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, December 3, 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, December 3, 2012
5:45 PM

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

Meeting Details: Monday, December 3, 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 - SECONDARY SCHOOLS

Cheldelin Middle School Improvement Action Plan for 2012-2013

School-wide Problem-of-Practice:	Cheldelin Middle School is a very good school. Many objective measures affirm this. Our OAKS numbers compare favorably on a district and state level, and last year's (2011-2012) AMO report is representative of our students' typical performance: ■ In Reading, every subgroup achieved at least 80% proficiency (unadjusted) and/or at least tripled the state-formulated growth target. Our lowest-performing subgroup, Students with Disabilities, achieved 74.78% proficiency (adjusted). ■ In Math, every subgroup achieved at least 80% proficiency (unadjusted) and/or achieved at least one-and-a-half times the state-formulated growth target. Our lowest-performing subgroup, Students with Disabilities, achieved 70.82% proficiency (adjusted). ■ A more longitudinal but less precise picture is offered by a look at the number of students who are placed in below-grade level literature and math classes as 9th graders at Crescent Valley High School. In fall of 2010, 80 ninth graders were placed in below-grade level LA classes at CV; this year, 12 were similarly placed. In 2010, 63 ninth graders were placed in below grade level Math classes at CV; this year, 15 were similarly placed. This is clearly a positive trend. These numbers are very good, but not necessarily great. Consistently, 15-20% of our students are not on grade-level in some way, by any one of multiple measures. We believe a great school would be closer to 90% or above. In recent years, in an attempt to achieve that last 10-15%, we have significantly shifted resources to intervene for students who require extra instruction in reading, math, or behavior. This year, we have 21 sections of Tier 2 or Tier 3 interventions which serve about 35% of our population (some require more than one intervention). It is becoming apparent, however, that this dedication of money and resources to struggling students has come at a cost to our overall program. 29% percent of our students are identified as Talented and Gifted in at least one area, yet we have very few extra enrichment opportunities to offer them, primarily due to a lack of time and staff. Further, true Tier 1 differentiation for above or below standard students has been made much more difficult as an obvious side-effect of the 21 sections is increased class sizes in all other areas. Although the effect of class size on student achievement has been debated widely, we side with those who support a causal relationship between the two. Nevertheless, we remain dedicated to the CMS Three Year

	Interventions plan initiated in 2010-2011 (attached). An additional and related problem is that the grades we record for students do not consistently provide meaningful data for evaluating progress toward standards. They are of questionable use for any of the important discussions we have as a staff or with parents and students: feedback to students, goal setting, differentiation, intervention placement, class placement, etc. Students are often told, or surmise, that they must work harder, not learn more, to attain a higher grade. An example of the discrepancy between grades and proficiency is found in our 2010-2011 data. That year, 96% of our students earned a passing grade in math, but only 79% of them were deemed proficient on the OAKS assessment. In Language Arts, 95% of our students earned a passing grade, but only 88% passed the OAKS assessment. Another, perhaps most impactful but also least quantifiable, aspect of the problematic nature of CMS's current situation is a general lack of student engagement. In many walkthroughs and observations by teachers and administration, it has become apparent that only rarely can a student identify in a meaningful way what they are supposed to be learning. This lack of understanding, although certainly not unique to our school, is an obstacle to any meaningful progress toward greatness. A final issue is the degradation of the middle school model. Currently, mostly due to reduction in staff, Cheldelin is a middle school in name only. Organizationally and culturally, it is a junior high. The slow but steady erosion of the model has forced master scheduling choices that amplify the above-mentioned effect of interventions. All of the above is occurring in a shifting demographic picture. This year, for the first time, Cheldelin Middle has a higher percentage of students on Free or Reduced Lunch (37%) than TAG students (29%). The correlation between income and school-readiness is well-documented. Cheldelin, sometimes referred to as "the TAG school" in the recent past clearly must change with their population. This abbreviated data analysis narrative points to several areas for growth: 1) meaningful data related to individual student progress toward standards; 2) student engagement in their learning; 3) rigor and relevancy for the school as a whole; 4) an equitable and sustainable balance between interventions and core classes; 5) questionable middle school model.
Theories-of-Action:	Proficiency-Based Teaching and Learning (PBTL) emerges as a promising practice and philosophy for schools like Cheldelin in which the next gains, potentially the movement from good to great, must be achieved on a school-wide basis. Although, as noted above, we will continue our Three-Year Intervention Plan we believe that any further gains in school-wide student achievement then must

	result from a re-visioning of our Tier 1 curriculum and practices with an emphasis on empowering and activating the student side of the equation. All students – below standard, above standard, and in-between – must become thoughtful and engaged planners and monitors of their own learning. If we adopt the principles of PBTL as outlined by the Oregon Proficiency Project in a meaningful, research-based manner, then teachers' capacity to target, plan, teach, assess, verify, and reflect will increase. This will facilitate more targeted and accurate Tier 2 and 3 interventions. As the more project-based nature of PBTL takes hold and seat time becomes less important than learning, then Tier 1 differentiation will become manageable for teachers. Then, student engagement will increase. All of these effects will culminate in increased student learning, which will then be reflected in our OAKS scores, easyCBM scores, and student success in high school success, especially in math and language arts. Finally, this conversation will bring to the fore a necessary and timely existential question: does this community support the middle school model? PBTL can happen in either model, but is a natural fit for a true middle school model. If the middle school model is unsustainable financially, then our revision of the schedule and learning model should reflect that. This is a complex and comprehensive goal and as such resists encapsulation in a SIP like this. The goal is not lightly stated, and would not be stated if we did not have faith in the excellence of the staff. It expresses a belief that Cheldelin can become a great school, and identifies Proficiency-Based Teaching and Learning as a highly promising avenue toward that goal.			
SMART Goal Statement # 1	*By June of 2016 increase the percent of 8th grade students prepared for grade-level math and language arts to 95% as indicated by OAKS and 100% as indicated by course placement in 9th grade.*			
SMART Goal Statement # 2	*By June of 2016, all teachers at CMS will be considered Proficient or Mastery Level in all 31 descriptors of PBTL, by both self- and peer-assessment.*			
Leadership Implementation Strategies ***IF*** *I….*	**Results Indicators** ***THEN*** *I expect to see …*	**Primary Leadership**	**Desired Benefits**	**Sources of Data to Monitor**
…increase the percent of teachers who use proficiency-based instruction and grading effectively by aligning assessment to	…an increase 95% in the percent of students who are proficient in reading and math and to 100% in those ready	*PLC's, All staff, Geoff Penrose, Lisa Krause*	■ Student and teacher rubrics included in <u>It's About Time</u> *Smith et al:*	■ Individual and school wide self-assessment of teacher proficiency

specific standards, assessing for learning of them exclusively, and then re-teaching, intervening, and differentiating as indicated by those assessments,	for grade-level work in 9th grade in math and Language Arts.		*BEC, 2012.* ■ All students are prepared for 9th grade standards by the end of their 8th grade year.	for the 31 descriptors of best PBTL teacher practices as described in <u>It's About Time</u> ■ 8th grade OAKS in reading and math. ■ 9th grade class placement.

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

This improvement plan will proceed incrementally over four years, subject to revision.

<u>2012-2013 Foci:</u> 1) Building teachers' understanding of the principles of PBTL and their own current practices in relation to them. 2) Reforming grading practices to more closely align to assessment as described by PBTL. 3) Revising daily schedule (for implementation in 2012-13) to accommodate PBTL. 4) Introducing parents to the idea, using grading as the basis of the discussion. 5) Investigating technology suitable for tracking PBTL for students, parents, and staff.

PD Activities: 1) On-going throughout the year during periodic "Friday Focus" sessions – building understanding of the PBTL philosophy in teachers, and enhancing their ability to assess their own proficiency levels; 2) Scheduling work group – 5 staff and administration will attend the AMLE conference in Portland, including the ticketed session on scheduling with the intention of forming a plan for leading the schedule discussion on a school-wide basis. 3) February Professional Development day – Contract with BEC to lead join middle school PBTL capacity building.

Monitoring: 1) Pre- and post- self-assessment of teacher proficiency; 2) Student, parent, and feedback regarding grading practices shifts. 3) Board acceptance and funding of new schedule.

<u>2013-2014 Foci:</u> 1) Continued capacity building for teachers, with an emphasis on Tier 1 intervention; 2) Introduction of the concept to students; 3) Implementation of revised daily schedule; 4) Creation of an efficient and user-friendly standards-tracking system; 5) Initiation of standards reporting to parents; 6) Discussion/decision regarding district retention policies.

PD Activities: To be determined.

<u>2014-2015</u> Foci: 1) Continued capacity building for teachers, with an emphasis on guiding students through individual learning plans; 2) Capacity-building in students, with an emphasis on goal-setting and self-monitoring of progress. 3) Implementation of the standards-tracking system.

PD Activities: To be determined.

2015-2016 Foci: 1) Continued capacity building for all; 2) Implementation of ILP's for all students.

PD Activities: To be determined.

Cheldelin Middle School's Three-Year Plan for Academic Intervention Implementation

Foundational Tenants	
	Tier II interventions in reading, writing, and math will postively impact all academic areas.
	The best interventions happen in Tier I, in the form of differentiated instruction, i.e. flexible grouping for re-teaching.
	All interventions should be recorded and assessed for effect (response).
	All students without an SLD in a subject should receive grade-level instruction in that subject.
	Highly-qualified teachers should be the Tier II intervention specialists.
	Good data practices should drive placement decisions.
	Students should not remain in a Tier II intervention any longer than necessary to close identified, specific gaps.
	When possible, working within existing structures and schedules is preferable.

	2011-2012	2012-2013	2013-2014
Focus for This Year's Work	1) Transitioning from remediation within the core to double-dip intervention for all non-proficient students in reading and math; 2) Solidifying the core writing program and collecting baseline data.	Developing and refining systems to identify skill gaps in reading, writing, and math, accurately target interventions, and monitor student progress.	Maximizing resources and structures to best create flexibility and fluidity in the intervention system.
What We'll See on Day One	All students who are non-proficient in reading or math will receive an additional period of instruction with a certified teacher in that area that will be at least 9 weeks long; we will have a plan for all students to create at least four CFA essays over the course of the year.	All students who are non-proficient in reading or math will receive additional instruction targeted to their specific gaps that lasts at least 6 weeks; our new understanding of writing data will be reflected in classroom practices and/or additional interventions; all students' progress toward closing gaps in all areas will be monitored and recorded digitally.	All students who are non-proficient in reading, writing, or math will receive additional instruction targeted to their specific gaps that will last as long as they need to close those gaps as measured at least bi-weekly by CBM's.
Tough/ Guiding Questions (in no particular order)	How will we identify students who need intervention?	How will we quickly and effectively identify and isolate learning gaps?	Which structure will best suit our new ways of educating students?
	Given our focus and dedication of resources to non-proficient kids, where will proficient kids be at those times?	How will we keep up with the paperwork of monitoring?	How do we head off the Whack-a-Mole syndrome?
	How will we staff an intervention?		
	How many students can reasonably be in an intervention at the same time?		
	How do we develop an array of evidence-based interventions?		
	What data do we collect, and when do we review it?		

CMS Back-to-School PD

August 30, 2012

(Morning)



Enjoy some breakfast!

You Should Be Proud

- Our students are generally successful.
- We are a successful school.
- You are successful professionals.

Want Proof?

Proof

TIME FOR SOME…

NO!

Let's hear from you first!

Activity: How Are We Good?

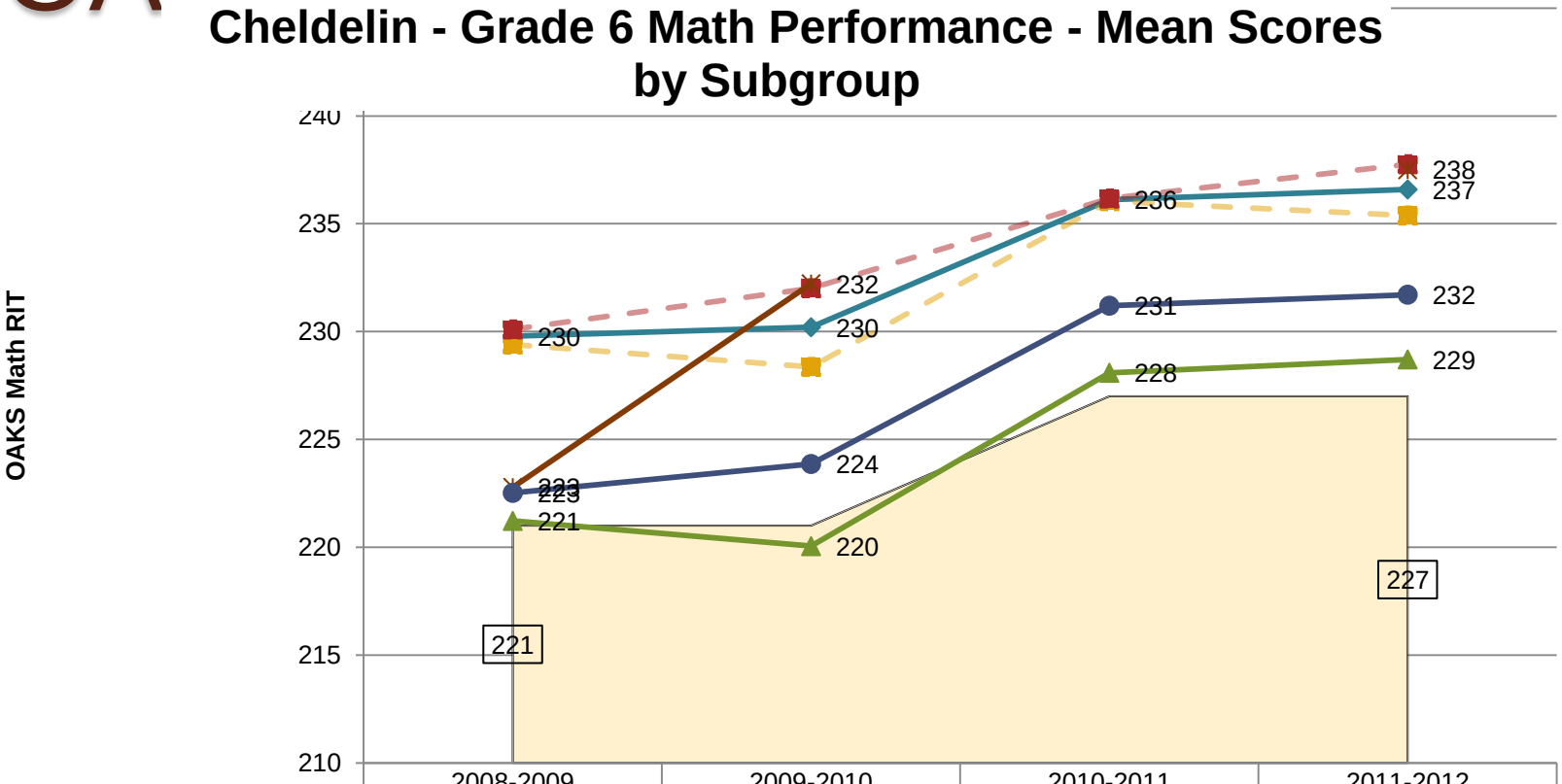
- Step 1: On a post-it, write one thing you think is really good about this school.
- Step 2: On a bullet arrow, write how we can measure this goodness.
- Step 3: Place your bulleted post-it on the appropriate place on the poster (cognitive, affective, professional, other)



Thank You

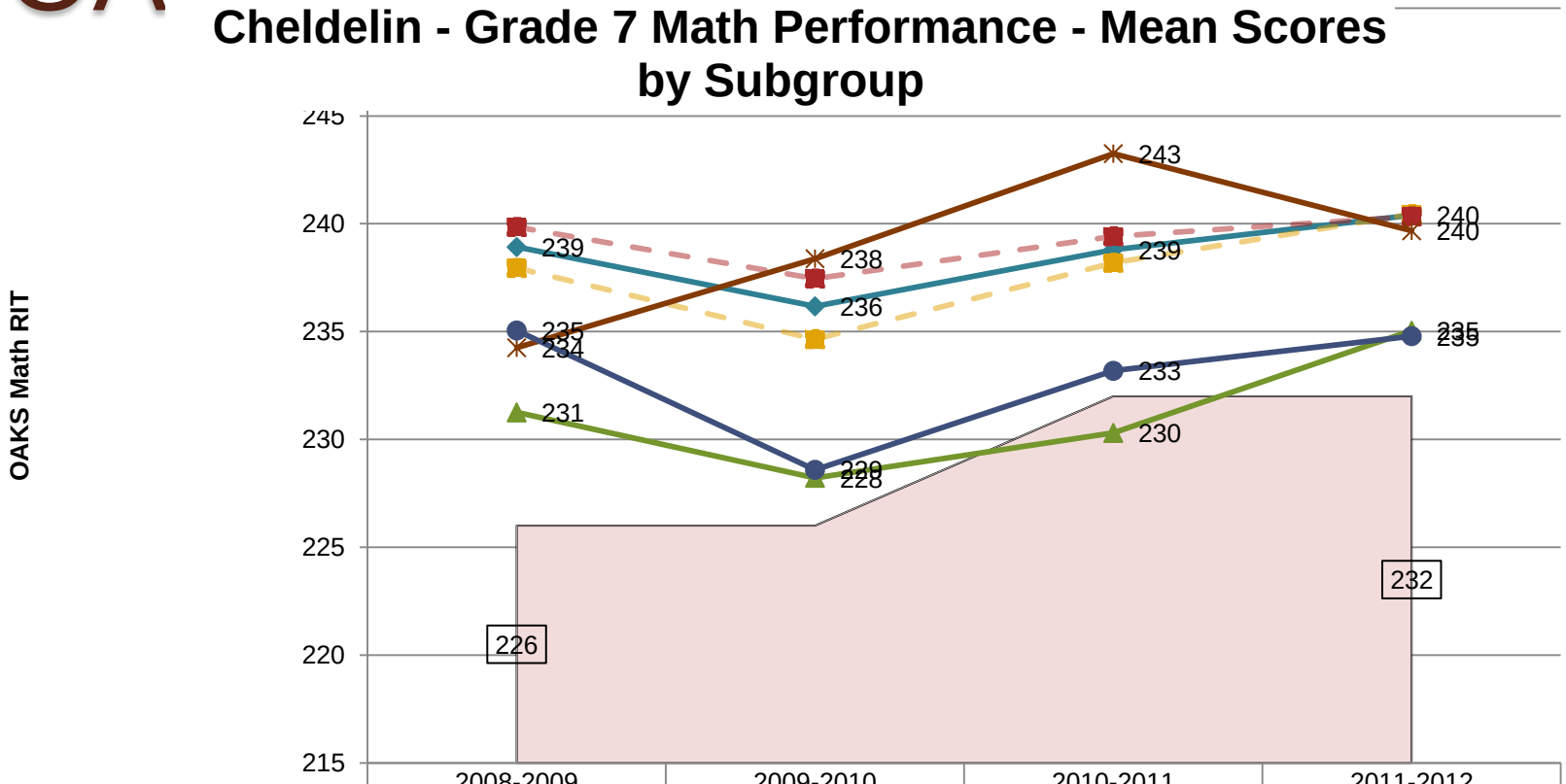
- Now, how about buzzing through some data real quick-like also? Please?

Proof -- 6th Grade Math OAKS



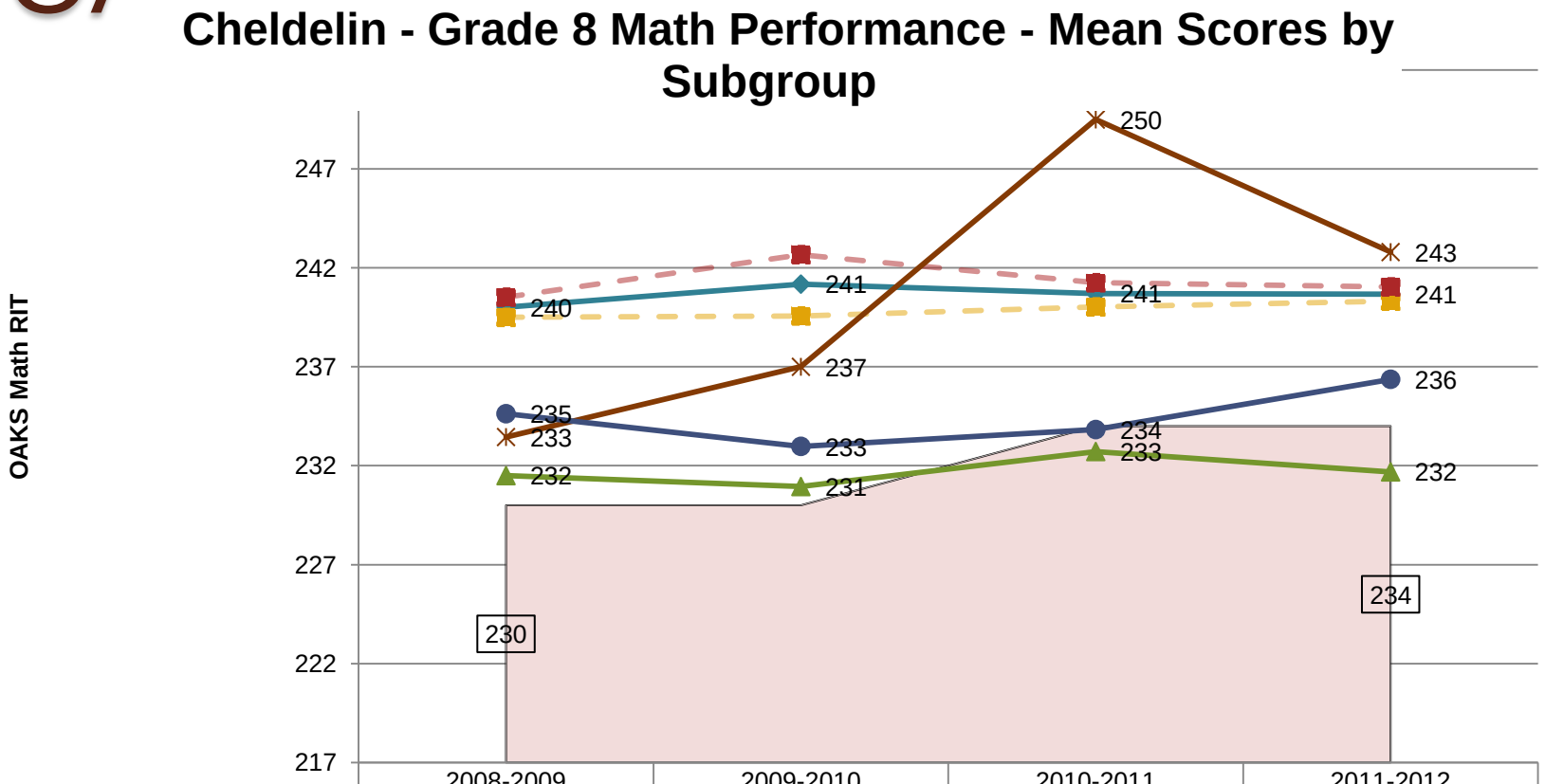
	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	221	221	227	227
ALL STUDENTS	230	230	236	237
Female	229	228	236	235
Male	230	232	236	238
SpEd	221	220	228	229
LEP	223	232		238
F&RL	223	224	231	232

Proof -- 7th Grade Math OAKS



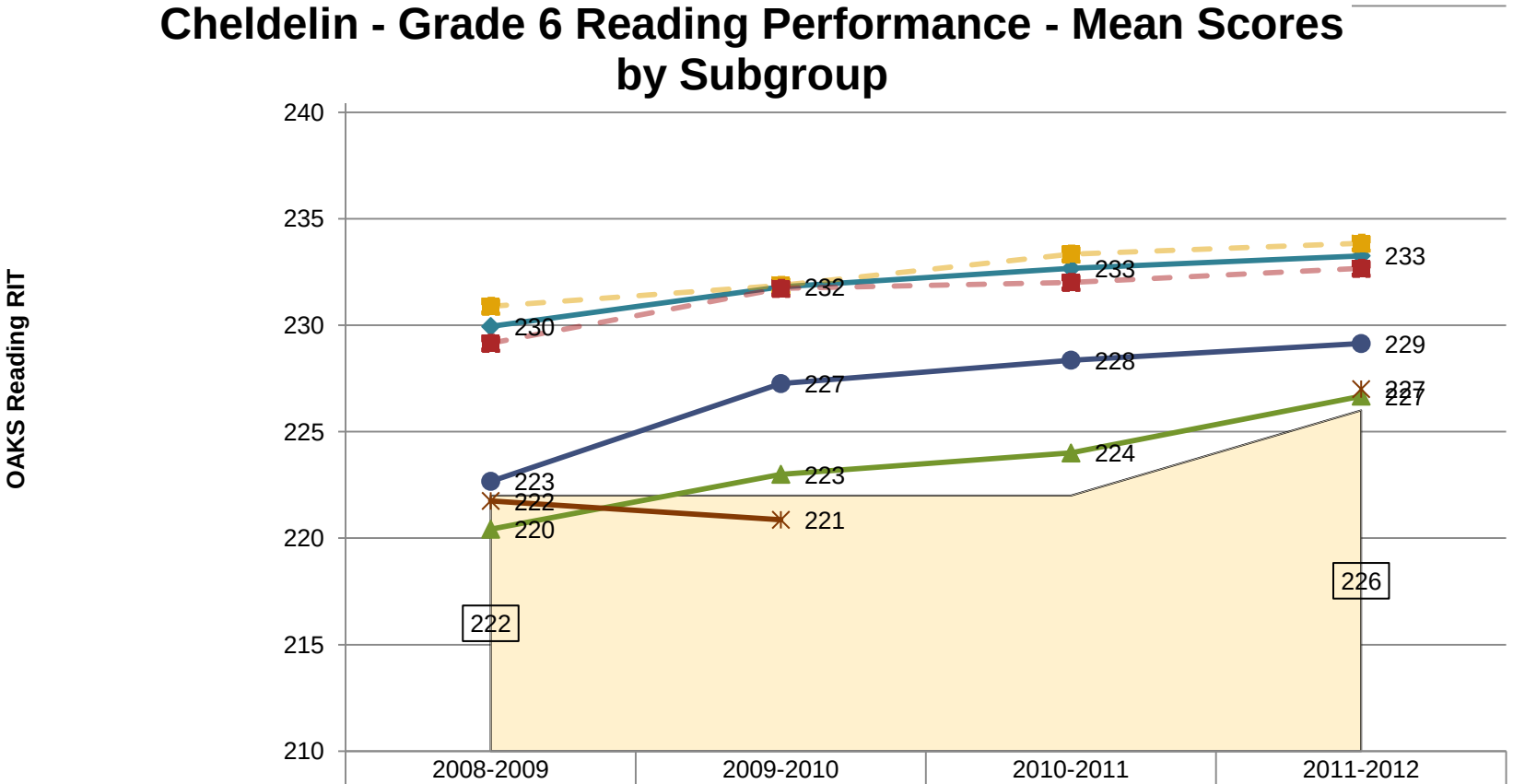
	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	226	226	232	232
ALL STUDENTS	239	236	239	240
Female	238	235	238	240
Male	240	237	239	240
SpEd	231	228	230	235
LEP	234	238	243	240
F&RL	235	229	233	235

Proof -- 8th Grade Math OAKS



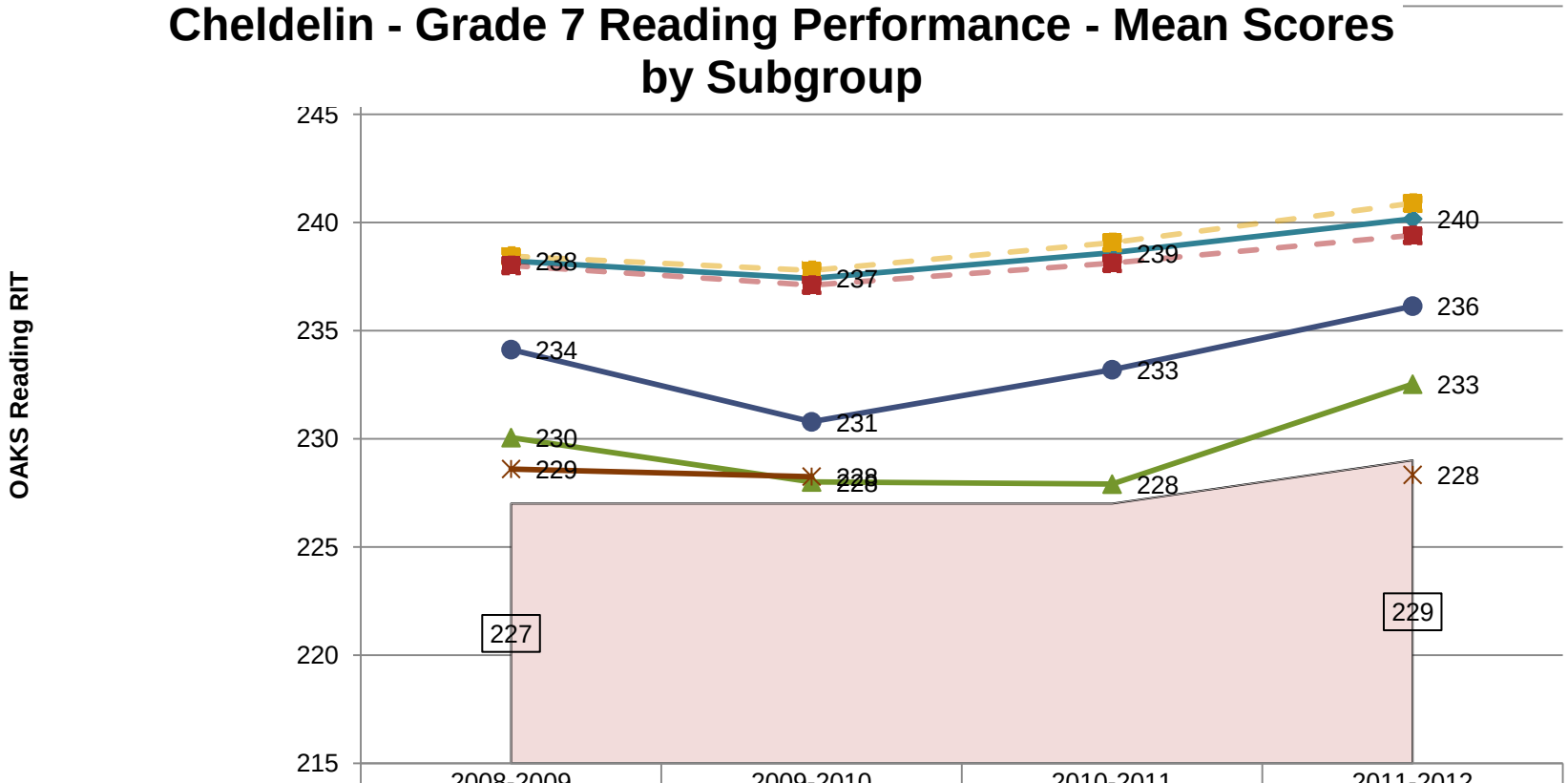
	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	230	230	234	234
ALL STUDENTS	240	241	241	241
Female	240	240	240	240
Male	241	243	241	241
SpEd	232	231	233	232
LEP	233	237	250	243
F&RL	235	233	234	236

Proof -- 6th Grade Reading OAKS



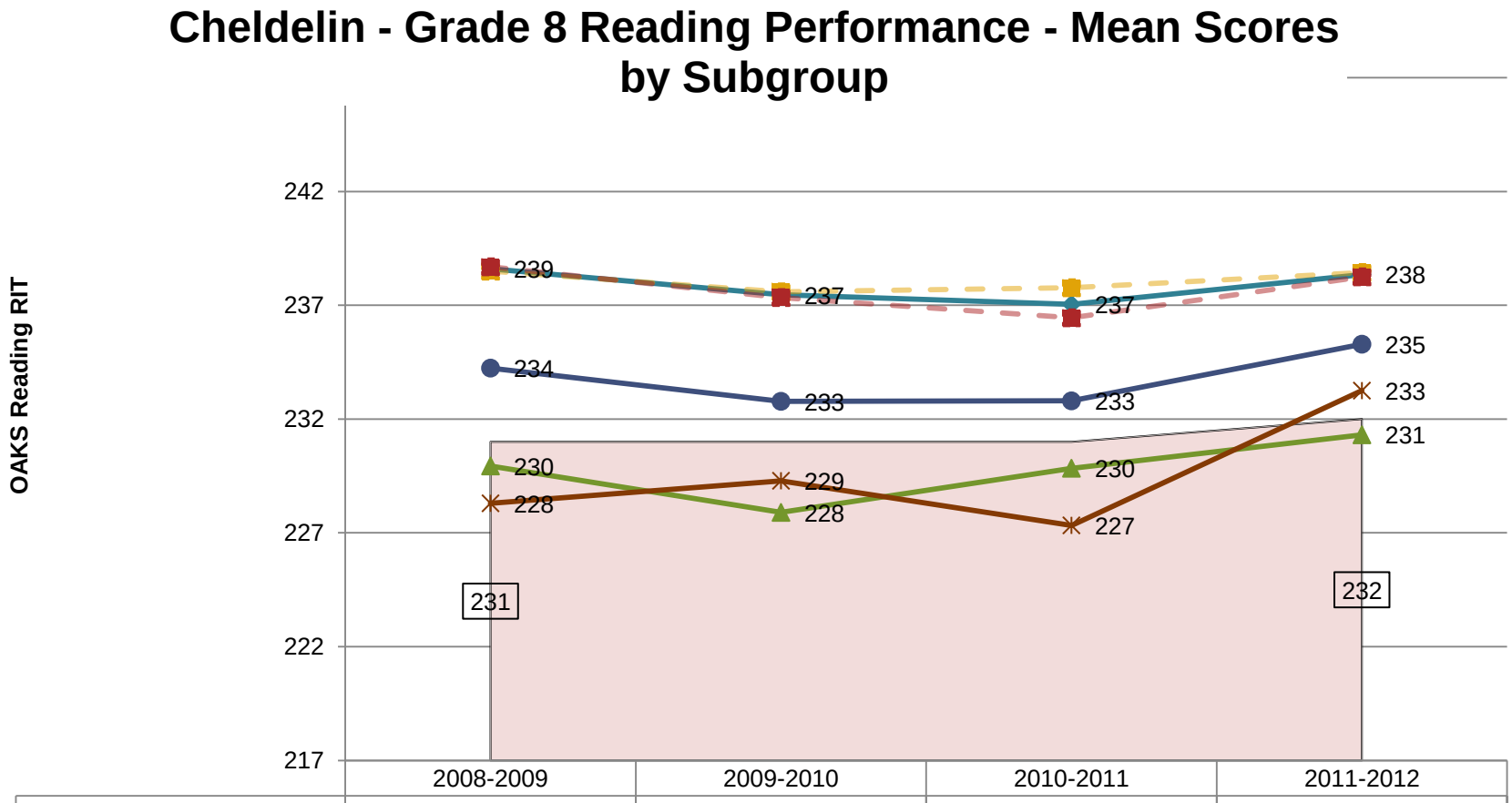
	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	222	222	222	226
ALL STUDENTS	230	232	233	233
Female	231	232	233	234
Male	229	232	232	233
SpEd	220	223	224	227
LEP	222	221		227
F&RL	223	227	228	229

Proof -- 7th Grade Reading OAKS



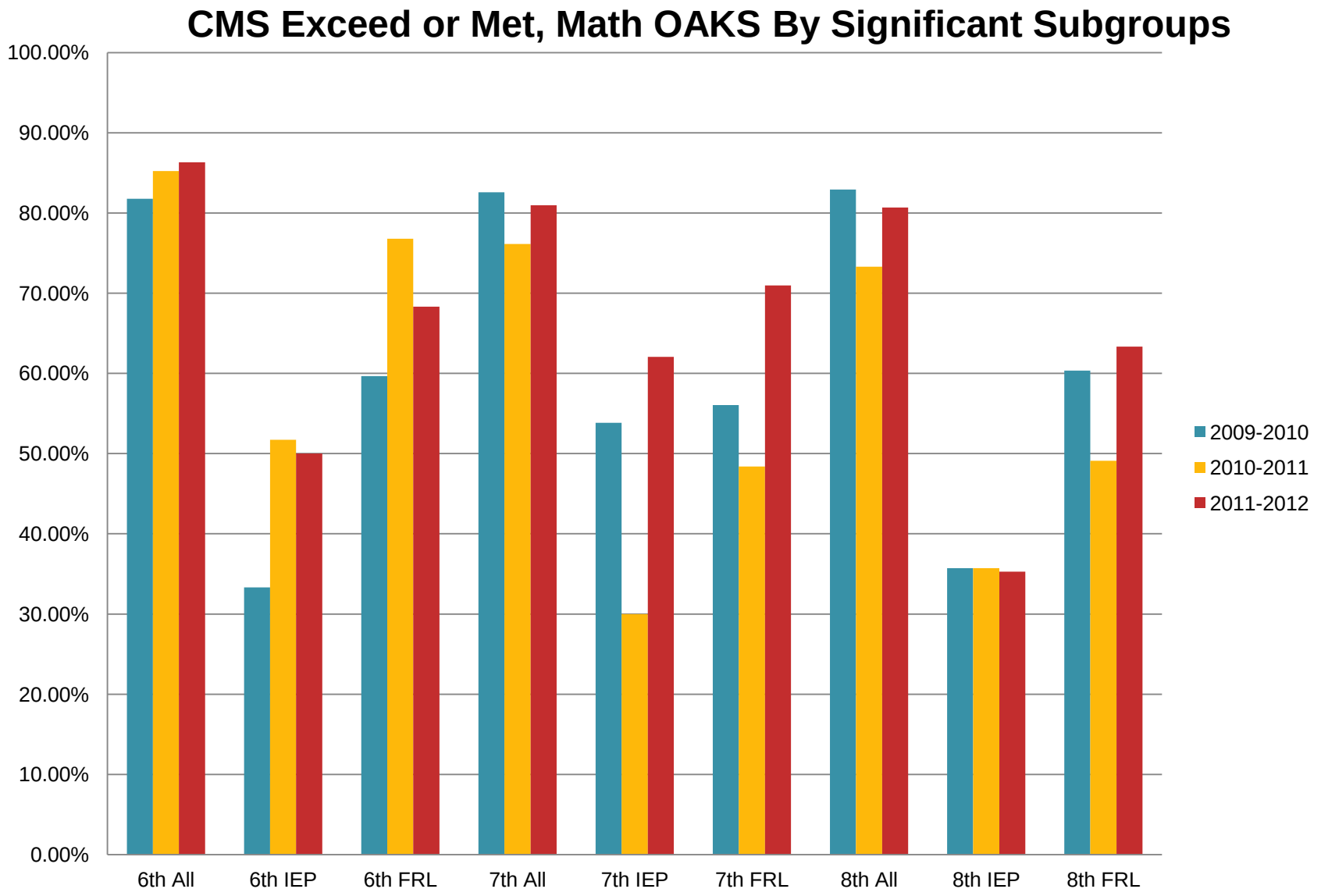
	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	227	227	227	229
ALL STUDENTS	238	237	239	240
Female	238	238	239	241
Male	238	237	238	239
SpEd	230	228	228	233
LEP	229	228		228
F&RL	234	231	233	236

Proof -- 8th Grade Reading OAKS

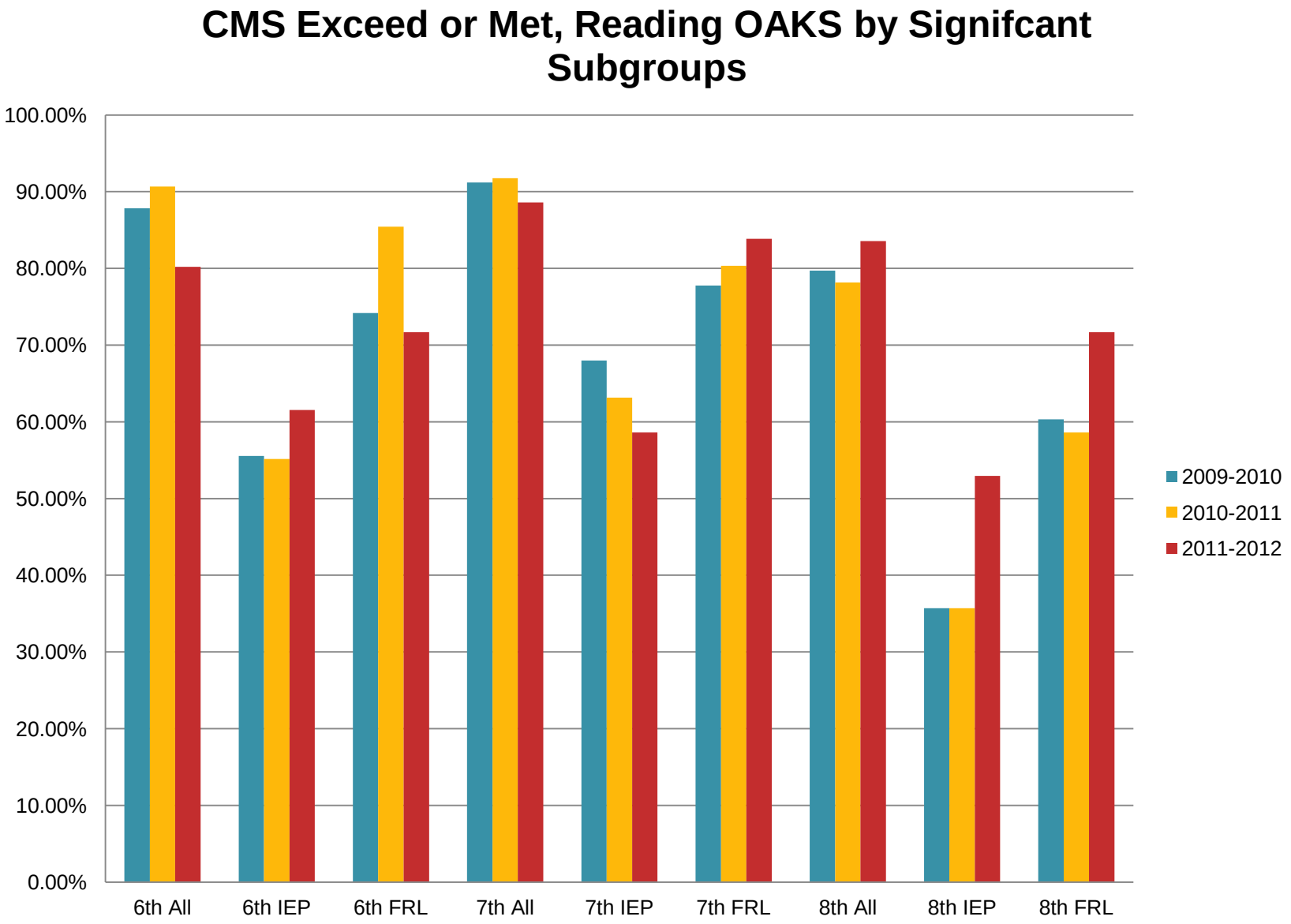


	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	231	231	231	232
ALL STUDENTS	239	237	237	238
Female	239	238	238	238
Male	239	237	236	238
SpEd	230	228	230	231
LEP	228	229	227	233
F&RL	234	233	233	235

Proof-ish


CMS Exceed or Met, Math OAKS By Significant Subgroups
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
6th All
6th IEP
6th FRL
7th All
7th IEP
7th FRL
8th All
8th IEP
8th FRL
2009-2010
2010-2011
2011-2012

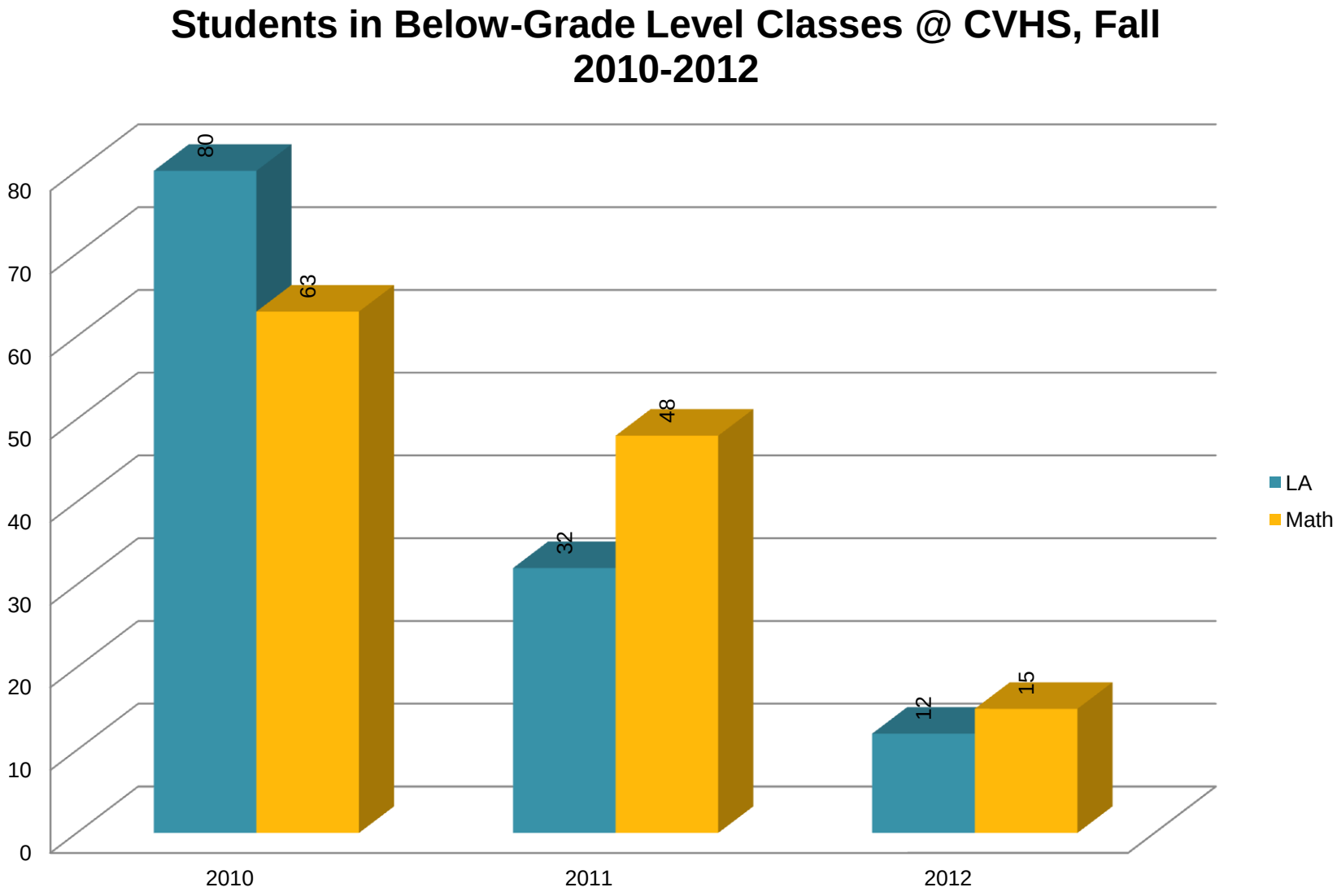
Proof-ish


CMS Exceed or Met, Reading OAKS by Signifcant Subgroups
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
6th All
6th IEP
6th FRL
7th All
7th IEP
7th FRL
8th All
8th IEP
8th FRL
2009-2010
2010-2011
2011-2012

2011-2012	READING OAKS				
	% Met	Margin of Error	Adjusted Status	% Change	Growth Target
All Students	87.84	4.57	92.41	3.64	1.15
Economically Disadvantaged	78.75	8.44	87.19	7.35	2.13
LEP	75.00		75.00	-3.59*	
Students with Disabilities	61.54	13.24	74.78	16.48	4.38
Asian/Pacific Islander	93.33	14.74	108.07	0.11	0.58
Black (not of Hispanic origin)	*	*	*	*	*
Hispanic Origin	84.29	18.05	102.34	4.34	1.52
American Indian/Alaskan Native	*	*	*	*	*
White (not of Hispanic origin)	87.35	5.27	92.62	3.60	1.18
Multi-Racial/Multi-Ethnic	90.54	17.55	108.09	7.40	1.03

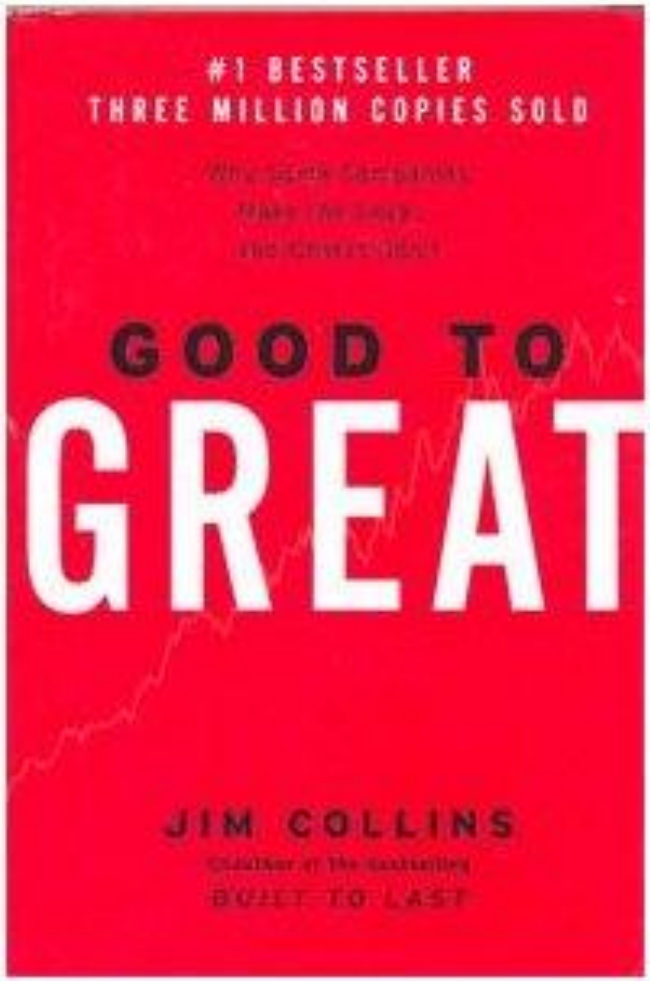
2011-2012	MATH OAKS				
	% Met	Margin of Error	Adjusted Status	% Change	Growth Target
All Students	82.50	4.56	87.06	4.79	1.98
Economically Disadvantaged	66.98	8.43	75.41	9.34	3.78
LEP	80.00*		80.00	-10.71	
Students with Disabilities	57.58	13.24	70.82	9.14	5.16
Asian/Pacific Islander	96.23	14.67	110.90	0.14	0.38
Black (not of Hispanic origin)	*		*		
Hispanic Origin	74.29	18.05	92.34	20.15	3.64
American Indian/Alaskan Native	*		*		
White (not of Hispanic origin)	81.65	5.26	86.91	3.11	1.99
Multi-Racial/Multi-Ethnic	89.33	17.44	106.77	3.93	1.25

Proof


Students in Below-Grade Level Classes @ CVHS, Fall 2010-2012
80
70
60
50
40
30
20
10
0
80
63
32
48
12
15
2010
2011
2012
LA
Math

So, We're Good, Maybe Really Good

So What Now?


#1 BESTSELLER
THREE MILLION COPIES SOLD
GOOD TO
GREAT
JIM COLLINS
BUILT TO LAST

6 Traits of Goods That Became Greats

Jim Collins, 2001

1. “Level 5 Leadership” – intense determination and profound humility
2. First Who, Then What – “Are You on the Bus?”
3. Confront the Brutal Facts (Yet Never Lose Faith)
4. The Hedgehog Concept
5. A Culture of Discipline – Professionalism
6. Technology Accelerators: “Pause-Think-Crawl-Run”

I believe that it is a worthy goal to become a great school, a model school, to be great in whatever way we measure.

Good to Great

- We are in year 2 of a 3 year plan to provide additional time and support for all students who need it in reading, writing, and math.
- Next steps: High-leverage changes that affect all students
  - Writing Across the Curriculum
  - Proficiency-based Teaching and Learning
  - 21st Century Learning Skills
- We'll discuss this more this afternoon, but I want everyone to be aware that the goal is greatness.

GOOD IS THE ENEMY OF GREAT

-- JIM COLLINS

Ladies and gentlemen, please give a warm welcome to Shannon.

Have You Looked at our Mission Statement Lately?



"Nice mission statement."

Cheldelin Mission Statement

"At Cheldelin, we strive to attain maximum growth in learning, citizenship, and self-respect."

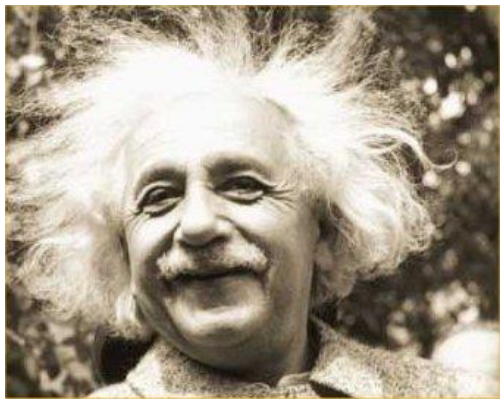
- "Strive" aside, have we been doing that?
- Can we do that in this new (new) era?

Quick-fire Round

- Morning Break Supervision same as last year
- 10 minute potty break added to Wednesday schedule
- Copying
- New student traffic pattern – no cuts through library!
- Lunchtime Learning
- Staff Handbook
- Meetings/Master Calendar

“It is, in fact, nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little planet (the student), aside from stimulation, stands mainly in need of freedom; without this it goes to wreck and ruin without fail. It is a grave mistake to think that the enjoyment of seeing and searching can be prompted by means of coercion and a sense of duty. On the contrary, I believe that it would be possible to rob even a healthy beast of prey of its voraciousness, if it were possible, with the aid of a whip, to force the beast to devour continuously, even when not hungry, especially if the food handed out under such coercion were to be selected accordingly.”

This guy said that.



Linus Pauling Middle School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	Out of 193 LPMS students who took the Oregon State Writing assessment during their 7th grade year (current 9th graders at CHS), 12% exceeded, 51% met, and 36% did not meet. Last year, approximately 190 students, from both high schools, did not meet their essential skills requirements in writing… a requirement needed to graduate. Many education leaders such as Marzano, Reeves, and Mike Schmoker write extensively on the importance of writing skills for college readiness, post graduate success, and citizenship in a democracy.			
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If we implement a writing program utilizing research-based strategies, have students write more, monitor student writing using proficiency-based approaches, and provide professional development for staff, results will improve.			
SMART Goal Statement # 1	The number of students scoring proficiency and higher (score of 40 or higher) in writing I/C, O, SF, C, will increase to 80% (RTI Core Indicator) by the spring writing assessment.			
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)*
Train, implement, and monitor the researched based curriculum called *Step Up to Writing* at LPMS in language arts and humanities classes.	Students will receive high quality instruction and benefit from common language used by teachers across grade levels	Marcianne Koetje	Use of "Step-Up" terminology and resources during mini-observations and PLC visits by admin.	Formative assessment data of PLC teams, school-wide data from PD writing assessments days.
Train staff on how to score writing and calibrate as a middle school team using the 6 trait writing rubric during the afternoon of October 11th and February 18th.	Staff feedback stating the PD time was valuable, less than 10% of papers requiring a 3rd score, and students getting experience and feedback from a state simulated experience.	Marcianne Koetje	80% of scored papers do not require a 3rd score from being more than one score off.	Writing assessments as a result of collaborative scoring days.
Provide peer observation opportunities with Title II funds.	An increase of teachers using researched-based teaching strategies include SIOP and teaching the writing process in a workshop model.	Eric Beasley	Writing strategies, summarization, collaborative writing, word processing, sentence combining, prewriting, process writing, study of models, writing for content learning	Sign-in sheets for peer observation,

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*
We need to have students write more as part of instruction, use consistent language with students (step up), training for staff on proficiency based scoring with 6 trait rubric, and Title II funds for peer observation.

CORVALLIS 509J

Linus Pauling Middle School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	There is an opportunity to increase the mean score of Linus Pauling math students of several subgroups including: F&RL, SPED, LEP, and our minority populations. Students that fall under these demographics are part of an achievement gap at LPMS.			
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	Integrate best practice such as SIOP strategies, shift to proficiency-based grading, conduct formative assessment cycles as part of PLC, implement math lab interventions, and utilize other structures such as peer tutors, advisory, HW club, Bridgezone, and others to support learners.			
SMART Goal Statement # 2	At the end of the 2012-13 school year the mean score of our subgroups will be higher than the achievement standard for each grade level (6th: 227, 7th: 232, 8th: 234). Our current data is attached.			
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)*
Support my math department with using proficiency-based approaches including time prior to the school year to plan department	More students and staff focused on the attainment of knowledge and skills of mathematics.	Eric Beasley and math PLC team	Teaching expectations, recognizing positive behavior, re-teaching non-desired behavior, and intervening with students	Easy CBM data, OAKS, and formative assessments from PLC
Conduct a studio professional development model including follow-up peer observation of classroom instruction by PLC team.	A systems approach to professional growth will be realized as colleagues observe each other and reflect on their practice expanding the PLC meetings into the work in the classroom.	Eric Beasley and math PLC team	collaborative observation of effective math instructional strategies.	Easy CBM, OAKS, and formative assessments from PLC

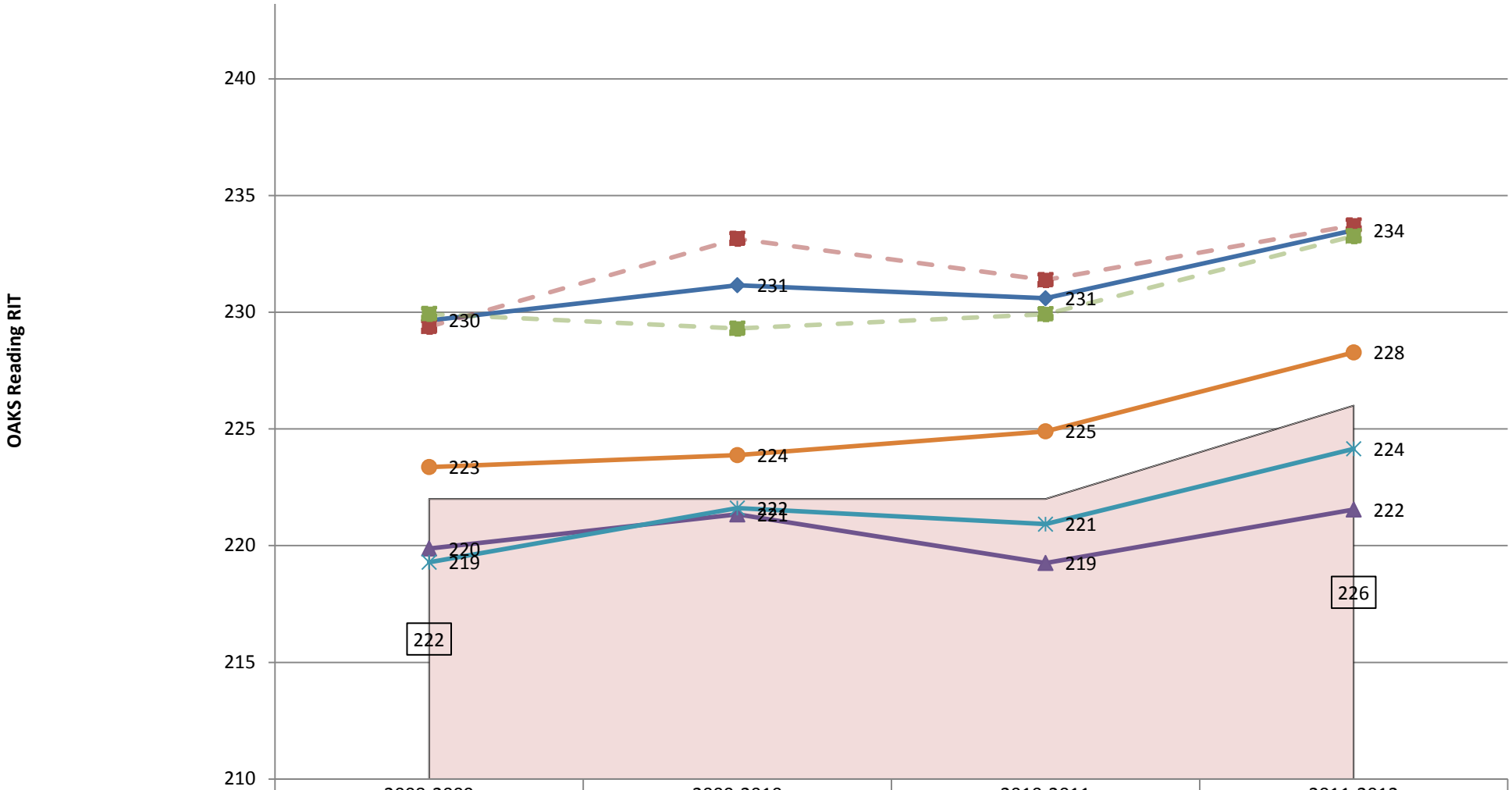
Implement math lab interventions at LPMS that provide additional instruction to students with skill gaps utilizing technology (ipads), math instructors, and peer tutors).	Students will utilize technology such Khan academy to target skill gap areas.	Eric Beasley and math PLC team	Increased knowledge and skills of students in the area of mathematics.	Easy CBM, OAKS, and formative assessments from PLC
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.)*				
Title II funds to support proficiency-based planning (e.g. department decisions, communication,), Title II funds for peer observation and studio model,				

Linus Pauling Middle School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	Linus Pauling Middle School serves a diverse population (40% qualify for free and reduced). SWIS data and BOQ (Benchmarks of Quality) data revealed an opportunity to positively impact the development of our students (academically, socially, and emotionally by strategically emphasizing researched-based systems designed to positively impact school climate at LPMS.			
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	Along with our PBIS system of teaching expectations, recognizing positive behavior, re-teaching non-desired behavior, and intervening with students, we have a need for an advisory time built into our schedule. We have many students that are lacking assets such as a caring adult and our pride period will fill the hole in PBIS that allows for time to build relationship with small of groups of students.			
SMART Goal Statement # 3	During the 2012-13 school year, the number of combined major and minor referrals will drop 10% from the previous year's total of 1665 to <1500 as measured by our SWIS data monitoring system as a result of our proactive and preventative approaches.			
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)*
Continue to implement our PBIS system at LPMS	Increase communication of data and our plan to staff by achieving 90% or higher on Benchmarks of Quality survey.	Marcianne Koetje	Teaching expectations, recognizing positive behavior, re-teaching non-desired behavior, and intervening with students	Spring Benchmarks of quality survey, SWIS data

Implement activities from SOAR curriculum such as goal setting and organization as part of weekly advisory program called Pride Period.	Increase of school-wide average GPA's as a result of SOAR goal setting and organization support	Eric Beasley	Setting of goals, use of a planner, organizing learning, and monitoring progress will increase student learning.	HW club attendance, GPA's, OAKS scores,
Implement school-wide character education, diversity education, and service learning as part Peace Jam curriculum fused into Pride Period and assemblies.	Students will feel more accepted and engaged at LPMS leading to an increase in school attendance to > 95% attendance during the 2012-13 school year.	Eric Beasley	Staff feeling more comfortable facilitating advisory groups. Students feeling more connected in the environment.	Attendance data, SWIS data
What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*				
We will need development time and curriculum materials as our Pride groups will be led by both certified, classified, and non-rep staff.				

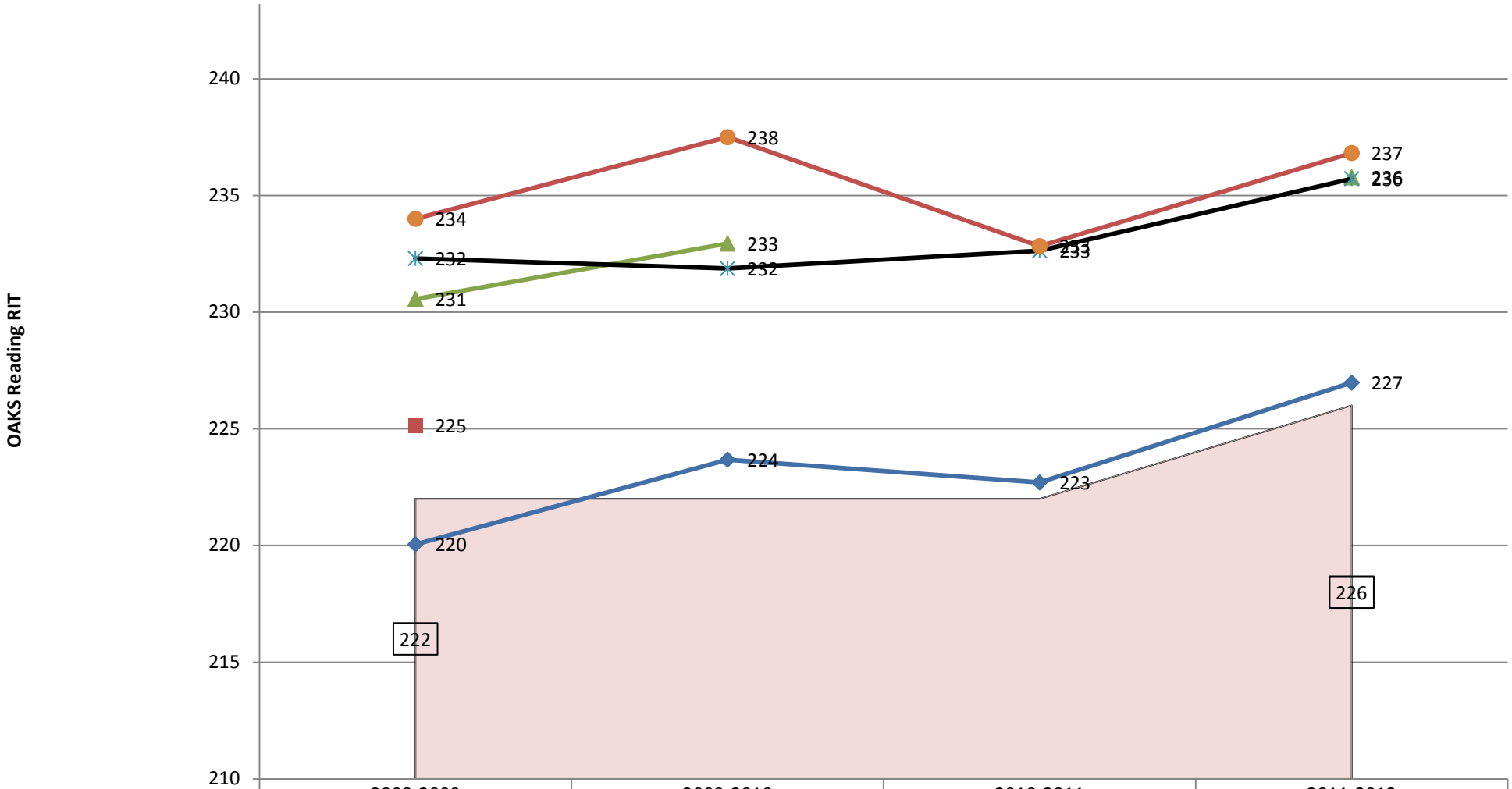
LPMS - Grade 6 Reading Performance - Mean Scores by Subgroup



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	222	222	222	226
ALL STUDENTS	230	231	231	234
Female	229	233	231	234
Male	230	229	230	233
SpEd	220	221	219	222
LEP	219	222	221	224
F&RL	223	224	225	228

Values suppressed for subgroups with less than 6 students.

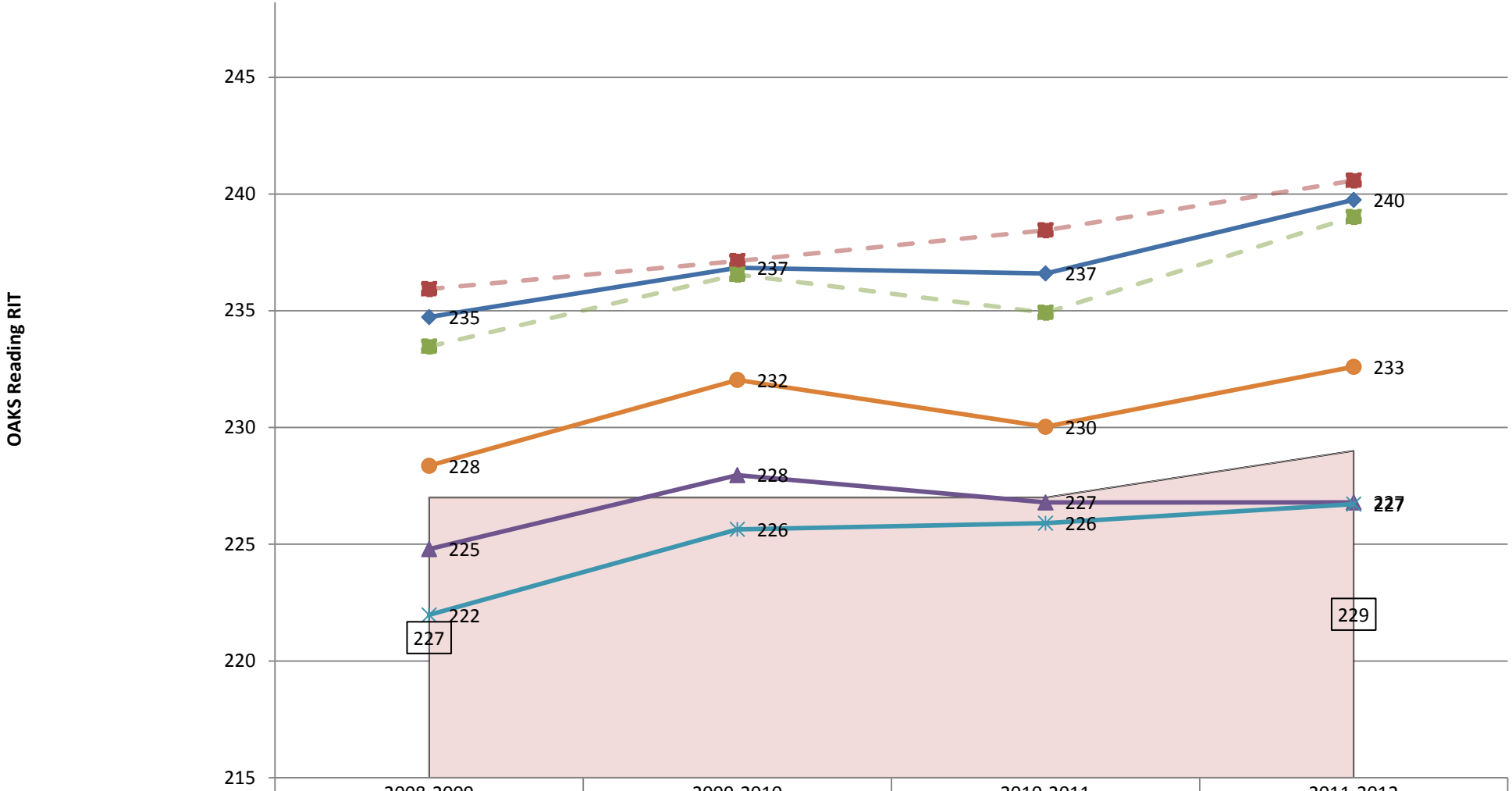
LPMS - Grade 6 Reading Performance - Mean Scores by Race/Ethnicity



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	222	222	222	226
Hispanic	220	224	223	227
AmerInd/AK Nat				
Asian/Pac Isle	231	233		236
Black/AfrAmer	225			
White	232	232	233	236
Multi/Other	234	238	233	237

Values suppressed for subgroups with less than 6 students.

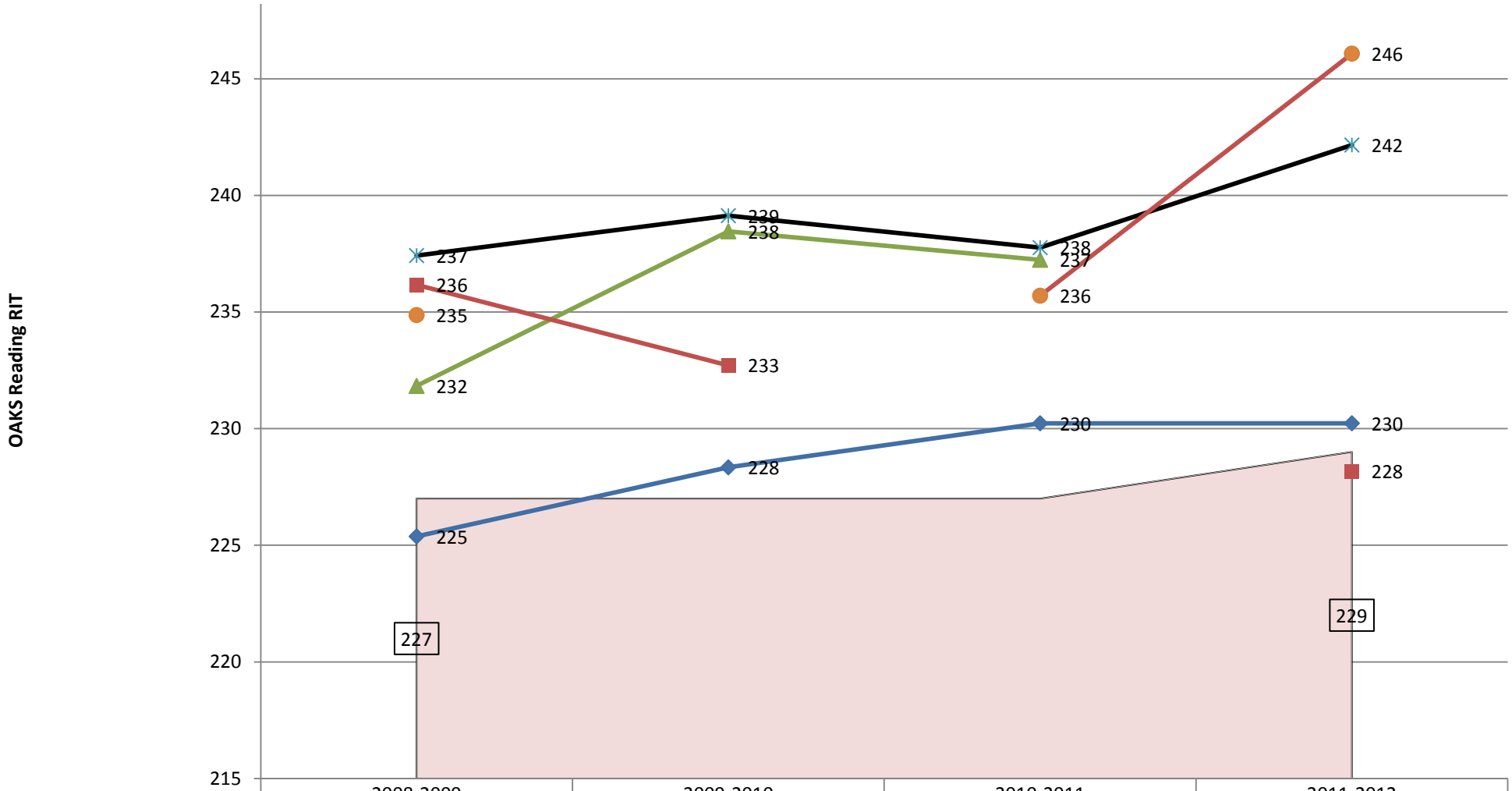
LPMS - Grade 7 Reading Performance - Mean Scores by Subgroup



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	227	227	227	229
ALL STUDENTS	235	237	237	240
Female	236	237	238	241
Male	233	237	235	239
SpEd	225	228	227	227
LEP	222	226	226	227
F&RL	228	232	230	233

Values suppressed for subgroups with less than 6 students.

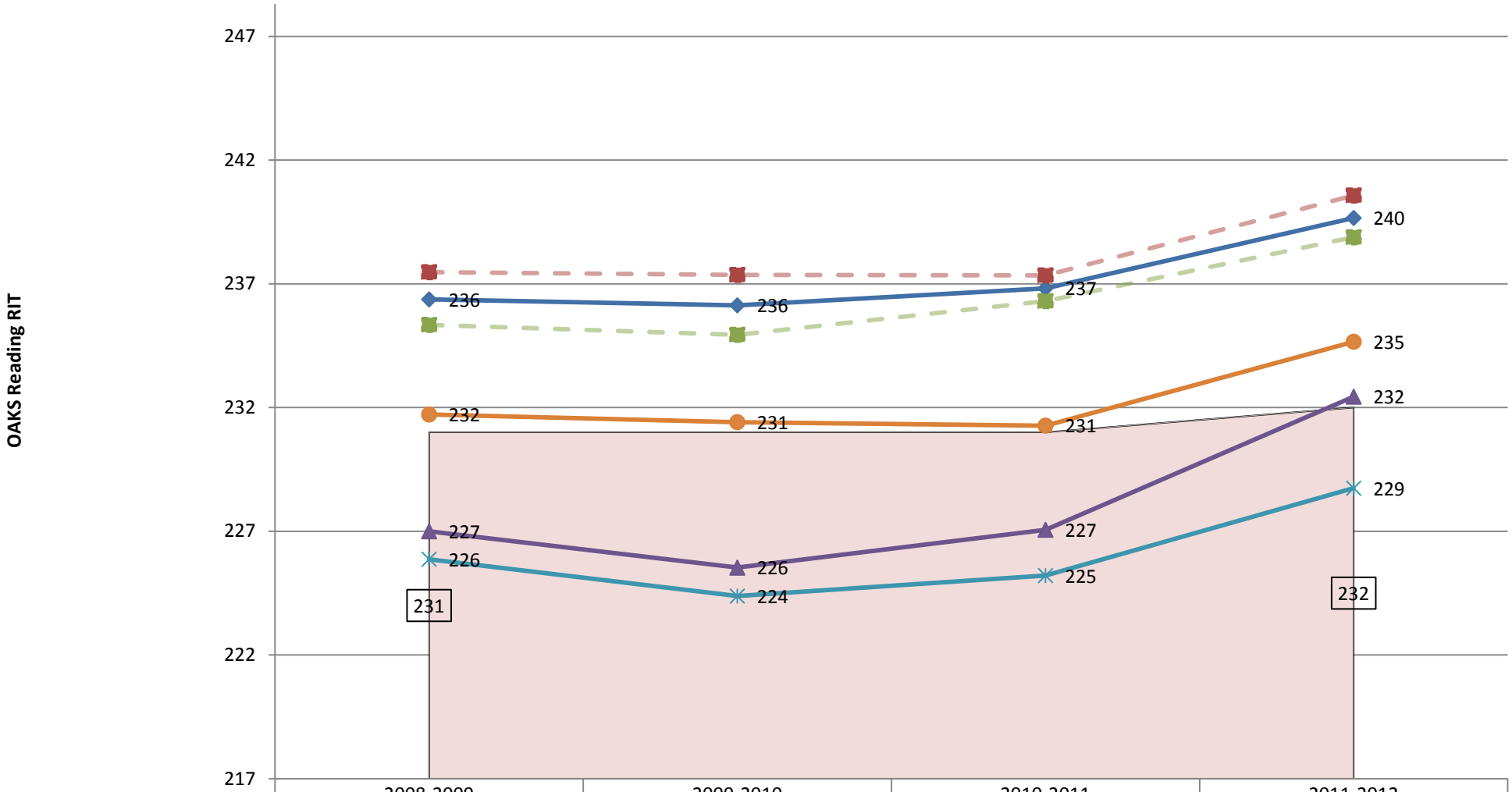
LPMS - Grade 7 Reading Performance - Mean Scores by Race/Ethnicity



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	227	227	227	229
Hispanic	225	228	230	230
AmerInd/AK Nat				
Asian/Pac Isle	232	238	237	
Black/AfrAmer	236	233		228
White	237	239	238	242
Multi/Other	235		236	246

Values suppressed for subgroups with less than 6 students.

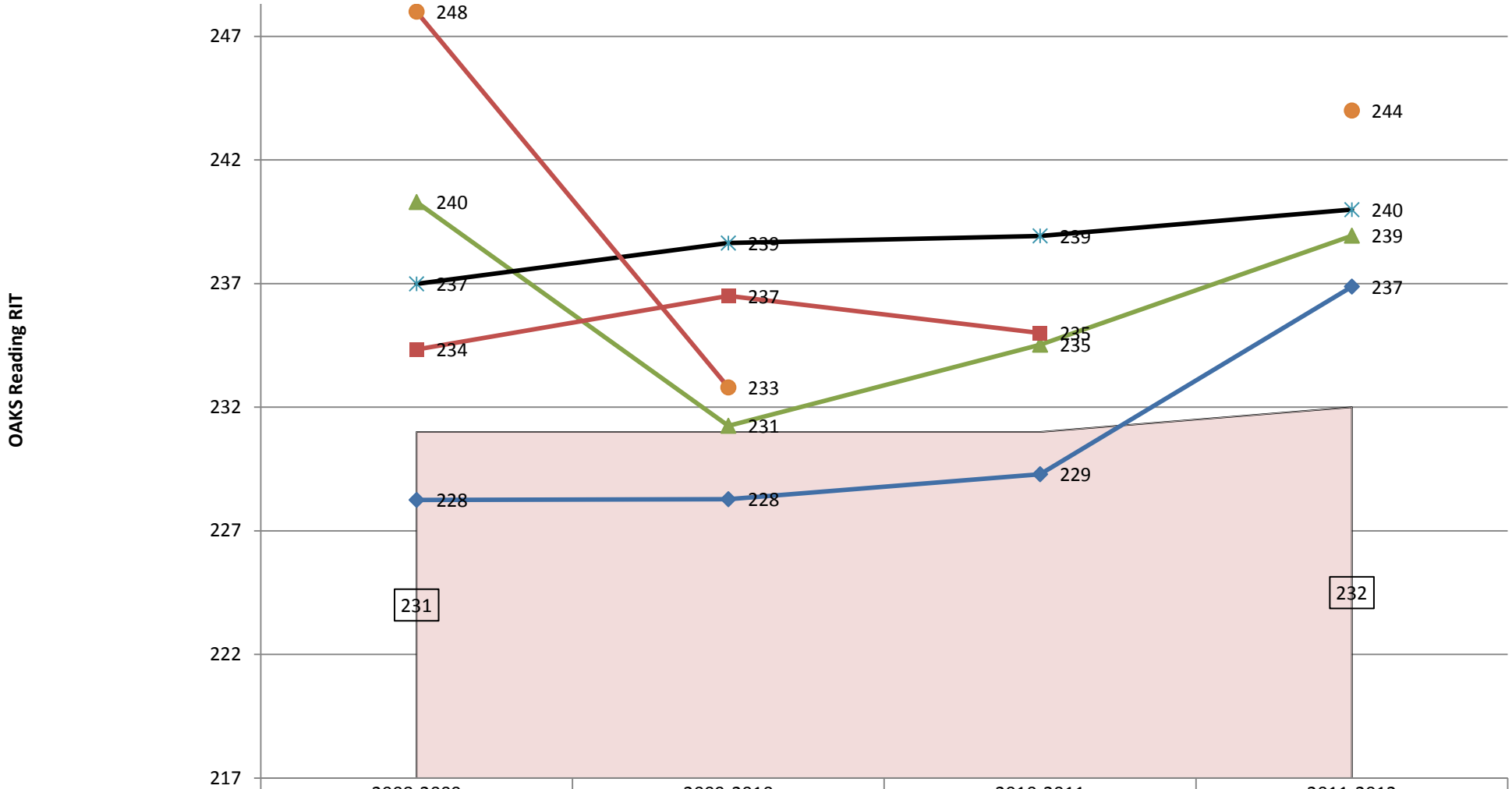
LPMS - Grade 8 Reading Performance - Mean Scores by Subgroup



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	231	231	231	232
ALL STUDENTS	236	236	237	240
Female	237	237	237	241
Male	235	235	236	239
SpEd	227	226	227	232
LEP	226	224	225	229
F&RL	232	231	231	235

Values suppressed for subgroups with less than 6 students.

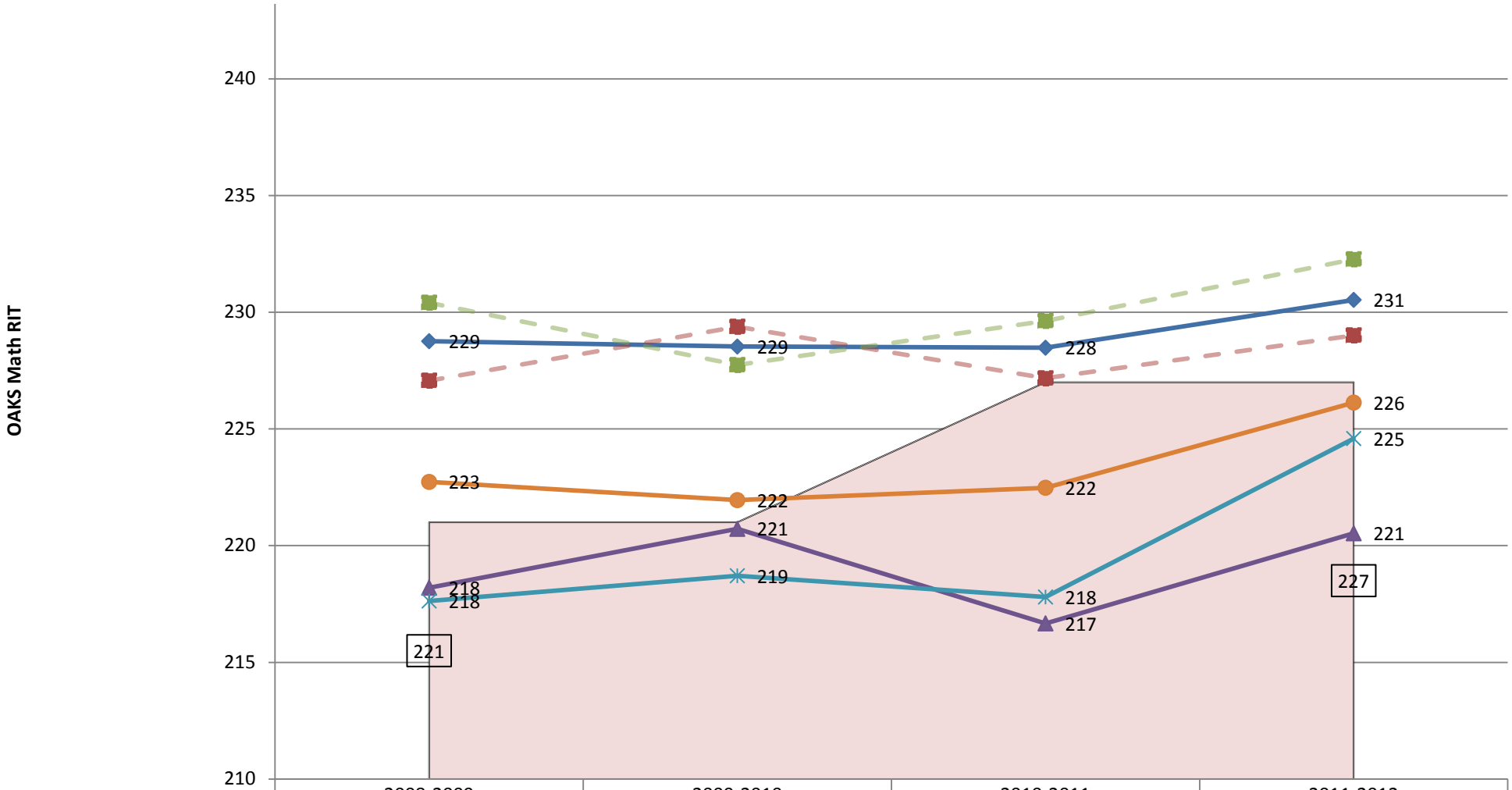
LPMS - Grade 8 Reading Performance - Mean Scores by Race/Ethnicity



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	231	231	231	232
Hispanic	228	228	229	237
AmerInd/AK Nat				
Asian/Pac Isle	240	231	235	239
Black/AfrAmer	234	237	235	
White	237	239	239	240
Multi/Other	248	233		244

Values suppressed for subgroups with less than 6 students.

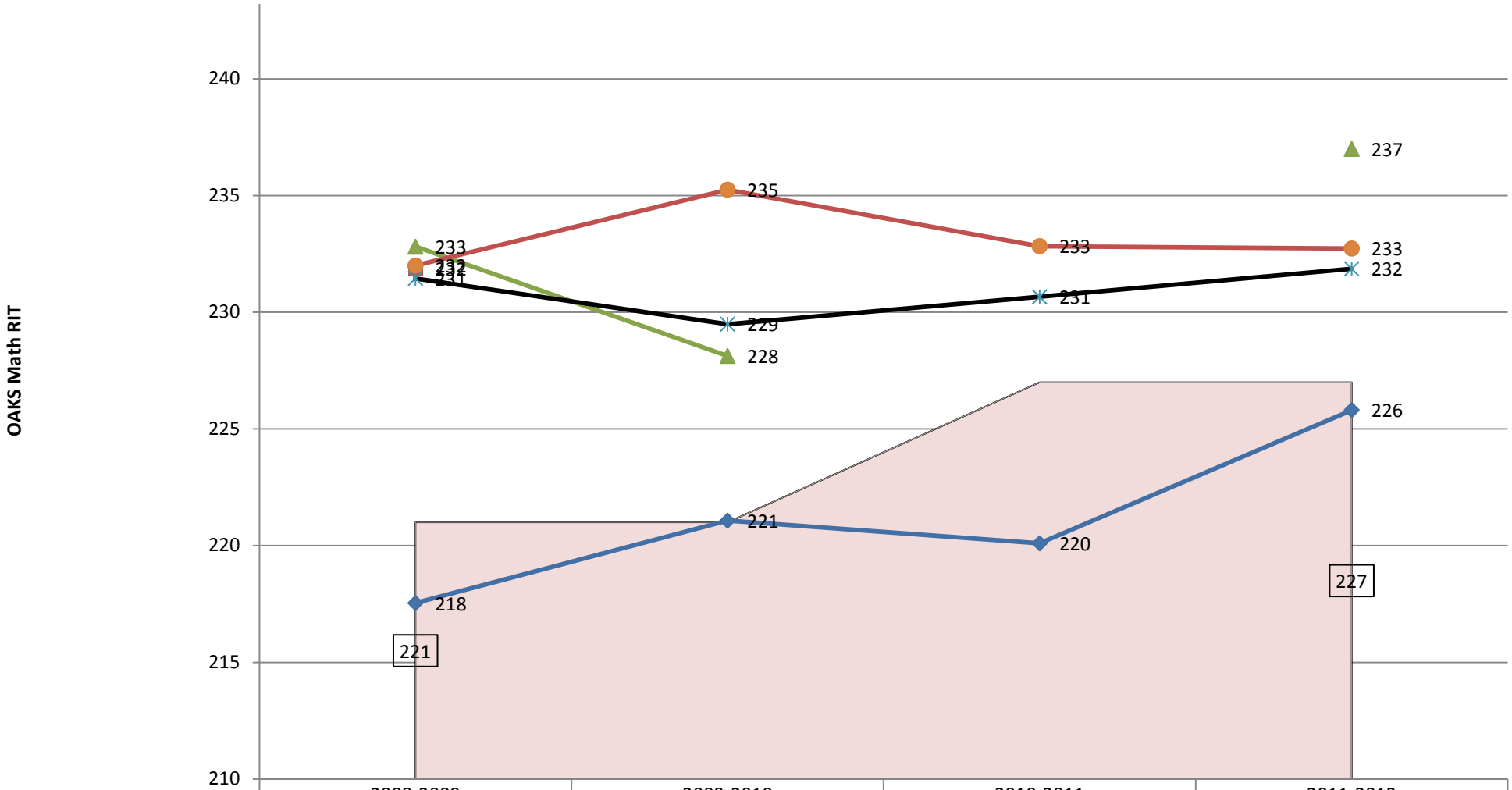
LPMS - Grade 6 Math Performance - Mean Scores by Subgroup



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	221	221	227	227
ALL STUDENTS	229	229	228	231
Female	227	229	227	229
Male	230	228	230	232
SpEd	218	221	217	221
LEP	218	219	218	225
F&RL	223	222	222	226

Values suppressed for subgroups with less than 6 students.

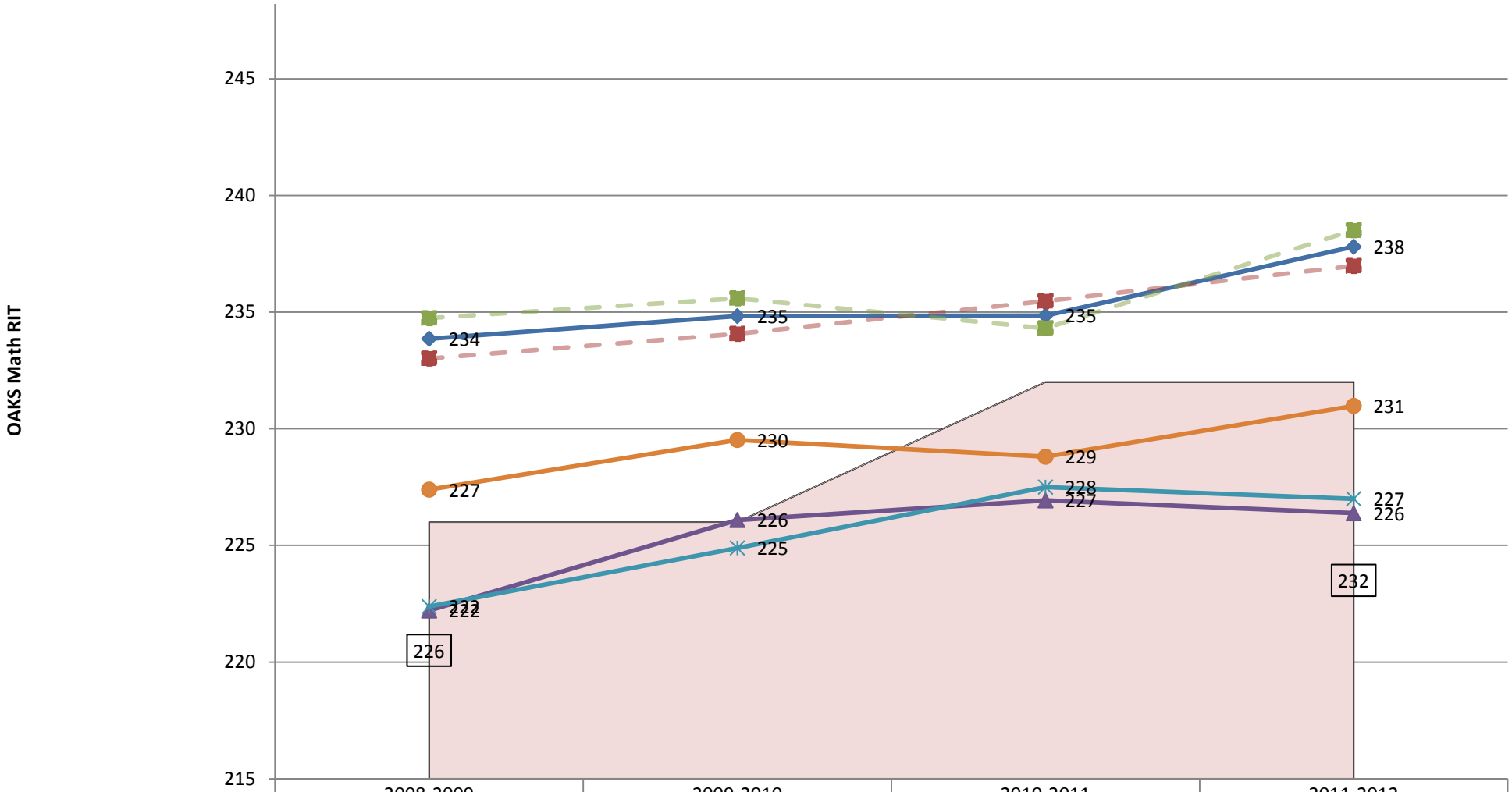
LPMS - Grade 6 Math Performance - Mean Scores by Race/Ethnicity



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	221	221	227	227
Hispanic	218	221	220	226
AmerInd/AK Nat				
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Black/AfrAmer	232			
White	231	229	231	232
Multi/Other	232	235	233	233

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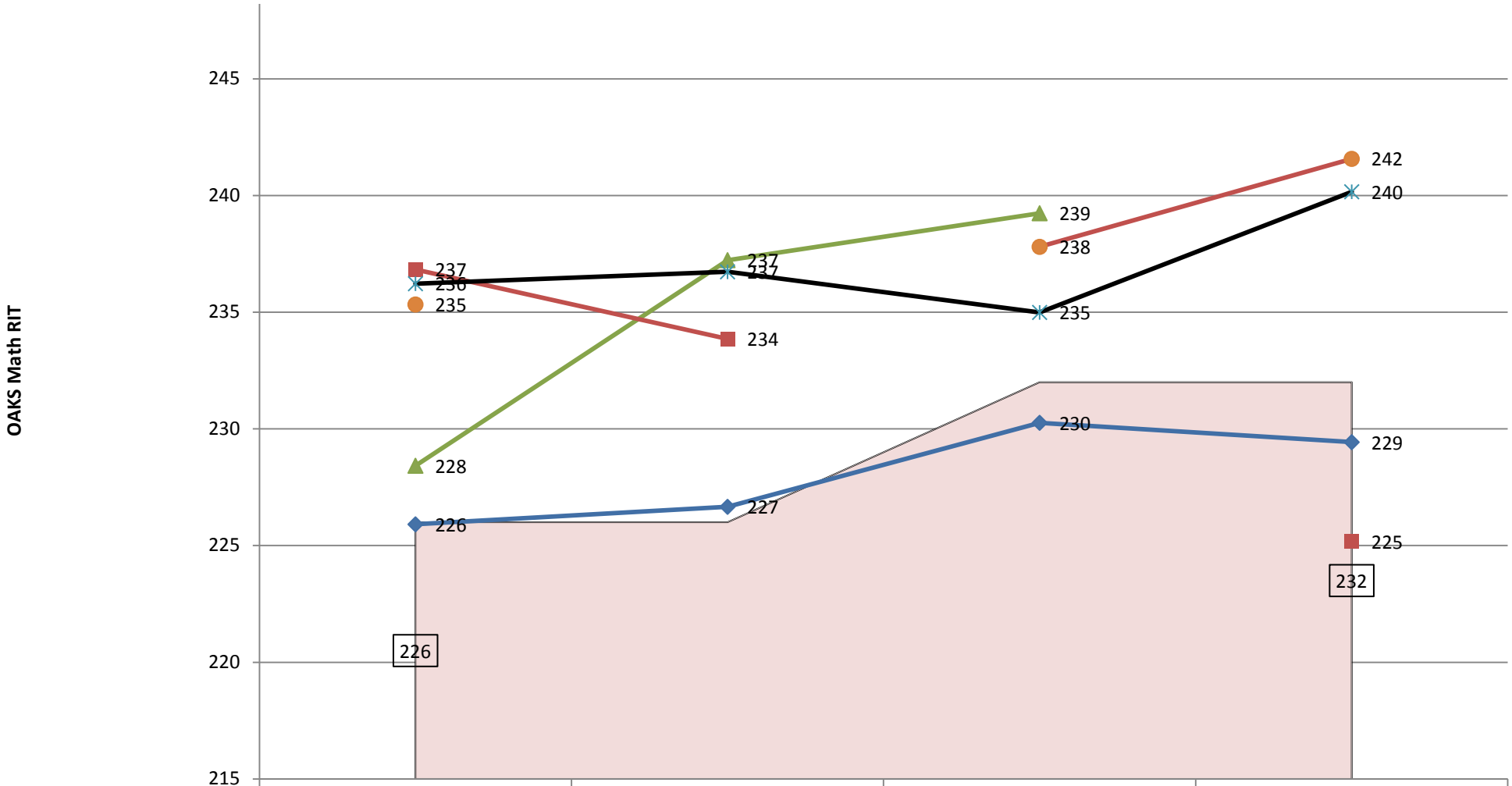
LPMS - Grade 7 Math Performance - Mean Scores by Subgroup



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	226	226	232	232
ALL STUDENTS	234	235	235	238
Female	233	234	235	237
Male	235	236	234	239
SpEd	222	226	227	226
LEP	222	225	228	227
F&RL	227	230	229	231

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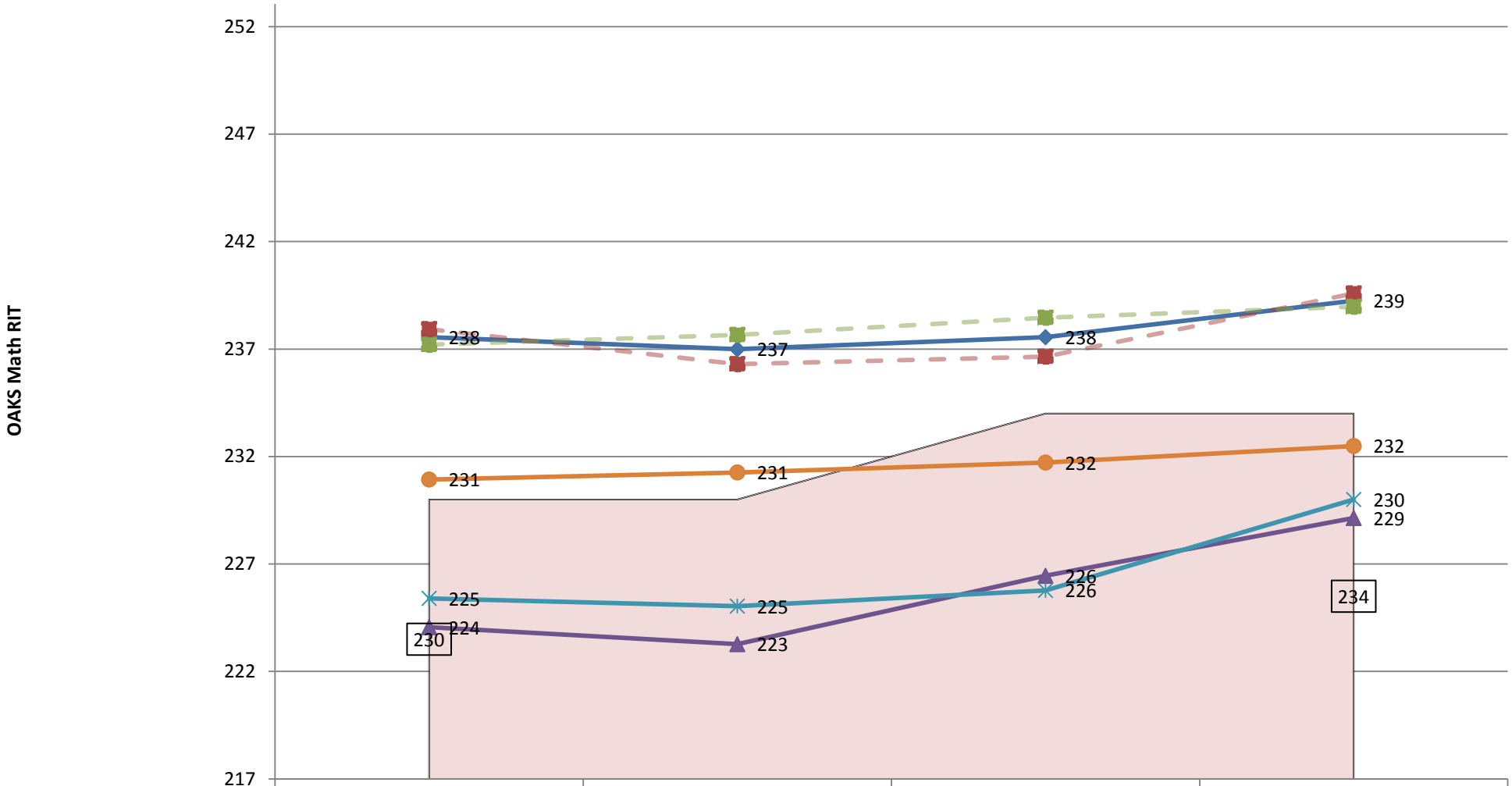
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White	236	237	235	240
Multi/Other	235		238	242

Values suppressed for subgroups with less than 6 students.

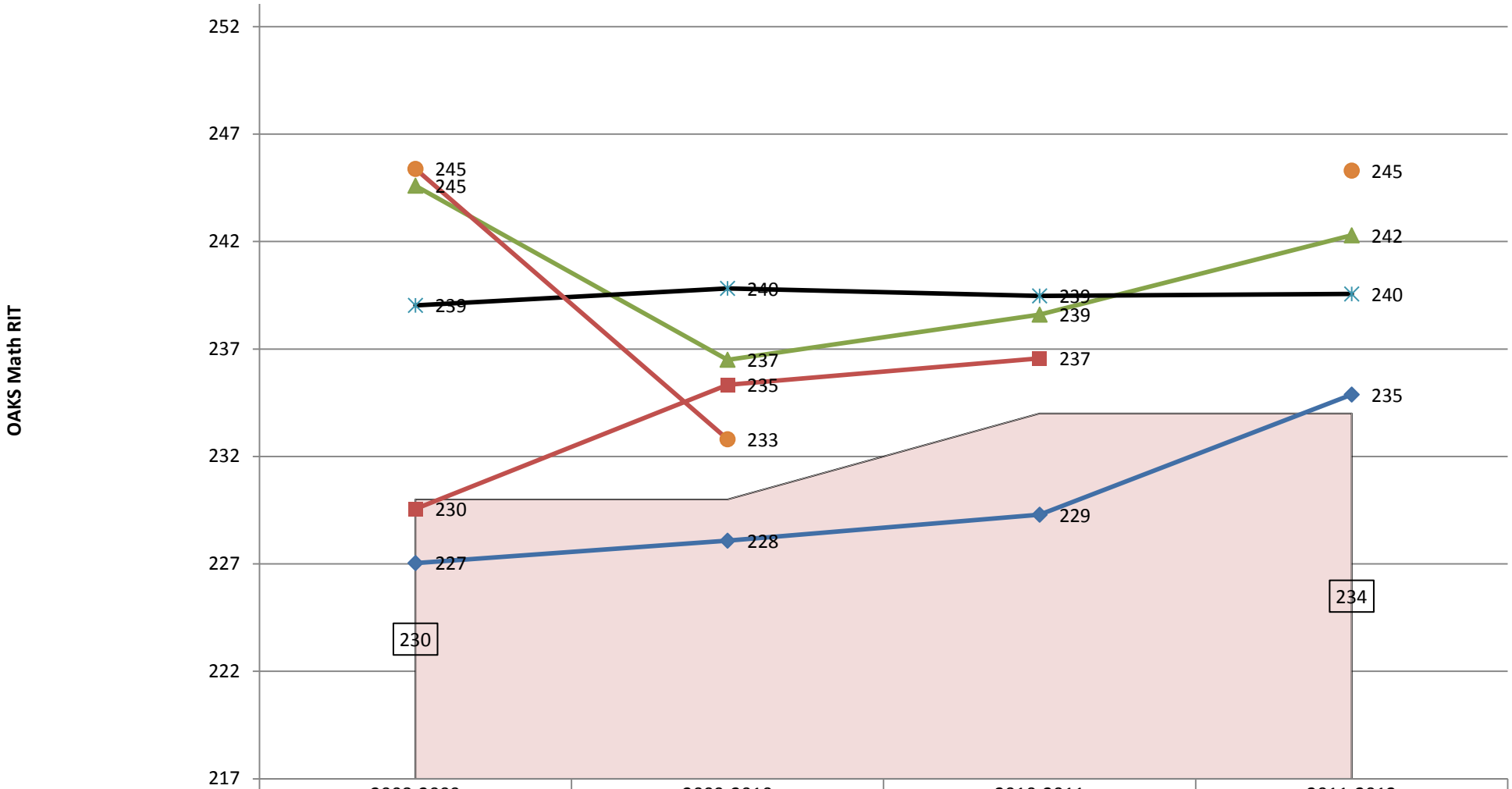
LPMS - Grade 8 Math Performance - Mean Scores by Subgroup



	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	230	230	234	234
ALL STUDENTS	238	237	238	239
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SpEd	224	223	226	229
LEP	225	225	226	230
F&RL	231	231	232	232

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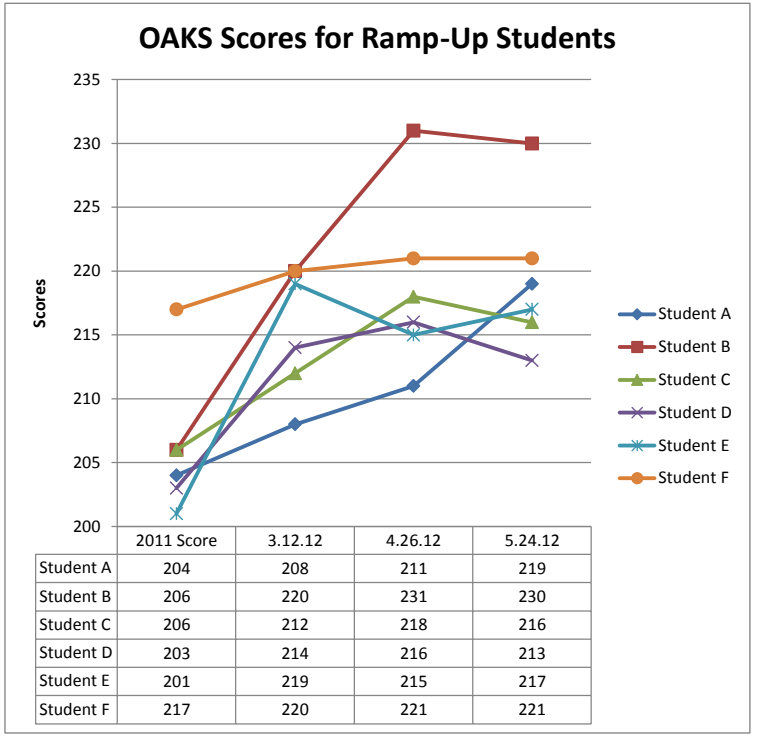
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	2008-2009	2009-2010	2010-2011	2011-2012
Achievement Standard	230	230	234	234
Hispanic	227	228	229	235
AmerInd/AK Nat				
Asian/Pac Isle	245	237	239	242
Black/AfrAmer	230	235	237	
White	239	240	239	240
Multi/Other	245	233		245

Values suppressed for subgroups with less than 6 students.

	Student	OAKS SCORES			
Grade		2011 Score	3.12.12	4.26.12	5.24.12
6	Student A	204	208	211	219
7	Student B	206	220	231	230
7	Student C	206	212	218	216
7	Student D	203	214	216	213
7	Student E	201	219	215	217
7	Student F	217	220	221	221



	2011 Score	3.12.12	4.26.12	5.24.12
Student A	204	208	211	219
Student B	206	220	231	230
Student C	206	212	218	216
Student D	203	214	216	213
Student E	201	219	215	217
Student F	217	220	221	221

Overall School Rating: Satisfactory

School Rating Summary Data

Summary Data	Rating / Comments
Achievement Index See page 2	**Satisfactory**
Attendance Rate See page 3	**Outstanding**
Participation Rate See page 3	**Outstanding**
Overall School Rating	**Satisfactory**

The Overall School Rating is based on the Achievement Index. If any of the Other Indicators (Attendance, Graduation or Participation) are lower than the Achievement Index, the Overall School Rating is reduced to the lowest rating of the Other Indicators.

School Performance Data

2010-2011 and 2011-2012 Combined	Reading	Math
% Meets	40.1	36.4
% Exceeds	42.4	29.8
% Meets or Exceeds	82.5	66.2
% Meets, Exceeds, or Meets Growth	86.0	71.7

Achievement Index Rating: Satisfactory

School Achievement Index = (Reading Index + Math Index) / 2
= (77.4 + 60.7) / 2 = 69.1

Rating	In Need of Improvement	Satisfactory	Outstanding
Index Score	Less than 50.0	50.0 to 74.9	75.0 or higher

Reading and Math Achievement Index Data

Reading

	2010-2011						2011-2012					
	Meets or Exceeds		Does Not Meet			# Tests	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target				Exceeds	Meets	Meets Growth Target			
			Yes	No	NA				Yes	No	NA	
All Students	280	275	16	96	10	677	276	251	29	73	5	634
Economically Disadvantaged	48	112	13	79	7	259	40	123	22	59	3	247
Limited English Proficient	3	27	6	27	4	67	1	35	7	28	1	72
Students with Disabilities	11	29	10	36	4	90	9	29	11	25	3	77
Amer Ind/Alskn Ntv	*	*	*	*	*	*	*	*	*	*	*	*
Black (not of Hispanic origin)	3	4	2	3	0	12	1	7	0	3	0	11
Hispanic	9	55	7	36	3	110	17	57	7	35	1	117
Asian/Pacific Islander	14	14	0	6	2	36	13	12	1	2	0	28
Asian	12	12	0	3	2	29	11	10	0	2	0	23
Pacific Islander	2	2	0	3	0	7	*	*	*	*	*	*
White (not of Hispanic origin)	243	187	7	49	5	491	225	159	20	33	4	441
Multi-Racial/Multi-Ethnic	10	12	0	2	0	24	19	14	1	0	0	34
Column Totals (excluding Asian/PI, White, Multi)	355	505	54	277	28	1219	345	504	76	223	13	1161
Weight	100	100	100	0	0		100	100	100	0	0	
Weighted Counts	35500	50500	5400				34500	50400	7600			
Yearly Index	(35500 + 50500 + 5400) / 1219 = 75.0						(34500 + 50400 + 7600) / 1161 = 79.7					
Reading Index	(75.0 + 79.7) / 2 = 77.4											

Math

	2010-2011						2011-2012					
	Meets or Exceeds		Does Not Meet			# Tests	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target				Exceeds	Meets	Meets Growth Target			
			Yes	No	NA				Yes	No	NA	
All Students	180	255	37	197	10	679	211	222	36	157	7	633
Economically Disadvantaged	24	80	20	130	6	260	28	84	22	109	4	247
Limited English Proficient	4	11	6	44	3	68	3	23	7	38	1	72
Students with Disabilities	6	16	12	55	2	91	7	15	10	41	4	77
Amer Ind/Alskn Ntv	*	*	*	*	*	*	*	*	*	*	*	*
Black (not of Hispanic origin)	2	5	1	4	0	12	0	3	3	5	0	11
Hispanic	9	25	8	65	4	111	11	42	11	50	3	117
Asian/Pacific Islander	15	8	4	8	1	36	13	10	0	5	0	28
Asian	14	6	4	4	1	29	12	8	0	3	0	23
Pacific Islander	1	2	0	4	0	7	*	*	*	*	*	*
White (not of Hispanic origin)	146	202	22	116	5	491	173	150	21	92	4	440
Multi-Racial/Multi-Ethnic	7	14	0	4	0	25	13	17	1	3	0	34
Column Totals (excluding Asian/PI, White, Multi)	226	393	86	495	25	1225	261	389	89	402	19	1160
Weight	100	100	100	0	0		100	100	100	0	0	
Weighted Counts	22600	39300	8600				26100	38900	8900			
Yearly Index	(22600 + 39300 + 8600) / 1225 = 57.6						(26100 + 38900 + 8900) / 1160 = 63.7					
Math Index	(57.6 + 63.7) / 2 = 60.7											

Additional Indicators [1]

Attendance Rate

School Year	Rate
2010-2011	94.1
2011-2012	94.1

Attendance: Outstanding

Two-year Average Attendance = (Attendance Rate 2010-2011 + Attendance Rate 2011-2012) / 2
= (94.1 + 94.1) / 2 = 94.1

Rating	In Need of Improvement	Satisfactory	Outstanding
Attendance Rate	Less than 89.0	89.0 to 91.9	92.0 or Higher

Participation Rate

2010-2011 and 2011-2012 Participation in Statewide Assessments

Subgroup	Reading	Math
All Students	99%	99%
Economically Disadvantaged	100%	100%
Limited English Proficient	99%	100%
Students with Disabilities	99%	99%
American Indian/Alaskan Native	--	--
African American	--	--
Hispanic	100%	100%
Asian/Pacific Islander	99%	99%
White	99%	99%
Multi-Racial/Multi-Ethnic	98%	100%

Participation targets can be met using the two-year average or the most recent year. Subgroups with fewer than 40 eligible students in 2010-2011 and 2011-2012 combined are not rated, and are designated "--".

Participation: Outstanding

Number of subgroups missing the 95% participation target = 0

Participation Rating	In Need of Improvement	Outstanding
Number of subgroups missing participation targets	1 or more	0

Notes

Overall School Rating

There are no notes.

Achievement Index Rating

There are no notes.

Additional Indicators

1- Attendance and Participation rates that do not meet minimum requirements may limit a school's overall rating.

Linus Pauling Demographics 2012/13

TAG	168	24.0%
ELL	23	3.0%
IEP	98	14.0%
504	37	5.0%
Dual Language	132	19.0%
Free & Reduced	44.7% (300/698)	(274 free/40 reduced)

Ethnicity: Hispanic 142 (66 girls, 76 boys) 20% Non-Hispanic: 560 (283 girls, 277 boys) 80%

Race:

White	563	80.0%
Black	25	4.0%
Asian	37	5.0%
Pacific Islander	18	3.0%
American Indian	123	17.0% .
Multi Racial	64	9.0%

Student Count

Grade 6	224	(116 girls; 108 boys)
Grade 7	225	(113 girls; 112 boys)
Grade 8	253	(118 girls; 135 boys)
Total Students	702	(347 girls; 355 boys)

Dual Language

Grade 6	58	(32 girls; 26 boys)
Grade 7	42	(25 girls; 17 boys)
Grade 8	32	(17 girls; 15 boys)
Total Students	132	(74 girls; 58 boys)

Linus Pauling Middle School 2011-2012 PBIS Data Review



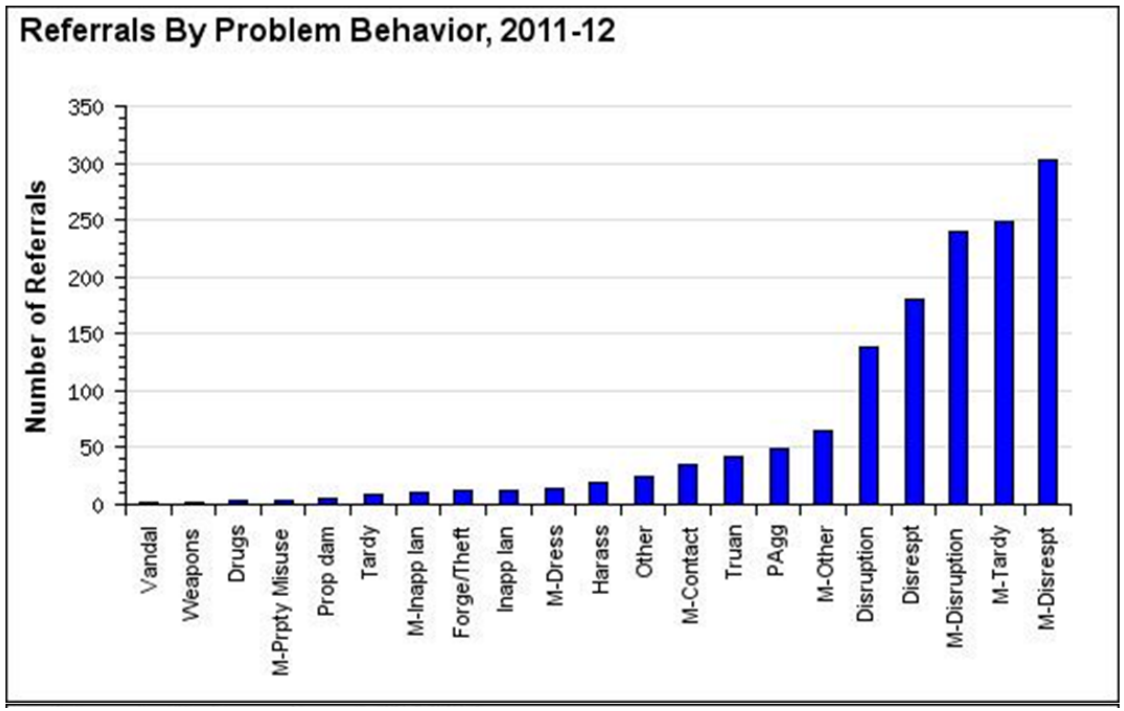
Do unto others 20% better than you would expect them to do unto you, to correct for subjective error.

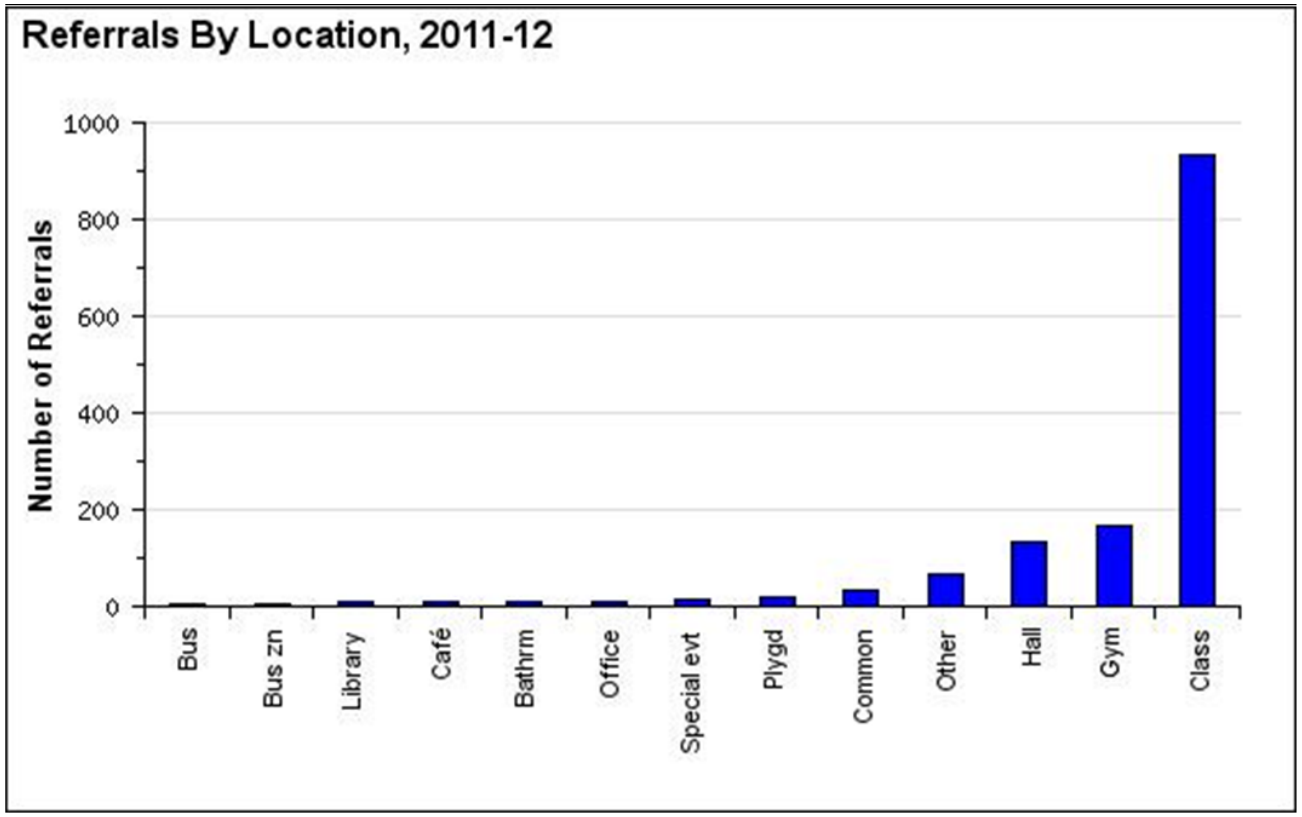
~Linus Pauling

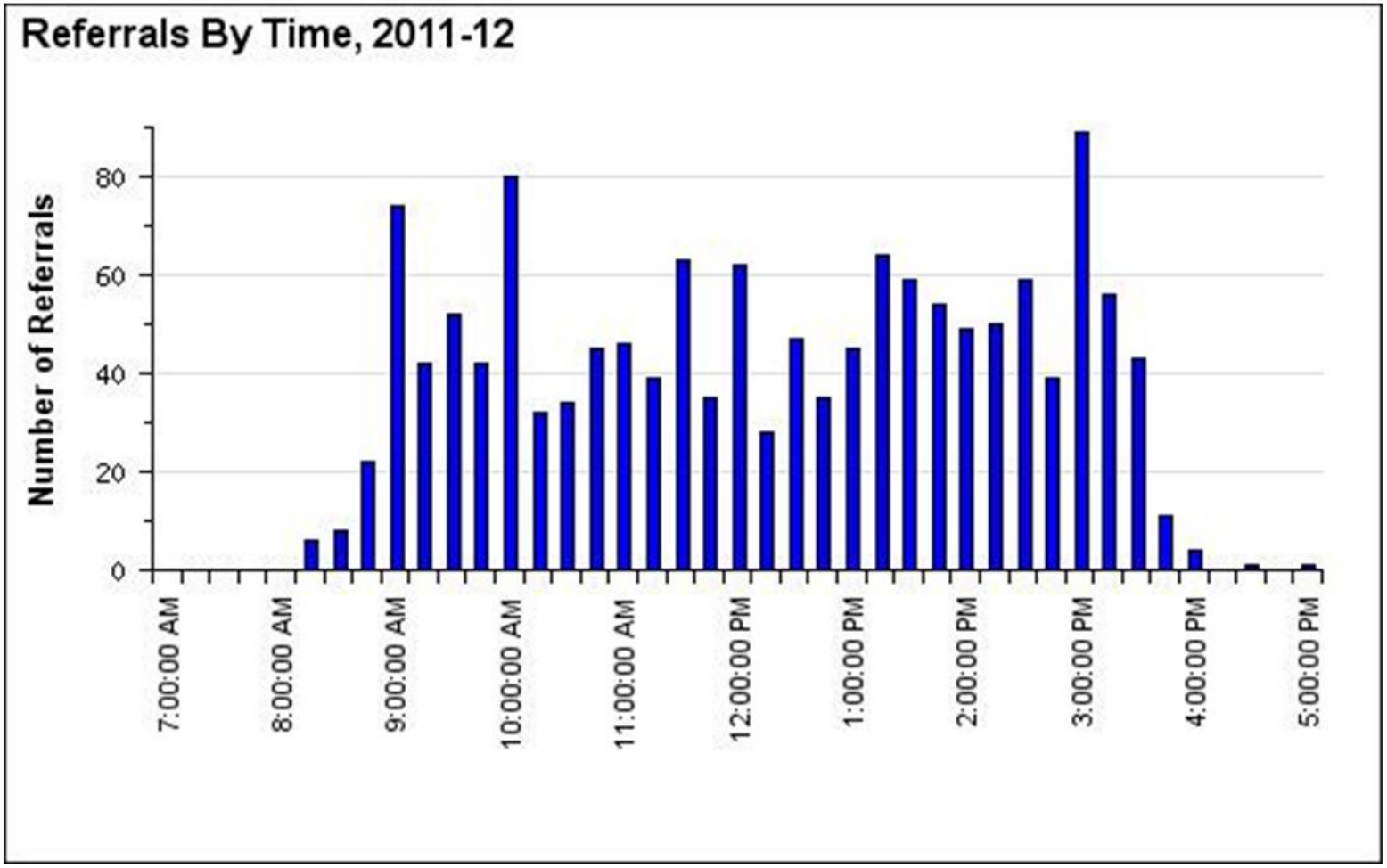
The Big 5

Outcome data: How are we doing? Is what we are doing making a difference?

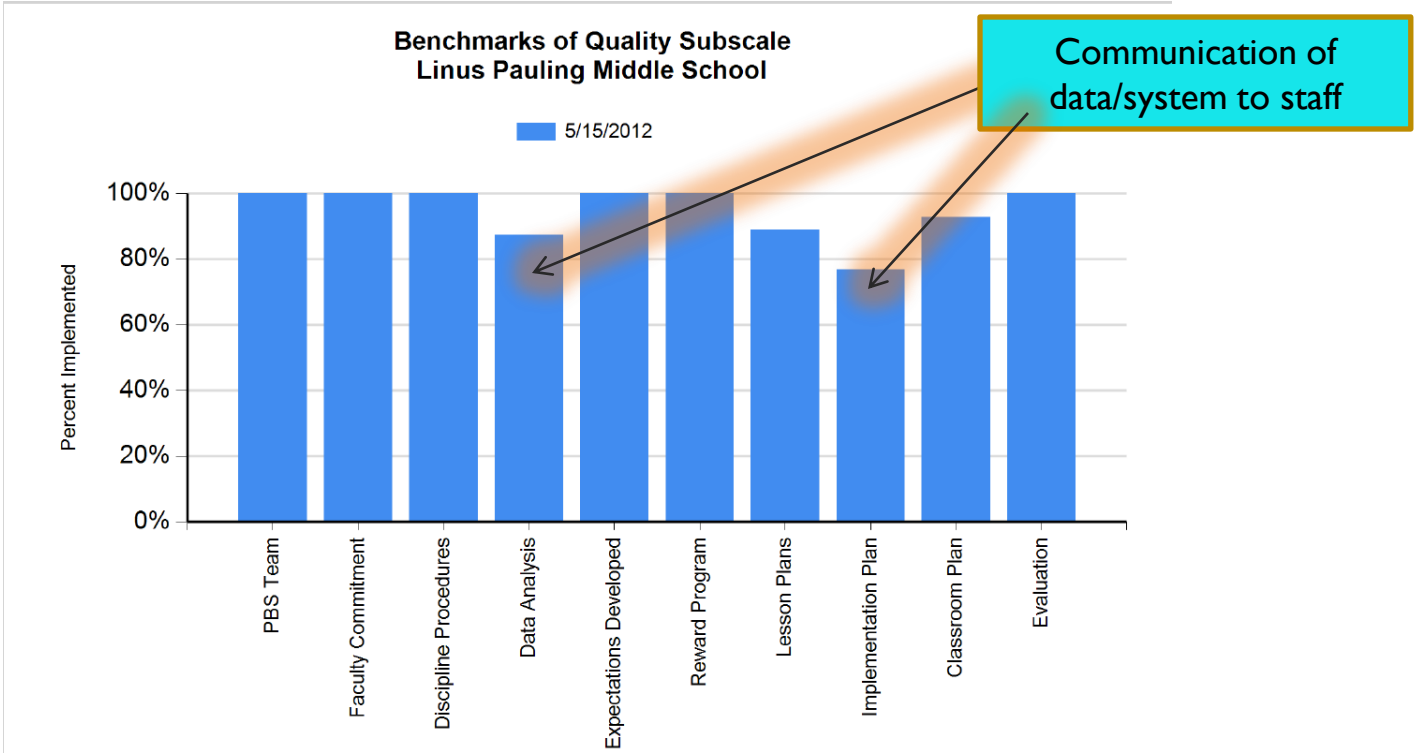
2011-12



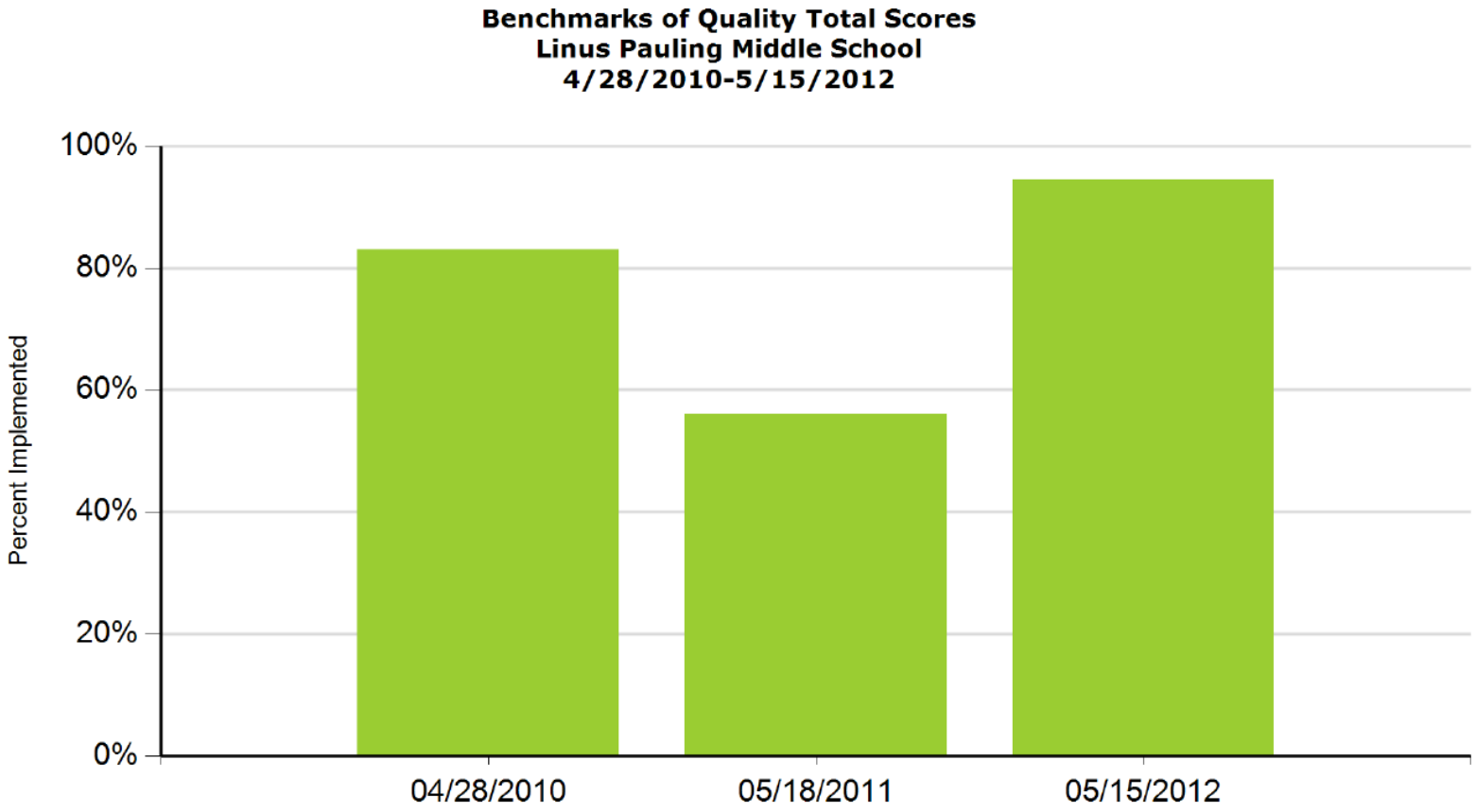

Referrals By Location, 2011-12
Number of Referrals
1000
800
600
400
200
0
Bus
Bus zn
Library
Café
Bathrm
Office
Special evt
Plygd
Common
Other
Hall
Gym
Class


Referrals By Time, 2011-12
Number of Referrals
0
20
40
60
80
7:00:00 AM
8:00:00 AM
9:00:00 AM
10:00:00 AM
11:00:00 AM
12:00:00 PM
1:00:00 PM
2:00:00 PM
3:00:00 PM
4:00:00 PM
5:00:00 PM

Benchmark of Quality: Implementation of PBIS.
Are we doing what we said we would do?



	PBS Team	Faculty Commitment	Discipline Procedures	Data Analysis	Expectations Developed	Reward Program	Lesson Plans	Implementation Plan	Classroom Plan	Evaluation
5/15/2012	100%	100%	100%	88%	100%	100%	89%	77%	93%	100%

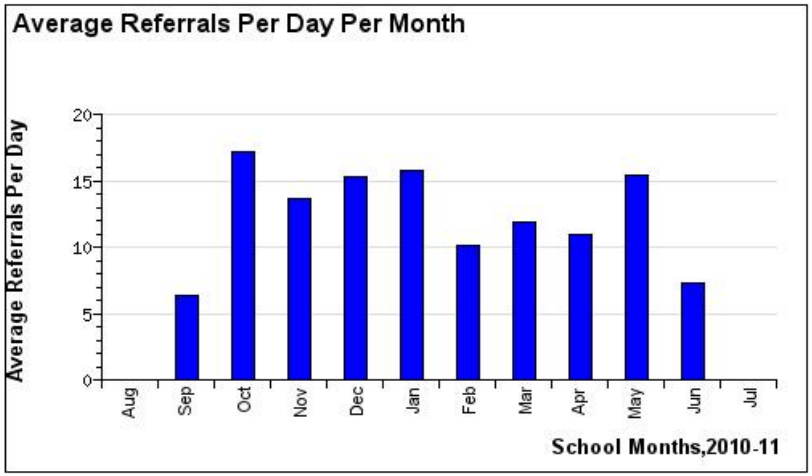


School Year	Date Completed	Total Score
200910	4/28/2010	83%
201011	5/18/2011	56%
201112	5/15/2012	94%

70% is good implementation

~Patti Parnell, EBIS Coach

2010-2011

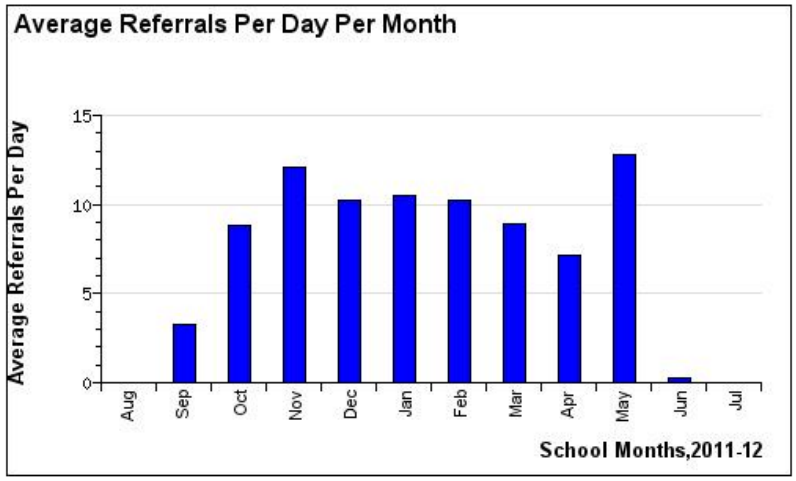


Days: 170 **Referrals:** 2140

Average Referrals Per Day Per Month

Year	Month	Days Count	Referral Count	Avg Referrals
2010	Aug	0	0	0.00
2010	Sep	17	109	6.41
2010	Oct	17	291	17.12
2010	Nov	16	219	13.69
2010	Dec	13	199	15.31
2011	Jan	20	316	15.80
2011	Feb	18	183	10.17
2011	Mar	17	203	11.94
2011	Apr	19	209	11.00
2011	May	21	323	15.38
2011	Jun	12	88	7.33
2011	Jul	0	0	0.00
Totals		**170**	**2140**	

2011-2012



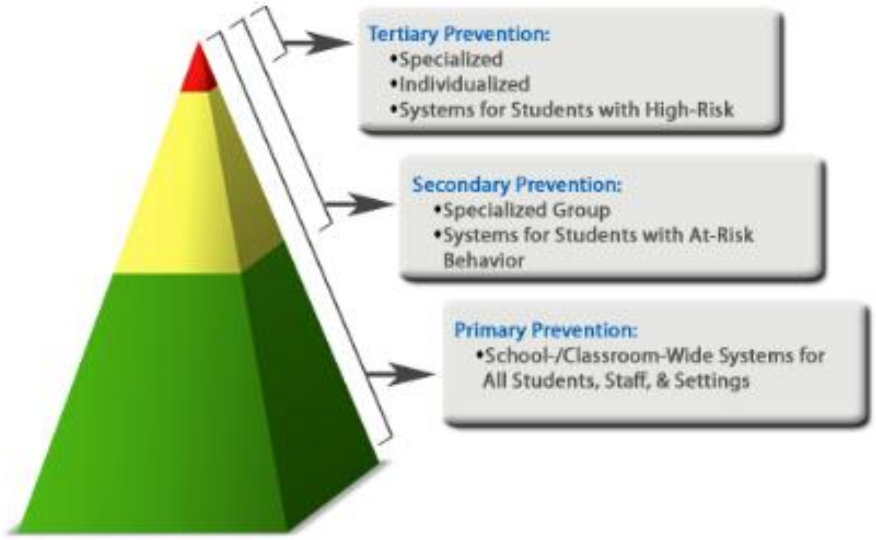
Days: 172 **Referrals:** 1510

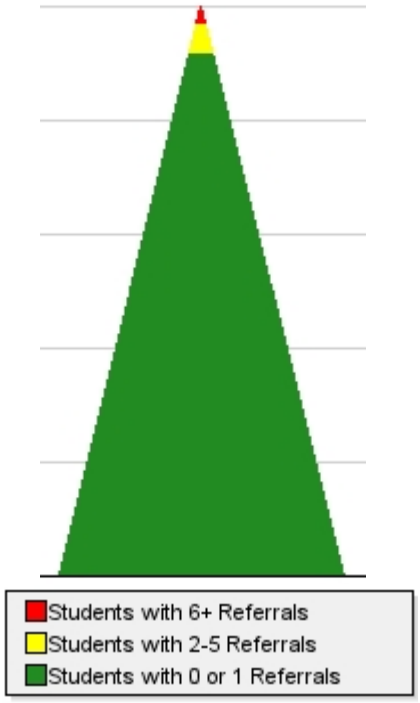
Average Referrals Per Day Per Month

Year	Month	Days Count	Referral Count	Avg Referrals
2011	Aug	0	0	0.00
2011	Sep	18	58	3.22
2011	Oct	17	150	8.82
2011	Nov	16	193	12.06
2011	Dec	12	123	10.25
2012	Jan	21	221	10.52
2012	Feb	19	194	10.21
2012	Mar	17	151	8.88
2012	Apr	19	136	7.16
2012	May	22	281	12.77
2012	Jun	11	3	0.27
2012	Jul	0	0	0.00
Totals		**172**	**1510**	

Average of minor and major referrals have been reduced significantly!

In a healthy school…





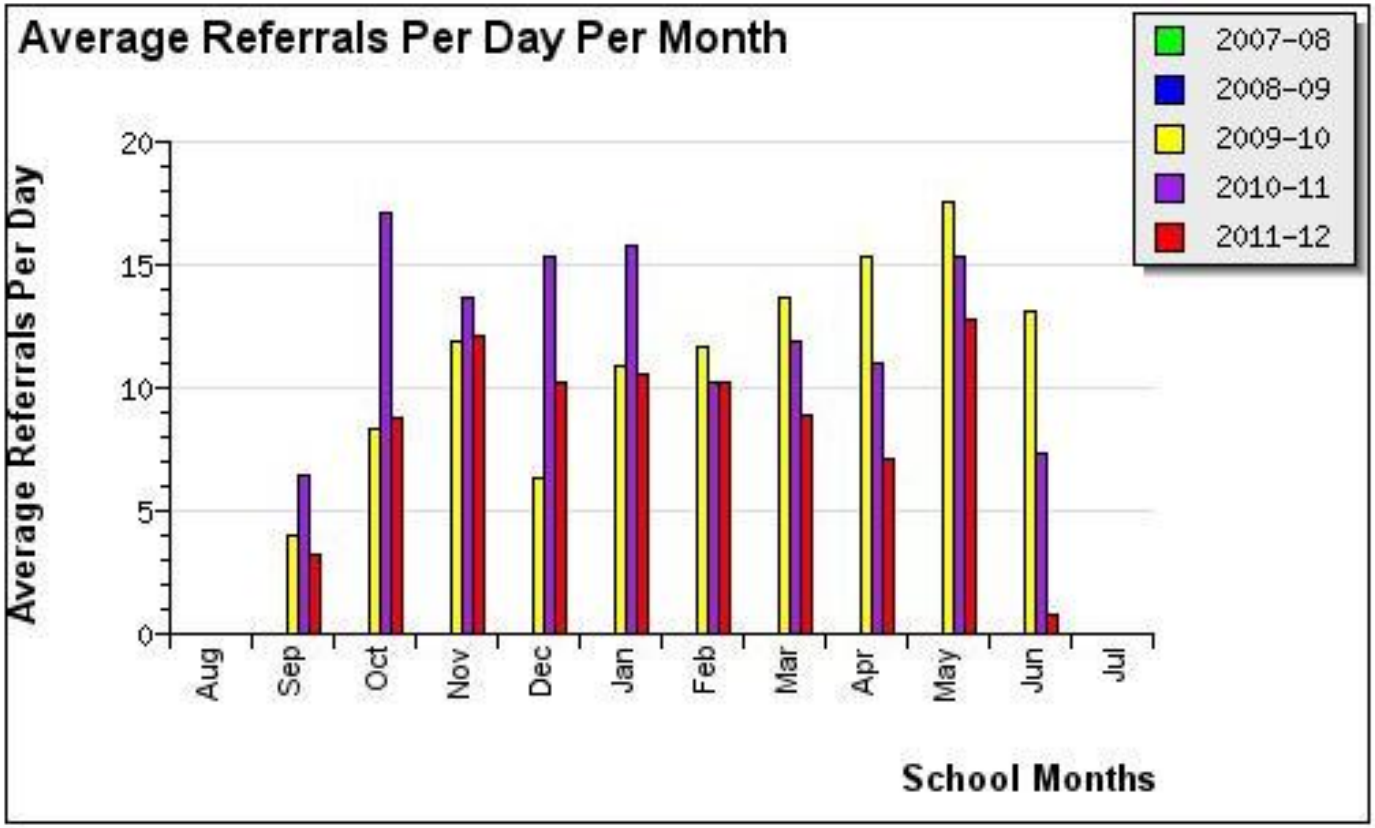
86%- **0** M-Referral

6%- **1** M-Referral

5%- **2-5** M-Referral

3%- **6+** M-Referral

Average referrals per month
3 year trend



On the Horizon -2012-2013

- Celebration!
- Monthly Staff Calibration on Major/Minor Referrals.
  - Scenarios and case studies
- Interventions for hot spots - *In-class interventions for disrespectful behavior*
  - Pride Advisory, Peace Makers, Verbal Judo, PBIS Activities that celebrate Pride in Self, Others, Environment, Fun Assemblies, re-teach behaviors, WEB
- CICO
- Continued supervisory training for all
  - Verbal Judo review and application

Corvallis High School: School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	Writing is an essential skill required for graduation. However, only about 70% of our junior students are passing the state writing test. Prior to state testing in 11th grade, we have, traditionally, been inconsistent in the administration of writing work samples, and, if samples were completed, the state scoring guide has only been applied sporadically. Students in grades 9-11 have not had enough repetitions in writing essays modeled after the state test and have not had enough papers scored by the state rubric. Additionally, training in using the scoring guide and in scoring calibration has not occurred in the recent past.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If English teachers are trained in using the scoring guide, if their scoring is calibrated, if they administer quarterly work samples that are scored as a department, and if they use their PLC time to analyze the data of these samples in order to inform their writing instruction and to give students specific feedback in relation to state benchmarks, we will be able to establish a baseline for student writing and track individual progress over the course of year, ultimately leading to a higher percentage of students meeting the essential skill in writing.
SMART Goal Statement # __1___	Increase the percentage of juniors passing the state writing test to 80%, with corresponding proportional gains across all subgroups. For grades 9-10, 100% of students will show growth in the scores of their work samples in all four of the scored traits.

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 "direction" in regards to how many writing work samples are required and insist that the data from these samples is analyzed in PLC meetings with the goal that it will inform instruction, and if I provide the time for training and scoring,	growth over time in each student's writing ability as measured by the state scoring guide. The number of students reaching the level of proficiency as determined by the state will also increase with these increased opportunities and increased exposure to the rubric.	English teachers. Matt Boring and Alicia Ward-Satey.	The opportunity to collaborate about best practices in writing instruction. (Halupa, etc.) Improved application of the state scoring guide. Improved use of data to drive instructional methods.	Walkthroughs, PLC reports, student writing data.

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

Get the English department on board. Insist on 100% participation in PLC meetings, in training, and in scoring days. Assistance in tracking the data and in making future placement decisions for struggling students.

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Corvallis High School: Professional Development Plan

Professional Development Goal:	Teachers will become trained in applying the state scoring guide, grading will become calibrated, quarterly work samples will be assessed by the entire department, and the resulting data will be used to inform instruction and monitor student growth over the course of the school year. Each student in grades 9-11 will complete four work samples in their English classrooms.
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	Teachers will have specific data on each student's writing in relation to the benchmark, and the entire department will be able to analyze the strengths and weaknesses of individual students, individual classes, entire grades, and the department in general. In addition, we will gain the knowledge of holes in our writing instruction. The first sample will provide a baseline, and subsequent samples will show growth or lack thereof.
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Teachers will be comfortable in applying the scoring guide, and confident that their assessment is consistent with their colleagues. Based on student data and PLC collaboration, teachers will share and employ effective writing strategies.
Research from professional development approach was formulated:	Writing is an essential skill required for graduation, and all the big shots recommend a PLC approach such as the one above as the primary way to raise student achievement. The body of research on PLC is too enormous to cite.

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 training for the English staff on the scoring guide, and provide time for calibrating scoring and assessing work samples,	teachers using the data to inform their instruction and tailoring it to the needs of their student writers. Additionally, I will see quarterly growth in student writing in relation to the benchmark.	Dena Minato, teacher, Matt Boring, principal	students, teachers, admin.	May 2013	$3600

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Corvallis High School: School Improvement Action Plan

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	Far too many students fail to achieve a level of proficiency (as measured by math credits earned and/or meeting the state OAKS benchmark) in the subject of math, especially in our targeted subgroups (SPED, ELL, Economically Disadvantaged, and Hispanic). The graduation rate of these groups is far too low, and with math becoming an essential skill required for graduation, we need to closely analyze the efficacy of our existing interventions and systematically work to establish courses and interventions that will allow more students to achieve proficiency in math and to graduate.
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	If we make data-driven decisions regarding math placement, employ research-based instructional practices that are most closely related to increases in mathematical proficiency, and create standards-based courses that provide the time and flexibility to meet the needs of diverse learners, then we will see more students pass the state rating test and we will increase the graduation rate of groups that have traditionally struggled to earn diplomas.
SMART Goal Statement # ___2__	Increase the percentage of students passing the OAKS math test to 85% overall, with proportional increases across the subgroups.

Leadership Implementation Strategies	**Results Indicators**	**Primary**	**Desired Benefits**	**Sources of Data to Monitor**
(insert your 1-3 measurable leadership strategies) ***IF** I….*	*(a measurable, percent, increase in student learning results)* ***THEN** I expect to see …*	**Leadership** *(Designate the teacher and leader responsible)*	*(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	*(Insert what student/adult data you will monitor)*

Analyze the grades of students for the past two years in Algebra IA/IB, Algebra I, Informal Geometry, and Algebra w/stats , . . .	that the majority of students are not adequately prepared to pass the math OAKS.	Matt Boring, Alicia Ward-Satey, Greta Brooks.	Greater understanding of the efficacy of these current classes. Improved awareness of the holes in our math instruction as it relates to the OAKS test.	Past grades and progress in current math classes. Course-taking patterns of students after they finish Algebra w/Stats. Counselor placement of students in classes, especially our Latino students.
provide teachers with release time to create standards-based, integrated second year and third years of math, . . .	that students will be better prepared for the OAKS test, and the scores for our struggling subgroups will improve.	Matt Boring, Eric Wright, Greta Brooks.	The creation of a more relevant course and the adoption of best practices will raise achievement.	OAKS results of students in these courses.
Provide the relevant data (grades, credits, and OAKS scores, . . .	the creation of a math intervention/test prep class to help ensure that next year's seniors meet the state OAKS benchmark.	Matt Boring, math department.	Greater understanding of the barriers to math proficiency. The opportunity to incorporate best practices for struggling students.	Grades and credits earned. Oaks scores. Growth 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.)*				

Timely data; informed student course selections; standardized grading practices; multiple CFAs.

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Corvallis High School: Professional Development Plan

Professional Development Goal:	Create a pathway in the subject of math that will enable at-risk students to earn three years of math credit and meet the state's essential skill requirement.
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	We will have an accurate view of the math needs of individual students as they relate to the state proficiency requirements.
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	Differentiated instruction, timely interventions, and course curriculums that reflect state requirements. After hearing from professionals from other districts and from the OSU math department, CHS math teachers will have a clearer view of how to teach to the CCSS and to anticipate the movement to the Smarter Balanced test.
Research from professional development approach was formulated:	Various sources, including the experiences of neighboring districts.

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 teachers with the disaggregated data of our Alg IA/IB students, give them adequate time to analyze this data and create a more directed path toward proficiency, . . .	an increase in the number of students meeting the math essential skill, an increase in the graduation rate of our subgroups, and a decrease in the number of students leaving CHS for College Hill.	Greta Brooks and the rest of the math department.	Families, CHS staff, D.O., school board.	June, 2013.	$3600

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Graduation Rate

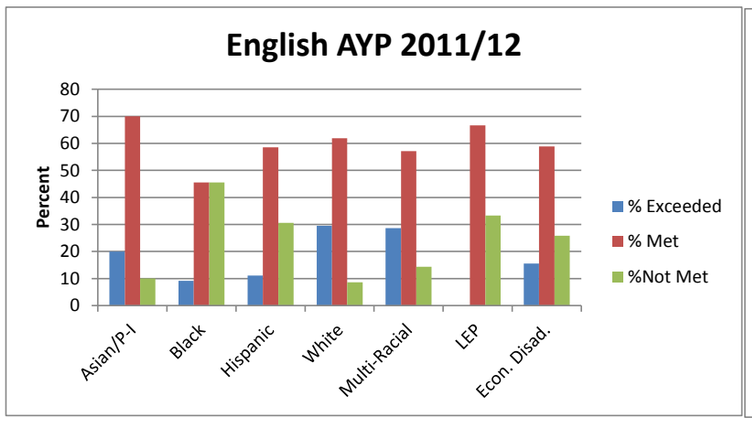
- Four-Year Cohort 2007-08 to 2010-11

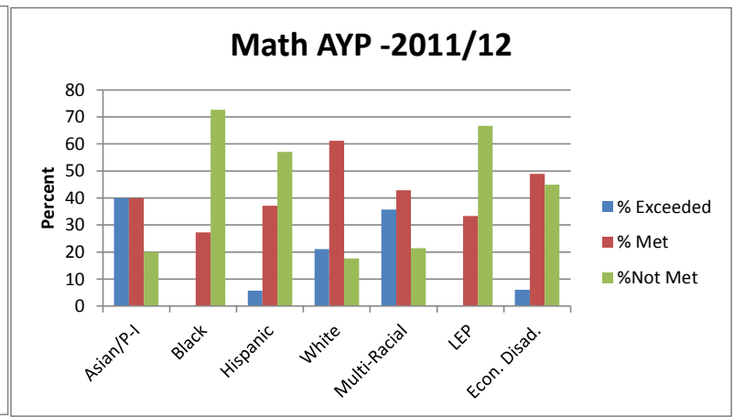
- White: 72.5%
- Hispanic: 51.45 (-10.6%)
- Economically Disadvantaged: 51.5%
- Students with Disabilities: 51.5%
- Limited English Proficient: 53.6%

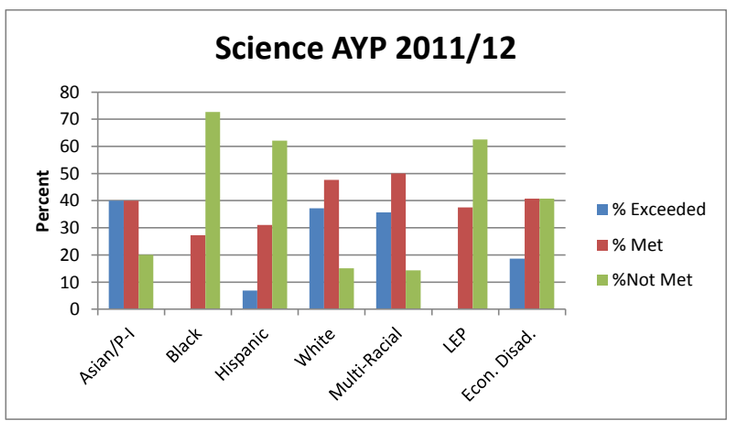
Students Meeting Math Benchmark 2010-12

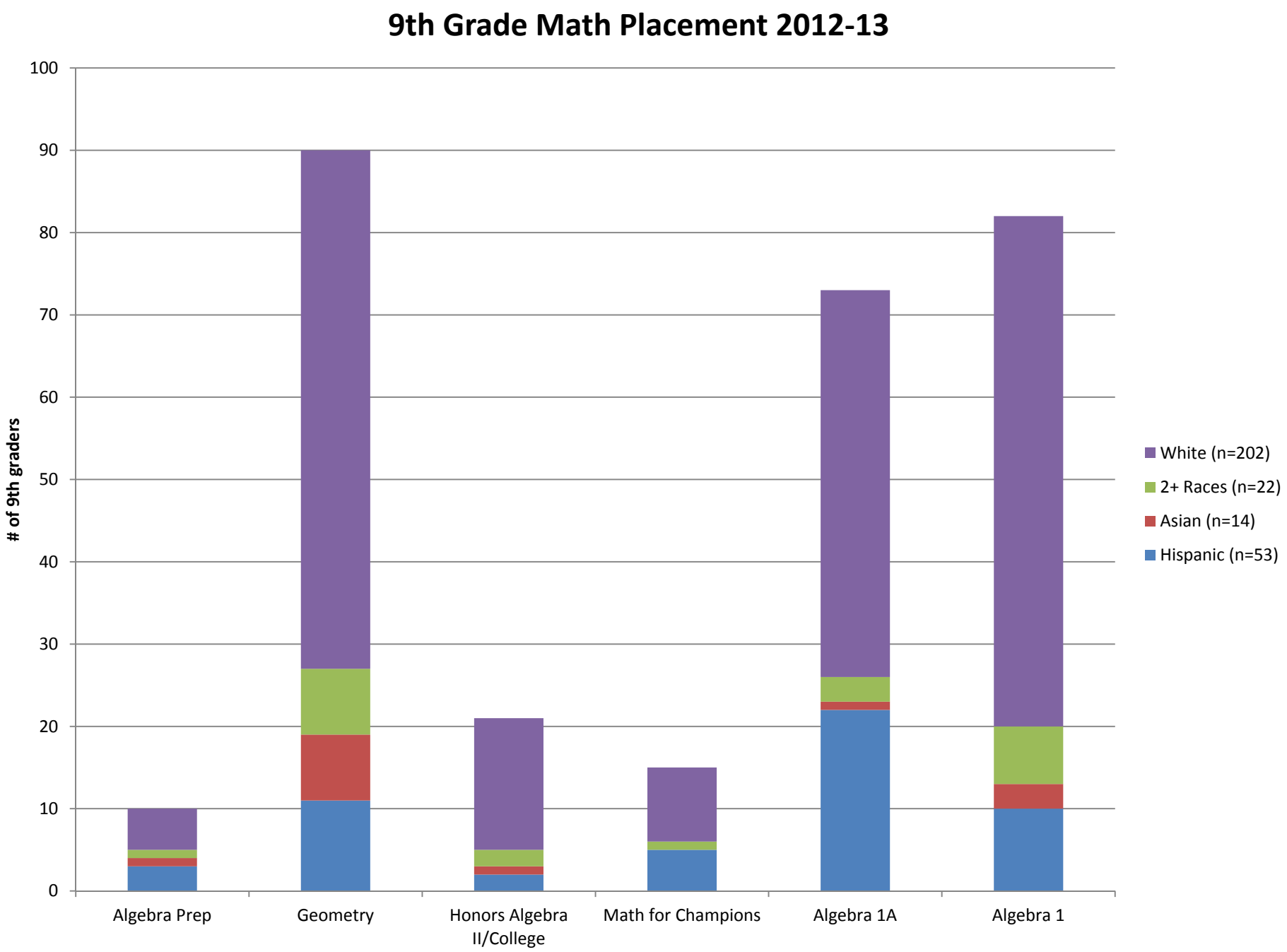
- White: 84.3%
- Hispanic: 43.8%
- Economically Disadvantaged: 58.62%
- Students with Disabilities: 34.09%
- Limited English Proficient: 40.00%

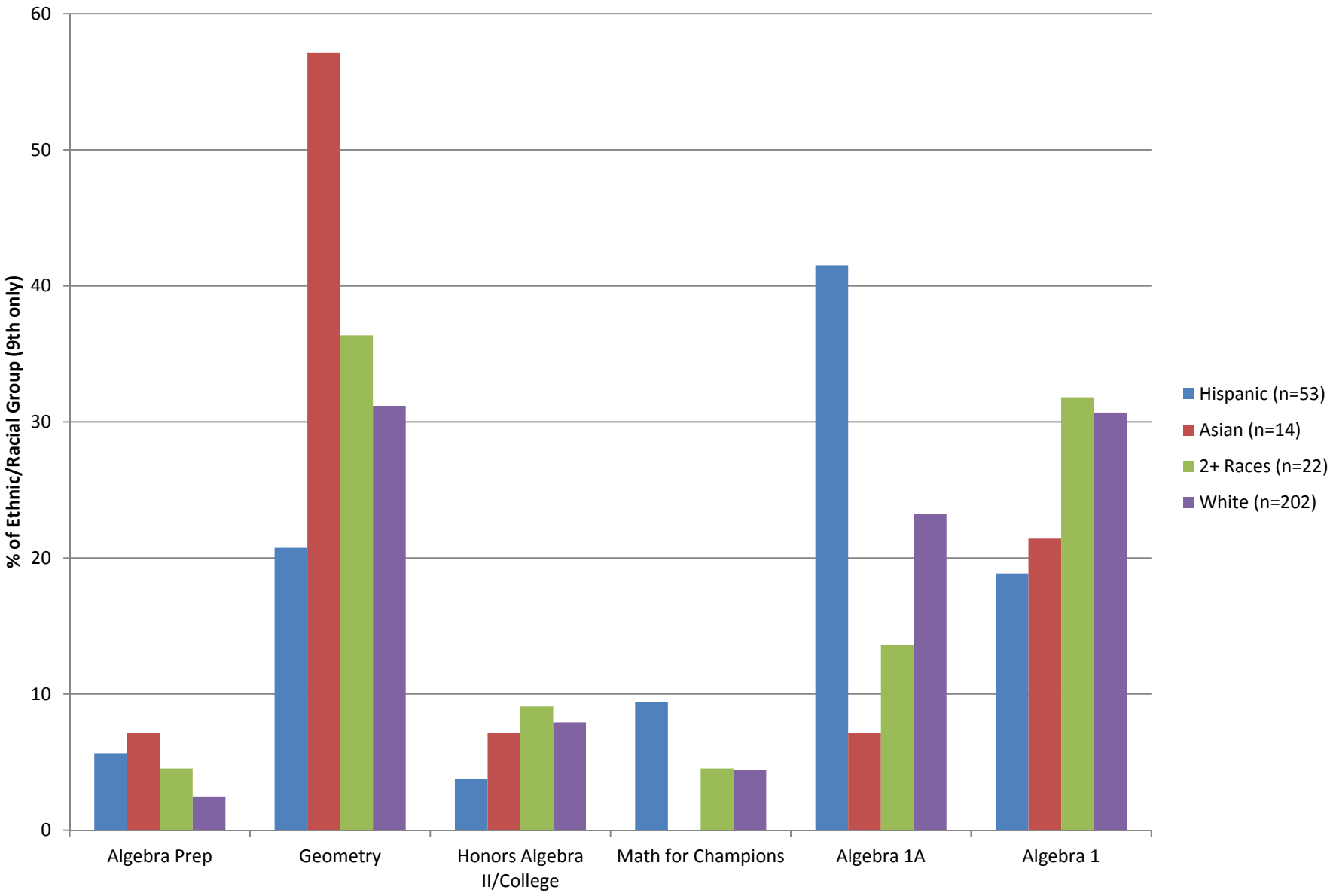
Race	English % Exceeded	English % Met	English %Not Met	Math % Exceede	Math % Met	Math %Not Met	Science % Exceede	Science % Met	Science %Not Met
Asian/P-I	20	70	10	40	40	20	40	40	20
Black	9.1	45.5	45.5	0	27.3	72.7	0	27.3	72.7
Hispanic	11.1	58.5	30.6	5.7	37.1	57.1	6.9	31	62.1
White	29.5	61.9	8.6	21.1	61.2	17.7	37.2	47.7	15.1
Multi-Racial	28.6	57.1	14.3	35.7	42.9	21.4	35.7	50	14.3
LEP	0	66.7	33.3	0	33.3	66.7	0	37.5	62.5
Econ. Disad.	15.5	58.8	25.8	6.1	49	44.9	18.6	40.7	40.7








9th Grade Math Placement 2012-13
# of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Algebra Prep
Geometry
Honors Algebra II/College
Math for Champions
Algebra 1A
Algebra 1
White (n=202)
2+ Races (n=22)
Asian (n=14)
Hispanic (n=53)

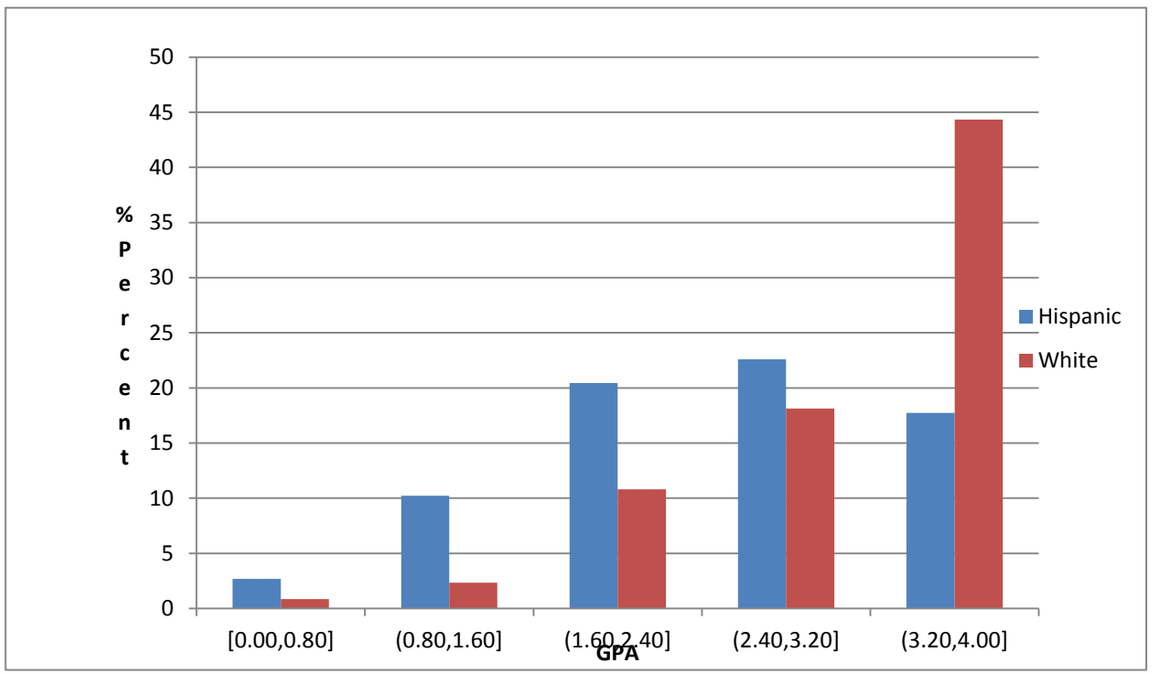

9th Grade Math Placement 2012-13
% of Ethnic/Racial Group (9th only)
60
50
40
30
20
10
0
Algebra Prep
Geometry
Honors Algebra II/College
Math for Champions
Algebra 1A
Algebra 1
Hispanic (n=53)
Asian (n=14)
2+ Races (n=22)
White (n=202)

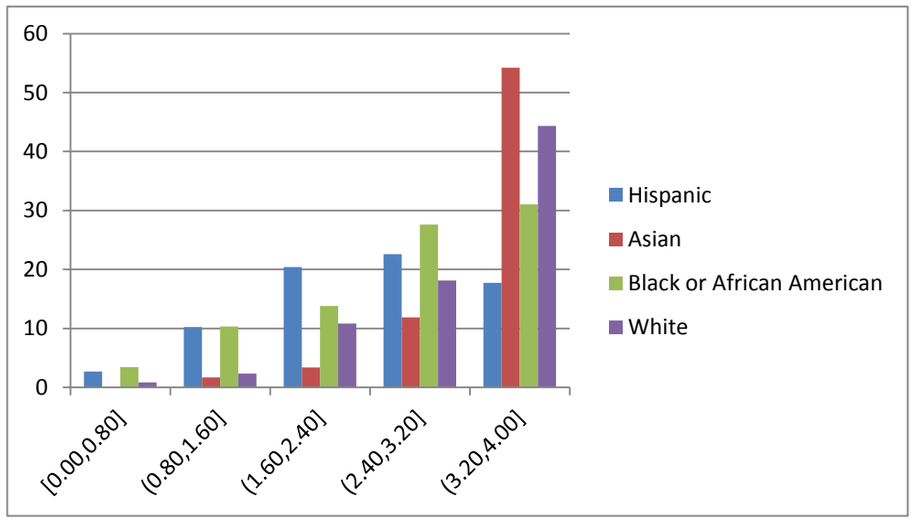
CHS Students (10-12 grade) by Cummulative GPA

	Hispanic	Asian	Black or African American	White	Two or More Races
[0.00,0.80]	5		1	8	1
(0.80,1.60]	19	1	3	22	1
(1.60,2.40]	38	2	4	102	8
(2.40,3.20]	42	7	8	171	20
(3.20,4.00]	33	32	9	418	29
All	186	59	29	943	80

% of CHS Students (10-12) by Cummulative GPA

	Hispanic	Asian	Black or A	White	Two or More Races
[0.00,0.80]	2.688172	0	3.448276	0.848356	1.25
(0.80,1.60]	10.21505	1.694915	10.34483	2.33298	1.25
(1.60,2.40]	20.43011	3.389831	13.7931	10.81654	10
(2.40,3.20]	22.58065	11.86441	27.58621	18.13362	25
(3.20,4.00]	17.74194	54.23729	31.03448	44.32662	36.25
All	100	100	100	100	100





2012-13 Crescent Valley High School Improvement Action Plan
Writing Across the Curriculum

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*Oregon Assessment of Knowledge/Skills data report that twenty-two percent of our students did not meet proficiency standards on the state writing test. State graduation requirements for the class of 2013 include the Essential Skill of writing. In order to assist students in becoming proficient writers, we need to increase the number of opportunities students have to complete writing assignments using the state scoring guide and writing rubric.*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we use the ODE K-12 Writing Common Core Instruction Framework School Self-Assessment to develop a school-wide strategy to address writing instruction across disciplines, then teacher and student support and comfort with the use of the writing rubric to score writing assignments across disciplines, will improve student proficiency in writing. The use of the state writing rubric for writing assignments in the areas of science, social studies, health and PE, will increase the likelihood that students will become more proficient writers.*
SMART Goal Statement # _____	*In the 2012-13 school year, science, social studies and health teachers will use the state writing rubric to teach the essentials of writing and to score at least one writing assignment per semester, in ninth and tenth grade classes. This goal will provide consistency in writing essentials and expectations across disciplines, enabling students to improve their scores, using the writing rubric, over the course of the year.* *The overarching three-year goal, is that the over 95% of the current freshmen students will demonstrate proficiency in the Writing Essential Skill by their junior year, 2014-15.*

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)*
The English and science departments will collaborate during scheduled PLC time to develop a system of support for use of the writing scoring guide within the content of science.	*Students will become more proficient with the elements of writing as described on the scoring guide, becoming more proficient writers. I expect to see an increase in the number of students who score at the proficient level of writing by the end of the school year.*	*Teachers in the English department with primary leadership from Marin Langner and April Turple, along with the science department teachers.*	*Improved teacher comfort with the use of the writing rubric in content areas other than English* *Increased teacher collaboration across content area disciplines.*	***We will monitor the frequency with which the writing rubric is used to score assignments in social studies, science, health and PE.*** ***Scores on the state writing assessment.***
English teachers will train other departmental staff in the essentials of the state writing rubric, providing opportunities to calibrate in scoring writing assignments using this rubric.	*Staff will develop confidence in using the scoring guides to score student work.*	*Content area teachers*	*Increased use of the scoring guide across disciplines*	***Frequency of classroom writing assignments scored with the writing rubric.***
The Writing Center volunteers will become familiar with the assignments given in	*They will become more proficient writers in all content disciplines.*	*Writing Center volunteers and*	*More students will demonstrate*	***Classroom writing assignments***

science, allowing them to better support students with the editing and revision part of the writing process.		*science teachers*	*proficiency in content area writing assignments.*	***Increased teacher collaboration between departments.***
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.)*				
Teachers will need support and training in the use of the writing rubric and in calibration of the scoring of writing assignments.				

Crescent Valley High School Professional Development Plan

Professional Development Goal:	*All science, social studies, health and physical education teachers will be trained to use the state writing rubric and will score one writing assignment per semester in ninth and tenth grade classes, using this rubric.*
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Staff will have a deeper understanding of the state writing standards and be able to apply them to writing assignments within their disciplines.*
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Application of writing essentials across disciplines, to include key implementation strategies from the ODE K-12 Literacy Framework.*
Research from professional development approach was formulated:	*The K-12 Literacy Framework provides the research based strategies and implementation guidelines to make a positive influence on student proficiency in writing. The school self-assessment is a good place to start in creating a strategic plan to implement writing strategies.*

Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *(Stakeholders)*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*
If we use the ODE K-12 Writing Common Core Instruction Framework School Self-Assessment to evaluate our school needs with regard to writing instruction	*We will develop an action plan based on sound research pedagogy and effective instructional strategies*	*School site council and school staff.*	*School staff and students.*	*To be completed by February 1st, 2013*	*ODE Framework, department liaisons as representative of school staff.*
*School staff create formative assessments in the area of writing, scored using the writing rubric**;** students will be provided targeted feedback about their writing proficiency.*	*The number of students who demonstrate proficiency in writing, based on the state writing scoring guide, will increase.*	*Administration and school staff*	*School staff and students*	*June 15, 2013*	*Teacher teams within PLC time and State Writing Rubric.*
Designated English teacher works as literacy coach to support content area teachers in writing …	*Teachers will be better prepared to use the writing rubric as an instructional tool for writing essentials within health, social studies and science classes.*	*Building administrator and English teacher-leader, Marin Langner*	*All CV students and science, health and social studies teachers.*	*Ongoing throughout the year.*	*Teacher-leader, as requested by content area teachers.*

2012-13 Crescent Valley High School Improvement Action Plan
On Track to Graduate Goal

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	*The Oregon NCLB Waiver has caused schools across Oregon to look at school improvement in new ways. The Achievement Compact suggests that high schools should have targeted goals to monitor and improve a student's progress toward being on track to graduate, as measured by the end of the freshman year. The indicators for on track to graduate include the following:* • *Having completed six high school credits* • *Having completed Algebra* • *Having good attendance- 92% is the target.* *In analyzing this data based on last year's freshmen, we found the following to be true:* • *87% completed Algebra* • *5% completed half of the Algebra curriculum* • *85% earned six credits* • *Attendance for those students who did not earn six credits ranged from 42%-99%*
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	*If we monitor student achievement in completing Algebra and in earning six credits throughout the school year, applying a system of interventions to support students in accomplishing these success indicators, then we will see a larger percentage of students who are on track to graduate at the end of the freshman year. Crescent Valley High School already has a host of interventions to be applied; however face to face meetings with the student and parents have not yet been implemented.*
SMART Goal Statement # _____	*In the 2012-13 school year, we will meet face to face with all students and parents in danger of not meeting this target, based on quarterly monitoring. A plan for providing extra support will be created in this meeting, with a goal of improving to at least 90% of our ninth grade student toward being on track to graduate, as measured by the end of the freshman 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)*
Track students who fall below the target for on track to graduate (Algebra and completion of six credits), providing targeted interventions based on the data.	*Students will become more accountable, earlier in the school year, to achieve the criteria for on track to graduate.*	*Administrators, counselors and Behavior Specialist.*	*Increased number of students who are on track to graduate.*	*Achievement in Algebra* *Student Grades in Pinnacle* *Individual student attendance.*
The behavior specialist or administrator will meet with students, whose attendance is below 85%, providing strategies and support for improvement. *The truancy officer will meet with students whose attendance drops below 50%.*	*Students will be held more accountable for attendance and rates of attendance should improve.*	*Behavior Specialist, Administrators and Truancy Officer*	*Increased rate of attendance which leads to a greater likelihood that students will earn credits and pass Algebra.*	*Attendance and grades through Pinnacle*
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.)*				
The data analysis must be scheduled into the calendar, with subsequent time scheduled for parent/student conferences. Parent Outreach				

time can be revised so that more meaningful conferences can occur with students and families.

Crescent Valley High School Professional Development Plan

Professional Development Goal:	*All staff will be trained on the system of interventions currently in place at Crescent Valley High School, allowing an opportunity for staff to provide feedback and ideas that contribute to the goal. In addition, staff will attend the Marcia Tate workshop on October 12, 2012, focusing on instructional strategies that increase student engagement.*				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	*Staff will have a greater understanding of the systems of interventions available, implementing them with students as appropriate. One such intervention is the credit recovery days, where students attend school on non-instructional days, in order to get caught up on school work.*				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	*Staff will become more skilled in referring students to the appropriate intervention in a timely way.*				
Research from professional development approach was formulated:	*Research indicates that when students are held to established standards for achievement, they will rise to meet the challenge and expectations. The systems of intervention implemented must be based on support for student success, implemented through a caring and respectful tone. Systems that are purely punitive will not work, just as systems that invite students to participate are ineffective The interventions must be timely, mandatory and build upon student successes.*				
Professional Development Implementation Strategies	**Results Indicators** *(a measurable, percent, increase in adult/student*	**Primary Leadership** *(Designate the teacher and leader*	**Intended Audience** *(Stakeholders*	**Timeline** *(Include completion*	**Resources** *(people, materials,*

***IF** I….*	*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 …*	*responsible)*	*)*	*date)*	*time)*
Provide pertinent information to staff regarding student achievement in on track to graduate criteria and intervention implementation.	*Staff will help support the intervention plan with students in their classes, and students have a greater likelihood of improvement in these areas.*	*Administration, School Behavior Specialist...*	*School staff and students.*	*Data reports completed quarterly, in November, February, April and June.* *Final analysis completed in June 2013*	*Pinnacle, Algebra teachers and release time for staff.*
Provide students and parents with an opportunity to conference with school staff to support students with interventions that will improve on track to graduate criteria.	*Students will be held more accountable to these achievement criteria, improving the percentage of students who meet the on track to graduate criteria.*	*Administration and school staff*	*School staff and students*	*June 15, 2013*	*Time and organization.*

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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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