

**CORVALLIS DISTRICT IMPROVEMENT PLAN (DIP)**  
**2007 – 2009**  
**OVERVIEW**

**FOCUS AREA: K – 12 LITERACY (Reading and Writing)**

Literacy was chosen as the district focus for 3 reasons:

1. Data analysis showed that our district student's needed to improve in reading and writing
2. Literacy is a fundamental skill that is essential for student success in all disciplines and beyond graduation
3. All teachers have an impact on teaching reading and writing.

**KEY BELIEFS**

1. Growth for every student is the main focus of all district and school activities. District and school improvement will be measured by improvements in student learning that will drive the activities in the DIP.
2. Teacher collaboration to improve student learning is imperative, and time built into the day and year for teachers to collaborate and plan is essential in order for significant improvement in student learning to occur.
3. Data driven decision making is critical and should inform instruction, from the district to the school to the classroom.
4. The 5 high leverage activities (implement a core curriculum, align the curriculum, implement a comprehensive assessment system, implement effective interventions, and enhance teaching strategies) listed in the action plan are focused on improving literacy, but *these 5 activities are equally as effective strategies to improve student performance in other disciplines and subjects.*

**IMPLICATIONS**

1. The DIP is an evolving, changing document: While the DIP is a state requirement, the district intends it to be a working document that will be continuously revised and updated as the plan is implemented. The expectation is that the goals and priorities established in this plan will drive the activities of the Board, District and Schools.
2. School Improvement Plans: The expectation is that school improvement plans will use school data to set SMART goals and action plans in accordance with the 2 goal areas of **growth for all** and **closing the achievement gap**. (Schools may wish to include other goals, but these 2 goals must be included.) Strategies to achieve goals may vary from school to school.
3. Staff Development: All district and school staff development activities should focus on addressing one of the 5 key areas listed above and be clearly linked to this plan.
4. Literacy is a K-12 priority: All teachers, including elementary, middle and high, are expected to help improve our students' reading and writing skills. Secondary non-English teaches are expected to teach the essential reading and writing skills to students that will enable them to access the core curriculum and develop effective communication skills.

## IMPROVEMENT GOALS

### GOAL #1: GROWTH FOR ALL STUDENTS

A. By June of 2010, all schools will achieve at least a 70% growth target average for all students as measured by the MAP (Measures of Academic Progress) spring to spring measure.

**Benchmarks:** The percentage of students in each grade level meeting their reading growth targets will increase in grades 3-8 from the current average of **60.6%** to:

June 2008: 62.6%

June 2009: 66.6%

June 2010: 70.0%

B. The percentage of students meeting or exceeding the OAKS state reading benchmarks at each grade level for all students will increase from the current average of **80.9%** to:

June 2008: 83%

June 2009: 87%

June 2010: 90.0%

### GOAL #2: CLOSING THE ACHIEVEMENT GAP

*(Note: A goal was set for Limited English Proficient (LEP) students district-wide because this subgroup had the lowest overall percentage of students meeting or exceeding the state standards in reading and writing, followed by special education students and Hispanic students.)*

A. By June of 2010, 65% of Limited English Proficient (LEP) students will meet or exceed state standards in reading and 55% in writing as measured by the OAKS.

**Benchmarks:**

	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>
	<b>(current)</b>			
<b>Reading</b>	33.5%	47%	60%	65%
<b>Writing</b>	12%	25%	40%	55%

B. By June of 2010, 91% of our LEP students will move to a higher English language proficiency level [Beginning, Early Intermediate, Intermediate, Early Advanced, Proficient] as measured by the Oregon English Language Proficiency Assessment (ELPA). The ELPA measures speaking, listening, reading and writing English. As of 11/06 82% of our LEP students moved to a higher level of English language proficiency.

**Benchmarks:**

	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>
	<b>(current)</b>			
<b>ELPA</b>	82%	85%	88%	91%

## ACTION PLANS

<b>GOAL 1: READING GROWTH FOR ALL STUDENTS</b>							
<b>ACTION PLAN</b>							
<b>Strategy/Activity</b> <i>What evidence-based, high leverage activities will be implemented?</i>	<b>Evidence of Implementation</b> <i>What are the outcomes of implementation of this strategy?</i>	<b>Evidence of Impact</b> <i>Evaluation of the effectiveness of the strategy.</i>	<b>Person Responsible</b> <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	<b>Start Date</b> <i>What is the projected start date?</i>	<b>End Date</b> <i>What is the projected end date?</i>	<b>Estimated Costs</b> <i>What are the anticipated costs?</i>	<b>Fund Source</b> <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
<b>1. Implement a Core reading curriculum</b> in grades K-6.	Teachers are using the Houghton Mifflin program in their classrooms with fidelity	83% of all students meet benchmarks in reading 62.6% meet reading growth target	Curriculum Coordinator Literacy Coord. Literacy Coaches Administrators	September 2007	June 2009	\$600,000	Instructional Services General Fund Local Option Levy
<b>2. Curriculum Alignment Process:</b> Standards are prioritized and essential learnings identified ( <i>Power Standards and Curriculum Guides</i> )	Power Standards & Curriculum guide is produced in English Language Arts at each grade level	Students and parents are able to articulate the essential learnings in each class and in each subject	Curriculum Coordinator Literacy Coord. Literacy Coaches Administrators Secondary Planning Team	August 2006	June 2008	Substitute time for SPG members \$6,000	Instructional Services-- General Funds Title II
<b>3. Implement a Comprehensive Assessment System</b> to include state and district standardized assessments; including the use of Tetra Data Warehouse to analyze data	Data is used by grade level teams and teachers to guide instruction	Students are grouped by appropriate reading levels and challenged appropriately	Curriculum Coordinator Administrators Literacy Coord. Literacy coaches	September 2006	June 2008	<u>MAP</u> \$40,000 <u>Training costs</u> \$5,000 <u>Subs</u> \$10,000	Instructional Services- General Fund  Title II
<b>4. Implement effective Interventions</b> Response to Intervention (RTI) systems are put in place at each elementary school to ensure that students not meeting reading standards are provided with appropriate targeted or intensive interventions; other interventions are being implemented at secondary	Data is collected on the estimated 20% of students needing targeted or intensive interventions; interventions are implemented and students' progress is monitored	A 5% decrease in the number of students needing intensive interventions	School PBIS and grade level Team at each School; Administrators; Literacy Coaches	<u>Fall 2006</u> Hoover Mt. View <u>Fall 2007</u> All elementary	June 2009	<u>Training Costs</u> \$20,000 Intervention <u>Materials</u> \$225,000 <u>Substitutes</u> \$20,000	Instructional Services (General Fund)  Local Option Levy

<b>5. Effective Teaching Strategies and Differentiated Instruction:</b> Begin with training for all teachers in effective reading strategies so students can access the core curriculum	Number of teachers trained in instructional strategies series for secondary; Houghton Mifflin training for elementary; intervention training	Classroom walk-through observations;	Administrators; Literacy coaches	August 2007	June 2009	<u>Training</u> \$20,000	Instructional Services General Fund  Title II
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**GOAL #2: CLOSING THE ACHIEVEMENT GAP**

**ACTION PLAN**

<b>Strategy/Activity</b> <i>What evidence-based, high leverage activities will be implemented?</i>	<b>Evidence of Implementation</b> <i>How do we know this activity/strategy has been implemented?</i>	<b>Evidence of Impact</b> <i>Measurable Results</i>	<b>Person Responsible</b> <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	<b>Start Date</b> <i>What is the projected start date?</i>	<b>End Date</b> <i>What is the projected end date?</i>	<b>Estimated Costs</b> <i>What are the anticipated costs?</i>	<b>Fund Source</b> <i>What sources of funding will be used for the activity?(more than one source may be listed)</i>
<b>1. Implement a core curriculum</b> Implement core English Language Development (ELD) curriculum specific to 6-8 and 9-12 grade spans.	Use of curriculum at middle and high school levels for ELD classes.	Students will move one language proficiency level Increase in local assessments in reading and writing from baseline.	ELL Coordinator ELL Coach	August 2007	June 2009	\$3,000  \$1,000	General Funds Textbooks Title III – staff training funds Title II - ELL Coach
Staffing level and budget established to support the Corvallis ELL Program Plan	Budget Certified Staff	All ELL students receiving a minimum of 30 minutes of ELD per day by a certified teacher and content support where needed.	Assistant Superintendent	December 2007	April 2008		ELL Student weighted funds – General
Articulated K-12 Dual Language Program Plan	Program Plan completed	Increase % of ELL or exited ELLs who are at grade level in 1 <sup>st</sup> and 2 <sup>nd</sup> language in reading and writing.	Principals with DL programs ELL Coordinator ELL Coach	September 2007	June 2008	\$2000	Title III
Corvallis ELL Program Plan disseminated to all principals and ELL Program – Teacher’s Guide to all ELL teachers	Record of materials disseminated Record of meetings with principals, staff	Schools following program procedures	ELL Coordinator Principals	November 2007	On-going with new administration and new staff	No additional funding	ELL General Budget – ELL Coordinator
Course offerings and support designed at secondary level to ensure successful graduation	Plan completed and implemented	Increase number of ELL and exited ELLs who pass core	Secondary Principals ELL Coordinator	January 2008	August 2008 – Plan completed	Not established This will be determined	General  Instructional Services

pathway (6-12)		content courses Increase number of ELL and exited ELL graduating	Assistant Superintendent Curriculum Coordinator		September 2009 implementation completed	through the planning process	ELL General
Process in place for providing parents information regarding, ELL program, magnet options and Dual language programs	Pamphlets District Website Transfer Info	Parents Surveyed are aware of the options for their children	ELL Coordinator	November 2007	February 2008	Printing and translation costs \$500	General ELL General
Establish ELD placement criteria at secondary levels and work with administrators and registrars to implement appropriate ELD class placements.	Entrance and Exit criteria for the 3 ELD class levels	ELL students correctly placed in ELD classes	ELL Coordinator ELL Coach ELL Team	January 2008	January 2009	Sub costs for ELL Team \$500	ELL General Budget
<b>2. Curriculum Alignment Process</b> English language Development Curriculum is aligned to the Oregon English Language Proficiency standards and District ELA Power Stds.	Alignment document for Carousel, High Point and for Edge are completed.	Students, teachers are able to articulate the essential learnings for each ELD level.	ELL Coordinator ELL Coach	January 2008	June 2008 High Point Edge June 2009 Carousel Avenues	No additional costs	Title II Title III
Dual language and ELL teachers are trained in lesson design that includes ELP and ELA standards.	Lessons have ELP objectives stated.	Students local assessment scores increase in reading, writing and speaking	Principals ELL Coach	December 2007	June 2009	Sub costs	Instructional Services
<b>3. Implement a Comprehensive Assessment System</b> to include state, district, and common classroom assessments for measuring speaking, listening, reading and writing of English.	Common Assessments are given at all schools in grades K-8	Student data is used for designing supports and placement in appropriate classes.	Administrators ELL Teachers Literacy Coord. Literacy coaches	September 2007	June 2009	<u>IPT – Reading Writing. IPT Oral.</u> \$5,000 Extended Time/ \$5,000	ELL General funds Instructional Services
Implement MAP reading assessment or other appropriate reading assessment for high school ELL students.	All secondary ELLs have a current reading assessment	Lexile scores for each ELL student to match reading materials	Principals ELL Teachers	August 2007	September 2008	MAP License	Technology (General Fund)
Spanish literacy and language assessments are implemented for district Dual Language programs	Common assessments for all students in DL programs	Increase in Spanish reading & writing skills from baseline.	Principals with DL programs	January 2008	September 2008	Assessment \$2500	Instructional Services
Collect and review district and school level data regarding ELL population, ethnicity, Academic progress of subgroups	Database completed	Used for data driven decisions in program development	ELL Coach Tech Support	September 2007	June 2010	Data entry \$400	ELL General



<p><b>1. Behavioral definitions, referral forms, and data entry expectations aligned across schools by level</b></p>	<p>A standard set of behavior definitions is used in all schools</p> <p>Behavior definitions are aligned with ESD reporting system</p> <p>Behavior data is consistently entered in ESD "Behavior Tracking" system</p> <p>Appropriate staff are trained on ESD user interface; designated staff in each building provided time for data entry and output</p>	<p>Schools consistently address behavior issues with students.</p> <p>Schools consistently enter and track behavior data, resulting in a reliable district-wide database of behavior information</p>	<p>Instructional services, principal and other designated staff who oversee school-wide behavior systems</p>	<p>April 2008</p>	<p>June 2009</p>	<p>\$2800 for ESD database training \$650 for additional behavior specialist training</p>	<p>SIF Title IID</p>
<p><b>2. Pro-social curricula explicitly taught across all schools</b></p>	<p>School-wide rules and expectations are taught and reviewed at least semi-annually with students</p> <p><u>Second Step &amp; Steps to Respect</u> curricula taught at all K-5 schools</p> <p>Middle schools and high schools teach formally and informally anti-bullying/anti-harassment information using research-based curriculum and strategies</p>	<p>The number of reported bullying and/or harassment-related incidents declines district-wide</p>	<p>Instructional services principal, teachers and other designated staff who oversee school-wide behavior systems</p>	<p>September 2008</p>	<p>June 2009</p>	<p>\$1400 additional time for district PBS coordinator for training staff \$4000 for new teacher training</p>	<p>SIF Instructional Services</p>
<p><b>3. PBS/PBIS systems are in place at all schools</b></p>	<p>Each school has an established climate/PBS team that meets at least monthly to review school-wide data including School-wide Evaluation Tool (SET), behavior referrals, Self</p>	<p>SET results show all schools maintaining at least 80/80 or an improved score</p> <p>SAS features at all schools show improvement from previous year's results</p>	<p>Principal, school climate (PBS) team and other designated staff who oversee school-wide behavior systems</p>	<p>August 2008</p>	<p>June 2009</p>	<p>\$19,400 for school climate (PBS) teams to meet three times</p>	<p>SIF</p>

	<p>Assessment Survey (SAS), Team Implementation Checklist (TIC), academic and adjust systems accordingly</p> <p>District provides staff development time for PBS teams to review SET/SAS, TIC scores and revise action plans (August, November, May)</p>	<p>TIC results indicate that the school climate (PBS) team practices and procedure are in place at all schools</p>					
<p><b>4. Address diversity issues that may be contributing to the achievement gap (climate/perception data)</b></p>	<p>Conduct a district-wide diversity assessment of all staff and parent/student focus groups</p> <p>Form a diversity action plan team and developed a district-wide plan</p> <p>Establish a district Diversity and Equity team</p> <p>Training for district staff on understanding and sensitivity of cultural differences</p>	<p>Post-assessment data reviewed by school site councils, district staff, and action teams shows more welcoming inclusive programs &amp; perceptions</p> <p>Complete development of baseline behavior referral data</p> <p>Schools develop a climate goal related to assuring a welcoming, inclusive environment</p> <p>Ethnicity of students involved in behavior referrals will more closely reflect their percentage in the overall enrollment</p>	<p>Diversity committee and human resources director, principal, school climate (PBS) team and other designated staff who oversee school-wide behavior systems</p>	<p>May 2008</p>	<p>June 2009</p>	<p>\$500 primarily for printing and clerical support</p>	<p>Human resources and office of superintendent</p>