



**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<br>5:45 PM | Regular      | District Office Board Room,<br>1555 SW 35th Street,<br>Corvallis, OR 97333 | See attached. |

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

**If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel:** <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>  
**A recording of the meeting will also be posted to that channel.**

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

**For more information, please contact Kim Nelson at 541-757-5841 or at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

## SCHOOL DISTRICT

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

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School-wide Problem-of-Practice:</b> | <p>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:</p> <ul style="list-style-type: none"><li>■ 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).</li><li>■ 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).</li><li>■ 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 9<sup>th</sup> 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.</li></ul> <p>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.</p> <p>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</p> |
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|                            | <p>Interventions plan initiated in 2010-2011 (attached).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <b>Theories-of-Action:</b> | <p>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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <p>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.</p> <p>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.</p> <p>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.</p> |                                                                                                                 |                                                                                                                                                                                                                             |                                                                               |                                                                     |
| <b>SMART Goal Statement # 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                 | <i>By June of 2016 increase the percent of 8<sup>th</sup> grade students prepared for grade-level math and language arts to 95% as indicated by OAKS and 100% as indicated by course placement in 9<sup>th</sup> grade.</i> |                                                                               |                                                                     |
| <b>SMART Goal Statement # 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                 | <i>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.</i>                                                                |                                                                               |                                                                     |
| <b>Leadership Implementation Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Results Indicators</b>                                                                                       | <b>Primary Leadership</b>                                                                                                                                                                                                   | <b>Desired Benefits</b>                                                       | <b>Sources of Data to Monitor</b>                                   |
| <i>IF I....</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>THEN I expect to see ...</i>                                                                                 |                                                                                                                                                                                                                             |                                                                               |                                                                     |
| ...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 Smith et al:</u> | ■ 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 9 <sup>th</sup> grade in math and Language Arts. |  | <p><i>BEC, 2012.</i></p> <ul style="list-style-type: none"> <li>■ All students are prepared for 9<sup>th</sup> grade standards by the end of their 8<sup>th</sup> grade year.</li> </ul> | <p>for the 31 descriptors of best PBTL teacher practices as described in <a href="#">It's About Time</a></p> <ul style="list-style-type: none"> <li>■ 8<sup>th</sup> grade OAKS in reading and math.</li> <li>■ 9<sup>th</sup> grade class placement.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 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.

2012-2013 Foci: 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 joint 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.

2013-2014 Foci: 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.

2014-2015 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.

|                                                                  |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foundational<br>Tenants                                          | Tier II interventions in reading, writing, and math will positively 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.                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
| 2011-20122012-20132013-2014                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
| Focus for<br>This Year's<br>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<br>See on Day<br>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/<br>Guiding<br>Questions<br>(in no<br>particular<br>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)

## ACADEMICS

*Our students learn  
the Oregon  
Standards when  
they're supposed to.*

OAKS % MET OR  
EXCEEDS

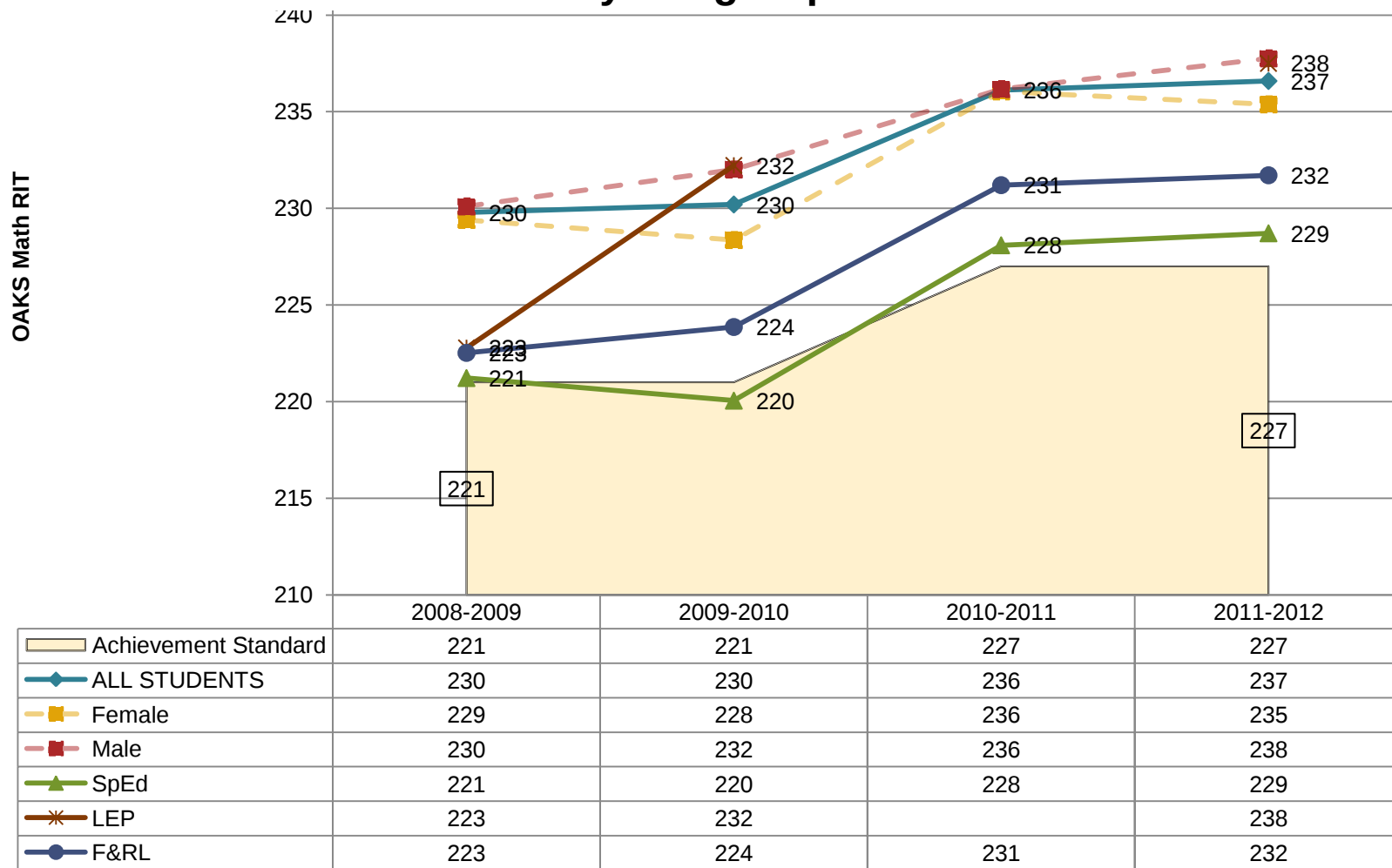
# Thank You

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

# Proof -- 6<sup>th</sup> Grade Math

## OAKS

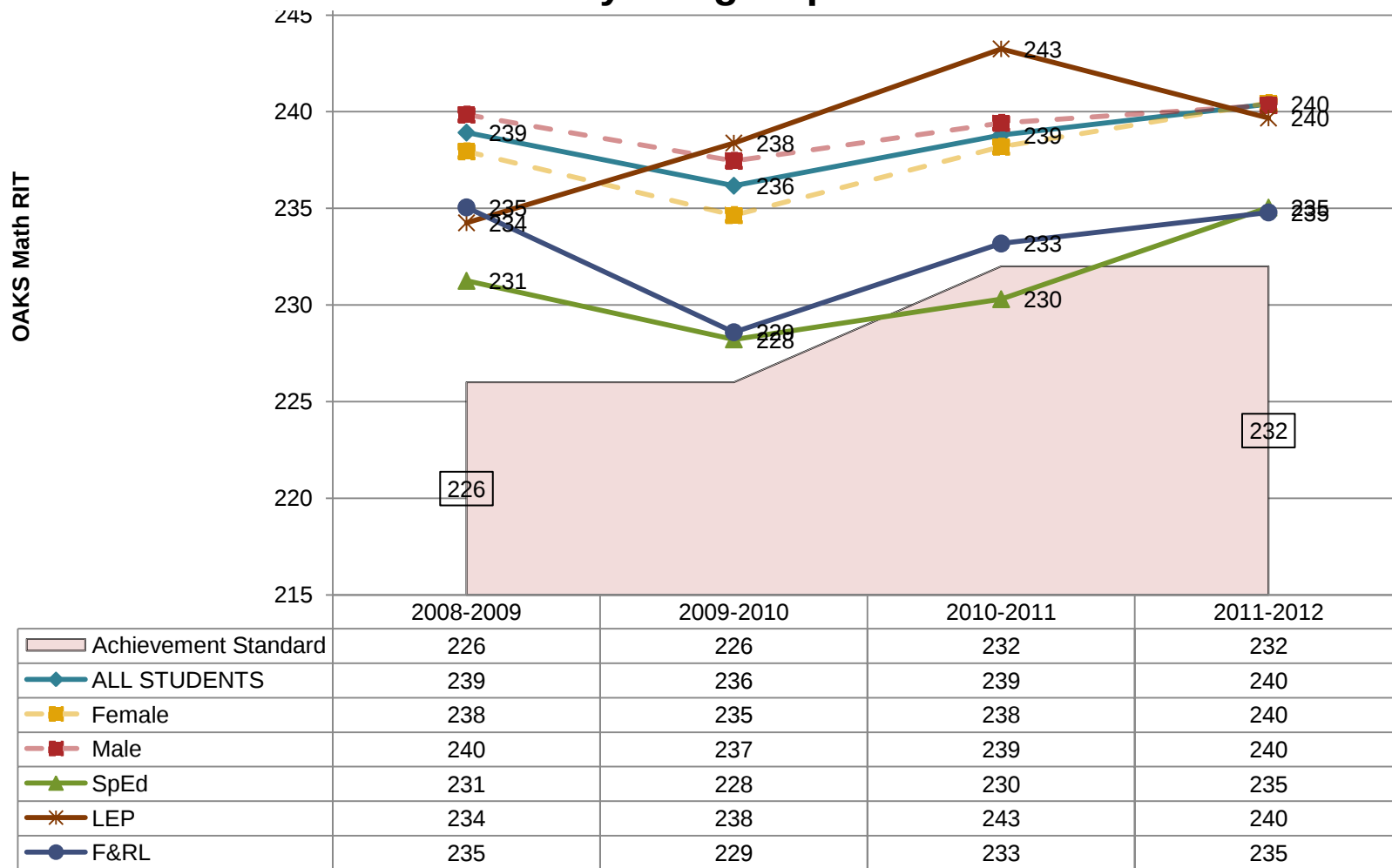
### Cheldelin - Grade 6 Math Performance - Mean Scores by Subgroup



# Proof -- 7<sup>th</sup> Grade Math

## OAKS

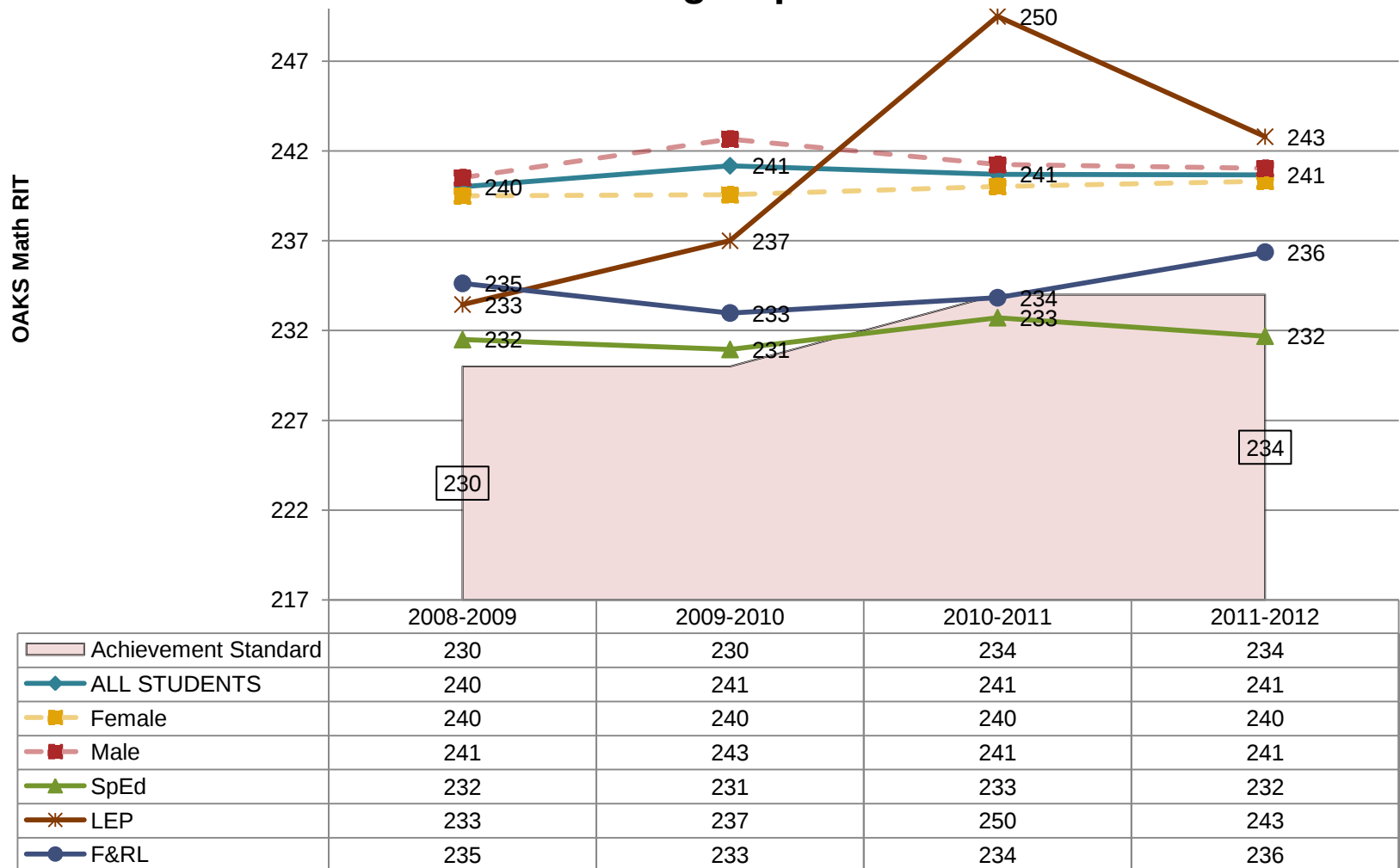
**Cheldelin - Grade 7 Math Performance - Mean Scores by Subgroup**



# Proof -- 8<sup>th</sup> Grade Math

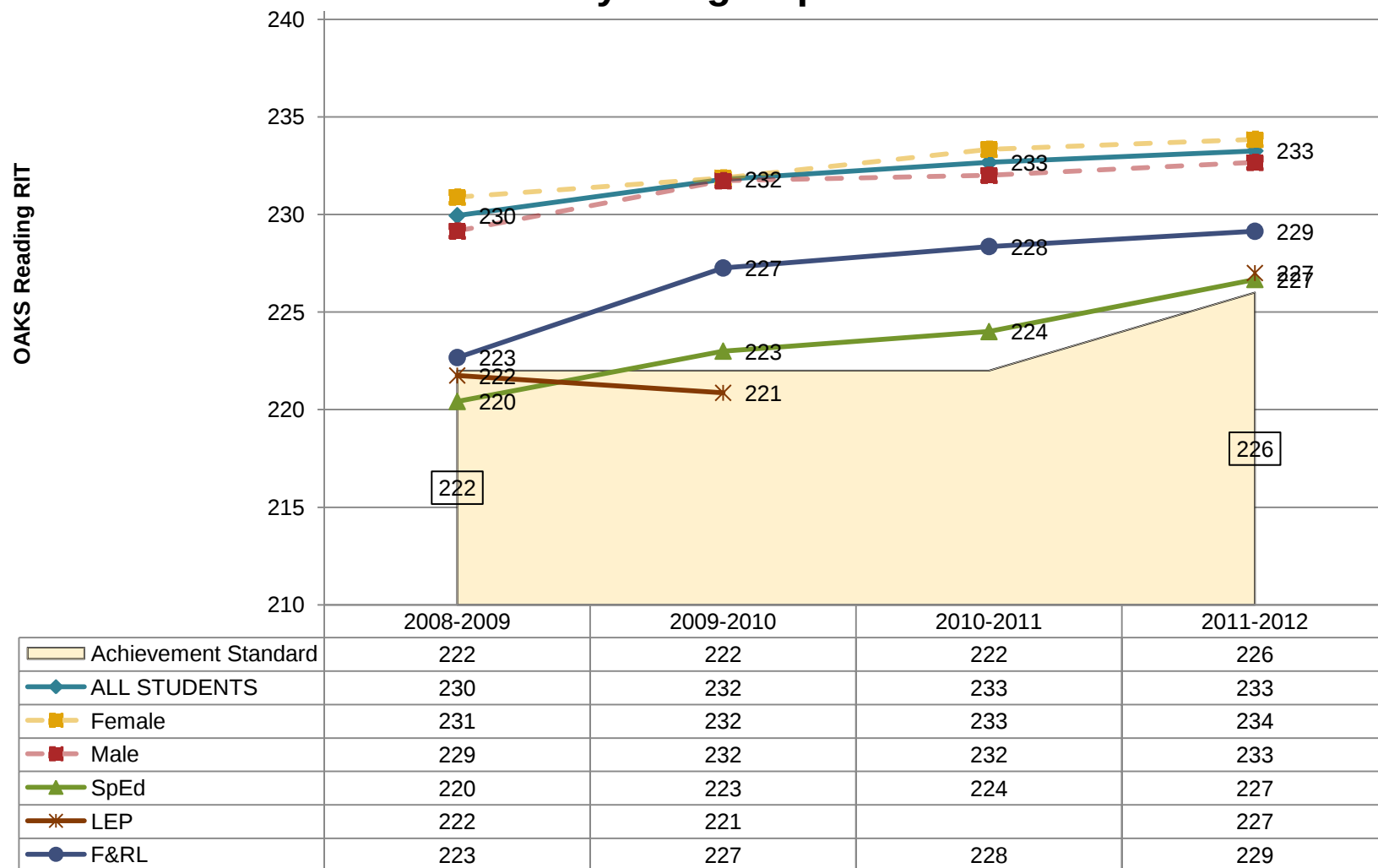
## OAKS

### Cheldelin - Grade 8 Math Performance - Mean Scores by Subgroup



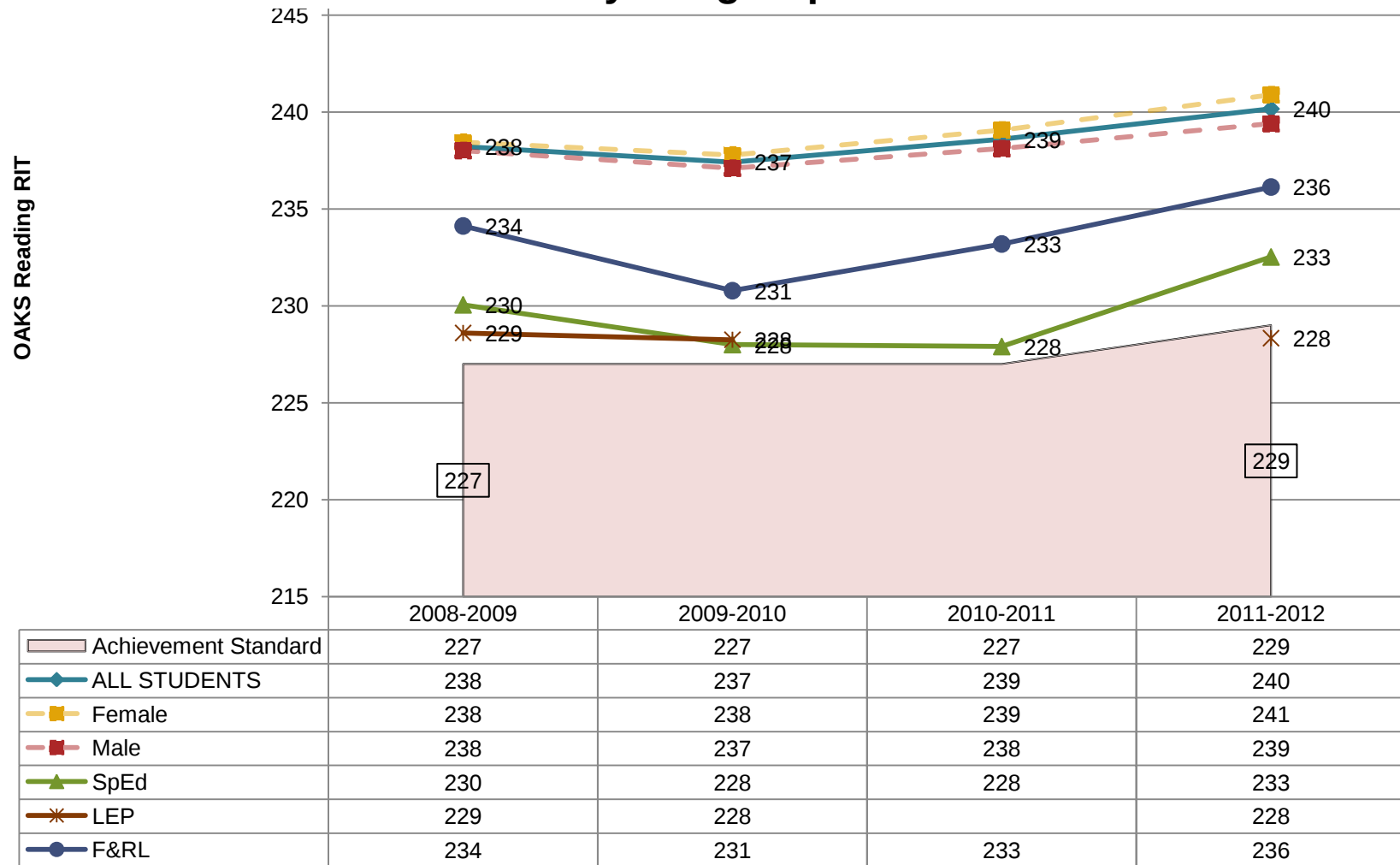
# Proof -- 6<sup>th</sup> Grade Reading OAKS

**Cheldelin - Grade 6 Reading Performance - Mean Scores  
by Subgroup**



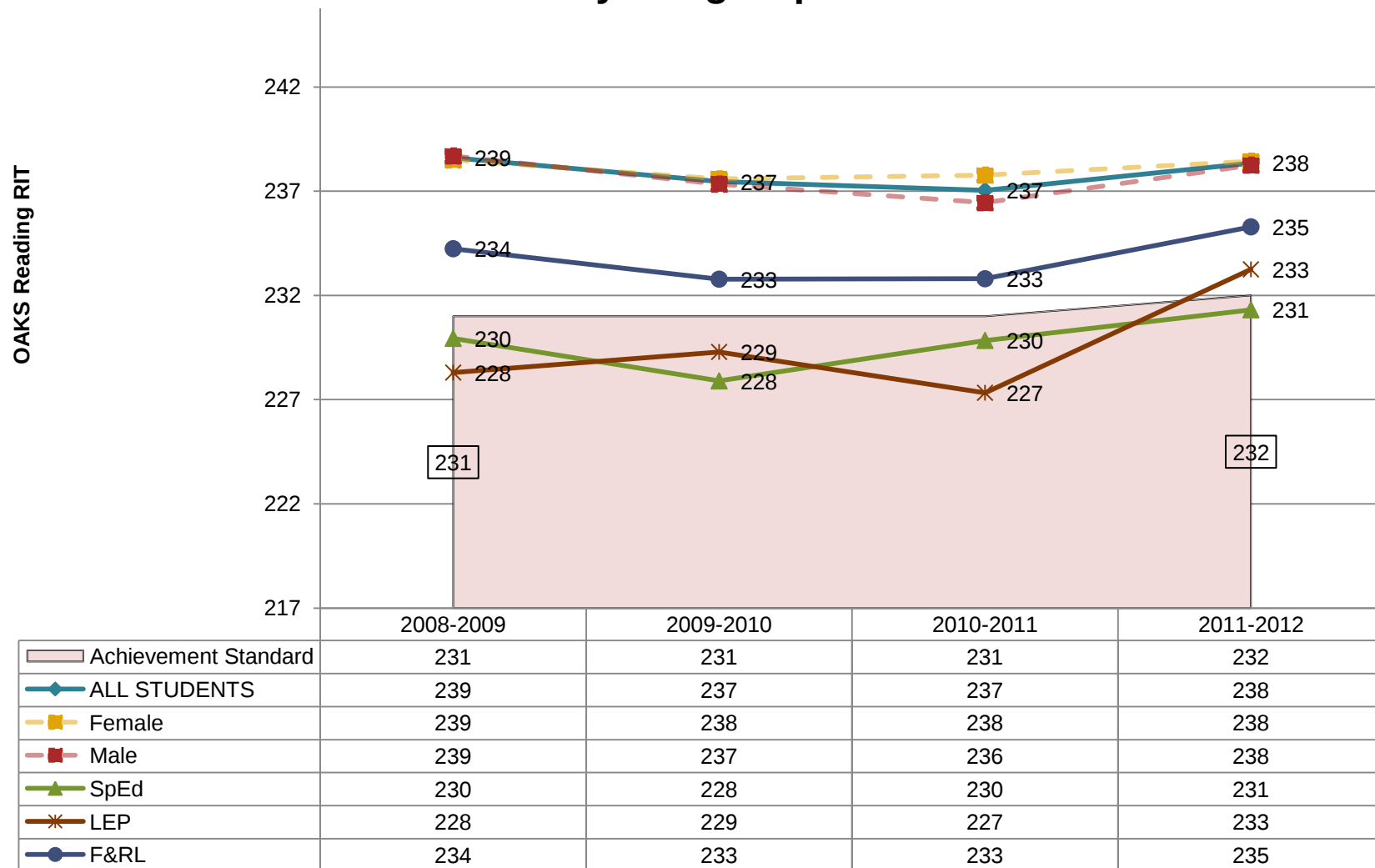
# Proof -- 7<sup>th</sup> Grade Reading OAKS

**Cheldelin - Grade 7 Reading Performance - Mean Scores  
by Subgroup**



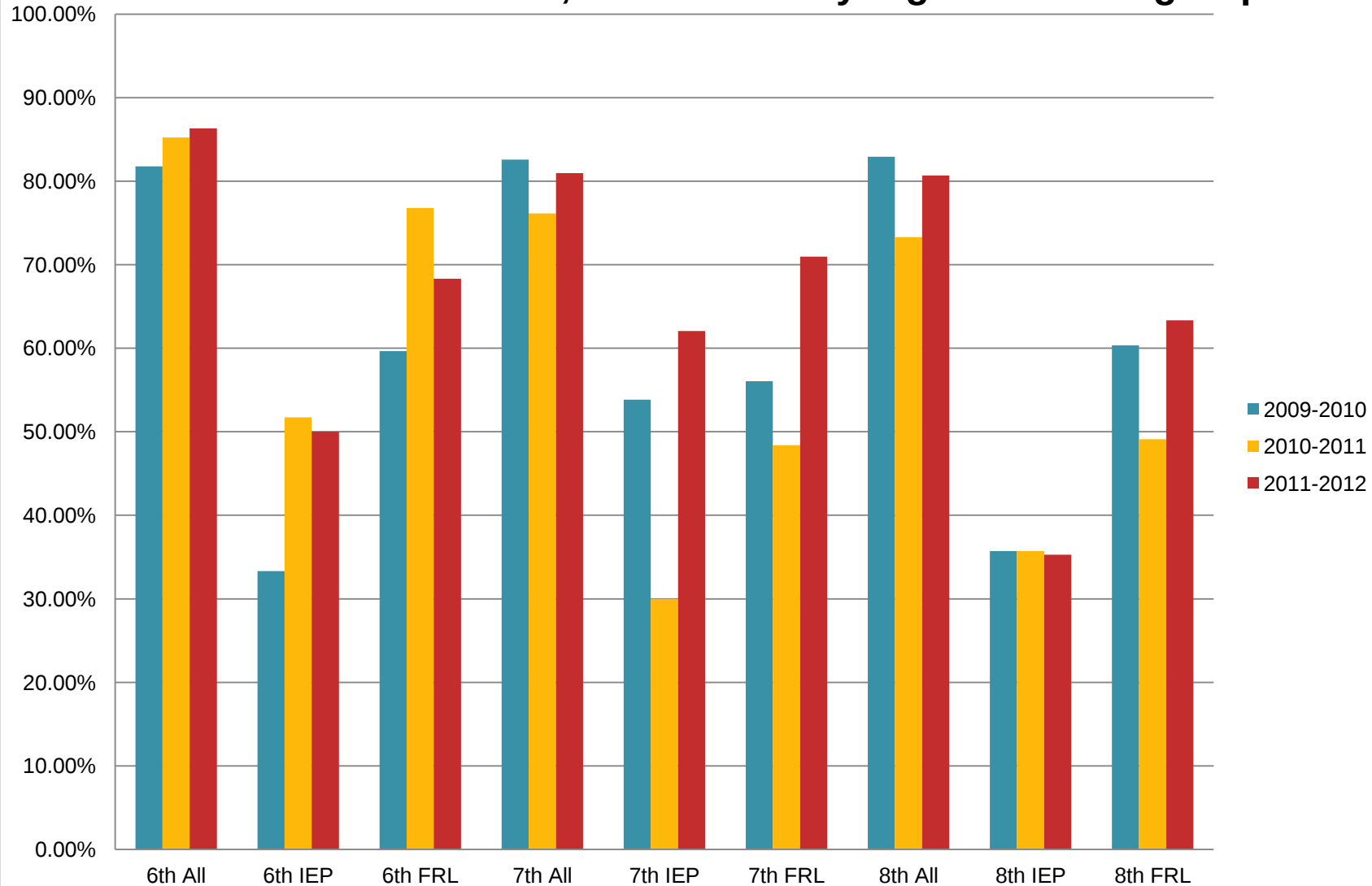
# Proof -- 8<sup>th</sup> Grade Reading OAKS

## Cheldelin - Grade 8 Reading Performance - Mean Scores by Subgroup



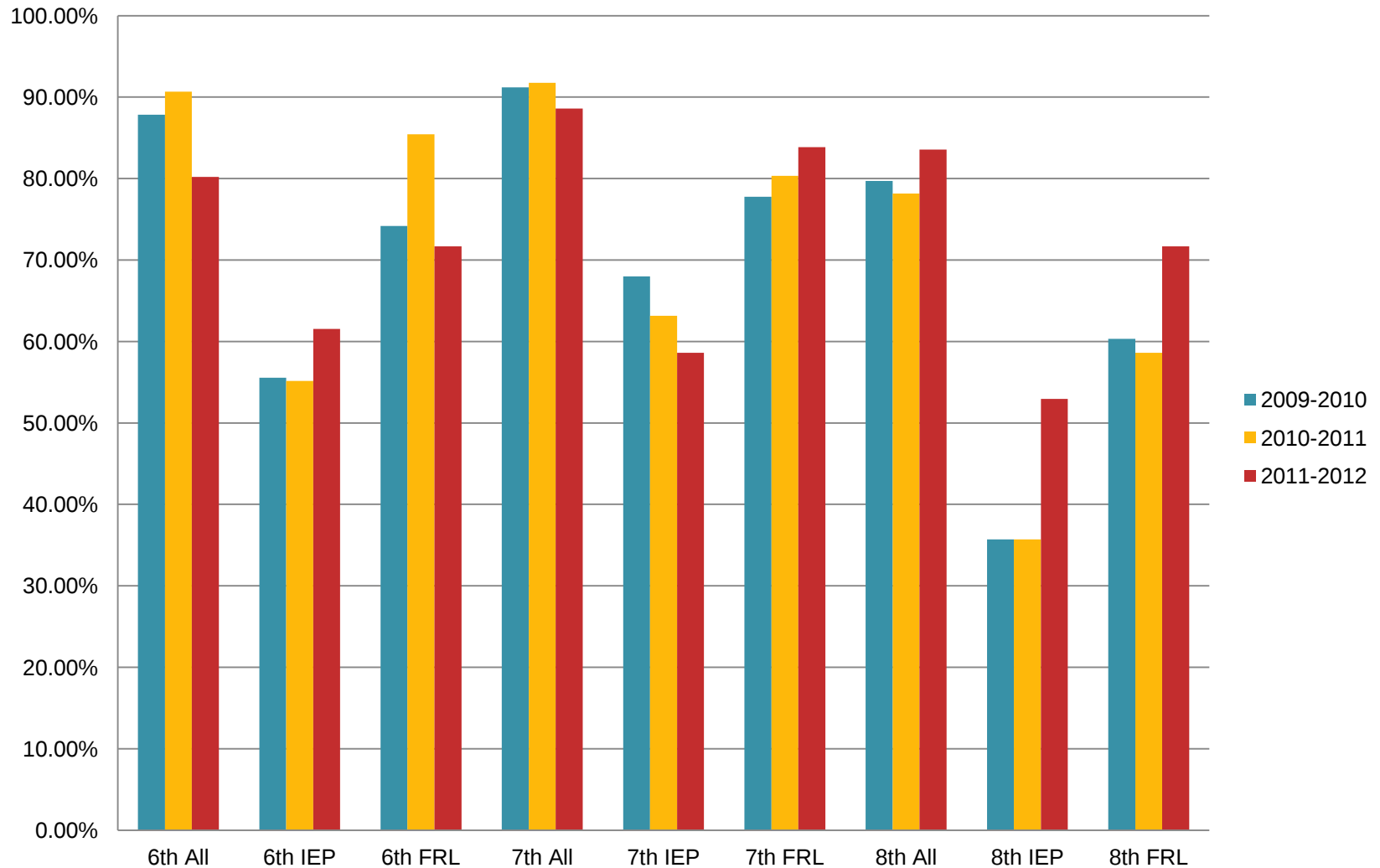
# Proof-ish

**CMS Exceed or Met, Math OAKS By Significant Subgroups**



# Proof-ish

## CMS Exceed or Met, Reading OAKS by Significant Subgroups

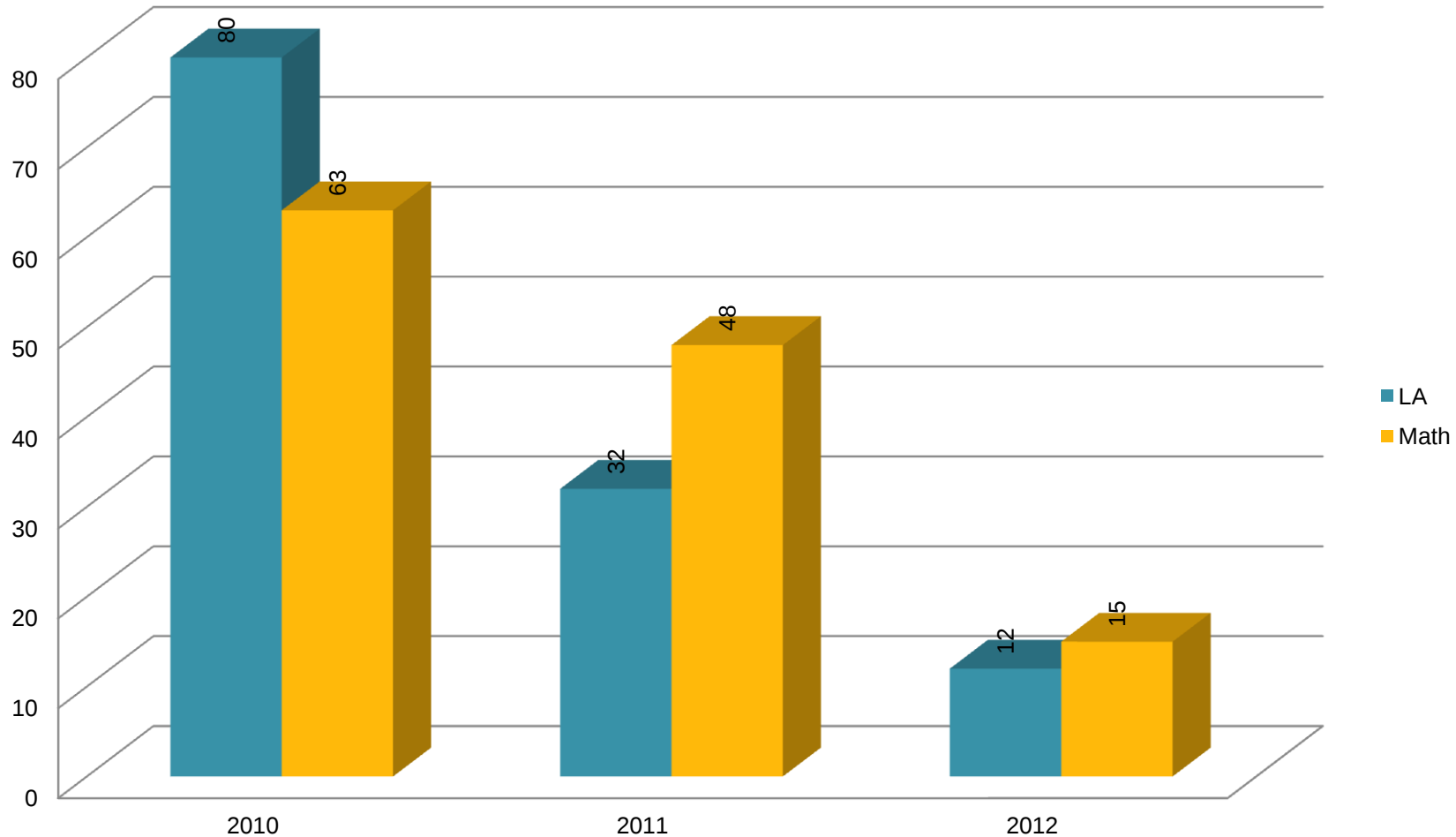


| 2011-2012                      | READING OAKS |                 |                 |          |               |
|--------------------------------|--------------|-----------------|-----------------|----------|---------------|
|                                | % Met        | Margin of Error | Adjusted 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





So, We're Good, Maybe Really  
Good

**So What  
Now?**

#1 BESTSELLER  
THREE MILLION COPIES SOLD

Why Some Companies  
Make the Leap  
and Others Don't

# GOOD TO GREAT

JIM COLLINS

Author of the bestselling  
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.

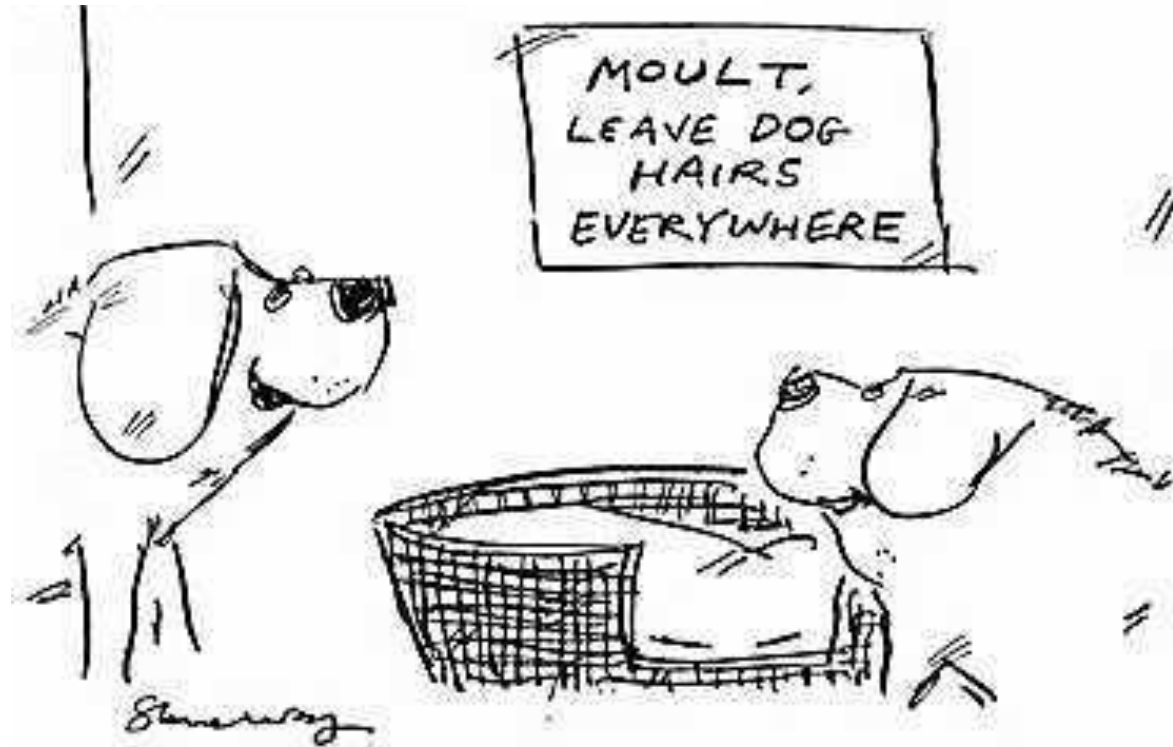
# Good to Great

- 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
  - 21<sup>st</sup> 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.”**

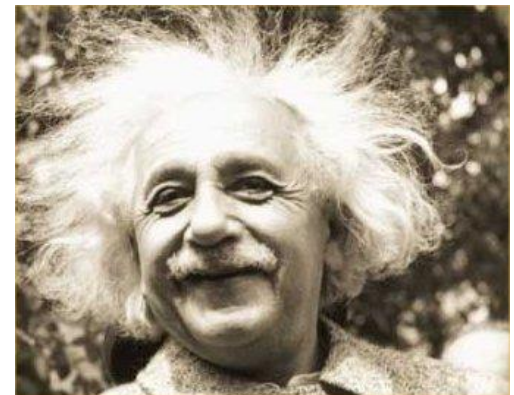
- “Strive” aside, have we been doing that?
- Can we do that in this new (new) era?

# 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

| <b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative)</i>                                                                                                        | Out of 193 LPMS students who took the Oregon State Writing assessment during their 7 <sup>th</sup> grade year (current 9 <sup>th</sup> 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. |                                                                                    |                                                                                                                                                                           |                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>                                                                                                      | 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.                                                                                                                                                                                                                                                                                                                                         |                                                                                    |                                                                                                                                                                           |                                                                                                   |
| <b>SMART Goal Statement # 1</b>                                                                                                                                                             | 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.                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                    |                                                                                                                                                                           |                                                                                                   |
| <b>Leadership Implementation Strategies</b><br><br><i>(insert your 1-3 measurable leadership strategies)</i><br><br><b>IF I....</b>                                                         | <b>Results Indicators</b><br><br><i>(a measurable, percent, increase in student learning results)</i><br><br><b>THEN I expect to see ...</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Primary Leadership</b><br><i>(Designate the teacher and leader responsible)</i> | <b>Desired Benefits</b><br><br><i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>                            | <b>Sources of Data to Monitor</b><br><br><i>(Insert what student/adult data you will monitor)</i> |
| Train, implement, and monitor the researched based curriculum called <i>Step Up to Writing</i> 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 11 <sup>th</sup> and February 18 <sup>th</sup> . | Staff feedback stating the PD time was valuable, less than 10% of papers requiring a 3 <sup>rd</sup> score, and students getting experience and feedback from a state simulated experience.                                                                                                                                                                                                                                                                                                                                                                                | Marcianne Koetje                                                                   | 80% of scored papers do not require a 3 <sup>rd</sup> 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.



### Linus Pauling Middle School Improvement Action Plan

| <b>School-wide Problem-of-Practice:</b> <i>(Abbreviated Data Analysis Narrative)</i>                                                 | 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.                                        |                                                                                    |                                                                                                                                                |                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>                                               | 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. |                                                                                    |                                                                                                                                                |                                                                                                   |
| <b>SMART Goal Statement # 2</b>                                                                                                      | 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 (6 <sup>th</sup> : 227, 7 <sup>th</sup> : 232, 8 <sup>th</sup> : 234). Our current data is attached.                                                |                                                                                    |                                                                                                                                                |                                                                                                   |
| <b>Leadership Implementation Strategies</b><br><br><i>(insert your 1-3 measurable leadership strategies)</i><br><br><b>IF I ....</b> | <b>Results Indicators</b><br><br><i>(a measurable, percent, increase in student learning results)</i><br><br><b>THEN I expect to see ...</b>                                                                                                                                                | <b>Primary Leadership</b><br><i>(Designate the teacher and leader responsible)</i> | <b>Desired Benefits</b><br><br><i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i> | <b>Sources of Data to Monitor</b><br><br><i>(Insert what student/adult data you will monitor)</i> |
| 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 as 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 |
| <b>What are some things you anticipate you will need to do to ensure success?</b> ( <i>Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.</i> ) |                                                                                  |                                |                                                                        |                                                    |
| Title II funds to support proficiency-based planning (e.g. department decisions, communication,), Title II funds for peer observation and studio model,                                                                |                                                                                  |                                |                                                                        |                                                    |

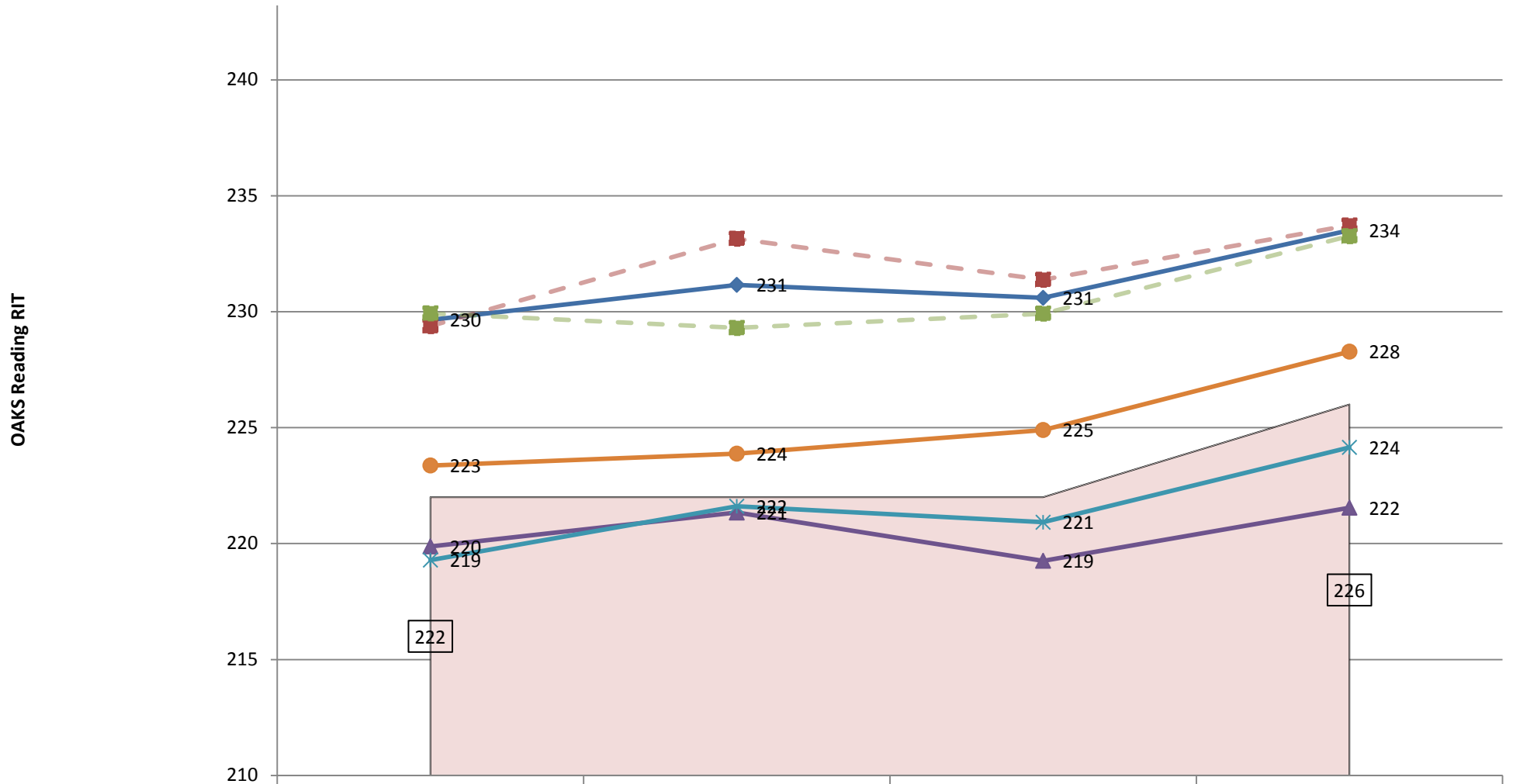


### Linus Pauling Middle School Improvement Action Plan

| <b>School-wide Problem-of-Practice:</b> ( <i>Abbreviated Data Analysis Narrative</i> )                                               | 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.                                    |                                                                                    |                                                                                                                                                |                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Theories-of-Action:</b> ( <i>Hypothesis—IF/THEN—Statements from Inquiry Process</i> )                                             | 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 groups of students. |                                                                                    |                                                                                                                                                |                                                                                                   |
| <b>SMART Goal Statement # 3</b>                                                                                                      | 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.                                                                                                                                                          |                                                                                    |                                                                                                                                                |                                                                                                   |
| <b>Leadership Implementation Strategies</b><br><br><i>(insert your 1-3 measurable leadership strategies)</i><br><br><b>IF I ....</b> | <b>Results Indicators</b><br><br><i>(a measurable, percent, increase in student learning results)</i><br><br><b>THEN I expect to see ...</b>                                                                                                                                                                                                                                                                     | <b>Primary Leadership</b><br><i>(Designate the teacher and leader responsible)</i> | <b>Desired Benefits</b><br><br><i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i> | <b>Sources of Data to Monitor</b><br><br><i>(Insert what student/adult data you will monitor)</i> |
| 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                                                    |

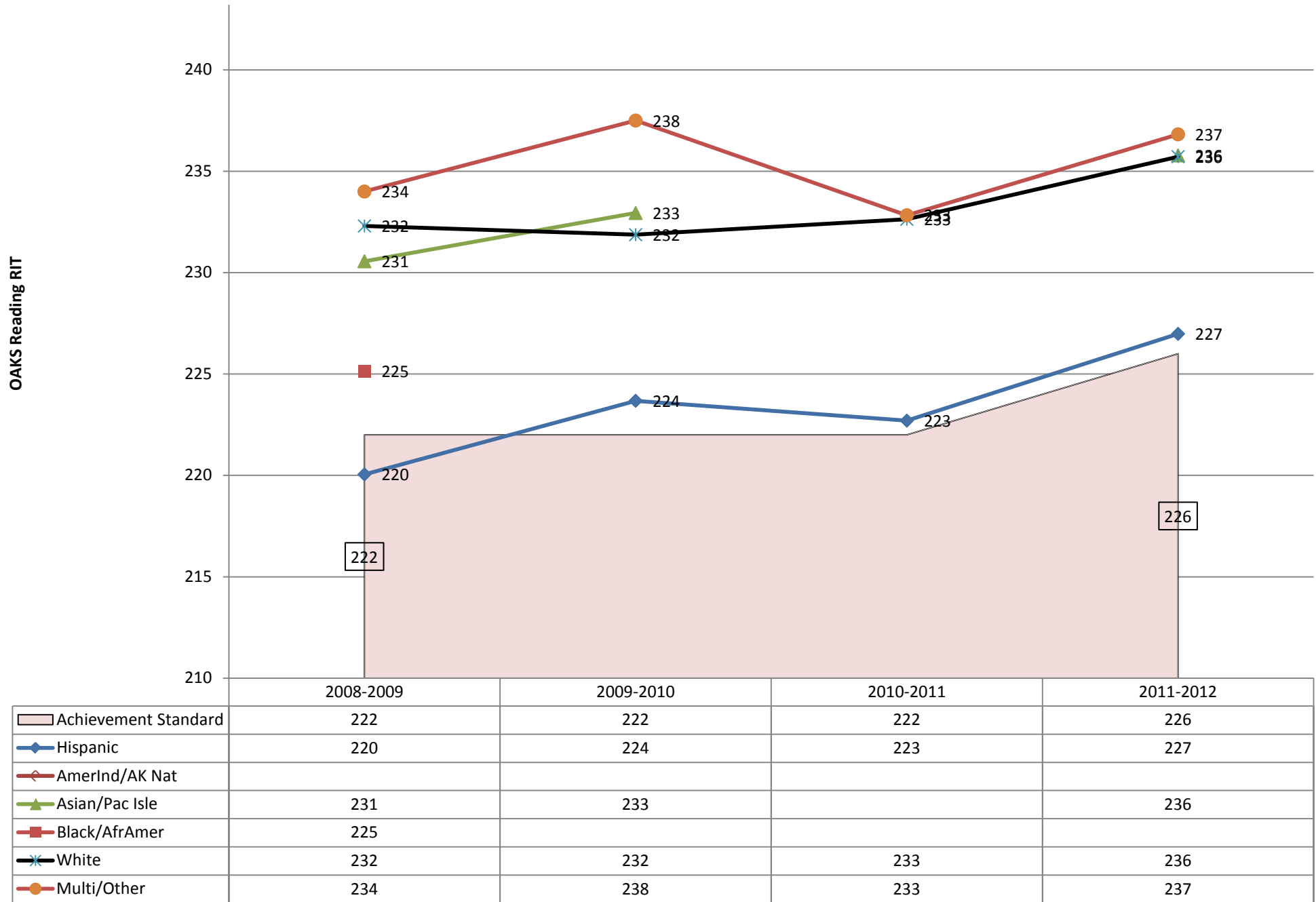
|                                                                                                                                                                                                                      |                                                                                                                                                      |              |                                                                                                                  |                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 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              |
| <b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i> |                                                                                                                                                      |              |                                                                                                                  |                                         |
| 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

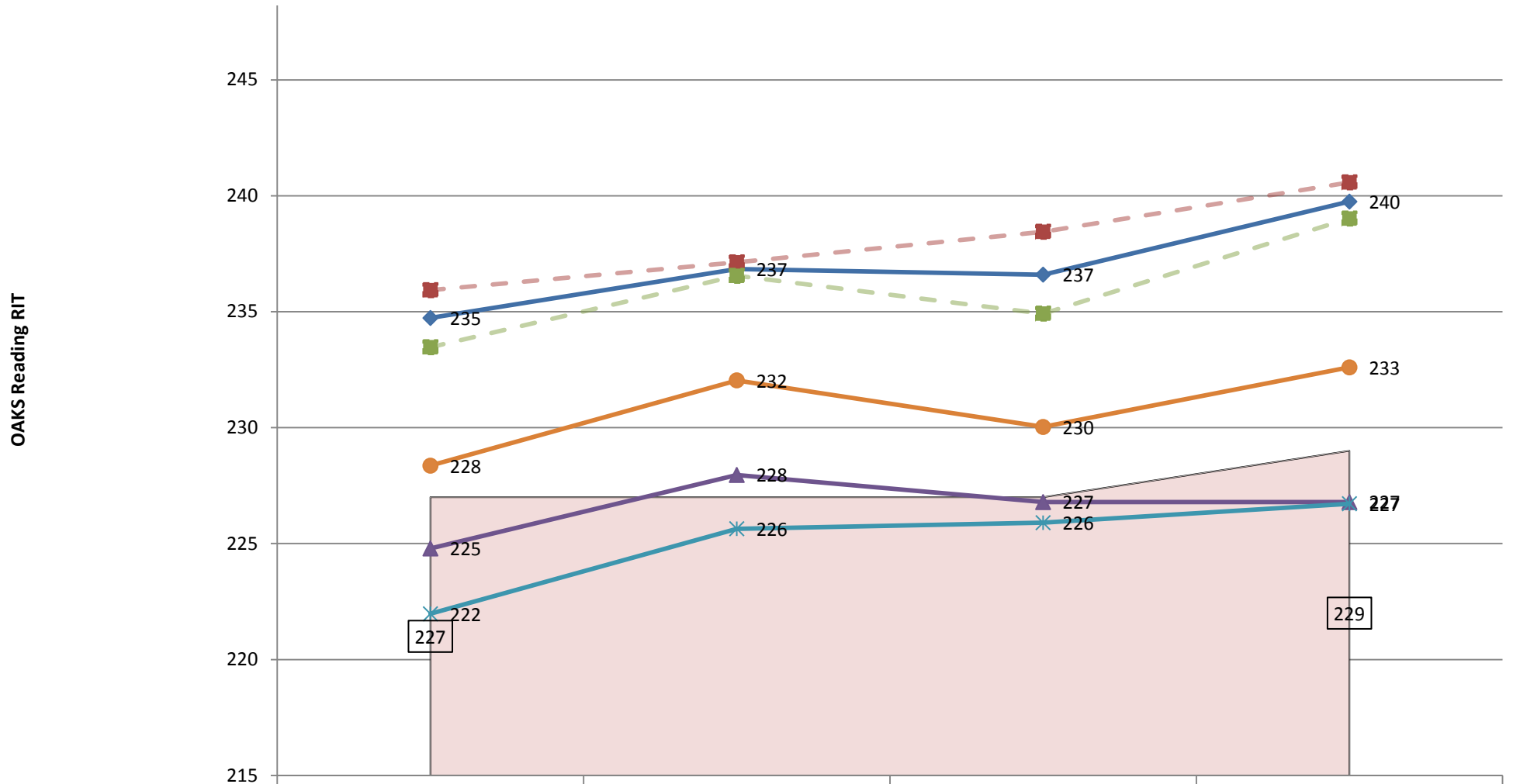


|                      | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------|-----------|-----------|-----------|-----------|
| Achievement Standard | 222       | 222       | 222       | 226       |
| ALL STUDENTS         | 230       | 231       | 231       | 234       |
| Female               | 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       |

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

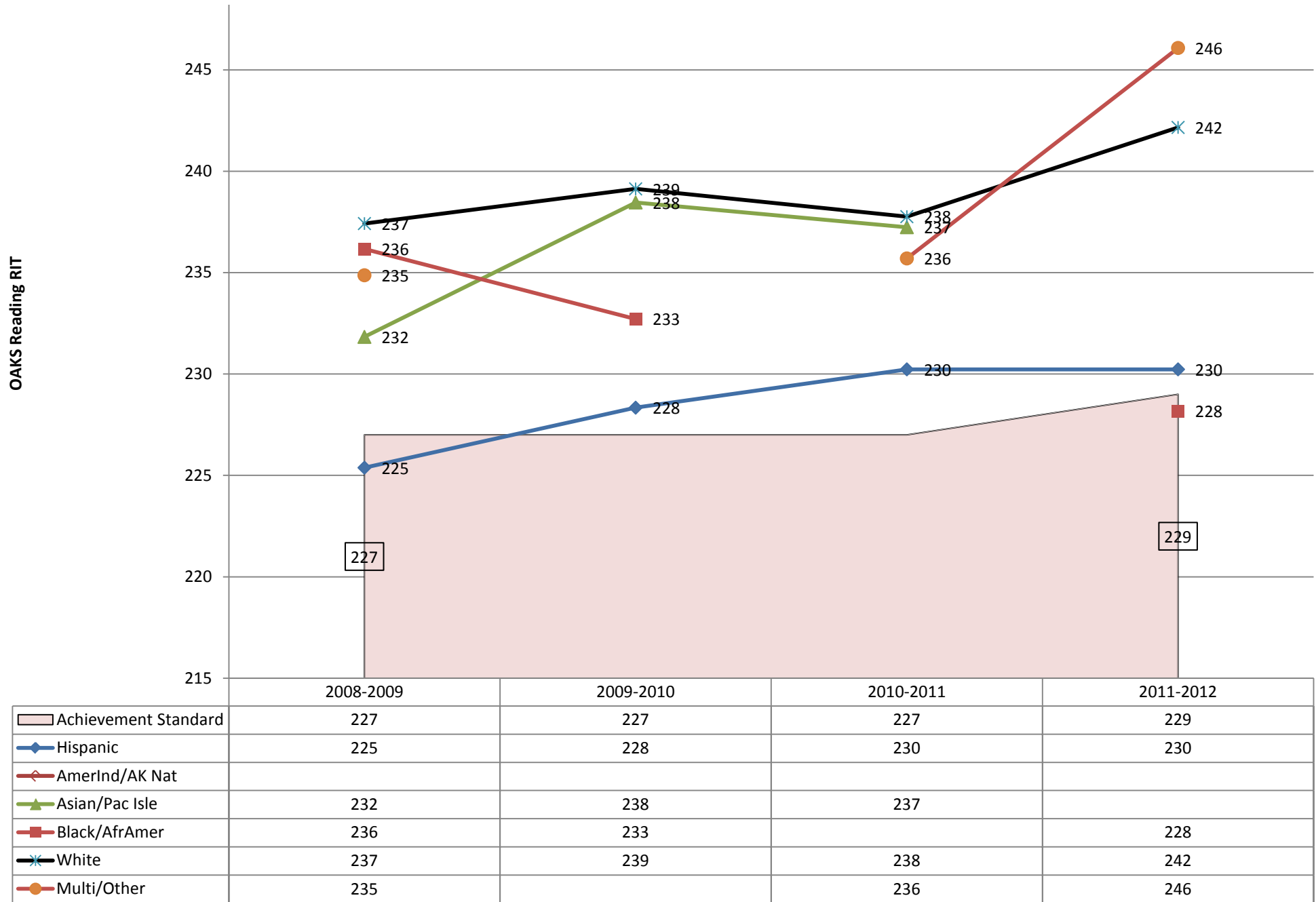


## LPMS - Grade 7 Reading Performance - Mean Scores by Subgroup

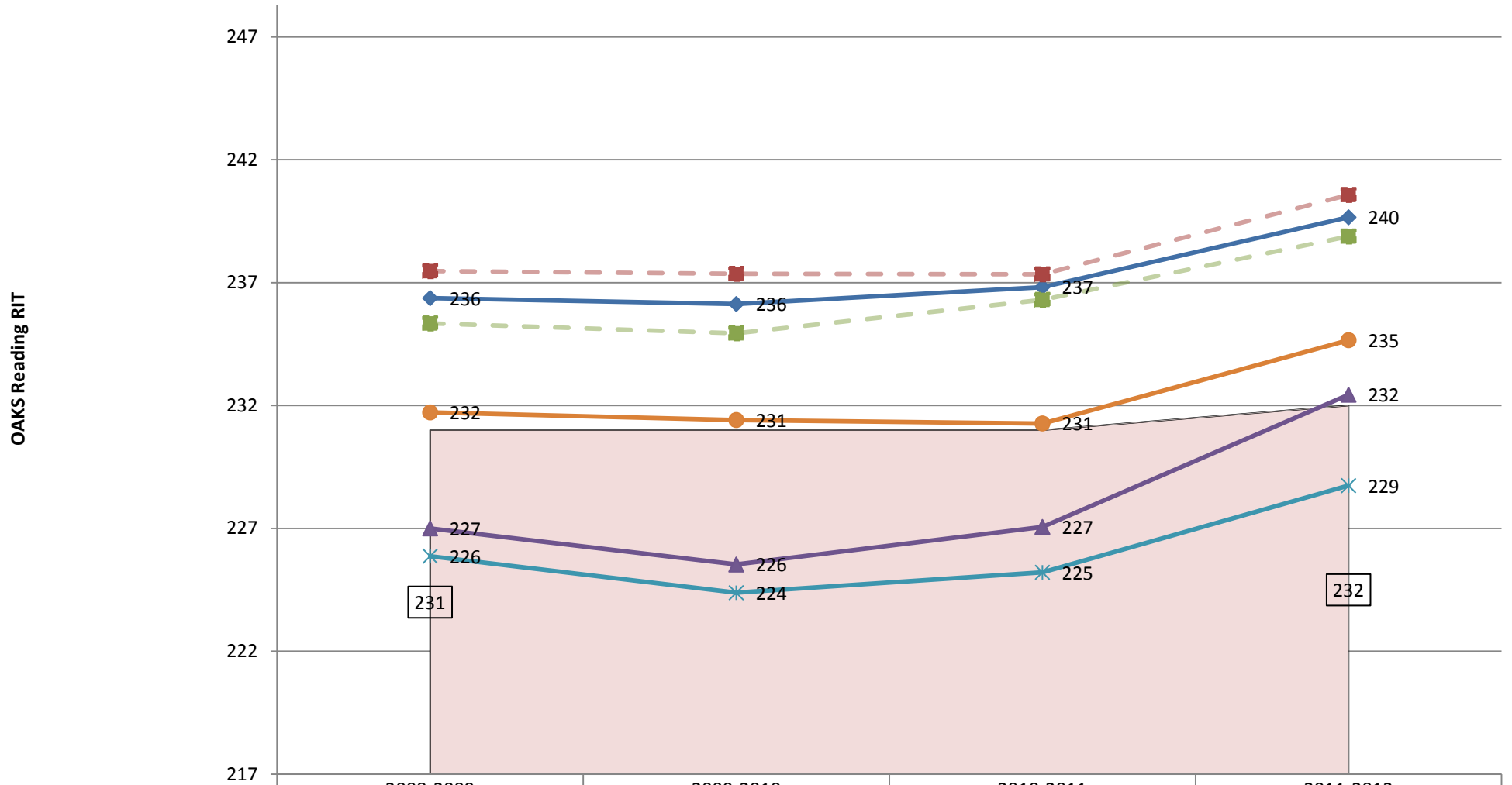


|                      | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------|-----------|-----------|-----------|-----------|
| Achievement Standard | 227       | 227       | 227       | 229       |
| ALL STUDENTS         | 235       | 237       | 237       | 240       |
| Female               | 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       |

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

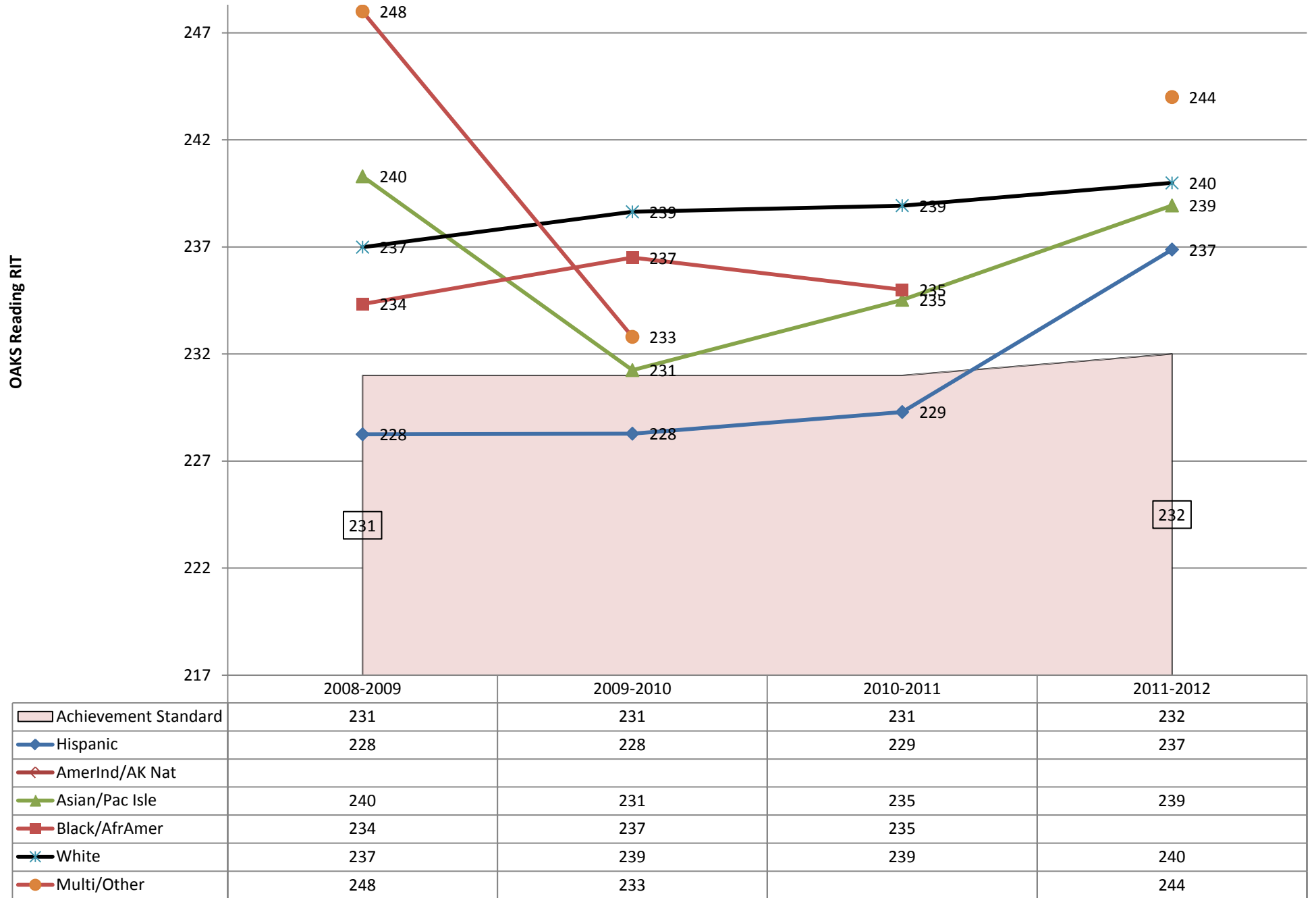


## LPMS - Grade 8 Reading Performance - Mean Scores by Subgroup

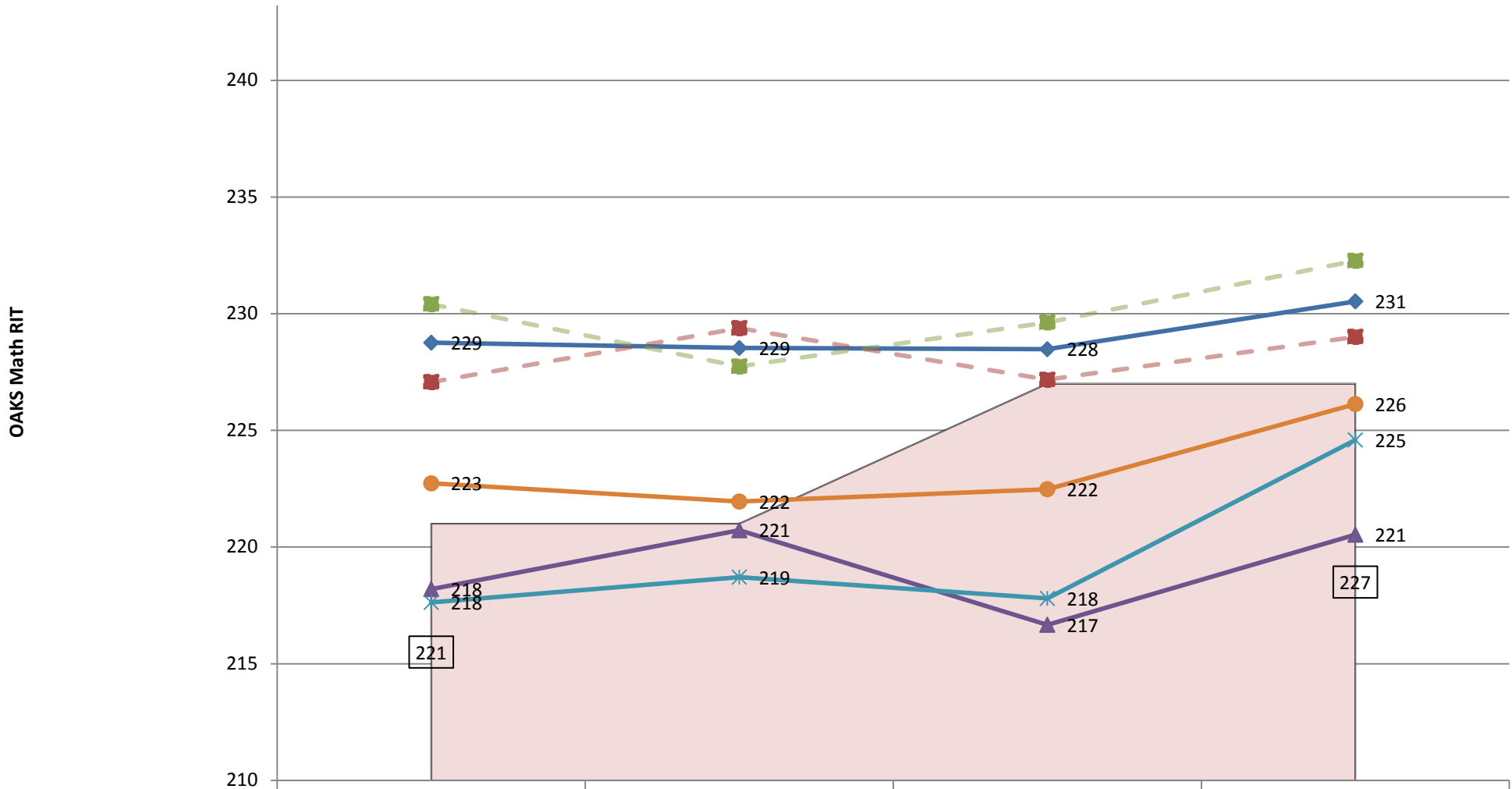


|                      |     |     |     |     |
|----------------------|-----|-----|-----|-----|
| Achievement Standard | 231 | 231 | 231 | 232 |
| ALL STUDENTS         | 236 | 236 | 237 | 240 |
| Female               | 237 | 237 | 237 | 241 |
| Male                 | 235 | 235 | 236 | 239 |
| SpEd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

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



## LPMS - Grade 6 Math Performance - Mean Scores by Subgroup



|                      |     |
|----------------------|-----|
| Achievement Standard | 221 |
| ALL STUDENTS         | 229 |
| Female               | 227 |
| Male                 | 230 |
| SpEd                 | 218 |
| LEP                  | 218 |
| F&RL                 | 223 |

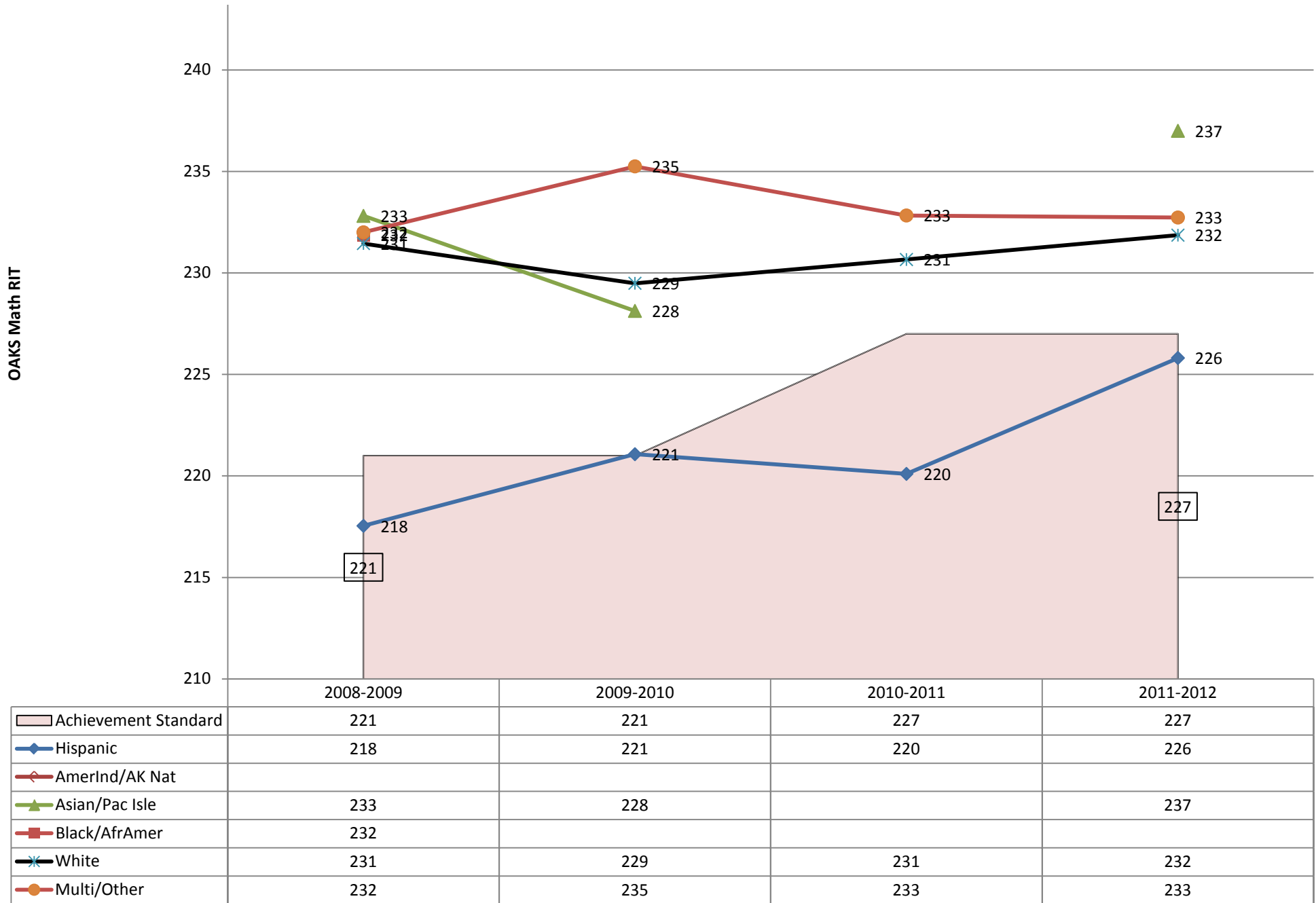
2008-2009

2009-2010

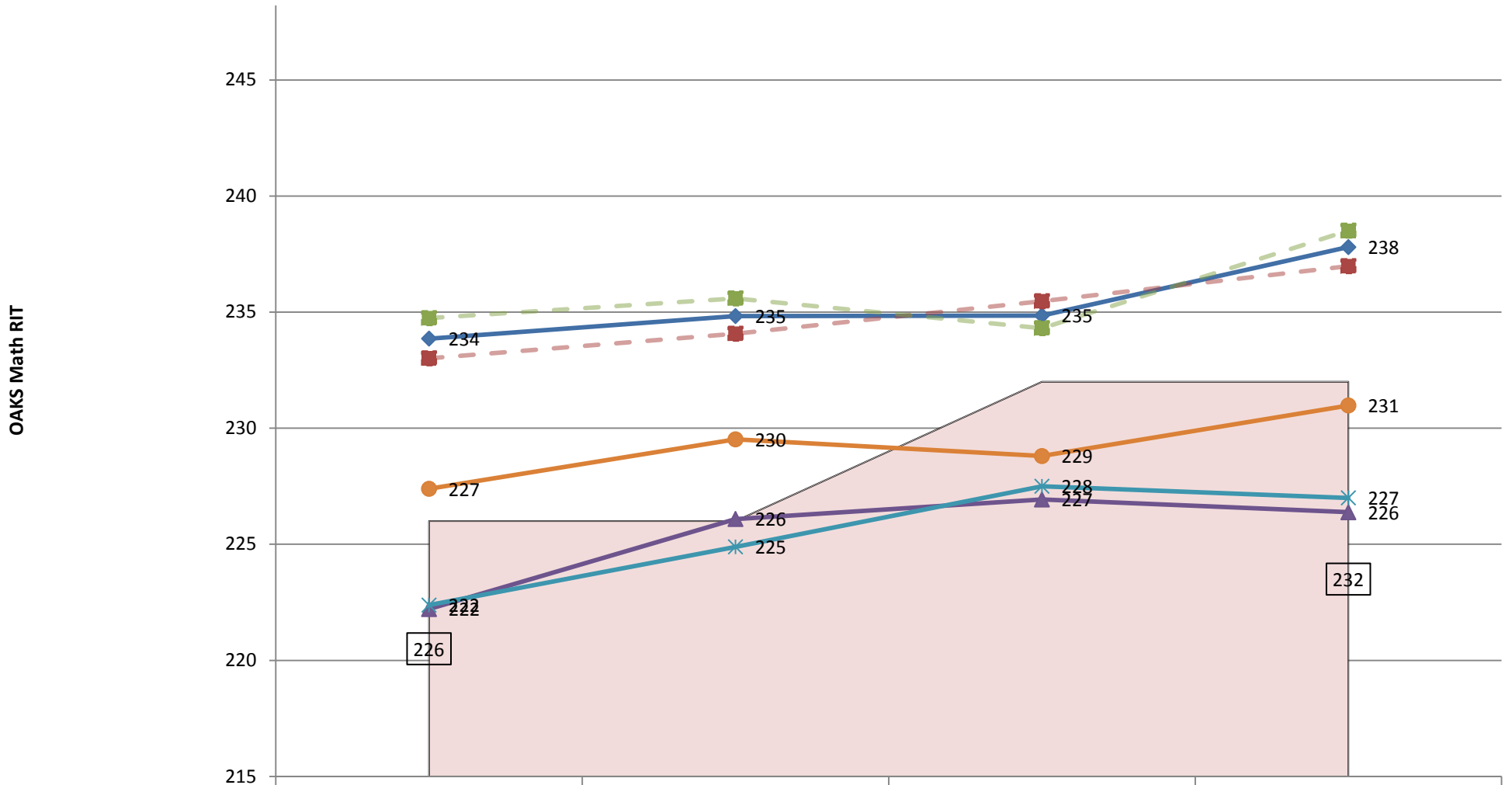
2010-2011

2011-2012

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



## LPMS - Grade 7 Math Performance - Mean Scores by Subgroup



Achievement Standard

ALL STUDENTS

Female

Male

SpEd

LEP

F&RL

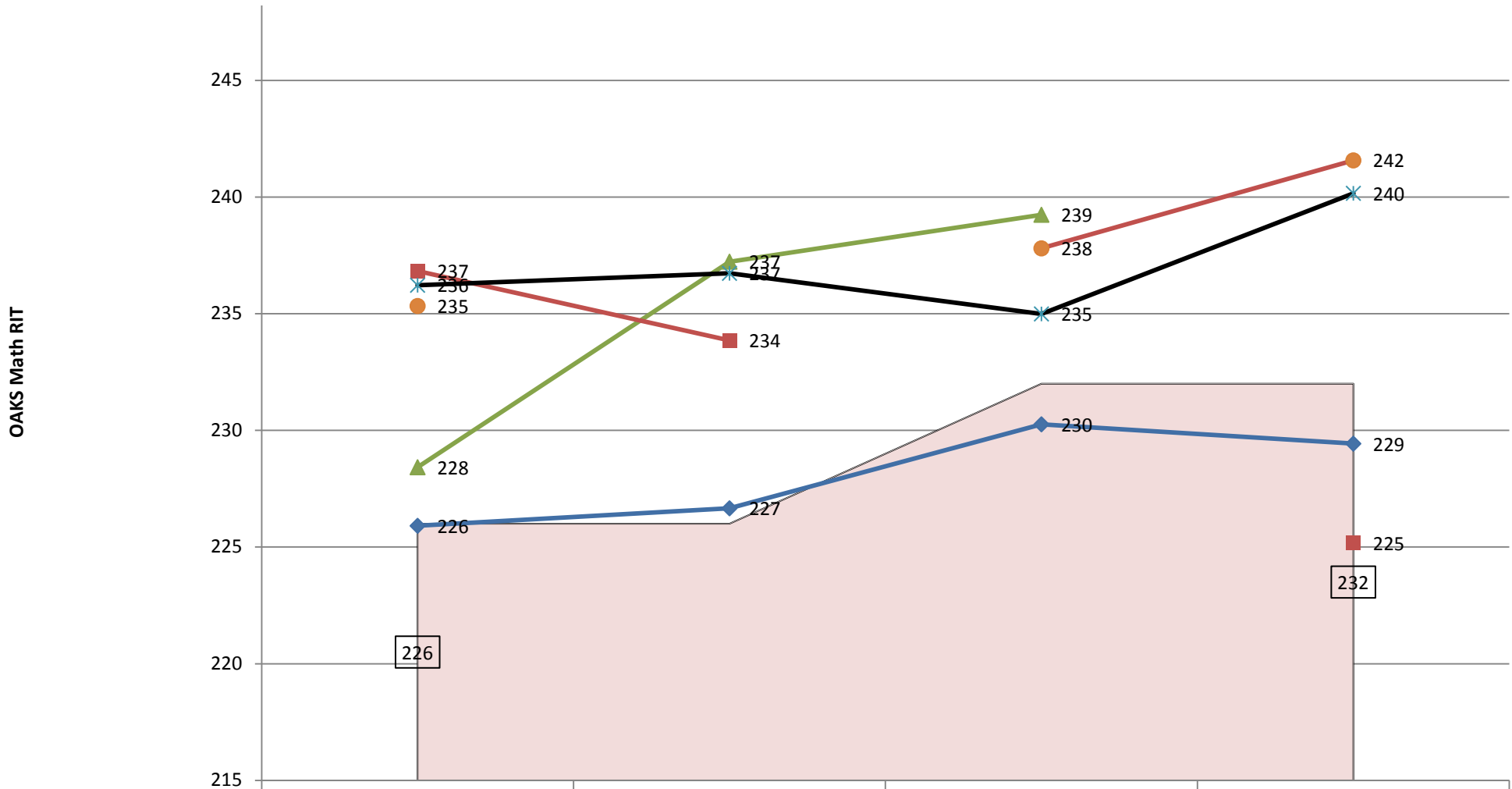
2008-2009

2009-2010

2010-2011

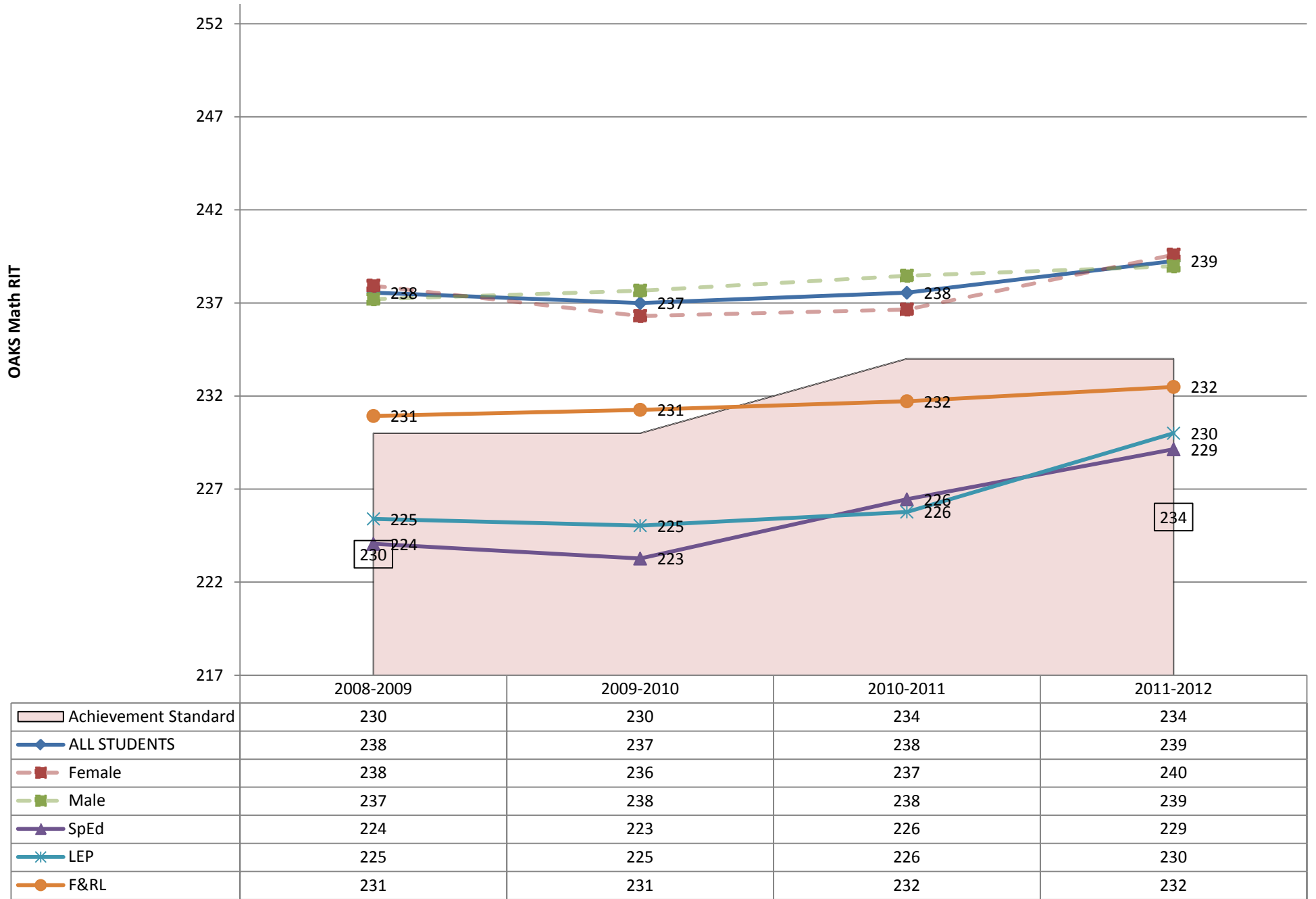
2011-2012

## LPMS - Grade 7 Math Performance - Mean Scores by Race/Ethnicity

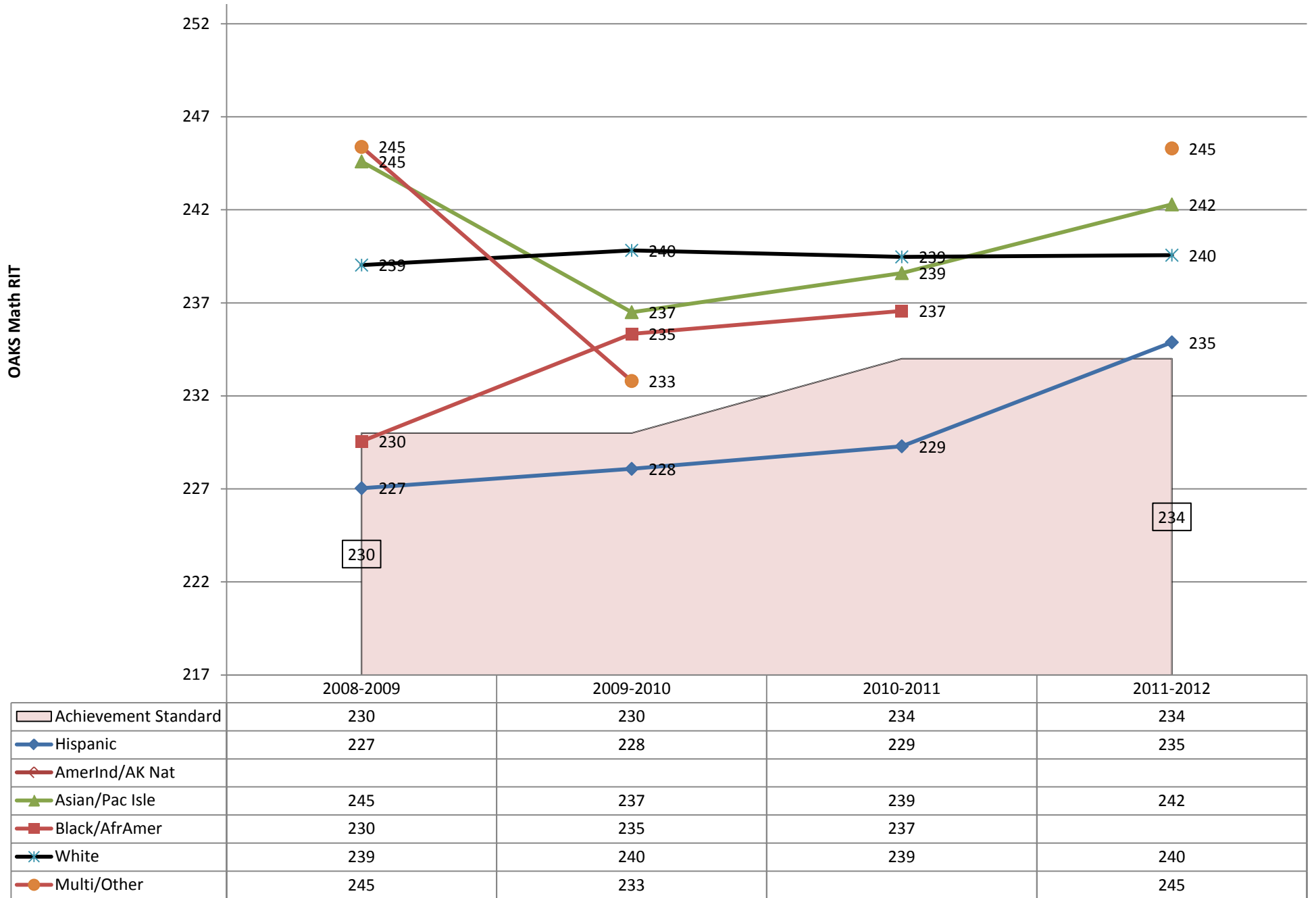


|                      |     |     |     |     |
|----------------------|-----|-----|-----|-----|
| Achievement Standard | 226 | 226 | 232 | 232 |
| Hispanic             | 226 | 227 | 230 | 229 |
| AmerInd/AK Nat       |     |     |     |     |
| Asian/Pac Isle       | 228 | 237 | 239 |     |
| Black/AfrAmer        | 237 | 234 |     | 225 |
| White                | 236 | 237 | 235 | 240 |
| Multi/Other          | 235 |     | 238 | 242 |

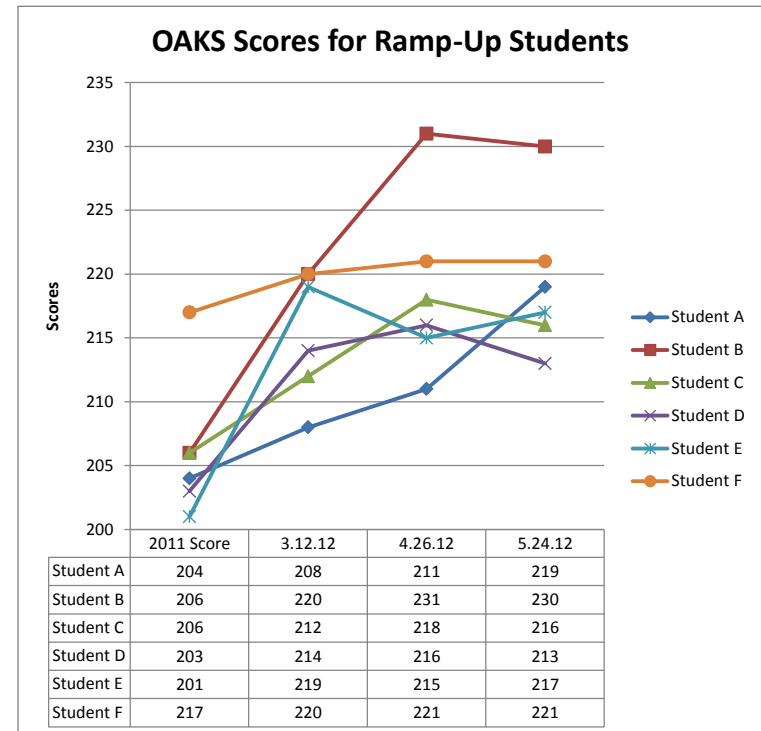
## LPMS - Grade 8 Math Performance - Mean Scores by Subgroup



## LPMS - Grade 8 Math Performance - Mean Scores by Race/Ethnicity



|       | 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     |
|       |           |             |         |         |         |
|       |           |             |         |         |         |
|       |           |             |         |         |         |



**Overall School Rating: Satisfactory**

## School Rating Summary Data

| Summary Data                            | Rating / Comments   |
|-----------------------------------------|---------------------|
| <b>Achievement Index</b><br>See page 2  | <b>Satisfactory</b> |
| <b>Attendance Rate</b><br>See page 3    | <b>Outstanding</b>  |
| <b>Participation Rate</b><br>See page 3 | <b>Outstanding</b>  |
| <i>Overall School Rating</i>            | <b>Satisfactory</b> |

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        |
|------------------------------------------|-------------|-------------|
| <b>% Meets</b>                           | <b>40.1</b> | <b>36.4</b> |
| <b>% Exceeds</b>                         | <b>42.4</b> | <b>29.8</b> |
| <b>% Meets or Exceeds</b>                | <b>82.5</b> | <b>66.2</b> |
| <b>% Meets, Exceeds, or Meets Growth</b> | <b>86.0</b> | <b>71.7</b> |

## 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       |     |    | #<br>Tests | Meets or Exceeds                       |       | Does Not Meet       |     |    | #<br>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<sup>1</sup>

### *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

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### 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



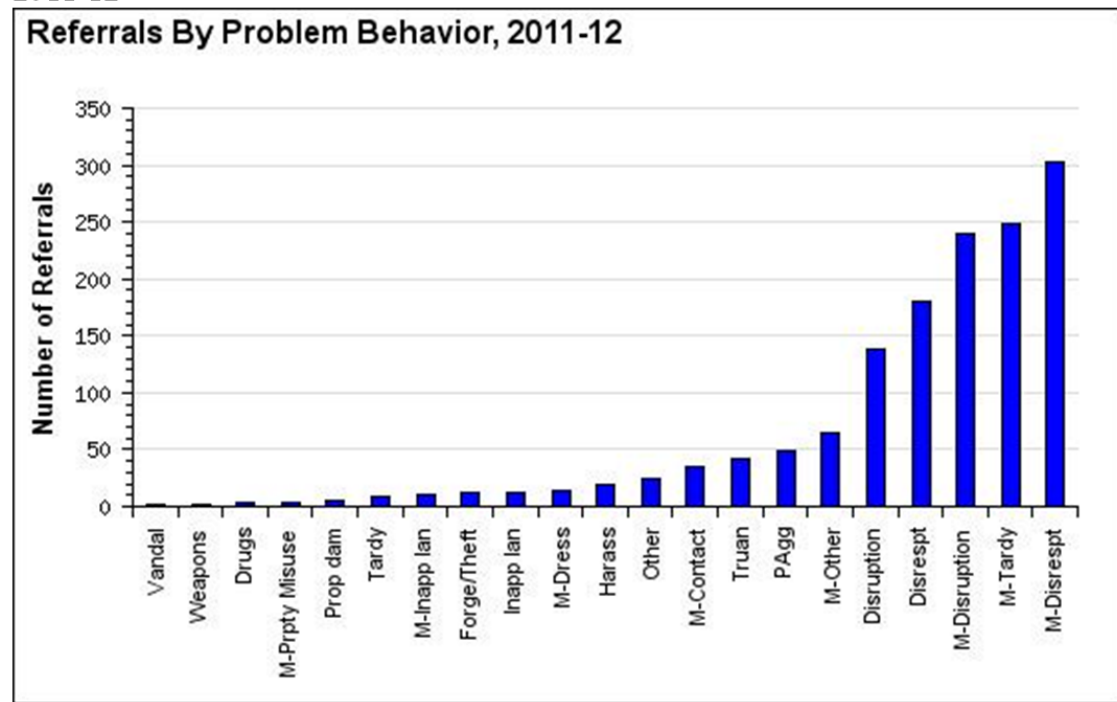
*Do unto others 20% better than you would expect them to do unto you, to correct for subjective error.*

~Linus Pauling

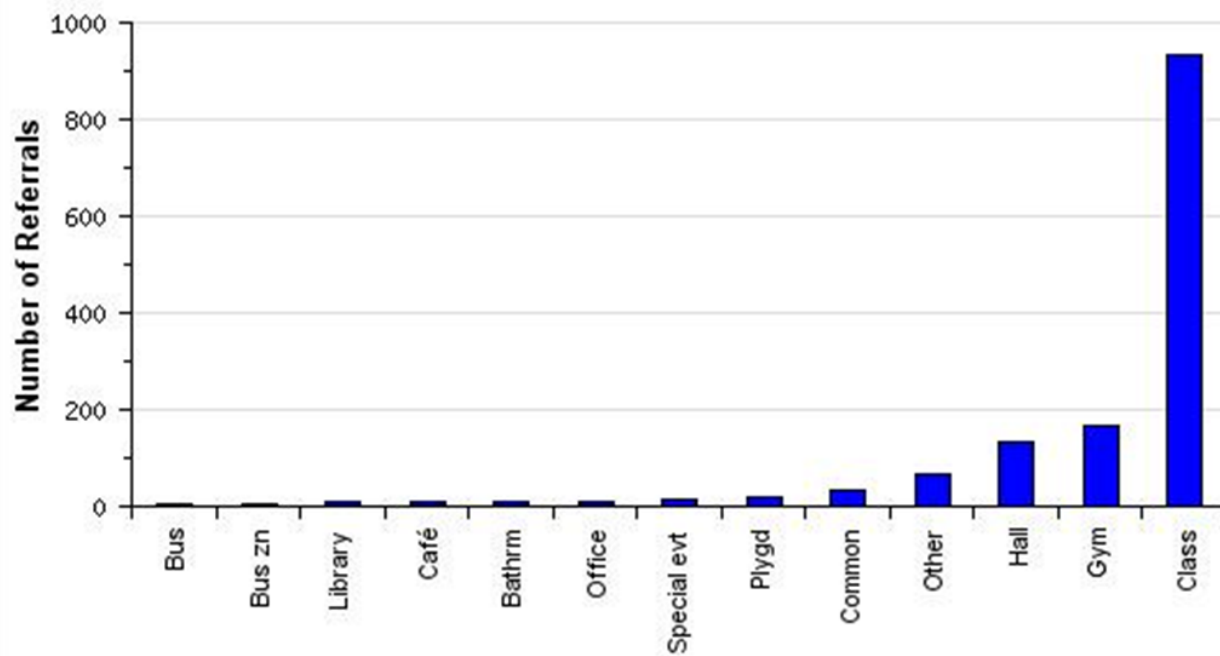
# The Big 5

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

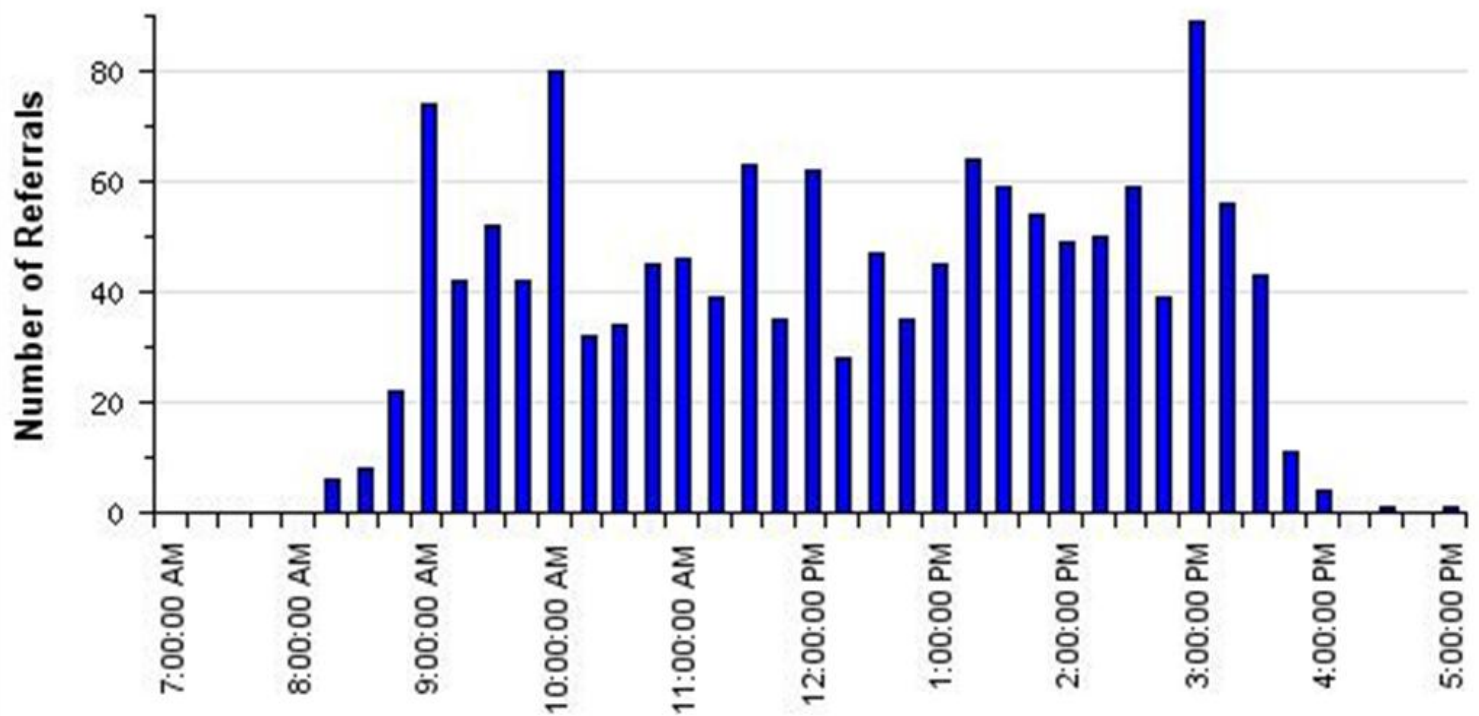
2011-12



**Referrals By Location, 2011-12**

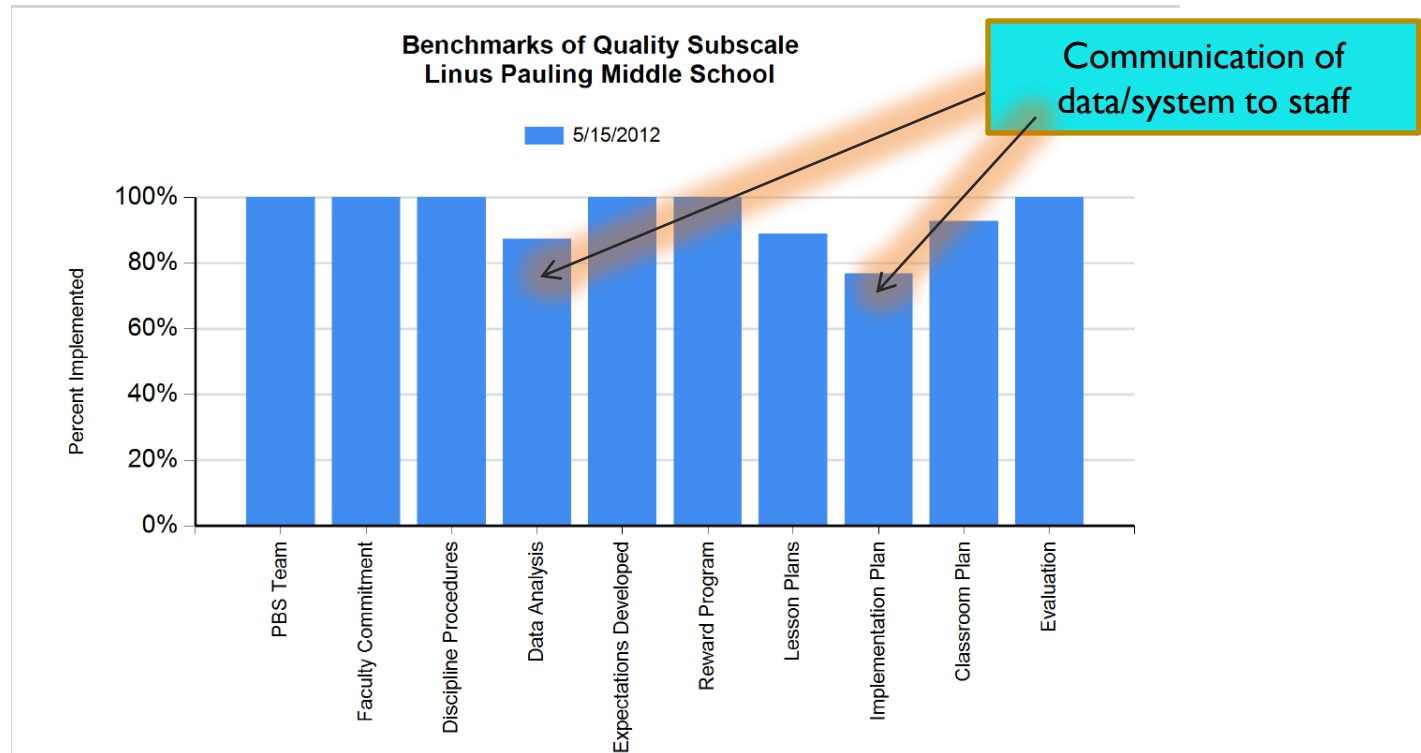


**Referrals By Time, 2011-12**



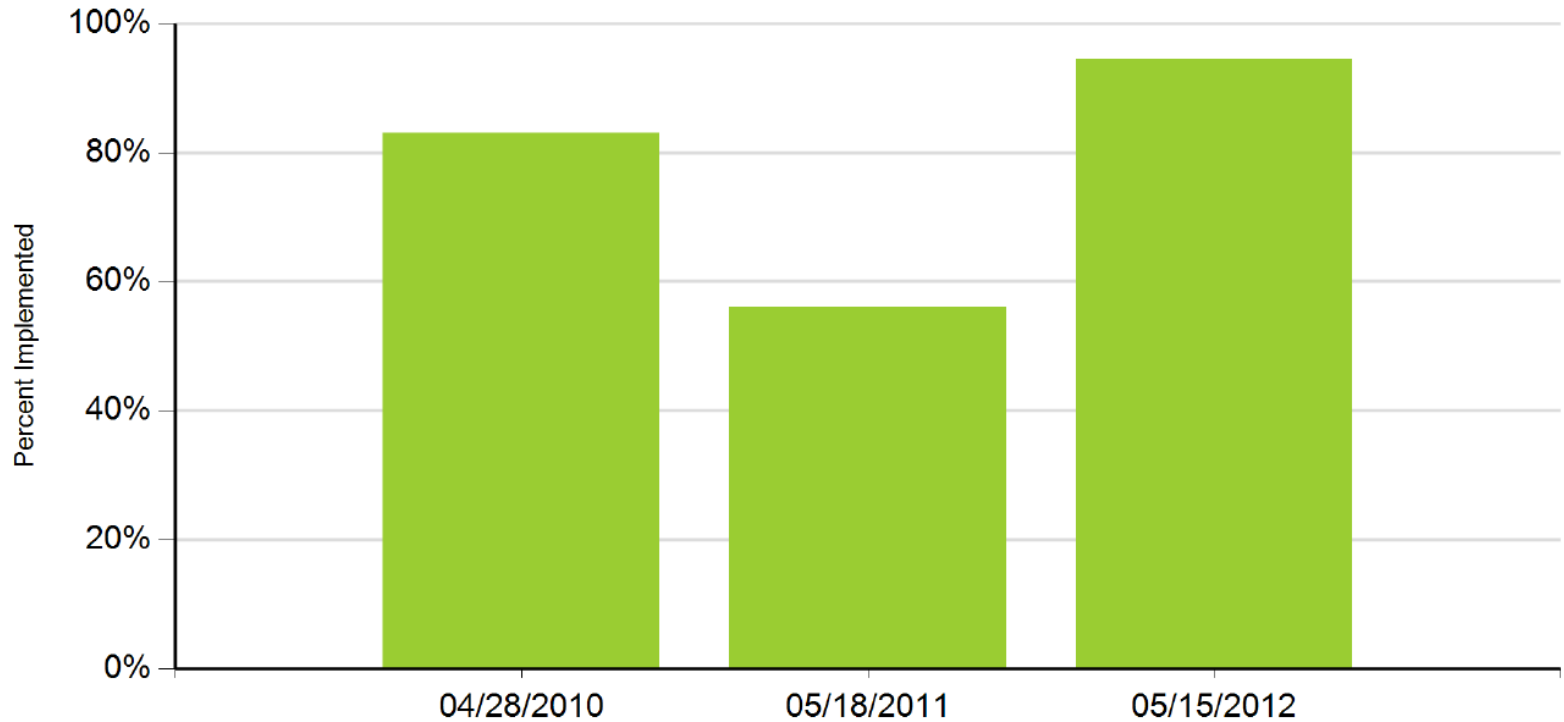
# Benchmark of Quality: Implementation of PBIS.

## Are we doing what we said we would do?



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

**Benchmarks of Quality Total Scores  
Linus Pauling Middle School  
4/28/2010-5/15/2012**



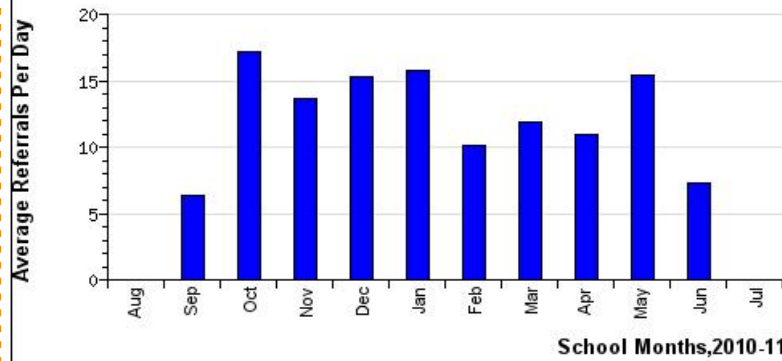
| School Year | Date Completed | Total Score |
|-------------|----------------|-------------|
| 200910      | 4/28/2010      | 83%         |
| 201011      | 5/18/2011      | 56%         |
| 201112      | 5/15/2012      | 94%         |

*70% is good implementation*

~Patti Parnell, EBIS Coach

## 2010-2011

Average Referrals Per Day Per Month



Days: 170

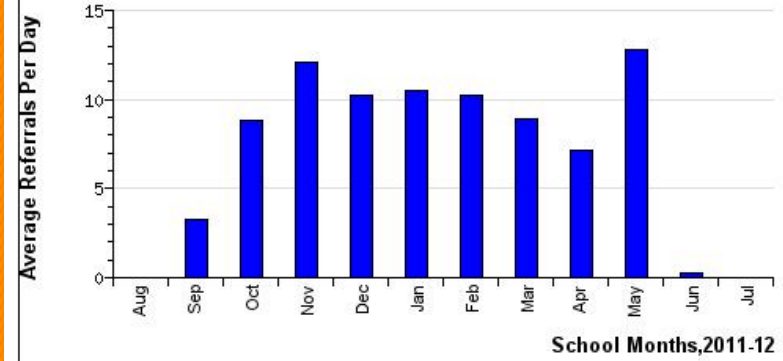
Referrals: 2140

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          |
| <b>Totals</b> |       | <b>170</b> | <b>2140</b>    |               |

## 2011-2012

Average Referrals Per Day Per Month



Days: 172

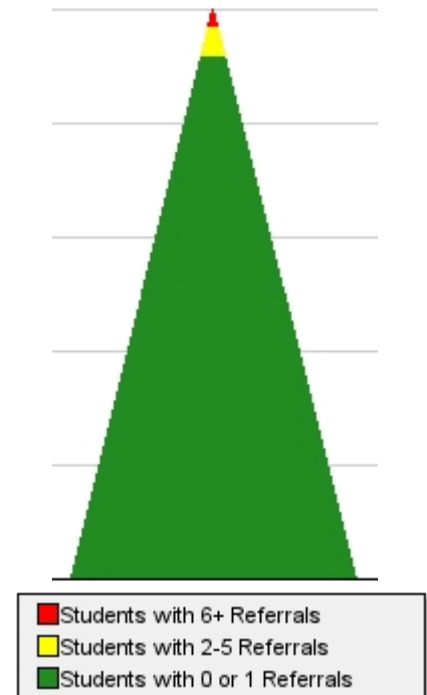
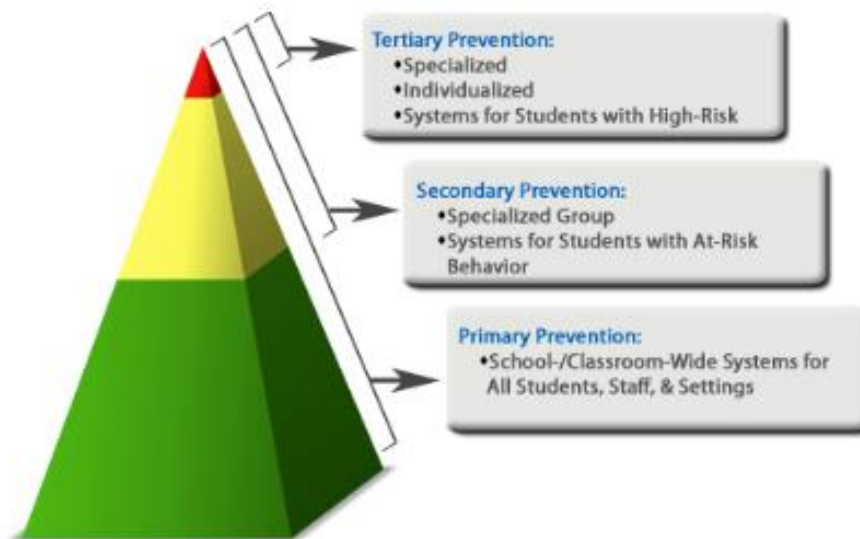
Referrals: 1510

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          |
| <b>Totals</b> |       | <b>172</b> | <b>1510</b>    |               |

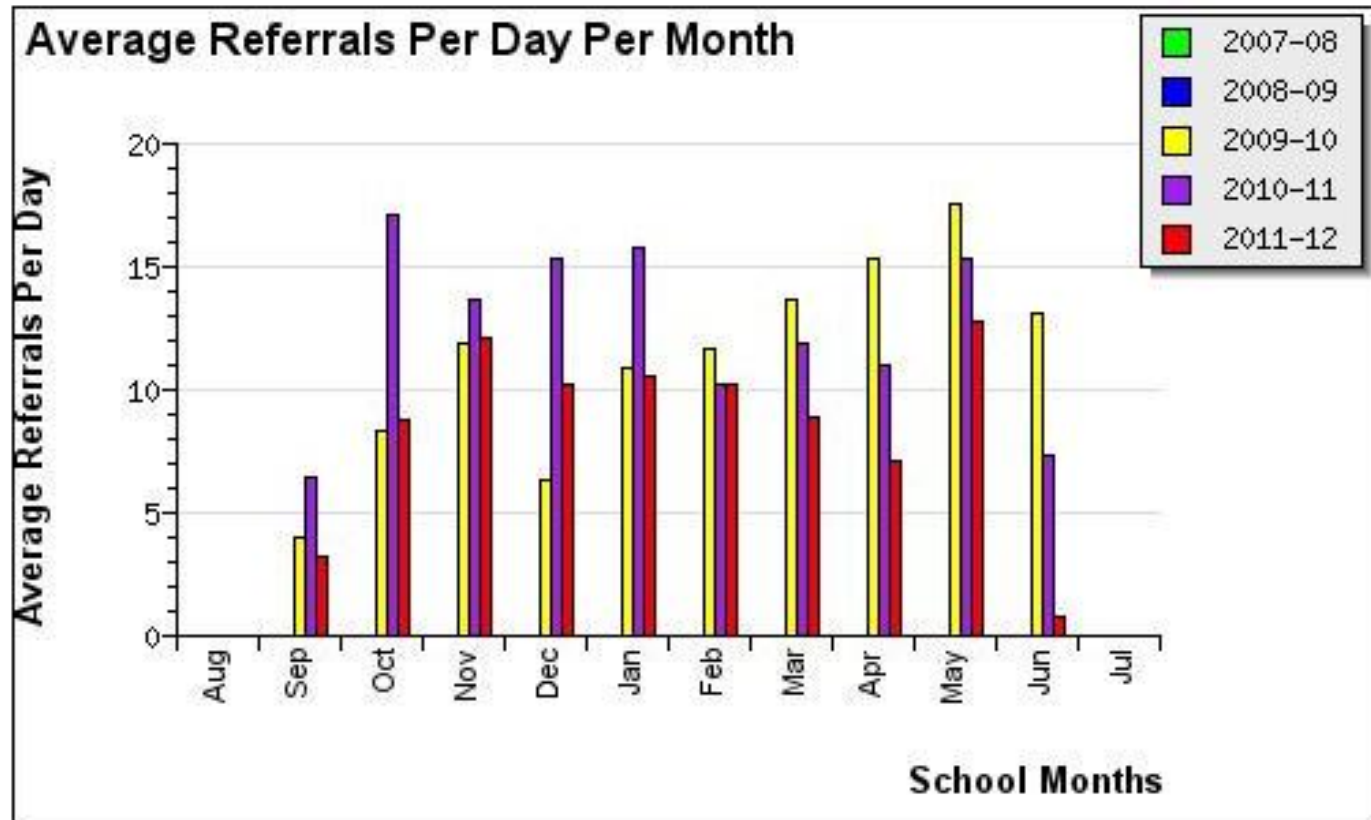
**Average of minor and major referrals  
have been reduced significantly!**

# In a healthy school...



|      |                       |
|------|-----------------------|
| 86%- | <b>0</b> M-Referral   |
| 6%-  | <b>1</b> M-Referral   |
| 5%-  | <b>2-5</b> M-Referral |
| 3%-  | <b>6+</b> 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

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School-wide Problem-of-Practice:</b><br><i>(Abbreviated Data Analysis Narrative)</i> | <p>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.</p> |
| <b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>  | <p>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.</p>                                                                         |
| <b>SMART Goal Statement # <u>  1  </u></b>                                              | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                           |

| <b>Leadership Implementation Strategies</b><br><i>(insert your 1-3 measurable leadership strategies)</i><br><br><b>IF I....</b>                                                                                                                         | <b>Results Indicators</b><br><i>(a measurable, percent, increase in student learning results)</i><br><br><b>THEN I expect to see ...</b>                                                                                                                                   | <b>Primary</b><br><b>Leadership</b><br><i>(Designate the teacher and leader responsible)</i> | <b>Desired Benefits</b><br><i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>                                                                     | <b>Sources of Data to Monitor</b><br><i>(Insert what student/adult data you will monitor)</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 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.)<br><br>Improved application of the state scoring guide.<br><br>Improved use of data to drive instructional methods. | Walkthroughs, PLC reports, student writing data.                                              |
|                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                                                                                |                                                                                               |
|                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                                                                                |                                                                                               |
| <b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>                                    |                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                                                                                |                                                                                               |
| 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.                                  |                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                                                                                |                                                                                               |



### Corvallis High School: Professional Development Plan

|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal:</b>                                                                                       | 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.                                                             |
| <b>Knowledge:</b> <i>(What new knowledge will result from the professional development effort that addresses this goal)</i> | 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. |
| <b>Skills:</b> <i>(What new skills will result from the professional development effort that addresses this goal)</i>       | 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.                                                                                                                                                                                                    |
| <b>Research from professional development approach was formulated:</b>                                                      | 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<br>Implementation Strategies                                                                             | Results Indicators<br><br><i>(a measurable, percent,<br/>increase in adult/student<br/>learning results with<br/>descriptors of proficient<br/>teachers/leader practices to<br/>look for. Use language from<br/>rubrics. Insert what<br/>student/adult data you will<br/>monitor. )</i><br><br><b>THEN</b> I expect to see ... | Primary<br>Leadership<br><i>(Designate the<br/>teacher and leader<br/>responsible)</i> | Intended<br>Audience<br><i>(Stakeholders )</i> | Timeline<br><i>(Include<br/>completion<br/>date)</i> | Resources<br><i>(people,<br/>materials,<br/>time)</i> |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------|-------------------------------------------------------|
| <b>IF</b> I ....                                                                                                                  |                                                                                                                                                                                                                                                                                                                                |                                                                                        |                                                |                                                      |                                                       |
| 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                                                |
|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                        |                                                |                                                      |                                                       |
|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                        |                                                |                                                      |                                                       |



## Corvallis High School: School Improvement Action Plan

|                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                    |                                                                                                                                            |                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>School-wide Problem-of-Practice:</b><br><i>(Abbreviated Data Analysis Narrative)</i>                                             | 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. |                                                                                    |                                                                                                                                            |                                                                                                   |
| <b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>                                              | 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.                                                                                                                                       |                                                                                    |                                                                                                                                            |                                                                                                   |
| <b>SMART Goal Statement #</b> <u>  2  </u>                                                                                          | Increase the percentage of students passing the OAKS math test to 85% overall, with proportional increases across the subgroups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                    |                                                                                                                                            |                                                                                                   |
| <b>Leadership Implementation Strategies</b><br><br><i>(insert your 1-3 measurable leadership strategies)</i><br><br><b>IF I....</b> | <b>Results Indicators</b><br><br><i>(a measurable, percent, increase in student learning results)</i><br><br><b>THEN I expect to see ...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Primary Leadership</b><br><i>(Designate the teacher and leader responsible)</i> | <b>Desired Benefits</b><br><i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i> | <b>Sources of Data to Monitor</b><br><br><i>(Insert what student/adult data you will monitor)</i> |

|                                                                                                                                                                                                                      |                                                                                                                            |                                               |                                                                                                                                                                |                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.<br><br>Improved awareness of the holes in our math instruction as it relates to the OAKS test. | Past grades and progress in current math classes.<br><br>Course-taking patterns of students after they finish Algebra w/Stats.<br><br>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.<br><br>The opportunity to incorporate best practices for struggling students.                       | Grades and credits earned. Oaks scores. Growth over time.                                                                                                                                                         |
| <b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i> |                                                                                                                            |                                               |                                                                                                                                                                |                                                                                                                                                                                                                   |

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

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### Corvallis High School: Professional Development Plan

|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal:</b>                                                                                       | 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.                                                                                                                                                                        |
| <b>Knowledge:</b> <i>(What new knowledge will result from the professional development effort that addresses this goal)</i> | We will have an accurate view of the math needs of individual students as they relate to the state proficiency requirements.                                                                                                                                                                                                          |
| <b>Skills:</b> <i>(What new skills will result from the professional development effort that addresses this goal)</i>       | 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. |
| <b>Research from professional development approach was formulated:</b>                                                      | Various sources, including the experiences of neighboring districts.                                                                                                                                                                                                                                                                  |

| Professional Development Implementation Strategies                                                                                                                             | Results Indicators<br><br><i>(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. )</i><br><br><b>THEN</b> I expect to see ... | Primary Leadership<br><i>(Designate the teacher and leader responsible)</i> | Intended Audience<br><i>(Stakeholders )</i> | Timeline<br><i>(Include completion date)</i> | Resources<br><i>(people, materials, time)</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------|-----------------------------------------------|
| <b>IF</b> I ....                                                                                                                                                               |                                                                                                                                                                                                                                                                                                |                                                                             |                                             |                                              |                                               |
| 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                                        |
|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                |                                                                             |                                             |                                              |                                               |
|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                |                                                                             |                                             |                                              |                                               |

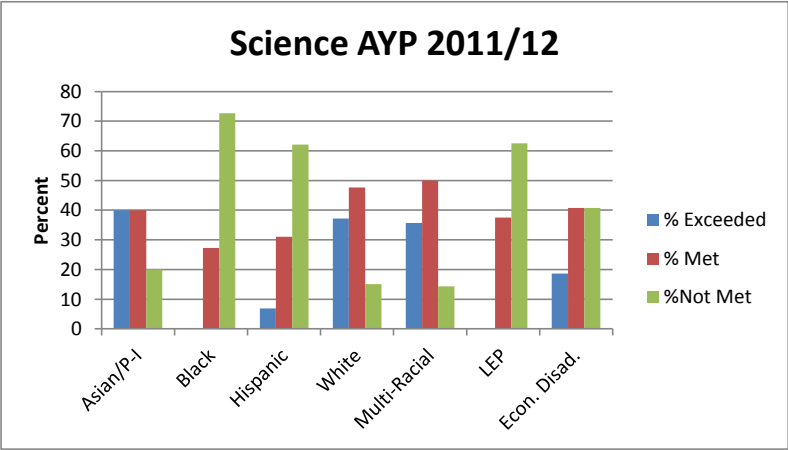
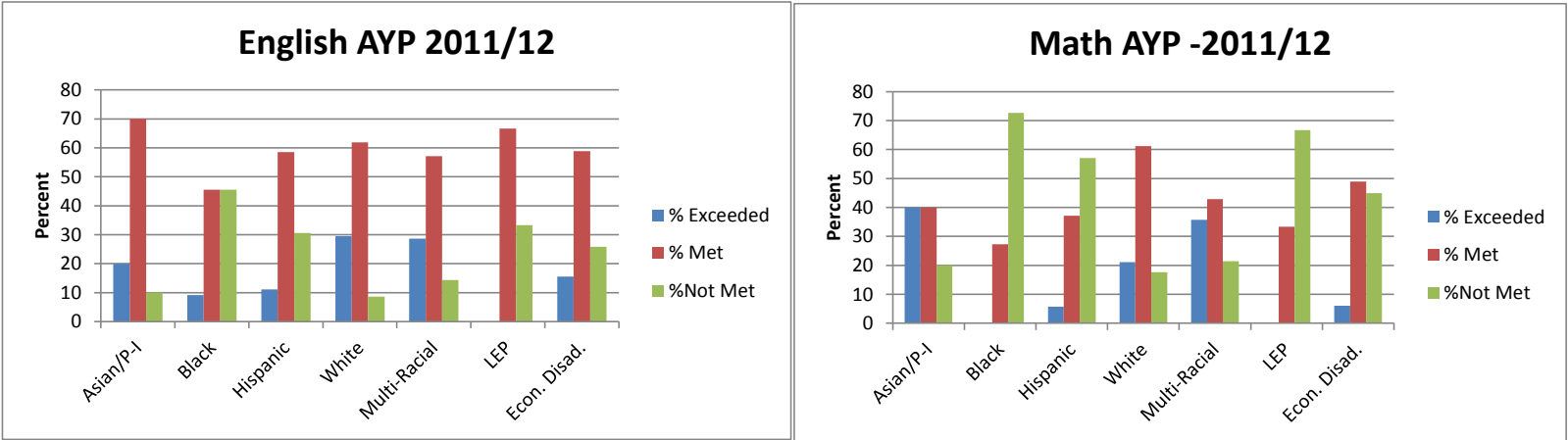
# Graduation Rate

- 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%

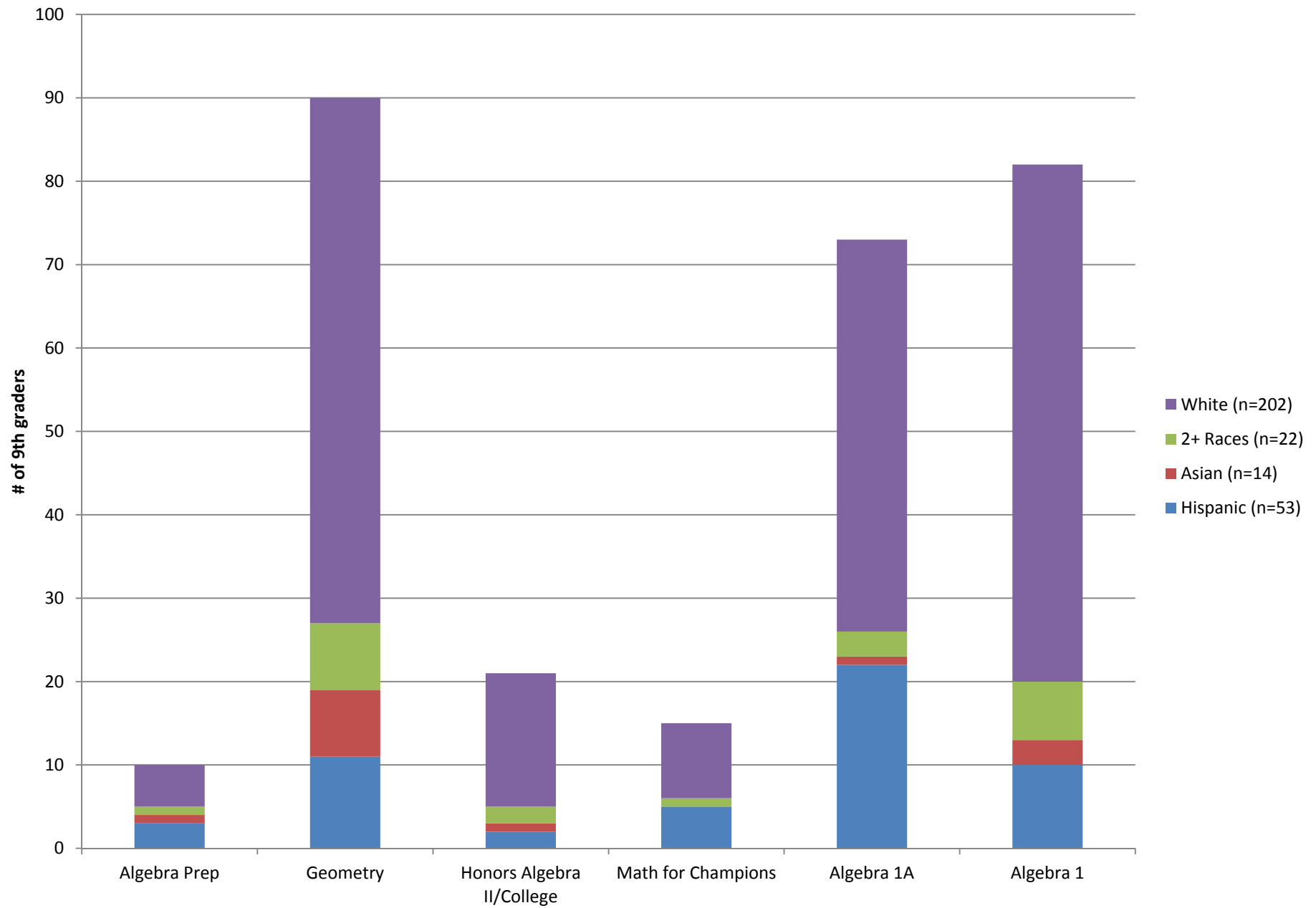
# Students Meeting Math Benchmark 2010-12

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

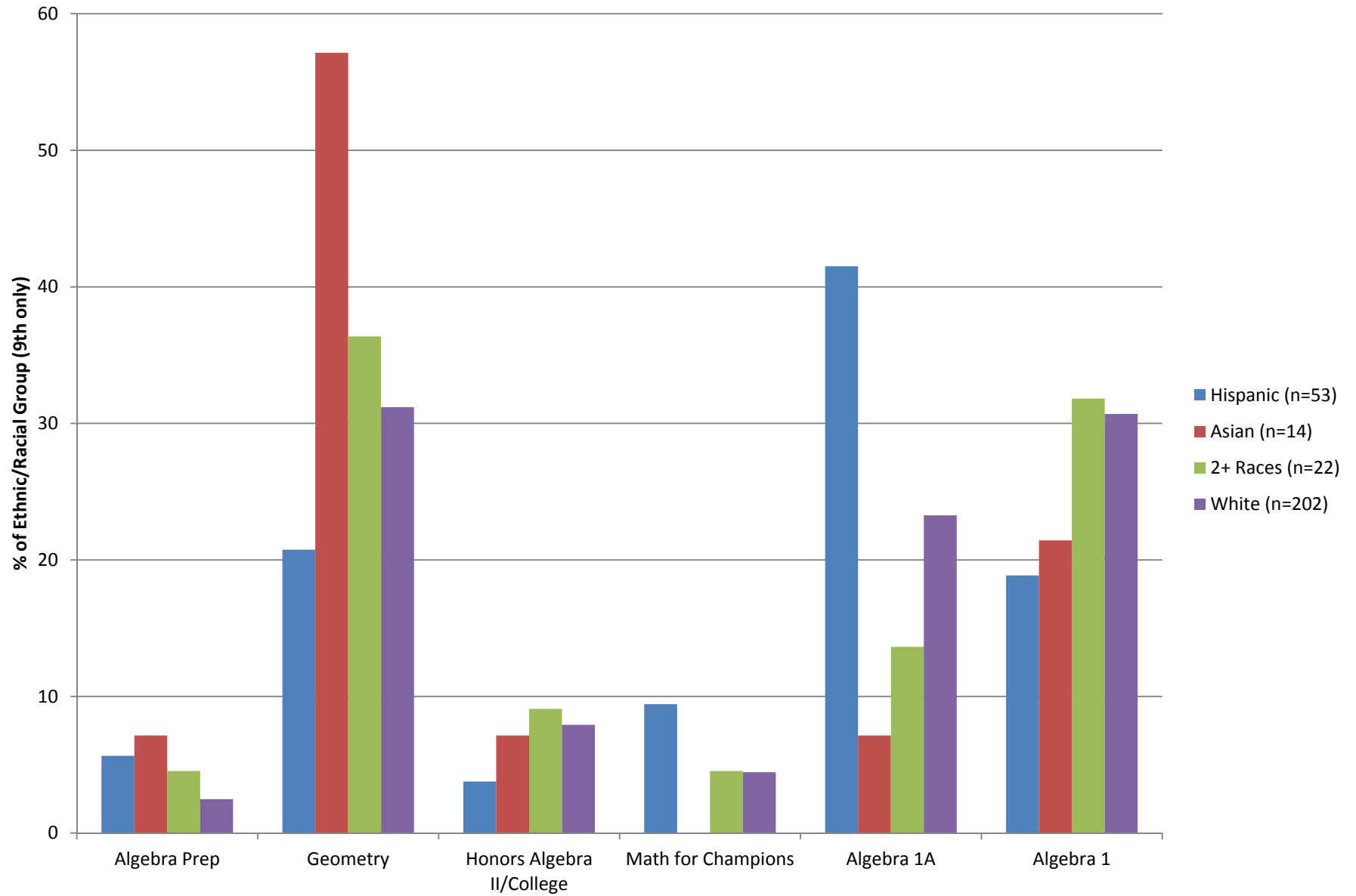
| Race         | English    | English | English  | Math       | Math  | Math     | Science    | Science | Science  |
|--------------|------------|---------|----------|------------|-------|----------|------------|---------|----------|
|              | % Exceeded | % Met   | %Not Met | % Exceeded | % Met | %Not Met | % Exceeded | % Met   | %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

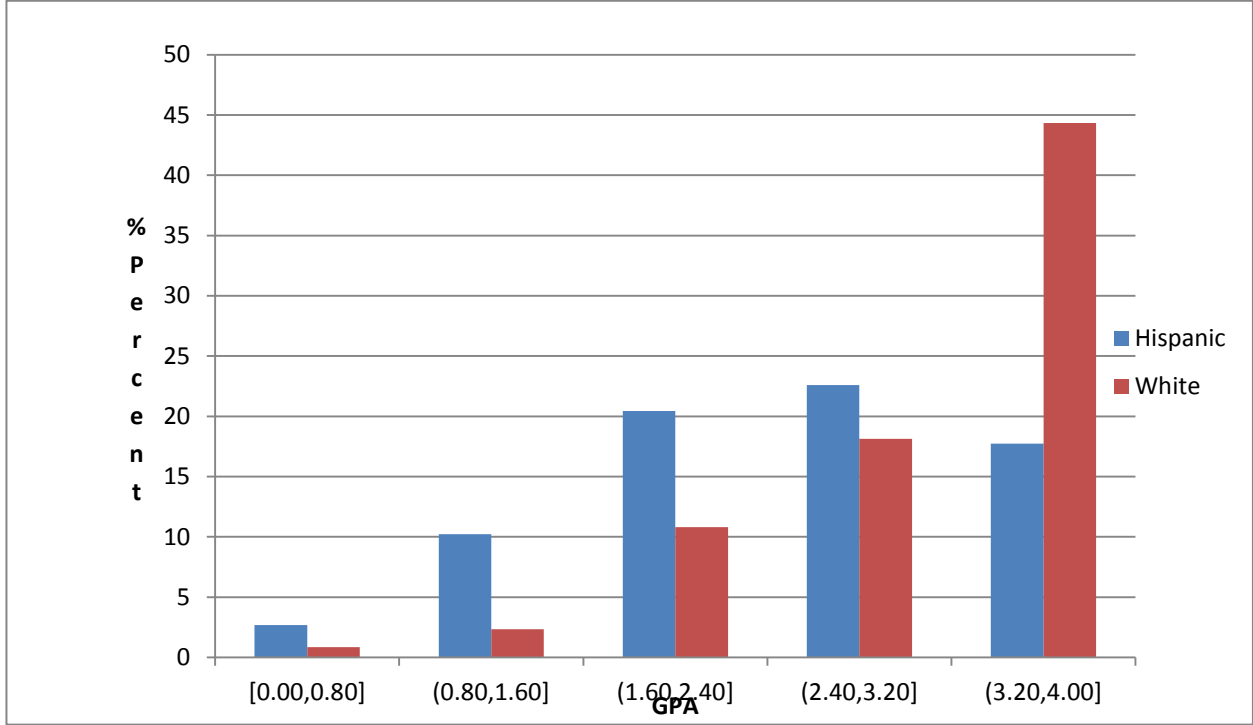


## 9th Grade Math Placement 2012-13



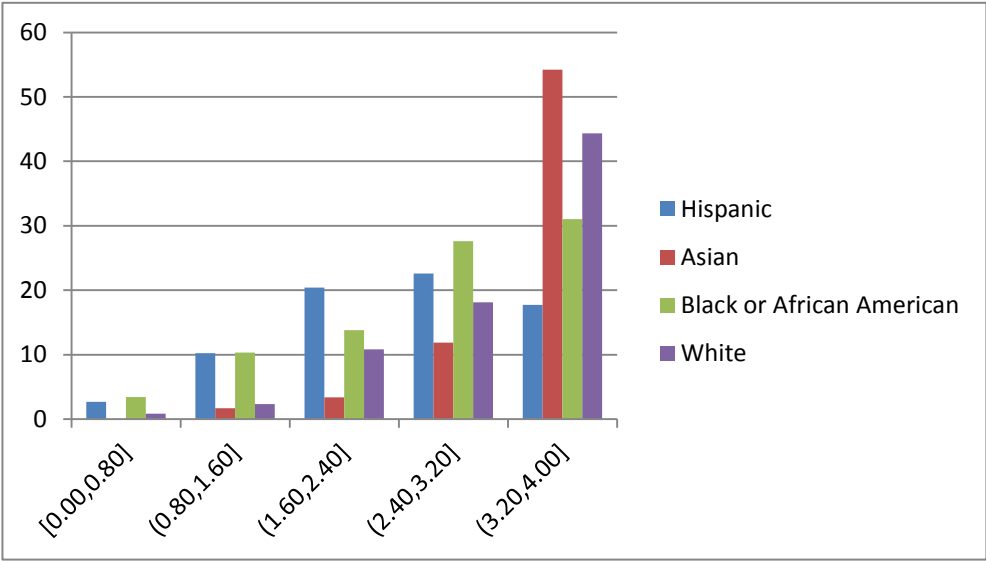
# CHS Students (10-12 grade) by Cumulative GPA

|             | 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 Cumulative GPA

|             | Hispanic | Asian    | Black or African American | 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**

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School-wide Problem-of-Practice:</b><br><i>(Abbreviated Data Analysis Narrative)</i> | <i>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.</i>                                                                                                                                                                           |
| <b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>  | <i>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.</i>                                                                            |
| <b>SMART Goal Statement # _____</b>                                                     | <i>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.</i><br><br><i>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.</i> |

| Leadership Implementation Strategies<br><br>(insert your 1-3 measurable leadership strategies)<br><br><i>IF I....</i>                                                                      | Results Indicators<br><br>(a measurable, percent, increase in student learning results)<br><br><i>THEN I expect to see ...</i>                                                                                                                                           | Primary<br><br><b>Leadership</b><br>(Designate the teacher and leader responsible)                                                          | Desired Benefits<br><br>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)                                        | Sources of Data to Monitor<br><br>(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<br><br>Increased teacher collaboration across content area disciplines. | <b>We will monitor the frequency with which the writing rubric is used to score assignments in social studies, science, health and PE.</b><br><br>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                                                                                                                   | <b>Frequency of classroom writing assignments scored with the writing rubric.</b>                                                                                                         |
| 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                                                                                                                                          | <b>Classroom writing assignments</b>                                                                                                                                                      |

|                                                                                                                                                                                                                        |  |                  |                                                  |                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|--------------------------------------------------|-------------------------------------------------------------|
| 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. | <b>Increased teacher collaboration between departments.</b> |
| <b>What are some things you anticipate you will need to do to ensure success?</b> ( <i>Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.</i> ) |  |                  |                                                  |                                                             |
| <b>Teachers will need support and training in the use of the writing rubric and in calibration of the scoring of writing assignments.</b>                                                                              |  |                  |                                                  |                                                             |



### **Crescent Valley High School Professional Development Plan**

|                                                                                                                               |                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal:</b>                                                                                         | <i>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.</i>                                                        |
| <b>Knowledge:</b> ( <i>What new knowledge will result from the professional development effort that addresses this goal</i> ) | <i>Staff will have a deeper understanding of the state writing standards and be able to apply them to writing assignments within their disciplines.</i>                                                                                                                                   |
| <b>Skills:</b> ( <i>What new skills will result from the professional development effort that addresses this goal</i> )       | <i>Application of writing essentials across disciplines, to include key implementation strategies from the ODE K-12 Literacy Framework.</i>                                                                                                                                               |
| <b>Research from professional development approach was formulated:</b>                                                        | <i>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.</i> |





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

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School-wide Problem-of-Practice:</b><br><i>(Abbreviated Data Analysis Narrative)</i> | <p><i>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:</i></p> <ul style="list-style-type: none"> <li><i>• Having completed six high school credits</i></li> <li><i>• Having completed Algebra</i></li> <li><i>• Having good attendance- 92% is the target.</i></li> </ul> <p><i>In analyzing this data based on last year's freshmen, we found the following to be true:</i></p> <ul style="list-style-type: none"> <li><i>• 87% completed Algebra</i></li> <li><i>• 5% completed half of the Algebra curriculum</i></li> <li><i>• 85% earned six credits</i></li> <li><i>• Attendance for those students who did not earn six credits ranged from 42%-99%</i></li> </ul> |
| <b>Theories-of-Action:</b> <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>  | <p><i>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.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>SMART Goal Statement # _____</b>                                                     | <p><i>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.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| <b>Leadership Implementation Strategies</b><br><br><i>(insert your 1-3 measurable leadership strategies)</i><br><br><b>IF I....</b>                                                                                                                   | <b>Results Indicators</b><br><br><i>(a measurable, percent, increase in student learning results)</i><br><br><b>THEN I expect to see ...</b> | <b>Primary</b><br><br><b>Leadership</b><br><i>(Designate the teacher and leader responsible)</i> | <b>Desired Benefits</b><br><br><i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i> | <b>Sources of Data to Monitor</b><br><br><i>(Insert what student/adult data you will monitor)</i>         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <i>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.</i>                                                                                 | <i>Students will become more accountable, earlier in the school year, to achieve the criteria for on track to graduate.</i>                  | <i>Administrators, counselors and Behavior Specialist.</i>                                       | <i>Increased number of students who are on track to graduate.</i>                                                                              | <i>Achievement in Algebra<br/><br/>Student Grades in Pinnacle<br/><br/>Individual student attendance.</i> |
| <i>The behavior specialist or administrator will meet with students, whose attendance is below 85%, providing strategies and support for improvement.</i><br><br><i>The truancy officer will meet with students whose attendance drops below 50%.</i> | <i>Students will be held more accountable for attendance and rates of attendance should improve.</i>                                         | <i>Behavior Specialist, Administrators and Truancy Officer</i>                                   | <i>Increased rate of attendance which leads to a greater likelihood that students will earn credits and pass Algebra.</i>                      | <i>Attendance and grades through Pinnacle</i>                                                             |
| <b>What are some things you anticipate you will need to do to ensure success?</b> <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>                                  |                                                                                                                                              |                                                                                                  |                                                                                                                                                |                                                                                                           |
| <b>The data analysis must be scheduled into the calendar, with subsequent time scheduled for parent/student conferences. Parent Outreach</b>                                                                                                          |                                                                                                                                              |                                                                                                  |                                                                                                                                                |                                                                                                           |

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



### Crescent Valley High School Professional Development Plan

|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                  |                                               |                                                |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------|------------------------------------------------|
| <b>Professional Development Goal:</b>                                                                                       | <i>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.</i>                                                                                                                               |                                                                       |                                                  |                                               |                                                |
| <b>Knowledge:</b> <i>(What new knowledge will result from the professional development effort that addresses this goal)</i> | <i>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.</i>                                                                                                                                                                                                    |                                                                       |                                                  |                                               |                                                |
| <b>Skills:</b> <i>(What new skills will result from the professional development effort that addresses this goal)</i>       | <i>Staff will become more skilled in referring students to the appropriate intervention in a timely way.</i>                                                                                                                                                                                                                                                                                                                                                                                      |                                                                       |                                                  |                                               |                                                |
| <b>Research from professional development approach was formulated:</b>                                                      | <i>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.</i> |                                                                       |                                                  |                                               |                                                |
| <b>Professional Development Implementation Strategies</b>                                                                   | <b>Results Indicators</b><br><i>(a measurable, percent, increase in adult/student</i>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Primary Leadership</b><br><i>(Designate the teacher and leader</i> | <b>Intended Audience</b><br><i>(Stakeholders</i> | <b>Timeline</b><br><i>(Include completion</i> | <b>Resources</b><br><i>(people, materials,</i> |

| <i><b>IF I....</b></i>                                                                                                                                                          | <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. )</i><br><br><i><b>THEN I expect to see ...</b></i> | <i>responsible)</i>                                  | <i>)</i>                          | <i>date)</i>                                                                                                                        | <i>time)</i>                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <i>Provide pertinent information to staff regarding student achievement in on track to graduate criteria and intervention implementation.</i>                                   | <i>Staff will help support the intervention plan with students in their classes, and students have a greater likelihood of improvement in these areas.</i>                                                                | <i>Administration, School Behavior Specialist...</i> | <i>School staff and students.</i> | <i>Data reports completed quarterly, in November, February, April and June.</i><br><br><i>Final analysis completed in June 2013</i> | <i>Pinnacle, Algebra teachers and release time for staff.</i> |
| <i>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.</i> | <i>Students will be held more accountable to these achievement criteria, improving the percentage of students who meet the on track to graduate criteria.</i>                                                             | <i>Administration and school staff</i>               | <i>School staff and students</i>  | <i>June 15, 2013</i>                                                                                                                | <i>Time and organization.</i>                                 |



**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](mailto:kimberly.nelson@corvallis.k12.or.us).

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

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

Public Comment –

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

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

Grievance Process - ORS 192.705

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

| SCHOOL BOARD MEMBERS |              |                               |              |
|----------------------|--------------|-------------------------------|--------------|
| Judah Largent        | 541-231-8415 | Terese Jones, Co-Vice Chair   | 541-230-1673 |
| Sami Al-Abdrabbuh    | 541-283-6611 | Shauna Tominey, Co-Vice Chair | 541-829-8411 |
| Chris Hawkins        | 541-602-2045 | Luhui Whitebear, Chair        | 541-714.3305 |
| Bernie Wang          | 541-704-7298 |                               |              |

| EXECUTIVE STAFF MEMBERS                                                |              |
|------------------------------------------------------------------------|--------------|
| Ryan Noss, Superintendent                                              | 541-757-5841 |
| Melissa Harder, Assistant Superintendent / Human Resources Director    | 541-766-4857 |
| Lauren Wolfe, Finance Director                                         | 541-757-5874 |
| Byron Bethards, Student Growth & Experience Director                   | 541-757-5470 |
| Kim Patten, Operations Director                                        | 541-757-3849 |
| Kim Nelson, Executive Assistant to the Superintendent; Board Secretary | 541-757-5841 |