



2024-2029 Board Goals

(Adopted 04/11/24)

Student voice is a core tenet of the Corvallis School Board. Student identity (race, culture, socioeconomic and family status, national origin, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Goal 1: Excellent Learning Experience

Vision: We will create exceptional learning experiences where all students learn at high levels¹. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

Strategies:

1. Adopt and implement culturally relevant curricula while monitoring and adjusting practices and curricula based on student outcomes.
2. Implementation of the 5 Dimensions of Teaching and Learning Framework².
3. Develop a profile of a graduate that includes academic outcome measures.
4. Provide high-quality professional development for staff.
5. Track key academic indicators and growth targets from the Oregon Department of Education.

Goal 2: Equitable Systems

Vision: We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families.

Strategies:

1. Elevate and center voices of institutionally underserved³ students in both decisions and actions.
2. Work in community to enhance student, family, and community engagement in meaningful ways to inform district decision-making.
3. Develop and implement an equity plan to support students and staff.
4. Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.

¹ Expectations for students are set at a level that challenges them to reach their full potential.

² A shared language for instruction that grounds teaching and learning in classroom environment and culture, student engagement, curriculum, assessment for student learning and purpose.

³ A situation in which a specific group of individuals or communities is not adequately or equitably served or supported by an institution or a system.

(Continued on next page.)

Goal 3: Relevant and Engaging Learning

Vision: Students will participate in relevant learning experiences that support their short and long-term goals towards an evolving future.

Strategies:

1. Create and sustain strong career-technical, music, and arts education.
2. Support learning that focuses on ecoliteracy⁴, stewardship, and sustainability.
3. Support multilingualism⁵ across our school system.
4. Create varied, accessible, and adaptable learning pathways toward graduation that are connected to student interests and their post-secondary plan.
5. Create and sustain community partnerships that integrate relevant experiential learning in the community in all grades.

Goal 4: Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

Strategies:

1. Foster student and staff belonging through the implementation of SEL standards⁶.
2. Foster student education in areas of health and wellbeing.
3. Foster student and staff identity and agency.
4. Support staff well-being and retention efforts.
5. Foster collaboration with families in the learning process with emphasis on families navigating poverty.

**Goals are not written in priority order.*

⁴ A deep comprehension of ecological systems, sustainability, and the ability to apply understanding in practical ways.

⁵ Being able to read, write, and speak in more than one language.

⁶ A set of guidelines or benchmarks that outline the social and emotional skills and competencies that students are expected to develop and demonstrate as part of their education.