Teachers* *Principal*	*All Teachers*	*Fall –Horizontal Alignment & Practice* *Winter/Fall Vertical Alignment & Practice*	PLC Time (Fri) Subs or extra pay for teams
Increase the exposure and use of intervention tools and practices (print and electronic ex. i-devices)	Integration of intervention tools to better meet individual and small group needs	*CTL representatives.* *Lead Teacher for i-devices* *PLC teams* *Principal*	*All Staff*	*Fall –exposure, identification – selection, pilot* *Winter- Practice and monitoring*	Extra pay for trainer. Reference Materials. Product samples

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GARFIELD ELEMENTARY School Improvement Action Plan (GOAL #2 Reading)

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	A decline in reading scores for 2 consecutive years, as indicated by OAKS data. The DRA, EDL, IDEL and Dibels assessments indicated that we have challenges with comprehension, fluency and lack of growth for ELLs on ELPA in the reading and writing strands.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we improve in our consistency in the implementation of the RTI process, we can significantly impact student learning by closely monitoring progress and we can then measure growth as a result of more timely and reflective actions.* *If we train teachers on CAFE and Daily Five we will see a consistent implementation of aligned strategies, which will lead to both short and long-term growth in student learning as measured by a variety of reading assessments.* *If we utilize portfolios to document student achievement on standards and involve students in their learning, we will increase the learner awareness of, buy-in to and accountability for their learning.*
SMART Goal Statement # _____	»15 to 20% growth in percent met on OAKs for LEPs, SPED, Hispanic students. »As a minority, majority school, considerable growth for Hispanic & LEP will impact all other categories.

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Provide training for and support implementation of CAFE and Daily 5 practices (K-5)	Increased growth rates in reading, through changes in instructional practices, daily routines, and reflection on data. Individualization of student reading at independent and instructional levels. Increased progress monitoring and teacher/student conferencing.	*DAILY-5/CAFÉ internal trainers* *Intervention Coach, Nancy D-W.* *Classroom Teachers* *Principal*	*Responsive teaching and learning based on the (data) individualized and group needs of students.*	Growth via DRA2/EDL2, L1 ORF (DIBELS, IDEL) for ALL, L2 ORF for ELLs.
Provide language development training	Changes in instructional practice and growth in second language usage, and its application in academic contexts by students.	*Leigh Santy, Trainer/DO* *ESL Teacher, Intervention Coach* *Principal & Classroom Teachers*	*Higher levels of student engagement, and of student centered activities,*	L2 ORF growth ELPA reading & writing strand growth.

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

Provide explicit, job embedded professional development training, with time for reflection/fine tuning and resource sharing. Create internal systems within and across grade level and language of instruction that support and promote instructional innovation and teacher to teacher support structures. Having time ($$ for subs) to go beyond training and development and into to explicit focus on practice, sharing of ideas, and refining practices).

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Garfield Elementary Professional Development Plan (GOAL #2 Reading)

Professional Development Goal:	*Fostering daily instructional best practices in literacy and language development.*
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Understanding and practice of Daily 5 and CAFÉ instructional practices at all grade levels and across programs of instruction.* *Explicit and consistent teaching of language development forms and functions for L2 development.*
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Refinement and organization of assessment data to inform instruction, monitor students, and use reading strategies to meet individualized needs. Improve organization structure of literacy time and increased independent student learner behaviors.* *Use cooperative learning strategies in language development settings.*
Research from professional development approach was formulated:	*National Research on engaging all students and fostering literacy independence. Recommended practices by Gail Boushey and Joan Moser. Language Development and ELLs., S. Dutro et al.*

Professional Development Implementation Strategies ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Provide targeted on-going training, sustained job embedded practice and development in Daily 5 and CAFE strategies.	Changes in student literacy independence, daily engagement focused reading and timely monitoring via conferencing with teacher (or Specialist).	*DAILY-5/CAFÉ internal trainers* *Intervention Coach, Nancy D-W.* *Classroom Teachers* *Principal*	*Teachers and support staff*	*On-going with explicit training in the fall, and winter*	Books, stipend for internal trainers, sub time
Provide targeted, on-going training and job embedded practice in explicit language development strategies.	Explicit teaching of language forms and functions. Student engagement in language production ≥50% of time, and release of responsibility. Consistent and expanded use of cooperative learning strategies in language development settings.	*Leigh Santy, Trainer/DO* *ESL Teacher, Intervention Coach* *Principal & Classroom Teachers*	*Teachers and support staff*	*On-going with explicit training in the fall and winter*	Trainer (L.S.), Curricular and supplementary materials, L2 resource kit, sub time.

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CORVALLIS SCHOOL DISTRICT 509J

Hoover Elementary School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)* ***Goal 1: Math growth for economically disadvantaged students***	*OAKS data indicates that our economically disadvantaged students perform below all students in math, 64.3% to 84.8% for 2010-11 and 2011-12 combined. In 2011/12 this subgroup's mean RIT was below the all students' mean RIT: 3rd grade was -3 pts, 4th grade was -6 pts, 5th grade was -9 pts.* *We may not be checking their progress on a regular basis and providing targeted research-based interventions to support these students for success in math.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we focus on monitoring progress more frequently and follow up with targeted interventions we will see more improvement in our economically disadvantaged students' OAKS scores.*
SMART Goal Statement	*By May of 2013, the percentage of our 3rd through 5th grade students who are economically disadvantaged meeting the OAKS benchmark in Math will increase 64.3% to 75+%.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** we….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** we expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Increase the number of teachers who progress monitor student achievement in math by implementing CFAs, and/ or administering Easy CBM and using the results to inform practice monthly. *Increase the number of teachers who use progress monitoring data to provide effective monthly interventions.*	*Increase the percent of students in grades 3-5 (on free & reduced lunch) meeting and exceeding state math standards on monthly assessments.*	*Anna Marie Gosser, Instructional Coach, Tim Dillon, Sped teacher, all 3 – 5 classroom teachers, Bryan Traylor, principal*	• *Greater understanding of economically disadvantaged students' math needs* • *Greater understanding of what school staff need to do to support these students* • *Opportunities to share best practices* • *Greater understanding of available research-based math interventions*	• *Classroom walkthroughs* • *Curriculum maps* • *Assessment results (CFAs & Easy CBM)* • *Assessment results after interventions*
Implement effective research based intervention programs to target identified skill needs.	*Increase the percent of students in grades 3-5 (on free & reduced lunch) meeting and exceeding state math standards on monthly assessments.*	*Anna Marie Gosser, Instructional Coach, Tim Dillon, Sped teacher, all 3 – 5*		

		classroom teachers, Bryan Traylor, principal		
Engage parents in targeted skill development	*Increase the percent of students in grades 3-5 (on free & reduced lunch) meeting and exceeding state math standards on monthly assessments.*	*Anna Marie Gosser, Instructional Coach, Tim Dillon, Sped teacher, all 3 – 5 classroom teachers, Bryan Traylor, principal*		

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

Frequent walkthroughs, professional development on: effective monitoring practices in math, effective math interventions, effective math strategies for economically disadvantaged students, and provide staff members with coaching and mentoring to support implementation of professional development goals.

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Hoover Elementary School Professional Development Plan

Professional Development Goal:	Develop effective Math engagement and intervention strategies that target CCSS for all students.				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	Teachers will become knowledgeable of the CCSS for their grade level(s) so they are clear on *What Students Need to Know*. They will also become knowledgeable of how the core curriculum, Investigations, effectively addresses the standards and where it does not adequately target the standards.				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Teachers and staff will develop skills in designing and using meaningful assessment tools and strategies to identify students who are not mastering grade level CCSS, and in using intervention strategies and curriculum with identified students, including the use of iPads and other technology to respond to students *Do Not Master Targeted Skills/Standards.*				
Research from professional development approach was formulated:					
Professional Development Implementation	**Results Indicators**	**Primary Leadership**	**Intended**	**Timeline**	**Resources**

Strategies ***IF*** *we….*	*(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *we expect to see …*	*(Designate the teacher and leader responsible)*	**Audience** *(Stakeholders)*	*(Include completion date)*	*(people, materials, time)*
Teachers are experts on the Math CCSS for their grade level.	The percentage of students meeting math benchmark level will increase	*Principal, Instruction Coach, Site Council*	*Teachers, parents, students*	*Oct, 11, 2012* *Feb. 18, 2013* *Completed by June 2012*	***Title II funds, trainers to be identified, District Resource staff***
Teacher sare skilled at using intervention curriculum and strategies.	The percentage of students meeting math benchmark level will increase	*Principal, Instruction Coach, Site Council*	*Teachers, parents, students*	*Oct, 11, 2012* *Feb. 18, 2013* *Completed by June 2012*	***Title II funds, trainers to be identified, District Resource staff***

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Hoover Elementary School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)* ***Goal 2: Math growth for students with disabilities***	*OAKS data indicates that our economically disadvantaged students perform below all students in math, 47.8% to 84.8% for 2010-11 and 2011-12 combined. This subgroup is small with some years/grades not having enough students to qualify for a statistically valid group. The mean RIT for this group has ranged from 4 to 15 points below the mean RIT for all students since the 2008/09 school year.* *We may not be checking their progress on a regular basis and providing targeted research-based interventions to support these students for success in math.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we focus on monitoring progress more frequently and follow up with targeted interventions we will see more improvement in our students' with disabilities OAKS scores.*
SMART Goal Statement	*By May of 2013, the percentage of our 3rd through 5th grade students with disabilities who are meeting the OAKS benchmark in Math will increase 47.8% to 65+%.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** we….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** we expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Increase the number of teachers who progress monitor student achievement in math by implementing CFAs, and/ or administering Easy CBM and using the results to inform practice monthly. *Increase the number of teachers who use progress monitoring data to provide effective monthly interventions.*	*Increase the percent of students in grades 3-5 (on free & reduced lunch) meeting and exceeding state math standards on monthly assessments.*	*Anna Marie Gosser, Instructional Coach, Tim Dillon, Sped teacher, all 3 – 5 classroom teachers, Bryan Traylor, principal*	*• Greater understanding of economically disadvantaged students' math needs* *• Greater understanding of what school staff need to do to support these students* *• Opportunities to share best practices* *• Greater understanding of available research-based math interventions*	*• Classroom walkthroughs* *• Curriculum maps* *• Assessment results (CFAs & Easy CBM)* *• Assessment results after interventions*
Implement effective research based intervention programs to target identified skill needs.	*Increase the percent of students in grades 3-5 (on free & reduced lunch) meeting and exceeding state math standards on monthly*	*Anna Marie Gosser, Instructional Coach, Tim Dillon, Sped*		

	assessments.	*teacher, all 3 – 5 classroom teachers, Bryan Traylor, principal*		
Engage parents in targeted skill development	*Increase the percent of students in grades 3-5 (on free & reduced lunch) meeting and exceeding state math standards on monthly assessments.*	*Anna Marie Gosser, Instructional Coach, Tim Dillon, Sped teacher, all 3 – 5 classroom teachers, Bryan Traylor, principal*		

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

Frequent walkthroughs, professional development on: effective monitoring practices in math, effective math interventions, effective math strategies for economically disadvantaged students, and provide staff members with coaching and mentoring to support implementation of professional development goals.

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Hoover Elementary School Professional Development Plan

Professional Development Goal:	Develop effective Math engagement and intervention strategies that target CCSS for all students.
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	Teachers will become knowledgeable of the CCSS for their grade level(s) so they are clear on *What Students Need to Know*. They will also become knowledgeable of how the core curriculum, Investigations, effectively addresses the standards and where it does not adequately target the standards.
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Teachers and staff will develop skills in designing and using meaningful assessment tools and strategies to identify students who are not mastering grade level CCSS, and in using intervention strategies and curriculum with identified students, including the use of iPads and other technology to respond to students *Do Not Master Targeted Skills/Standards.*
Research from professional development approach was formulated:	

Professional Development Implementation Strategies ***IF*** *we….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *we expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Teachers are experts on the Math CCSS for their grade level.	The percentage of students meeting math benchmark level will increase	*Principal, Instruction Coach, Site Council*	*Teachers, parents, students*	*Oct, 11, 2012* *Feb. 18, 2013* *Completed by June 2012*	***Title II funds, trainers to be identified, District Resource staff***
Teachers are skilled at using intervention curriculum and strategies.	The percentage of students meeting math benchmark level will increase	*Principal, Instruction Coach, Site Council*	*Teachers, parents, students*	*Oct, 11, 2012* *Feb. 18, 2013* *Completed by June 2012*	***Title II funds, trainers to be identified, District Resource staff***

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Jefferson Elementary School Improvement Action Plan 2012-2013

School-wide Problem-of-Practice:	*OAKS data indicates that students with disabilities at Jefferson Elementary perform below other students in reading. Eighty-five percent of students with disabilities in grades 3-5 at Jefferson Elementary met or exceeded state reading standards on the 2012 OAKS reading assessment compared to 95% of the total grades 3-5 population.* *We may not be checking student progress on a regular basis and providing researched-based reading interventions to support students with disabilities for success in reading.*
Theories-of-Action:	*If we focus on monitoring progress more frequently and follow-up with targeted interventions, then we expect to see more improvement of students with disabilities reading OAKS scores.*
SMART Goal Statement #1: Reading	*Increase the percent of students with disabilities at each grade level K-2 meeting or exceeding reading benchmarks to 80% as measured by DIBELS and of students with disabilities at each grade level 3-5 meeting or exceeding reading benchmarks to 90% as measured by the OAKS assessment by spring of 2013.*

Leadership Implementation Strategies ***IF** I….*	**Results Indicators** ***THEN** I expect to see …*	**Primary Leadership**	**Desired Benefits**	**Sources of Data to Monitor**
Increase the number of teachers who progress monitor student achievement in reading by implementing CFAs and/or administering DIBELS assessment monthly	*Increased percentage of students with disabilities iat each grade level K-5 meeting or exceeding reading benchmarks on monthly progress monitoring assessments and summative OAKS and DIBELS assessments in spring 2013.*	*Debbie Birdseye, Intervention Specialist* *Reading Room Assistants* *Denise Gorthy, Principal*	*Greater understanding of what school staff need to know to support students with disabilities in literacy*	*Assessment results after planned interventions* *(CFAs and DIBELS)*
Increase the number of teachers who use progress monitoring data to provide effective research-based interventions and/or best practices on a regular basis	*Increased percentage of students with disabilities at each grade level K-5 meeting or exceeding reading benchmarks on monthly progress monitoring assessments and summative OAKS and DIBELS assessments in spring 2013.*	*RTI Team* *PLC Teams* *Denise Gorthy, Principal*	*Greater understanding of students' reading needs*	*Weekly Plans* *Intervention Schedule* *Classroom Walkthroughs*
During PLC time identify research-based interventions and/or best practices to implement during literacy block	*Increased percentage of students with disabilities at each grade level K-5 meeting or exceeding reading benchmarks on monthly progress monitoring assessments and summative OAKS and DIBELS assessments in spring 2013.*	*Teresa LeClaire, special education teacher* *Debbie Birdseye, Intervention Specialist*	*Opportunities to share best practices* *Greater understanding of available research-based reading strategies*	*PLC Records*

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

Professional development on effective monitoring practices in reading interventions, effective reading engagement strategies for students with disabilities paired with frequent, targeted walkthroughs with follow-up feedback, coaching/mentoring to support implementation of professional development learning.

Jefferson Elementary School Improvement Action Plan 2012-2013

School-wide Problem-of-Practice:	*OAKS data indicates that students with disabilities at Jefferson Elementary perform below other students in mathematics. Only 74.5% of students with disabilities in grades 3-5 at Jefferson Elementary met state math standards on the 2012 OAKs math assessment.* *We may not be checking student progress on a regular basis and providing researched-based mathematics interventions and best practices to support students with disabilities for success in math.*
Theories-of-Action:	*If we focus on monitoring progress more frequently and follow-up with targeted interventions, then we expect to see more improvement of students with disabilities math OAKS scores.*
SMART Goal Statement #2: Mathematics	*Increase the percent of students with disabilities at each grade level K-2 meeting or exceeding math benchmarks to 80% as measured by EasyCBM and of students with disabilities at each grade level 3-5 meeting or exceeding math benchmarks to 80% as measured by the OAKS assessment by spring of 2013.*

Leadership Implementation Strategies ***IF*** *I….*	**Results Indicators** ***THEN*** *I expect to see …*	**Primary Leadership**	**Desired Benefits**	**Sources of Data to Monitor**
Increase the number of teachers who progress monitor student achievement in math by implementing CFAs and/or administering EasyCBM monthly	*Increased percentage of students with disabilities at each grade level K-5 meeting or exceeding state math standards on monthly progress monitoring assessments and summative OAKS/ EasyCBM assessments in spring 2013.*	*Classroom Teachers* *Denise Gorthy, Principal*	*Greater understanding of what school staff need to know to support students with disabilities in mathematics*	*Assessment results after interventions* *(CFAs and CBM)*
Increase the number of teachers who use progress monitoring data to provide effective research-based best practices on a regular basis	*Increased percentage of students with disabilities at each grade level K-5 meeting or exceeding state math standards on monthly progress monitoring assessments and summative OAKS/ EasyCBM assessments in spring 2013.*	*Denise Gorthy, Principal*	*Greater understanding of students' mathematical needs*	*Weekly Plans* *Intervention Schedule* *Classroom Walkthroughs*
During PLC time identify research-based best practices to implement during math block	*Increased percentage of students with disabilities at each grade level K-5 meeting or exceeding state math standards on monthly progress monitoring assessments and summative OAKS/ EasyCBM assessments in spring 2013.*	*Teresa LeClaire, special education teacher* *Denise Gorthy, Principal*	*Opportunities to share best practices* *Greater understanding of available research-based math strategies*	*PLC Records*

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

Professional development on effective monitoring practices in math interventions, effective reading engagement strategies for students with disabilities paired with frequent, targeted walkthroughs with follow-up feedback, coaching/mentoring to support implementation of professional development learning.

Jefferson Elementary School Professional Development Plan 2012-2013

Professional Development Goal:	*Jefferson staff will work collaboratively to improve student learning at each grade level in math and reading:* - *80% of grade level K-2 students with disabilities will meet reading benchmarks as measured by DIBELS in spring 2013.* - *90% of grade level 3-5 students with disabilities will meet reading benchmarks as measured by OAKS in spring 2013.* - *80% of grade level K-2 students with disabilities will meet math benchmarks as measured by EasyCBM in spring 2013.* - *80% of grade level 3-5 students with disabilities will meet math benchmarks as measured by OAKS in spring 2013.*
Knowledge:	*Teachers will develop a wider repertoire of:* *Student engagement strategies, Research-based interventions and best practices* *Teachers will develop a deeper understanding of:* *Individual student's strengths and areas for growth in math and reading, Components of effective Common Formative Assessments, Grade level Common Core State Standards*
Skills:	*Teachers will be able to:* *Interpret assessment data, Plan and implement targeted interventions, Plan and implement research-based best practices, Develop effective CFAs based on CCSS*
Research from professional development approach was formulated:	Jefferson's professional development is based on helping educators fill the "knowing-doing" gap (Pfeffer and Sutton, 2000) by offering development paired with consistent, structured, targeted coaching with a clear commitment to link learning to individual performance (Reeves, 2009).

Professional Development Implementation Strategies *IF* ….	**Results Indicators** ***THEN*** *I expect to see …*	**Primary Leadership**	**Intended Audience**	**Timeline**	**Resource**
100% of Jefferson teachers participate in a mathematics inservice presented by elementary mathematics education scholars from local universities on student engagement strategies, research-based interventions, best practices, components of effective CCSS based CFAs followed by ongoing coaching/mentoring	*80% of K-5 students with disabilities meet or exceed math benchmarks at each grade level as measured by OAKS or Easy CBM in spring 2013.*	*Denise Gorthy, Principal* *Byron Bethards, Administrative Intern*	*Jefferson Staff* *Jefferson Students*	*February 18, 2013*	*Local University Scholars* *Jefferson Staff*
100% of Jefferson teachers participate in a literacy inservice presented by elementary literacy education scholars from local universities on student engagement strategies, research-based interventions, best practices, components of effective CCSS based CFAs followed by ongoing coaching/mentoring	*80% of grade level K-2 students with disabilities meet or exceed reading benchmarks as measured by DIBELS in spring 2013.* *90% of grade level 3-5 students with disabilities meet or exceed reading benchmarks as measured by OAKS in spring 2013.*	*Denise Gorthy, Principal* *Byron Bethards, Administrative Intern*	*Jefferson Staff* *Jefferson Students*	*October 11, 2012*	*Local University Scholars* *Jefferson Staff*

CORVALLIS SCHOOL DISTRICT 509J

Lincoln School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*Our OAKS data reveals significant gaps in student reading achievement between our English Speaking students and our students who have Limited English Proficiency. We also show significant gaps between our students without disabilities and our students with disabilities in Reading achievement. We currently provide interventions to all students through our RTI process .However, we have not looked specifically at interventions that target these specific students and their needs.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we focus on finding and implementing reading interventions that are geared specifically to SPED students and language learners, we will better address their needs in reading, and thus will increase their reading proficiency and achievement.*
SMART Goal Statement # 1	*Increase the reading achievement in grades 3-5 for all students to 90% meeting or exceeding state standards as measured by the OAKS test. Furthermore, we will increase the reading achievement of our student who have Limited English Proficiency and students with disabilities to 70% meeting or exceeding state standards as measured by the OAKS.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary** **Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Identify at least 3reading interventions that are specific to LED and SWD students.	**Increase in the efficacy of the reading interventions for these targeted students.**	*Reading Specialist*	*Greater understanding of what these students need to fill the gap in their reading achievement* *Improved methods of teaching these groups that target specific needs* *Opportunity to learn and*	***DIBELS data*** ***RTI data*** ***OAKS data*** ***Classroom walk-throughs*** ***Literacy groups***

			implement new interventions.	
What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*				
***Set up a frequent system of classroom walk throughs. *Work with staff to train and implement reading interventions that are specific to students with disabilities and English language learners. *Provide professional development on these new interventions *Provide follow-up training and mentoring in the use and teaching of the interventions.**				

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School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*Our OAKS data reveals significant gaps in student Math achievement between our English Speaking students and our students who have Limited English Proficiency and Hispanic students. We currently provide interventions to all students through our RTI process. However, we have not systematically been able to provide math interventions. We also have not addressed the vocabulary gap that may exist for students whose first language is not English as it pertains to math vocabulary.*			
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we focus on finding and implementing math intervention that are geared specifically toward second language learners and implement Math interventions systematically, we will increase their math proficiency and achievement.*			
SMART Goal Statement # 2	*Increase the Math achievement in grades 3-5 for all students to 85% meeting or exceeding state standards as measured by the OAKS test. Furthermore, we will increase the reading achievement of our student who have Limited English Proficiency and Hispanic students to 70% meeting or exceeding state standards as measured by the OAKS.*			
Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary** **Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*

Identify and implement Math interventions that are specific to language learners.	**Math intervention groups working with Math Intervention curriculum that is geared towards second language learners.**	*Intervention Specialist and Principal*	*Greater understanding of what these students need to fill the gap in their math achievement* *Improved methods of teaching these groups that target specific needs.* *Opportunity to learn and implement new interventions.*	***Easy CBM Data*** ***Common Formative Math Assessments*** ***RTI data*** ***OAKS data*** ***Classroom walk-throughs*** ***Intervention Groups***
Identify and implement a system of Math tutors in partnership with OSU that targets students in these sub groups.	**Students able to work in smaller groups, one-on-one with adults to practice and review learned skills.**	*Principal*	*A schedule that included a math volunteer in each class during math instruction.* *Each teacher identifying students to work with the math tutor in addition to whole group instruction and interventions.*	***Easy CBM Data*** ***Common Formative Math Assessments*** ***RTI data*** ***OAKS data*** ***Classroom walk-throughs*** ***Intervention Groups***

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

***Set up a frequent system of classroom walk throughs. *Work with staff to train and implement math interventions that are specific to students that are second language learners. *Provide professional development on these new interventions *Provide follow-up training and mentoring in the use and teaching of the interventions.**

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Mountain View Elementary School Improvement Action Plan 2012-13

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*According to our spring OAKS data, EasyCBM, and DIBELS data 2011-12, we have more students not making as significant amt. of progress in the yellow and red zones than in the green in Reading, Math and Writing.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we implement* ***best practice instructional strategies during core reading and interventions*** *for yellow and red zone students, more students will meet the standards by the end of the year.* *If we* ***assess more frequently with CFA's, adjust instruction and offer timely interventions*** *based on that data, more students will make progress and meet the standards.* *If we* ***research, purchase and instruct using research based interventions*** *for the skills students need, students will make better progress.*
SMART Goal Statement	*To decrease the number of students in the yellow and red zone to less than 15% by June: Based on OAKS, EasyCBM, DIBELS.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN*** *I expect to see …*	**Primary** **Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Use research based best practice instructional strategies in CORE and during interventions.	**An increase in number of students moving up to green zone from yellow and red zone using DIBELS, EasyCBM on fall data to winter data and winter to spring data.**	*Hicks and Foster* *Hicks and Foster* *PLC's*	*Uses data to analyze and make instructional plans.* *Use effective instructional strategies that match students' needs.* *Share and collaborate instructional strategies that work, and use those strategies with the kids who did not "get"*	***DIBELS fall, winter and spring summary growth data of: yellow, red, green zone % group movement*** ***Adult observation of use of effective instructional strategies: engagement, stating instructional goals,***

			the instruction.	***(see list)*** ***PLC CFA's / instructional plans***
Use research based interventions that match students' needs and directly impacts an increase in learning.	**Program progress data showing effectiveness of interventions.**	*Teachers, Rdg. Coach, Title I, and Principal*	*Maintain instructional records that are accurate and efficient.* *Participate actively in PLC and RTI*	***DIBELS summary effectiveness data Winter, Spring*** ***Intervention Data from each group***
Work in PLC and PBIS to create instructional plans for students who do not "get" instruction and deliver that instruction frequently and in a timely manner.	**CFA's and instructional plans based on data from PLC are collected and analyzed quarterly.** **Intervention plans first week after an RTI.**	*Principal and PLCs*	*Plan for student assessment that is aligned with the instructional outcomes, and use assessment results to plan future instruction for individual students.*	***PLC CFA's / instructional plans Quarterly***

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

Have teachers observe best practice explicit teaching practices in professional development and then observe peers using strategies by Jan.
PLCs will submit and Principal and coach will view and comment on CFA's instructional plans quarterly and offer support where needed.
Offer release time for teachers to research, review and participate in decisions on which new interventions to purchase based on research.
Principal will observe PLCs discussing instructional plans based on CFA data.

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Mountain View Elementary Professional Development Plan

Professional Development Goal:	*Instructional Strategies that improve instruction*				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Which students need what kind of instruction.* *What instruction is more effective than another?* *Are there interventions already designed and effective that match the needs of our students?*				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Explicit instruction* *Engagement strategies* *Staff knowing how to instruct using new interventions*				
Research from professional development approach was formulated:					
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
Train DIBELS sweep team and give DIBELS fall, winter and spring. **Train assistants and teachers to <u>give DIBELS</u> once a month to yellow students**	**All students tested Fall, Winter, Spring**	*Coach, Title I teacher,*			

and once every 10 days for red zone students receiving interventions for reading. **Leadership team and a teacher from primary and intermediate <u>to research interventions</u> for needed skills based on data from fall DIBELS and OAKs spring 2012.** **Visit Lincoln Elementary <u>to study RTI system</u>: forms, processes and present to PBIS this fall.**	**List of student needs/SMART goals** **List of interventions designed to meet these needs.** **Research for each of the interventions**	*Leadership team and PBIS team* *Leadership Team*			
Seven after school professional development sessions are planned for teachers. **Areas to offer PD:** **<u>New teacher eval program</u>** **best <u>instructional strategies</u>: engagement, direct explicit instruction** **best <u>apps for iPad</u>** **how to use <u>new interventions</u> purchased** **<u>in-program assessments</u> for collecting student data.**	**DIBELs, EASY CBM summary data improve so that less than 15% is in yellow or red winter and spring.** **Increased daily reading, computation, and writing practice for students.** **DIBELS, EasyCBM student data for RTI.** **In-program data quarterly from intervention teachers and teachers CFA's**	**Principal and Union Rep-Cece Demeo** **Leadership Team and Teachers and Assistants** **Coach, Tech Committee** **Leadership Team** **"**	Teachers and Interventions Team Students in interventions	***Fall-*** *Inservice on: teacher eval system,* *Engagement strategies* *Explicit Instruction* *iPad apps and SMART boards* *CFA design* *Instructional Planning based on CFA's* ***WINTER-****Inservice on:* *Behavior classroom plans* *New intervention training*	

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Wilson School Improvement Action Plan- Math

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*In reviewing the data, we saw a dramatic decrease in the percentage of students who met the math standards on both the 2010 and 2011 OAKS test. The timing of this drop coincides with the state-wide implementation of higher "cut scores" in math, the adoption of the Investigations curriculum district-wide and a move to the CCSS by our district. We may not be effectively bridging the gap between the CCSS and OAKS. We may not be fully implementing the Investigations curriculum with fidelity. Additionally, we may not be providing sufficient time for instruction and practice for students who need it.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we implement the Investigations curriculum with fidelity and provide additional instruction for students who need it, using research-based materials and practices, then we should see improvement across all student groups on the OAKS test.*
SMART Goal Statement # 1	*At Wilson Elementary School, the percentage of **all students** who meet or exceed benchmarks in math will increase from 68% to 80% by the end of the 2012-13 school year as measured by OAKS administered by April of 2013.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Fully implement, with fidelity, the *Investigations* math curriculum including all program elements and a minimum of sixty minutes devoted to math instruction.	An increase in the number of students identified as "Green Zone/Tier 1" in math as indicated on the classroom CFA's, EasyCBM and Fact Fluency from Fall to Winter to Spring.	*Grade 3-5 teachers*	*An instructional schedule with protected math instruction time. Teachers implementing all program elements.*	*CFA results* *EasyCBM results* *Fact Fluency measure*
Implement Tier 2 interventions within the classroom (specific skills to targeted students in small groups)	A decrease in the number of students identified as needing "Yellow Zone/Tier 2 and Red Zone/Tier 3" interventions in math as indicated on classroom CFA's, EasyCBM and Fact Fluency from Fall to Winter to Spring.	*Grade 3-5 teachers*	*Teachers working with small groups of identified students on specific math deficits tied to the CCSS.*	*CFA results* *EasyCBM results* *Fact Fluency measure*

Provide research-based Tier 3 interventions (including adequate time and support) targeting deficit areas.	A decrease in the number of students identified as needing "Red Zone" interventions in math as indicated on the classroom CFA's, EasyCBM and Fact Fluency from Fall to Winter to Spring.	*Jeanette Brewer, Mary Benson, Jeff Brew*	*Intervention teacher working with small groups of identified students on specific math deficits tied to the CCSS.*	*CFA results* *EasyCBM results* *Fact Fluency measure*

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

- Review RTI process
- Review critical elements of Investigations curriculum and instructional practices
- Provide feedback for teachers regarding implementation
- Establish expectations around CFAs in math
- Standardize math fact fluency practice and assessment
- Establish an "intervention band" for math interventions as part of the instructional schedule
- Collect and enter math assessment data from multiple sources
- Establish "cut scores" for Tier 2 and Tier 3 interventions
- Determine skills to be taught during Tier 2 and 3 interventions
- Obtain research-based intervention materials for Tier 3 interventions
- Provide after-school math support for students identified as needing additional support
- Implement progress monitoring methods to track student growth.

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CORVALLIS school district 509J

Wilson Professional Development Plan- Math

Professional Development Goal:	*Acquire the knowledge and skills to implement a Response To Intervention (RTI) system for math.*
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Understanding the elements of RTI for math including: Universal Screening, Diagnostic Testing, Interventions, Progress Monitoring.* *Understanding the CCSS related to math at each grade level.*
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Practice with small group intervention materials.* *Developing rubrics for math assessments based on the CCSS.*
Research from professional development approach was formulated:	*Based on best practices outlined in the IES Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention in Elementary and Middle School from What Works Clearinghouse*

Professional Development Implementation Strategies ***IF** I….*	**Results Indicators** ***THEN** I expect to see …*	**Primary Leadership**	**Intended Audience**	**Timeline**	**Resources**
Have grade level teams review the CCSS in math and identify "Entrance/Exit" skills.	**A school-wide list of "Entrance/Exit" skills for each grade level.**	*Grade level teams and Principal*	*Teachers*	*Fall, 2012*	CCSS Sample list Time for teams to meet
Have teams develop scoring rubrics, assessments and other progress monitoring tools based on these skills.	**A collection of scoring rubrics and assessments tied to these skills.**	*Grade level teams and Principal*	*Teachers*	Fall, 2012- Spring, 2013	CCSS support materials Time for teams to meet, plan and calibrate
Provide training on the use of Tier 2 and 3 intervention materials	**Fewer students in need of intensive interventions**	*Principal* *Instructional coach*	*Teachers*	*Winter, 2012/13*	Trainer Intervention materials Time for training
Provide training on the use of engagement strategies	**Increased use of engagement strategies**	*Principal* *Instructional coach*	*Teachers*	*Winter, 2012/13*	Training materials Trainer Time for training
Provide time for teachers to observe others utilizing engagement strategies.	**Increased academic performance in all areas**	*Principal* *Instructional coach*	*Teachers*	*Winter, 2012/13*	Substitutes to cover during visits Time to plan

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Wilson School Improvement Action Plan- Writing

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*For a number of years, our school improvement team relied on the OAKS writing assessment (administered at grade four) for a snapshot of our writing performance. In 2011, this assessment was suspended. Prior to 2011, our performance on this assessment was never above 41% meeting benchmark. The OAKS assessment was for fourth grade only and was problematic in its implementation, but even these limited results seem to indicate a problem with our writing program. We see a two-fold need; better instruction and more accurate writing assessment methods.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we implement proven instructional methods in writing and create a reliable assessment process, we will be able to both improve our student's writing in the short run and collect more accurate assessment data in the long run.*
SMART Goal Statement # 2	*At Wilson Elementary School, there will be a clear writing assessment system in place by the end of the 2012-13 school year.*

Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF** I….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data you will monitor)*
Fully implement, with fidelity, research-based instructional strategies for writing.	An increase in the number of students who are considered "on grade" for writing.	*All teachers*	*Teachers implementing effective instructional strategies.*	*Teacher-created assessments (CFAs)*
Provide time and resources for teacher teams to create "Entrance/Exit" standards, assessment rubrics and CFAs for each grade in the subject of writing.	Meaningful assessment data in the subject of writing.	*All teachers*	*Teacher teams providing clear "Entrance/Exit" standards, assessment rubrics and CFAs in the subject of writing.*	*Teacher-created assessments (CFAs)*
Provide research-based materials to support writing instruction.	Increased use of these materials.	*All teachers*	*Teachers utilizing these materials to support writing.*	*Classroom observations*

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

- CCSS in writing
- Materials that support best practices in writing instruction
- Planning/PD time to establish "Entrance/Exit" standards by grade level
- Planning/PD time to create scoring rubrics for these standards
- Planning/PD time to create writing CFAs

Wilson Professional Development Plan- Writing

Professional Development Goal:	*Acquire the knowledge and skills to improve and monitor writing skills.*
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Understanding the CCSS related to writing at each grade level.* *Understanding best practices in the area of writing instruction.*
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Practice with instructional materials.* *Developing writing assessments based on the CCSS.*
Research from professional development approach was formulated:	*Based on best practices outlined in the IES Practice Guide: Teaching Elementary School Students to Be Effective Writers from What Works Clearinghouse*

Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** ***THEN*** *I expect to see …*	**Primary Leadership**	**Intended Audience**	**Timeline**	**Resources**
Have grade level teams review the CCSS in writing and identify "Entrance/Exit" skills.	**A school-wide list of "Entrance/Exit" skills for each grade level.**	*Grade level teams and Principal*	*Teachers*	*Fall, 2012*	CCSS Sample list Time for teams to meet
Have teams develop scoring rubrics, assessments and other progress monitoring tools based on these skills.	**A collection of scoring rubrics and assessments tied to these skills.**	*Grade level teams and Principal*	*Teachers*	Fall, 2012- Spring, 2013	CCSS support materials Time for teams to meet, plan and calibrate
Provide training on the use of writing curriculum materials	**Fewer students in need of intensive interventions**	*Principal* *Instructional coach*	*Teachers*	*Winter, 2012/13*	Trainer Intervention materials Time for training

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Corvallis
SCHOOL DISTRICT

IV. ADJOURNMENT

*All times are approximate.

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

Corvallis
SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829 a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –
Guidelines are at: https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705
Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

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Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
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