

June
2016

The Road Ahead

Laying the Groundwork for the Future of Schools in Corvallis



**“Don’t be afraid of the space between
your dreams and reality. If you can dream
it, you can make it so.”**

(Belva Davis)



Corvallis
SCHOOL DISTRICT

Erin Prince, Superintendent

Vincent Adams, Board Member

Judy Ball, Board Member

Bill Kemper, Board Member

Alexis McQuillan, Board Member

Scott Newsham, Board Member

Chris Rochester, Chair

Tom Sauret, Vice Chair

© Architects of Achievement®, June 2016

Table of Contents

Introduction	4
The Teams and the Process	6
The Future of Learning	7
An Informative Study Tour	9
Making it Real	13
Core Values for Learning	14
Moving Forward	15
A Report to the Board	19
The Road Ahead	20
Resources	21

An Introduction



The Corvallis School District (CSD) lies at the heart of a thriving and highly educated community¹. Home to Oregon State University, art galleries, music and theater groups abound, and over 2,000 acres of parks, trails and open spaces are ready for study and exploration.

In pursuit of continuous improvement, a visionary school board and superintendent began to consider the future of learning in Corvallis schools. The goal of their efforts during the spring of 2016 was clear from the start:

Develop guiding principles (core values) to help the District make sound investments, solve long-term challenges, enhance educational delivery systems and set the stage for the development of a facilities master plan to help transform an aging infrastructure and provide more innovative and equitable opportunities for all.

Valuing academic excellence, innovation and diversity of programs and students, they committed to:

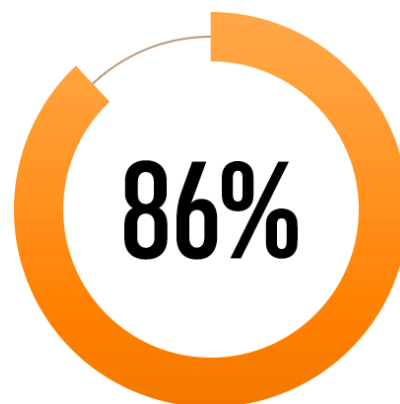
- Partner with the community and higher education partners to ensure quality educational options;
- Provide dynamic instruction to better equip students for success in a rapidly changing world;
- Leverage community assets to offer efficient and effective student supports; and
- Envision powerful learning environments to support 21st-century skill development.²

Wanting to advance from good to great with an increasingly diverse and global community of learners, district leaders began a conversation as to how to address future challenges, and laid the groundwork for an eventual facilities master plan.⁴

Serving approximately 6,600 students from more than 77 different birth countries, CSD offers dual-language immersion programs and a robust set of electives in several of its fourteen schools.³

- 12% of its students have been identified as Talented and Gifted (TAG)
- 8% are English language learners
- 6% are identified for targeted instructional support through the Response to Intervention program
- 12% have Individualized Education Plans (IEPs)
- 36% take part in the federal free and reduced price meal program

From 2011 – 2015, the District's four-year cohort graduation rate rose from 68 percent to 86 percent – 12 percent above the state average of 74 percent.



¹ Nearly a quarter of adults in Corvallis have a master's degree or higher

² Superintendent's Invitation to the Future of Learning Summit

³ The top four languages spoken in CSD are English, Spanish, Arabic and Chinese (Mandarin)

⁴ See Good to Great and the Social Sectors by James C. Collins



Increasingly Diverse

Race & Ethnicity

White.....	63.4%
Black.....	2.4%
Hispanic.....	22.5%
Asian / Pacific Islander.....	4.6%
American Indian / Alaskan Native.....	1.4%
Multi-Ethic.....	5.7%



The Teams and the Process

Several key stakeholders contributed their views and efforts to the development of this report, including District staff, teachers, parents, community members and the students themselves – to whom this document is dedicated.



A Steering Committee, including the Superintendent, her Executive Team and several Board members, organized the initiative. They formed an Innovation Team to lead the effort in a thoughtful, staged process of data gathering, analysis, reflection, and synthesis.

Comprised of school district personnel and Board members, the Innovation Team kicked off the process by hosting a Future of Learning Summit, and then went on to study educational trends, challenge conventional assumptions, conduct study tours of best-practice schools, and strategically consider how educational programming and facilities design might best enhance student achievement in Corvallis.

Innovation Team

Byron Bethards, Principal, Adams Elementary
Darren Bland, Assistant Principal, Linus Pauling Middle School
Sarah Blount, Language Arts Teacher, Crescent Valley High School
Dan Bregar, Science Teacher, Crescent Valley High School
Britten Clark-Huyck, Biology Teacher
Brenda Downum-VanDevellder, Communications Coordinator
Amanda Filloy Sharp, Language Arts Teacher
Chris Gregory, Physical Education Teacher, LPMS
Rynda Gregory, Student Services Coordinator
Roxie Huffaker, Math Teacher, Corvallis Middle School
Amy Lesan, K-8 Curriculum Coordinator
Shikira Lockette, Counselor
Olivia Meyers-Buch, Director of Finance and Operations
Alexis McQuillan, School Board Member
Scott Newsham, School Board Member
Ryan Noss, Director of Student Services
Kim Patten, Facilities and Transportation Manager
Amy Ponder, Elementary Teacher
Erin Prince, Superintendent
Shahnaz Sahnow, Intervention Specialist, Lincoln Elementary
Tom Sauret, School Board Member
Rob Singleton, Technology Services Manager
Kathleen Smith, Band and Orchestra Teacher
Eric Wright, Alternative Pathways Coordinator, College Hill High School/Harding
Jodie Wyatt, Autism Specialist

Victoria Bergsagel, Educational Design Strategist, Architects of Achievement
Karen Montovino, Architect, DLR Group



The Future of Learning



(March 31, 2016)

The excitement was palpable as Superintendent Erin Prince opened the Future of Learning Summit at the Children's Farm Home Historic Old School. Joined by many of the region's education experts, community members and civic leaders, the Innovation Team made sure that students were in the mix to provide insight and input.



Thanking participants for their commitment to the Corvallis school community, the superintendent encouraged the group to “Dream big!” Their collective purpose that day was to capture their hopes for the future and to develop a first draft of a set of guiding principles that would help the District define educational delivery needs for the next 10-20 years.

Participants began by discussing their life's most powerful learning experiences.

- Someone cared.
- I was asked to do meaningful work.
- There was self-reflection.
- Learning was fun.
- I was seen as an individual.
- My confidence was built.
- I was given the opportunity to advocate for myself.
- My learning was related to my whole-person and relevant to my family, history and culture.
- Informal learning was prized.
- Self-motivation was cultivated, including the opportunity to take responsibility for my own path.
- Relationships, leadership and service to others were intentionally cultivated.
- Art and beauty were esteemed.
- I learned to respect others' contributions.
- I was empowered to focus on results.
- Authentic learning opportunities were capitalized upon, in the moment.
- I received great feedback and learned from peers.
- Expeditionary learning allowed me to explore the world.
- I was enabled to navigate outside the normal boundaries of school.



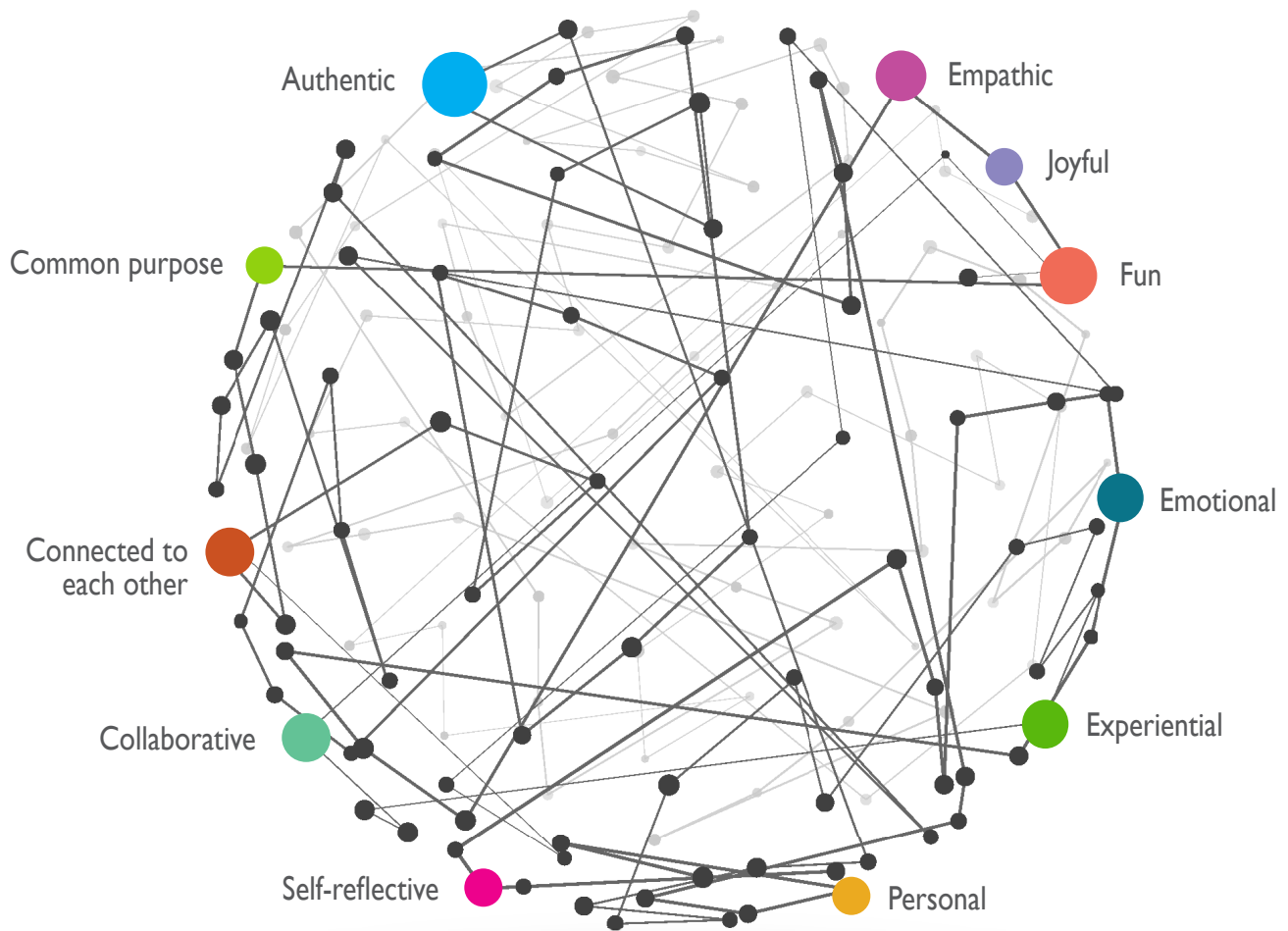
Several themes emerged as the group discussed the future of learning in Corvallis.



Working first in table groups, summit members then came together as a whole to develop an initial draft of Guiding Principles for Design that emphasized:

- Real-world, experiential learning that is authentic and applied.
- Relationships that build communities of trust. Respect matters.
- Community connections that support learning and families.
- Flexibility and adaptability that are critical to our success.
- Learning environments that are inclusive and culturally relevant.

POWERFUL LEARNING



An Informative Study Tour

(April 13, 2016)

Soon after the Future of Learning Summit, the Innovation Team set out on an informative study tour to learn from respected colleagues and expand their vision. With the intention of testing and refining the first draft of their guiding principles, the group agreed to challenge one another's thinking. Spending time at several exemplary school sites, they met with administrators, teachers, staff and students to further envision what might be possible for Corvallis.

Day One

Their first stop was the Bellevue Big Picture School (6-12) where they learned about Big Picture Learning's dynamic approach to learning, doing, and thinking. The school's design components are based on three foundational principles: first, learning must be based on the interests and goals of each student; second, students' curricula must be relevant to the people and places that exist in the real world; and finally, a student's abilities must be authentically measured by the quality of her or his work. Learning at this 400-student school is project-based and internships are a critical component, as students learn through their passions and interests.



The team next visited Cherry Crest Elementary, which serves approximately 600 students (PreK-5) in a beautiful new building "in the woods," where the core instructional program includes reading, writing, math, science, social studies and social emotional learning. In addition to homeroom classes, students attend specialist classes four times per week for art, music, library, and physical education.



The group rounded out their day at University of Washington Allen Research Commons, where they learned how the growth of data-driven research, digital scholarship and interdisciplinary studies led university leaders to re-examine the services and physical spaces it provides for students.

Experiencing spaces that help to create community and foster research within the context of changing pedagogy, team members saw how to: 1) foster interdisciplinary conversations and collaboration; 2) offer a hub of research support; 3) be experimental, flexible, and evolving; and 4) provide a place for the display of research and presentation.

Observations at the end of Day One included the following:

- A lot of thought was put into the design of some of these spaces to support student needs.
- The greater the transparency and lines of sight, the more flexibility a teacher has to vary groups and instruction.
- Learning environments should allow teachers to share students and spaces.
- Let's consider furnishing our break-out spaces to encourage better use.
- We could better incorporate student exhibition, internships and project-based learning into our programs.
- I learned that it is all about relationships, and that the real change in school does not have to be about facilities at all.
- How might we help change the mindsets of teachers, given the fact that we have focused a lot on teaching the content, and perhaps not enough on real-life application and projects?
- I want to see equity and inclusiveness more deeply embedded in our guiding principles.



"Discovery consists of seeing what everybody has seen and thinking what nobody has thought."

(Albert Szent-Gyorgyi)

Day Two

(April 14, 2016)

The next day the Innovation Team briefly visited the Science and Math Institute (SAMi) which is located in Point Defiance Park (760 acres) near Ft. Nisqually. Utilizing local resources to offer a creative path of learning for approximately 500 high school students, the school emphasizes human expression through the sciences, mathematics and arts.

On their brief bus ride through the park, the Corvallis team saw how the park and its surrounding community actually serve as “classrooms” – including vast forests, wetlands, seashore, zoo and aquarium. (In partnership with Metro Parks and the Tacoma Public Schools, leaders at SAMi are currently designing new shared facilities.⁵) A quick, impromptu interview with three SAMi students revealed that their school serves a very diverse student body and has achieved an impressive graduation rate of 100 percent!



Then it was off to Boze Elementary, located in a humble eastside neighborhood in Tacoma. There the team learned that under a partnership with the Technology Access Foundation, Boze is in the initial stages of being transformed into a rich Science, Technology, Engineering, Art, and Math (STEAM) school. The school serves approximately 400 students – 88 percent of whom qualify for free or reduced lunch – and it was evident that it provides a safe, nurturing environment for its students. Of great value to the Innovation Team were their conversations with Principal Arron Wilkins, Instructional Coach Shoshanna Cohen, and teachers in the classrooms, who stressed the importance of ensuring staff ownership of any and all change efforts. Principal Wilkins also offered a statement that would profoundly resonate with his visitors. “Just look at the kids’ faces. That will tell you what you need to know.”



The team also stopped at Summit Olympus High School, where they learned how the Summit Public Schools network combines blended and project-based learning approaches to serve a diverse group of students and families. Interacting with the students themselves gave team members the opportunity to see in action how Summit uses technology to offer personalized learning.

Their final visit was to the Tacoma School of the Arts (SOTA). Since it opened in the fall of 2001 with the help of the Bill & Melinda Gates Foundation Model Schools Program, the Tacoma Public Schools, and a variety of partners in the local arts and business community, this high school has focused on leveraging local resources for the benefit of students. In fact, SOTA’s proximity to cultural organizations was deliberately planned to provide opportunities for students to engage with, and learn in, their own community. Struck by the level of student commitment, talent and care, the team readily observed the school’s four tenets in action: Empathy, Balance, Thinking and Community.

At the end of the day, the group interacted with students in a drama class whose comments were rich and insightful.

- I learned to speak up at this school.
- We play to our strengths and support each other.
- Here, I know I belong.



⁵ SAMi is a sister school of the very successful Tacoma School of the Arts (SOTA).

The Innovation Team then circled up to share their impressions:

- We saw elements of student exhibition everywhere today.
- To be authentic, learning needs to have a real-world audience and purpose.
- We interacted with students who own their learning and deeply care about one another.
- The human spirit longs to be known.
- We heard students say that they would never feel such a sense of belonging in a traditional high school.
- We experienced inclusion, empathy and respect here.
- SOTA students have such pride in one another!
- In Corvallis, I fear only a small number of students get to have the experience that every SOTA student does.
- Spaces are made to be messy, because learning is messy.
- I wonder if such exemplary schools can be created if students haven't chosen them.
- One of the magical elements we saw on this trip is the idea of mentors, ranging from community mentors to multi-age advisories.
- Can we set ourselves free from strictly "data-based" decision-making?
- How might we go about creating smaller, more personalized spaces within huge schools?
- Our plan for change is so much more accessible now that I have had this experience.

"Creativity requires the courage to let go of certainties." (Erich Fromm)



Making it Real

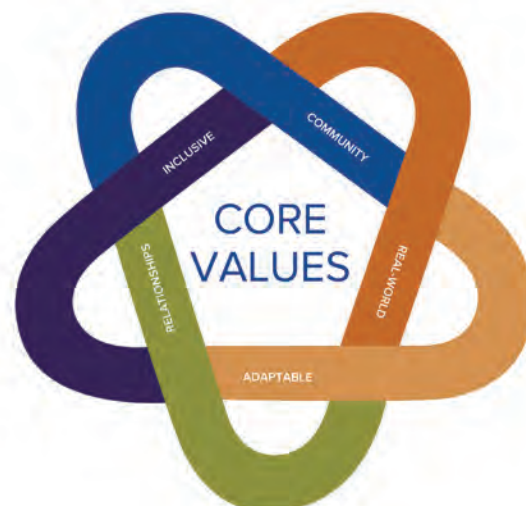


(April 15, 2016)

Early the next morning, the Innovation Team gathered at the DLR Group offices in Seattle to discuss their learning over the past two days. They offered in summary:

- I was struck by how casual yet high-performing the schools were.
- We observed stunning passion and respect for one another. There was a real sense of community.
- No one was invisible.
- Smaller, more personalized environments seem necessary to achieve real success, because it is all about relationships.
- I'm now inspired to set up an internship program at my school.
- We need to get buy-in from school staff to move forward.
- It will be important to clearly communicate the what, why and how of school transformation.
- Our framework for change should be our core values.
- Culture trumps environment.
- We need to acknowledge the importance of designing an infrastructure that allows us to pursue our vision.
- Attention to Program + People + Place will pave the path for new and improved learning.

The team then broke into five smaller groups to revisit the draft of the guiding principles developed at the Future of Learning Summit. Spreading out into different nooks throughout the office, each group busily redacted words, reworked phrases and reordered principles. Two groups sketched a graphic illustration showing the interconnectedness of their values.



By the end of the meeting, the original set of guiding principles had become the team's core values, and ideas for a graphic representation of the values was born.

As they prepared to travel home, they had a rich and deep discussion, asking themselves:

- How might we more fully include students in developing our plans?
- How might we enhance and develop pilot programs to organically build momentum for change?
- How might we encourage our colleagues to join us in making personalized and experiential learning tangible for all?

Discussing next steps, they noted:

- We need to take an inventory of how the resources and assets in Corvallis can further support learning.
- The numerous standards that surround us seem stifling. How might we best proceed?
- Critical to this work will be engaging principals and teachers. (The number one communicator with parents is a teacher.)
- A clear communications plan for a variety of audiences will support our efforts.
- A public showing of the film *Most Likely to Succeed*⁶ might help further engage our entire community.

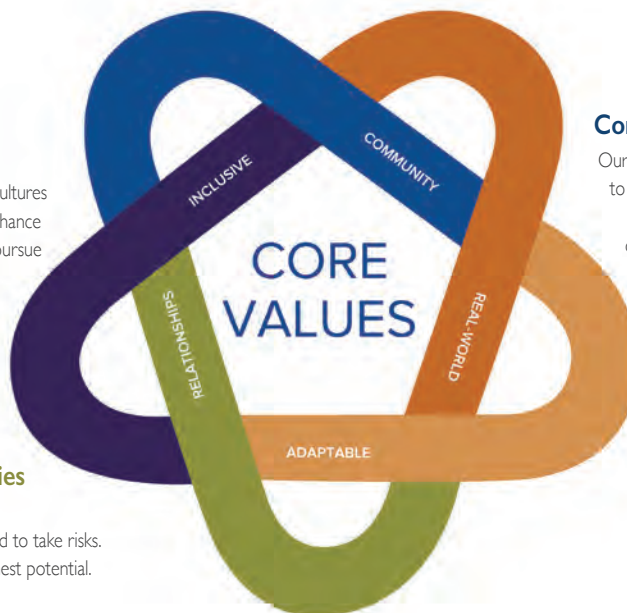
Core Values for Educational Design

Inclusive Learning Environments Are Culturally Relevant

Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all abilities and backgrounds to pursue their passions. We are dedicated to meeting each student's needs.

Relationships Build Communities of Trust and Respect

With relationships, all feel known, valued and encouraged to take risks. Each individual is inspired to perform to his or her highest potential.



Community Connections Support Learning

Our schools foster a diverse array of partnerships with families to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.

Real-World, Experiential Learning Is Meaningful and Applied

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems and make learning visible through exhibition. With high expectations, our programs and spaces cultivate creativity and a sense of accomplishment and joy.

Adaptability Is Critical to Our Success

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflects and stimulates curiosity, imagination and learning.

⁶ <http://www.mltsfilm.org/>

Moving Forward

(May 4, 2016)

The Innovation Team gathered again on May 4 to gather final consensus on their Core Values, complete a SWOB Analysis (Strengths, Weaknesses, Opportunities, and Barriers), discuss their communications plan, conduct focus groups with middle and high school students, and develop a list of next steps.

They opened their meeting by sharing what they learned on the study tour, initiatives they plan to implement, and ideas that intrigue them.

- Never underestimate the importance of building a healthy school culture.
- Leadership matters.
- My school is now implementing advisories with ten students to every adult. Advisors will build bridges to families and make home visits.
- We use storytelling to celebrate diversity and broaden perspectives.
- When learning has a purpose learning never wanes.
- The school building matters less than who inhabits it, and whether there is a common vision.
- Personalization requires strong relationships.
- The power of a school can be seen in how student work and accomplishments are exhibited.
- Teachers must embrace the change for it to be effective and long lasting.
- You have to have unity in the staff and a passionate team where everybody buys in.
- At virtually every site we visited we heard students say, “I am not invisible.”
- Let’s consider how to create safer and more inclusive environments.
- I was impressed by the synergy of the team and the brilliance and expertise of this group.
- I think we need to be risk-takers and either realign resources, or find the money to do what we now know is right for students.
- The relationships, connections to the community, and spaces for student exhibition we saw were quite impressive.
- Let’s look more deeply into project-based learning and incorporate it.
- The building is not the change, but should support it.
- Look at kids’ faces.



- Support the whole child.
- Give students more choice to pursue their interests and passions.
- I was awestruck by the pride students at SOTA have in one another.
- In such a short amount of time our team coalesced around powerful ideas.
- The right people are on this bus.
- We need broad and deep commitment and common vision at schools to be successful. If we combine enthusiasm for children with a united vision for change, a strong culture will follow.
- Let’s align resources to support our vision.
- We can adapt the spaces we have now.
- Visionary leadership, along with teachers who are jazzed and excited is a winning combination.
- Relationships are key – student-student, adult-to-student and adult-to-adult.
- How do we help teachers feel safe to take risks?
- We have a sense of the what. Now we need a plan for the how.

SWOB Analysis and Communications

The Innovation Team also discussed: the existing exemplary programs and practices they would like to elevate and magnify as strengths; weaknesses they might want to address; opportunities and (potentially untapped) community assets; and barriers to address going forward.



Completing the SWOB exercise helped the team recognize that their identified weaknesses and barriers represent issues of equity, resource allocation, and to some degree a mindset that encompasses a fear of taking risks. Acknowledging the difference between technical and adaptive change, they identified the need for an intentional and collective focus that would help the District better engage community resources.

Acknowledging that a communications plan will be critical to the work, the team then discussed how to best provide accurate and timely information, engage a variety of audiences, and encourage ongoing participation and support. The team agreed to host community summits in the upcoming school year.



Student Voice

The most exciting part of the day ensued when a diverse group of 25 middle and 25 high school students joined the Innovation Team for a discussion about their school experiences. With a facilitator and recorder at each table, students were asked several questions.



- What has been your most powerful learning experience, in or out of school?
- Does your school allow and encourage you to pursue your personal curiosities and passions?
- How well known and “visible” do you feel at school?
- How might other students answer that question?
- What percentage of the school day do you feel truly and deeply engaged in learning?
- What do you like about your school?
- What would you change?

Several perceptive responses were collected.

Middle school students focused on wanting strong relationships, choice, flexibility, variety, hands-on projects, outdoor learning and the ability to meaningfully exhibit their work. Rather than having teachers “sit and talk at them” or provide busy work, students reported craving challenge, mutual respect and real-life projects through which they could pursue personal interests.

Feedback from high school students was quite similar. They reported wanting teachers to serve more as a “guide on the side” rather than a “sage on the stage.” They desired active projects that allow them to collaborate and learn from their mistakes, as well as opportunities to have mentors in the community or school.

A reoccurring theme was the desire to be known by teachers and peers alike.

I am more successful when I have a good relationship with my teacher.



“Courage is the most important of all the virtues, because without courage you can’t practice any other virtue consistently. You can practice any virtue erratically, but nothing consistently without courage.” (Maya Angelou)



As the Innovation Team concluded their final meeting of the school year, they discussed several potential next steps.

- Continue conversations with staff and community members.
- Present the work of the Innovation Team at faculty meetings in the fall to further the dialogue and cultivate a sense of urgency for improvement.
- Engage the community and explore ways to better leverage community assets.
- Show the film *Most Likely to Succeed* to students, staff and the greater community, and use it as a tool to lead the discourse about 21st-century learning.
- Provide meaningful opportunities for students to bring their voice to bear on the complex challenges of their lives and their learning.
- Enhance opportunities for every student to feel known well, supported and valued.
- Align budgets and resources to support the Core Values for Learning and priorities that emerge.



Board Report

(May 31, 2016)

Innovation Team members Eric Wright and Shahnaz Sahnou updated the Board on all of the activities surrounding the educational master plan during the spring of 2016. After presenting an overview of the Future of Learning Summit, Pacific Northwest Study Tour, and student focus group activities, they shared the Core Values the Innovation Team developed to help shape the Corvallis teaching and learning environment over the next 10-20 years.

Core Values:

Relationships
Inclusive Real-World
Community **Adaptive**

They then offered several key messages for the work going forward.

- Provide an engaging path of learning for all students.
- Leverage strengths and assets.
- Ensure that every student has a voice and acknowledge that students need to be known.
- Educational core values will drive decision making.

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.” (Marie Curie)



“There is no doubt whatever about the influence of architecture and structure upon human character and action. We shape our buildings, and afterward, our buildings shape us.” (Winston Churchill)

The Road Ahead

A dedicated group of leaders worked diligently during the spring of 2016 to consider the future of learning in the Corvallis School District. An intensive process of investigation and study led to the development of a set of Core Values for Learning, and has paved the way for future facilities planning.

Several issues will undoubtedly emerge as Corvallis leaders continue their work. What mechanisms and programs will be implemented to ensure all students feel known and engaged? How will the District best leverage community assets for the benefit of student learning? What supports will need to be in place to embody a bright future for students from every background? Should the District retrofit existing school buildings, or would it be better to start fresh with some new buildings, or even co-locate school programs with community partners?

Of one thing the team is certain. School facilities send important signals. They indicate respect for the people who live and spend their days in those buildings – the teachers, the staff, the students, and the families who entrust their children to the Corvallis School District. They are also a sign of respect for the learning process in that many aspects of school facilities indicate something important about school climate and culture. Sound, light, furniture, design, and even spaces to do projects and collaborate, are among the dynamic and interconnected factors in a coherent vision of what excellence entails.

A school's culture and architecture should imbue the learning community with a sense of safety and belonging. Inside and out, its use of space should invite students, teachers, parents, and the larger community to collaborate, look together at student work, reflect on standards of excellence, and forge supportive partnerships.

With an eye toward greater synergy between programs and buildings, community and schools, Corvallis leaders will continue to analyze educational programming, culture, and school facility needs in ways that both reflects and enable their core values.

A powerful educational vision is taking shape that will soon anchor the District's facilities planning. With community understanding and support, it will develop vibrant learning structures – both architectural and academic – to prepare rising generations in Corvallis to thrive in an ever evolving world.





About the Author

Victoria Bergsagel is passionate about designing schools where all students achieve. She founded and directs Architects of Achievement and has a gift for nurturing people's talents and insights to arrive at inspired solutions. Bridging the worlds of education and architecture, she serves as a consultant, featured speaker, and design jurist for clients in the US and abroad. In 2015 she advised the White House on STEM education, served on the American Institute of Architects' jury to select the best school designs in the nation and together with the DLR Group, received the Leroy F. Green Award for the best facilities master plan in the State of California. She has published several articles, co-authored a book on school design (*Architecture for Achievement*), been named to the League of Extraordinary School Designers, and was part of a project team that won the National School Boards Association's 2011 Grand Prize for the nation's best school design and the James D. MacConnell Award for the best school design planning process in the world.

About Architects of Achievement

Architects of Achievement (AofA) brings together the worlds of educational and architectural design. Drawing on extensive knowledge of brain research, effective teaching methods, and state-of-the-art educational facilities design, AofA helps school districts, foundations, government agencies, charter organizations, independent schools, and architectural firms think creatively about design solutions capable of fostering exciting learning for all. AofA's work has been featured in *Architecture*, *Architectural Record*, *Edutopia*, *American School Board Journal*, *School Planning and Management*, *Educational Facility Planner*, and by the Bill & Melinda Gates Foundation, the Coalition of Essential Schools, the Association for Learning Environments, and the National School Boards Association. Architects of Achievement is a strategic educational consulting firm, not a licensed architectural firm.

Resources

<https://www.bsd405.org/bigpicture/>
<http://www.bigpicture.org/>
<http://www.bsd405.org/bigpicture/about/what-is-big-picture-learning/project-based-learning/>
<http://www.bsd405.org/bigpicture/about/what-is-big-picture-learning/internships/>
<https://www.bsd405.org/cherrycrest/>
<http://www.lib.washington.edu/commons/about>
<http://www.lib.washington.edu/ougl>
<http://www.lib.washington.edu/suzzallo/study/study-spaces/reading-room>
<http://www.tacoma.k12.wa.us/sami/Pages/default.aspx>
<http://www.pdza.org/>
https://en.wikipedia.org/wiki/Fort_Nisqually
<https://www.youtube.com/watch?v=ZSeTlbla2xl>
<https://www.youtube.com/watch?v=7gTNHXkoKAE>
<http://www.tacoma.k12.wa.us/boze/Pages/default.aspx>
<http://techaccess.org/>
<http://www.summitps.org/schools/washington/summit-olympus>
<http://www.summitps.org/>
<http://www.tacoma.k12.wa.us/sota/Pages/default.aspx>
<http://www.mitsfilm.org/>
<https://www.csd509j.net/>

Photo Credits

All photos in this report can be attributed to Architects of Achievement, with the exception of the following:

Page 7: Middle right and lower right – Corvallis School District
Page 9: Left – NAC Architecture
Page 11: Left – McGranahan Architects
Page 17: Left – Corvallis School District
Page 21: NAC Architecture



Corvallis
SCHOOL DISTRICT

www.csd509j.net
tel. 541.757.5811



**Architects
of Achievement®**

DESIGNING SCHOOLS THAT WORK FOR **ALL** STUDENTS

tel. 206.420.1400
www.archachieve.net