



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
Thursday, November 15, 2018 4:45 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

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

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

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



Corvallis

SCHOOL DISTRICT

Thursday, November 15, 2018
4:45 PM

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

Meeting Details: Thursday, November 15, 2018, 4:45 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. WELCOME AND INTRODUCTIONS (4:45 p.m.)
- II. SCHOOL IMPROVEMENT PLANS (5:00 p.m. approx.)
 - II.A. Crescent Valley High School



Crescent Valley

HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2018-2019

Our Vision	Our Mission	Our Beliefs
Every student a graduate! Every student shows growth! Close the opportunity gap!	Through rigorous and relevant learning, inspire students to be reflective, develop individual potential and pursue unique personal and career interests.	<i>We are committed to developing graduates who:</i> ● Creatively solve problems, access information, and adapt to change. ● Behave in a respectful manner, being good role models and showing kindness. ● Demonstrate a passion for lifelong learning. ● Demonstrate integrity. ● Tackle new challenges with confidence and skill. ● Evaluate and synthesize information. ● Are self-reliant, believing in their ability to think critically to solve problems. ● Make responsible decisions regarding health and humanity.

Student Enrollment by Grade	Demographic Information
Total Enrollment: 1013 Year 1: 229 Sophomores: 240 Juniors: 239 Seniors: 305	Emerging Bilingual: 7% Special Education: 8% Talented and Gifted: 25% Students Navigating Poverty: 21% Asian 9% Black 1% Latinx: 9% Multiracial 8% Native Hawaiian/ Pacific Islander: <1% American Indian/ Alaskan Native: <1% White: 74%

Staff Information
40 teachers, 3 counselors ● Average teacher turnover rate: 8% ● Multiracial: 4% ● Latinx: 2% ● Native Hawaiian/ Pacific Islander: 2% ● White: 92%

Opening Narrative

Over the past few years Crescent Valley has transitioned to a school that is more flexible in the ways that it meets diverse student interests as well as the needs of a changing community. We have been more responsive to student needs by increasing elective options through the creation of an eight period schedule, creating a showcase of programs for incoming freshmen and families, developing an elective fair to inform students about electives, and increasing our hands-on and CTE course offerings in design and applied arts, culinary arts, health sciences, and engineering (including addition of new autos and computer science courses in 2018/19).

To help ensure student success we have also implemented a yearlong Health and Freshman Success class for all ninth grade students. In this class students are explicitly taught the academic skills (such as prioritizing, time management, email writing, and understanding transcripts) they need to be successful in high school

2017-18 Commitments, Results and Reflections

Commitments

- *We will improve the on-track to graduate percentage for low SES freshmen.*
- *Every student, regardless of gender, gender identity, race, religion, SES, disability, level of English proficiency will feel safe, included, and connected in the Crescent Valley community.*
- *Continue to engage students and staff in nurturing an environment where students and staff feel accepted and a part of an inclusive school community.*
- *Collaborate with teachers, counselors, and community partners to create real world learning experiences that are connected to CTE Programs of Study.*

Results

At the end of the 17/18 year 87% of freshmen students attended at least 90% of the time. (32 students were below 90% attendance). The percent of freshmen students on track to graduate increased from 87% to 93%.

To increase voices of underserved students and help them feel connected we:

- Supported staff to create a SAFE (Students Advocating for Equity) group
- Created a lunch space for students with limited social connections
- Created opportunities for students with leadership potential to serve in different capacities (AP hiring team, mentoring of 8th grade students, senior panel in Year 1 Success, Peer Navigators)

To increase real-world learning we:

- Created a student-driven schedule to improve access to electives
- Increased elective offerings (world language, pre-engineering, photos, art, filmmaking)
- Held our second annual milling day
- Added one section of Health Occupations
- Supported a teacher to create Health Science CTE Program of Study
- Supported students in designing staff signs
- Implemented a Women of the Woods after school program
- Supported DREAM students in the design and construction of a new CV sign
- Supported collaboration between engineering and science to build underwater ROVs
- Added one section of metals
- Sent five staff to the National CTE conference (will send eight this year)
- Revamped Computer Science curriculum
- Added two sections of autos

Reflections

What worked:

- Implementation of Freshmen Success Curriculum
- Freshmen success meetings to review data
- Nudge letters about attendance
- Data share-outs with staff
- Positive messaging (postcards)
- Counselors regularly met with 5 most at-risk freshmen
- Targeted A/O
- PD focused on relationships
- PD on Section 504

Needs refining:

- Look for patterns in data
- Share data with 9th grade teachers school-wide (not just with freshmen success team)
- Continuous and ongoing PD on CSD509j Core Values (Inclusivity, Real-World learning, Adaptability, Relationships, and Community Connections)

Component 1
Student Achievement

Our commitment: We will increase the percent of students earning one credit for Algebra 1 by 5%.

Academic issues:

Last year 44 9th graders (18%) did not earn 1 credit for Algebra 1. Fifteen students (6%) were enrolled in Pre-Algebra. The other 12% earned either a half credit or zero credits in math.

Key Actions:

- Co-teaching PD with professor from OSU
- Provide a resource book (Routines for Reasoning) to all math teachers
- Create a project based learning Algebra 1 alternative for at-risk students
- Create grade level data teams for tracking student progress

Component 2 Equitable Systems

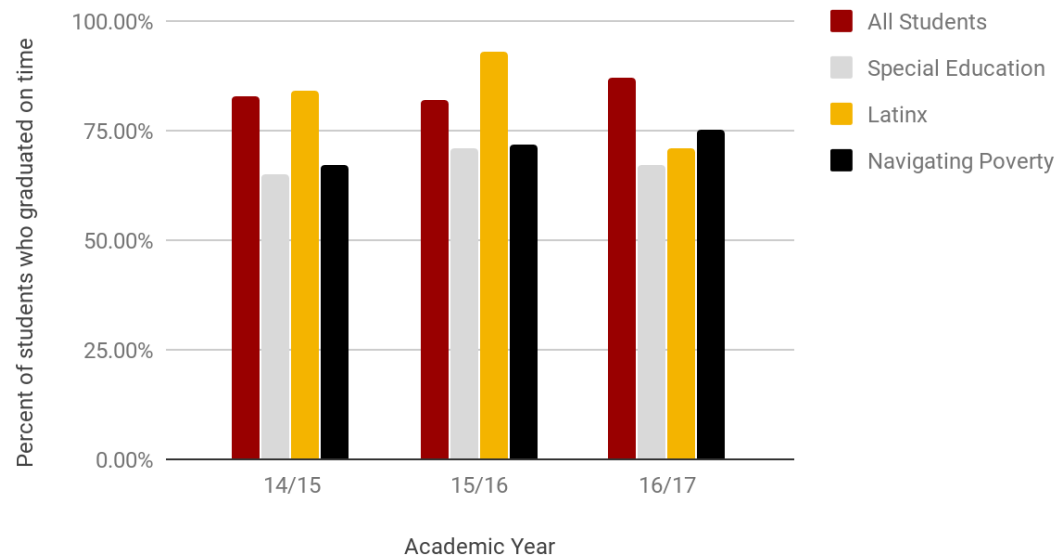
Our Commitment:

We will improve the four-year graduation rate for Special Education and Latinx students by 5%.

Academic Issue(s):

The on track rates for both student groups fell during the 16/17 academic year.

On time graduation



Key Actions:

- Identify senior students in all groups who are not on track
- Share data with staff
- Collaborate with counselors and teachers to develop a plan for each student
- Establish a Latinx affinity group
- Create a hands-on, co-taught, and blocked literature and math course for underperforming 9th grade students
- Create an 8 period schedule to allow students in intervention to take elective courses
- Establish a targeted RTI course for at-risk 10th grade students
- Implementation of Senior Seminar class
- Establish grade level data teams

Component 3

School Environment & Culture

Our Commitment:

We will improve school environment and culture by engaging all first year students in a year-long Health and Success class.

Academic Issue(s):

- Passing 6 credits.
- Quality On-track (Language Arts, Math and Science), 52 current sophomores do not meet quality on-track credits.
- Online version - not a quality credit, navigational capacity

Key Actions:

- Implement year one success lessons into Health 1
 - Focus on goal setting, organization, attendance importance, transcripts, time management etc.
- Implement career readiness into Health 1 classes.
- Incorporate Digital Citizenship and Career Learning lessons in Health 1
- Engage in Courageous Conversations about race
- Develop tracking system of supports for social/emotional health

Component 4 Real-World Learning

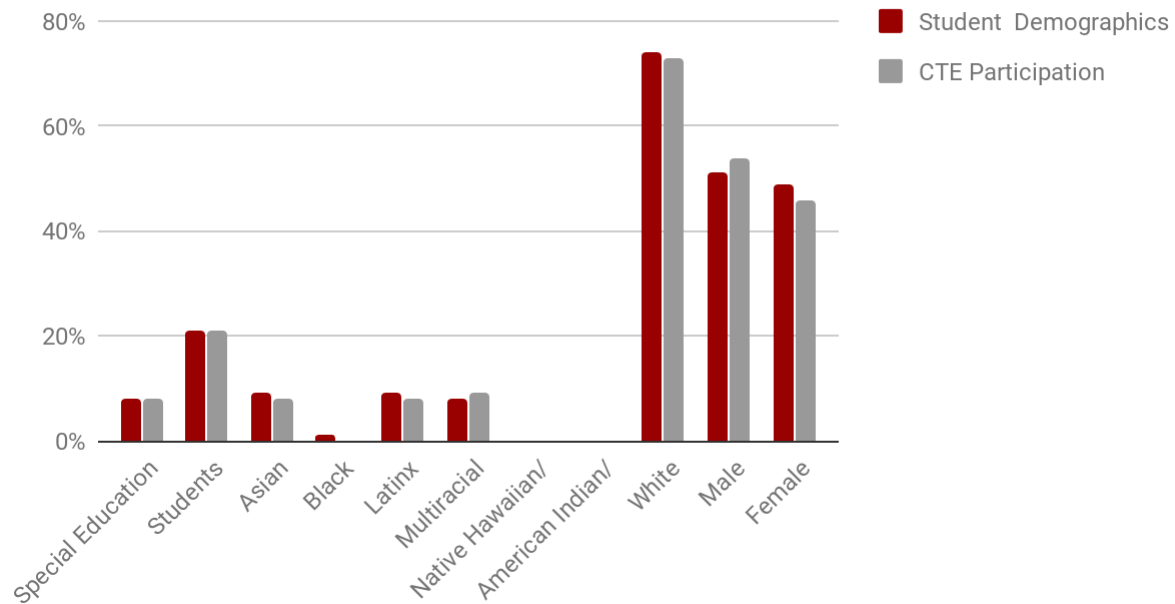
Our Commitment:

We will increase our overall student participation in CTE courses by 10% and increase female participation by 5%

Academic Issue(s):

Last year 55% of CVHS students participated in at least one CTE class. The demographics of those student participants matches our school demographics, which tells us that we are equitably recruiting students to our CTE programs. The one area for growth is the disproportionality of participation by gender. Forty six percent of CTE participants were female fifty-four percent were male. Our total student population is closer to 50:50.

Comparison of CV Demographics and CTE Participation



Key Actions:

- Showcase CTE offerings (through elective fair, open house, video announcements, photo displays)
- Showcase student CTE projects (such as the new CV sign, staff nameplates and conference table)
- Improve connections to LBCC career days

Component 5 Health & Wellness

Our Commitment:

Increase capacity for staff to care for students by encouraging teachers to write personal wellness goals.

Issue(s):

Staff feel overwhelmed

Staff work long hours

Staff do not feel as though they have time for self-care

All students are not connected to at least one adult (adults may be overwhelmed inhibiting their capacity for caring)

Key Actions:

- Encourage staff to write a professional goal related to wellness
- Collect teacher data on self compassion
- Check in with staff about their progress toward their wellness goal
- Offer mindfulness PD after school



Corvallis
SCHOOL DISTRICT

II.B. Franklin K-8 School



FRANKLIN SCHOOL IMPROVEMENT PLAN

2018-2019

Opening Narrative

Relationships build trust, inclusion for all, and thus enhance the learning. Franklin School strives to be culturally responsive and adaptive to meet the needs of students, families and the community. Franklin School instructs for meaningful learning through real world problem solving, collaborative projects, and public exhibition that are relevant to the student.

Our Values	Our Mission & Vision	Our Beliefs
- Relationships build trust, with inclusion for all, and thus enhance the learning - Franklin School strives to be culturally responsive and adaptive to meet the needs of students, families and the community - Franklin School instructs for learning that is relevant through real world problem solving, collaborative projects, and exhibition of student learning	Franklin School is committed to providing all students with a relevant and challenging education that prepares them to be engaged and contributing citizens All Children Can Learn and Achieve	We believe - All students do well if they can in a positive supportive environment - Relationships coupled with an inclusive school environment enhances learning - Student trajectory increases when learning projects are made in a challenging and engaging framework

OREGON AT-A-GLANCE SCHOOL PROFILE Franklin School

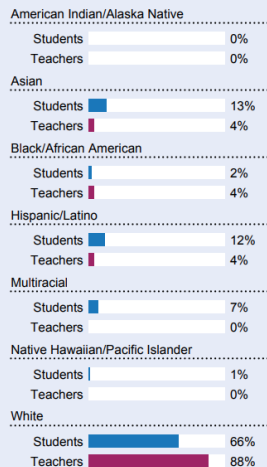
PRINCIPAL: Craig Harlow | GRADES: K-8 | 750 NW 18th St, Corvallis 97330 | 541-757-5747

2017-18

Students We Serve



DEMOGRAPHICS



10%
Ever English
Learners



15
Languages
Spoken

12%
Students
with
Disabilities

92%
Required
Vaccinations

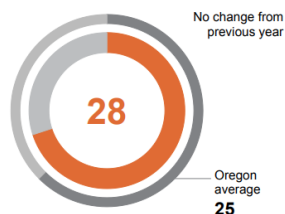
18%
Free/
Reduced
Price Lunch

*Not enough students

School Environment

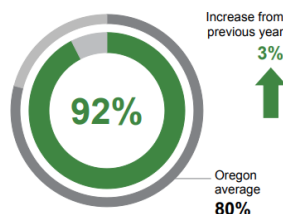
CLASS SIZE

Median class size.



REGULAR ATTENDERS

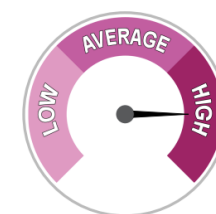
Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

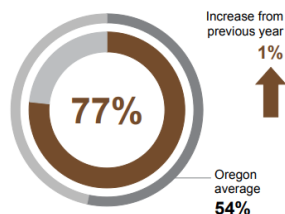
Year-to-year progress in English language arts and mathematics.



Academic Success

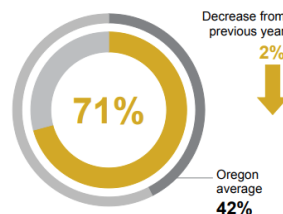
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



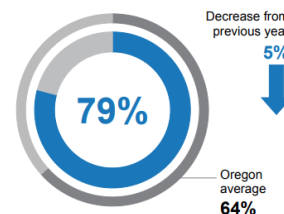
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Franklin School established new Leadership, PBIS, Equity, and Action teams comprised of staff and parents.

We strive to be culturally responsive and adaptive to meet the needs of students, families and the community.

Franklin School is committed to providing all students with a relevant and challenging education that prepares them to be engaged and contributing citizens.

State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

PBIS is a program designed to teach respect, responsibility, and safety at school. We continuously encourage students to make positive behavior choices by implementing this program. Through instruction, comprehension and regular practice, all staff members establish a consistent set of behavior expectations.

Relationships build trust and inclusion for all, and thus enhance student learning.

Results from 2017-18 School Action Plan

Franklin student academic achievement improved across grade level co-hort groups with the exception of 4th grade ELA. Franklin School worked with new administrative leadership and a new office support staff. Principal worked to establish positive relationships and rapport with students, staff, and families; re-frame the Positive Behavior Intervention Student framework, with an Equity values focus, and Actions intervention team comprised of staff and parents. Franklin School conducted experiential learning with community partners across grade levels with activities such as, "Boot Camp, Out Door School, Salmon Watch, Washington DC, Science/Engineering Event, Bridge Building Project, Survivor Tournament, Greek Fest, Health & Human Body Play, and Fine Arts Evening among others. Also, note that in the 2-year span of 2017-19 there will be a staff turnover of 20 new staff to Franklin School.

2017-18 ESSA Accountability Details Report

Secure Version – Preliminary - August 26, 2018

District: Corvallis SD 509J

School: Franklin School

The Accountability Details Report displays the data for indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. These indicators include English Language Arts (ELA) and Mathematics Achievement, ELA and Mathematics Growth, Regular Attenders, and On Track to English Language Proficiency (ELP). For more information concerning indicators and their definitions and calculations, please refer to [Report Card Policy and Technical Manual](#).

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	Math Achievement	ELA Growth	Math Growth	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 4	Level 4	Level 4	Level 5	Level 4	Level 3
Economically Disadvantaged	Not Identified	Level 2	Level 2	Level 3	Level 3	Level 2	
English Learners	Not Identified	Level 2*	Level 2	Level 1	Level 1	Not Rated	Level 3
Students with Disabilities	Not Identified	Level 2	Level 3	Level 3	Level 3	Level 3	
Underserved Race/Ethnicity	Not Applicable	Level 3	Level 2	Level 3	Level 3	Level 4	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Level 3	Level 2	Level 3	Level 3	Level 3	
Asian	Not Identified	Level 5	Level 5	Level 5	Level 4	Level 5	
White	Not Identified	Level 4	Level 4	Level 4	Level 5	Level 4	
Multi-racial	Not Identified	Level 5	Level 5	Level 5	Level 5	Level 5	

Component 1 Student Achievement

Our Commitment: Relevant learning activities that integrate cross-curricular content, community based problems or projects, collaboration, critique with revision and public exhibition.

Franklin Goal:

Promote, recognize and increase relevant and rigorous learning activities across Franklin School configuration, K-8 grades.

Key Actions: *Personalization, Authentic Work, Public Exhibition*

- Highlight project based learning with exhibition component in classrooms with students
- Highlight project based learning with exhibition component in classrooms with staff K-8 (i.e. STEM Projects, GreekFest, Science Engineering Evening, Coding, BizTown, Mock Trial Debate, Body Systems Play Performance)
- Project Based Learning, SeeSaw, Newsela PD integrated into Staff meetings and PD, 2018-19

Measure:

Academic growth as measured by the ODE Franklin School Report, ESSA accountability details sheet

Component 2 Equitable Systems

Our Commitment: Equitable access and instructional support for all Franklin students to pursue their learning story. Franklin School, meeting the needs of each student and being culturally adaptable in our instructional approach.

Franklin Goal:

Student success and academic growth for student group categories including identified students with learning disabilities, socio-economically challenged students, English Language Learners and other students not formally identified deemed at risk with school based data on attendance, behavior, literacy or math skills.

Key Actions: *Student Inclusion, Parent Equity Advisory*

- Meet weekly with SPED/LRC teachers with focus on inclusion and individual students
- Principal tracks student deemed at risk with sphere of success trajectory, based on school data, for weekly Principal Learning Partnership connection, and weekly, monthly staff collaboration (data set to include but not limited to- RTI, STAR, Attendance, SWIS, PLC, SSBD, SBAC, anecdotal staff monitoring)
- Principal, Counselor (and staff) participation in Coaching for Equity professional development, 2018-19

- Bi-Monthly with Franklin School PBIS team with focus on Culturally Responsive Student/Teaching Learning Partnership, individual students tracking, PBIS team to attend PBIS conference in February 2019

Measure:

Craig's goals for 2018-19

8-10 Franklin Elementary Students monitored for improvement in the academic areas of Reading and Math. The students monitored for improvement in Social and Emotional Growth.

STAR,
Attendance,
RTI progress monitoring,
Class room progress monitoring,
SWIS
Learning Partnership Profile

Goal 1 -The 7 students encompass grades K-8, this includes;

5th- 2 student
4th- 1 student
3rd-1 student
2nd 1 student
1st -1student
K- 1 student

The student profiled selected from student group data, including IEP, EEL, RTI, 504 and the SSBD screener. 6 of the students are female and 8 students are male.

Franklin Elementary students at or below grade level on the fall STAR, reading assessment will show the following growth:

Goal 2- The 10 students encompass grades 6-8, this includes;

8th- 3 students
7th- 2 students
6th- 2 students

The student profiled selected from student group data, including IEP, EEL, RTI, 504 and the SSBD screener. 6 of the students are male and 4 students are female.

Component 3 School Environment & Culture

Our Commitment: Relationships are the foundation of teaching and learning. A Franklin School Community of trust, respect and collaboration built on positive relationships.

Franklin Goal:

All Franklin students experience a positive and meaningful school experience that results in a success trajectory for academic growth and social emotional development.

Key Actions: - PBIS, CPS, SEL Skill Development through PBIS

- Franklin School Assembly, monthly with focus on Student/Teacher Learning Partnership, Franklin School Values
- Student voice affirmation display boards and monitor in main hallway
- Review, re write, modify and reframe Franklin School PBIS Handbook document, 2018-19
- Meet quarterly with families/parents of identified students from categories of student demographic that underperforms at Franklin School (i.e. LD, EEL, SES)
- Positive affirmation of at risk student's graphics in staff lounge monthly

Measure:

Updated 2018-19 Franklin School PBIS document, 10 Franklin PBIS Team meeting with team attending 1 conference, 7 school wide assemblies with MS students paired with ES students

**Component 4
Real-World Learning**

Our Commitment: Relevant learning activities that integrate cross-curricular content, community based problems or projects, collaboration, critique with revision and public exhibition.

GOAL:

Franklin exemplar Elementary and Middle School project based learning activity used for collaboration, demonstrations and development of real world learning activity with Franklin students, staff, families and the greater CSD 509J community.

Key Actions: Parents and Community- Relationship Development

- Highlight project based learning with exhibition component in classrooms with students
- Highlight project based learning with exhibition component in classrooms with staff K-8 (i.e. STEM Projects, GreekFest, Biz Learning, Science Engineering Evening, Coding, BizTown)
- Principal attendance and participation in CSD Leadership, Principal Levels PTA, CSD 509J, with an outcome of developing relationships to improve the relevancy of instruction and learning at Franklin School

Measure:

2 documented project based learning activities for 2018-19 school year.

**Component 5
Health & Wellness**

Increase the health and wellness of Franklin School students and staff.

Goal:

Increase health through positive relationship, rapport and attitude for student, staff and families at Franklin School

Key Actions:

- Franklin School Assemblies/monthly- focused on “classroom buddies” middle school and elementary school students paired together. Focused on Franklin School values each month
- Franklin School walking/jogging path, used daily by students, staff and community
- Middle School Intermural tournaments, with staff student culmination, activities involve large percentage of student body and culminate with a staff student activity
- Franklin Staff Social Wellness activity quarterly

Measure:

Franklin School Survey results-

Youth Truth Survey 2018-

CSD Staff Engagement Survey 2017-



Corvallis
SCHOOL DISTRICT

II.C. Cheldelin Middle School



Cheldelin
MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Our Vision	Our Mission	Our Beliefs
Our vision is to foster each individual's growth - academically, emotionally, and socially - by challenging, engaging and inspiring all students.	Our mission is to provide each student with diverse and rigorous educational opportunities as multiple learning styles and abilities are addressed in each class through differentiated instructional strategies.	We believe all students can be successful when the school community works to educate the whole child with a number of enrichment opportunities, electives, student clubs, and extracurricular activities. These all work together to connect students and families to our school community.

Student Enrollment by Grade	Demographic Information
Total Enrollment: 605 6th grade: 213 7th grade: 205 8th grade: 187	Emerging Bilingual: 2.5% Special Education : 7.5% Talented and Gifted: 16% Students Navigating Poverty: 32% Race: Hispanic: 9% White: 75% Black: 1.5% Asian: 6.3% American Indian: 0.5% Multi-Racial: 8%

Staff Information	
27 Certified Teachers 4 Specialists 1 School Counselor 2 Administrators 1 Trillium Counselor (3 day per week)	2 Behavior Support Staff 4 Office Staff 1 Testing Specialist 1 Counseling Assistant 1 Media Assistant 1 SPOC 10 Educational Assistants

Opening Narrative

During the 2017-2018 school Cheldelin Middle School introduced a number of new elective course offerings. These electives were started with the dual intentions of increasing student connection to school in order to increase student attendance and to increase student achievement in literacy and mathematics through the study of high interest topics. The first intention was clearly successful as the percent of students considered to “regular attenders” rose from 79 to 86. The second intention is a longer term goal and will continue to be monitored closely.

Results from 2017-18 School Action Plan

Component 1: Academic Achievement

Our commitment to following the Response to Intervention process with a focus on the areas of Math and Literacy was successful last year. The process of meeting as an RTI team quarterly, as a small group weekly, and pulling students for intervention in a flexible manner worked as planned. We were able to communicate students in Tier II intervention with staff weekly as well as provide focused Tier II intervention. The Math Tier II intervention was especially successful and we will continue with it in the same manner but we have adjusted the Literacy Tier II intervention.

Component 2: Equity

Our commitment to engaging all students in self-selected, relevant activities that increase connections between students and the school community was successful. Every student at Cheldelin was able to participate in at least one self-selected elective class in a high interest area. When scheduling we were intentional in prioritizing students who required an intervention class, ensuring they were enrolled in the elective course that identified as their highest interest area.

Component 3: School Environment and Culture

Our commitment to building connections between students/families and the school community resulted in raising the percent of regular attenders (students with 90% or higher attendance) from 79% in the 2016/17 school year to 86% for the 2017/18 school year.

This was accomplished by introducing new elective classes such as Theater Arts, Criminology, Broadcast Journalism and Digital Media, as well as expanding the scope of our established electives such as Choir, Band Orchestra, STEM, Leadership, AVID, Spanish, and Art.

Component 4: Parents and Community

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

Our commitment to implementing best practices in effective student/family/community communication resulted in work with the district communication specialist to: update the Cheldelin website, increase Cheldelin's social media presence and provide clear communication home through Google email groups. These actions have been successful in addressing broad communication to parents and the community. The updated website and increased social media presence have also allowed for a consistent display of student work through our Digital Media/Broadcast Journalism elective classes.

Component 1
Student Achievement

Our Commitment: Ensure that all students leave Cheldelin Middle School with the prerequisite skills necessary to be successful in high school Algebra or higher.

Academic Issue(s): Student success rates on the Smarter Balanced Assessment in math across 6th, 7th and 8th grade have been declining in recent years. The level of rigor in classes has not matched that of assessments.

Key Actions:

- Continue to update and utilize Tier II Intervention System.
- Provide professional development around increasing class rigor in all areas.
- Implement high level questioning strategies in all math classes.
- Implement more rigorous Tier III Intervention curriculum.
- Focus on high level thinking skills through professional development and administrator observations.
- Work on vertical alignment with elementary and high school teachers to improve student preparation as they enter and exit middle school math.

Component 2 Equitable Systems

Our Commitment: To ensure that all students are able to access self-selected, rigorous academic electives that enhance their connection to the Cheldelin school community and provide the opportunity for student choice as they work towards college and career readiness.

Academic Issue(s): Provide meaningful intervention to meet the needs of all students while still providing opportunities to connect to the Cheldelin community through elective courses. Ensure that all student learning needs, such as ELL instruction, special education instruction, academic interventions, etc. are being met in a meaningful way.

Key Actions:

- Develop Master Schedule that provides equitable access to all classes.
- Elicit meaningful input from students in developing elective choices.
- Individually review the needs and schedules of students with increased needs.
- Provide fluid intervention systems in which students' needs are met in a timely manner.
- Add elective/intervention classes to increase student growth:
 - Engineering Design
 - Criminology II
 - Social Communication
 - Leadership (Title same but how class taught is different)

Component 3
School Environment & Culture

Our Commitment: Foster a school culture in which all students and staff feel safe and valued as individuals and create an environment in which all students and staff are free to express their beliefs and values in an appropriate and collegial manner.

Academic Issue(s): Provide proactive, meaningful instruction around equity, acceptance and problem solving skills.

Key Actions:

- Provide staff training opportunities around Trauma Informed Care.
- Provide staff training opportunities in Collaborative Problem Solving.
- Review and revise “advisor” class curriculum.
- Review practices around school-wide Positive Behavior Intervention Supports.
- Provide increased student and staff support in all levels of behavior intervention.

Component 4
Real-World Learning

Our Commitment: To provide students with a variety of opportunities to explore college and career areas of high interest through core and self selected classes.

Academic Issue(s): Balancing the interests of the students with the school's ability to provide meaningful academic opportunities and allowing students to showcase these interests.

Key Actions:

- Adapt elective classes to meet student interests.
- Organize and support student showcase nights.
- Develop and utilize community partnerships in all classes.
- Provide opportunities for real-world learning in core academic classes.
- Ensure that all students have the opportunity to explore at least one self selected elective offerings.
- Support CPTO fundraising efforts to increase real word learning opportunities for students.
- Encourage and support teachers to apply for CPTO, District, and Foundation grants.

**Component 5
Health & Wellness**

Our Commitment: Improve the physical and mental well being of the Cheldelin community by assisting students, staff and parents with new systems of support.

Academic Issue(s): Being proactive in our approach to physical and mental health, addressing the needs of students who display harder to identify “internalizing-type” behaviors. More effectively supporting students with “externalizing-type” behaviors.

Key Actions:

- Implement new health curriculum across all grade levels.
- Maximize the use of prevention services provided by Trillium.
 - Cheldelin Counseling Team
- Analyze and apply student data provided through state and district surveys.
- Increase and maximize student access to school counseling services.
- Refine our Tier II/III Student Behavior Support
 - Cheldelin Behavior Team
- Provide proactive instruction to students around mental health awareness.
- Ensure all staff are up to date in mental health first aid training (QPR).
- Develop and implement student-led community building lessons and activities.
 - Assemblies
 - Dances
 - WEB Lunches
 - PRIDE/Diversity Club presentations



Corvallis
SCHOOL DISTRICT

II.D. Hoover Elementary School



SCHOOL IMPROVEMENT PLAN 2018-2019

Our Values	Our Mission	Our Beliefs
We Value a learning community where children feel safe to learn and collaborate, and where we cultivate a community of respect and integrity through relationships.	Our Mission is to support all members of the Hoover community with a well-balanced education that addresses social, emotional and academic growth so they become lifelong learners and global citizens.	We believe each individual at Hoover is unique, valued and can learn and grow. We believe that students do well if they can, and that we are here to build skills. We believe in family connections. We believe that all kids deserve and engaging, challenging and supportive environment.

Average Class Size	Demographic Information
Kindergarten 21	Emerging Bilingual 9%
First 18	Special Education 7%
Second 26	ID Talented and Gifted 7%
Third 26	TAG Pool 28%
Fourth 24	Navigating Poverty 15%
Fifth 25	Students on a 504 2%
	With a medical protocol 7%
	18 original languages spoken
	Race:
Total Enrollment: 395	White – 67%
New students 1 st -5 th 42	Asian/Pacific Islander 20%
	Multi-Racial – 12%
	Black - 1%
	Ethnicity – Identify Hispanic 8%

Staff Information	
• 45 Total Staff Members	• 18 Classified Staff Members



SCHOOL IMPROVEMENT PLAN 2018-2019

• 17 Classroom Teachers • 9 Specialists (1 job share)	(including a cook & 2 custodians)
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Hoover has systematically worked to improve instruction for all students over the past few years. The results of this work can be seen on our school report card where all categories received a 4 or 5 for both math and ELA data for growth. Growth data really shows the attention to individual student's journeys and the work of our RTI process.

Results from 2017-18 School Action Plan

Based on the District Goal of all students will read grade level text by third grade Hoover dug in to our school-wide reading data. What we found was...

Over the past two years Economically Disadvantaged students have only met on SBAC at a 51% rate. We also have struggled to have 80% of our students in 3rd-5th reach passing levels of a 3 or 4 on SBAC ELA.

In the fall of 2017 only 56% of all K-2 students were on track to benchmark by the end of the year.

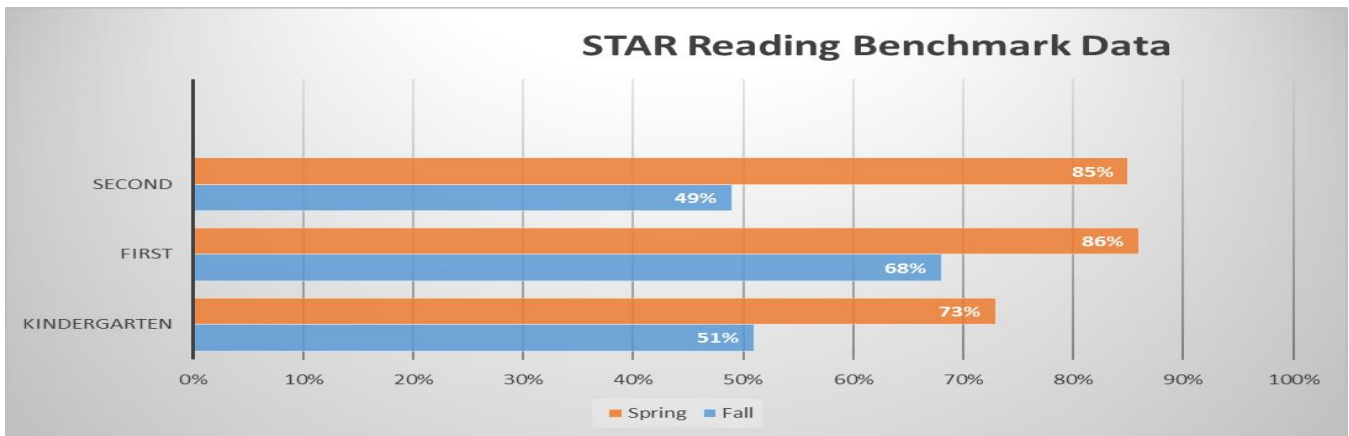
For the 2017-18 school year the goal was to have 80% of all K-2 students at grade level for reading by May of 2018.

	Fall	Spring	Gain for the year
Kindergarten(E.L)	51%	73%	22%
First (E.L)	68%	86%	18%
Second (Reading)	49%	85%	36%

We met our goal of 81% of all K-2 students meeting benchmark who started the year with us.



SCHOOL IMPROVEMENT PLAN 2018-2019

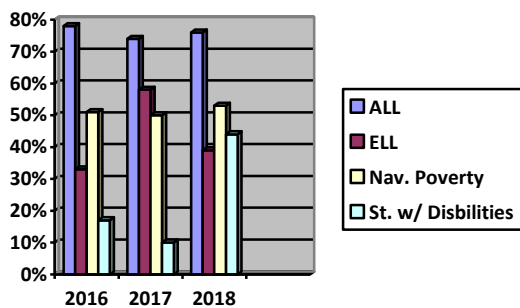


Results from 2017-18 School Improvement Plan – Update on other goal areas

Equity – build language rich environments where academic language is used consistently and scaffolded for learners to decrease gaps in student achievement associated with language, disability or socio-economic status.

- Pathway teachers deliver ELL instruction through co-teaching and push-in with our ELL instructor
- Each grade level pathway teacher will participate in Pathway/Equity team meeting monthly to grow in a co-teaching model for language instruction
- Pathway teachers participated in Beyond Diversity
- All pathway teachers were trained in GLAD (Guided Language Acquisition Development)

SBAC data in English Language Arts for past 3 years



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



SCHOOL IMPROVEMENT PLAN

2018-2019

Component 3: School Environment and Culture

- Implemented new data tracking system
- Discontinued the use of a "Referral" form for behavior implemented CPS (collaborative problem solving)
- Created a school-wide PBIS team
- Adjusted the master schedule to create a kinder only recess to allow for reteaching and providing feedback of expectation on a more consistent basis
- Provided CHAMPS training to new teachers in the building and used that framework for all teachers to write-up their behavior management plans

Component 4: Parents and Community

- Our parents as partners series only ended up having 2 of the 5 planned workshops

Component 1 Student Achievement

Our Commitment:

One of our district's top priorities is to have all students on benchmark for reading by third grade. Given the following recent data points at Hoover we are committed to focus on the work being done in K-3 classrooms around the area of reading.

- Currently our fall reading data indicates that less than two-thirds of our K-3 students are on track to meet the end of the year reading benchmark in STAR.
- Hoover has a three year trend of ELA SBAC achievement data that shows a discrepancy between all students and economically disadvantaged and students with disabilities. (Economically Disadvantaged passing rate 51%, 50% 52% and Students with Disabilities 16%, 10%, 43% - the good news is that all but one student on an IEP last year actually took the test which moved us up to 94% participation from the 50% we were at when I started my principalship) (that was a whole separate improvement journey!)
- Hoover's three year trend on ELA SBAC achievement data shows 78%, 74% and 75% of kids passing SBAC - we can not crack the 80%.
- Our growth as rated on SBAC for students with disabilities is significantly lower than even other sub-groups

Given these data trends and the initiation this year of new reading curriculum we want to focus our work around reading scores at the K-3 level.

This entails the understanding and use of curriculum (particularly small group instruction/use of IDR time), instructional practices that boost students' academic conversations, and the fine tuning of curriculum and services that are given to our students on IEP's or showing low growth through our

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SCHOOL IMPROVEMENT PLAN

2018-2019

Key Actions:

- Professional Development for teachers- on Academic Conversations using Zwiers work to help teachers understand the importance of the opportunities to talk given in our Being a Reader Curriculum and how 3-5 teachers need to structure and develop these in their daily content teaching.
- Feedback through observations on small group and IDR conferences
- Training on DRA's so teachers can more effectively pin-point student needs in reading
- Better Data sharing systems across our RTI/GEN ED/SPED instruction so that goals of development are being targeted
- Push-in support for K-1 literacy times to improve time on task, direct feedback, and scaffolded instruction relevant to goals - support K/1 teachers in how to use this support to benefit student learning
- Training of EA's in instruction - time to work with the RTI specialists every 5 weeks to refine practice specifically related to their grade level groups - whole group EA training every third Wednesday of the month around Para-pro instruction related to small group work
- Targeted conversations with grade levels about students (RTI more consistently due to new schedule)-visiting PLC's more often to check in on their work to move kids who are not succeeding

Component 2 Equitable Systems

Our Commitment: Increase the % of students on IEP's & 504's and Navigating Poverty that are at benchmark for reading

Academic Issue(s): Hoover has a three year trend of ELA SBAC achievement data that shows a discrepancy between all students and economically disadvantaged and students with disabilities. (Economically disadvantaged passing rate 51%, 50% 52% and Students with Disabilities 16%, 10%, 43%)

	# of students	# Nav. Poverty	# with disabilities	
Kinder	41	6 -14%	1	66%
First	52	10 -19%	4	52%
Second	76	9- 11%	3	66%
Third	75	12 -16%	7	55%
	244 kids	37 = 15%	15 = 6%	Avg. 59%
On track for benchmark				

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SCHOOL IMPROVEMENT PLAN 2018-2019

Key Actions:

- Increase teacher understand of IEP's and 504 accommodations and support purposeful teaching towards those goals and support
- Increase clarity of goals with Educational assistants and RTI groups involved in delivering services
- Increase reading opportunities for ALL students at Hoover and address areas where opportunity structures may impact students access and growth in reading
- Increase parent support networks in relationship to reading at home
- Increase access to books for students

Component 3 School Environment & Culture

Our Commitment: Is to reboot our PBIS (Positive Behavior Instruction and Supports) through empowering staff to create and sustain systems at Hoover. Our focus is to grow student skills in respect, responsibility, and safety at school. At Hoover Elementary School, we hope to encourage students to continuously make good behavior choices by implementing this system which includes the teaching of school-wide expectations, coaching for improvement, acknowledgement of effort and newly found skills.

Academic Issue(s): A safe and caring community allows students to focus on their academic learning.

Key Actions:

- Creation of a school-wide PBIS team
- New agreements and teaching of expectation across the school community (shared language)
- Agreed upon key character traits and thoughtful design to developmentally teach these
- New vision for Husky high 5's/Class Acts
- Development of teachers/staff as leaders in the school culture work – attend PBIS Conf with a team



SCHOOL IMPROVEMENT PLAN 2018-2019

Component 4 Real-World Learning

Our Commitment: To move forward with teaching and understanding the NGSS (next generation science standards) in an effort to increase hands on inquiry-based projects at Hoover.

Academic Issue(s): Increase the knowledge of Science Standards that correlate to the OAKS science test since it measures the new standards and as a school we have been operating under the old standards with our current science kits. Our goal is to increase our number of students who meet the standard above 82%.

Key Actions:

- Realign what is taught at each grade level
- Use of mystery science to increase inquiry projects
- Link at least one study to an exploratory field trip
- Link one study to local resources to allow student to engage with local experts on a topic

Component 5 Health & Wellness

Our Commitment: Is to create more opportunities for exercise and movement at Hoover



SCHOOL IMPROVEMENT PLAN

2018-2019

Key Actions:

- Creation of a walking/running program at Hoover to encourage exercise at recess
- Improvements to our morning care program to include walking and aerobic exercise
- Use of brain breaks in the classroom via Go Noodle and other movement applications
- New recess schedule to place less kids on the playground at any given time to increase the ability of students to have access to equipment and have space to play



Corvallis

SCHOOL DISTRICT

II.E. Mt. View Elementary School



MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Our Vision		Our Mission	Our Beliefs
We are cooperatively striving to help students become life-long problem solvers, enthusiastic learners, and positive contributors to society.		All students can learn at high levels of achievement and can master challenging academic material. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose.	We believe: - All children can learn. - Children learn in safe, supportive and challenging environments. - In instruction that engages students to develop skills, apply knowledge, and solve problems. - In respecting the uniqueness of all individuals.
Student Enrollment			Demographic Information
<i>Kindergarten:</i> 52 students <i>1st grade:</i> 50 students <i>2nd grade:</i> 61 students <i>3rd grade:</i> 40 students <i>4th grade:</i> 62 students <i>5th grade:</i> 58 students Total Enrollment: 323 students	<i>Number of Boys:</i> 177 - 53% <i>Number of Girls:</i> 146 – 47% <i>Number of Classrooms:</i> 13 <u><i>Class Sizes:</i></u> <i>20-24 students:</i> 6 classrooms <i>25-29 students:</i> 7 classrooms	2% - Emerging Bilingual 11% - Students with Disabilities 1% - Talented and Gifted 39.4% - Students Navigating Poverty American Indian: - 1% Pacific Islander: - 1% Black: - 1% Multi-racial: - 11% Asian: - 2% White: - 84% Hispanic: - 8% Non-Hispanic: - 92%	
Staff Information			
<i>Number of Staff Members:</i> 43 <i>Number of Certified Classroom Teachers:</i> 13 <i>Number of Certified Specialists:</i> 10 <i>Average Years of Teacher Experience:</i> 11.35 years <i>Number of Classified Staff Members:</i> 18 <i>Average Student–Teacher Ratio:</i> 24.46			
2017-2018 School Year Reflection		Student Learning Enrichment Opportunities	
<i>2017-2018 Successes:</i> - Refinement of Attendance Procedures - Development of RTI structures <i>Opportunities for growth:</i> - Implement PBIS - Implement core literacy program		- Naturalist in Residence - School Garden - School Spirit Days - School Choir - Food Adventures in the Classroom	



MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Component 1

Academics

Our Commitment:

Mt. View is committed to academic success in reading for all of its students and we believe all students must be able to read by third grade.

Academic Issue(s):

At our first RTI meeting of the year, we analyzed STAR data and classroom data. School-wide, 47 percent of students are reading on grade level according to the Fall STAR reading assessment.

Key Actions:

- Implement new adopted core literacy program:
 - K-2:** Implement Being a Reader, Making Meaning
 - 3-5:** Implement Making Meaning, Being a Writer
- *Focus:* Daily collaboration with Educational Assistants (EA)
- *Focus:* Staff training on intervention materials
- *Focus:* Staff will participate in three sets of instructional rounds
- *Focus:* Grade-level teams will participate in Zoom PD sessions
- *Focus:* Teaching staff will participate in Collaborative Classroom PD sessions
- *Focus:* Implementation of instructional coaching



MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Component 2

Equitable Systems

Our Commitment:

Mt. View is committed to building and sustaining a culture of inclusiveness to support all learners. Mt. View will strengthen its instructional strategies and resources to ensure that all students access equitable learning to achieve academic growth.

Academic Issue(s):

Many of our children who are navigating poverty, children who have experienced trauma and students who are learning English are not achieving at the same rate of their classmates.

Key Actions:

- PLC Professional Development on Culturally Responsive Teaching
 - o *Focus:* Third and Fourth grade PLCs will participate in National Equity Project trainings
- Development of School Equity Team
 - o *Focus:* Re-establish a school-based equity team to meet monthly
 - o *Focus:* Interview families and share their perspectives with staff
- Development of School Leadership Team
 - o *Focus:* Establish weekly leadership team meetings to make school-wide decisions



MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Component 3

School Environment & Culture

Our Commitment:

Mt. View is committed to providing a safe and welcoming environment where our students are eager to attend school. We will use Positive Behavior Interventions and Supports (PBIS) to positively reinforce expected behaviors.

Academic Issue(s):

Improving school-wide systems to support positive student behavior is school-wide goal and main focus area for the 2018-2019 school year.

Key Actions:

- All students in the building are known and connected
 - o *Focus:* Conduct the “Invisible Child” activity as a staff
 - o *Focus:* Implement Eagle Egg system
 - o *Focus:* Conduct the Look For the Good Program
- Positive Behavior Interventions and Supports (PBIS)
 - o *Focus:* Weekly Eagle Egg drawings
 - o *Focus:* Display pictures of weekly drawing winners
 - o *Focus:* Implement school-wide break system
 - o *Focus:* Monthly school-wide assemblies and character trait focus
- School Counseling Program
 - o *Focus:* Regular classroom counseling lessons
 - o *Focus:* Weekly prevention groups
 - o *Focus:* Partnership with Trillium
- School to home communication
 - o *Focus:* Weekly school communication of nuts and bolts (The Eagle’s View)
 - o *Focus:* Weekly activities featured on Facebook and Instagram
 - o *Focus:* Redesign of school website
 - o *Focus:* Regularly communicate behavior expectations and PBIS system to parents



MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Component 4

Real-World Learning

Our Commitment:

Mt. View is committed to providing all students with real-world, hands-on learning experiences.

Academic Issue(s):

Many real-world learning activities have been established in classrooms and grade-levels. We will work collaboratively to scale-up real-world learning experiences school-wide.

Key Actions:

- All students will participate in sessions with the Naturalist in Residence
- All students will participate in classroom Food Adventure Lessons
- Grade levels will explore partnerships with 4H
- Mt. View will go through the process to become a certified Green School
- Fifth grades will participate in OMSI science camp and Salmon Watch
- Mt. View will host an Academic Excellence Showcase for students to exhibit and display their work
- Grade level field trips: Examples: Oregon Trail, Farmer's Market, Soap Creek School
- Student composting and recycling teams



MOUNTAIN VIEW ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-2019

Component 5

Health and Wellness

Our Commitment:

Mt. View is committed to improving the health and wellness of its students and staff.

Academic Issue(s):

Mt. View does not currently have an established wellness team that works to plan and implement health and wellness activities for the school.

Key Actions:

- Establish a Friday running club
- Convene a health and wellness team comprised of staff and parents
 - o *Focus:* Review and implement District wellness policy
 - o *Focus:* Create a school-wide birthday treat policy
 - o *Focus:* Plan and implement three school-wide wellness events
- School Counseling Program
 - o *Focus:* Regular classroom counseling lessons
 - o *Focus:* Weekly prevention groups
 - o *Focus:* Partnership with Trillium
 - o *Focus:* Hire and create system of support for a Family Support Liaison
 - o *Focus:* Conduct three parent bully prevention education nights
- Food Adventures in the Classroom
- Monthly Tasting Tables during lunch time



Corvallis

SCHOOL DISTRICT

II.F. Wilson Elementary School

Wilson Elementary School

School Improvement Plan

2018-2019



Our Vision	Our Mission	Our Beliefs
Together, W.E. Celebrate Abilities Believe in Possibilities	All students and staff can show high levels of growth and achievement! We work “together” to celebrate our children and their diverse abilities. We believe in possibilities for each and every learner. Our mission is to see and develop the whole child!	• A lens for equity in all we do • All children can learn • Children learn in safe, supportive, and challenging environments. • Teaching and learning must prepare students with both foundational and 21st century skills • Learning is a joyful life-long journey

Demographic Information

Total Population: 433

Average Class Size: 25.47

Mobility Rate for 2017/2018 = 20% (approx. 61 in and 34 out)

Free & Reduced Lunch:

- 53% as of Oct. 2018

Number of Special Education (SpEd) Students: 41

SpEd Numbers by Grades:

Kindergarten	2
2nd	6
3rd	6
4th	11
5th	10
	41

Supports Provided

Intellectual Disability	1
Vision Impairment	1
Communication	18
Emotionally Disturbance	3
Other Health Impaired	6
Autism	4
Referral for SpEd Services	2
Out of State	2
Specific Learning Disabilities	9
	41

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

Wilson Elementary School

School Improvement Plan

2018-2019

Section 504 (Non-SPED Health Needs Requiring Accommodations) Numbers by Grades:

Kindergarten	0
1st	1
2nd	2
3rd	1
4th	6
5th	5
	15

Emerging Bilinguals (ELLs):

Numbers by Grades:

Kindergarten	12
1st	12
2nd	6
3rd	5
4th	6
5th	8
	49

Number of Languages (other than English): 12 Different Language and 58 Speakers of other Languages who have been served by ELL

Arabic	9	Spanish	21
Chinese	5	Vietnamese	6
Japanese	3	Nepali	1
Marshallese	3	Lakota Sioux	1
Korean	5	Hawaiian	1
Tamil	1	Telugu	2

ELL Monitor Status: 15

Talented and Gifted Students: 11 Students

Receiving Title One Intervention Band Support (non-SPED): 33 Students

Students Navigating Housing Insecurity (McKinney-Vento): 27 Students

Reflection on 2016-17 SIP Plan:

Actions from our 2016-17 SIP plans including professional development, equity focused work; community activities, community partnership development, and program enhancement have supported our students and built Wildcat Pride. We own our data including strong language growth for our emerging bilinguals and large opportunity for progress with our students navigating disabilities and poverty.



Wilson Elementary School

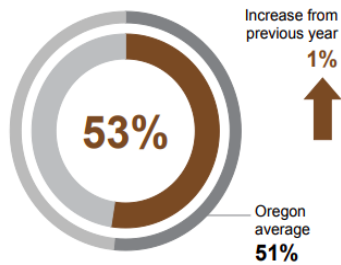
School Improvement Plan

2018-2019

The charts below shows the importance of our support for children navigating high mobility. Our students with more stable housing, fewer school transitions, and earlier enrollment at Wilson are achieving rigorous grade level expectations at higher rates. We are working to more rapidly support students coming to us navigating poverty, housing insecurity, mental health challenges, disabilities, and health needs.

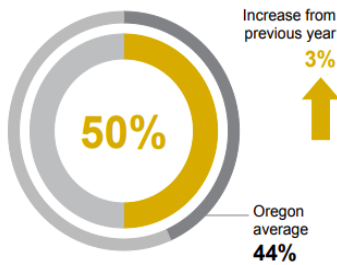
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



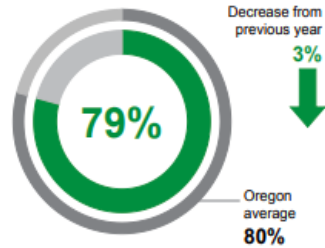
MATHEMATICS

Students meeting state grade-level expectations.



REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



• GRADE ENROLLED:

3rd Grade ELA SBAC

- K - 36 STUDENTS - 25 MET
- GR 1 - 8 STUDENTS - 6 MET
- GR 2 - 9 STUDENTS - 4 MET
- GR 3 - 13 STUDENTS - 3 MET

4th Grade ELA

- 36 STUDENTS CAME IN K - 20 MET
- 5 STUDENTS CAME IN 1ST - 4 MET
- 11 STUDENTS CAME IN 2ND - 7 MET
- 16 STUDENTS CAME IN 3RD - 4 MET
- 19 STUDENTS CAME IN 4TH - 3 MET

Wilson is the school leader in 509J with innovation in family connection, student to student feedback, and celebration of progress with digital learning journal. Not all the glitters is gold, though! Upon a deeper look, we have work to do to support some of our families with getting connected as well as supporting students needing a positive audience for their learning.

All Time Stats for Your School

13842

Total Items

3636

Total Comments

16503

Total Likes

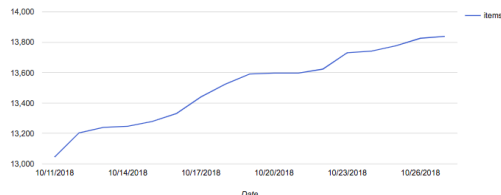
8938

Total Parent Visits

Start Date: 10/05/2018

End Date: 10/27/2018

Total Items



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

Wilson Elementary School
School Improvement Plan
2018-2019

Component 1: Student Academic Achievement

Our Commitment:

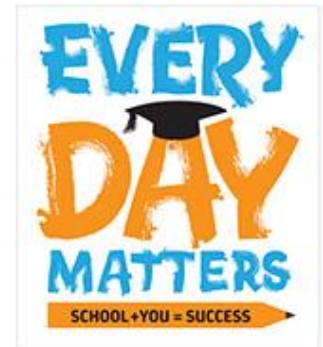
- An academic foundation for all children is critical for our students to be college and career ready. We believe all children can achieve success and show growth. We are focused on building the necessary knowledge and skills needed to achieve the goal of 100% of our students becoming high school graduates.

Academic Issue(s):

- After reviewing school-wide data as part of our RTI process, we are not yet seeing 80% of our students achieving benchmark levels in the area of reading, writing, and math.

Key Actions:

- Utilize early release professional development and PLC time for data driven work including planning instruction aligned to the rigorous Common Core.
- Launch Every Day Matters Campaign to improve regular attenders at school.
- This school year we will continue to focus part of our professional development on Center for the Collaborative Classroom Literacy Adoption.
- Partner with 21st Century Wildcat Club Grant at Wilson to continue our skill focused after school support program for students needing strategic and intensive intervention.
- Deepen our work with 1-1 technology to enhance personalized learning, feedback, critical thinking, and collaboration with students and families (Seesaw analytics).
- Staff development and support through instructional rounds (teachers observing teachers with admin/instructional coach) focused on new literacy adoption and GLAD strategies from our summer training that eight Wilson staff attended.
- Utilize Freckle Math to provide targeted, adaptive, fluency, and inquiry math re-teaching, extension, and home partnerships for students.



Wilson Elementary School

School Improvement Plan

2018-2019

Component 2: Equitable Systems

Our Commitment:

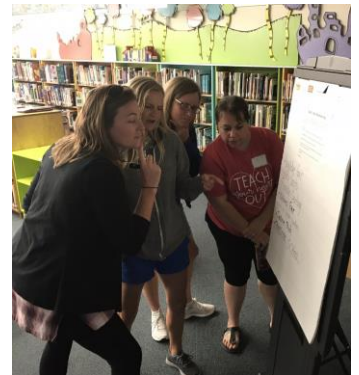
Wilson School is committed to our district vision of supporting all students focusing strategically on historically underrepresented/underserved groups.

Equity Issue(s):

Our Title 1 school population has seen increases in student mobility, housing insecurity, emerging bilinguals, and half of our student population is navigating situational or generational poverty (over 52%).

Key Actions:

- Work with Wilson leadership team on our tiered systems of support in partnership with our district Teaching and Learning team.
- Expand our E-Team size and utilize equity funds to facilitate a yearlong professional learning study.
- Implement the “school supplies provided” program with on-going analysis of fees and costs with PTA team.
- Continue to utilize the four agreements of stay engaged, experience discomfort, speak your truth, and expect/accept non-closure related to equity in our school.
- Continue to work with community partners to support school and family needs such as weekend food programs, local faith community supporting school supplies, and medical screening/support.
- Continue to add number of staff attending Beyond Diversity fall and spring.
- Training for staff on DOK levels (Rigor/CRT)
- Revamp Kindergarten start with Wildcat Welcome program.



Wilson Elementary School

School Improvement Plan

2018-2019

Component 3: School Environment & Culture

Our Commitment:

- Wilson school is committed to fostering a positive, child-centered school environment that celebrates our diverse culture. We will unite behind our shared vision statement of *Together W.E. (Wilson Elementary), Celebrate Abilities and Believe in Possibilities*, which speaks to our vision that each of our children regardless of income level, race, language, or other factors, has assets and gifts that are valued at Wilson. The vision will help guide and sustain an environment and culture that prepares our students for college and career success.



School Environment & Culture Issue:

- Wilson School supports a diverse population of families and will need to differentiate our approach to best serve the Wildcat community. We understand that building positive relationships are critical to a safe and supportive school environment.

Key Actions:

- Continue to integrate Collaborative Problem Solving Model (CPS) and expand staff attending Tier 1 CPS training.
- Implement monthly assemblies that align with positive character traits such as “gratitude” and follow PBIS best practice including monthly action meetings.
- Implement “buddy bench” to help students make social connections on recess. This gift was a CTE partnership with LBCC welding and the local Kiwanis club.
- Intentionally partner with our PTA to support community building monthly family night (craft fair, world fair, game night, talent show, dance of the decades, and more) with emphasis to celebrate non-dominate cultures represented at Wilson.
- Grow our partnership with Trillium to support our learners with mental health needs including on-site outpatient and preventative services.
- Staff connection and compassion fatigue activities such a TGIFs, celebration lunches, group exercise, book club, and more.



Wilson Elementary School
School Improvement Plan
2018-2019

Component 4: Real-World Learning

Our Commitment:

- Engaging our students in authentic learning experiences is critical to ensure growth for our diverse learners. Especially with young children, experiences that are hands-on, have a relevant real-world connection, and/or feature an opportunity for exhibition are a priority.

Parent and Community Issue(s):

- With a mobility rate of 36%, half of our population navigating poverty, diversity in languages, and many other factors outlined in our demographics, both our opportunity and challenge to build relationships is critically important.

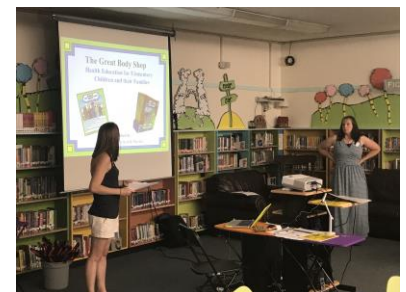
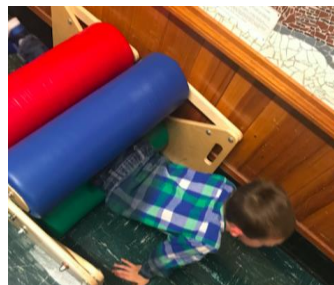
Key Actions:

- Utilize Back to School BBQ and Curriculum Night to include build community and emphasize our Wellness Challenge!
- Annual Knowledge Fair learning exhibition with community members meeting with students to talk about projects.
- Partner with the city of Corvallis Parks and Rec to continue year two implementation of a “no cost” naturalist education after school program.
- Utilize innovative tools such as Seesaw with digital learning journals to communicate positive learning experiences of our children.
- Utilize new 21st century grant for partnership with OSU Smile STEM, Vet School, clubs, swimming, martial arts, and more.
- Host monthly relationship building events including a Family Literacy Night in partnership with our PTA and Corvallis library.
- Continue to nurture powerful experiences for 5th graders for their transition to middle school with Bike Ed, Salmon, and five-day Outdoor School experience.



Component 5: Health & Wellness

A wooden privacy screen is shown installed under a wooden pergola. The screen features a chevron pattern on the upper half and vertical slats on the lower half. A black handle is visible on the right side of the screen. The background shows a residential yard with trees and a house.

[illegible]



Corvallis

SCHOOL DISTRICT

- III. DEBRIEF - BOARD AND PRINCIPALS (7:15 p.m. approx.)
- IV. ADJOURNMENT (8:00 p.m. approx.)

*All times are approximate.

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



Corvallis

SCHOOL DISTRICT

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

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

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

Public Comment –

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

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

Grievance Process - ORS 192.705

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

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

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