

Continuous Improvement Plan for Gervais SD

2009-2011

Guidelines and Instructions

1. Getting Started: Process for Planning

Welcome to the Electronic Continuous Improvement Plan also known as the eCIP!
Additional Information is available online through the [eCIP Toolkit](#).

Please complete and submit the Continuous Improvement Plan [assurances page](#).

It is not necessary to wait for School Board review before submitting the plan. While the plan cannot be approved without the assurances page, ODE staff will begin reviews without these assurances in place.

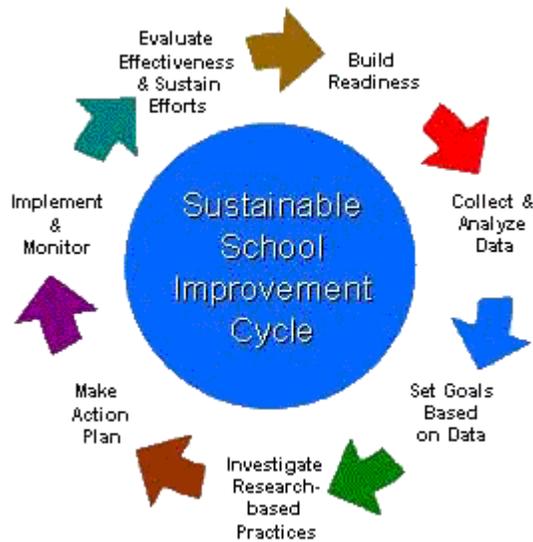
ATTENTION: There is a known error in the SMART goals Action Plan section. Some elements are appearing in the wrong order when the entry form converts to the display table. This error is under repair. When corrected, the display table will be changed to match the entry form.

Additionally, some districts are experiencing difficulty with creating the PDF of their plan. This appears to have two forms.

1. Some districts are finding that most of the plan will print but there is an occasional error saying, "Sorry, but we experienced a problem displaying the content for this section." This error requires that you contact [Jan McCoy](#) at ODE for correction.
2. Some districts are finding that the PDF, once created, cannot be opened. This is a known error but we have not yet identified a solution. Once it is corrected, we will change this message.

The Oregon Department of Education created the eCIP as the new format for the 2009-2011 submission of the Continuous Improvement Plan which includes both state and federal planning requirements. [Oregon School Law 329.095](#) requires that school districts biennially conduct a self-evaluation and update of their local district continuous improvement plans. The [No Child Left Behind Act of 2001](#) requires districts to provide plans for each of the Title programs for which the district receives funding.

The Seven Step Sustainable School Improvement Cycle outlines a process for a systemic framework of change for school improvement.



The guidance for developing and writing the eCIP has been divided into two components: Part I Process and Part II the Continuous Improvement Plan.

The Planning Process

The Process section is based on the School Improvement Cycle, which has many points of entry that are revisited on a regular basis. The suggested process steps included in the eCIP are designed to help gather information for Part II.

[1.1. Build Readiness](#) - Building readiness is essential to effective change. It is the beginning step of bringing people together to talk about their experiences and educational goals.

[1.2. Collect & Analyze Data](#) - Collecting and analyzing student and school data requires analysis of information that leads to asking difficult questions and seeking more information. This critical step shifts districts from being data rich and information poor to utilization of data that creates systems that are information rich.

[1.3. Set Goals Based on Data \(SMART Goals\)](#) - Setting goals is a powerful tool to improve student learning especially when it is linked with data. Utilizing data develops pathways to connect teaching and learning and helps to establish SMART goals.

[1.4. Investigate Research-based Practices](#) - Investigating, examining, and studying what works creates results oriented professional learning communities. As people collaborate and are focused toward the same goal, they explore various strategies and opportunities for learning.

[1.5. Develop Action Plan](#) - Establishing Action Plans as a process to move a goal from a statement to

implementation to sustainability builds capacity. Discussing action plans can determine what evidence of implementation and evaluation are critical to success.

[1.6. Implement & Monitor](#) - Implementing and monitoring is process-oriented work that creates a culture of continuous feedback which results in program modification and changes that make a difference. Focusing on daily classroom monitoring provides input that links to effective professional development planning.

[1.7. Evaluate Effectiveness for Sustainability](#) - Understanding that evaluation is a tool to improve teaching strategies and enhance learning opportunities increases student achievement and fully aligns professional development to content areas.

After going through the Planning Process: The Continuous Improvement Plan

The Continuous Improvement section includes essential components of the District's Continuous Improvement Plan **required** for submission to meet the elements in both state and federal statute.

The continuous improvement process and plan are an effort to facilitate coordination of district planning and to streamline communication between state, federal, and local agencies. The intent of this work is to provide the district with a framework from which programs are designed that meet the needs of all students to facilitate their opportunities to graduate from high school.

To begin your Continuous Improvement Plan click on "Continuous Improvement Plan" at the bottom of the box to the left.

[Continuous Improvement Plan Signature \(Assurances\) Page](#)

[2.1 Previous Goals from 2007-09 \(ORS 329.095 \(1\)\)](#)

[2.2 Data review since the previous bienium \(ORS 329.095 \(4\)\(h\)\)](#)

[2.3 Evaluation of progress towards meeting the Oregon Education Performance Standards](#)

[2.4 Self-Evaluation Responses](#)

[2.5 SMART Goals](#)

[2.6 Summary of the Planning Process](#)

[2.7 Compliance](#)

1.1. Build Readiness

Answering these questions require that groups discuss expectations and develop realistic goals. Mission statements often look alike; however, they only become meaningful when they live in the hearts of the community members.

When the district develops or revises its mission statement different groups need to be included in the conversations. Ask for input from school board members, students, families, and staff to investigate changes that may be happening within the communities where your schools are located.

Self-evaluation is critical to the planning process. Asking the hard questions is not always easy, but can be helpful when trying to find barriers and understand challenges that exist.

Purposeful and thoughtful planning requires:

- Involving different groups;
- Developing a process that has opportunities for the voices to be heard;
- Identifying evidence-based strategies; and
- Ensuring the final plan is available to the public.

Questions to consider:

- *What is the purpose of our district/schools?*
 - *Where do we want to be in the future?*
-

Search the REAL website at ODE:

- [REAL Website](#)

Citations for articles on:

- [School/District Demographics](#)
 - [School Culture](#)
 - [School Climate](#)
 - [Mission statements](#)
-

Link to [2.1 Previous Goals from 2007-09 \(ORS 329.095 \(1\)\)](#)

1.2. Collect & Analyze Data

Accountability is a critical component to school planning. Parents and families, business and community members, and educators all want to know how students perform individually, in groups, and at both the school and district levels. What are the gaps in student performance and why? An effective accountability system should have five elements: system-wide indicators, school-based indicators, demographic information, qualitative descriptions of the school environment, and clear guidance about the application of data.

In the quest to collect data it is easy to become overwhelmed and have more data than you know how to use. Intentionally collecting a variety of data involves looking at student work at different points in time as well as assessing instructional strategies. Determine carefully your data needs, gather the data, and analyze it with your staff to understand the academic strengths and weaknesses of students and the school overall. What are the current needs to improve teaching and learning? How does professional development align with the gaps in student learning?

The table below may be helpful in understanding your district and schools as you assess data and begin to write goals. Many ESDs in Oregon have provided trainings on data-driven decision making which is an excellent resource in setting goals and developing action plans.

Need	How do you know?	What needs to happen?	Challenges/Barriers
Improve student reading	State reading scores are low Classroom assessment scores are low	Strengthen reading program Professional Development in reading for high school teachers.	Scores are low in high school, but many high school teachers do not want, or don't feel able, to teach reading.

Questions to consider:

- *In what ways do our district office administrators, principals, and classroom teachers collect and use data to make decisions?*
- *What does the data tell us about student learning?*

Search the REAL website at ODE:

- [REAL Website](#)
-

Link to [2.2 Data Review Since the Previous Bienium \(ORS 329.095 \(4\)\(h\)\)](#)

1.3. Set Goals Based on Data (SMART Goals)

Developing SMART goals supports the school's mission of collaboration and boosts the implementation process. Five strategic questions help focus people as they begin the process to developing SMART goals. These questions are:

- Where do we want to be?
- Where are we now?
- How will we get to where we want to be?
- What are we learning based on data?
- Where should we focus next?

The SMART definition is essential to understanding and sustaining student learning and SMART goals help to monitor the efforts toward making a difference and by how much.

Specific and Strategic: *Strategic* goals are linked to strategic priorities that are part of a larger vision of success. Strategic and specific means the goals have both broad-based and long-term impact because they are focused on specific needs of different student groups.

Measurable: *Measurable* means being able to know whether actions made the kind of difference we wanted. Measurement can and should occur in a number of different ways using a variety of different tools and strategies. Baseline data as well as a variety of methods of measuring achievement are utilized.

Attainable: *Attainable* goals are within the realm of our influence or control and doable given the resources. These goals are a balancing act of stretching the limits, working within the reality of the circumstances, and working through roadblocks. They should be challenging and yet achievable for targeted subgroups.

Results-based: *Results-based* goals are relevant and aimed at specific outcomes that can be measured or observed. Results-based defines not only **what is expected**, but communicates **a desired end point**.

Time-bound: *Time-bound* goals establish a time element that helps determine attainability. Goal planning includes agreeing on a time frame for achieving the goal and regular intervals of collection and analysis of data for each goal.

An example of a SMART Goal is included as well as a link to a [SMART goal template](#) to help you get started.

Student Learning Goal

Sample SMART Goal

By June 2011 we will improve the performance of all students in Lake Wobegone School District in Grades 3-5 = +10%; 6-8 = +16%; 10th = + 20% meet/exceed in mathematics as evidenced by 2011 Math OAKS scores.

Search the REAL website at ODE:

- [REAL Website](#)

Citations for articles on:

- [Setting Priorities](#)
 - [Goal Setting](#)
 - [Evaluation Methods](#)
-

Link to [2.5 SMART Goals](#)

1.4. Investigate Research-based Practices

When used effectively research connects theory to practice, which results in instruction that is more effective. Education efficacy research can lead to determining successful programs and instructional strategies for students. Evaluation research helps in fidelity of the implementation, assessment of the various components, and facilitating dialogues among the stakeholders.

As you review the student data you have collected, determine the areas of research you might want to investigate to consider instructional strategies and assess new program possibilities. DuFour, DuFour, Eaker, and Many (2006) stated that with a focus on and a commitment to the learning of each student, school districts are able to establish collaborative learning communities. These professional learning communities assign people to review research, observe peer programs, and work interdependently to achieve a common goals. The work these educators do leads to developing effective SMART goals that assist in the implementation of the District Action Plan.

Questions to consider:

- *What are our students learning?*
 - *Why we are getting the results we have?*
 - *Are there ways we can improve results?*
- *How will research findings improve our school?*
- *How will we turn what we know into action?*

Search The Center for Comprehensive School Reform and Improvement's research database:

- [School Reform and Improvement Database](#)

Additional resources specific to Positive Behavioral Support:

- ODE PBS website: <http://www.ode.state.or.us/search/page/?id=553>
- Positive Behavioral Interventions and Supports: <http://pbis.org/default.aspx>
- PBS Research: <http://pbis.org/research/default.aspx>

Link to [2.5 SMART Goals](#)

1.5. Develop Action Plan

The final step of the self-evaluation process and update to the district continuous improvement plan is the Action Plan. Action Plans are the foundation that assists districts in reaching the desired outcomes.

They answer questions such as: *Where do we want to go?* (Goals) *How are we going to get there?* (Strategies/activities) *Who will be responsible for carrying out the activities?* (Individuals rather than groups) *When and how will we know when we get there?* (Timeline and assessment/evaluation measures) *What do we need to do differently to reach our goals?* (Formative assessment) Well thought out planning links professional development with the strategies needed to reach the goals.

Defining goals, assessing current barriers and challenges, considering research-based strategies, and monitoring evidence of implementation and impact are all necessary steps in creating action plans that improve learning for all students. Successful schools have common characteristics that strengthen leadership at different levels, identify research problems, and analyze solutions.

Search the REAL website at ODE:

- [REAL Website](#)

Citations for articles on:

- [Action Planning](#)
 - [Barriers to Improvement](#)
 - [Using Educational Research](#)
 - [Improvement Strategies](#)
-

Link to [2.5 SMART Goals](#)

1.6. Implement & Monitor

Once the district has an action plan with strategies for targeting increased student achievement, it is important to review progress at regular intervals. Continuous monitoring of implementation strategies requires focused conversations among teachers, administrators, and building and district leaders. Are strategies being implemented as planned? Is student achievement increasing for all students or just some? What can be done to help those students who are not making progress?

Successful instruction that reaches all students results from teachers learning as they teach through action research or by analyzing formative assessment data allowing for the individualization of instruction to meet the needs of each student. Evaluation of a variety of data sources through professional learning communities or through action research is another way to monitor the impact of strategy implementation. Consider adult actions, student data, and professional development needs in the development of evidence of implementation and indicators of impact.

Questions to consider:

- *Are the strategies being implemented as planned?*
 - *Is the implementation of planned activities having the desired impact? If not, why?*
 - *Are the results of formative assessments indicating progress towards goals? If not, can you determine why not?*
-

Search the REAL website at ODE:

- [REAL Website](#)

Citations for articles on:

- [Program Evaluation](#)
-

Link to [2.5 SMART Goals](#)

1.7. Evaluate Effectiveness for Sustainability

Sustaining improvement efforts means understanding that school change takes time. Agreeing on education priorities requires collaboration.

It is important to pair the focus on process goals with the focus on results goals. Process goals build capacity, but that alone will not make change. Results goals move educators and communities to the question: if we do all these things, what do we want to see? By asking the difficult questions opportunities for doing things differently occur and change can happen.

Evidence of Implementation, Evidence of Impact, and the Reflection found in the Action Plan address process and results goals.

Questions to consider:

- *How is your school or district doing as a learning institution?*
- *Are all students learning?*

Search the REAL website at ODE:

- [REAL Website](#)

Citations of articles on:

- [Program Effectiveness](#)

Link to [2.5 SMART Goals](#)

Continuous Improvement Plan

2.1 Previous Goals from 2007-09 (ORS 329.095 (1))

Description

Background Information:

Oregon Law requires:

The Department of Education shall require school districts and schools to conduct self-evaluations and update their local district continuous improvement plans on a biennial basis. The self-evaluation process shall involve the public in the setting of local goals. The school districts shall ensure that representatives from the demographic groups of their school population are invited to participate in the development of local district continuous improvement plans to achieve the goals.

Reviewing the district's previous goals is an important first step in developing goals for the coming biennium. Are the current goals still the focus for your district or have they changed? What data has your district looked at to provide a status report of these goals and what other types of data have been/can be collected, reviewed, analyzed and summarized? Parents/families, students, community members, and educators should be consulted and included in conversations that review progress on previous goals and development of future goals.

Instructions: Provide the list of the priority goals from your district's previous CIP. Provide a brief description of the process by which goals and progress toward meeting those goals are reviewed within the district. Who is involved? Please describe the process, not the outcome.

Additional tools are available online through the [eCIP Toolkit](#). From this site you can download the [review guide](#).

Content

Uploaded PDFs

[2.2 date review since previous goals](#)

2.2 Data Review since the previous biennium

Data Sources include: Annual Reports cards, Annual AYP reports for buildings, grade levels and subgroups, Building Reading and Math assessments and System Performance Review (SPRI) data

Specific data report used below is from grade level and subgroup report listed on ODE site at <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

READING

The percentage of 5th graders who met or exceeded the reading standard did not meet in either 2008 or 2009. The actual percent that did meet went up by 14.8% and was 3.3% higher than the state target for 2008-2009 but to meet our targets in the next two years, an average of 5.2% over and above the state target will be needed to meet our goal of all students meeting benchmark in 2014.

The percentage of 8th graders who met or exceeded the reading standard almost met in 2008 with a -.6% but fell short in 2009 by 8.7%. Again, the 8th graders met the state target for both years but by a small amount that will not ensure meeting benchmark in 2014.

The Economically Disadvantaged subgroup did not meet their goal for reading in either 2008- or 2009. The Hispanic group came closer to closing the achievement gap in both years, with 2008 being closer by 4.6% of meeting while 2009 was 11.5%. Based on this data, both subgroups are not expected to meet our goal of all students meeting benchmark in 2014.

Gervais School District's CIP Goals for 2007-2009 – Completion Report; Reading

English Language Arts							Met	Not Met
The percentage of 5 th and 8 th graders meeting or exceeding the Oregon Standards in Reading will increase from 50% to 65% by the end of 2007-08 school year and 65% to 70% by the end of the 2008-2009 school year as measured by OAKS Multiple Choice Reading Assessment given in February 2008 and 2009.								
Grade	2007-2008 Target	Actual	Difference	2008-2009 Target	Actual	Difference		
5 th grade	50%-65%	48.5%	-16.5%	65%-70%	63.3%	-6.7%		✓
The achievement gap between all students and Economically Disadvantaged and Hispanic student will decrease by 16% by the end of 2007-08 school year and 20% by the end of the 2008-09 school year as measured by OAKS Multiple Choice Reading Assessment given in February 2008 and 2009								
Grade	2007-2008 Target	Actual		2008-2009 Target	Actual			
Economically Dis.	-16%	-6%		-20%	-5.7%			✓

MATH

The percentage of 5th graders met or exceeded the math standard in 2008, but not in 2009. The actual percent that did meet was 8% over the state target in 2008, while 10.4% did not meet the target in 2009. To meet our targets in the next two years, an average of 11% of our student in the 5th grade will need to score over and above the state target to meet the goal of all students meeting benchmark in 2014.

The percentage of 10th graders who did not meet or exceeded the math standard was down by 13.1% in 2008 and still down in 2009 by 10.5%. Again, the 10th graders did not meet the state target for both years which will require them to meet the state target of over 12% in the next two years to be on target to meet the goal of all students meeting benchmark by 2014.

The Economically Disadvantaged nor the Hispanic subgroup met their goal for math in either 2008 or 2009. The Hispanic group came slightly closer to closing the achievement gap in both years but based on this data, both subgroups are not expected to meet our goal of all students meeting benchmark in 2014.

Gervais School District's CIP Goals for 2007-2009 – Completion Report; Math

Mathematics									
The percentage of 5 th and 10 th graders meeting or exceeding the Oregon Standards in math will increase from 50% to 59% by the end of 2007-08 school year and from 59% to 64% by the end of the 2008-09 school year as measured by OAKS Multiple Choice Math Assessment given in February 2008 and 2009.								Met	Not Met
Grade	2007-2008 Target	Actual	Difference	2008-2009 Target	Actual	Difference			
5 th grade	50%-59%	67	+8%	59%-64%	53.3	-10.7%			✓
Economically Disadvantaged and Hispanic									
The achievement gap between all students and Economically Disadvantaged and Hispanic student will decrease by 12% by the end of 2007-08 school year and 15% by the end of the 2008-09 school year as measured by OAKS Multiple Choice Math Assessment given in February 2008 and 2009.								Met	Not Met
Grade	2007-2008 Target	Actual		2008-2009 Target	Actual				
Economically Dis.	-12%	-3.8		-15%	-4.8				✓

2.2 Data Review Since the Previous Bienium (ORS 329.095 (4)(h))

Description

This is where you build readiness and collect and analyze data.

Please explain how the district has examined data to evaluate progress on the 2007-2009 goals.

A. Evidence demonstrating that you have met/made progress toward your 2007-2009 goals.

- List 2-3 different data sources the district uses to assess student learning
- Provide the results of data analysis (e.g., trend graphs and/or tables showing areas of challenge) on at least one of the sources for the last three years.

B. Describe progress for students in each subgroup.

- Explain the demographics of the district. How has it changed?
- Provide data related to different student subgroups specific to your district (for example: TAG, special needs, migrant, ELL, ethnic, cultural, and socio economic groups.
- Explain access, use of educational opportunities, and barriers/challenges related to student subgroups.

C. Explain trends discovered in data analysis.

Additional tools are available online through the [eCIP Toolkit](#). From this site you can download the [review guide](#).

Section Pages

[2.2.1. Evidence You Have Made Progress toward Current Goals](#)

[2.2.2. Demographics and Progress by Subgroup](#)

[2.2.3. Data Sources and Results](#)

[2.2.4. Explain Trends.](#)

2.2.1. Evidence You Have Made Progress toward Current Goals

Description

Evidence demonstrating that you have met/made progress toward your 2007-2009 goals.

1. List 2-3 different data sources the district uses to assess student learning.
2. Provide an interpretation of at least one of the sources for the last three years addressing any trends or patterns.

Content

Uploaded PDFs

[2.2 date review since previous goals](#)

2.2 Data Review since the previous biennium

Data Sources include: Annual Reports cards, Annual AYP reports for buildings, grade levels and subgroups, Building Reading and Math assessments and System Performance Review (SPRI) data

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MATH

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Gervais School District's CIP Goals for 2007-2009 – Completion Report; Math

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Grade	2007-2008 Target	Actual		2008-2009 Target	Actual				
Economically Dis.	-12%	-3.8		-15%	-4.8				✓

2.2.2. Demographics and Progress by Subgroup

Description

Describe progress for students in each subgroup.

1. Explain the demographics of your district. How have they changed?
2. Provide data related to different student subgroups specific to your district (TAG, special needs, migrant, ELL, ethnic, cultural, and socio economic groups).
3. Explain access, use of educational opportunities, and barriers/challenges related to student subgroups?

Content

Uploaded PDFs

[2.2 data reive since previous goals - subgroups](#)

2.2 Student Progress by Subgroup:

1. Explain the demographics of your district. How have they changed?

Gervais School District #1 is a diverse district that stretches over five communities; Silverton, Mt. Angel, Woodburn, Brooks, Keizer and Salem. Most residents of Gervais School District work in farming or farm related jobs and traditionally low-income occupations. A large Hispanic migrant population is the primary farm labor source. The district has one of the highest poverty rates in the state, 89% of our students in grades K-12 qualify for free/reduced lunch. Many residents of the community were once migrant workers. Some have found year round work, often low-paying jobs in farms, dairies, wholesale plant nurseries, or canneries. Of the total student population, 23% are migrant children. Forty-nine percent of our families are highly mobile and 10% to 20% of our youth, K-12, transition in and out of the district during a school year. In spite of high mobility and overwhelming poverty, our daily attendance rates are consistently high (93% district wide). These attendance rates do not reflect when our families temporarily relocate for financial or cultural reasons and when students do not attend because of religious holidays. For example, Russian students are out for 23+ days for holidays that are exempted by the state.

Gervais students are distributed between five buildings as shown in Table 1 below. The district's enrollment dropped by 59 students from 2007 to 2009. The majority of the reduction is at the elementary and high school buildings, which reflects the greatest concentration of families who left to have children in those six grades.

Gervais School District Student Distribution		
	2007	2009
Eldriedge, K-1	141*	145**
Brooks, 2/3/4	251	226
Gervais Middle, 5-8	348	346
Gervais High, 9-12	333	299

Douglas Ave. Alt. School, 9-12	22	20
*1/2 day students; ** full day students Total Students: 2008 – 1,095 and 2009 – 1,036		

Source: (SASlxp) on (10/01/2007) and PowerSchool on (6/11/2009)

The district serves 856 free and reduced lunch students. 84% of the district is considered economically disadvantaged. One hundred fifty-nine or 16% of the student population are students identified with disabilities. All but eight students (5%) are instructed in district programs so they can remain in their neighborhood school. Gervais School District serves 483 students or 48% second language learners. 248 children or 24% are identified as migrant and of the 24% who are migrant, 3% have not been enrolled in any formal education. There are 24 or 2% of the student population are identified as Talented and Gifted students. LEP students have reduced by 21% from 2007 to 2009 because they have met their Annual Measurable Academic Objectives and have exited our English Language Learner program.

Gervais School District Demographic Comparison Between 2007 and 2009		
	2007	2009
Total population	1041	1104
Free/Reduced	832	856
Economically Disadvantaged	791 (76%)	812 (84%)
Special Education	138 (13%)	159 (16%)
LEP	718 (69%)	483 (48%)
Migrant	248 (23%)	162 (16%)
TAG	28 (2%)	24 (2%)

The table below illustrates the district's ethnic groups by number and percentage. The largest minority with 67% of the students is Hispanic. Of that percentage, 48% are enrolled in our English Language Learner program and English Language Development classes. 18% of the ELL students do not speak English fluently and 80% are Economically Disadvantaged. Only 33% of the district is White. In addition, 16% of the population has been identified as special education. Currently there are six different native languages spoken in Gervais School District.

Gervais School District Demographics by School by Number by Percent							
Ethnicity	Eldridge K-1	Brooks 2-4	Gervais Mid. 5-8	Gervais High 9-12	Douglas Alt. 9-13	District	District %
All Students	140	220	332	295	22	1009	100%
Economically Disadvantaged	123	184	285	202	18	812	80%
Limited English Proficient	91	131	136	111	14	483	49%
Asian/Pacific Islander	2	0	2	4	0	8	1%
Black (Not Hispanic)	1	0	3	1	0	5	.5%
Hispanic Origin	108	160	227	169	17	681	67%
American Indian/Alaskan Native	2	2	6	4	0	14	2%
White (Not Hispanic)	35	65	105	125	5	335	33%
Multi-Racial/Multi-Ethnic	0	0	0	0	0	0	0
Talented & Gifted	0	3	6	15	0	24	2%
Special Education	13	38	64	39	5	159	16%
Migrant	33	46	44	36	3	162	16%

Source: Spring Membership (08-09)

The total enrollment on October 1 of the 2006-2007 school year was 1, 041. On October 1 of the 2008-2009 school year, enrollment was 1,067, an increase of 26 students. On October 1 of the 2009-2010 school year, enrollment was 1,104. This is an increase of 63 students from 2007 to 2009 (October 1).

District Enrollment Over Three Years		
2006-2007	1,041	
2007-2008	1,067	
2008-2009	1,104	+63 students

Increases in staffing over the last two years is reflective of the increase in all day Kindergarten (2008-2009) and additional intervention courses at the high school to provide math support to meet AYP. More teachers earned Master Degrees between the two years and the average number of years of experience remains roughly the same even with the increase of 3.6 teachers. Through School Improvement Funding, Instructional Assistants were hired at the middle and high school to support students with AYP areas of reading and math. Natural attrition reduced other staff positions as programs were re-organized over the three year span.

Staffing Comparison 2007-2009 for Gervais School District										
	Eldriedge		Brooks		Middle School		High School		Alternative School	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Administration FTE	.4	.4	.6	.6	1	1.4	1.5	1.5	.2	.1
Teachers FTE	7.2	8.5	17.5	17.1	22.3	22.2	20.4	23	1	1
Instructional Assistants (FTE)	3.5	3.6	6.3	6.1	4.7	8.4	3.8	5.6	1	1
Other Staff (FTE)	2.5	2.6	7.3	6.6	8.0	6.2	7.6	6.4	0	0

Source: District/School Report Cards 2007 and 2009

Total Number of Gervais School District Staff Comparison; 2007-2009		
	2007	2009
Administrators (FTE)	5.5	5.3
Teachers (FTE)	69.2	72.8
- Average yrs of Experience	11.7	11.3
- With a Master's Degree or Higher	50.9	62%
Other Staff	40.	35.1

Source: District/School Report Cards 2007 and 2009

The number of classes taught by Highly Qualified teachers has increased by 10.9%, the district remains under the state target by 2.9%. While the state target is our goal, classes that are not taught by highly qualified teachers include special education courses in Language arts, math and social studies that are well below grade level and "singleton" support classes that are taught by master teachers who are not HQ in math or language arts.

Classes Taught by Highly Qualified Teachers			
	2007 - District	2009 - District	2009 State
All Schools	80.4	91.3%	94.2
High Poverty Schools	80.4	91.3%	94.8

2. Provide data related to different student subgroups specific to your district (TAG, special needs, migrant, ELL, ethnic, cultural, and socio economic groups).

Third grade has met AYP each year and has increased by 3% over the last 4 years in reading/Language Arts. Fifth Grade met AYP all years except 2008. (Special Education Systems Performance Review data indicated that the subgroup that did not meet in 2008 was 5th grade by .14%.)Both 3rd and 5th grades' 1 year increase reflects the emphasis on standards' and data driven decision making by the PLC groups at each grade. Eight grade had an overall increase in the 5 year comparison. The reduction from 2008 to 2009 was due impart to the larger SPED population and the lack of building management of testing to include all accommodation that should have been used.

Looking at the 5 year comparison shows an interesting trend. The percent of students making progress over the years in lower in the early grades was less than those in the top grades. Of course, GSD would say that it is due to our excellent improvement strategies but RIT score adjustments, standards adjustments, target increases and the change in test taking all contributed to this difference.

Reading/English Language Arts
All Students by Grade

Grade	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	75.7%	82.4%	73.8%	65.4%	78.7%	+ 13.3%	+ 3%
Grade 5	70.8%	68.6%	50.7%	48.5%	63.3%	+ 14.8%	- 7.5%
Grade 8	52.6%	46.5%	43.8%	64.4%	61.3%	- 3.1%	+ 8.7%
Grade 10	37.5%	31.9%	61.8%	51.8%	57%	+ 2.2%	+ 19.5%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

Totals for the subgroups at the district level reflect that both genders met AYP as well as our White student (2008-2009 is the first year that totals for our subgroup have been reported). Economically Disadvantaged and Hispanic students were very close, which indicates that the improvement efforts are promoting progress. A point of interest is that our Hispanic subgroup's AYP score was 56.7% and our LEP subgroup score was 43.1%, which reflects that the Hispanic, LEP students who exited from the ELL program have continued to make progress toward AYP. The district has emphasized that all teachers be trained in Shelter Instructional Observations Protocol (SIOP) and ELD instructional practices.

Reading/English Language Arts Subgroup Totals for the District

Grade 3	55.6%	42.9%	30%	14.3%	46.2%	+ 31.9%	- 9.4%
Grade 5	27.3%	30.8%	14.3%	15.4%	25%	+ 9.6%	- 2.3%
Grade 8	18.2%	15.4%	25%	7%	31.3%	+ 24.3%	+ 13.1%
Grade 10	8.3%	5.3%	30%	9.1%	25%	+ 15.9%	+ 16.7%

Economically Disadvantaged	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	72.7	82.6	71.2	62.3	78	+ 15.7	+ 5.3
Grade 5	69	64	42.6	46.2	57.5	+ 11.3	- 11.5
Grade 8	46.3	38.8	44.1	59.6	52.5	- 7.1	+ 6.2
Grade 10	28	22.6	48.9	44.9	43.3	- 1.6	+ 15.3

ELL	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	66.7%	81.6%	66.7%	54.1%	80.6%	+ 26.5%	+ 13.9%
Grade 5	65.2%	65.1%	38.5%	34%	40.5%	+ 6.5%	- 24.7%
Grade 8	48.8%	36.7%	39.5%	53.1%	42.9%	- 10.2%	- 2.9%
Grade 10	16.7%	17.1%	57.6%	37.3%	20.7%	- 16.6%	+ 4%

TAG	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	Not enough students in subgroup to produce a report						
Grade 5							
Grade 8							
Grade 10							

Hispanic	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	68.4%	80.9%	69.6%	59.1%	80%	+ 20.9%	+ 11.6%
Grade 5	69.4%	63.6%	44.7%	28.3%	55.2%	+ 26.9%	- 14.2%
Grade 8	47.6%	38.3%	39.1%	52.2%	54%	+ 1.8%	+ 6.4%
Grade 10	17.1%	13%	48.7%	43.5%	34.9%	- 8.6%	+ 17.8%

Migrant	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	78.3%	78.1%	79.2%	36.4%	71.4%	+ 35%	- 6.9%
Grade 5	63.6%	57.1%	38.1%	26.3%	84.6%	+ 58.3%	+ 21%
Grade 8	37%	23.1%	56.5%	35%	42.9%	+ 7.9%	+ 5.9%
Grade 10	13.8%	15.4%	60%	25%	12.5%	- 12.5%	- 1.3%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

Mathematics Knowledge and Skills

Grades 3 and 5 have consistently made AYP over the five year span except 5th grade last year. Both grades are not on track to meet the target of 70% in 2010-2011. Eight-grade from 2007 on has soundly made and are on track to meet in 2010-2011 at the new target level. The 7th/8th grade math teacher aligned curriculum to the new math standards, is using the newly adopted textbooks and has been the constant instructor for all three years. The most positive reinforcement for our high school's improvement efforts is the making AYP in 2009. This placed them in the 'HOLDING' place of Year 4 Improvement. AND all indications that with the continuation of their improvement efforts, they will make AYP this year in all subgroups and move out of sanctions! This is a tremendous accomplishment for a Title 1 high school where 63% Hispanic, 84% Economically Disadvantaged students are successful!

Mathematics Knowledge and Skills

All Students by Grade

Grade	Testing Years					Comparison	
Grade	Testing Years					Comparison	
	2005	2006	2007	2008	2009	1 year	5 years
	49% = AYP	49% = AYP	49% = AYP	59% = AYP	59% = AYP	2008-2009	2005-2009
Grade 3	76.3%	78.8%	64.6%	64.6%	64%	- .6%	- 12.3%
Grade 5	68.1%	78.6%	67%	67%	53.3%	- 13.7%	+ 14.8%
Grade 8	44.7%	45.3%	73.6%	73.6%	72.5%	- 1.1%	+ 27.8%
Grade 10	36.3%	37.5%	45.9%	45.9%	59%	+ 7.6%	+ 22.7%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

Both boys and girls met the state target for AYP. As with Reading/Language Arts, exited LEP students who are Hispanic are maintaining their progress in meeting the state target for AYP in math. Economically Disadvantaged and White students also met the AYP target for 2008-2009 and appear to be on track to meet AYP in 2010-2011.

Mathematics Knowledge and Skills Subgroup Totals for the District

Mathematics Knowledge and Skills Subgroup Totals for the District		
	2007-2008	2008-2009 59% = AYP
Boys	Totals by Subgroup not available	62.8%
Girls		64.9%
All Students		
Special Education		33.7%
Economically Disadvantaged		59%
Limited English Proficient		44.7
TAG		***
Hispanic		57.7%
White		74.5%
Migrant		54.2%

Source: <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

In grades 5-10, SPED students made progress in the 1 year comparison areas but over the 5 year column, they have lost round. Third grade Economically Disadvantaged students have been successfully meeting AYP over the last 5 years.

Again the trend for each subgroup in grades 8 and 10, except SPED, has had a significant increase in the last 5 years while the lower grade, 3rd and 5th have shown a decrease in growth.

ELL and Migrant subgroups have mirrored each other in the 3rd grade. From 2007 on, all subgroup except SPED have made AYP. Having standards, instruction and materials aligned has created a solid math program in 7th and 8th grade to support the upper grades. However, based on this data the 8th grade students when tested at the 10th grade level are not meeting AYP.

Mathematics Knowledge and Skills Subgroup by Grade with 1 year and 5 year Progress Comparisons

Special Education	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	72.7%	50%	22.2%	37.5%	30.8%	- 6.7%	- 41.9%
Grade 5	27.3%	53.8%	14.3%	15.4%	18.3%	+ 2.9%	- 9%
Grade 8	36.4%	15.4%	44.4%	40%	43.8%	+ 3.8%	+ 7.4%
Grade 10	25%	15%	20%	9.1%	12.5%	+ 3.4%	- 12.5%

Economically Disadvantaged	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	70.2%	78.3%	63.1%	64.5%	66.1%	+ 1.6%	- 4.1%
Grade 5	67.2%	72%	40.7%	65.4%	57.3%	- 14.1%	- 15.9%
Grade 8	33.3%	40.3%	61.8%	66.7%	66.1%	- .6%	+ 32.8%
Grade 10	25.5%	31.5%	35.6%	39.1%	40.7%	+ 1.6%	+ 15.2%

ELL	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	70.7%	79.6%	66.7%	54.1%	55.6%	+ 1.5%	- 15.1%
Grade 5	60.9%	69.8%	38.5%	66%	40.9%	- 25.1%	- 20%
Grade 8	41.5%	36.7%	52.6%	63.3%	66.7%	+ 3.4%	+ 25.2%
Grade 10	18.6%	32.4%	40%	37.3%	31%	- 6.3%	+ 12.4%

TAG	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	Not enough students in subgroup to produce a report						
Grade 5							
Grade 8							
Grade 10							

Hispanic	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	73.2%	78.7%	58.2%	63.6%	66.1%	+ 2.5%	- 7.1%
Grade 5	66.7%	70.5%	42.6%	56.6%	47.8%	- 8.8%	- 18.9%

Grade 8	31.0%	41.7%	55.3%	63%	72%	+ 9%	+ 41%
Grade 10	11.1%	18.8%	33.3%	40.3%	40.8%	+ .5%	+ 29.7%

Migrant	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	75%	81.3%	65.2%	54.5%	57.1%	+ 2.6%	- 17.9%
Grade 5	63.6%	64.3%	42.9%	52.6%	69.2%	+ 16.6%	+ 5.6%
Grade 8	29.6%	21.6%	60.9%	55%	85.7%	+ 30.7%	+ 56.1%
Grade 10	17.2%	26.9%	50.0%	11.8%	50%	+ 38.2%	+ 21.0%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

3. Explain access, use of educational opportunities, and barriers/challenges related to student subgroups.

One year comparisons for each subgroup reflect strategies the district implemented in the two year period to improve benchmark results; smaller instructional groups in reading and math, additional reading and math groups taught by HQ teachers; implementation of a common formative assessment for progress monitoring; data review teams; PLC's; early intervening services at the elementary and middle schools; SIOP training district wide; implementation of reading and math coaches at the middle and high school levels and additional professional development for staff in best practices for reading and math. Positive AYP scores were the result of implementation actions and will be continued with monitoring through 2009-2010 and reviewed in 2010-2011.

Special Education is not only a barrier it is also a challenge. The district elected to create life skill/behavior classrooms in each building to keep all SPED students in their neighborhood schools. By doing so, we have kept our more severely handicapped students in district which impacts a building's AYP in reading and math based on the number of SPED students in their building from year to year.

By the type and number of SPED identified students in any given year, the district can predict whether the building will make AYP or not. Even with all accommodations being systematically used and the 1% exemption applied, some years a building will just not make AYP no matter what great efforts the general education teachers are doing to support progress. This is a challenge to

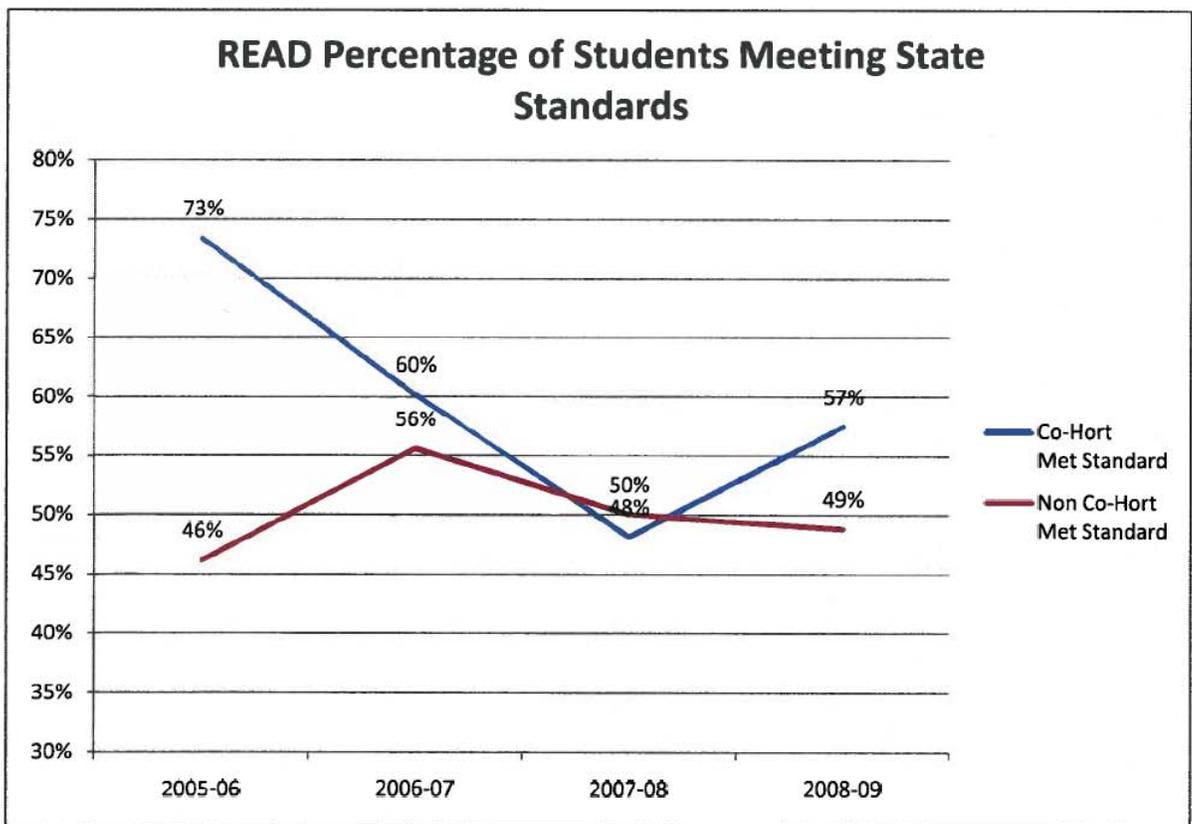
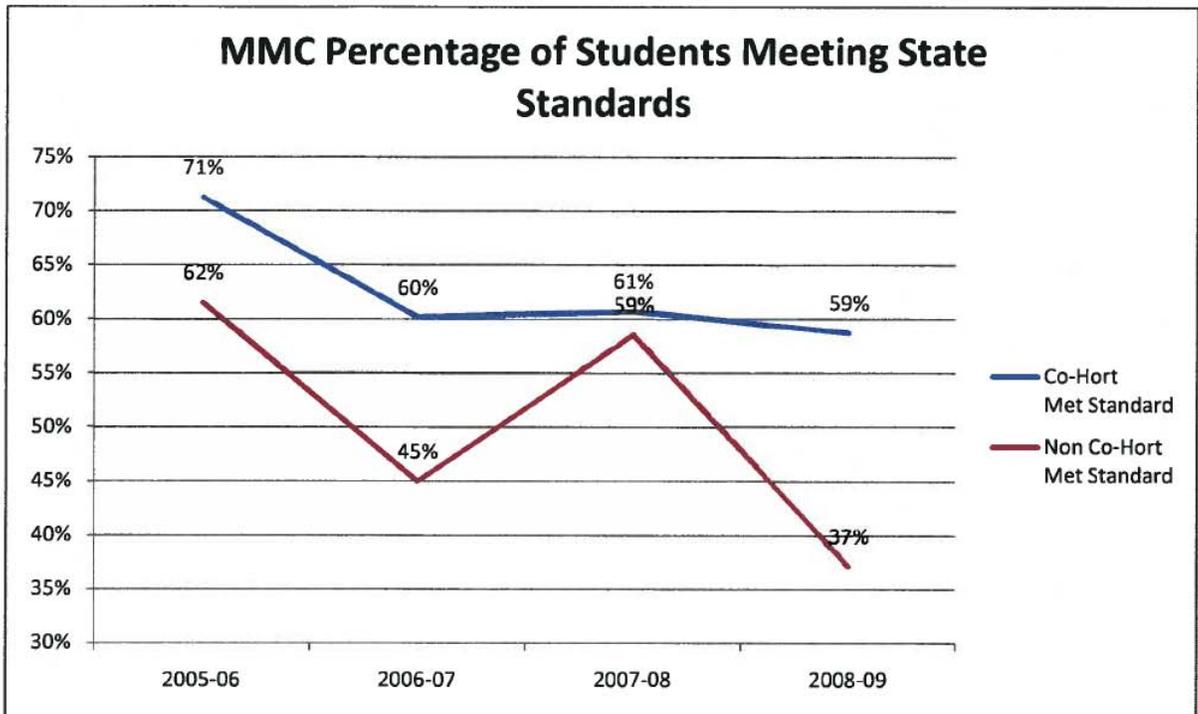
the SPED depart and building. Especially when all other subgroup meet AYP in reading and math and SPED does not meet in Reading. The barrier then becomes that whole building is thrown into improvement which is not the case. AND since all of our schools are Title schools, sanctions are imposed.

In spite of this, the 5 year comparisons for each subgroup reflected a different trend. In the lower grades, less subgroups made positive growth than the upper grades. **Question?** Is this a direct cause/effect of curriculum not being aligned? No, the district spent two years aligning, meeting and talking Standards/Power Standards. Is this a cause/effect of curriculum not being implemented with validity? No, PLC's work through Power standards and decision making processes to develop common instructional strategies. Is this then a cause/effect of unbalanced expectations across the grades? No, 64% of the middle and high school teachers attended AP course training in the last two year and developed course expectations.

The answer to this question eluded the district until we asked, "If our curriculum is aligned and being instructed with validity, then what has changed?" The answer came in the direction of who our students are.

As a district, we have understood the need to search for and implement research-based instruction along with standards based instruction for each of our subgroups. We have done so. But, the one question we did not ask was how many students have been with us consistently for 4 years or more. THAT is our answer. As of spring of 2009, 51% of our students at each grade level had been with us for 4 or more years. They have had the benefit of our reached-based, standards based instruction and assessment. BUT, the other 49% have not! Therefore, different activities and action planning needed to take place to address the 49% that have not been with us for 4 years or more.

Students (Co-Hort and Non Co-Hort groups) meeting State standards in Math Reading between 2006-2009



2.2.3. Data Sources and Results

Description

- What do the data collected reveal about the strengths and challenges for both students (effect data) and adults (cause data)?
- What additional data might have been valuable in this analysis?

Content

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[2.2 data cause and effect data](#)

2.2 Data Review since the previous biennium (ORS 329.095 (4) (h)): Cause and effect data

What does the data collected reveal about the strength and challenges for both students (effect data) and adults (cause data)? What additional data might have been valuable in this analysis?

STRENGTHS:

One year comparisons for each subgroup reflect the changes the district completed in the two year period to improve benchmark results; smaller instructional groups in reading and math, additional reading and math groups taught by HQ teachers; implementation of a common formative assessment for progress monitoring; data review teams; PLC's; early intervening services at the elementary and middle schools; SIOP training district wide; implementation of reading and math coaches at the middle and high school levels and additional professional development for staff in best practices for reading and math.

CHALLENGES:

Special Education is not only a barrier it is also a challenge. The district elected to create life skill/behavior classrooms in each building to keep all SPED students in their neighborhood schools. By doing so, we have kept our more severely handicapped students in district which impacts a building's AYP in reading and math based on the number of SPED students in their building from year to year.

By the type and number of SPED identified students in any given year, the district can predict whether the building will make AYP or not. Even with all accommodations being systematically used and the 1% exemption applied, some years a building will just not make AYP no matter what great efforts the general education teachers are doing to support progress. This is a challenge to the SPED depart and building. Especially when all other subgroup meet AYP in reading and math and SPED does not meet in Reading. The barrier then becomes that whole building is thrown into

improvement which is not the case. AND since all of our schools are Title schools, sanctions are imposed.

In spite of this, the 5 year comparisons for each subgroup reflected a different trend. In the lower grades, less subgroups made positive growth than the upper grades. **Question?** Is this a direct cause/effect of curriculum not being aligned? No, the district spent two years aligning, meeting and talking Standards/Power Standards. Is this a cause/effect of curriculum not being implemented with validity? No, PLC's work through Power standards and decision making processes to develop common instructional strategies. Is this then a cause/effect of unbalanced expectations across the grades? No, 64% of the middle and high school teachers attended AP course training in the last two year and developed course expectations.

The answer to this question eluded the district until we asked, "If our curriculum is aligned and being instructed with validity, then what has changed?" The answer came in the direction of who our students are.

As a district, we have understood the need to search for and implement research-based instruction along with standards based instruction for each of our subgroups. We have done so. But, the one question we did not ask was how many students have been with us consistently for 4 years or more. THAT is our answer. As of spring of 2009, 51% of our students at each grade level had been with us for 4 or more years. They have had the benefit of our reached-based, standards based instruction and assessment. BUT, the other 49% have not! Therefore, different activities and action planning needed to take place to address the 49% that have not been with us for 4 years or more.

Additional data that would have been useful would be to include the Success for All (Elementary reading program) data as predictive data to determine earlier intervening services,

areas needing additional intervention to meet AYP and subsequently, the number of students in each subgroup that would make AYP for either 3rd, 4th or 5th grades.

2.2.4. Explain Trends.

Description

Explain trends discovered in data analysis.

1. Explain the trends/strengths/weaknesses in the data.
2. Explain when/how you monitor the data on a regular basis.
3. Brainstorm and list additional data you may need to collect.

Content

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[2.2 data Explain trends](#)

2.2 Data Review since the previous biennium (ORS 329.095 (4) (h)): Explain Trends

Explain trends discovered in data analysis.

1. Explain the trends/strengths/weaknesses in the data.

Trends and strengths reflect the changes the district completed in the two year period to improve benchmark results; smaller instructional groups in reading and math, additional reading and math groups taught by HQ teachers; implementation of a common formative assessment for progress monitoring; data review teams; PLC's; early intervening services at the elementary and middle schools; SIOP training district wide; implementation of reading and math coaches at the middle and high school levels and additional professional development for staff in best practices for reading and math.

Weaknesses also expressed in the other section reflect the challenges with special education and the high mobility of our students.

2. Explain when/how you monitor the data on a regular basis.

Based on the Gervais School District's Improvement Cycle graphic, data is monitored on a quarterly basis by building PLC teams and yearly by district PLC teams. Data comes to each team through the district's Data Manager. This was determined to be the most effective practice because buildings were calculating results differently and misled their teams in projections that were not accurate around making AYP. The Data Manager also reports yearly progress toward AYP by grade level and subgroups to the School Board on a monthly basis. Data then goes through the manager out to the buildings and back to the Board through the same person.

3. Brainstorm and list additional data you may need to collect.

Additional data that we may need to collect:

- Success For All Hot list students
- SFA intervening services
- Common formative assessment by grade and content
- Intervention activities and the impact on making AYP and filling in holes in curriculum knowledge and skills

2.3 Evaluation of Progress toward Meeting the Oregon Education Performance Standards

Description

After evaluation of data, please describe progress on meeting each of the 10 Oregon Education Performance Standards.

Additional tools are available online through the [eCIP Toolkit](#). From this site you can download the [review guide](#).

Section Pages

[2.3.1 Oregon Education Performance Standard # 1 \(State Board Policy\)](#)

[2.3.2 Oregon Education Performance Standard # 2 \(State Board Policy\)](#)

[2.3.3 Oregon Education Performance Standard # 3 \(State Board Policy\)](#)

[2.3.4 Oregon Education Performance Standard # 4 \(State Board Policy\)](#)

[2.3.5 Oregon Education Performance Standard # 5 \(State Board Policy\)](#)

[2.3.6 Oregon Education Performance Standard # 6 \(State Board Policy\)](#)

[2.3.7 Oregon Education Performance Standard # 7 \(State Board Policy\)](#)

[2.3.8 Oregon Education Performance Standard # 8 \(State Board Policy\)](#)

[2.3.9 Oregon Education Performance Standard # 9 \(State Board Policy\)](#)

[2.3.10 Oregon Education Performance Standard # 10 \(State Board Policy\)](#)

2.3.1 Oregon Education Performance Standard # 1 (State Board Policy)

Description

All districts shall maintain standard schools.

Please provide evidence for how the district has been in compliance with Division 22 Standards:

As evidenced by:

- The district is in compliance with Division 22 Standards or has submitted a plan of correction for areas of non-compliance
- District policies and procedures for implementing the 2007 graduation requirements: education plan and profile, extended application, career-related learning standards, and career-related learning experiences are documented and available to the public

Data source:

- Division 22 Standards
- Diploma Requirements OAR 581-022-1130

Content

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[2.3.1 standards](#)

1. All districts shall maintain standard schools (Division 22).

Each fall, GSD Superintendent, Director of Special Services and Building Principals review the Division 22 standards. Each standard is reviewed, evaluated and updated as needed. All supporting documents relating to the standards (school improvement plans, Title Ia school plans, education plans and profiles, extended applications, special education system performance review reports, career-related learning standard and career-related learning experiences) are organized in the historical binder and housed within the district office. In addition, GSD School Board reviews the Division 22 standard and supporting documents and assures compliance at the February School Board meeting. Notices for the Board meeting are provided to the public as well as information about and availability of the documents is noted in the District's newsletter "The Number One News."

2.3.2 Oregon Education Performance Standard # 2 (State Board Policy)

Description

All students will show continuous individual growth in all core academic subjects. All Districts will provide opportunities for students to demonstrate career related knowledge and skills and extended application.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #2:

As evidenced by:

- Cohort growth measured by state and/or local assessments
- Improvement criteria from AYP and or Report card
- Documented student progress toward career-related learning standards and extended application
- Documented growth for TAG and IEP

Data Source:

- All student state and local assessment data

Content

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[2.3.2 standards](#)

[CIPODE](#)

2.3.2 All students will show continuous individual growth in all core academic subjects. All Districts will provide opportunities for students to demonstrate career related knowledge and skills and extended application.

In Reading, third grade has met AYP each year and has increased by 3% over the last 4 years. Fifth Grade met AYP all years except 2008. (Special Education Systems Performance Review data indicated that the subgroup that did not meet in 2008 was 5th grade by .14%.) Both 3rd and 5th grades' one year increase reflects the emphasis on standards and data driven decision making by the PLC groups at each grade. Eighth grade had an overall increase in the 5 year comparison. The reduction from 2008 to 2009 was due in part to the larger SPED population and the lack of building management of testing to include all accommodation that should have been used.

Looking at the 5 year comparison shows an interesting trend. The percent of students making progress over the years in lower in the early grades was less than those in the top grades. Of course, GSD would say that it is due to our excellent improvement strategies but RIT score adjustments, standards adjustments, target increases and the change in test taking all contributed to this difference.

Reading/English Language Arts
All Students by Grade

Grade	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005-2009
Grade 3	75.7%	82.4%	73.8%	65.4%	78.7%	+ 13.3%	+ 3%
Grade 5	70.8%	68.6%	50.7%	48.5%	63.3%	+ 14.8%	- 7.5%
Grade 8	52.6%	46.5%	43.8%	64.4%	61.3%	- 3.1%	+ 8.7%
Grade 10	37.5%	31.9%	61.8%	51.8%	57%	+ 2.2%	+ 19.5%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

Totals for the subgroups at the district level reflect that both genders met AYP as well as our White student (2008-2009 is the first year that totals for our subgroup have been reported). Economically Disadvantaged and Hispanic students were very close, which indicates that the improvement efforts are promoting progress. A point of interest is that our Hispanic subgroup's AYP score was 56.7% and our LEP subgroup score was 43.1%, which reflects that the Hispanic, LEP students who exited from the ELL program have continued to make progress toward AYP. The district has emphasized that all teachers be trained in Shelter Instructional Observations Protocol (SIOP) and ELD instructional practices.

Reading/English Language Arts Subgroup Totals for the District

Reading/Language Arts Subgroup Totals by District		
	2007-2008	2008-2009 60% = AYP
Boys	Totals by Subgroup	60.4%
Girls	not available	70.3%
All Students		
Special Education		36.8%
Economically Disadvantaged		59.5%
Limited English Proficient		43.1%
TAG		0
Hispanic		56.7%
White		80%
Migrant		51.4%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP

Source: <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

Reading Comparisons for one year indicate positive growth in the younger years, grades 3 and 5 for all subgroups. But the most subgroups have a negative growth in the younger grade in the 5 year comparisons, the inverse of the 1 year comparison.

Reading/English Language Arts Subgroup
by Grade with 1 year and 5 year Progress Comparisons

Special Education	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	55.6%	42.9%	30%	14.3%	46.2%	+ 31.9%	- 9.4%
Grade 5	27.3%	30.8%	14.3%	15.4%	25%	+ 9.6%	- 2.3%
Grade 8	18.2%	15.4%	25%	7%	31.3%	+ 24.3%	+ 13.1%
Grade 10	8.3%	5.3%	30%	9.1%	25%	+ 15.9%	+ 16.7%

Economically Disadvantaged	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	72.7	82.6	71.2	62.3	78	+ 15.7	+ 5.3
Grade 5	69	64	42.6	46.2	57.5	+ 11.3	- 11.5
Grade 8	46.3	38.8	44.1	59.6	52.5	- 7.1	+ 6.2
Grade 10	28	22.6	48.9	44.9	43.3	- 1.6	+ 15.3

ELL	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	66.7%	81.6%	66.7%	54.1%	80.6%	+ 26.5%	+ 13.9%
Grade 5	65.2%	65.1%	38.5%	34%	40.5%	+ 6.5%	- 24.7%
Grade 8	48.8%	36.7%	39.5%	53.1%	42.9%	- 10.2%	- 2.9%
Grade 10	16.7%	17.1%	57.6%	37.3%	20.7%	- 16.6%	+ 4%

TAG	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	Not enough students in subgroup to produce a report						
Grade 5							
Grade 8							
Grade 10							

Hispanic	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	68.4%	80.9%	69.6%	59.1%	80%	+ 20.9%	+ 11.6%
Grade 5	69.4%	63.6%	44.7%	28.3%	55.2%	+ 26.9%	- 14.2%
Grade 8	47.6%	38.3%	39.1%	52.2%	54%	+ 1.8%	+ 6.4%
Grade 10	17.1%	13%	48.7%	43.5%	34.9%	- 8.6%	+ 17.8%

Migrant	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	78.3%	78.1%	79.2%	36.4%	71.4%	+ 35%	- 6.9%
Grade 5	63.6%	57.1%	38.1%	26.3%	84.6%	+ 58.3%	+ 21%
Grade 8	37%	23.1%	56.5%	35%	42.9%	+ 7.9%	+ 5.9%
Grade 10	13.8%	15.4%	60%	25%	12.5%	- 12.5%	- 1.3%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

In **Mathematics Knowledge and Skills**, grades 3 and 5 have consistently made AYP over the five year span except 5th grade last year. Both grades are not on track to meet the target of 70% in 2010-2011. Eight-grade from 2007 on has soundly made and are on track to meet in 2010-2011 at the new target level. The 7th/8th grade math teacher aligned curriculum to the new math standards,

is using the newly adopted textbooks and has been the constant instructor for all three years. The most positive reinforcement for our high school's improvement efforts is the making AYP in 2009. This placed them in the 'HOLDING' place of Year 4 Improvement. AND all indications that with the continuation of their improvement efforts, they will make AYP this year in all subgroups and move out of sanctions! This is a tremendous accomplishment for a Title 1 high school where 63% Hispanic, 84% Economically Disadvantaged students are successful!

Mathematics Knowledge and Skills
All Students by Grade

Grade	Testing Years					Comparison	
Grade	2005	2006	2007	2008	2009	1 year	5 years
	49% =	49% =	49% =	59% =	59% =	2008-2009	2005-2009
	AYP	AYP	AYP	AYP	AYP		
Grade 3	76.3%	78.8%	64.6%	64.6%	64%	- .6%	- 12.3%
Grade 5	68.1%	78.6%	67%	67%	53.3%	- 13.7%	+ 14.8%
Grade 8	44.7%	45.3%	73.6%	73.6%	72.5%	- 1.1%	+ 27.8%
Grade 10	36.3%	37.5%	45.9%	45.9%	59%	+ 7.6%	+ 22.7%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

Both boys and girls met the state target for AYP. As with Reading/Language Arts, exited LEP students who are Hispanic are maintaining their progress in meeting the state target for AYP in math. Economically Disadvantaged and White students also met the AYP target for 2008-2009 and appear to be on track to meet AYP in 2010-2011.

Mathematics Knowledge and Skills Subgroup Totals for the District
Mathematics Knowledge and Skills Subgroup Totals for the District

	2007- 2008	2008-2009 59% = AYP
Boys	Totals by	62.8%
Girls	Subgroup	64.9%
All Students	not	
Special Education	available	33.7%
Economically Disadvantaged		59%
Limited English Proficient		44.7
TAG		***
Hispanic		57.7%
White		74.5%
Migrant		54.2%

Source: <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

In grades 5-10, SPED students made progress in the 1 year comparison areas but over the 5 year column, they have lost round. Third grade Economically Disadvantaged students have been successfully meeting AYP over the last 5 years.

Again the trend for each subgroup in grades 8 and 10, except SPED, has had a significant increase in the last 5 years while the lower grade, 3rd and 5th have shown a decrease in growth.

ELL and Migrant subgroups have mirrored each other in the 3rd grade. From 2007 on, all subgroup except SPED have made AYP. Having standards, instruction and materials aligned has created a solid math program in 7th and 8th grade to support the upper grades. However, based on this data the 8th grade students when tested at the 10th grade level are not meeting AYP.

Mathematics Knowledge and Skills Subgroup by Grade with 1 year and 5 year Progress Comparisons

Special Education	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	72.7%	50%	22.2%	37.5%	30.8%	- 6.7%	- 41.9%
Grade 5	27.3%	53.8%	14.3%	15.4%	18.3%	+ 2.9%	- 9%
Grade 8	36.4%	15.4%	44.4%	40%	43.8%	+ 3.8%	+ 7.4%
Grade 10	25%	15%	20%	9.1%	12.5%	+ 3.4%	- 12.5%

Economically Disadvantaged	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	70.2%	78.3%	63.1%	64.5%	66.1%	+ 1.6%	- 4.1%
Grade 5	67.2%	72%	40.7%	65.4%	57.3%	- 14.1%	- 15.9%
Grade 8	33.3%	40.3%	61.8%	66.7%	66.1%	- .6%	+ 32.8%
Grade 10	25.5%	31.5%	35.6%	39.1%	40.7%	+ 1.6%	+ 15.2%

ELL	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	70.7%	79.6%	66.7%	54.1%	55.6%	+ 1.5%	- 15.1%
Grade 5	60.9%	69.8%	38.5%	66%	40.9%	- 25.1%	- 20%
Grade 8	41.5%	36.7%	52.6%	63.3%	66.7%	+ 3.4%	+ 25.2%
Grade 10	18.6%	32.4%	40%	37.3%	31%	- 6.3%	+ 12.4%

TAG	Testing Years					Comparison	
	2005 50% = AYP	2006 50% = AYP	2007 50% = AYP	2008 60% = AYP	2009 60% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	Not enough students in subgroup to produce a report						
Grade 5							

Grade 8	
Grade 10	

Hispanic	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	73.2%	78.7%	58.2%	63.6%	66.1%	+ 2.5%	- 7.1%
Grade 5	66.7%	70.5%	42.6%	56.6%	47.8%	- 8.8%	- 18.9%
Grade 8	31.1%	41.7%	55.3%	63%	72%	+ 9%	+ 41%
Grade 10	11.1%	18.8%	33.3%	40.3%	40.8%	+ .5%	+ 29.7%

Migrant	Testing Years					Comparison	
	2005 49% = AYP	2006 49% = AYP	2007 49% = AYP	2008 59% = AYP	2009 59% = AYP	1 year 2008-2009	5 years 2005- 2009
Grade 3	75%	81.3%	65.2%	54.5%	57.1%	+ 2.6%	- 17.9%
Grade 5	63.6%	64.3%	42.9%	52.6%	69.2%	+ 16.6%	+ 5.6%
Grade 8	29.6%	21.6%	60.9%	55%	85.7%	+ 30.7%	+ 56.1%
Grade 10	17.2%	26.9%	50.0%	11.8%	50%	+ 38.2%	+ 21.0%

Shaded boxes = passing Adequate Yearly Progress Clear boxes – not passing AYP
Source: NCLB AYP Report Academic Status Adjusted Academic Status – All Students

Gervais Student Growth - AYP ratings - Over Time

Over the three year span, the Elementary school has met AYP consistently in English Language Arts and Math. In English Language Arts, the Middle school has not met in either of the three years. In 2006-2007 and 2008-2009 the subgroup that did not meet was Special Education. In 2007-2008 it was economically disadvantaged students in the 6th grade. They did, however, meet in math for all three years. The High school did meet in English Language Arts for the first two years and did not meet in 2008-2009 in Economically Disadvantaged and Hispanic subgroups. They did not meet in Math in 2006-2007 and 2007-2008 but they did meet in 2008-2009! This accomplishment allowed the school to remain at Year 4 of Sanctions. AND from all indications, all subgroups at the high school will meet in Math in 2009-2010.

Gervais School District AYP Status over Time for All Students

■ Indicates years making school level AYP

AYP Status --- All Students			
English Language Arts	2006-2007	2007-2008	20008-2009
Elementary	Met	Met	Met
Middle	Not Met	Not Met	Not Met
High	Met	Met	Not Met
Math	2006-2007	2007-2008	20008-2009
Elementary	Met	Met	Met
Middle	Met	Met	Met
High	Not Met	Not Met	Met

Source: ODE State Report Card 2006, 2007, 2008, 2009

All Districts will provide opportunities for students to demonstrate career related knowledge and skills and extended application.

Career related knowledge and skills are developed over time beginning at the Primary School and continuing through high school. Students are led to explore various careers and shown the requirements for employment in those fields. Students are encouraged to examine a wide variety of careers and to take advantage of opportunities in the upper grades to begin accruing experiences that will support their interests and prepare them for future opportunities as they are encountered.

At the Primary School, students are exposed to careers through their studies of community life. They discuss having a job as a means of financial support, service and product related careers, and role playing experiences. Learning how a community of people work together to supply the needs of each other is a large part of learning about career possibilities.

At the Middle School, students are supported as they begin to narrow their choices more to fields that appeal to them based on aptitude, interests, goals for higher education, etc. Each year at Career Day, all 7th and 8th graders learn about careers from guest speakers in many different fields representing different income levels, higher education requirements and personality elements. Students also have access to Career Information Service to explore careers not represented at the Career Day. All Middle School students start the process of using a Personal Education Plan. In the spring of each year, students in grade 5th to 8th fill out that year's portion of the PEP. Field Trips to local colleges (Chemeketa, Western Oregon, OSU, PSU and UO) occur four times each year. All students in 7th and 8th grade can attend. In addition, each middle school teacher gives presentations on the college they attended and what degrees – careers are featured there.

At the High School, students are led to further explore, make plans and set goals targeting their careers. Some may choose to graduate and join the work force immediately so they are

finishing their education, specializing in classes that prepare them for getting a job. Some students choose to pursue further training or education so they are researching programs that offer what they need, selecting schools and training programs that will lead them directly to the achievement of their goals, and gaining entrance to those programs. School counselors and part time Career and Service Learning Specialists assist students in their search.

The High School also offers a class focused on career choices for those students who are in the process of selecting their goals. High school students go on an average of 3 field trips a year to local businesses that focus on manufacturing, agriculture, businesses, welding and many more.

Table 6
Gervais School District Schools with Education Plan and Profile
Compared over Time
Standard is 100% of all 7-12 Students

Education Plan and Profiles over Time			
	2006-2007	2007-2008	2008-2009
Gervais Middle	100%	100%	100%
Gervais High	100%	100%	100%
Douglas Avenue	100%	100%	100%

☐ Indicates Schools meeting Standard

Source: GMS/GHS Counselor's Report 2007, 2008, 2009

The Senior Survey class exposes the students to a variety of careers grouped according to attitudes, skills, talents and interests. Students are encouraged to job shadow people already working in fields of interest. Students are also required to complete 15 hours of community service or job shadowing and complete a presentation each spring on a selected occupation. They are also required to have a plan leading them to a career of their choosing. The plan has to have goals, strategies for reaching those goals, and "next steps" planning. These plans (PEP's) started in 5th grade and are finalized as seniors.

Gervais School District Schools with Career-Related Learning Experiences Compared over Time

Career-Related Learning Experiences over Time			
	2006-2007	2007-2008	2008-2009
Gervais High	100%	100%	100%
Douglas Avenue	65%	100%	100%

Indicates Schools with Career Related Learning Experiences
Source: Counselor's Report 2007, 2008, 2009

2.3.2 Career Related Experiences Taught

- 1st Day of School:
 - On the first day of school, students had an opportunity to peruse various club booths which included Future Farmers of America (FFA) and Future Business Leaders of America (FBLA).
 - Current club members (i.e., students) were available in order to answer questions.
 - **All** that wanted to sign-up for clubs were accepted.
- Freshman Orientation:
 - On Tuesday, April 13th, Gervais High School held its 8th Grade Orientation evening. Over 150 parents and students attended (out of an incoming freshman class of approximately 80).
 - Each department developed and staffed a booth that evening including Business, Technology and Agriculture.
 - The booths included information surrounding the classes, articulation with College Credit Now (CCN) classes (and credits available) and clubs available to all students (i.e., Future Business Leaders of America (FBLA), Future Farmers of America (FFA)).
 - All students may sign-up for all classes and clubs: there are no barriers to class/club assignments (with the exception of introductory classes required before advanced classes and the typical limitations of the need to fill core curriculum (i.e., three years of math, four years of language arts) classes in order to graduate).
- 8th Grade (Middle School) Classes
 - This year, introductory Technology and Agriculture classes were opened up to Middle School students. Students were bussed to/from the Middle School to the High School during these class periods. The hope was to introduce Middle School students earlier to career related experiences and to provide them with a greater launching pad for advanced class exploration.
- College Credit Now: Freshman – Seniors
 - The following career related classes were taught last year by GHS. This represents about 120 students (more than 1/3 of the school took some form of career related class). Those classes with an asterisk represent classes that are designated “College Credit Now” (CCN) classes. College Credit Now (CCN) classes are directly articulated with Chemeketa Community College. The Accounting class has reciprocity (i.e., credits are available to students that attend ANY Oregon university including Oregon State, Oregon, Portland State, etc., not just Chemeketa Community College).
 - Accounting* (BA211)
 - Marketing
 - Web Design
 - Agriculture I
 - Drafting I and II

- Agriculture Engineering Technology (Introduction and Advanced)
 - Horticulture / Landscaping* (HOR111)
 - Horticulture Science – Introduction* (HOR111)
 - Technology I and II
 - Construction
 - **Note:** in the future GHS will certify more classes with Chemeketa or other Colleges for College Credit Now.
- Web Design: Web Site Development
 - Students in the Web Design class have developed both the schools' web site, as well as, a web site for a property management company. The owner of the property management company reviewed the work of the students and provided them feedback.
- Senior Survey: Job Shadow
 - A capstone class called “Senior Survey” is required for all graduating seniors. As a part of this class, each senior is required to perform 20 hours of on-site job shadow. The senior is also required to log, and then write about their experience. The senior is also required to present a 10 minute speech on their job shadow to their class.
- Guest Speakers and Field Trips:
 - Professional / Technical classes include various guest speakers which have included:
 - Practicing Accountants (industry and CPA firm)
 - VP of a Radio Station
 - Computer Programmers/Designers
 - State FFA Officers
 - Automotive trade schools
 - Farm owners
 - Construction company workers and owners
- Tractor Driving Certification
 - Each summer, the certified Agriculture teacher offers a Tractor Driver Certification course to students that meet the eligibility requirements.

2.7.7 Articulation

- College Credit Now Classes Taught
 - The following career related classes were taught last year by GHS. This represents about 120 students (more than 1/3 of the school took some form of career related class). Those classes with an asterisk represent classes that are designated “College Credit Now” (CCN) classes. College Credit Now (CCN) classes are directly articulated with Chemeketa Community College. Some of these classes have reciprocity (i.e., credits are available to students that attend ANY Oregon university including Oregon State, Oregon, Portland State, etc., not just Chemeketa Community College).
 - Accounting* (BA211)
 - Marketing

- Web Design
- Agriculture I
- Drafting I and II
- Agriculture Engineering Technology (Introduction and Advanced)
- Horticulture / Landscaping* (HOR111)
- Horticulture Science – Introduction* (HOR111)
- Technology I and II
- Construction
- **Note:** in the future GHS will certify more classes with Chemeketa or other Colleges for College Credit Now.
- In some of these CCN classes the end of year assessment (i.e., Final exam) is the exact same exam given to college students taking these same classes. **ALL** curriculum and assessments are approved by the university before they are certified as CCN classes.
- Professional / Technical classes / programs go through two certifications:
 - Instructor Certification - - the instructor is required to convene a committee meeting where a combination of school (i.e., high school), university (i.e., Chemeketa), and business leaders review the qualifications of the instructor. At this meeting this committee develops a continuous learning plan for the instructor.
 - Program of Study (POS) Certification - - each Program (i.e., Administration which includes the Accounting, Marketing and Web Design classes) is required to submit for Program of Study (POS) certification which includes:
 - Application: course list / description
 - Content tied to Standards (including an assessment of Areas of Strength and Priority Concerns / Action Steps)
 - Alignment & Articulation
 - Accountability and Assessment (including a review of student data, analysis and plans for remediation)
 - Student Support Services
 - Professional Development (including future professional development)
 - Certification of Assurance (signed by the school, Committee Chair and Community College Administrator)
 - The Program of Study (POS) also includes the submission of supporting documents including:
 - Curriculum Guide (i.e., student/parent description of classes)
 - Skill Crosswalk (i.e., skill tie out by class)
 - Syllabus for each class (that includes tie out to state standards)

- Various assessments (including rubrics)
 - Training bulletins
- This year the Business and Agriculture departments completed its Program of Study (POS) (Business department documents attached). The Technology department is due to complete its Program of Study in the coming year.
- Credits Earned by Students
 - 60% of Accounting students acquired 4 college credit hours by passing a 2 hour university developed Final Exam. This exam was the same exam presented to the Chemeketa class BA211: Financial Accounting I.
 - Horticulture / Landscaping and Horticulture Science – Introduction combine to receive Introduction to Horticulture (HOR111) credit. This will be new this upcoming year.
- Articulation with Certificates and Associate degrees
 - BA211: Financial Accounting I is a requirement for both the Accounting Certificate of Completion, the Accounting Associate of Applied Science, and Management Associate of Applied Science at Chemeketa Community College (see attached CCC catalog).
 - HOR111: Introduction to Horticulture is a requirement for the Associate of Applied Science (AAS) – Horticulture degree at Chemeketa Community College (see attached CCC catalog).

2.3.9 Core Indicators:

Historically, all three main performance areas are at or slightly below the statewide performance indicators (Reading / Math / Writing). The historical graduation rate and technical skill achievement have been above the statewide performance indicators. Historical placement has met or exceeded and non-traditional student numbers have lagged.

CTE concentrator data are mostly in line with overall school-wide student performance. Because of the small numbers, just a few students can have a significant swing in performance percentages.

Gervais High School is a high poverty (>90% free and reduced lunch), high immigrant, high ELL population (>60%) rural, migrant school. The combination of these factors, plus a low overall population (school of 330) mean that every individual student has a greater than 1% impact on the overall statistics (within a class) - - 10 students can swing the percentages about 15 points. However, even with these challenges, we have recently put in place (in the last 2 years), school wide interventions to lessen the achievement gap that is apparent before students enter their freshman year. These interventions have already produced 10 point gains (overall) in both Reading and Math after year one of the interventions. We are adding writing interventions to the Master Schedule for the upcoming year.

We have data that CTE concentrators continue with their CTE program of study at the post-secondary level. We are continuing to refine this type of data collection. We have not seen a need for remediation before they continue with their program.

We have spent the last two years working on reading/math/writing requirements in all of our classes. We have been trained on SIOP strategies and will continue to refine our practice in both teaching/learning strategies, as well as requirements that support reading/math/writing in the classroom.

Examples of interventions that are in place to support the core indicators:

- OAKS Prep Classes
 - All 10th graders that have not passed the OAKS Reading or Math tests were placed in Reading / Math intervention classes. These classes continued until the gap had been closed.
 - 10th graders this year are scheduled into a writing intervention (semester) class. This is a result of the review of writing score data.
- Xcel + Intervention
 - Students needing extra time to complete assignments are assigned to a 3 – 5pm after school intervention. The intervention is staffed with a certified teacher where attendance and assignment completion are tracked. Parents sign an agreement contract to have students placed in Xcel +.
- After School Math Intervention
 - This year, a certified teacher was available three days a week for after school math drop-in intervention.

The interventions (above) appear to be narrowing the gap, and in some cases (i.e., Reading) producing significant increases in student achievement (**note:** these are preliminary numbers after year two of interventions):

Reading:	% Met 08-09	% Met 09-10	Change in Met %
All Students	57.33	77.92	+20.59
Economically Disadvantaged	46.15	70.00	+23.85
Limited English Proficient	38.24	59.46	+21.22
Students with Disabilities	20.00	57.14	+37.14

Math:	% Met 08-09	% Met 09-10	Change in Met %
All Students	60.81	63.64	+2.83
Economically Disadvantaged	47.06	56.00	+8.94
Limited English Proficient	47.06	45.95	-1.11
Students with Disabilities	20.00	28.57	+8.57

Note: these numbers are preliminary, 10th grade OAKS Reading/Math scores (which includes margin of error, etc. We expect that CTE related scores will follow the overall 10th grade scores as they have in the past.

We expect that these interventions for Reading/Math/Writing will have a significant positive impact on other core performance indicators (i.e., graduation/placement).

Additional curriculum and intervention changes are currently being discussed.

2.3.3 Oregon Education Performance Standard # 3 (State Board Policy)

Description

By 2013-2014, all students will reach high standards in reading and mathematics.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #3:

As evidenced by:

School Year	AYP Requirement for ELAR	AYP Requirements for Math
2008-09	60% Meet+Exceeds	59% Meet+Exceeds
2009-10	60% Meet+Exceeds	59% Meet+Exceeds
2010-11	70% Meet+Exceeds	69% Meet+Exceeds
2011-12	80% Meet+Exceeds	79% Meet+Exceeds
2012-13	90% Meet+Exceeds	89% Meet+Exceeds
2013-14	100% Meet+Exceeds	100% Meet+Exceeds

- All schools have Report Card rating of Satisfactory or better
- Participation rate equal to or greater than 95

Data Source:

- District AYP reports <http://www.ode.state.or.us/data/reportcard/reports.aspx>

Content

Uploaded PDFs

[2.3.3 standards](#)

2.3.3 By 2013-2014, all students will reach high standards in reading and mathematics.

Gervais Student AYP Status – Over Time for All Students Against State Targets

Reviewing the elementary, middle and high school scores for 2006-2007, the programs the elementary and high schools are implementing show that they are on track for 2010 in reading. The middle school is very close. The Elementary and Middle School math programs are pushing students to and beyond the standard for 2010. The High school program is closer than any previous year to being on track to reach math by 2013-2014.

Gervais School District AYP Status over Time for All Students

Indicates schools on track for 2013-2014 AYP

English Language Arts	2006-2007	2007-2008	2008-2009
Elementary	65.3%	68.1%	74.8%
Middle	56.5%	64.2%	59.8%
High	64.9%	54.4%	57.2%
Math	2006-2007		
Elementary	59.3%	66.2%	67.1%
Middle	64.5%	65.4%	67.6%
High	48.6%	48.1%	59.1%

Source: ODE AYP 2007, 2008, 2009

Indicates meeting State Standard for that year

Gervais Schools Report Data – Over Time

The highest rating the schools in the Gervais School District have achieved is Strong. The Middle School has been consistent with a ‘Strong’ rating until 2007. From 2007 to 2009 the elementary and middle schools have achieved a Satisfactory rating. The high school, in 2008-2009 received a rating of ‘In Need of Improvement.’

Gervais School District School Report Card Data over Time

☐ Indicates schools with 'Exceptional' Rating

School Report Card Data			
	2006-2007	2007-2008	2008-2009
Eldridge	Not Rated	Not Rated	Not Rated
Brooks	Satisfactory	Satisfactory	Satisfactory
Gervais Middle	Strong	Satisfactory	Satisfactory
Gervais High	Satisfactory	Satisfactory	In Need of Improvement
Douglas Avenue	Not Rated	Not Rated	Not Rated

Source: District Report Card – ODE 2007, 2008, 2009

Gervais Student's OSAT Participation Rate– Over Time

All Gervais School District schools have met the Participation Standard for each grade level except Douglas Avenue Alternative School.

Gervais School District OSAT Participation Rate over Time

☐ Indicates schools meeting Participation Standard

SAT Participation Rate				
	2006-2007	2007-2008	2008-2009	Standard 2007-2009
Eldridge	LA=Met, MMC= Met	LA=Met, MMC= Met	LA=Met, MMC= Met	95%
Brooks	LA=Met, MMC= Met	LA=Met, MMC= Met	LA=Met, MMC= Met	95%
Gervais Middle	LA=Met, MMC= Met	LA=Met, MMC= Met	LA=Met, MMC= Met	95%
Gervais High	LA=Met, MMC= Met	LA=Met, MMC= Met	LA=Met, MMC= Met	95%
Douglas Avenue	LA=Met, MMC=Not Met	LA/MMC Not Met	LA=Met, MMC=Not Met	95%

Source: AYP Reports – ODE 2007, 2008, 2009

2.3.4 Oregon Education Performance Standard # 4 (State Board Policy)

Description

All English Language Learners will become proficient in English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #4:

As evidenced by:

School Years	Percentage LEP Students Advancing by 1 Proficiency Level Annually	Percentage of LEP Students Exiting from LEP Services Annually
2006-07 2007-08 2008-09	35%	50%
2009-10 2010-11 2011-12	65%	70%
2012-13 2013-14 2014-15	95%	90%

School Year	AYP Requirement for ELAR	AYP Requirements for Math
2008-09	60% Meet+Exceeds	59% Meet+Exceeds

2009-10	60% Meet+Exceeds	59% Meet+Exceeds
2010-11	70% Meet+Exceeds	70% Meet+Exceeds
2011-12	80% Meet+Exceeds	70% Meet+Exceeds
2012-13	90% Meet+Exceeds	90% Meet+Exceeds
2013-14	100% Meet+Exceeds	100% Meet+Exceeds

Data Source:

- District Student Staging (on district website) and District AYP reports.
<http://www.ode.state.or.us/data/reportcard/reports.aspx>

Content

Uploaded PDFs

[2.3.4 standards.jz](#)

2.3.4 All English Language Learners will become proficient in English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics.

Gervais AMAO Data – Compared with State AMAO Standards Over Time

Gervais School District’s English Language Learner program has made dramatic increases in progressing second language students in meeting proficiency and exiting ELL students from our ELL program. In 2007, forty percent of our students exited the ELL program and in 2008, thirty-four percent exited. That was a drop of 6% but an over all increase of 11.6% from our 2006 numbers. Likewise, our ELL students increased 7% in progressing students to proficiency in 2007 and dropped by 11% in 2008, but still remain above the state standard. Each year since 2005, ELL students have met the state standard for English Language Arts until 2009 where all students except our 10th graders met AYP in English Language Arts. Both middle and elementary students have also met the state standards in math since 2005 and in 2009, 10th graders also made AYP in Math. Table 9 and 10 reflect AMAO data over time compared with the state standard and with self,

**Gervais School District AMAOs Data
Compared with State Standards for AMAOs over Time**

 indicates years meeting State AMAO Standards

Percent Meeting AMAOs				
	2007	2008	2009	Standard
AMAO 1: Progress in Proficiency	41%	48%	37%	35%
AMAO 2: Number Attaining Proficiency	40%	34%	20%	50%
AMAO 3: AYP for Math	NO (GHS)	No (GHS)	YES (ALL)	YES (ALL)
AMAO 3: AYP for ELA	YES (ALL)	YES (ALL)	NO (GHS)	YES (ALL)

Source: ODE AMAO reports by year 2007, 2008, 2009

The number of students in the program has decreased due to greater proficiency as a result of staff development and careful data analysis in this area.

	2006-2007	2007-2008	2008-2009	2009-2010
Number of LEP students reported	674	686	497	NA
Number of new LEP students	151	53	77	NA
Number of exited LEP students	1	150	44	NA
Percentage of ELL in total enrollment	63%	65%	48%	35%

In order to continue facilitating student growth, the Gervais School District has planned the following. Elementary student will continue to be served in self contained classrooms incorporating Sheltered Instruction Observation Protocols (SIOP), provided with English Language Development (ELD), and Success For All (SFA) curriculum as needed (depending on the individual learners needs). Middle school students will be supported with intervention classes, SIOP, and ELD as needed (depending on the individual learners needs). High school students will be supported with intervention classes, SIOP, and ELD as needed (depending on the individual learners needs).

2.3.5 Oregon Education Performance Standard # 5 (State Board Policy)

Description

Beginning with the fall of 2007, all students will be taught by highly qualified teachers in core content areas. Districts will also have a plan to maintain the goal of 100% of core content classes being taught by highly qualified teachers.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #5:

As evidenced by:

- A description of how teachers are being supported to meet the NCLB highly qualified teacher requirements.
- Summary of schools and subjects where classes are not being taught by highly qualified teachers and the districts specific actions to address these issues.
- District actions to ensure hiring only highly qualified teachers.
- A description of the actions taken to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out of field teachers at higher rates than other students.
- District actions to retain highly qualified teachers.

Content

Uploaded PDFs

[2.3.5 standards](#)

[Title IIA HQ 2009 10](#)

2.3.5 Beginning with the fall of 2007, all students will be taught by highly qualified teachers in core content areas. Districts will also have a plan to maintain the goal of 100% of core content classes being taught by highly qualified teachers.

As evidenced by:

1. A description of how teachers are being supported to meet the NCLB highly qualified teacher requirements.

Each teacher who is not HQT completes a HQ plan and that plan is reviewed by the principal and the Title Ila Director. The plans are due in the district office by the end of September. As the teacher takes the necessary classes to become HQ, Title Ila funds will be used. In the Spring, a HQ conference is set with each teacher to monitor the plan/adjust the original HQT plan.

For the teachers who are not HQ, the plans provide a timeline for the district to look for and provide the necessary classes or exams to accomplish HQT status. The district has adopted a hiring practice to interview only teachers who are highly qualified.

The district assures the parents that number of HQ teachers is distributed equally among schools in improvement and the schools that are not in improvement. All buildings in the Gervais School District are Title buildings and all their paraprofessionals are highly qualified and have been since 2005.

The Elementary schools continues to meet the HQT standard over the last three years. The middle school has more teachers who are HQT from 2007 to 2009. The high school decreased the number of HQ teachers in 2007-2008 and 2008-2009. This a deceptive number considering the HQ areas occurred in special education teachers who teach below grade level content courses and singleton classes that were designated to assist students in making AYP.

Gervais School District Highly Qualified Teachers in Core Content Areas Compared over Time

Standard is 100% of the Core Content Classes will be taught by Highly Qualified Teachers

	2006-07*			2007-2008			2008-2009*		
	# Classes	# Tchrs.	% HQT	# Classes	#HQ Tchrs.	% HQT	# Classes	#HQ Tchrs.	% HQT
Elementary	22	22	100%	22	22	100%	21	21	100%
Middle	54	38	68.6%	58	42	78%	52	49	94.2%
High School	82	68	82.9%	80	63	78%	85	65	76.5%
Alternative	6	0	0%	6	0	0%	7	1	14.3%

Indicates HQT Standard Met in each School Building for Teachers of Content Areas

Source: HQT Report 2007, 2008, 2009

The evidence for the remainder of this Standard is found in the Title IIA Professional Development Plan that has been uploaded under this section.

Oregon Department of Education Professional Development Plan Cover Sheet

ODE use only	
DIL	
Approved	
Date	

This professional development plan encompasses all professional development provided by the district using **ANY** source of funds. Plan may be submitted for up to 2 years.

For districts under the accountability of [NCLB Sec. 2141 (c)] districts MUST agree to the following assurances.

In accepting Title II-A funding the school district assures the following:

- The professional development plan was developed with the involvement of teachers and principals and meets the requirements of Section 2141(c).
- The Title II-A funding will be targeted to assist the district in meeting AYP and the 100% HQT requirements.
- The Title I-A funding will not be used to pay for any new paraprofessionals.

(Name of Superintendent or Designee)

Signature of Superintendent or Designee

District: Gervais School District #1 Date Submitted: 10/02/09
 Submitted by: Rick Hensel Superintendent Expiration Date: 06/30/2010
 Phone: 503-792-3801 Check One: Revision New Plan
 Fax: 503-792-3809 Email: Rick_hensel@gervais.k12.or.us

For Districts receiving Title IIA funds and under the accountability of [NCLB Sec. 2141 (c)], districts **MUST** provide training to enable teachers to:

1. Obtain HQT status in all core academic classes being taught
2. Improve student achievement in the classroom, particularly in the areas the district is not meeting AYP, teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

<u>Rick Hensel, Superintendent</u>	<u>Linda Warberg, Principal Brooks Eldriedge Elementary</u>
<u>Melissa Wolfer, Admin Asst & Data Specialist</u>	<u>Mike Solem, Principal Gervais High School</u>
<u>Jon Zwemke, Principal Gervais Middle School</u>	_____
<u>Gervais High School Improvement Team</u>	_____
<u>Gervais Middle School Improvement Team</u>	_____
<u>K-4 School Improvement Team</u>	_____
_____	_____
_____	_____

**Percent of Core Academic Subject Classes taught by Highly Qualified Teachers
District-wide at the end of the 2009-2010 school year:**

87.3%

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Professional Development Plan Cover Sheet

Summary of Needs Analysis:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

A teacher and Principal Needs Assessment Survey is conducted annually to provide grade level teacher teams, content area teams, and administration with the data to assess the professional development needs of the district and individual buildings. This data is analyzed in conjunction with AYP data as well other assessment data such as SAT scores and formative assessments to determine our overall professional development needs.

b) What data was collected and analyzed to determine PD needs?

We collected data about math, reading, science, social studies, arts, foreign languages, writing, English language learners, Special Ed as well as general teaching strategies within each building.

c) What PD needs were identified?

2008-2009 Staff Development Survey Results Summary for 2009-2010

Math:

K-8: measurement, classroom-based assessment practices, materials, data team practices and analysis

K-10: curriculum alignment to the new math standards and new math adoptions

5-8: Instructional strategies for Diverse Learners

Reading:

5-8: Vocabulary

K-12: setting goals and evaluating progress to improve reading with a common formative assessment; classroom-based assessment practices

Science:

5-12: Know and apply the design process to create solutions to human problems in social contexts.

9-12: Instructional Strategies for Diverse Learners

Writing

K-12: Classroom-based Assessment Practices (Writing Scoring Guide); Instructional Strategies for diverse writers

Principals:

Elementary: Provide support for curriculum alignment and articulation in math; . Provide support for improvement of student academic achievement with common formative assessments;

Middle: Provide support for curriculum alignment and articulation in math; Provide support for improvement of student academic achievement with common formative assessments; School Climate; SIOP training and School Improvement

Oregon Department of Education

Professional Development Plan Cover Sheet

High: Provide support for curriculum alignment and articulation in math; Provide support for data-driven professional development for teachers; Provide support for improvement of student academic achievement with common formative assessments; School Climate; SIOP training and School Improvement

Common Need K-12:

Common formative assessment to monitor student achievement, identify needed interventions, alter instruction to meet student needs

Section 2: Adequate Yearly Progress

a) How was the Adequate Yearly Progress (AYP) data analysis conducted?

Twice a year, during the Fall and Spring, each building reviews current AYP and formative assessment data with the prior year's data. Gains/losses are recorded and goals are set for the next year based on OAKS reports. Building needs assessments (formative assessments) and school improvement team data (action plan monitoring areas) are also considered with the AYP results for each grade level and each student. Using the district's student service plan, grade level/content area teams determine instructional levels and intervention schedules for student improvement. The data is then analyzed to identify student achievement/building professional development needs.

b) What AYP data was collected and analyzed?

At the elementary level, both 4th and 5th grades made AYP with an academic growth in reading of 9.05 overall and 12.99 in Limited English Proficient students; however writing continues to be very low. Academic growth for Math was 4.57 overall.

Gervais Middle School (GMS) met in all areas except in reading for students with disabilities. The score was 59.86 the target was 60%.

Gervais High School (GHS) met in all areas except Language arts for LEP and Hispanic students. The goal was 60%, LEP scored 55.78 and Hispanic scored 59.20.

c) What AYP needs were identified?

PLC's to include formative assessments, data evaluation and instructional modification/differentiated instruction. ELL strategies, administrative supervision of SIOP, Special Ed strategies

Oregon Department of Education

Professional Development Plan Cover Sheet

Section 3: Highly Qualified Teachers

a) How was the Highly Qualified Teacher (HQT) data analysis conducted?

In September and March the administrative team (Principals, personnel/data submission director, and superintendent) review the licensure with the class and course assignments of each staff member. The same review takes place prior to the hiring of new teachers. When a non-HQ area is identified an email is sent notifying ODE. Plans are then developed in concert with TSPC then the plan is implemented and monitored by the team.

b) What HQT data was collected and analyzed?

Schedules, to include course codes, from each building are downloaded and compared to the teacher assignments. This information is then compared to licensure information contained in the teachers file and crosschecked with information from TSPC

c) What HQT needs were identified?

The initial review shows that at the high school, there is 1 teacher needing a math and a science endorsement, one teacher needing a reading endorsement and 1 special ed. teacher needing a math endorsement.

At Douglas Ave Alt School there is 1 teacher needing multiple endorsements.

At the middle school there is one special ed. teacher needing a math endorsement

Teachers at the elementary level are all properly endorsed.

List any private schools choosing to participate in your district's professional development funded under any NCLB programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

Sacred Heart – Gervais OR for title Ia and IIa

Willamette Valley Christian – Brooks, Or for Title Ia and IIa

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Professional Development Plan Cover Sheet

Fill out the Professional Development Plan Template, beginning on page three, using as many or as few pages as needed.

Should you have any questions or concerns about this document, or Highly Qualified Professional Development in general, please contact:

Bev Pratt, Title II-A Coordinator

Oregon Department of Education

255 Capitol St. NE

Salem, OR 97310

bev.pratt@state.or.us

503-947-5806

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Professional Development Plan Template

NEED ONE:	PROFESSIONAL LEARNING COMMUNITY (PLC) FOR FORMATIVE ASSESSMENT, DATA-DRIVEN ANALYSIS IMPACTING INSTRUCTION AND STANDARD ARTICULATION TO INCREASE STUDENT ACHIEVEMENT
GOAL ONE:	BY THE END OF 09/10 100% OF THE ADMINISTRATIVE LEADERSHIP TEAM AND 50% OF THE DISTRICT'S CERTIFIED STAFF WILL HAVE BEEN TRAINED AND WILL BE IMPLEMENTING COMMON FORMATIVE ASSESSMENTS TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT IN READING AND MATH.

Please indicate in **bold** those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A,, II-D, III, IV, V, State, Local, Grants?</i>
<p>Professional development for teams of administrators and teachers from each building will attend PLC training in Seattle Washington.</p> <p>On-going professional development will be provided through book study, researched based articles, review of standards document, formative assessments and interventions for reading and math.</p>	<p>Building administrators will provide continued discussion and monitoring the development of PLCs within their buildings.</p> <p>Sign-in sheets at meetings would be a reflection of those in attendance at the meeting.</p>	July 09 – June 10	<p>Principals</p> <p>Superintendent</p> <p>Site Council</p> <p>School Improvement teams</p>	<p>Each grade level will identify, create and conduct formative assessments</p> <p>Each grade level or content area will meet two times per year to analyze data and make changes to instruction.</p> <p>Principals will have a process to lead their buildings in standard based instruction, data-driven instruction and development of formative</p>	<p>\$11,500</p> <p>\$3,700</p>	<p>Stimulus</p> <p>SIP</p>

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Professional Development Plan Template

<p>Professional development for content-area classes aligned with state reading standards incorporating formative assessments and specific instructional strategies. Title IIa portion to this activity: \$6,000 for extra time in their PLC for implementation</p> <p>Universal professional development on common formative assessment (K-12 teachers) to provide the foundation for specific usage of common formative assessments, data analysis of assessment results and to adjust instruction: \$7,464 (team leaders (13 teachers) X 15 hours each @ \$38.00)</p> <p>Professional development/training and follow-up workshops for math implementation for measurement, curriculum alignment to new math standards (K-10), Classroom based assessment classes: \$3000.</p>				<p>assessments.</p>	<p>\$6,000</p> <p>\$7,464</p> <p>\$3,000</p>	
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Professional Development Plan Template

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Oregon Department of Education

Professional Development Plan Template

NEED TWO:	MORE EMPHASIS ON READING ALL GRADE LEVELS BUT SPECIFICALLY GHS
GOAL TWO:	The percentage of all students scoring at proficiency or higher in Reading will increase from 60% to 65%, 2009-2010. The percentage of all students scoring at proficiency or higher in Reading will increase from 49% to 65%, with each subgroup making at least 64% increase, by the end of the 2008-09 school year as measured by OAKS/TESA, administered by May 2009.

Please indicate in **bold** those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A,, II-D, III, IV, V, State, Local, Grants?</i>
Professional development/training and follow-up workshops for Reading in vocabulary development (5-8) and setting goals and evaluating progress to improve reading with common formative assessments	Reading coaches will incorporate formative assessments and specific instructional strategies for each grade level and content area. Four sessions with each grade level and content area have been scheduled.	August, 2009 October/November, 2009 January, 2010 April, 2010	Literacy Coach for the Middle School, Dave Beebe Formative Assessment coordinator Terry Witter. Principals: Jon Zwemke, Mike Solem.	Observation of staff implementation of standard based lesson, formative assessments and reading strategies by reading specialist and/or administration	\$3,000.00	School Improvement Fund, state School improvement grants, State Title IIA
All students in 4 th through 10 th grades (with the exception of SPED) will be tested in the fall to identify and target specific areas of weakness.	An additional development time is scheduled each Wednesday throughout the year.	Summer 2009 November 2009 January 2010 March 2010 May 2009	Principals	Collaboration meeting notes, action plans with revisions noted, classroom observations Increased student achievement.	Substitute costs for teams to meet; (\$4,000) Other meeting times are on scheduled early release days	Title Ia Title IIA School Improvement Funds

Oregon Department of Education

Professional Development Plan Template

NEED THREE:	ELL STRATEGIES.
GOAL THREE:	65% OF ALL ELL STUDENTS WILL MEET BENCHMARK AS MEASURED ON OAKS BY MAY 2010

Please indicate in **bold** those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A,, II-D, III, IV, V, State, Local, Grants?</i>
<p>Continue training all teachers in Sheltered Instruction Observation Protocol (SIOP) and implement</p> <p>Professional development/training and follow-up workshops for (K-12) teachers and staff in instructional strategies for diverse learners (SIOP, Differentiated instruction). \$4,000 and additional extra time to plan lessons using the instructional strategies: \$9500.00 [25 teachers X 10 hours @ \$38.00).</p>	<p>All teachers trained in SIOP</p> <p>Quarterly updates provided to teachers by SIOP trainer's observations</p>	District sponsored trainings	SIOP Trainer for the district, Sylvia Garcia	<p>Lesson plans will demonstrate the use of SIOP techniques as well as feedback from the quarterly observations by the SIOP trainer. Teachers using the strategies with at least 90% frequency as monitored through observations.</p> <p>ELL students will improve by meet the benchmark for 2010 in ELA as determined by AYP.</p>	<p>Trainings: \$11,000</p> <p>Training \$4,000</p> <p>Add. Sal \$9500</p>	<p>Title III School Improvement Funds</p> <p>Title IIa</p> <p>Title IIa</p>

Oregon Department of Education

Professional Development Plan Template

<p>On-going professional development will be provided to administrators, teachers, paraprofessionals</p> <p>Contract differentiation coach to observe and provide feedback to teachers taking the SIOP: \$16,000. Supplies to support the coach: \$562</p>	<p>Monthly meetings with building administrators discussing observations of the SIOP being used in all classrooms</p>	<p>August 2009- June 2010</p>	<p>Principals, Title III coordinator Sylvia Garcia</p>	<p>Principal Meeting agenda's and minutes. increased student achievement</p>	<p>NA</p> <p>\$16,000 \$ 562</p>	<p>NA</p> <p>Title IIa</p>
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Professional Development Plan Template

HQT NEEDS:	DURING THE 2008-2009 SCHOOL YEAR, 87.3% OF THE TEACHING STAFF WERE HIGHLY QUALIFIED.
HQT GOAL:	100% OF ALL GSD CERTIFIED STAFF WILL BE HQT AS DETERMINED BY NCLB AND ODE BY JUNE 2010.

Please indicate in **bold** those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A,, II-D, III, IV, V, State, Local, Grants?</i>
Melissa Wolfer the personnel director will work with the principals and teachers on 'highly qualified' issues	Meeting notes, reduction in number of teacher that are not HQT	July 2009-September 2010	Linda Warberg Jon Zwemke, Mike Solem	Reduction in the number of teachers not highly qualified and progress on plan completion. Renew credentials as soon as requirements are met.	NA	NA
Conduct a meeting with each teacher who is not yet highly qualified. Develop an individual action plan with each teacher. Provide support for HQ class work completion for staff; Praxis tests for 2 science teachers for advanced science classes (40533 and	Meetings notes and HQT plan on file	September 2009	Jon Zwemke Mike Solem Linda Warberg	Plans will be on file in the Federal Programs Office and Personnel Office for all non-HQT teachers	\$18,000 Tuition, Reimbursement, ORELA fees, Expedited TSPC licensure, Praxis fees	Title IIA

Oregon Department of Education Professional Development Plan Template

<p>41254) and ORELA for 1 special education teacher as well as licensure for SPED (914681). English, and Social Studies course work for one SPED self-contained teacher (30759) and two SPED self-contained teachers for math (30759 and 41033). Math and Science course work and Praxis for the alternative teacher (41246). 2240 \$18,000</p>						
<p>Schedule and conduct periodic checks for completion of agreed-upon actions</p>	<p>Meeting notes and HQT plans on file with updated information</p>	<p>October 2009- June 2010</p>	<p>Rick Hensel and Melissa Wolfer</p>	<p>Non HQT teachers will meet with the Federal Program two times per year to demonstrate progress of completion related to their HQT plan and goal of being HQT</p>	<p>NA</p>	<p>NA</p>

Oregon Department of Education Professional Development Plan Template

GSD Administrators will review the master schedules for the middle and high schools at each semester to determine appropriate placement of teachers	Schedules, lists of HQT teacher and assignments	January 2010	Principals Linda Warberg	Schedules on file with review notes and changes as appropriate	NA	NA
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Professional Development Plan Template

Complete the following pages to further describe the districts plan for ensuring 100% HQT. Review the district's report card and HQT report regarding the number and percent of teachers who are and are not highly qualified. Consider which core academic subjects and grade levels have teachers, if any, who are not highly qualified. Use this information in responding to the questions in this plan.

A. CURRENT PRACTICE AS IDENTIFIED BY DISTRICT NEEDS ASSESSMENT

1. Describe how teachers are presently being supported by the district in meeting the No Child Left Behind highly qualified teacher (HQT) requirements.

Building principals meet with all licensed staff at the beginning of each year to discuss the staff member's professional development plan including the completion of a highly qualified individual plan. Once the individual plans arrive at the District Office, the Title IIA Coordinator meets with each teacher and identifies each need.

An action plan is then written to include schedules for Praxis tests, Praxis help sessions, classes, licensure adjustments, etc. These detailed PD plans then go back to the building principals who assist in monitoring the plans throughout the year. The Title IIA coordinator will meet with the teachers again in April to confirm their progress.

District supports staff by paying for tuition and services to meet licensure requirements that would qualify the staff member as highly qualified and meeting with staff member to review their professional development plan two times a year.

2. What issues or conditions are preventing the district from having 100% of the teachers highly qualified?

When teachers are hired they are hired with the intention that they will be assigned in areas that they are highly qualified in. But whether the teacher is newly hired or has been with the district for many years, in small schools, schedules which include single courses are a fact of life. It can be caused by a number of reason; enrollment fluctuations; teacher retirement, teachers leaving mid-summer or simply trying to balance a schedule so students can have a normal class load. Unlike larger districts, our departments may only have one teacher and all teachers teach multiple unrelated courses. This means, at best we have teacher's teaching a course that they are not highly qualified in. Worse though is that the district will spend time and money for a teacher to get additional endorsements only to have them transfer to a different school.

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B. TEACHERS NOT HIGHLY QUALIFIED BY SCHOOLS & SUBJECTS: Using the following chart, list each school with teachers who are NOT highly qualified and the core academic subject classes they teach. Indicate the current actions to become highly qualified. Below the table, write a brief summary to describe highly qualified teacher issues in the district. (Add additional rows to expand the chart, as needed.)

Name of School with Teacher(s) Not Highly Qualified	# of teachers not HQ	Grade(s)	Subject	No. of Classes Taught	Current Actions to Become Highly Qualified
Douglas Avenue Alternative School	1	9- 12	Multiple Subjects	7	Computer guided instruction
Gervais High School	1	9-12	Special Education,		Restricted Transitional with Special Ed endorsement. CAP working toward Sp Ed endorsement.
	1		Math and Science,		Teaching Algebra 2 and Chemistry. Has passed praxis for Chemistry and will be taking the praxis for advanced Math.
	1		Reading		Teaching a reading intervention class. The teacher is licensed in Language Arts but does a reading endorsement.
Gervais Middle School	1	5-8	Math		Teaches two section of remedial math. Will take math praxis Fall of 2009

SUMMARY: Douglas Avenue: Our alternative education program at Douglas Avenues is based on the PLATO program. the instructor is not highly qualified in all subjects.

Gervais High School: 1. The Special Ed teacher at the high school is working on his initial endorsement in special educations. 2. We hired a teacher endorsed in Math and Physics to teach basic math and one section of Chemistry. Upon his arrival it was determined that he would teach advanced math. He has already passed the praxis in Chemistry and will be taking the Math Praxis later this Fall. 3. Our most

Oregon Department of Education

Professional Development Plan Template

experienced Language arts teacher was assigned to teach a section of intervention reading. She has completed all but the practicum to attain a reading endorsement and will be endorsed after this semester.

Gervais Middle School: A special ed teacher with a background in Math is teaching two sections of intervention Math. She will take the Praxis this Fall.

C. DISTRICT ACTIONS TO ASSIST TEACHERS BECOME HIGHLY QUALIFIED: List and describe the district’s actions to ensure those teachers who are not highly qualified become highly qualified by the end of the 2008-2009 school year. Refer to district report card data and list of not highly qualified teachers to keep local needs in mind. (Insert additional rows in the chart, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/ \$)	Timeline	How Will Progress Be Monitored
Appoint a system-level administrator as the single point-of-contact who will work directly with teachers and with ODE staff on “highly qualified” issues.	Superintendent Rick Hensel, Administrative Asst.: Melissa Wolfer	Title 1a; \$4,000	On going	Aug. to review HQT plans for the year; Sept. to meet, review schedules/plans; May review proposed schedule for the next year, refocus based on HQT, prepare for next year’s HQT needs
Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teachers highly qualified.	Building Principals; Jon Zwemke – Middle School Mike Solem – High School	General Fund; part of administrative job description	May current year; Sept. next year; May next year	Report to District Office on schedules and who will be assigned to classes in May and September
Conduct a meeting with each teacher who is not yet highly qualified. Develop an individual action plan with each teacher. Schedule and conduct periodic checks for completion of agreed-upon actions.	Building Principals; Jon Zwemke – Middle School Mike Solem – High School	General Fund; part of administrative job description	By September of each year	Report plans to district office by Oct.; monitor plan each quarter with individual staff/quarterly report to D.O.; Finalize plan and or change teacher assignment in

Oregon Department of Education

Professional Development Plan Template

				May for next school year/report to DO
The District will pay for specific subject tuition (does not include employee time, mileage, books or supplies).)	Superintendent upon request by teacher	Title IIA; General Fund As needed	Upon requests to complete plan on file	Building principals will monitor plans quarterly with report to he District Office; completed exam paperwork turned into the DO
The District will pay for subject specific test preparation classes and Praxis test fees.	Superintendent upon request by teacher	Title IIA; General Fund As needed	Upon requests to complete plan on file	Building principals will monitor plans quarterly with report to he District Office; completed exam paperwork turned into the DO
The District will pay for a subscription service that will help prepare the individual for taking the test (becomes the property of the District).	Superintendent upon request by teacher	Title IIA; General Fund As needed	Upon requests to complete plan on file	Building principals will monitor plans quarterly with report to he District Office; completed exam paperwork turned into the DO

* These actions are recommended; other actions may be added.

Oregon Department of Education

Professional Development Plan Template

D. DISTRICT ACTIONS TO ENSURE EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS: List and describe district actions to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students. Complete *Resources* column as appropriate. Refer to district report card data and list of not highly qualified teachers to keep local needs in mind. (Insert additional rows in the chart, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/ \$)	How Will Progress Be Monitored
Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teachers highly qualified.	Building Principals District Office	Title Iia/General Fund; as needed to complete plans	Bi-yearly with reports to the district office (Semester changes).
The District will pay for specific subject tuition (does not include employee time, mileage, books or supplies.)	Superintendent upon request by teacher	Title IIA; General Fund As needed	Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO
The District will pay for subject specific test preparation classes and Praxis test fees.	Superintendent upon request by teacher	Title IIA; General Fund As needed	Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO
The District will pay for a subscription service that will help prepare the individual for taking the test (becomes the property of the District).	Superintendent upon request by teacher	Title IIA; General Fund As needed	Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO

*Example of one strategy to consider.

E. DISTRICT ACTIONS TO ENSURE HIRING ONLY HIGHLY QUALIFIED TEACHERS: Indicate the district procedures or actions for recruiting and hiring highly qualified teachers, i.e. signing bonuses. Also indicate the actions taken should a teacher be hired who is not highly qualified. Complete the *Resources* column as appropriate. (Expand the table to include other actions, as needed.)

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes
The district will retain documentation related to announcing the position, efforts to recruit highly qualified candidates for the position,	Rick Hensel Melissa Wolfer	General Fund As needed per job description	Each vacancy announcement will address HQT requirement for the position. Hiring SOP will reiterate the screening for those

Oregon Department of Education

Professional Development Plan Template

applications and resumes received, and notes from interviewing and selecting the teacher for employment.			with HQT status to be reviewed first.
The district will keep on file a mutually agreed upon plan from the teacher to fulfill requirements to achieve highly qualified status, using the most expedient option.	Rick Hensel, Melissa Wolfer, building principals: Linda Warberg, Jon Zwemke and Mike solem	General Fund/Title Ia As needed/part of job description.	Plans will be on file in each building. Plans will be copied and one will be put in Title IIa monitoring note book and the other in the teacher's personnel file.
The district will ensure that the teacher receives support and assistance necessary to achieve the highly qualified designation as expediently as possible.	Rick Hensel Melissa Wolfer	Title IIA; General Fund As needed	Building principals will monitor plans quarterly with report to he District Office; completed exam paperwork turned into the DO
Attend job fairs at Western Oregon, Portland State as well as the annual OSPA job fair at the convention center.	Rick Hensel Melissa Wolfer	Title IIA; General Fund As needed	

* These actions are highly recommended if teachers are not highly qualified.

Oregon Department of Education

Professional Development Plan Template

F. DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS: List and describe district actions to retain highly qualified teachers. All actions should be supported by the district's policies and procedures for recruiting, hiring, inducting, and retaining highly qualified teachers. Complete the *Resources* column as appropriate.

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes
The district is conscious that larger districts surround us. We are attempting to increase the salary schedule to equal that of the surrounding districts.	Rick Hensel	General Fund \$100,000	During negotiations every 3 years
We work hard at maintaining a comfortable working environment and strive to maintain one of the lowest student teacher ratio's in the area.	Rick Hensel	General Fund: as needed	Annual
The staff of 70 teachers share \$75,000.00 annually for professional development. We currently have to faculty members that have completed all but their dissertation toward a PhD.		General Fund \$75,000	Annual
We are currently mid way through a remodeling and building upgrade plan to provide presentable facilities for our students and staff members.		General Fund \$500,000	Biannually when funding allows
Stipends for high need fields; SPED, ELL, Counseling	Superintendent Superintendent	SPED, ELL, Counseling budgets. Rate is contractually negotiated	Continue with practice
New teacher mentor program	Superintendent	General Fund \$8,000	Monitor, review, revise for second year of the mentor/mentee project

Oregon Department of Education
Professional Development Plan Template

Oregon Department of Education

Professional Development Plan Template

Budget Summary Page

Title IIA 2141 Budget 2009-10

Allocation 09-10

75,894

Instructions: Please transfer budget information from PD Plan Template for each goal below.

Object Code	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	HQT Goal	Other IIA Spending
111 Licensed Salaries	\$14,878.00	\$2,900.00	\$14,760.00					
112 Classified Salaries								
113 Administrator Salaries								
12X Substitute Salaries		\$4,000.00						
2XX Benefits	\$5,783.00	\$840.00	\$5,700.00					
310 Instructional, Professional and Technical Services	\$9,000.00		\$20,562.00	\$18,000.00				
340 Travel	\$2,000.00							
4XX Instructional Supplies and Materials								
5XX Capital Outlay (Equipment and Technology)								
Indirect								

Oregon Department of Education
Professional Development Plan Checklist

ODE USE ONLY
Do not fill out this section.

DISTRICT PROFESSIONAL DEVELOPMENT PLAN CHECKLIST 2009-2010

District: Gervais #1 Date Submitted: 10/02/09
Submitted by: Rick Hensel Expiration Date: 06/30/09

The PD Plan is approved in its present form: (Y/N) Y

Checklist: (Y/N) Approval is indicated by "Y"
Please provide additional information, or an amended plan, for any items marked "N."

- Y The goals are written as SMART goals.
- Y The goals are consistent with the identified needs from the data analysis.
- Y The strategies are aligned with the goals and will result in student achievement.
- Y The persons responsible and participants in the activities are identified.
- Y Evidence the strategy is being implemented and monitored is clearly described.
- Y The evaluation addresses how you ensure the strategy improved teaching, improved student learning, and narrowed the student achievement gap.
- Y The funding source(s) is identified.
- Y The PD plan addresses the highly qualified teacher and paraprofessional needs of the school district (LEA).

For districts under the accountability of [NCLB Sec. 2141 (c)] districts **MUST** provide training to enable teachers to:

- Y Obtain HQT status in all core academic classes being taught
- Y Improve student achievement in the classroom, particularly in the areas the district is not meeting AYP
- Y Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.

For districts under the accountability of [NCLB Sec. 2141 (c)] districts **MUST** agree to the following assurances.

Y District signed assurances

2.3.6 Oregon Education Performance Standard # 6 (State Board Policy)

Description

All students will be taught in learning environments that are safe, drug-free, and conducive to learning.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #6:

As evidenced by:

- Meeting the drug-free and safe school targets established by ODE (contact Title IV-A office for details).
- Schools with Report Card ratings of Satisfactory or better on Student Behavior.
- 100% of students in grades 7–12 have an Education Plan and Profile and are supported by an adult advocate and guidance and counseling.
- 100% of students participate in Career-Related Learning Experiences during grades 9–12.

Data Source:

- Data submitted by districts to ODE in SET Survey, Annual ADM, and Early Leavers Collection.

Content

Uploaded PDFs

[2.3.6 standards](#)

[Title IV end-of-year 2008-2009 narrative](#)

[Title IV Narrative - GSD 2008-2009](#)

2.3.6 All students will be taught in learning environments that are safe, drug-free, and conducive to learning.

As evidence by:

- Meeting the drug-free and safe school targets established by ODE

Due to a change in administration, the Oregon Healthy Teen survey was not completed in 2008-2009. Below is the latest data the district has for performance indicators and levels for drug and violence prevention. Additional information on current performance goals is included in the uploaded Title IV-A end-of-year report. Additionally, the District's Safety, Alcohol, Tobacco and other Drug and Violence Prevention Plan has also been uploaded.

Between 2005 and 2007, Gervais students continued to be lower than the state average for smoking cigarettes one or more days in the past 30 days. The use of marijuana or hashish in the past 30 days was also lower than the state. But, drinking alcohol in the past 30 days continues to be an issue for Gervais School District student.

**Gervais School District Oregon Healthy Teen Data
Meeting the drug-free and safe school targets established by ODE
Compared over Time**

(-means the district is lower than the state percentage - good;
+means the district was higher than the state – not good)

	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
Smoked cigarettes one or more days in the past 30 days.	14.0%	16.8%	-2.8	2.8%	8.7%	-6.1
Drank alcohol in past 30 days.	57.9%	45.1%	+12.8	16.2%	13.3%	+2.9
Used marijuana or hashish in past 30 days.	19.6%	19.6%	0	6.3%	9.9%	-3.6

Perception of 'parental attitude by youth for drinking alcohol' is lower than the state percentage in 2005 and 2007. We would desire our students to say that all of their parents would think it was wrong to drink. For each of the other two areas, smoking marijuana and cigarettes, an

average of 95% of our youth felt that their parents would feel it was wrong to smoke either.

Perception of Parental attitude by youth	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
My parents would feel it is wrong for me to drink alcohol	74.5%	79.6%	-5.1	88.7%	89.3%	+0.6
My parents would feel it is wrong for me to smoke cigarettes	94.4%	92.0%	+2.4	94.5%	96.5%	-2.0
My parents would feel it is wrong for me to smoke marijuana	94.2%	90.5%	+3.7	96.0%	95.2%	-0.8

GSD students perceive a moderately high risk of using alcohol than smoking marijuana or cigarettes. Also, GSD students did not carry guns on school grounds in the past 30 days and carrying weapons (other than a gun) on school property has gone decreased.

Students who perceive a moderately high risk of using:	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
Cigarettes	21.4%	28.2%	+6.8	27%	15.8%	-11.2
Alcohol	66.7%	49.2%	-17.5	45.9%	38.2%	-7.7
Marijuana	37.5%	32.0%	-5.5	25%	15.9%	-9.1

Students who have:	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
Carried a gun on school property in the past 30 days	0.0%	.6%	+0.6	0%	.6%	+0.6
Carried weapons (other than a gun) on school property in the past 30 days	8.8%	6.5%	-2.3	4.3%	5.9%	+1.6

Been in a physical fight on school property in the past 12 months	14.8%	7.7%	-7.1	14.1%	15.9%	-1.8
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█ Indicates Increase toward meeting drug-free and safe school targets

Source: Oregon Healthy Teen Report 2005, 2007; ODE – Title IV Targets

As Evidenced by:

School with report card ratings of satisfactory or better on student behavior

Gervais' Persistently Dangerous Schools and Student Behavior Rating – Compared Over Time

Since 2004-2005 Gervais School District schools have not been ranked as persistently dangerous schools and all schools have been rated Satisfactory or Strong in student behavior over time. Douglas Avenue's attendance rate has been very low and has been unacceptable over the last three years.

Gervais School District Schools with Report Card ratings of Satisfactory or better on Student Behavior Compared over Time

Student Behavior over Time			
	2006-2007	2007-2008	2008-2009
Eldriedge	Satisfactory	Satisfactory	Satisfactory
Brooks	Satisfactory	Satisfactory	Satisfactory
Gervais Middle	Satisfactory	Satisfactory	Strong
Gervais High	Strong	Strong	Strong
Douglas Avenue	Unacceptable	Unacceptable	Unacceptable

Indicates Schools with Report Card Ratings of Satisfactory or Better on Student Behavior

Source: ODE 2007, 2008, 2009

As Evidenced by:

- 100% of students in grades 7-12 have an Education Plan and Profile and are supported by an adult advocate and guidance and counseling.
- 100% of students participate in Career-Related Learning Experiences during grades 9-12

Gervais Schools Education Plan and Profile - Compared over Time

Gervais High School and Douglas Avenue Alternative School have implemented Education Plans and Profiles since 2005. Gervais Middle School began the process for career related learning in 2006-2007 with the introduction of the Personal Education Plan at 5th to 8th grade.

**Gervais School District Schools with Education Plan and Profile Compared over Time
Standard is 100% of all 7-12 Students**

Education Plan and Profiles over Time			
	2006-2007	2007-2008	2008-2009
Gervais Middle	100%	100%	100%
Gervais High	100%	100%	100%
Douglas Avenue	100%	100%	100%

 Indicates Schools meeting Standard

Source: GMS/GHS Counselor's Report 2007, 2008, 2009

Gervais Schools Career-Related Experiences - Compared over Time

Gervais High School has 100% participation in career-related learning experience since 2006. Since 2007-2008 Douglas Avenue has also achieved 100% participation in career-related experiences with their alternative schedule.

Gervais School District Schools with Career-Related Learning Experiences Compared Over Time

Career-Related Learning Experiences over Time			
	2006-2007	2007-2008	2008-2009
Gervais High	100%	100%	100%
Douglas Avenue	65%	100%	100%

 Indicates Schools with Career Related Learning Experiences

Source: Counselor's Report 2007, 2008, 2009

**NO CHILD LEFT BEHIND: TITLE IV PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES
District End of Year Narrative Report
School Year 2008-2009**

This report must be filed annually by each LEA receiving funds under Title IV Part A, Drug-Free Schools and Communities to report on the outcomes of the district's drug and violence prevention program.

District Name: Gervais School District
Address: 290 1st --- PO Box 100
City: Gervais State: OR Zip: 97026
Contact Person: Linda Warberg
Telephone: 503-792-3801 Fax: 503-792-3809
Email: linda_warberg@gervais.k12.or.us
Date Submitted: October 24, 2008

Linda Warberg
Printed name of authorized LEA official

Linda Warberg
Person who prepared report

Signature of authorized LEA official

503-792-3801

Telephone number Ext.

Due On or Before October 30, 2009

Please complete & submit to:

Scott Hall
Oregon Department of Education
Office of Student Learning & Partnerships
255 Capitol St NE
Salem, OR 97310-0203

Describe your success in achieving your performance goals and in implementing proposed activities.

Preventing violence in and around school was the purpose of the performance goal for the district with a focus on the middle school. The goal for 2007-2008 was to decrease student referrals by 30% as measured by the behavior collection in June of 2008 and to reduce the number of repeat referrals from a student.

A Positive Behavior Support Team was formed and a coach for PBS was hired. The team met with their coach for at PBS trainings in the winter and spring. Then during the summer, the team spent two days determining their process, focus, and outline for the year's tasks. This team building opportunity was crucial to the process of determining what procedures to bring to the staff.

At the District In-service in August, 2008, the team sought agreement from the staff on the procedures for students in the building. Posters were created and all students were trained on the procedures for all areas of the building. Monthly PBS meetings review student referral data and problem solve areas of concern. SWISS was purchased and each member was trained to implement and use the program.

A District PBS team was formed to support the efforts of the middle school team, staff and students.

Describe the barriers in achieving your performance goals in implementing activities.

Finding a Coach and purchasing the SWISS were two of the easiest activities to accomplish. We are a pilot for Willamette ESD's PBS Coaching program. The Coach that was hired is known to the staff and admired for her work with our behavior students.

Determining that PBS would be implemented was also a fairly easy activity, but having the team become a solid, working unit and come to agreements on building procedures were the two most difficult areas.

The atmosphere at the middle school was did not promote working together, trusting each other or feeling valued as individuals. The building of the PBS team struggled with the foundation of team work and cooperative problem solving. As the Coach continued to work with the team, they emerged as a positive and productive team.

The next barrier was achieving common agreements on what the building procedures were to be that would be presented to the whole building. The team worked through this and struggled with trusting each other to be sure their ideas would be used and not put down. Group work was the hardest and biggest barrier as the building worked to reduce the number and frequency of their behavioral goal.

District Title IV – Safe and Drug-Free End of Year Report

During the 2007-2008 school year, please indicate which of the following services were provided as part of the district’s Safe and Drug-Free School grant program. This list of services/activities is not all-inclusive. Please put checks for services that the district funds through Title IV money in first column and services the district funds through other money in the other column. A district is not required to provide services in all these areas.

<u>Service/Activity</u>	<u>Title IV Funded</u>	<u>District Funded</u>
a. <i>After-school or before school programs</i>	_____	<u> X </u>
b. <i>Alternative education programs</i>	_____	<u> X </u>
c. <i>Community service projects</i>	_____	_____
d. <i>Conflict resolution/peer mediation</i>	_____	_____
e. <i>Curriculum acquisition</i>	_____	<u> X </u>
f. <i>Drug prevention instruction</i>	_____	_____
g. <i>Parent education/involvement</i>	_____	<u> X </u>
h. <i>Security equipment</i>	_____	_____
i. <i>Security personnel</i>	_____	_____
j. <i>Services for out of school youth (school age)</i>	_____	_____
k. <i>Special, one-time events</i>	_____	_____
l. <i>Student support services (e.g. student assistance programs, mentoring, identification and referral)</i>	_____	_____
m. <i>Teacher/staff training</i>	<u> X </u>	_____
n. <i>Violence prevention instruction</i>	<u> X </u>	<u> X </u>
o. <i>Other (Please Specify Below)</i>	_____	<u> X </u>

Contracted for a PBS Coach

Please fill out the following worksheet for each of the Program Worksheets in your original application

Performance Goal (from approved 07-08 application)	Proposed Activities (from approved 07-08 application)	Actual Evaluation Results of Activities
<p>One goal for 2007-2008 was to decrease student referrals by 30% as measured by the district’s discipline submission in June of 2008. (Emphasis on the middle school)</p> <p>The other goal was to reduce the number of repeat referrals from the same student by 55% as compared with 2006-2007 data of the district’s discipline submission in June of 2008. (Emphasis on the middle school)</p>	<p>Identify Positive Behavior Support team at Gervais Middle School to include administration, classified staff, licensed and special program staff.</p> <p>Middle school team attended training for PBS in the spring of 2008.</p> <p>Hire a PBS Coach to lead the group through the initial structuring of the team, PBS and implementation.</p> <p>The team is to meet regularly each month at least one time to review data, review progress on the PBS plan for GMS and problem solve areas of concern.</p> <p>Provide training for additional staff to understand and be able to implement PBS in the building.</p> <p>Review progress at the end of the year with the PBS Coach and create action plan for 2009-2010.</p>	<p>Progress to decreasing discipline referrals was incidental. The number of referrals went down by 21% and the number of repeat offenders went down by 4%. These decreases were not due to PBS. 2007-2008 was the year to form PBS and start the process in the building of 1) awareness for the need to have a school wide PBS team; 2) identify the team; 3) hire the coach, etc.</p> <p>So, to that regard, the team consists of two specialists, two classified, four teachers, the principal and the coach.</p> <p>The team completed the PBS training in May of 2008 through WESD.</p> <p>A coach was hired and specific GMS – PBS training occurred in August for two days.</p> <p>The SWISS data system was purchased and the team was trained on how to work the process.</p> <p>The coach meets weekly with the team and the classified staff for support.</p>

Glossary of Terms **SDFCA Reporting Form for LEA's**

The following information is included in order to clarify the meaning of abbreviations and other terms used in the LEA's final report form. Our definitions of incidents and related terms presented below may differ somewhat from the definitions used in your district and schools.

After-school program: Any program, conducted after regular school hours that encourages drug/violence-free lifestyles. Programs may be recreational, instructional, cultural, and/or artistic in nature.

Alternative education program: Any program for students who are not enrolled in regular school environment, such as students who are at risk of dropping out, students who have been expelled from their regular classes, etc.

Before-school program: Any program, conducted before regular school hours that encourages drug/violence-free lifestyles. Programs may be recreational, instructional, cultural, and/or artistic in nature.

Community service projects: Activities conducted by students for the benefit of the larger community that encourage students to lead drug/violence-free lifestyles or increase students' sense of community.

Curriculum acquisition: Purchase of drug/violence prevention instructional materials for preschool through grade 12 students. It includes acquisition or development of books, workbooks, videotapes, software, and other learning resources.

Drug prevention instruction: Instruction aimed at drug prevention that is presented **in the classroom** (e.g. a unit in a health or physical education class that is infused into the general curriculum; or stand-alone program or curriculum such as Here's Looking at You, Life Skills, Alert, etc.).

Parent education/involvement: Direct participation of parents **or** guardians in drug or violence prevention programs. Types of involvement include the receipt of drug and violence prevention-related programming (education or training); assisting with drug and violence prevention-related instruction or activities in the schools (e.g., as instructors, aides, mentors, etc).

Security equipment: Any equipment for use in maintaining a drug/violence-free school environment, for example metal detectors, or beepers, cellular phones, and intercoms for security/school personnel.

Security personnel: Specially trained personnel who ensure safety and security of a school building and its occupants.

Services for out-of-school youth: Drug/violence prevention projects, activities, or services for school-aged youth not currently enrolled in school, such as drop-outs, and youth in detention centers.

Glossary of Terms
SDFCA Reporting Form for LEA's

(Continued)

Special, one-time events: Drug/violence prevention-related activities that occur once during a school year (e.g., Red Ribbon Week, Project Graduation, special assemblies).

Student support services: Programs, activities, and events that aim to prevent or intervene on violent or drug related behavior. Examples include: support groups, help lines, student assistance programs, and mentoring.

Teacher/staff training: Professional development, training, or technical assistance for teachers, certified personnel, or other staff that addresses drug or violence prevention curriculum implementation, student support, comprehensive health education, early intervention, or rehabilitation referrals.

Violence prevention instruction: Instruction that is presented in the classroom as part of a class or separate curriculum (e.g., Second Step, Steps to Respect, etc.) for the purposes of preventing violence.

**NO CHILD LEFT BEHIND: TITLE IV PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES
District End of Year Narrative Report
School Year 2008-2009**

This report must be filed annually by each LEA receiving funds under Title IV Part A, Drug-Free Schools and Communities to report on the outcomes of the district's drug and violence prevention program.

District Name: Gervais School District
Address: 290 1st st
City: Gervais State: Oregon Zip: 97026
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Date Submitted: 10.28.09

Linda Warberg

Printed name of authorized LEA official

Person who prepared report

Signature of authorized LEA official

503-792-3803

2530

Telephone number

Ext.

Due On or Before October 30, 2009

Please complete & submit to:

Scott Hall
Oregon Department of Education
Office of Student Learning & Partnerships
255 Capitol St NE
Salem, OR 97310-0203

Describe your success in achieving your performance goals and in implementing proposed activities.

Preventing violence in and around school was the purpose of the performance goal for the district with a focus on the middle school. The goal for 2008-2009 was to decrease student referrals by 40% as measured by the behavior collection in June of 2009 and to reduce the number of repeat referrals from a student.

A Positive Behavior Support Team was formed and a coach for PBS was hired. The team met with their coach for at PBS trainings in the winter and spring. Then during the summer, the team spent two days determining their process, focus, and outline for the year's tasks. This team building opportunity was crucial to the process of determining what procedures to bring to the staff.

At the District In-service in August, 2009, the team reviewed the agreements the staff had made in 2007-2008 on the procedures for students in the building. All students were retrained on the procedures for all areas of the building at the beginning of the year. Monthly PBS meetings reviewed student referral data and problem solve areas of concern. SWISS was purchased and each member was trained to implement and use the program.

A District PBS team was formed to support the efforts of the middle school team, staff and students.

Describe the barriers in achieving your performance goals in implementing activities.

Finding a Coach and purchasing the SWISS were two of the easiest activities to accomplish. We are a pilot for Willamette ESD's PBS Coaching program. The Coach that was hired is known to the staff and admired for her work with our behavior students.

Determining that PBS would be implemented was also a fairly easy activity, but having the team become a solid, working unit and come to agreements on building procedures were the two most difficult areas.

The atmosphere at the middle school did not promote working together, trusting each other or feeling valued as individuals. The building of the PBS team struggled with the foundation of team work and cooperative problem solving. As the Coach continued to work with the team, the team flourished, but the whole building was not as accepting of the process. Even when the referrals went down, the building's trust level and feelings of being valued did not match the level the PBS team had anticipated.

The next barrier was not achieving common agreements on what the building procedures (this was fairly easy) but it was the follow through of the agreements to all staff that work with students in the classroom and unstructured areas (recess) was the hardest. The team trained, retrained and retrained staff on the agreements and met monthly to work through the issues of not having the same common language surrounding positive supports as well as the consequences with their students for all staff and administration. This was the hardest and biggest barrier as the building worked to reduce the number and frequency of their behavioral goal.

District Title IV – Safe and Drug-Free End of Year Report

During the 2008-2009 school year, please indicate which of the following services were provided as part of the district’s Safe and Drug-Free School grant program. This list of services/activities is not all-inclusive. Please put checks for services that the district funds through Title IV money in first column and services the district funds through other money in the other column. A district is not required to provide services in all these areas.

<u>Service/Activity</u>	<u>Title IV Funded</u>	<u>District Funded</u>
a. <i>After-school or before school programs</i>	_____	<u> X </u>
b. <i>Alternative education programs</i>	_____	<u> X </u>
c. <i>Community service projects</i>	_____	_____
d. <i>Conflict resolution/peer mediation</i>	_____	<u> X </u>
e. <i>Curriculum acquisition</i>	_____	_____
f. <i>Drug prevention instruction</i>	_____	_____
g. <i>Parent education/involvement</i>	_____	<u> X </u>
h. <i>Security equipment</i>	_____	_____
i. <i>Security personnel</i>	_____	_____
j. <i>Services for out of school youth (school age)</i>	_____	_____
k. <i>Special, one-time events</i>	_____	_____
l. <i>Student support services (e.g. student assistance programs, mentoring, identification and referral)</i>	_____	_____
m. <i>Teacher/staff training</i>	<u> X </u>	_____
n. <i>Violence prevention instruction</i>	<u> X </u>	<u> X </u>
o. <i>Other (Please Specify Below)</i>	_____	<u> X </u>

Contracted for PBS Coach

Please fill out the following worksheet for each of the Program Worksheets in your original application

Performance Goal (from approved 08-09 application)	Proposed Activities (from approved 08-09 application)	Actual Evaluation Results of Activities
<p>One goal for 2008-2009 was to decrease student referrals by 40% as measured by the district’s discipline submission in June of 2009. (Emphasis on the middle school)</p> <p>The other goal was to reduce the number of repeat referrals from the same student by 55% as compared with 2007-2008 data of the district’s discipline submission in June of 2009. (Emphasis on the middle school)</p>	<p>Identify Positive Behavior Support team at Gervais Middle School to include administration, classified staff, licensed and special program staff.</p> <p>Middle school team attended training for PBS in the summer of 2009.</p> <p>Hire a PBS Coach to lead the group through the initial structuring of the team, PBS and implementation.</p> <p>The team is to meet regularly each month at least one time to review data, review progress on the PBS plan for GMS and problem solve areas of concern.</p> <p>Provide training for additional staff to understand and be able to implement PBS in the building.</p> <p>Review progress at the end of the year with the PBS Coach and create action plan for 2009-2010.</p>	<p>Progress in decreasing discipline referrals was notable. The number of referrals went down by 46% and the number of repeat offenders went down by 6%. The decrease in the number of referrals was attributed to the PBS system that the building was implementing. Consistency of PBS was determined to be the goal for the next year to reduce the number of referrals in specific areas.</p> <p>The number of repeating referrals was not down as much as anticipated. The team decided to lower the expected number of repeat referrals for the next year.</p> <p>The PBS team in the building consisted of two specialists, two classified, four teachers, the principal and the coach.</p> <p>The team completed the PBS training in the summer of 2009 with updated training.</p> <p>The coach met weekly with the team and the classified staff for support.</p>

Glossary of Terms SDFCA Reporting Form for LEA's

The following information is included in order to clarify the meaning of abbreviations and other terms used in the LEA's final report form. Our definitions of incidents and related terms presented below may differ somewhat from the definitions used in your district and schools.

After-school program: Any program, conducted after regular school hours that encourages drug/violence-free lifestyles. Programs may be recreational, instructional, cultural, and/or artistic in nature.

Alternative education program: Any program for students who are not enrolled in regular school environment, such as students who are at risk of dropping out, students who have been expelled from their regular classes, etc.

Before-school program: Any program, conducted before regular school hours that encourages drug/violence-free lifestyles. Programs may be recreational, instructional, cultural, and/or artistic in nature.

Community service projects: Activities conducted by students for the benefit of the larger community that encourage students to lead drug/violence-free lifestyles or increase students' sense of community.

Curriculum acquisition: Purchase of drug/violence prevention instructional materials for preschool through grade 12 students. It includes acquisition or development of books, workbooks, videotapes, software, and other learning resources.

Drug prevention instruction: Instruction aimed at drug prevention that is presented **in the classroom** (e.g. a unit in a health or physical education class that is infused into the general curriculum; or stand-alone program or curriculum such as Here's Looking at You, Life Skills, Alert, etc.).

Parent education/involvement: Direct participation of parents **or** guardians in drug or violence prevention programs. Types of involvement include the receipt of drug and violence prevention-related programming (education or training); assisting with drug and violence prevention-related instruction or activities in the schools (e.g., as instructors, aides, mentors, etc).

Security equipment: Any equipment for use in maintaining a drug/violence-free school environment, for example metal detectors, or beepers, cellular phones, and intercoms for security/school personnel.

Security personnel: Specially trained personnel who ensure safety and security of a school building and its occupants.

Services for out-of-school youth: Drug/violence prevention projects, activities, or services for school-aged youth not currently enrolled in school, such as drop-outs, and youth in detention centers.

Glossary of Terms
SDFCA Reporting Form for LEA's

(Continued)

Special, one-time events: Drug/violence prevention-related activities that occur once during a school year (e.g., Red Ribbon Week, Project Graduation, special assemblies).

Student support services: Programs, activities, and events that aim to prevent or intervene on violent or drug related behavior. Examples include: support groups, help lines, student assistance programs, and mentoring.

Teacher/staff training: Professional development, training, or technical assistance for teachers, certified personnel, or other staff that addresses drug or violence prevention curriculum implementation, student support, comprehensive health education, early intervention, or rehabilitation referrals.

Violence prevention instruction: Instruction that is presented in the classroom as part of a class or separate curriculum (e.g., Second Step, Steps to Respect, etc.) for the purposes of preventing violence.

2.3.7 Oregon Education Performance Standard # 7 (State Board Policy)

Description

All students will attend school and graduate from high school with a post-high school plan.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #7:

As evidenced by:

- Increasing graduation rates greater than or equal to 68.1%.
- Attendance rate greater than or equal to 92%.
- 100% high school students identify a post high school goal in their Education Plan.
- Increased partnerships and articulation between secondary and post secondary institutions.
- Increased percentage of students pursuing post secondary studies.
- Increased percentage of students entering post secondary without need for remediation.
- Increased percentage of students completing post secondary degree or certification.
- Decreasing dropout rates: School Report Card student behavior ratings of Satisfactory, Strong or Exceptional.

Data Source:

- Submitted by districts to ODE in Annual ADM and Early Leavers and High School Completers Collection.
- District attendance rates and dropout rates for are published on the district report card. www.ode.state.or.us/data/reportcard/reports.aspx.
- Graduation rates for disaggregated by subgroup are available in the District AYP report.
- Number of graduates. District and school graduation and dropout rates are available at: <http://www.ode.state.or.us/search/page/?id=1>.

Content

Uploaded PDFs

[2.3.7 standards](#)

2.3.7 All students will attend school and graduate from high school with a post-high school plan.

As evidence by:

- Increasing graduation rates greater than or equal to 68.1%
- Attendance rate greater than or equal to 92%
- 100% high school students identify a post high school goal in their Education Plan
- Increase partnership and articulation between secondary and post secondary institutions
- Increased percentage of students pursuing post secondary studies
- Increase percentage of students completing post secondary degree or certification
- Decreasing dropout rates

Gervais Graduation Rate – Compared to State over Time

Gervais High School has exceeded the state graduation rate of 68.1% for all three years. Douglas Avenue exceeded the graduation rate of 68.1% in 2008-2009 due to the implementation of their school improvement action plan.

**Gervais School District Graduation Rate
Compared to State Standard over Time**

Indicates years meeting State Graduation Standard

Graduation Rates Over Time				
	2007	2008	2009	State Average 2005 – 2007
Gervais High	93.8%	92.8%	89.1	68.1%
Douglas Ave. Alt	26.5%	64.3%	84.2%	68.1%

Source: ODE 2007, 2008, 2009

Gervais Schools Attendance Rate - Compared to State over Time

Gervais School District struggles with attendance rates. In 2007, 2008 and 2009 the elementary schools went above the attendance rate standard by over 2%. The middle school increased by 2% in 2008 from 2007 but decreased in 2009 by .5% while remaining over the required target for attendance. The high school nor the alternative school have not met the attendance rate standard for all three years but have shown improvement each year due to the implementation of the attendance activities in their school improvement plans.

**Gervais School District Attendance Rate
Compared to State Standard over Time**

Attendance Rate Over Time				
	2007	2008	2009	State Average 2005 - 2007
Elementary	BES 93.4% / EES 93.2%	BES 93.7% EES 92.7%	BES 94.5% EES 93.8%	92%
Middle	91.5%	94.4%	93.9%	92%
High	89.7%	90.8%	91.1%	92%
Douglas Ave. Alt	48.6%	86.0%	90%	92%

 Indicates years meeting State Graduation Standard

Source: ODE 2007, 2008, 2009

GERVAIS HIGH SCHOOL POST SECONDARY STUDIES - Stated Over Time

Half of Gervais High Seniors over the last three years go directly to work after graduation (50%). Thirty-five percent of Gervais High School seniors (35%) continue their education after graduation. A few (4%) go into the military and about 11% are undecided.

Of the 25 students who continue education after graduation, on the average, 10 go directly to a 4 yr. college, 3 to a 2yr then 4yr college, 7 to a community college and 5 to a career specific school/tech school. Table 10 and 21 reflect senior graduation trends.

Senior Graduation Trends

Graduation Year	Number of Graduates	Number of Students Going Directly to Work	Number of Students Going into Military	Number of Students Continuing Education After Graduation	Students Undecided about their Future
2007	63	27	4	21	11
2008	62	29	2	18	13
2009	58	20	6	22	10

Post-Secondary Education Plan for seniors 2007-2009

Graduation Year	Directly to 4yr College	2 yr. college + 4yr. college	Community College to complete degree	Career Specific School/Tech School
2007	10	2	5	4
2008	6	5	5	2
2009	9	3	4	6

Gervais Schools Drop-Out Data - Compared to State over Time

For Gervais School District – Gervais High school, dropout rates are lower than the state's standard by an average of 1.7%. The alternative school's drop out rate has fluctuated due to attendance reporting. The district's commitment to supporting student and getting drop-outs re-enrolled create the low percentage of drop-outs.

Gervais School District Drop Out Rate Compared to State Standard over Time

Drop Out Rate Over Time				
	2007	2008	2009	State Average 2007 - 2009
Gervais High	6 for 1.9%	7 for 2.1%	Not Available	3.4%
Douglas Ave. Alt	5 for 3.5%	3 for 6.5%	Not Available	3.4%

Indicates years meeting Drop-Out Standard

Source: ODE 2007, 2008, 2009

2.3.8 Oregon Education Performance Standard # 8 (State Board Policy)

Description

All students will have access to and develop proficiency in utilizing technology to improve their academic achievement.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #8:

As evidenced by:

- Improved student academic achievement in English/language arts, mathematics, science, social sciences, the arts and second languages (world languages) **through the use of technology**.
- Demonstrated significant increase of **student access to technology** for the purpose of supporting academic achievement.
- Assistance to every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming **technologically literate by the end of eighth grade**.
- Support effective technology use in curriculum and instruction through high quality **professional development based on relevant research** and Oregon’s Instructional Technology Standards.
- **Documented professional development** to support teachers in integrating technology into instructional programs.

The district must upload a copy of the approved Technology Plan below.

Content

Uploaded PDFs

[2.3.8 standards](#)

[Tech Plan 2009-11 FINAL 11-3-09](#)

2.3.8 All students will have access to and develop proficiency in utilizing technology to improve their academic achievement.

As evidence by:

Technology has been a high priority in the Gervais School District. The rural nature of the district has prompted us to “wire” the district for information and communication. The technology plan is completed, staff trained and computers have been purchased and are being utilized for TESA as well as communication and information retrieval at all buildings. Technology is an ongoing budget-line item.

The table below indicates the improvement in reading and math achievement through the use of technology in between the 2007-2009 years. All elementary teachers were trained in integrating technology into their instruction. Even though achievement scores went down in 2007-2008, student surveys indicate that 93% of the third grade students preferred learning with technology.

Percent Meeting or Exceeding State Standard Over Time				
Reading	2007	2008	2009	State Standard 2007-2009
Grade 3	73.8%	65.4%	78.7%	60%
Math	2007	2008	2009	State Standard 2007-2009
Grade 3	64.6%	64.6%	64%	59%

Between 2007 and 2009, student access to technology went from 165 student computers to 195. Computer labs are open each period at the middle and high school as well as specific evenings during the week. Student standards to become technologically literate are implemented at each grade level. Student Learner Standards are listed on pages 9-13 of the District Technology Plan.

Gervais School District Three-Year Technology Plan

Effective Dates: January 1, 2009 through December 31, 2011

Creation Date: November 25, 2008



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(503) 792-3803
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**Gervais School District
2009-2011 Technology Plan
Table of Contents**

I. District Information

Developers	2
District Profile	3
Community Partnerships	4
Historical Perspective	5
Current Technology Summary	6 – 7

II. Organization

Organizational Structure	8
Staff Development and Support	9

III. Goals, Training, and Implementation

Technology Goals	10 – 14
Technology Vision	15
Implementation Strategy	16 – 18
Professional Development Timeline	19 – 22

IV. Resources

Minimum Purchasing Requirements	23 – 24
Supporting Resources	25 – 26

V. Appendices

A. District Inventory - By School and Total District	A1 – 24
B. Technology-Related District Policies	B1 – 7
C. National Educational Technology Standards (NETS)	C1 – 6
D. Relevant Research to Support Technology Integration in Classroom Instruction	D1 – 2
E. E-Rate FY2008 North-South Connection Application	E1 – 12
F. Staff Technology Skills Level Self-Assessment Worksheet	F1 – F3
G. Oregon Diploma Essential Skills	G1 – 3

Developers

Technology Plan Developers

Kerry Broadhurst	Teacher / Technology Representative
Eloisa Colon	Instructional Assistant
Tracy Lewis	Director of Technology
Celia Marquez	Student Accounting Specialist
Maria Ventura-Lopez	Instructional Assistant
Linda Warberg	Director of Special Services
Charlene Weidemann	Family Support Team Coordinator
Melissa Wolfer	Administrative Specialist

This district has had an ongoing Technology Plan since the district's inception in June of 1993. The plan has been reviewed annually and has driven the budget process for technological improvements.

Gervais School District 2009-2011 Technology Plan District Profile

The Gervais School District is located between Woodburn and Salem. Interstate 5 divides the district with the Willamette River on the western boundary and Mount Angel and Silverton on the eastern boundary.

Gervais School District is a rural K-12 school district with an enrollment of approximately 1,100 students. Its 65 square miles are located in the middle of Marion County's prime agricultural land, which brings a large Hispanic work force whose children attend Gervais Schools. Demographics for the district show a mix of 66.4% Hispanic, 21.3% White, 9.9% Russian, 1.5% American Indian, .6% Black, .6% Asian, and 0% Pacific Islander.

The District is composed of two elementary buildings (grades K-4) that feed into a middle school (grades 5-8) and a high school (grades 9-12). Douglas Avenue Alternative School is also included in the district. It provides a flexible, appropriate education program for students needing an alternative to a traditional high school placement. The high school has an enrollment of 320 students and the middle school 351 students. Brooks houses 235 students in grades 2-4, and Eldriedge 152 students in grades K-1. Enrollment at Douglas Avenue is 14 students.

Since the district's June 1993 consolidation, the technology committee has been developing a district focused technology plan, putting limited resources where they are most needed within the district. The goal is to get computers into the hands of all students and teachers. This has been addressed on a program-by-program basis.

2009-2011 Technology Plan Community Partnerships

Gervais Telephone Company/DataViz Communications has worked with the Gervais School District for several years as an intermediary for our Internet connection with Willamette Technical Services. DataViz continues to partner with the district to improve campus interconnectivity and to provide educational and other technology opportunities to district patrons and community members.

Oregon Educational Technology Consortium (OETC) is an incorporated not-for-profit membership organization dedicated to maximizing the value of educational technology to its members by working with software and hardware vendors to procure the most effective and appropriate technological resources at the lowest possible price. Gervais School District purchases the majority of its software and licenses through OETC.

Willamette ESD Technical Services Help Desk provides technical service and support for all Willamette ESD owned and operated sites and also for outside-contracted sites, including Gervais School District. Willamette ESD Technical Services also provides support and network planning services and offers discounted technology training.

Adult Literacy Service Providers are welcomed at Gervais School District to participate in training activities and utilize our facilities and technology for their own activities.

Parent and Community Groups are welcomed at Gervais School District to participate in training activities and utilize our facilities and technology for their own activities. Gervais School District also makes available for purchase by parents and community members its old technology equipment in useable condition. District labs and technology equipment including LCD projectors and interpreter headsets are also made available to the public through the facility use process.

Historical Perspective

The 2009-2011 Technology Plan will continue to be developed and implemented by the district's Technology Planning Committee, which meets quarterly. Strategic planning will attempt to project future needs while looking back to learn from past efforts.

Since 1993, Gervais School District has actively pursued the implementation of technology into the district. The initial plans focused on the installation of classroom computers and were directed by the District's strategic plan, developed in April 1994, when a community group of fifty parents, business members, district and school staff met to produce the new district's strategic plan. Technology was one of the four district goals that developed from this planning process. The 1997 plan continued that focus with an emphasis on Instructional Technology and the full integration of voice/video/data systems. The 2000 plan continued where the 1997 plan fell short and the goal of full district interconnectivity was achieved. The focus of the 2003-2006 Plan was preservation of Gervais School District's reputation as a technology leader by putting more technology in the hands of students, staff, and the community. The 2006-2009 Plan continued and further defined that focus with the implementation of the Fun Learning through Integrated Technology (FLITe) program to put more technology tools and training into our classrooms and enhance instruction. This 2009-11 Plan will continue the district's focus on providing high-quality technology/multimedia-oriented professional development in order to make the implementation of technology into instruction common practice for all teaching staff. This plan will also provide for the implementation of multimedia classrooms and common areas district-wide, as well as ongoing support and improvement to the district's network infrastructure, communications systems, and Internet connectivity.

Gervais School District 2009-2011 Technology Plan Current Technology Summary

The district presently has 375 Windows computers in use throughout six buildings. Included in this number are two high school labs, two middle school labs, and one elementary lab at Brooks Elementary. All district computers have Internet capability. The present distribution of computers designated for student use in Gervais School District provides for the following student to computer ratios by site: Brooks Elementary 7.8:1 (seven students to every one computer); Eldriedge Elementary 0:1; Gervais Middle 3.9:1; Gervais High 2.8:1; Douglas Avenue Charter 1:1. A detailed inventory of district computers and printers is included as Appendix A of this document.

Internet connectivity in the Gervais School District is via a 10Mbps T-1 circuit at Gervais Middle School that is connected to the district office and Gervais High School over a fiber optic cable. A Wide Area Network consisting of Frame Relay T-1 connections at Brooks, Eldriedge, and Pioneer connect the rest of the district to the Gervais Middle School Point of Presence (POP). This Wide Area Network provides high-speed file sharing, Internet, and email capability to the entire district. Wireless networks are also in place at all four schools, the district office, and the Pioneer transportation and maintenance facility. Voice over IP (VoIP) telephones are in all district classrooms and offices.

The district's Internet access is filtered by its Internet Service Provider (ISP), Willamette ESD Technical Services, using SquidGuard® filtering software before it reaches Gervais School District. Filtering at the ISP level ensures that all content is filtered for both staff and students and that Gervais School District is in compliance with the Children's Internet Protection Act (CIPA) requirements. Further filtering is done within the district using a "white list". At all student sites, with the exception of some lab machines at the high school, CodeWork's BrowseControl® is used to maintain a list of acceptable Internet sites. Student computers have no access to Internet sites other than those on the district's approved "white list". The "white list" is maintained by the Director of Technology and frequently updated as teachers provide new educational sites that will be used in their classrooms. All users of district technology are required to read and sign the district's Electronic Communications Policy IIBGA and IIBGA-AR to ensure compliance with CIPA and district guidelines. Parental permission is also required for student use of the district's network and the Internet. These district policies, as well as policies EGAAA/EGAAA-AR Copyright Materials, IIBG Computer Instruction, IIBGB Web Pages, and IIBGB-AR Web Site Guidelines appear as Appendix B of this document.

Access to digital information and tools deemed appropriate by the instructor, but blocked by the district's ISP or its own white list filter is available as needed. All staff computers and some student computers are free of the white list filter, so that teachers can provide temporary, monitored access to unblocked content individually on their machines or to the whole class using an LCD projector. If the content is blocked on staff machines by the WESD filter, a workaround is requested and provided by the Director of Technology. Student access to appropriate white-listed sites is requested by the staff member and provided, usually within minutes, by the Director of Technology. Once a site has been white-listed, it remains so, such that the number of requests for white list additions has diminished to just one or two per week.

2009-2011 Technology Plan Current Technology Summary (Cont.)

In-district and out-of-district email is handled by Gervais School District's Microsoft Exchange 2003® server. Incoming email is "filtered" (checked for objectionable, virus, and "spam" content) by Tangent's Barricuda® Spam Filter. Filtering takes place remotely, as email is routed to Tangent's servers before being scanned and sent on to the district server. An on-site ArcMail Defender archiving appliance then archives all district email as required by Federal Rules of Civil Procedure (FRCP) Rule 26.

As of this writing, student data at Gervais School District is managed using NCS Pearson's SASIxp®. Classroom attendance is taken using NCS Pearson's CLASSxp® and electronic gradebooks are kept on NCS Pearson's InteGrade Pro®. The SASIxp® and CLASSxp® programs provide student demographics and other information at teacher workstations, facilitating communications within the building and with parents. The IGPro electronic gradebook program meshes with SASIxp to provide teachers with current roster information and a means to export grade information to the office for automated report card generation. A district committee is presently researching alternative student data management systems, as NCS is discontinuing support for their SASIxp® products. SASIxp® has been in use in the district since 2000. The replacement student data management system will be web-based to allow greater flexibility and access.

The district's financial data, including general ledger, accounts payable, and payroll, are maintained on Linn-Benton-Lane ESD's Infinite Visions® accounting program.

Parent communication and dissemination of information about technology available for student use is accomplished using various methods, including the district's web page, email, telephone, printed newsletters, conferences and open houses, PARENTCONNECTxp®, and the district's attendance auto-dialer/emergency notification system. NCS Pearson's PARENTCONNECTxp® provides web-based access for parents to view their student's attendance, grades, and missing assignments online. Parents also have the option of receiving electronic (email) notification of attendance issues and late assignments using the PARENTCONNECTxp® service. (PARENTCONNECTxp® is a component of the SASIxp® student data management system which will be replaced. All of the alternative student data management systems being considered have similar "parent portal" type components.) ADT's Iris® Emergency Notification System (ENS) is an off-site calling service that is used to make attendance calls when students miss one or more periods at the middle school or high school. The ENS is also used to send calls, texts, and emails to all staff and students in special circumstances and emergencies, as well as for announcements, reminders, and other uses.

Organizational Structure

To meet the goals of the technology plan, the following positions have been created. Staffing will be adjusted as needed to best meet the needs of the district.

Assignments:

Director of Technology

Organizes and coordinates the district technology efforts to implement the Technology Plan. Primary responsibilities include staff development, aligning purchasing, budget and other fiscal responsibilities, network administration, web presence authoring and maintenance, equipment maintenance, and troubleshooting. The Director of Technology also leads the E-Rate and Technology Planning Committees, leads or serves on other technology committees and trains and oversees the Software Coordinator/Student Accounting Specialist and the Building Technology Representatives.

Student Accounting Specialist

Reports to the Director of Technology and is responsible for ensuring the accurate data entry of all student data to a centralized data server. Data includes but is not limited to: contact information; attendance; grades; demographics information; test scores; and Special Education requirements. This position provides technical support to users of the student accounting system, sets user access levels and maintains data security and backups. The Student Accounting Specialist may be asked to provide installation and staff training in the use of hardware and software. The Student Accounting Specialist is a member of the Technology Planning Committee and leads or serves on other technology committees as they pertain to student accounting.

Technology Representatives

These positions report to the Director of Technology and are the first line of building technology support. They are responsible for troubleshooting hardware problems, assisting in training when appropriate, performing maintenance and upgrade tasks, and serving as members of the Technology Planning Committee. These positions receive hourly compensation and systems training for taking on additional responsibilities. Staff in these positions also are contracted to assist the Director of Technology over the summer months in annual cleaning, upgrade, and inventory tasks.

Technology Planning Committee

This committee meets quarterly to discuss technology concerns, goals, etc., emphasizing curriculum, staff development, and district technology shortcomings. The committee also monitors the integration of technology literacy and application standards into the curriculum and has a role in monitoring progress toward the specific goals outlined in the Technology Plan. The committee researches and makes recommendations to the administration with regard to technology-related professional development in the district. The committee also gives Title IID spending guidance and determines the Technology Goals. The committee consists of the Director of Technology, the Student Accounting Specialist, the Building Technology Representatives, and other interested district staff.

Gervais School District 2009-2011 Technology Plan Staff Development and Support

Gervais School District uses a variety of methods and materials to support staff use of technology.

Director of Technology

The Director of Technology is available as a resource to all staff to answer software and hardware questions, provide instruction either individually or in groups, and effect repairs/replacements/upgrades on all technology equipment district-wide.

Student Accounting Specialist

The District Student Accounting Specialist is available as a resource to all staff to answer Student Accounting and other software questions and provide instruction either individually or in groups.

Technology Representatives (Tech Reps)

Tech Reps provide in-building technology support on a daily, as-needed basis, providing one-on-one and small group support and instruction on the district's hardware and software applications.

Willamette ESD

Willamette ESD offers computer training to district employees in several software applications and operating systems at a discounted rate.

CD and Web Tours/Tutorials

New software usually comes with or provides on vendor-hosted website with self-paced tours or tutorials showing the user how to use the software. Staff members are encouraged to check with their building Technology Representative or the Student Accounting Specialist to see if a CD or website is available for the software they are interested in learning.

Technology-Enhanced Instruction Professional Development

The integration of technology and use of multimedia in classroom instruction is an over-arching goal of Gervais School District. We believe, as evidenced by relevant research referenced in Appendix D of this document, that the correlation between technology integration and improved student achievement is clear. To that end, Gervais School District seeks and offers high quality professional development opportunities that incorporate these same values and that train staff to incorporate technology in their lessons whenever possible. Technology-related staff development offerings are researched and recommended by the district's Technology Planning Committee. The district offers at least two technology-related professional development opportunities per school year and relevant staff are strongly encouraged to attend. It is the district's intention that ongoing professional development in the area of technology-enhanced instruction will bring about implementation and ownership of the Oregon Education Technology Standards and the National Educational Technology Standards for Students, Teachers, and Administrators (Appendix C).

Gervais School District 2009-2011 Technology Plan Technology Goals

The four district goals outlined below describe Gervais School District's commitment to achieving full implementation and ownership among staff of the Oregon Education Technology Standards. We believe the National Educational Technology Standards (NETS) for Students, Teachers, and Administrators as listed in Appendix C, and as written in previous editions of this document are an excellent "roadmap" and catalyst for:

- the technology fluency, digital citizenship, and innovation described by the Oregon Education Technology Standards (OETS), and
- demonstration of alignment to the Oregon Diploma Essential Skills required for graduation (see Appendix G of this document), specifically skills 5-8...

Essential Skill 5: Think critically and analytically (aligns to NETS Indicator 4)

Essential Skill 6: Use technology to learn, live, and work (aligns to NETS Indicators 1, 3, and 6)

Essential Skill 7: Demonstrate civic and community engagement (aligns to NETS Indicators 2 and 5)

Essential Skill 8: Demonstrate global literacy (aligns to NETS Indicators 3 and 5)

Continued implementation of NETS also allows for continuity of the district Tech Plan as a living document and describes relevant characteristics and skills for improving academic achievement through proficiency in the use of technology.

Finally, the goals stipulate that the current level of technology in the district will be maintained and continually upgraded to ensure the uninterrupted and practical use of technology in classroom instruction.

Technology Goal 1:		
Summary: Gervais School District will implement and maintain a long-range technology plan for software and hardware purchase, integration/instruction, high-quality professional development, and support which provides for implementation of the Oregon Education Technology Standards into the curriculum and education of its students. The Oregon Education Technology Standards appear on the Oregon Department of Education website at: http://www.ode.state.or.us/teachlearn/subjects/technology/oregonedtechstandards.rtf .		
SMART Goal:		
<ul style="list-style-type: none"> • The percentage of all eighth graders achieving technology literacy as evidenced by passage of the district's NETS Skills Acquisition Test will be 90% by June 2010 and in subsequent years. 		
<i>Strategies or Actions</i>	<i>Timeline</i>	<i>Responsible Party(ies)</i>
Distribution of the National Educational Technology Standards for Students (NETS) to all district teachers and administrators	Annually beginning in 2009	Director of Technology
Creation or adoption of a district NETS Curriculum / Skills Acquisition Plan for grades five through eight	December 2009	Technology Planning Committee, Middle School Teachers, Middle School Principal
Creation or adoption of a district NETS Skills Acquisition Test for technology literacy. Test will be given initially in January 2010 to determine baseline data. No baseline district data in existence yet.	December 2009	Technology Planning Committee, Middle School Teachers, Middle School Principal
Classroom instruction of the district NETS Curriculum / Skills Acquisition Plan for grades five through eight	Annually beginning in 2010	Middle School Teachers, Middle School Principal
Administration of the NETS Skills Acquisition Test for technology literacy to students in grades 5 through 8	Annually beginning in 2010	Middle School Teachers, Middle School Principal

Gervais School District 2009-2011 Technology Plan Technology Goals (cont.)

Technology Goal 2:

Summary: From Gervais School District Continuous Improvement Plan (CIP): All students will have access to and develop proficiency in utilizing technology to improve their academic achievement.

As evidenced by:

- Improved student academic achievement in English/language arts, mathematics, science, social sciences, the arts and second languages (world languages) through the use of technology.
- Demonstrate significant increase of student access to technology for the purpose of supporting academic achievement.
- Assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade.
- Integrate technology into curriculum and instruction through high quality professional development based on relevant research and Oregon’s Instructional Technology Common Curriculum Goals.
- Documented professional development to support teachers in integrating technology into instructional program.

SMART Goals:

- The percentage of all students scoring at proficiency or higher in Reading will increase from 65% to 70%, with each subgroup making at least 70% or meeting the Safe Harbor target, by the end of the 2009-10 school year as measured by OAKS/TESA, administered by May 2010.
- The percentage of all students scoring at proficiency or higher in Math will increase from 66% to 70% by the end of the 2009-10 school year as measured by OAKS/TESA, administered by May 2010.

<i>Strategies or Actions</i>	<i>Timeline</i>	<i>Responsible Party(ies)</i>
Adherence to the Reading Action Plan from the district’s Continuous Improvement Plan (CIP pages 94-100)	Sept.-June, 2009-10 Ongoing	Superintendent, Administrators, Teachers
Adherence to the Mathematics Action Plan from the district’s Continuous Improvement Plan (CIP pages 101-104)	Sept.-June, 2009-10 Ongoing	Superintendent, Administrators, Teachers
OAKS testing	Annually	Superintendent, Administrators, Teachers

Gervais School District 2009-2011 Technology Plan Technology Goals (cont.)

Technology Goal 3:		
Summary: Gervais School District resources will be used to provide dialog, collaboration, purchases, initiatives, and professional development that facilitate implementation of the National Educational Technology Standards for Students, Teachers, and Administrators as listed in Appendix C of this document.		
SMART Goal:		
<ul style="list-style-type: none"> The percentage of teachers achieving an Optimal Skills Level rating will increase from 60% to 85%, by June, 2011, as measured by the district's Staff Technology Skills Level Self-Assessment Worksheet (as shown in Appendix F). 		
Strategies or Actions	Timeline	Responsible Party(ies)
Creation or adoption of a district Staff Technology Skills Level Assessment for technology literacy to assess staff proficiency in assimilating the Teacher and Administrator NETS as applies to their job position.	December 2009	Technology Planning Committee, Middle School Teachers, Middle School Principal
Staff will take the Staff Technology Skills Level Assessment to assess their proficiency in assimilating the Teacher and Administrator NETS as applies to their job position. Test will be given initially in January 2010 to determine baseline data. No baseline district data in existence yet.	Dec.-June, 2009-10 Ongoing	Technology Director, Principals, Superintendent, Technology Committee
Professional Development, meeting time, technology purchases, repairs, and training will be provided individually and in groups as needed	Sept.-June, 2009-10 Ongoing	Technology Director, Principals, Superintendent, Technology Committee
Adherence to the Technology Plan Professional Development Timeline as shown on pages 18 - 21 of this document	Dec.-June, 2009-10 Ongoing	Technology Director, Principals, Superintendent, Technology Committee

2009-2011 Technology Plan Technology Goals (cont.)

Technology Goal 4:

Summary: Gervais School District resources will be used to provide for dialog, collaboration, purchases, initiatives, and professional development that ...

1. provides for the continued usability and upgrades to:
 - a. The network infrastructure on a three to five-year replacement schedule, depending on environment and use
 - b. Servers and computers on a three to five-year replacement schedule, depending on environment and use
 - c. District-wide Internet connectivity
 - d. Telephone communication systems, including long distance, voice-over-IP, cellular voice, cellular data, and emergency notification systems
 - e. Student data management and fiscal services software
2. facilitates implementation of multimedia (video, audio, and interactive) classrooms and common areas in all schools.
3. provides for a three-year replacement schedule for all staff and student computers.
4. facilitates increased communication and promotes technology education for all district patrons and community members.

SMART Goals:

- The percentage of district classrooms and common areas with multimedia equipment installed and implemented (to include, but not limited to: electronic white boards, digital presenters, LCD projectors, and sound amplification equipment) will increase from 20% to 100% by June 30, 2011, as measured by the Technology Department's annual inventory.
- The present level of technology quality and availability district-wide will be maintained or improved through adherence to a three to five-year equipment replacement schedule throughout the duration of this Technology Plan, as measured by the Technology Department's annual inventory.
- Patrons and community members will be informed of and encouraged to attend district-sponsored technology classes and opportunities as they arise (i.e. used technology sales) throughout the duration of this Technology Plan, as measured by participant attendance.

<i>Strategies or Actions</i>	<i>Timeline</i>	<i>Responsible Party(ies)</i>
The district will develop an implementation schedule, based on annual funding levels, for conversion of all district classrooms and common areas to multimedia enhanced instruction areas.	Sept.-June, 2009-10 Ongoing	Technology Director, Superintendent, Technology Committee

**Gervais School District
2009-2011 Technology Plan
Technology Goals (cont.)**

<p>Gervais School District will apply for E-Rate Funding to implement WAN upgrades as necessary to maintain or improve connectivity and as recommended by the Technology Planning Committee.</p>	<p>Sept.-June, 2009-10 Ongoing</p>	<p>Technology Director, Superintendent, Technology Committee</p>
<p>The district will implement its Upgrade/Replacement strategy whereby all computers, servers, and network equipment will be replaced on a 3 to 5-year cycle depending on the use/wear and work environment of the item. Replacement cycles will be determined by the Technology Director or designee.</p>	<p>Sept.-June, 2009-10 Ongoing</p>	<p>Technology Director, Superintendent, Technology Committee</p>

Gervais School District 2006-2009 Technology Plan Technology Vision

The Technology Plan's Vision echoes the District's Technology Goals and the district's Consolidated Improvement Plan Goals and it determines the direction of the overall plan. The Technology Vision consists of four main focal points, an implementation strategy for which is discussed in more detail on pages 13 – 14. The focal points are:

1. Continued Implementation of the National Educational Technology Standards (NETS) to Ensure Integration of the Oregon Education Technology Standards (Technology Goals 1, 2 and 3)
2. Continuation of WAN Upgrades and Enhancements called for in the 2006 – 2009 Technology Plan (Technology Goal 4)
3. Adherence to Replacement/Upgrade Cycles for all Equipment (Technology Goal 4)
4. Continued Implementation of Multimedia/Technology-Enhanced Instruction/Integration District-Wide (Technology Goals 1-4)

This Technology Vision will continue to be developed and implemented over time and evaluated annually by the Technology Planning Committee based on the technology goal evaluations (pp 10-16). The Technology Planning Committee will collectively formulate corrective action plans based on a prioritized need, funding, and other factors. A review schedule will be established with the primary focus of performing a “check-up” on the district's progress toward and adherence to this vision.

Gervais School District 2009-2011 Technology Plan Implementation Strategy

The Gervais School District Technology Vision (p14) identifies four primary focal points for the use and deployment of technology in the district:

1. **Continued implementation of National Educational Technology Standards (NETS) to Ensure Integration of the Oregon Education Technology Standards (Technology Goals 1, 2 and 3)**

Implementation of The National Educational Technology Standards (NETS) for Students, Teachers and Administrators has been listed as a Technology Goal in the previous two editions of this document for Gervais School District. We believe the NETS for Students provide an excellent “roadmap” for instilling specific skills and an understanding of digital citizenship, while achieving success in meeting the Oregon Education Technology Standards and the Oregon Diploma Essential Skills required for graduation. Further, we believe the NETS for Teachers and NETS for Administrators define specific skills that are essential to staff in preparing students to meet the Oregon Education Technology Standards and the Oregon Diploma Essential Skills required for graduation. A continuation of our implementation of NETS will allow for continuity of our six-year commitment to instilling these skills and will act as a foil for integration of the Oregon Education Technology Standards.

Specific Tasks

- a) The NETS and the Oregon Education Technology Standards will be distributed annually to all administrators and teachers for implementation in all classrooms and schools.
- b) Administrative and teaching staff will be asked annually to identify their technology skill level using the Staff Technology Skills Level Self-Assessment Worksheet (Appendix F) and indicate the resources individually needed to achieve the highest level, Optimal Technology-Enhanced Instruction Provider.
- c) As an additional, subjective assessment for plan feedback purposes, staff will be surveyed annually on the following:
 - i) perception of student progress toward implementation of the Oregon Education Technology Standards
 - ii) perception of the availability and quality of technology tools, resources, and training for use in the classroom
 - iii) perception of student proficiency in utilizing technology to improve their academic achievement and technology literacy
 - iv) perception of students’ as well as their own proficiency in assimilating the Student, Teacher, and Administrator NETS as applies to their job position
- d) A NETs Curriculum/Skills Acquisition Test will be adopted or developed by the Technology Committee and administered to students in grades 5 through 8 annually, beginning in 2010. By June 2010, 90% of eighth grade students will have achieved technology literacy as evidenced by passage of the test.
- e) Annual OAKS test scores will be compared to verify improvement as outlined in Goal 2.

2009-2011 Technology Plan Implementation Strategy (cont.)

2. Continuation of WAN Upgrades and Enhancements called for in the 2006 – 2009 Technology Plan (Technology Goal 4)

Gervais School District's Wide Area Network provides high-speed file sharing, Internet, email, and Voice over IP (VoIP) capability to the entire district. Wireless networks are also in place at all four schools, the district office, and the Pioneer facility. At present, existing connectivity is not sufficient to accomplish nightly backups of remote servers in a timely manner and, at times, is too slow to provide adequate Internet download speed for online testing. Telephone communication is also adversely affected in times of heavy network use. In particular, Brooks Elementary and Eldridge Elementary have insufficient bandwidth to support the equipment and operations that are in place. Increasing bandwidth to those sites is complicated by the age of the copper telephone lines over which our signal travels and the fact that those lines are owned and operated by two different telephone companies. Normally, we might purchase more bandwidth to compensate for the slow lines, but the aging copper would likely not support more bandwidth. The Technology Committee has developed a plan along with Gervais Telephone Company to implement a fiber optic solution to boost bandwidth to those two sites without using the outmoded copper. That plan depends on the donation by Northwest Natural Gas Company to either Gervais School District or Gervais Telephone Company, of abandoned natural gas lines along Highway 99E between Gervais and Brooks. Gervais Telephone is negotiating for that donation as of this writing and the district hopes to fund the new high speed connection with E-Rate funds (see Appendix E – E-Rate FY2008 North-South Connection Application).

Additionally, the district's 9MB Internet connection, which is shared among all campuses and facilities is often inadequate to support the equipment and operations that are in place. At present, the existing Internet connection is easily overwhelmed by student and staff use for classroom projects and demonstrations, our web-based financial accounting program, and online testing. As of this writing, a committee is also preparing a recommendation for a new web-based student accounting system which will further increase our Internet consumption.

Specific Tasks

- a) Gervais School District will apply for E-Rate Funding to implement some or all of the proposed WAN upgrades.
- b) Gervais School District will research additional Internet bandwidth cost and capability with its Internet Service Provider (ISP), Willamette ESD.

3. Adherence to Replacement/Upgrade Cycles for all Equipment (Technology Goal 4)

In prior years, the district developed an Upgrade/Replacement policy whereby 50 computers were replaced with new models every year. Under this policy, the district's 375 computer workstations would be replaced only once every 7.5 years. Industry standards place a computer's useful lifecycle at 3 to 5 years. To that end, Gervais School District is implementing a replacement cycle of 3 to 5 years for all computers, servers, and network equipment.

Gervais School District 2009-2011 Technology Plan

Implementation Strategy (cont.)

Specific Tasks

- a) The district will implement its Upgrade/Replacement strategy whereby all computers, servers, and network equipment will be replaced on a 3 to 5-year cycle depending on the use/wear and work environment of the item. Replacement cycles will be determined by the Technology Director or designee.
- b) The district will continue to take into account the present equipment-to-user ratios, need, proposed use, age of existing equipment, and other factors in its annual replacement/upgrade allocations.

4. **Continued Implementation of Multimedia/Technology-Enhanced Instruction/Integration District-Wide (Technology Goals 1-4)**

The district will continue to emphasize the integration of multimedia and technology into all areas of instruction district-wide. High-quality professional development will be offered and multimedia equipment will be installed in classrooms to facilitate the creation and delivery of technology-enhanced instruction. Specifically, digital video, digital photography, surround-sound audio, interactive whiteboards, digital document presenters, LCD projection, automated response/participation systems, and other technologies will be employed in classrooms to facilitate staff and student production of slideshows, websites, digital video, etc.

Specific Tasks

- a) The district will develop an implementation schedule for conversion of all district classrooms and common areas to multimedia enhanced instruction areas.
- b) Staff will identify their Technology Skills Level using the Technology Skills Level Self-Assessment Worksheet in Appendix F of this document, and professional development offerings will be adjusted based on results of the assessments.
- c) The district will provide staff development opportunities in the practical use of all equipment and software, as well as applied use in classroom instruction. Specifically, professional development will be provided in:
 - i) Digital/streaming video and curriculum integration
 - ii) Web2.0 strategies, including web development and design, that facilitates communication, secure information sharing, interoperability, and collaboration through social-networking sites, video-sharing sites, wikis, blogs, and other Internet applications and platforms, along with their integration in classroom instruction.
 - iii) Interactive whiteboard use and curriculum integration, along with training on purchased/included educational software
 - iv) Digital presenter (Elmo) use and curriculum integration
 - v) ARS (Automated Response System) use and curriculum integration
- d) Staff will re-assess their Technology Skills Level and results will be used to identify progress and effective strategies to be repeated.

Gervais School District 2009-2011 Technology Plan Professional Development Timeline

2009-2010 School Year

Date	Content	Provider	Audience
August	Training on existing district hardware and software	Technology Department	Newly hired staff, as needed
September	Training on new district hardware and software <ul style="list-style-type: none"> • multimedia equipment and other new hardware • new student data management system • new financial system 	Technology Department	All staff, as required based on duties
October – January	Ed-Tech Integration Training - Level 1 <ul style="list-style-type: none"> • digital/streaming video and curriculum integration • digital presenter (Elmo) use and curriculum integration • ARS (Automated Response System) use and curriculum integration 	Contracted Trainer(s)	teachers
Ongoing	All other district training: The district will contract trainers with expertise in Ed-Tech integration wherever possible	Contracted Trainer(s)	All staff, as required based on duties
February – June	Follow-up Ed-Tech Integration training, as needed <ul style="list-style-type: none"> • digital/streaming video and curriculum integration • digital presenter (Elmo) use and curriculum integration • ARS (Automated Response System) use and curriculum integration 	Contracted Trainer(s)	teachers
Ongoing	Individual and group training opportunities in all district software, as needed	Technology Department	All staff
Ongoing	Individual and group training opportunities in common hardware items, as needed for special projects/units <ul style="list-style-type: none"> • Digital camera use and curriculum integration • Digital video camera use and curriculum integration • Scanner use and curriculum integration • Digital storage device use and curriculum integration • Other technology equipment and software use and curriculum integration 	Technology Department	All staff

**Gervais School District
2009-2011 Technology Plan
Professional Development Timeline (Cont.)**

2010-2011 School Year

Date	Content	Provider	Audience
August	Training on existing district hardware and software	Technology Department	Newly hired staff, as needed
September	Training on new district hardware and software <ul style="list-style-type: none"> • multimedia equipment and other new hardware • new student data management system • new financial system 	Technology Department	All staff, as required based on duties
October – January	Ed-Tech Integration Training - Level 1 <ul style="list-style-type: none"> • digital/streaming video and curriculum integration • digital presenter (Elmo) use and curriculum integration • ARS (Automated Response System) use and curriculum integration 	Contracted Trainer(s)	teachers
October – January	Ed-Tech Integration Training - Level 2 <ul style="list-style-type: none"> • Web 2.0 Strategies, including web development and design, that facilitates communication, secure information sharing, interoperability, and collaboration through social-networking sites, video-sharing sites, wikis, blogs, and other Internet applications and platforms, along with their integration in classroom instruction • Interactive whiteboard use and curriculum integration, along with training on purchased/included educational software 	Contracted Trainer(s)	teachers
Ongoing	All other district training: The district will contract trainers with expertise in Ed-Tech integration wherever possible	Contracted Trainer(s)	All staff, as required based on duties
February – June	Follow-up Ed-Tech Integration training, as needed <ul style="list-style-type: none"> • digital/streaming video • digital presenter (Elmo) • ARS • Web 2.0 • Interactive Whiteboards 	Contracted Trainer(s)	teachers
Ongoing	Individual and group training opportunities in all district software, as needed	Technology Department	All staff

**Gervais School District
2009-2011 Technology Plan
Professional Development Timeline (Cont.)**

Ongoing	Individual and group training opportunities in common hardware items, as needed for special projects/units <ul style="list-style-type: none"> • Digital camera use and curriculum integration • Digital video camera use and curriculum integration • Scanner use and curriculum integration • Digital storage device use and curriculum integration • Other technology equipment and software use and curriculum integration 	Technology Department	All staff
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2011-2012 School Year

Date	Content	Provider	Audience
August	Training on existing district hardware and software	Technology Department	Newly hired staff, as needed
September	Training on new district hardware and software <ul style="list-style-type: none"> • multimedia equipment and other new hardware • new student data management system • new financial system 	Technology Department	All staff, as required based on duties
October – January	Ed-Tech Integration Training - Level 1 <ul style="list-style-type: none"> • digital/streaming video and curriculum integration • digital presenter (Elmo) use and curriculum integration • ARS (Automated Response System) use and curriculum integration 	Contracted Trainer(s)	teachers

**Gervais School District
2009-2011 Technology Plan
Professional Development Timeline (Cont.)**

October – January	<p>Ed-Tech Integration Training - Level 2</p> <ul style="list-style-type: none"> • Web 2.0 Strategies, including web development and design, that facilitates communication, secure information sharing, interoperability, and collaboration through social-networking sites, video-sharing sites, wikis, blogs, and other Internet applications and platforms, along with their integration in classroom instruction • Interactive whiteboard use and curriculum integration, along with training on purchased/included educational software 	Contracted Trainer(s)	teachers
Ongoing	All other district training: The district will contract trainers with expertise in Ed-Tech integration wherever possible	Contracted Trainer(s)	All staff, as required based on duties
February – June	<p>Follow-up Ed-Tech Integration training, as needed</p> <ul style="list-style-type: none"> • digital/streaming video • digital presenter (Elmo) • ARS • Web 2.0 • Interactive Whiteboards 	Contracted Trainer(s)	teachers
Ongoing	Individual and group training opportunities in all district software, as needed	Technology Department	All staff
Ongoing	<p>Individual and group training opportunities in common hardware items, as needed for special projects/units</p> <ul style="list-style-type: none"> • Digital camera use and curriculum integration • Digital video camera use and curriculum integration • Scanner use and curriculum integration • Digital storage device use and curriculum integration • Other technology equipment and software use and curriculum integration 	Technology Department	All staff

**Gervais School District
2009-2011 Technology Plan**

Minimum Purchasing Requirements

Software Upgrades & Purchases

Following are minimum software standards for Gervais School District that will be followed when upgrading or purchasing new software and/or systems. Any additional software applications must be approved by the district Technology Department prior to purchase.

Workstation OS: Windows XP®

Server OS: Windows Server 2003®

Virus Detection: Sophos® Antivirus

Integrated Suite: Microsoft Office 2003®

Assessment: Oregon Assessment of Knowledge and Skills (OAKS), English Language Proficiency Assessment (ELPA)

Student Accounting: To be determined. As of this writing, a committee is researching web-based alternatives to our existing program, NCS Pearson's SASIxp® student accounting and InteGrade Pro gradebook

Business System: Infinite Visions®

Mail Package: Microsoft Outlook® with Microsoft Exchange 2003®

Browser: Microsoft Internet Explorer® 7

Library: Follett's Destiny Library Automation

Food Services: MealTime®

Computer Upgrades & Purchases

All new hardware purchases shall meet the minimum requirements outlined below and shall be approved by the district Technology Department prior to purchase.

- Processor 2 GHz
- Hard Drive 80 GB

Gervais School District 2009-2011 Technology Plan Minimum Purchasing Requirements (Cont.)

- RAM 2 GB
- Optical Drive CD-ROM
- Monitor 17"
- Ethernet NIC yes (may be wireless)

Other Approved Hardware Purchases

- LCD projectors
- SmartBoard® interactive whiteboards
- Digital Presenters
- Automated Response Systems (ARS)
- Digital Cameras
- Digital Video Cameras
- Printers
- Scanners
- Printer/Scanner/Copiers
- Digital Storage Devices (USB drive, CDRW, DVD, etc.)
- Other hardware as approved by the Tech Dept.

Gervais School District 2009-2011 Technology Plan Supporting Resources

Gervais School District is dedicated to implementing technology in its instruction across all grade levels and realizes that a significant financial commitment must be made to support these efforts. Instructional Technology is an ongoing operating expense and must be treated as such.

The goals and timelines included in this Technology Plan, as well as the continued operability of the existing systems and infrastructure are based on the assumption that the Budget Committee make a minimum commitment of \$250,000 per year to support this Technology Plan using E-Rate, Title funding, grant dollars, the General Fund, stimulus grants or a combination thereof.

Coordination with Other Funds

The district relies on a variety of outside funding sources to purchase and maintain its technology. Outside funding sources that will be used throughout this Technology Plan period include, but are not limited to: state and federal grants; the federal E-Rate program; and community donations.

- Grants
 - In the last ten years, Gervais School District has been the recipient of over \$400,000 in state and federal Technology Grant funding.
- E-Rate
 - Gervais School District has been the recipient of beneficial funding through the Schools and Libraries Division's Federal E-Rate program. In the last ten years of participation, Gervais School District has been the recipient of over \$1.3 million in funding.
- Donations
 - Gervais School District has been the recipient of generous donations of technology equipment from individuals, corporations, and public agencies.

Technology Budget Allocation

Technology needs and requests are prioritized by the Technology Planning Committee. The committee meets and develops a purchase recommendation annually, leading up to the budget process. The purchase recommendation is based on the current inventory list and available funding, and it reflects the goals outlined in this technology plan, with specific emphasis on:

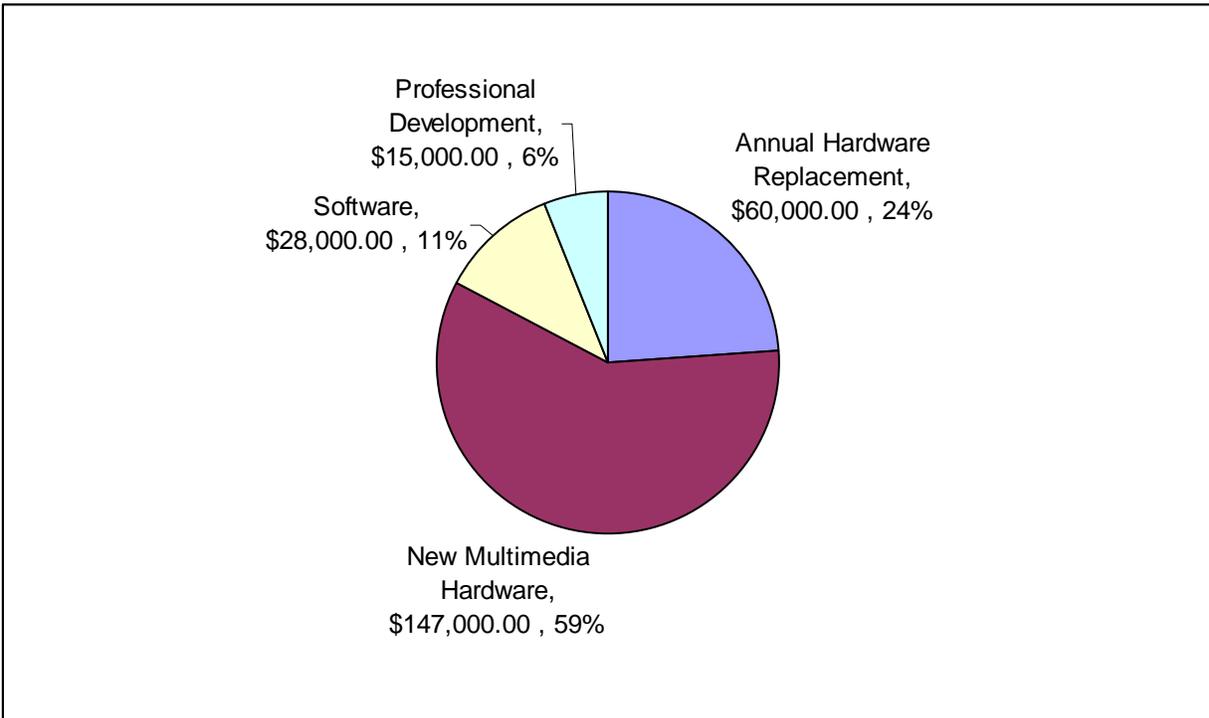
- Educational Impact (Goals 1-3)
- Technology Literacy (Goal 1)
- Ed Tech Integration with Instruction (Goals 1-4)

These expenditures for new and innovative technology purchases are determined by consensus by the Technology Planning Committee with superintendent and, for larger amounts, school board approval. Other purchases for

Gervais School District 2009-2011 Technology Plan Supporting Resources (Cont.)

maintenance and replacement/upgrades of existing technology are directed by the Director of Technology with superintendent approval.

The following chart depicts an approximate allocation of a \$250,000 technology budget as described in this technology plan. As the budget allows over the 2009-10 and 2010-11 school years, Gervais School District will replace one-fifth of its 375 existing computers per year as needed and in accordance with the three to five-year replacement schedule. New multimedia equipment will be purchased for 70 classrooms and common areas (35 classrooms per year) at \$4200 each. Existing district software annual expenditures will be maintained at their present level of \$28,000, and \$15,000 or 6% will be allocated for professional development. A minimum of 25% of State Title IID is recommended (by the state) for annual Professional Development allocation. Gervais School District typically receives \$3000-\$7000 annually for its Title IID allocation, thus the 6% of the technology budget (or \$15,000) more than meets the state recommendation.



APPENDIX A

Technology Inventory, August 2008

Tag #	Item	Description	Serial# / SvcTag	Model # / E.S.C.	Room	Building
2988	ARN	NORTEL ADVANCED REMOTE NODE	NEPQ144874	CV1001004	EES	EES
2991	ARN	BAYSTACK ARN	NEP0144878	CV1001004	PES	PIO
4721	ARS	Automated Response System	Receiver 1031	ResponseCards 1001-1030	P5	GMS
4722	ARS	Automated Response System	Receiver 1050	ResponseCards 1051-1080	11	GHS
4723	ARS	Automated Response System	Receiver 1100	ResponseCards 1101-1130	TECH	DO
4724	ARS	Automated Response System	Receiver 1150	ResponseCards 1151-1180	4	EES
4725	ARS	Automated Response System	Receiver 1200	ResponseCards 1201-1230	8	GMS
4726	ARS	Automated Response System	Receiver 1250	ResponseCards 1251-1280	D	BES
4727	ARS	Automated Response System	Receiver 1300	ResponseCards 1301-1330	5	BES
4728	ARS	Automated Response System	Receiver 1350	ResponseCards 1351-1380	1	GHS
4729	ARS	Automated Response System	Receiver 1400	ResponseCards 1401-1430	4	BES
4730	ARS	Automated Response System	Receiver 1500	ResponseCards 1501-1530	2	GMS
4731	ARS	Automated Response System	Receiver 1600	ResponseCards 1601-1630	7	GMS
4732	ARS	Automated Response System	Receiver 1700	ResponseCards 1701-1730	9	GHS
4733	ARS	Automated Response System	Receiver 1800	ResponseCards 1801-1830	15	GHS
4734	ARS	Automated Response System	Receiver 1900 FA0548BHD0013	ResponseCards 1901-1930	5	GHS
4543	BACK UP TAPE LIB	SUPERLOADER 3 LTO-3	8	L700	OFFICE	DO
2175	CSUDSU	ADC KENTROX D-SERV	DDC1F8K5AA	78222	SERV	DO
4540	CSUDSU	ASTOCOMM	240169	NX1	TECH	GMS
2079	DESKTOP	SOLARIO			TECH	DO
2086	DESKTOP	SOLARIO			TECH	DO
2185	DESKTOP	STRUT			P4	GMS

2297	DESKTOP	STRUT			2	GMS
2299	DESKTOP	STRUT	905C2H12914		11	GMS
2300	DESKTOP	STRUT			2	GMS
2307	DESKTOP	STRUT	905C2H13187		1	GMS
2310	DESKTOP	STRUT	905C2H13247		1	GMS
2314	DESKTOP	SOLARIO	905C2H12943	CT6410-USCT2	TECH	DO
2316	DESKTOP	INTEL 2000	905C2H13163	CT6410-USCT2	12	GMS
2319	DESKTOP	STRUT	905C2H13116		1	GMS
2322	DESKTOP	SOLARIO			TECH	DO
2323	DESKTOP			CT6410	8	GHS
2324	DESKTOP	SOLARIO	905C2H13117	CT6410	9	GHS
2325	DESKTOP	SOLARIO			TECH	DO
2327	DESKTOP	STRUT			1	GMS
2331	DESKTOP		905C2H12903	CT6410	8	GHS
2346	DESKTOP	STRUT	9042H06859		2	GMS
2351	DESKTOP	STRUT			P6	GMS
2353	DESKTOP	STRUT			2	GMS
2356	DESKTOP	INTEL 2000	905C2H12890	CT6410-USCT2	TECH	DO
2365	DESKTOP	PROJECT 10,000	6042H06855	CT6410-USCT1	12	GMS
2382	DESKTOP	STRUT	905C2H13199		11	GMS
2412	DESKTOP	STRUT			2	GMS
2422	DESKTOP	DIMENSION 2300	JJL0Y11	42543037765	P1	GMS
2426	DESKTOP	STRUT	905C2H13212		10	GMS
2432	DESKTOP	STRUT	9042H07062		LIB	BES
2439	DESKTOP	SOLARIO	97026-7-007C533		LIB	BES
2440	DESKTOP	SOLARIO	97026-7-0013C533		P6	GMS
2445	DESKTOP	SOLARIO	97026-7-0022C533		2	GMS
2447	DESKTOP	SOLARIO	97026-7-0016C533		TECH	DO
2459	DESKTOP	SOLARIO	97026-7-008C533		2	GMS
2465	DESKTOP	SOLARIO	97026-7-025-C533		2	GMS
2466	DESKTOP	SOLARIO	97026-7-0015C533		LAB	BES
2471	DESKTOP	SOLARIO	97026-7-038C533		LAB	BES
2472	DESKTOP	SOLARIO	97026-7-041C533		TECH	DO
2473	DESKTOP	SOLARIO	97026-7-043-C533		2	GMS
2474	DESKTOP	SOLARIO	97026-7-039C533		TECH	DO
2475	DESKTOP	SOLARIO	97026-7-035C533		2	GMS
2476	DESKTOP	SOLARIO	97026-7-7044C533		LIB	BES
2482	DESKTOP	SOLARIO	97026-7-055C533		LAB	BES

2487	DESKTOP	SOLARIO	97026-7-058C533		3	GHS
2489	DESKTOP	SOLARIO	97026-7-045C533		2	GMS
2490	DESKTOP	SOLARIO	97026-7-057C533		TECH	DO
2491	DESKTOP	STRUT			LIB	BES
2492	DESKTOP	SOLARIO	97026-7-056C533		LAB	BES
2493	DESKTOP	SOLARIO	97026-7-048C533		1	GMS
2494	DESKTOP	SOLARIO	97026-7-049C533		LAB	BES
2495	DESKTOP	SOLARIO	97026-7-051C533		TECH	DO
2496	DESKTOP	SOLARIO	97026-7-052C533		2	GMS
2497	DESKTOP	SOLARIO	97026-7-050C533		2	GMS
2514	DESKTOP	DIMENSION 933R	9ZBZL01	21727493137	1	GMS
2573	DESKTOP	STRUT			LAB	GMS
2585	DESKTOP	SOLARIO			TECH	DO
2587	DESKTOP	OLD ONE			LAB	GMS
2588	DESKTOP	OLD ONE			LAB	GMS
2589	DESKTOP	STRUT			LAB	GMS
2726	DESKTOP	SOLARIO			TECH	DO
2727	DESKTOP	SOLARIO			TECH	DO
2733	DESKTOP	STRUT			10	GMS
2736	DESKTOP	STRUT			P6	GMS
2739	DESKTOP	STRUT			2	GMS
2740	DESKTOP	STRUT			2	GMS
2741	DESKTOP	STRUT			2	GMS
2774	DESKTOP	STRUT			2	GMS
2790	DESKTOP	STRUT			13	BES
2791	DESKTOP	STRUT			LIB	BES
2793	DESKTOP	SOLARIO			TECH	DO
2803	DESKTOP	STRUT			LIB	BES
2819	DESKTOP				2	GMS
2847	DESKTOP	DIMENSION L800CXE	DGF9Q01	29232490465	LAB	BES
2848	DESKTOP	DIMENSION L800CXE	2HG9Q01	5408817121	LAB	BES
2849	DESKTOP	DIMENSION L800CXE	HGG9Q01	88000085985	LAB	BES
2850	DESKTOP	DIMENSION L800CXE	GFG9Q01	35762837473	TECH	DO
2851	DESKTOP	DIMENSION L800CXE	1GG9Q01	3171568609	TECH	DO
2852	DESKTOP	DIMENSION L800CXE	GGG9Q01	35823303649	ST RM	EES
2853	DESKTOP	DIMENSION L800CXE	2GG9Q01	5348350945	LAB	BES
2854	DESKTOP	DIMENSION L800CXE	7FG9Q01	16171796449	LAB	BES
2857	DESKTOP	DIMENSION L800CXE	JGG9Q01	42353650657	TECH	DO

2858	DESKTOP	DIMENSION L800CXE	CGG9Q01	27116174305	P	PIO
2861	DESKTOP	DIMENSION L800CXE	7GG9Q01	16232262625	LAB	BES
2862	DESKTOP	DIMENSION L800CXE	3GG9Q01	7525133281	LAB	BES
2863	DESKTOP	DIMENSION L800CXE	8FG9Q01	18848578785	LAB	BES
2864	DESKTOP	DIMENSION L800CXE	9FG9Q01	20525361121	LAB	BES
2865	DESKTOP	DIMENSION L800CXE			ST RM	BES
2973	DESKTOP	DIMENSION 4400	DH45G11		P6	GMS
2994	DESKTOP	DIMENSION 4400			PES	PIO
3000	DESKTOP	DIMENSION 2100	6FQD811	14011973605	TECH	DO
3003	DESKTOP	SOLARIO	905C2H13138	CT6410	9	GHS
3030	DESKTOP				4	GMS
3031	DESKTOP	STRUT			LIB	BES
3032	DESKTOP				4	GMS
3033	DESKTOP				2	GMS
3034	DESKTOP	SOLARIO	97026-7-044C533		LAB	BES
3059	DESKTOP	DIMENSION 2300	8Z550021	19539206281	TECH	DO
3062	DESKTOP	DIMENSION 2350	DXZ1821	30352397833	KITN	GMS
3063	DESKTOP	DIMENSION 2350	GXZ1821	36882744841	KITN	BES
3064	DESKTOP	DIMENSION 2300	8XZ1821	19468486153	KITN	BES
3066	DESKTOP	DIMENSION 2400	6XZ1821	15114921481	KITN	GHS
3157	DESKTOP	GATEWAY	0007379780	LPMINI	TECH	DO
3158	DESKTOP	STRUT	000836355	LPMINI	10	GMS
3202	DESKTOP	VOSTRO 200	DFQ5YD1	29249110837	Library Office	GHS
3203	DESKTOP	VOSTRO 400	JD64VG1	42155229745	ROOM 8	GHS
3217	DESKTOP	STRUT			2	GMS
3218	DESKTOP	STRUT			P6	GMS
3315	DESKTOP	DIMENSION 2400	84G3Q31	17683171021	DAC	DAC
3316	DESKTOP	DIMENSION 2400	C4G3Q31	26390300365	DAC	DAC
3317	DESKTOP	DIMENSION 2400	9BG3Q31	20283216589	DAC	DAC
3318	DESKTOP	DIMENSION 2400	H3G3Q31	37213745869	DAC	DAC
3319	DESKTOP	DIMENSION 2400	HBG3Q31	3769745277	DAC	DAC
3322	DESKTOP	DIMENSION 2400	H9G3Q31	37576542925	DAC	DAC
3323	DESKTOP	DIMENSION 2400	C3G3Q31	26329834189	DAC	DAC
3324	DESKTOP	DIMENSION 2400	5BG3Q31	11576087245	DAC	DAC
3325	DESKTOP	DIMENSION 2400	14G3Q31	2445694669	DAC	DAC
3326	DESKTOP	DIMENSION 2400	2BG3Q31	7222522573	DAC	DAC
3327	DESKTOP	DIMENSION 2400	7BG3Q31	15929651917	DAC	DAC
3328	DESKTOP	DIMENSION 2400	G9G3Q31	35399760589	DAC	DAC

3329	DESKTOP	DIMENSION 2400	1BG3Q31	2868957901	DAC	DAC
3330	DESKTOP	DIMENSION 2400	34G3Q31	6799259341	DAC	DAC
3331	DESKTOP	DIMENSION 2400	4YLXT31	10799828605	DAC	DAC
3332	DESKTOP	DIMENSION 2400	BBG3Q31	24636781261	DAC	DAC
3333	DESKTOP	DIMENSION 2400	F4G3Q31	32920647373	DAC	DAC
3334	DESKTOP	DIMENSION 2400	D9G3Q31	28869413581	DAC	DAC
3335	DESKTOP	DIMENSION 2400	FBG3Q31	33343910605	DAC	DAC
3336	DESKTOP	DIMENSION 2400	64G3Q31	13329606349	DAC	DAC
3341	DESKTOP	DIMENSION 2400	HJK0541	38187756001	TECH	DO
3344	DESKTOP	DIMENSION 4600	17DMF41	2622926593	4	GMS
3346	DESKTOP	DIMENSION 2400	3V33Q41	8410011121	3	GHS
3356	DESKTOP	DIMENSION 2400	460MT41	9070990561	6	GMS
3357	DESKTOP	DIMENSION 2400	270MT41	4777892065	6	GMS
3358	DESKTOP	DIMENSION 2400	C50MT41	26424783073	6	GMS
3359	DESKTOP	DIMENSION 2400	280MT41	4838358241	6	GMS
3360	DESKTOP	DIMENSION 2400	470MT41	9131456737	6	GMS
3361	DESKTOP	DIMENSION 2400	F70MT41	33076062433	6	GMS
3362	DESKTOP	DIMENSION 2400	870MT41	17838586081	6	GMS
3363	DESKTOP	DIMENSION 2400	780MT41	15722269921	5	GMS
3364	DESKTOP	DIMENSION 2400	580MT41	11368705249	6	GMS
3365	DESKTOP	DIMENSION 2400	D60MT41	28662031585	6	GMS
3366	DESKTOP	DIMENSION 2400	H60MT41	37369160929	15	GHS
3367	DESKTOP	DIMENSION 2400	C8DMT41		13	BES
3368	DESKTOP	DIMENSION 2400	960MT41	19954902241	6	GMS
3369	DESKTOP	DIMENSION 2400	160MT41	2540643553	15	GHS
3370	DESKTOP	DIMENSION 2400	B80MT41	24429399265	15	GHS
3371	DESKTOP	DIMENSION 2400	980MT41	20075834593	13	BES
3372	DESKTOP	DIMENSION 2400	C70MT41	26545715425	15	GHS
3373	DESKTOP	DIMENSION 2400	J70MT41	41783191777	13	BES
3392	DESKTOP	DIMENSION 2400	G50MT41	35131912417	15	GHS
3393	DESKTOP	DIMENSION 2400	850MT41	17717653729	15	GHS
3394	DESKTOP	DIMENSION 2400	660MT41	1342455233	15	GHS
3400	DESKTOP	DIMENSION 2400	769QY41	15616647217	AG	GHS
3401	DESKTOP	DIMENSION 2400	569QY41	11263082545	7	GMS
3402	DESKTOP	DIMENSION 2400	469QY41	9086300209	5	GMS
3403	DESKTOP	DIMENSION 2400	869QY41	17793429553	1	GHS
3404	DESKTOP	DIMENSION 2400	269QY41	4732735537	4	GMS
3405	DESKTOP	DIMENSION 2400	6TVNZ41	14867399809	5	GHS

3406	DESKTOP	DIMENSION 2400	HSVNZ41	28751539329	11	GHS
3407	DESKTOP	DIMENSION 2400	869QY41	17793429553	13	GHS
3408	DESKTOP	DIMENSION 2400	9RVNZ41	21276814465	AG	GHS
3409	DESKTOP	DIMENSION 2400	1YVNZ41	4285819009	7	GHS
3410	DESKTOP	DIMENSION 2400	869QY41	17793429553	4	GHS
3411	DESKTOP	DIMENSION 2400	FSVNZ41	34397974657	MUSIC	BES
3412	DESKTOP	DIMENSION 2400	JVVNZ41	43286502529	11A	GHS
3413	DESKTOP	DIMENSION 2400	CTVNZ41	27928093825	12	GHS
3414	DESKTOP	DIMENSION 2400	BWVNZ41	25932710017	SHOP	GHS
3415	DESKTOP	DIMENSIN 2400	7WVNZ41	17225580673	3	GHS
3416	DESKTOP	DIMENSION 2400	869QY41	17793429553	AD	GHS
3417	DESKTOP	DIMENSION 2400	CXVNZ41	281669958529	12	GMS
3418	DESKTOP	DIMENSION 2400	2RVNZ41	6039338113	LIB	GHS
3419	DESKTOP	DIMENSION 2400	CVVNZ41	28049026177	10	GHS
3420	DESKTOP	DIMENSION 2400	HTVNZ41	38812005505	6	GHS
3421	DESKTOP	DIMENSION 2400	FTVNZ41	34458440833	TECH	DO
3422	DESKTOP	DIMENSION 2400	1ZVNZ41	4346285185	COUNS	GHS
3423	DESKTOP	DIMENSION 2400	4YVNZ41	10816166017	12	GHS
3424	DESKTOP	DIMENSION 2400	ITVNZ41	3983488129	2	GHS
3425	DESKTOP	DIMENSION 2400	GXVNZ41	36877087873	P3	GMS
3426	DESKTOP	DIMENSION 2400	4WVNZ41	10695233665	10	GMS
3427	DESKTOP	DIMENSION 2400	7ZVNZ41	17406979201	9	DO
3428	DESKTOP	DIMENSION 2400	IXVNZ41	4225352833	2	GMS
3429	DESKTOP	DIMENSION 2400	869QY41	17793429553	PE	GMS
3430	DESKTOP	DIMENSION 2400	4VVNZ41	10634767489	P6	GMS
3431	DESKTOP	DIMENSION 2400	CYVNZ41	28230424705	8	GMS
3432	DESKTOP	DIMENSION 2400	8RVNZ41	19100032129	P6	GMS
3433	DESKTOP	DIMENSION 2400	6RVNZ41	14746467457	LIB	GMS
3434	DESKTOP	DIMENSION 2400	9TVNZ41	21397746817	MUSIC	GHS
3435	DESKTOP	DIMENSION 2400	BSVNZ41	25690845313	3	GMS
3436	DESKTOP	DIMENSION 2400	20WNZ41	4408430977	P7	GMS
3437	DESKTOP	DIMENSION 2400	5ZVNZ41	13053414520	COUNS	GMS
3438	DESKTOP	DIMENSION 2400	GWVNZ41	36816621697	11	GMS
3440	DESKTOP	DIMENSION 2400	869QY41	17793429553	P4	GMS
3441	DESKTOP	DIMENSION 2400	JRVNZ41	43044637825	P8	GMS
3442	DESKTOP	DIMENSION 2400	869QY41	17793429553	LAB	GMS
3443	DESKTOP	DIMENSION 2400	4TVNZ41	10513835137	5	GMS
3444	DESKTOP	DIMENSION 2400	1VVNZ41	4104420481	12	GHS

3445	DESKTOP	DIMENSION 2400	GVVNZ41	3675615521	12	GHS
3446	DESKTOP	DIMENSION 2400	2SVNZ41	6099804289	12	GHS
3447	DESKTOP	DIMENSION 2400	5VVNZ41	12811549825	12	GHS
3448	DESKTOP	DIMENSION 2400	8SVNZ41	19160498305	12	GHS
3449	DESKTOP	DIMENSION 2400	9VVNZ41	21518679169	12	GHS
3450	DESKTOP	DIMENSION 2400	GZVNZ41	36998020225	5	GMS
3451	DESKTOP	DIMENSION 2400	PRVNZ41	29983943809	5	GMS
3452	DESKTOP	DIMENSION 2400	4SVNZ41	10453368961	12	GHS
3549	DESKTOP	STRUT	PII400MT	13616430020	AG	GHS
3555	DESKTOP	STRUT	13389300001	SE440BX-PII400-MT	TECH	DO
3583	DESKTOP	STRUT	0009191729	LPMINI	10	GMS
3585	DESKTOP	STRUT			P6	GMS
3587	DESKTOP	SOLARIO			TECH	DO
3588	DESKTOP	GATEWAY	18786765	E-4200	P6	GMS
3592	DESKTOP	GATEWAY	18786764	E-4200	P6	GMS
3604	DESKTOP	DIMENSION 3000	D69PS51	28677286837	9	GHS
3611	DESKTOP	DIMENSION 4600	2TS4L51	6154327045	8	GHS
3625	DESKTOP	DIMENSION 3000	9D5KV51	20386472869	PIO	PIO
3639	DESKTOP	DIMENSION 3000	9XS7T61	21638818473	DO	DO
3643	DESKTOP	DIMENSION 3000	HYXGT61	39117361321	OFFICE	GMS
3646	DESKTOP	DIMENSION 3000	3KBQV61	7759399753	1	GMS
3684	DESKTOP	STRUT			P4	GMS
4000	DESKTOP	DIMENSION 3000	FQWDR71	34278245101	AG	GHS
4001	DESKTOP	DIMENSION 3000	1RWDR71	3863758573	AG	GHS
4002	DESKTOP	DIMENSION 3000	CRWDR71	27808364269	AG	GHS
4003	DESKTOP	DIMENSION 3000	JQWDR71	42985374445	AG	GHS
4004	DESKTOP	DIMENSION 3000	9QWDR71	21217551085	AG	GHS
4005	DESKTOP	DIMENSION 3000	GQWDR71	36455027437	AG	GHS
4026	DESKTOP	DIMENSION 3100	7SZ3BB1	16989470461	LAB	GHS
4027	DESKTOP	DIMENSION 3100	4RZ3BB1	10398657277	LAB	GMS
4028	DESKTOP	DIMENSION 3100	DRZ3BB1	29989698301	LAB	GMS
4029	DESKTOP	DIMENSION 3100	JQZ3BB1	42989926141	LAB	GMS
4246	DESKTOP				4	GMS
4249	DESKTOP	STRUT			LIB	BES
4274	DESKTOP	DIMENSION 3000	6TFBT71	14839958413	1	GHS
4275	DESKTOP	DIMENSION 3000	GXFBT71	36849646477	1	GHS
4277	DESKTOP	DIMENSION 3000	JTFBT71	43138128781	1	GHS
4279	DESKTOP	DIMENSION 3000	CTFBT71	27900652429	1	GHS

4281	DESKTOP	DIMENSION 3000	FTFBT71	34430999437	1	GHS
4282	DESKTOP	DIMENSION 3000	HWFBT71	38965962637	1	GHS
4284	DESKTOP	DIMENSION 3000	BSFBT71	25663403917	1	GHS
4286	DESKTOP	DIMENSION 3000	3XFBT71	8551476109	1	GHS
4291	DESKTOP	DIMENSION 2400	HTFBT71	37884564109	1	GHS
4293	DESKTOP	DIMENSION 2400	3VFBT71	8430543757	1	GHS
4295	DESKTOP	DIMENSION 2400	5TFBT71	12663176077	1	GHS
4297	DESKTOP	DIMENSION 2400	7WF1BT71	17198139277	1	GHS
4299	DESKTOP	DIMENSION 2400	CWFBT71	28082050957	1	GHS
4301	DESKTOP	DIMENSION 2400	1TFBT71	3956046733	1	GHS
4303	DESKTOP	DIMENSION 2400	7SFBT71	16956274573	1	GHS
4305	DESKTOP	DIMENSION 2400	FWFBT71	34612397965	1	GHS
4307	DESKTOP	DIMENSION 3000	DSFBT71	30016968589	1	GHS
4309	DESKTOP	DIMENSION 3000	4SFBT71	10425927565	1	GHS
4311	DESKTOP	DIMENSION 3000	HSFBT71	38724097933	1	GHS
4313	DESKTOP	DIMENSION 3000	9TFBT71	21370305421	1	GHS
4315	DESKTOP	DIMENSION 3000	8SFBT71	19133056909	1	GHS
4317	DESKTOP	DIMENSION 3000	JSFBT71	43077662605	1	GHS
4319	DESKTOP	DIMENSION 3000	2SFBT71	6072362893	1	GHS
4321	DESKTOP	DIMENSION 3000	4TFBT71	10486393741	1	GHS
4323	DESKTOP	DIMENSION 4700	D0SRT71	28346497165	PRIN	GHS
4325	DESKTOP	STRUT			P6	GMS
4330	DESKTOP	DIMENSION 2400	7B5KV51	15911975845	LIB	GMS
4331	DESKTOP	DIMENSION 2400	C85KV51	26614488997	LIB	GMS
4332	DESKTOP	DIMENSION 2400	FB5KV51	33326234533	LIB	GMS
4333	DESKTOP	DIMENSION 2400	HB5KV51	37679799205	LIB	GMS
4334	DESKTOP	DIMENSION 2400	G95KV51	35382084517	LIB	GMS
4335	DESKTOP	DIMENSION 2400	295KV51	4907131813	LIB	GMS
4336	DESKTOP	DIMENSION 2400	C95KV51	26674955173	LIB	GMS
4337	DESKTOP	DIMENSION 2400	4C5KV51	9442095013	LIB	GMS
4338	DESKTOP	DIMENSION 2400	CB5KV51	26795887525	LIB	GMS
4339	DESKTOP	DIMENSION 2400	395KV51	7083914149	LIB	GMS
4344	DESKTOP	DIMENSION 3100	BSZ3BB1	25696599805	2	GHS
4346	DESKTOP	DIMENSION 3100	6QZ23BB1	14691755773	2	GHS
4348	DESKTOP	DIMENSION 3100	DYG4BB1	30381095485	1	GHS
4356	DESKTOP	DIMENSION 3100	8NGX2C1	18833397265	2	GHS
4365	DESKTOP	DIMENSION 5150	F4C6T91	32914072981	TECH	DO
4366	DESKTOP	DIMENSION 5150	76YF1B1	15658081885	OFFICE	GHS

4373	DESKTOP	DIMENSION 3100	B0H4BB1	23973360445	2	GHS
4375	DESKTOP	DIMENSION 3100	3ZG4BB1	8673738301	2	GHS
4377	DESKTOP	DIMENSION 3100	D0H4BB1	28326925117	2	GHS
4379	DESKTOP	DIMENSION 3100	4SZ3BB1	10459123453	2	GHS
4380	DESKTOP	DIMENSION 3100	GZG4BB1	36971908669	LAB	GMS
4381	DESKTOP	DIMENSION 3100	9ZG4BB1	21734432317	LAB	GMS
4383	DESKTOP	DIMENSION 3000	6SZ3BB1	14812688125	2	GHS
4385	DESKTOP	DIMENSION 3100	8QZ3BB1	19045320445	2	GHS
4387	DESKTOP	DIMENSION 3100	DQZ3BB1	29929232125	2	GHS
4389	DESKTOP	DIMENSION 3100	FRZ3BB1	34343262973	2	GHS
4390	DESKTOP	DIMENSION 3100	JSZ3BB1	43110858493	2	GHS
4392	DESKTOP	DIMENSION 3100	BQZ3BB1	25575667453	2	GHS
4394	DESKTOP	DIMENSION 3100	ITZ3BB1	3989242621	2	GHS
4395	DESKTOP	DIMENSION 3100	9RZBB1	21282568957	2	GHS
4397	DESKTOP	DIMENSION 3100	40H4BB1	8735884093	2	GHS
4403	DESKTOP	DIMENSION 3100	FYG4BB1	34734660157	2	GHS
4405	DESKTOP	DIMENSION 3100	GYG4BB1	36911442493	2	GHS
4406	DESKTOP	DIMENSION 3100	CRZ3BB1	27812915965	1	GHS
4407	DESKTOP	DIMENSION 3100	BRZ3BB1	25636133629	2	GHS
4409	DESKTOP	DIMENSION 3100	GSZ3BB1	36580511485	2	GHS
4411	DESKTOP	DIMENSION 3100	21H4BB1	4442785597	2	GHS
4415	DESKTOP	DIMENSION 3100	9SZ3BB1	21343035133	2	GHS
4417	DESKTOP	DIMENSION 3100	9YG4BB1	21673966141	LAB	GMS
4419	DESKTOP	DIMENSION 3100	H0H4BB1	37034054461	LAB	GMS
4420	DESKTOP	DIMENSION 3100	6ZG4BB1	15204085309	LAB	GMS
4421	DESKTOP	DIMENSION 3100	60H4BB1	6559101751	LAB	GHS
4422	DESKTOP	DIMENSION 2400	FOH4BB1	32680489789	LAB	GMS
4423	DESKTOP	DIMENSION 3100	1RZ3BB1	3868310269	LAB	GHS
4490	DESKTOP	DIMENSION 3100	6LJX7B1	14363945533	DO	DO
4497	DESKTOP	XPS 600	28JJ9B1	4870105309	TECH	DO
4499	DESKTOP	DIMENSION 3100	3XG6NB1	8552914813	OFFICE	EES
4509	DESKTOP	DIMENSION E520	G32SZC1	35014627297	AG	GHS
4510	DESKTOP	DIMENSION 3520	C32SZC1	26307497953	AG	GHS
4531	DESKTOP	DIMENSION 9200	3FRM4C1	7483721329	OFFICE	GMS
4551	DESKTOP	DIMENSION 3520	H32SZC1	3719409633	AG	GHS
4557	DESKTOP	DIMENSION 3520	H22SZC1	37130943457	AG	GHS
4558	DESKTOP	DIMENSION 3520	8R1M4D1	19049557141	AG	GHS
4559	DESKTOP	DIMENSION 3520	5R1M4D1	12519210133	AG	GHS

4571	DESKTOP	DIMENSION 3100	90H4BB1	19619795773	LAB	GHS
4572	DESKTOP	DIMENSION 3100	CQZ3BB1	27752449789	LAB	GHS
4573	DESKTOP	DIMENSION 3100	5RZ3BB1	12575439613	LAB	GHS
4574	DESKTOP	DIMENSION 3100	11H4BB1	2066003261	LAB	GMS
4575	DESKTOP	DIMENSION 3100	5ZG4BB1	13027302973	LAB	GMS
4576	DESKTOP	DIMENSION 3100	HYG4BB1	39088224829	LAB	GMS
4577	DESKTOP	DIMENSION 3100	J0H4BB1	41387619133	LAB	GMS
4578	DESKTOP	DIMENSION 3100	HSZ3BB1	38757293821	LAB	GMS
4579	DESKTOP	DIMENSION 3100	80H4BB1	17443013437	LAB	GMS
4580	DESKTOP	DIMENSION 3100	3RZ3BB1	82218774941	LAB	GMS
4581	DESKTOP	DIMENSION 3100	20H4BB1	4382319421	LAB	GHS
4582	DESKTOP	DIMENSION 3100	JZG4BB1	43502255677	LAB	GMS
4587	DESKTOP	DIMENSION 3520	D32SZC1	28484280289	AG	GHS
4588	DESKTOP	DIMENSION 3520	J32SZC1	41544974305	AG	GHS
4589	DESKTOP	DIMENSION 3520	242SZC1	4600140769	AG	GHS
4590	DESKTOP	DIMENSION 3520	F32SZC1	32837844961	AG	GHS
4611	DESKTOP	OPTIPLEX 745	5K1BRD1	12095463493	AG	GHS
4612	DESKTOP	OPTIPLEX 745	1K1BRD1	3388334149	AG	GHS
4613	DESKTOP	OPTIPLEX 745	7K1BRD1	16449028165	AG	GHS
4614	DESKTOP	OPTIPLEX 745	6K1BRD1	14272245829	AG	GHS
4671	DESKTOP	OPTIPLEX 745	JCVY6D1	42138121141	11A	GHS
4672	DESKTOP	OPTIPLEX 745	9DVY6D1	20430763957	11A	GHS
4673	DESKTOP	OPTIPLEX 745	5DVY6D1	11723634613	11A	GHS
4674	DESKTOP	OPTIPLEX 745	GCVY6D1	35607774133	11A	GHS
4675	DESKTOP	OPTIPLEX 745	3DVY6D1	73700069941	11A	GHS
4676	DESKTOP	OPTIPLEX 745	4CVY6D1	9486386101	11A	GHS
4677	DESKTOP	OPTIPLEX 745	8DVY6D1	18253981621	11A	GHS
4678	DESKTOP	OPTIPLEX 745	DCVY6D1	29077427125	11A	GHS
4679	DESKTOP	OPTIPLEX 745	6CVY6D1	13839950773	11A	GHS
4680	DESKTOP	OPTIPLEX 745	8CVY6D1	18193515445	11A	GHS
4691	DESKTOP	OPTIPLEX 320	9NMH7D1	21019517317	LIB	GHS
4692	DESKTOP	OPTIPLEX 320	JNMH7D1	42787340677	LIB	GHS
4693	DESKTOP	OPTIPLEX 320	JPMH7D1	42908273029	LIB	GHS
4694	DESKTOP	OPTIPLEX 320	8QMH7D1	19024133509	LIB	GHS
4695	DESKTOP	OPTIPLEX 320	FPMH7D1	34201143685	LIB	GHS
4696	DESKTOP	OPTIPLEX 320	5VMH7D1	12312387973	LIB	GHS
4697	DESKTOP	OPTIPLEX 320	59MH7D1	11465861509	LIB	GHS
4698	DESKTOP	OPTIPLEX 320	2PMH7D1	5902973317	LIB	GHS

4699	DESKTOP	OPTIPLEX 320	3QMH7D1	8140221829	LIB	GHS
4700	DESKTOP	OPTIPLEX 320	DNMH7D1	29726646661	LIB	GHS
4701	DESKTOP	OPTIPLEX 320	6PMH7D1	146101026661	LIB	GHS
4702	DESKTOP	OPTIPLEX 320	BPMH7D1	25494014341	LIB	GHS
4739	DESKTOP	VOSTRO 400	JB64VG1	42034297393	ROOM 8	GHS
4775	DESKTOP	VOSTRO 400	JF64VG1	42276162097	LAB	GMS
4929	DESKTOP	VOSTRO 400	GNPNTG1	36262341073	ROOM 9	GHS
4951	DESKTOP	VOSTRO 400	FB64VG1	33327168049	ROOM 12	GHS
4961	DESKTOP	VOSTRO 400	3C64VG1	7266246193	AD OFFICE	GHS
4962	DESKTOP	VOSTRO 400	6G64VG1	14038457905	COUNSELOR	GHS
4963	DESKTOP	VOSTRO 400	4G64VG1	9684893233	ROOM 7	GHS
4964	DESKTOP	VOSTRO 400	5G64VG1	11861675569	ROOM 1	GHS
4965	DESKTOP	VOSTRO 400	4F64VG1	9624427057	ROOM 2	GHS
4966	DESKTOP	VOSTRO 400	5F64VG1	11801209393	ROOM 6	GHS
4967	DESKTOP	VOSTRO 400	1F64VG1	3094080049	ROOM 5	GHS
4968	DESKTOP	VOSTRO 400	2G64VG1	5331328561	ROOM 3	GHS
4969	DESKTOP	VOSTRO 400	BF64VG1	24861903409	ROOM 4	GHS
4970	DESKTOP	VOSTRO 400	4D64VG1	9503494705	MUSIC	GHS
4971	DESKTOP	VOSTRO 400	6D64VG1	13857059377	GYM OFFICE	GHS
4995	DESKTOP	VOSTRO 400	9D64VG1	20387406385	CUSTODIAN	GHS
4996	DESKTOP	VOSTRO 400	CC64VG1	26857287217	ROOM 9A	GHS
4997	DESKTOP	VOSTRO 400	JC64VG1	42094763569	STAFF ROOM	GHS
4952	DESKTOP	VOSTRO 400	GB64VG1	35503950385	ROOM 17	GHS
4948	DESKTOP	VOSTRO 400	1C64VG1	2912681521	ROOM 14	GHS
4950	DESKTOP	VOSTRO 400	7D64VG1	16033841713	ROOM 18	GHS
4946	DESKTOP	VOSTRO 400	8C64VG1	18150157873	ROOM 11	GHS
4949	DESKTOP	VOSTRO 400	2C64VG1	5089463857	ROOM 16	GHS
4947	DESKTOP	VOSTRO 400	4C64VG1	9443028529	ROOM 13	GHS
4944	DESKTOP	VOSTRO 400	DB64VG1	28973603377	ROOM 9	GHS
4945	DESKTOP	VOSTRO 400	HB64VG1	37680732721	ROOM 10	GHS
4776	DESKTOP	VOSTRO 400	GF64VG1	35745815089	PIONEER	PIO
4981	DESKTOP	VOSTRO 400	9F64VG1	20508338737	LIBRARY	BES
4983	DESKTOP	VOSTRO 400	1G64VG1	3154546225	LIBRARY	BES
4982	DESKTOP	VOSTRO 400	2F64VG1	5270862385	LIBRARY	BES
4954	DESKTOP	VOSTRO 400	6NPNTG1	14494517713	MOD A	BES
4993	DESKTOP	VOSTRO 400	BC64VG1	24680504881	ROOM 1	EES
4986	DESKTOP	VOSTRO 400	DPPNTG1	29852926417	ROOM 8	EES
4980	DESKTOP	VOSTRO 400	8F64VG1	18331556401	ROOM 6	EES

4959	DESKTOP	VOSTRO 400	DNPNTG1	29731994065	ROOM 1	BES
4960	DESKTOP	VOSTRO 400	5PPNTG1	12438667729	ROOM 3	BES
4740	DESKTOP	VOSTRO 400	7F64VG1	16154774065	PE OFFICE	BES
4975	DESKTOP	VOSTRO 400	3G64VG1	7508110897	MUSIC	BES
4923	DESKTOP	VOSTRO 400	HC64VG1	37741198897	ROOM 8	GMS
4780	DESKTOP	VOSTRO 400	1D64VG1	2973147697	LIBRARY	GMS
4781	DESKTOP	VOSTRO 400	HF64VG1	37925597425	COUNSELOR	GMS
4930	DESKTOP	VOSTRO 400	GD64VG1	35624882737	ROOM 5	GMS
4927	DESKTOP	VOSTRO 400	3PPNTG1	8085103057	ROOM 7	GMS
4974	DESKTOP	VOSTRO 400	3D64VG1	7326712369	ROOM 8	BES
4973	DESKTOP	VOSTRO 400	FNPNTG1	34085558737	ROOM 6	BES
4957	DESKTOP	VOSTRO 400	5NPNTG1	12317735377	ROOM 5	BES
4958	DESKTOP	VOSTRO 400	1PPNTG1	3731538385	ROOM 7	BES
3072	DESKTOP	OPTIPLEX	3GW4PH1	7551773173	DISTRICT OFFICE	DO
4622	DIG CAMERA	SONY CYBER SHOT	9200374	DSC-P73	10	GMS
3339	DIGITAL CAMERA	SONY MAVICA	366460	MVC-CD 500	DAC	DAC
3606	DIGITAL CAMERA	SONY	9002076	P73	16	GHS
4241	DIGITAL CAMERA	CANON	342052002702	ZR300		GHS
4628	DIGITAL CAMERA	POWERSHOT A560	4922165845	PC1229	TECH	DO
4353	DIGITAL PRESENTER	ELMO	413980	EV-2000AF		BES
4354	DIGITAL PRESENTER	ELMO	413835	EV-2000AF		
4355	DIGITAL PRESENTER	ELMO	414117	EV-2000AF		
4524	DOCUMENT PRESENTER	LUMENS PS400	51000005020352	PS400		
4769	CAMERA	ELMO	10676	TT-025	ROOM 9	GMS
3042	FIREWALL	PIX 520	18029580	PIX 520	TECH	GMS
2339	HUB	INTEL 10/100 STACKABLE	A05930472		2	GMS
4031	HUB	ASANTE NETSTACKER BASE	634R0411	NS-BASE	TECH	DO
4609	HUB	NETGEAR	EN16168877	EN116	11A	GHS
3652	INFOCUS	X2	AMMC44502989	X2	DAC	DAC
3665	INFOCUS	IN2102EP		W2100	ROOM 1	GHS
2177	LAPTOP	LATITUDE CPT	Z5THS	0001421C-12800-87L-2386	TECH	DO
2217	LAPTOP	DELL LATITUDE CPi	ZJL1F	0001421C-12800-8B8-0656	G20	GMS
2507	LAPTOP	DELL LATITUDE CPT S	7GXIP	12547249	G28	GMS

2511	LAPTOP	LATITUDE CPT	NFBNC01	20517598081	1	GMS
2515	LAPTOP	LATITUDE C600/C500	H1YMP01	37123931665	13	GHS
2835	LAPTOP	LATITUDE	J8S9Q01	41890076641	8	BES
2836	LAPTOP	LATITUDE C500	85S9Q01	17764072417	3	GMS
2845	LAPTOP	LATITUDE C600/C500	26S9Q01	4763844577	P7	GMS
2867	LAPTOP	LATITUDE	C5S9Q01	26471201761	AG	GHS
2872	LAPTOP	LATITUDE C500	5659Q01	11294191585	PE	BES
2875	LAPTOP	LATITUDE C66/C500	J5SPQ01	41708678113	15	GHS
2877	LAPTOP	LATITUDE	75S9Q01	15587290081	16	GHS
2878	LAPTOP	LATITUDE C600/C500	25S9Q01	4703378401	1	GHS
2921	LAPTOP	LATITUDE C500	25PMZ11	4698915013	TECH	DO
2963	LAPTOP	LATITUDE D505	3MTXX51	7910894341	TECH	DO
2976	LAPTOP	INSPIRON 2600	5TM5K11	12674641573	KITN	EES
3053	LAPTOP	INSPIRON 2600	622MR11	13186047061	8	GHS
3054	LAPTOP	INSPIRON 2600	J12MR11	41423751253	LIB	GMS
3058	LAPTOP	LATITUDE C640	8K54X11	18632211013	10	GHS
3060	LAPTOP	INSPIRON 2600	8R7XZ11	19060187797	LIB	GHS
3068	LAPTOP	INSPIRON 2650	B2WMF21	24120333001	COUNS	GHS
3069	LAPTOP	INSPIRON 2650	82WMG21	17589985993	MAAPS	BES
3087	LAPTOP	INSPIRON 2650	62WMG21	13236421321	P5	GMS
3093	LAPTOP	LATITUDE D500	184FT21	2667967705	TOSA	DO
3222	LAPTOP	LATITUDE D800	3Z1WF31	8649855325	4A	GMS
3224	LAPTOP	LATITUDE D500	JX3CF31	43359866461	DAC	DAC
3276	LAPTOP	DELL LATITUDE CPx J	8SPFH01	19150023889	G2	GMS
3278	LAPTOP	DELL LATITUDE CPx J	H4ZFH01	37306672849	G4	GMS
3279	LAPTOP	DELL LATITUDE CPx J	B0LFH01	23980599505	G5	GMS
3280	LAPTOP	DELL LATITUDE CPx J	41KFB01	8801901937	G6	GMS
3281	LAPTOP	DELL LATITUDE CPx J	DSFCH01	30016999441	G7	GMS
3282	LAPTOP	DELL LATITUDE CPx J	9BWBG01	23010450625	G8	GMS
3283	LAPTOP	DELL LATITUDE CPx J	JRXCH01	43047460369	G9	GMS
3284	LAPTOP	DELL LATITUDE CPx J	H1VMC01	37118875969	G10	GMS
3285	LAPTOP	DELL LATITUDE CPx J	9Y0GH01	21647659537	G11	GMS
3286	LAPTOP	DELL LATITUDE CPx J	8J88F01	18576945649	G12	GMS
3287	LAPTOP	DELL LATITUDE CPx J	DBCGH01	28984222225	G3	GMS
3288	LAPTOP	DELL LATITUDE CPx J	J7LDB01	41818020337	G14	GMS
3289	LAPTOP	DELL LATITUDE CPx J	CDDGH01	26930051857	G15	GMS
3290	LAPTOP	DELL LATITUDE CPx J	62VMC01	13234736449	G16	GMS
3292	LAPTOP	DELL LATITUDE CPx H			G18	GMS

3293	LAPTOP	DELL LATITUDE CPx J	2RCGH01	6007075345	G19	GMS
3295	LAPTOP	DELL LATITUDE CPx J	4RCGH01	10360640017	G21	GMS
3299	LAPTOP	DELL LATITUDE CPx J	48LCH01	9226712593	G25	GMS
3345	LAPTOP	LATITUDE D510	JLFMG41	42654895633	PE	GMS
3347	LAPTOP	INSPIRON 5150	5C8PT41	11624146849	DO	DO
3351	LAPTOP	INSPIRON 600M	4FG6W41	9641317393	TECH	DO
3352	LAPTOP	INSPIRON 600M	HFG6W41	37919487761	MIGRANT	DO
3353	LAPTOP	INSPIRON 600M	CHG6W41	27176508433	TECH	DO
3453	LAPTOP	INSPIRON 2650	6R6S321	14704668793	TECH	DO
3638	LAPTOP	LATITUDE D600	C043T61	26128284265	DO	DO
3659	LAPTOP	INSPIRON 8600	HPL1W61	38552314393	DAC	DAC
3664	LAPTOP	LATITUDE E6400	90HMGH1	19620642277	DO FS	DO
4006	LAPTOP	LATITUDE D510	1VGYS71	4079730493	5	GHS
4007	LAPTOP	LATITUDE D510	DTGYS71	30080186173	9	GHS
4008	LAPTOP	LATITUDE D510	GTGYS71	36610533181	4	GHS
4009	LAPTOP	LATITUDE D510	9VGYS71	21493989181	8	GMS
4206	LAPTOP	LATITUDE D510	F162V71	32722412652	6	BES
4207	LAPTOP	LATITUDE D510	2Q52V71	5934217069	B	BES
4208	LAPTOP	LATITUDE D510	GR52V71	36469635949	A	BES
4209	LAPTOP	LATITUDE D510	7P52V71	16757662573	B	BES
4210	LAPTOP	LATITUDE D510	4S52N71	10408714093	11	BES
4211	LAPTOP	LATITUDE D510	5N52V71	12283165549	3	BES
4213	LAPTOP	LATITUDE D510	4262v71	8838273133	8	BES
4214	LAPTOP	LATITUDE D510	CN52V71	27520641901	4	BES
4220	LAPTOP	LATITUDE D510	GP52V71	36348703597	4	BES
4221	LAPTOP	LATITUDE D510	GQ52V71	36409169773	1	BES
4222	LAPTOP	LATITUDE D510	9S52V71	21292625773	3	BES
4223	LAPTOP	LATITUDE D510	1P52V71	3696968557	7	BES
4224	LAPTOP	LATITUDE D510	1T52V71	3938833261	LIB	BES
4225	LAPTOP	LATITUDE D510	5P52V71	12404097901	COUNS	BES
4226	LAPTOP	LATITUDE D510	DT52V71	30060221293	OFFICE	BES
4227	LAPTOP	LATITUDE D510	9262Y71	19722184813	1	EES
4228	LAPTOP	LATITUDE D510	5062V71	10894123117	TECH	BES
4229	LAPTOP	LATITUDE D510	D062V71	28308381805	6	EES
4230	LAPTOP	LATITUDE D510	9R52V71	21232159597	4	EES
4231	LAPTOP	DELL LATITUDE CPx H	8ADNL	13921185	G1	GMS
4233	LAPTOP	DELL LATITUDE CPx H	4UKFC		G24	GMS
4234	LAPTOP	DELL LATITUDE CPx J	FKGFH01	33888654289	G22	GMS

4244	LAPTOP	DELL LATITUDE CPx J	1ZKDB01	4327311601	G3	GMS
4327	LAPTOP	LATITUDE D510	HM52V71	38344087405	7	EES
4328	LAPTOP	LATITUDE D510	1V52V71	4059765613	D	BES
4329	LAPTOP	LATITUDE D510	2162V71	4424242285	2	EES
4359	LAPTOP	LATITUDE D620	DR2VGC1	29935583857	DO	DO
4361	LAPTOP	LATITUDE D510	6F3H581	13973555233	KITCHEN	EES
4363	LAPTOP	LATITUDE 110L	J26P391	41491045045	6	GMS
4368	LAPTOP	INSPIRON 640M	IYHP2BI	4262355181	PRIN	GMS
4372	LAPTOP	INSPIRON 600M	DJG6W41	29474223121	11	GHS
4483	LAPTOP	INSPIRON 640M	6PDSB1	14595500557	PRIN	GHS
4512	LAPTOP	INSPIRON 6400	FSQZSB1	34390127629	SUPER	DO
4549	LAPTOP	LATITUDE D520	392B7D1	7078424581	LIB	GMS
4550	LAPTOP	LATITUDE D630	GS1W6D1	36524751157	TECH	DO
4552	LAPTOP	LATITUDE D630	6FL74D1	14003290837	15	GHS
4553	LAPTOP	LATITUDE D630	CFL74D1	27063984853	1	GMS
4554	LAPTOP	LATITUDE D630	FFL74D1	33594331861	13	BES
4555	LAPTOP	LATITUDE D630	8FL74D1	18356855509	14	GHS
4556	LAPTOP	LATITUDE D630	BFL74D1	24887202517	6	GMS
4586	LAPTOP	LATITUDE D520	655SCSC1	14801372785	SPED	BES
4596	LAPTOP	LATITUDE D830	5HRY6D1	11958780853	TECH	GMS
4623	LAPTOP	LATITUDE D360	JDR4JD1	42190486021	VP	GHS
4624	LAPTOP	LATITUDE D360	BFR4JD1	24897159685	OFFICE	GHS
4630	LAPTOP	DELL VOSTRO 1500	8C29TF1	18143670061	MIG	GMS
2811	LCD PROJECTOR	INFOCUS	3GW02700135	LP400	LAB	GMS
4271	LCD PROJECTOR	INFOCUS	AMMC52001293	X2	TECH	DO
4489	LCD PROJECTOR	INFOCUS	ARKC62205212	W240	2	GMS
4768	LCD PROJECTOR	INFOCUS	AULC73302061	w240	ROOM 9	GMS
3014	P.S.C	LEXMARK X73	7080916956	4402-001	TECH	DO
3174	P.S.C	HP PSC 1350	MY39MBD18H	Q35OOA	P3	GMS
4357	PRESENTER	ELMO	413919	EV-2000AF	7	EES
1329	PRINTER	HP LJ 4ML	USBB062971		COUNS	GHS
1944	PRINTER	HP LJ SERIES II	271BJ15508	HP33440A	MUSIC	GHS
2156	PRINTER	EPSON	AAA1E58596	P954A	TECH	DO
2251	PRINTER	HP DJ 697C	CN89J1115B	C4562C	TECH	DO
2303	PRINTER	HP LJ 4000N	USEK094550	C4120A	1	GHS
2380	PRINTER	HP LJ 4000N	USEK094883		OFFICE	GHS
2500	PRINTER	BUSINESS INKJET 2200	SG06E110C3	C2689A	TECH	DO
2518	PRINTER	HP LJ 2200N	USBGF13865	C7063A	OFFICE	EES

2621	PRINTER	HP LJ5000	USC103845A	C4110A	11A	GHS
2624	PRINTER	HP DJ842C	CN03B1R2MT	C6414B	3	GHS
2625	PRINTER	LEXMARK Z22	1250266183	Z22	3	GMS
2714	PRINTER	HP DJ 842C	CN07Q1N2F6	C6414B	MUSIC	GHS
2765	PRINTER	ADP LASERSTATION 12	D69491387	2010712	5	GHS
2778	PRINTER	HP DJ	TH03N16C82	612	KITN	BES
2823	PRINTER	HP LJ 4050N	USQX048217		2	GMS
2830	PRINTER	ADP LASERSTATION 12	D59242702	HL-1260	TECH	DO
2946	PRINTER	HP DJ 990 Cse	MY0BI1D00Z	C6455B	TECH	DO
3013	PRINTER	CANON		BJC-1000	KITN	BES
3090	PRINTER	HP LJ 2200N	JPGGR23843	C7061A	LIB	GMS
3091	PRINTER	HP LJ 2200N	JPGGR23842	C7061A	LIB	GHS
3159	PRINTER	CANON S520	FBCC48650		LIB	GMS
3206	PRINTER	HP PHOTSMART 7550	CN2BU4208R		2	GMS
3213	PRINTER	HP LJ 5SI	JGN18658	5SI	AG	GHS
3301	PRINTER	HP DJ 3820			7	GMS
3337	PRINTER	HP COLOR LJ 2500N	CNGHC21429	C9707A	DAC	DAC
3338	PRINTER	HP COLOR LJ 2500N	CNEAC30591	C9707A	DAC	DAC
3342	PRINTER	LJ 2300N	CNBF74917	Q2473A	TECH	DO
3348	PRINTER	HP COLOR INJET CP1700	SG3CF5140Y	C8108A	13	BES
3396	PRINTER	HP LJ 1300N	CNCB173327		LAB	GMS
3398	PRINTER	HP LASERJET 1300N	LJ1300N	CNCB173307	6	GMS
3538	PRINTER	HP COLOR LJ 2500N	CNGGC102295		OFFICE	GHS
3542	PRINTER	HP LJ 5000	JPB3077836	5000	AG	GHS
3613	PRINTER	HP PHOTSMART 7760	Q3015A	MY45I2K1VV	13	GHS
3631	PRINTER	PSC 1350	MY3B3BG1V3	Q3500A	TECH	DO
3655	PRINTER	HP DJ 6540	SG4BK11028		PRIN	GHS
4189	PRINTER	HP PSC	MY52SD40Y2	1610	8	GMS
4201	PRINTER	PSC 1610	MY52SD408G	SDG0B-0401-01	5	GHS
4217	PRINTER	HP LASERJET P2015DN	CNB9M10935	CB368A	LIB	GHS
4218	PRINTER	HP LASERJET P2015DN	CNB9M10927	CB368A	LIB	GMS
4219	PRINTER	HP DESKJET 110PLUS	MY72GD807B	C7796D	SHOP	GHS
4369	PRINTER	HP LJ 1320N	CNHC6570PM		5928A	GMS
4370	PRINTER	PHASER 8550 DT	WY147056	8550		
4493	PRINTER	HP LJ 1022N	CNBK205400	Q5913A	OFFICE	BES
4494	PRINTER	HP LJ 1022N	CNBK205137	Q5913A	2	GHS
4495	PRINTER	HP LJ 1022N	CNBK205397	Q5913A	2	GHS
4532	PRINTER	PSC1610	MY62FC10ZZ	Q5584L	TECH	DO

4533	PRINTER	DJ6122	MY28T1C1QQ	C8954B	TECH	DO
4534	PRINTER	LJ1012	CNFB629470	Q2461A	TECH	DO
4536	PRINTER	HP PSC 1350	MY36H1C16Y	Q3500A	LIB	GMS
4546	PRINTER	HP LJ 5650	MY718041V6		OFFICE	GHS
4547	PRINTER	HP DJ 5650	MY71804105		OFFICE	GHS
4548	PRINTER	HP DJ 5650	MY718041NW		OFFICE	GHS
4560	PRINTER	HP LJ 1022N	CNBK107384		LAB	GMS
4585	PRINTER	PHASER 8550 DT	WYP340013	COLOR LASER	PRIN	GMS
405	PROJECTOR	INFOCUS	ARKC61906483	W240	11	GMS
2370	PROJECTOR	INFOCUS	3GW93100313	LP400	P4	GMS
3094	PROJECTOR	INFOCUS	AALN31790148	LP500	P6	GMS
3095	PROJECTOR	INFOCUS	AALN31790245	LP500	LIB	BES
3502	PROJECTOR	INFOCUS	AMYC43501078	C110	TECH	DO
3503	PROJECTOR	INFOCUS	AMYC43501246	C110		
3610	PROJECTOR	INFOCUS	AJWN42200309	LP820	13	GHS
3634	PROJECTOR	INFOCUS	ANDC43403040	X1A	8	GHS
3635	PROJECTOR	INFOCUS	ANDC43403507	X1A	8	GHS
3636	PROJECTOR	INFOCUS	A9DC43402393	X1A	TECH	DO
3663	PROJECTOR	INFOCUS	3GW9500626	LP400	AH OF	BES
4010	PROJECTOR	INFOCUS	AMMC51604345	X2	9	GHS
4011	PROJECTOR	INFOCUS	AMMC51604343	X2	MUSIC	BES
4012	PROJECTOR	INFOCUS	AMMC51604302	X2	4	GHS
4014	PROJECTOR	INFOCUS	AMMC51604351	X2	6	GHS
4024	PROJECTOR	INFOCUS	ARKC61906482	W240	PE	GMS
4250	PROJECTOR	INFOCUS	AMMC52001124	X2	2	EES
4251	PROJECTOR	INFOCUS	AMMC52001294	X2	13	BES
4252	PROJECTOR	INFOCUS	AMMC52001270	X2	1	EES
4253	PROJECTOR	INFOCUS	AMMC52001269	X2	8	BES
4254	PROJECTOR	INFOCUS	AMMC52001265	X2	11	BES
4255	PROJECTOR	INFOCUS	AMMC52001118	X2	TECH	DO
4255	PROJECTOR	INFOCUS	AMMC52001118	X2	14	GHS
4256	PROJECTOR	INFOCUS	AMMC52001264	X2	4	EES
4257	PROJECTOR	INFOCUS	AMMC52001113	X2	3	EES
4258	PROJECTOR	INFOCUS	AMMC52001266	X2	3	BES
4259	PROJECTOR	INFOCUS	AMMC52001295	X2	OFFICE	BES
4260	PROJECTOR	INFOCUS	AMMC52001096	X2	C	BES
4261	PROJECTOR	INFOCUS	AMMC52001276	X2	1	BES
4262	PROJECTOR	INFOCUS	AMMC52001275	X2	6	BES

4263	PROJECTOR	INFOCUS	AMMC52001236	X2		3	GMS
4264	PROJECTOR	INFOCUS	AMMC52001277	X2			
4265	PROJECTOR	INFOCUS	AMMC52001130	X2		LIB	BES
4266	PROJECTOR	INFOCUS	AMMC52001194	X2		7	BES
4267	PROJECTOR	INFOCUS	AMMC52001282	X2		2	BES
4268	PROJECTOR	INFOCUS	AMMC52001101	X2		4	BES
4269	PROJECTOR	INFOCUS	AMMC52001281	X2		A	BES
4270	PROJECTOR	INFOCUS	AMMC52001271	X2		3	EES
4271	PROJECTOR	INFOCUS	AMMC52001293	X2		6	EES
4272	PROJECTOR	INFOCUS	AMMC52001283	X2		5	BES
4288	PROJECTOR	ELMO	413396	EV-2000AF		5	GMS
4481	PROJECTOR	ELMO	51000005020352	PS400		LIB	GMS
4482	PROJECTOR	LUMENS PS400	PS0602428	PS400		3	GHS
4484	PROJECTOR	INFOCUS	ARKC62205196	W240		LIB	GMS
4486	PROJECTOR	INFOCUS	ARKC61900187	W240		P7	GMS
4487	PROJECTOR	INFOCUS	ARKC62205179	W240		16	GHS
4491	PROJECTOR	INFOCUS	ARKC52005181	W240		AD	GHS
4492	PROJECTOR	INFOCUS	ARKC62205197	W240		P5	GMS
4516	PROJECTOR	LUMENS PS400	PS0602463	PS400		11	BES
4517	PROJECTOR	ELMO	PS0602468	PS400		P5	GMS
4518	PROJECTOR	INFOCUS	ARKC62107998	W240		TECH	DO
4519	PROJECTOR	LUMENS PS400	PS0602415	PS400		8	GMS
4520	PROJECTOR	LUMENS PS400	PS0602464	PS400		11	GMS
4521	PROJECTOR	LUMENS PS400	PS0602466	PS400		TECH	DO
4522	PROJECTOR	INFOCUS	ARKC61900360	W240			BES
4523	PROJECTOR	INFOCUS	ARKC61900359	W240		AG	GHS
4526	PROJECTOR	LUMENS PS400	PS0602411	PS400		16	GHS
4527	PROJECTOR	LUMENS PS400	PS0602417	PS400		10	GMS
4528	PROJECTOR	LUMENS PS400	PS0602412	PS400		8	GHS
4529	PROJECTOR	LUMENS PS400	PS0602414	PS400		AD	GHS
4625	PROJECTOR	LCD	2955	LVP-X120A		1	GHS
4627	PROJECTOR	LUMENS PS400	PS0602569	PS400		P7	GMS
4020	PSC	HP PSC 1610	MY533D32BH	Q5584A		2	EES
3321	RACK					TECH	GMS
4535	SCREEN	8 X 10				CAFÉ	GMS
2064	SERVER	POWER COMPUTING	1447386	604/180/NT		TECH	DO
2672	SERVER	COMPAQ	D025DKF1K139	PROLIANT ML370			EES
2758	SERVER	PROLIANT ML370	D0240KF1K714			TECH	DO

2759	SERVER	POWEREDGE 2300	2MU2U	SMM	TECH	DO
2760	SERVER	PROLIANT ML370	D025DKFL172		TECH	DO
2761	SERVER	HP PROLIANT ML330	6J0CFHK1D01J		TECH	DO
2998	SERVER	DELL POWEREDGE 2300	2NU2L	SMM	TECH	DO
3044	SERVER	COMPAQ ML370	6J17FSJ1T01F		TECH	DO
3227	SERVER	HP PROLIANT DL380	D339LDN1H258		TECH	DO
3310	SERVER	HP PROLIANT DL380	D339LDN1H476		TECH	DO
3311	SERVER	HP PROLIANT DL360	6J34KYD3G02C		TECH	DO
3312	SERVER	HP PROLIANT DL360	6J34KYD3E08D		TECH	DO
3313	SERVER	HP PROLIANT DL360	6J34KYD3E05D		TECH	DO
3314	SERVER	COMPAQ PROLIANT ML370	D025DKF1K116		TECH	DO
3505	SERVER	HP PROLIANT	311523-001		OFFICE	GHS
4215	SERVER	HP PROLIANT DL360	USE527A1CC	367007-405	TECH	DO
4615	SERVER	PROLIANT DL320 G5P	MX2810002Y	445435-005	SER-RM	GMS
4340	SMARTBOARD		SB580P-025519		D	BES
4342	SMARTBOARD		SB580-025651			
4343	SMARTBOARD		SB580P-025583			
2074	SWITCH	BAYSTACK 303	112997AL2001E04		LAB	BES
2984	SWITCH	NORTEL BUS POL 2000	00E07BF16820	SSGDFN00T5	P6	GMS
2989	SWITCH	NORTEL BUS POL 2000	SSGDFN0153		TECH	DO
2992	SWITCH	BUS POLICY 2000		NORTEL NETWORKS	PES	PIO
3019	SWITCH	BUS POLICY 2000 NORTEL	SSGDFLOE2F		DAC	DAC
3022	SWITCH	NORTEL BUS POL 2000	SSGDFN00T1		TECH	DO
3023	SWITCH	BUS POLICY 2000	88GDFN017G		2	GHS
3026	SWITCH		K70962739	ES10T24	TECH	DO
3029	SWITCH	NORTEL BUS POL 2000	SSGDFN00RC		TECH	DO
3320	SWITCH	KVM RARITAN	BFD80076	MCC16	TECH	DO
4032	SWITCH	INTEL EXPRESS 10	K70962404	ES10T24	LAB	BES
4538	SWITCH	CISCO	FOC1045Y0QG	CNMWW00ARC	TECH	GMS
4539	SWITCH	CISCO	CAT0938NOCH	COMMG00ARB	TECH	GMS
4544	SWITCH	CATALYST 3560	CAT1046ZHMN	WSC356048PS5V04	OFFICE	DO
4600	SWITCH	CATALYST 3560	CAT1042NKGR	WS-C3560-24PS-S	WRNG CL	EES
4603	SWITCH	NORTEL BUS. POLICY 2000	00E07BF19240	SSGDFN015X	TECH	DO
4606	SWITCH		CAT1042NKGS		OFFICE	GHS
4608	SWITCH	CISCO SYSTEMS	CAT1042NKJ4		11	GHS
4621	SWITCH		CAT1042NKHY	CATALYST 3560	DAC	DAC
4791	TELEPHONES	CP-7941G-RF	FCH11248XAJ	001C581CAF91	1	GMS
4792	TELEPHONES	CP-7941GV01	FCH11188S3D	001BD4C67015	2	GMS

4793	TELEPHONES	CP-7941G-RF	FCH11199BE7	001BD5124723	3	GMS
4794	TELEPHONES	CP-7941GV01	FCH11198RYB	001BD4C6EB3B	4	GMS
4795	TELEPHONES	CP-7941GV01	FCH112493EW	001C581CCB3D	5	GMS
4796	TELEPHONES	CP-7941GV01	FCH11198PE2	001BD4C6DFC6	STAFF ROOM	GMS
4797	TELEPHONES	CP-7941GV01	FCH11249LGU	001C58408D38	MAAP OFFICE	GMS
4798	TELEPHONES	CP-7941GV01	FCH11248YDU	001C581CB485	PRINCIPAL	GMS
4799	TELEPHONES	CP-7941GV01	FCH11248XH3	001C581CB070	4	GHS
4800	TELEPHONES	CP-7941GV01	FCH11198UYX	001BD4C6F8DB	COUNSELOR	GMS
4801	TELEPHONES	CP-7941GV01	FCH11248WUW	001C581CAD7D	MIG OFFICE	GMS
4802	TELEPHONES	CP-7941GV01	FCH11249003	001C581CBBBA	6	GMS
4803	TELEPHONES	CP-7941GV01	FCH11248XK3	001C581CB0B4	7	GMS
4804	TELEPHONES	CP-7941GV01	FCH112494YW	001C581CD21A	8	GMS
4805	TELEPHONES	CP-7941GV01	FCH11248VMP	001C581CA804	9	GMS
4806	TELEPHONES	CP-7941GV01	FCH112494Q8	001C581CD0F4	10	GMS
4807	TELEPHONES	CP-7941GV01	FCH11248VNE	001C581CA81D	TOSA OFFICE	GMS
4808	TELEPHONES	CP-7941GV01	FCH11248XDM	001C581CAFFA	LIBRARY	GMS
4809	TELEPHONES	CP-7941GV01	FCH11248YVX	001C581CB6A8	COMPUTER LAB	GMS
4810	TELEPHONES	CP-7941GV01	FCH11248XJ4	001C581CB093	STAFF ROOM	GMS
4811	TELEPHONES	CP-7941GV01	FCH11239BPQ	001BD5E896C5	CUSTODIAN	GMS
4812	TELEPHONES	CP-7941GV01	FCH1123913G	001BD5E866ED	P1	GMS
4813	TELEPHONES	CP-7941GV01	FCH11248VZD	001C581CA992	P2	GMS
4814	TELEPHONES	CP-7941GV01	FCH11248X55	001C581CAEDA	11	GMS
4815	TELEPHONES	CP-7941GV01	FCH111999QF	001BD5123F77	12	GMS
4816	TELEPHONES	CP-7941GV01	FCH111999AMM	001BD512439B	P3	GMS
4817	TELEPHONES	CP-7941GV01	FCH11248Y2W	001C581CB311	P4	GMS
4818	TELEPHONES	CP-7941GV01	FCH11188QC9	001BD4C6683B	PE OFFICE	GMS
4819	TELEPHONES	CP-7941GV01	FCH11248VF1	001C581CA722	SERVER ROOM	GMS
4820	TELEPHONES	CP-7941GV01	FCH11248Y76	001C581CB3A3	TECH OFFICE	GMS
4821	TELEPHONES	CP-7941GV01	FCH112493HY	001C581CCBA5	TECH OFFICE	GMS
4822	TELEPHONES	CP-7941GV01	FCH11248VQQ	001C581CA86B	KITCHEN	GMS
4823	TELEPHONES	CP-7941GV01	FCH11248XCH	001C581CAFD4	P5	GMS
4824	TELEPHONES	CP-7941GV01	FCH11199BLA	001BD51247F2	P6	GMS
4825	TELEPHONES	CP-7941GV01	FCH11248XHV	001C581CB08A	P8	GMS
4826	TELEPHONES	CP-7941GV01	FCH11208JNM	001BD512F8F4	P7	GMS
					SUPERINTENDEN	
4827	TELEPHONES	CP-7941G-RF	FCH10289E12	0018B9EABB53	T	DO
4828	TELEPHONES	CP-7941GV01	FCH10528GFL	0019303049B6	SP SRVS OFFICE	DO
4829	TELEPHONES	CP-7941GV01	FCH11248ZXY	001C581CBB71	PAYROLL OFFICE	DO
4830	TELEPHONES	CP-7941GV01	FCH11249XNS	001C5840BFAE	SHOP	GHS

4831	TELEPHONES	CP-7941GV01	FCH105289LA	001AA29F89C8	FD SRV OFFICE BUSS MANG	DO
4832	TELEPHONES	CP-7941GV01	FCH1051A1NR	001AA26260E9	OFFICE	DO
4833	TELEPHONES	CP-7941GV02	FCH1128AYC0	00070E35FE03	LUNCH ROOM	DO
4834	TELEPHONES	CP-7941GV01	FCH11249XLF	001C5840BF5F	ACCT. PAYABLE	DO
4835	TELEPHONES	CP-7941GV01	FCH1050A1SQ	001AA1D03A56	RECEPTION	GHS
4836	TELEPHONES	CP-7941GV01	FCH1052853B	001AA29F7D47	PRINCIPAL	GHS
4837	TELEPHONES	CP-7941GV01	FCH112483QE	001C581C32FB	V PRINCIPAL	GHS
4838	TELEPHONES	CP-7961GV02	FCH11339L7X	001D45956CFB	OFFICE MANG	GHS
4839	TELEPHONES	CP-7961GV02	FCH1132AA79	001D45616403	SECRETARY	GHS
4840	TELEPHONES	CP-7941GV01	FCH11198UST	001BD4C6F80B	1	GHS
4841	TELEPHONES	CP-7961GV02	FCH11339Q54	001D45957EAC	OFFICE	BES
4842	TELEPHONES	CP-7961GV02	FCH113389HG	001D457E30E9	SECRETARY	EES
4843	TELEPHONES	CP-7961GV02	FCH113386WU	001D457E2523	OFFICE MANG	GMS
4844	TELEPHONES	CP-7941GV01	FCH112495HA	001C581CD48C	5	GHS
4845	TELEPHONES	CP-7941GV01	FCH10528MG2	0019305D123D	6	GHS
4846	TELEPHONES	CP-7941GV01	FCH105288MX	001AA29F857B	7	GHS
4847	TELEPHONES	CP-7941GV02	FCH1128AWNB	00070E16C95A	AD OFFICE	GHS
4848	TELEPHONES	CP-7941GV01	FCH1052845Z	001AA29F791D	KITCHEN	GHS
4849	TELEPHONES	CP-7941GV01	FCH11249XM5	001C5840BF77	MUSIC	GHS
4850	TELEPHONES	CP-7961GV02	FCH113388G8	001D457E2C3B	SECRETARY	GMS
4851	TELEPHONES	CP-7961GV02	FCH113389BC	001D457E3019	OFFICE MANG	DO
4852	TELEPHONES	CP-7961GV02	FCH11299XPS	00070E575011	RECEPTIONIST	DO
4853	TELEPHONES	CP-7941GV01	FCH11198R5A	001BD4C6E7A4	16	GHS
4854	TELEPHONES	CP-7941GV01	FCH11208HZF	001BD512F5E0	LIBRARY	GHS
4855	TELEPHONES	CP-7961GV02	FCH113386ZY	001D457E258D	TRANS OFFICE	PIO
4856	TELEPHONES	CP-7941GV01	FCH11239743	001BD5E8821A	8	GHS
4857	TELEPHONES	CP-7941GV01	FCH11248YQK	001C581CB5F2	9	GHS
4858	TELEPHONES	CP-7941GV01	FCH11248XDV	001C581CB002	10	GHS
4859	TELEPHONES	CP-7941GV01	FCH112495YC	001C581CD68C	11	GHS
4860	TELEPHONES	CP-7941GV01	FCH11248VPH	001C581CA842	11A	GHS
4861	TELEPHONES	CP-7941GV01	FCH11199A74	001BD51241AE	12	GHS
4862	TELEPHONES	CP-7941GV01	FCH11249LJA	001C58408D6A	13	GHS
4863	TELEPHONES	CP-7941GV01	FCH11198SF0	001BD4C6ED72	14	GHS
4864	TELEPHONES	CP-7941GV01	FCH11248VME	001C581CA7FB	15	GHS
4865	TELEPHONES	CP-7941GV01	FCH11198W99	001BD4C6FEBF	DAAS	GHS
4866	TELEPHONES	CP-7941GV01	FCH111999QM	001BD5123F7D	DAAS OFFICE	GHS
4867	TELEPHONES	CP-7961GV02	FCH11309XG7	001D450C2D2E	OFFICE	BES
4868	TELEPHONES	CP-7941GV01	FCH11249JRK	001C58408559	OFFICE	BES

4869	TELEPHONES	CP-7941GV01	FCH11248XHT	001C581CB088	PRINCIPAL	BES
4870	TELEPHONES	CP-7941GV01	FCH11199A73	001BD51241AD	6	BES
4871	TELEPHONES	CP-7941GV01	FCH11198SPR	001BD4C6EE9B	8	BES
4872	TELEPHONES	CP-7941GV01	FCH11249382	001C581CCA55	STAFF ROOM	BES
4873	TELEPHONES	CP-7941GV01	FCH11248Y1Q	001C581CB2E9	COUNSELOR	BES
4874	TELEPHONES	CP-7941GV01	FCH112483S9	001C581C333A	12	BES
4875	TELEPHONES	CP-7941GV01	FCH11248XHX	001C581CB08C	13	BES
4876	TELEPHONES	CP-7941GV01	FCH11198S43	001BD4C6EBFF	7	BES
4877	TELEPHONES	CP-7941GV01	FCH112495J5	001C581CD4A9	5	BES
4878	TELEPHONES	CP-7941GV01	FCH11248YLH	001C581CB568	SCH-FAM OFFICE	BES
4879	TELEPHONES	CP-7941GV01	FCH11248VBH	001C581CA6AA	LIBRARY	BES
4880	TELEPHONES	CP-7941GV01	FCH112491WD	001C581CC444	LIBRARY	BES
4881	TELEPHONES	CP-7941GV01	FCH11199AS0	001BD5124430	COMPUTER LAB	BES
4882	TELEPHONES	CP-7941GV01	FCH11238ZDT	001BD5E85F44	SPED OFFICE	BES
4883	TELEPHONES	CP-7941GV01	FCH11198BMG	001BD4C6AA92	CUSTODIAN	BES
4884	TELEPHONES	CP-7941GV01	FCH11229JBW	001BD585118C	KITCHEN	BES
4885	TELEPHONES	CP-7941GV01	FCH11248V2V	001C581CA584	MUSIC	BES
4886	TELEPHONES	CP-7941GV01	FCH11249L9L	001C58408C42	PE OFFICE	BES
4887	TELEPHONES	CP-7941GV01	FCH1123950M	001BD5E8789C	WORK ROOM	BES
4888	TELEPHONES	CP-7941GV01	FCH11198UNZ	001BD4C6F789	4	BES
4889	TELEPHONES	CP-7941GV01	FCH11198RZS	001BD4C6EB6C	2	BES
4890	TELEPHONES	CP-7941GV01	FCH11188NXY	001BD4C661D0	3	BES
4891	TELEPHONES	CP-7941GV01	FCH11248YJJ	001C581CB525	1	BES
4892	TELEPHONES	CP-7941GV01	FCH111999P5	001BD5123F4B	C	BES
4893	TELEPHONES	CP-7941GV01	FCH11248V58	001C581CA5D5	D	BES
4894	TELEPHONES	CP-7941GV01	FCH112493F6	001C581CCB47	A	BES
4895	TELEPHONES	CP-7941GV01	FCH112483RF	001C581C331E	B	BES
4896	TELEPHONES	CP-7941GV01	FCH11248XFM	001C581CB03E	PRINCIPAL	EES
4897	TELEPHONES	CP-7941GV01	FCH11198S13	001BD4C6EB99	STAFF ROOM	EES
4898	TELEPHONES	CP-7941GV01	FCH11248VBE	001C581CA6A7	5	EES
4899	TELEPHONES	CP-7941GV01	FCH11248YDZ	001C581CB48A	4	EES
4900	TELEPHONES	CP-7941GV01	FCH11198X0Y	001BD4C70228	2	EES
4901	TELEPHONES	CP-7941GV01	FCH112483Q1	001C581C32EE	KITCHEN	EES
4902	TELEPHONES	CP-7941GV01	FCH112396Y8	001BD5E88153	3	EES
4903	TELEPHONES	CP-7941GV01	FCH11249L9F	001C58408C3D	1	EES
4904	TELEPHONES	CP-7941GV01	FCH11248XL1	001C581CB0D4	6	EES
4905	TELEPHONES	CP-7941GV01	FCH11248XE3	001C581CB00A	7	EES
4906	TELEPHONES	CP-7941GV01	FCH11199BLC	001BD51247F4	MAINT OFFICE	PIO

4907	TELEPHONES	CP-7941GV01	FCH11249JRG	001C58408556	MAINT OFFICE	PIO
4908	TELEPHONES	CP-7941GV01	FCH112483S3	001C581C3334	CLASSROOM	PIO
4909	TELEPHONES	CP-7941GV01	FCH11248YQG	001C581CB5EF	SPEC OFFICE	GHS
4910	TELEPHONES	CP-7941GV01	FCH111999QN	001BD5123F7E	AG	GHS
4911	TELEPHONES	CP-7941GV01	FCH112483SL	001C581C3345	2	GHS
4912	TELEPHONES	CP-7941GV01	FCH112483ZX	001C581C343E	3	GHS
4913	TELEPHONES	CP-7941GV01	FCH11248VK5	001C581CA7AE	PE OFFICE	GHS
4914	TELEPHONES	CP-7941GV01	FCH11198Y8J	001BD4C707AE	STAFF ROOM	GHS
4915	TELEPHONES	CP-7941GV01	FCH11198SDK	001BD4C6ED41	6	EES
4916	TELEPHONES	CP-7941GV01	FCH11249LJP	001C58408D77	SPEC OFFICE	EES
4917	TELEPHONES	CP-7941GV01	FCH11248X98	001C581CAF65	COUNSELOR	GHS
4918	TELEPHONES	CP-7941GV01	FCH11248Y2E	001C581CB301	CUSTODIAN	GHS
4919	TELEPHONES	CP-7941GV01	FCH11198S2A	001BD4C6EBC2	VocAg BLDG	GHS
4920	TELEPHONES	CP-7941GV01	FCH11248UUW	001C581CA475	5A	GMS
2174	UPS	PK BLACKOUT BUSTER	9814046370	9120021	TECH	DO
2993	UPS	APC SMART-UPS 700	N500007241032	SU700NET	TECH	DO
3225	UPS	ADC SMART UPS 2200	YS0321121461	SUA220RM2U	TECH	DO
3226	UPS	ADC SMART UPS 2200	YS0321121458	SUA220RM2U	TECH	DO
3539	UPS	APC SMART UPS 1500	AS0334331149	SUA 1500	TECH	DO
4537	UPS	APC SMART UPS 1500	AS0334331183	SUA 1500	TECH	DO
4541	UPS	APC SMART UPS	Q50524310505	SU1400RMXLB3U	TECH	GMS
4542	UPS	SMART UPS 300DXL	JS0638032340	SUA3000RMXL3U	SER-RM	GMS
4545	UPS	SMART UPS 1500	QS0643320310	SUM1500RMXL2U	OFFICE	DO
4599	UPS	SMART UPS 1500	QS0643120262	SUM1500RMX12U	WRNG CL	EES
4605	UPS	SMART UPS	SUA2200RMXL3U	220XL	OFFICE	GHS
4607	UPS	SMART UP 1500XLM	GS0643320595		LIB	GHS
3001	WAP	AIRONET 350	VDF061550N9	AIR-AP352E2C	PE	GMS
3011	WAP	AIRONET 350	VDF061550L5	AIR-AP352E2C	1	GMS
3012	WAP	CISCO AIRONET 350	VDF0615S0JY	AIR-AP352E2C	TECH	DO
3018	WAP		VDF0615S0JT	AIR-AP350	DAC	DAC
3021	WAP	CISCO AIRONET 350	VDF061520FC	AIR-AP352E2C	TECH	DO
3024	WAP	AOR-AP350	VDF0615SQFE		S.HALL	GHS
3025	WAP	CISCO AIRONET 350	VDF0615S0JZ	AIR-AP352E2C	TECH	DO
3035	WAP	AIRONET 350	VDF061550N6	AIR-AP352E2C	TECH	DO
3645	WAP	AIR-AP1121G-AK9	FTX0849V0CT		S.HALL	GHS
4513	WAP	CISCO AIRONET 1100	FTX1034V0RQ	AIR-AP1121G-A-K9	KITN	GHS
4514	WAP	AIR-AP1121G-A-K9	FTX1034V048		N.HALL	GHS
4515	WAP	AIRONET 1100	FTX1034V046	AIRONET AP1121G-A-K9	TECH	DO

4610	WAP	NETGEAR 802.11	ME12A21021798	ME102	11A	GHS
4741	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2YG	001DA1FFDED6	GMS PE office	GMS
4742	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y7	001DA1FFA93C	GMS Lower Gym	GMS
4743	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y4	001DA1FFA95C	GMS IDF	GMS
4744	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y5	001DA1FFDD9E	GMS Upper Hall	GMS
4745	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y6	001DA1FFA91A	GMS Staff Room	GMS
4746	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2YB	001DA1FF9C5C	GMS Room 11	GMS
4747	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XX	001DA1FFCD48	GMS P8	GMS
4748	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2YA	001DA1FFDFC0	GMS P2	GMS
4749	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2YF	001DA1FFCD62	DO Supt. Closet	DO
4750	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XR	001DA1FFA96C	GHS MDF	GHS
4751	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XS	001DA1FFA8B0	GHS N. Hall	GHS
4752	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y9	001DA1FFA8E6	GHS IDF	GHS
4753	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XT	001DA1FFA974	GHS SE Hall	GHS
4754	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y1	001DA1FFCD38	GHS SW Hall	GHS
4755	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2YD	001DA1FFCA38	GHS Kitchen	GHS
4756	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2YC	001DA1FFCBB0	GHS DAC	GHS
4757	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XW	001DA1FFC804	BES Rooms 5-13	BES
4758	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XU	001DA1FFA94E	BES Rooms 1-4	BES
4759	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y8	001DA1FFDD08	BES Rooms A-D	BES
4760	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XZ	001DA1FFCBB4	BES Sp. Ed. Room	BES
4761	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2XY	001DA1FFCCB4	EES Main Bldg.	EES
4762	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2YE	001DA1FFA878	EES P1	EES
4763	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y0	001DA1FFC9F4	EES New Portables	EES
4764	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y2	001DA1FFC97C	Pioneer Main Bldg.	PIO
4765	WAP	1PAIR-LAP1242AG-A-K9	FTX1211B2Y3	001DA1FFA908	Pioneer Portable	PIO

BES: 63 computers
DAC: 23 computers
EES: 12 computers
GHS: 186 computers
GMS: 161 computers

396 desktops district-wide
101 laptops district-wide
56 printers district-wide
17 servers district-wide

APPENDIX B
Technology District Policies

Gervais School District 1

Code: EGAA
Adopted: 7/15/93

Reproduction of All Copyright Materials

Print materials, audio and video materials, and computer disks are ordinarily protected by copyright. All such materials are to be treated as copyright-protected unless there is a specific waiver of copyright or a disclaimer allowing limited reproduction.

Administrators will post the official guidelines and regulations regarding reproduction and use of all copyright materials.

Such guidelines will include regulations for use of print, audio tape, video and computer-programmed materials.

Specific regulations will be developed by the administration to cover the use of computer software and video materials.

All staff is directed to use the utmost caution and discretion when reproducing or using copyright materials in the classroom.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Cross Reference(s):

Policy EGAA - Printing and Duplicating Services
Policy GCQBA - Copyrights and Patents

Guidelines for the Use of Copyrighted Materials

The superintendent is responsible for the establishment of practices which will ensure compliance with the provisions of the U.S. Copyright law as they affect the district and its employees.

1. General Responsibilities

- a. The building principal will be designated with the responsibility for disseminating and interpreting copyright regulations at the building level. He/She will provide employee training as needed, distribute and review district policy and administrative regulations with employees, control the approval process and maintain written records regarding permissions, response to requests and license agreements, as may be necessary.
- b. The building principal will ensure that budget recommendations include appropriate funds for the purchase of multiple copies of needed software.
- c. The building principal will ensure that appropriate warning notices are posted to educate and warn individuals using district equipment of the applicable provisions of the copyright law. Warning notices will be posted as follows:
 - (1) On or near all copiers;
 - (2) On all forms used to request copying services;
 - (3) Computer labs
 - (4) At the library or other places where interlibrary loan orders for copies of materials are accepted.
- d. The building principal will ensure that building computers and computer labs are used only with proper supervision to help protect against unauthorized copying.
- e. The building principal will annually inspect the library/media center and any video collections to ensure all copies are acquired and maintained in accordance with applicable provisions of the copyright law.
- f. All computer software license agreements must be signed by the Director of Technology.
- g. The employee reproducing a copyrighted work will determine whether copying is permitted by law in accordance with district policy and administrative regulations.
- h. The employee will obtain written permission to reproduce material from the copyright holder(s) whenever copying does not fall within the "fair use" guidelines of copyright law. Permission forms, as provided by the district, will be used.
- i. The employee using emerging technology will be responsible to ensure that the intended use of the media does not conflict with copyright law. Such technology includes, but is not limited to, digital video, videodisk, satellite transmission, distance learning, CD-ROM, on-line data bases (and their down-loading), informational networks and other emerging electronic information which can be manipulated into new copyrightable forms of expression.

In the absence of clearly granted rights, the employee must contact the copyright holder in writing for permission to manipulate or use these technologies in alternative ways.

Any contract provided by the distributor of such technology must be submitted to the business manager for approval.

Computer Instruction

The proliferation of computers throughout American society requires that students receive instruction in their use. To ensure that maximum benefits are realized from the investment required for the equipment, the following policies will apply:

1. The primary purpose of microcomputers will be for instruction. Included in instructional uses will be CAI (Computer Assisted Instruction), CMI (Computer Managed Instruction), computer literacy and computer programming;
2. Computer users will recognize and adhere to existing copyright laws;
3. Computer hardware and software may be removed from school premises subject to guidelines established by the superintendent;
4. All hardware purchased must be durable, use a wide range of software, be compatible with other school hardware and be easy to maintain;
5. All software must be previewed by a staff member before purchase;
6. The district will provide computer training for all staff appropriate to their assignments;
7. A computer steering committee appointed by the superintendent will annually review and update a priority list for purchase of computers and a plan for computer acquisition and use;
8. The computer steering committee will annually recommend a proposed budget for computer hardware, software and accessories.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1030](#)

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Gervais School District #1

Code: IIBGA
Adopted: 10/19/95
Revised/Readopted: 05/13/99, 10/17/02,
5/20/04, 08/21/08

Electronic Communications System

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national and global communications opportunities for staff and students.

The superintendent will establish administrative regulations for the use of the district's system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Monitoring the online activities of minors;
3. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
4. Ensuring the safety and security of minors when using electronic mail, and other forms of direct electronic communications;
5. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors on-line;
6. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
7. Installing measures designed to restrict minors' access to materials harmful to minors.

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Government Standards and Practices Commission and will include a complaint procedure for reporting violations.

The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

ORS 30.765	ORS 167.060	ORS 167.090	ORS 339.250	OAR 584-020-0040
ORS 133.739	ORS 167.065	ORS 167.095	ORS 339.260	OAR 584-020-0041
ORS 163.435	ORS 167.070	ORS Chapter 192	ORS 339.270	
ORS 164.345	ORS 167.080	ORS 332.107	OAR 581-021-0050	
ORS 164.365	ORS 167.087	ORS 336.222	OAR 581-021-0055	

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (j); 47 CFR Section 54.520 (2001).

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).

Oregon Attorney General's Public Records and Meetings Manual, pp. 24-26, Appendix H, Department of Justice (2001).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.

Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.

Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).

Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.

Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).

No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.

R05/16/06 | PD

"IIBGA Electronic Communication System"

Page 1 of 1

Electronic Communications System

Definitions

1. "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA) means a specific technology that blocks or filters Internet access to visual depictions that are:
 - a. Obscene, as that term is defined in Section 1480 of Title 18, United States Code;
 - b. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
 - c. Harmful to minors.
2. "Harmful to minors" as defined by CIPA means any picture, image, graphic image file or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. "Sexual act; sexual contact" as defined by CIPA have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. "Minor" as defined by CIPA means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. "Inappropriate matter" as defined by the district means material that is inconsistent with general public education purposes, the district's mission and goals.¹

General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system which includes all district computers, e-mail and Internet access;
2. Provide staff training in the appropriate use of the district's system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;
3. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's system;
4. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
5. Install and use desktop and/or server virus detection and removal software;

¹As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5. is intended as a guide only.

Web Pages

The district encourages the publication of web pages to foster creativity and communication and to provide students a place to demonstrate what they have learned.

All web pages must comply with IIBGB-AR - Web-Site Guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

District Web Site

The district's web site provides a resource for obtaining information about the district and for informing patrons about classroom activities and Board policies. Requests for publication of information on the district web site should be directed to the webmaster. District administrators (transportation supervisor, food service director, business manager, etc.) may publish web pages as part of the district's web site. Personal information, not related to education, will not be permitted.

Staff Web Pages

Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district.

Staff members linking outside sites to the district server are responsible for checking all material and links prior to submission.

Individual Student Web Pages

Students may, with staff sponsorship, create web pages for publication on the district's web site that are primarily academic, educational and research oriented.

Student work may be published, with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

Student-created web pages reflect the individual and do not represent the district. Concerns about the content of any page created by a student should be directed to the building principal.

Student web pages may be removed at the end of the school year unless special arrangements are made.

Web-Site Guidelines

All web pages must follow district guidelines and be approved by the building principal and/or technology coordinator prior to publication.

Content

All web pages must:

1. Contain name, address and district e-mail address of the author. Student web pages shall use the sponsoring staff member;
2. Be grammatically correct with no spelling errors. Spell checking and proofreading are required;
3. Contain current and accurate information;
4. Include a copyright statement, if appropriate;
5. Use district templates;
6. Contain a created or modified date and the name or initials of the person responsible;
7. Identify district affiliation and contain a link to return to the district's home page.

Links to other than district sites are subject to approval by the technology coordinator. All links should be checked regularly and revised as necessary.

Use of web pages for personal financial gain is prohibited.

Standards

Web-page authors shall:

1. Comply with Board policies, administrative regulations, these guidelines and copyright laws;
2. Respect the rights of others;
3. Maintain the privacy of others;
4. Use web sites for academic, educational and research purposes only;

APPENDIX C

National Educational Technology Standards (NETS)

The International Society for Technology in Education's (ISTE's) National Educational Technology Standards (NETS) have served as a roadmap since 1998 for improved teaching and learning by educators. ISTE standards for students, teachers, and administrators help to measure proficiency and set aspirational goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age. Gervais School District has aligned its Technology Student Learner Standards with the NETS for students: http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm.

The ISTE National Educational Technology Standards (NETS) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.

- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

NETS for Students:

National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

The ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

NETS for Teachers:

National Educational Technology Standards for Teachers,
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The ISTE National Educational Technology Standards (NETS) and Performance Indicators for Administrators

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- a. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- b. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- c. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- d. use data in making leadership decisions.
- e. advocate for research-based effective practices in use of technology.
- f. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- a. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- b. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- c. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- d. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- e. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- a. model the routine, intentional, and effective use of technology.
- b. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- c. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- d. engage in sustained, job-related professional learning using technology resources.
- e. maintain awareness of emerging technologies and their potential uses in education.
- f. use technology to advance organizational improvement.

IV. Support, Management, and Operations:

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- a. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- b. implement and use integrated technology-based management and operations systems.
- c. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- d. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- e. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- a. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- b. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- c. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- d. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

- a. ensure equity of access to technology resources that enable and empower all learners and educators.
- b. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- c. promote and enforce privacy, security, and online safety related to the use of technology.
- d. promote and enforce environmentally safe and healthy practices in the use of technology.
- e. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

NETS for Administrators:

National Educational Technology Standards for Administrators, © 2002, ISTE ® (International Society for Technology in Education), www.iste.org. All rights reserved.

APPENDIX D

Relevant Research to Support Technology Integration in Classroom Instruction

Using Technology to Improve Student Achievement:

“Technology can have the greatest impact when integrated in the curriculum to achieve clear, measurable education objectives” (CEO Forum 2001). In a study performed in 1999, it was discovered that content-area learning standards and technology uses can significantly increase test scores. “In an eight-year longitudinal study of SAT-I performance at New Hampshire’s Brewster Academy (Bain & Ross, 1999), students participating in the technology integrated school reform efforts (School Design Model) demonstrated average increases of 94 points in combined SAT-1 performance over students who participated in the traditional school experience.” The technologies used were laptop computers by faculty and students with ready access to the school network. Another study, in rural Nebraska, trained teachers who used technology for Reading Comprehension and Math Computation learning in their ELL classrooms. The improvement in a one year period was not significant when compared to peers who did not participate in the technology enhanced instructions. But, over time (2.5 years), the improvement was significant, 40% or more (Isernhagen, 1999). From these studies, integration of technology in improving student achievement is clear.

Using Technology to Support Second Language Learning:

Research in second language acquisition (Collier, Thomas, 2001) has clearly suggested the need of comprehensible input in order for second language learning to take place. The role of the second language teacher is to act as a facilitator in providing the intensive input. In past years, the teachers relied heavily on the use of pictures, realia and gestures to convey meaning to beginning language learners. The computer with its Internet and hypermedia capabilities utilizes a multi-sensory collection of text, sound, pictures, and video to provide meaningful context to facilitate comprehension. Technology is equally important in the sheltered, academic-areas where its ability to provide comprehensible input serves as a scaffold to support students in the academically challenging subject matter (Butler-Pascoe, 2003). Technology also plays an important role in making connections for understanding in early literacy (the print is always the same and always flows from left to right) and helping second language learners see the relationship among concepts and how they relate and connect to one another in a bigger picture through graphic organizers such as Kidspiration[®], Inspiration[®], and KidPix[®] (Cradler et al., 1999). Research cited clearly supports the activities and strategies to promote second language acquisition and student academic advancement.

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APPENDIX E

FY 2008 E-Rate Application and Vendor Proposal for Gervais-to-Brooks Fiber Connection

471 Information

Page 1 of 6

FCC Form 471	Do not write in this area.	Approval by OMB 3060-0806
<p>Schools and Libraries Universal Service Description of Services Ordered and Certification Form 471 Estimated Average Burden Hours per Response: 4 hours</p> <p>This form asks schools and libraries to list the eligible telecommunications-related services they have ordered and estimate the annual charges for them so that the Fund Administrator can set aside sufficient support to reimburse providers for services. Please read instructions before beginning this application. (You can also file online at www.sl.universalservice.org.) The instructions include information on the deadlines for filing this application.</p>		
Applicant's Form Identifier (Create your own code to identify THIS form 471) <u>North-South Connection</u> Form 471 Application# (To be assigned by administrator) <u>618626</u>		
Block 1: Billed Entity Information (The "Billed Entity" is the entity paying the bills for the service listed on this form.)		
1 a	Name of Billed Entity	<u>GERVAIS SCHOOL DISTRICT 1</u>
2 a	Funding Year: July 1, <u>2008</u> Through June 30: <u>2009</u>	Billed Entity Number: <u>144834</u>
4 a	Street Address, P.O. Box, or Routing Number	<u>290 FIRST STREET</u>
	City	<u>GERVAIS</u>
	State	<u>OR</u> Zip Code <u>97026</u>
b	Telephone Number	<u>503-792-3801</u> c Fax Number <u>503-792-3809</u>
5 a	Type of Application	<input type="checkbox"/> Individual School (individual public or non-public school) <input checked="" type="checkbox"/> School District (LEA; public or non-public [e.g. diocesan] local district representing multiple schools) <input type="checkbox"/> Library (including library system, library outlet/branch or library consortium as defined under LSTA) <input type="checkbox"/> Consortium <input type="checkbox"/> Check here if any members of this consortium are ineligible or non-governmental entities
6	Contact Person's Name	<u>Tracy Lewis</u>
First, if the Contact Person's Street Address is the same as in Item 4, check this box. <input type="checkbox"/> If not, please complete the entries for the Street Address below.		
b	Street Address, P.O. Box, or Routing Number	<u>290 FIRST STREET</u>
	City	<u>GERVAIS</u>
	State	<u>OR</u> Zip Code <u>97026</u>
<input type="checkbox"/> c	Telephone Number	<u>503-792-3801</u> <input type="checkbox"/> d Fax Number <u>503-792-3809</u>
<input checked="" type="checkbox"/> e	E-mail Address	<u>tracy_lewis@gervais.k12.or.us</u>
f	Holiday/vacation/summer contact information	<u>same</u>

Page 1 of 7



FCC Form 471 - November 2004

Entity Number	<u>144834</u>	Applicant's Form Identifier	<u>North-South Connection</u>
Contact Person	<u>Tracy Lewis</u>	Phone Number	<u>503-792-3801</u>

This information will facilitate the processing of your applications. Please complete all rows that apply to services for which you are requesting discounts. Complete this information on the FIRST Form 471 you file, to encompass this and all other Forms 471 you will file for this funding year. You need not complete this information on subsequent Forms 471. Provide your best estimates for the services ordered across ALL of your Forms 471.

Schools/school districts complete Item 7. Libraries complete Item 8. Consortia complete Item 7 and/or Item 8.

Block 2: Impact of Services Ordered on Schools

IF THIS APPLICATION INCLUDES SCHOOLS...		BEFORE ORDER	AFTER ORDER
7a	Number of students to be served		1100
b	Telephone service: Number of classrooms with phone service	62	62
c	Dial-up Internet access: Number of connections (up to 56kbps)	0	0
d	Direct broadband services: Number of buildings served at the following speeds:		
	Less than 10 mbps	0	0
	Between 10 mbps and 200 mbps	0	0
	Greater than 200 mbps	7	7
e	Direct connections to the Internet: Number of drops	150	150
f	Number of classrooms with Internet access	62	62
g	Number of computers or other devices with Internet access	500	500

Block 3: Impact of Services Ordered on Libraries

NOT APPLICABLE AS THIS APPLICATION IS FOR DISTRICT

Worksheet A No: 987798

Student Count: 1100

Weighted Product (Sum. Column 8): 990

Shared Discount: 90%

1. School Name: BROOKS ELEMENTARY SCHOOL
 2. Entity Number: 113720 NCEs: 41 00015 00821
 3. Rural/Urban: Rural
 4. Student Count: 261 5. NSLP Students: 215 6. NSLP Students/Students: 82.375%
 7. Discount: 90% 8. Weighted Product: 234.9
 9. Pre-K/Adult Ed/Juv: N 10. Alt Disc Mech: N

1. School Name: ELDRIDGE ELEMENTARY SCHOOL
 2. Entity Number: 113721 NCEs: 41 00015 01034
 3. Rural/Urban: Rural
 4. Student Count: 134 5. NSLP Students: 125 6. NSLP Students/Students: 93.283%
 7. Discount: 90% 8. Weighted Product: 120.6
 9. Pre-K/Adult Ed/Juv: N 10. Alt Disc Mech: N

1. School Name: GERVAIS HIGH SCHOOL
 2. Entity Number: 113061 NCEs: 41 00015 00853
 3. Rural/Urban: Rural
 4. Student Count: 358 5. NSLP Students: 292 6. NSLP Students/Students: 81.564%
 7. Discount: 90% 8. Weighted Product: 322.2
 9. Pre-K/Adult Ed/Juv: N 10. Alt Disc Mech: N

1. School Name: GERVAIS MIDDLE SCHOOL
 2. Entity Number: 113060 NCEs: 41 00015 00831

3. Rural/Urban: Rural
 4. Student Count: 347
 7. Discount: 90%
 9. Pre-K/Adult Ed/Juv: N

5. NSLP Students: 281
 8. Weighted Product: 312.3
 10. Alt Disc Mech: N

6. NSLP Students/Students: 80.979%

Block 5: Discount Funding Request(s)

FRN: 1703766 FCDL Date:	
10. Original FRN:	
11. Category of Service: Telecommunications Service	12. 470 Application Number: 651120000649274
13. SPIN: 143030343	14. Service Provider Name: Gervais Telephone Company
15a. Non-Contracted tariffed/Month to Month Service:	15b. Contract Number: GSD_TLS_Proposal_2008
15c. Covered under State Master Contract:	15d. FRN from Previous Year:
16a. Billing Account Number: 5037923801	16b. Multiple Billing Account Numbers?:
17. Allowable Contract Date: 01/09/2008	18. Contract Award Date: 01/31/2008
19a. Service Start Date: 07/01/2008	19b. Service End Date:
20. Contract Expiration Date: 06/30/2009	
21. Attachment #: 5	22. Block 4 Worksheet No.: 987798
23a. Monthly Charges: \$2,250.06	23b. Ineligible monthly amt.: \$.00
23c. Eligible monthly amt.: \$2,250.06	23d. Number of months of service: 12
23e. Annual pre-discount amount for eligible recurring charges (23c x 23d): \$27,000.72	
23f. Annual non-recurring (one-time) charges: 216164.45	23g. Ineligible non-recurring amt.: 0
23h. Annual pre-discount amount for eligible non-recurring charges (23f - 23g): \$216,164.45	
23i. Total program year pre-discount amount (23e + 23h): \$243,165.17	
23j. % discount (from Block 4): 90	
23k. Funding Commitment Request (23i x 23j): \$218,848.65	

Block 6: Certifications and Signature

Application ID:618626

Do not write in this area.

Entity Number	144834	Applicant's Form Identifier	North-South Connection
Contact Person	Tracy Lewis	Phone Number	503-792-3801

Block 6: Certifications and Signature

24. I certify that the entities listed in Block 4 of this application are eligible for support because they are: (check one or both)
- a. schools under the statutory definitions of elementary and secondary schools found in the **No Child Left Behind Act of 2001, 20 U.S.C. Secs. 7801(18) and (38)**, that do not operate as for-profit businesses, and do not have endowments exceeding \$50 million; and/or
 - b. libraries or library consortia eligible for assistance from a State library administrative agency under the **Library Services and Technology Act of 1996** that do not operate as for-profit businesses and whose budgets are completely separate from any schools including, but not limited to elementary, secondary schools, colleges, or universities

25. I certify that the entity I represent or the entities listed on this application have secured access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity, necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that the entities I represent or the entities listed in this application have secured access to all of the resources to pay the discounted charges for eligible services from funds to which access has been secured in the current funding year. I certify that the Billed Entity will pay the non-discount portion of the cost of the goods and services to the service provider(s).

a.	Total funding year pre-discount amount on this Form 471 (Add the entities from Item 23I on all Block 5 Discount Funding Requests.)	\$243,165.17
b.	Total funding commitment request amount on this Form 471 (Add the entities from Items 23K on all Block 5 Discount Funding Requests.)	\$218,848.65
c.	Total applicant non-discount share (Subtract Item 25b from Item 25a.)	\$24,316.52
d.	Total budgeted amount allocated to resources not eligible for E-rate support	\$0.00
e.	Total amount necessary for the applicant to pay the non-discount share of the services requested on this application AND to secure access to the resources necessary to make effective use of the discounts. (Add Items 25c and 25d.)	\$24,316.52
f.	<input type="checkbox"/> Check this box if you are receiving any of the funds in Item 25e directly from a service provider listed on any Forms 471 filed by this Billed Entity for this funding year, or if a service provider listed on any of the Forms 471 filed by this Billed Entity for this funding year assisted you in locating funds in Items 25e.	

26. I certify that all of the schools and libraries or library consortia listed in Block 4 of this application are covered by technology plans that are written, that cover all 12 months of the funding year, and that have been or will be approved by a state or other authorized body, and an SLD-certified technology plan approver, prior to the commencement of service. The plans are written at the following level(s):

- a. an individual technology plan for using the services requested in this application; and/or
- b. higher-level technology plan(s) for using the services requested in this application; or
- c. no technology plan needed; applying for basic local, cellular, PCS, and/or long distance telephone service and/or voice mail only.

27. I certify that I posted my Form 470 and (if applicable) made my RFP available for at least 28 days before considering all bids received and selecting a service provider. I certify that all bids submitted were carefully considered and the most cost-effective service offering was selected, with price being the primary factor considered, and is the most cost-effective means of meeting educational needs and technology plan goals.



28. I certify that the entity responsible for selecting the service provider(s) has reviewed all applicable FCC, state, and local procurement/competitive bidding requirements and that the entity or entities listed on this application have complied with them.

29. I certify that the services the applicant purchases at discounts provided by 47 U.S.C. Sec. 254 will be used solely for educational purposes and will not be sold, resold, or transferred in consideration for money or any other thing of value, except as permitted by the Commission's rules at 47 C.F.R. Sec. 54.500(k). Additionally, I certify that the Billed Entity has not received anything of value or a promise of anything of value, other than services and equipment requested under this form, from the service provider(s) or any representative or agent thereof or any consultant in connection with this request for services.

30. I certify that I and the entity(ies) I represent have complied with all program rules and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments. There are signed contracts covering all of the services listed on this Form 471 except for those services provided under non-contracted tariffed or month-to-month arrangements. I acknowledge that failure to comply with program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.

31. I acknowledge that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the service, receive an appropriate share of benefits from those services.

32. I certify that I will retain required documents for a period of at least five years after the last day of service delivered. I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the application for, receipt of, and delivery of services receiving schools and libraries discounts, and that if audited, I will make such records available to the Administrator. I acknowledge that I may be audited pursuant to participation in the schools and libraries program.

- 33. I certify that I am authorized to order telecommunications and other supported services for the eligible entity (ies) listed on this application. I certify that I am authorized to submit this request on behalf of the eligible entity (ies) listed on this application, that I have examined this request, that all of the information on this form is true and correct to the best of my knowledge, that the entities that are receiving discounts pursuant to this application have complied with the terms, conditions and purposes of this program, that no kickbacks were paid to anyone and that false statements on this form can be punished by fine or forfeiture under the Communications Act, 47 U.S.C. Secs. 502, 503(b), or fine or imprisonment under the Title 18 of the United States Code, 18 U.S.C. Sec. 1001 and civil violations of the False Claims Act.
- 34. I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program. I will institute reasonable measures to be informed, and will notify USAC should I be informed or become aware that I or any of the entities listed on this application, or any person associated in any way with my entity and/or entities listed on this application, is convicted of a criminal violation or held civilly liable for acts arising from their participation in the schools and libraries support mechanism.
- 35. I certify that if any of the Funding Requests on this Form 471 are for discounts for products or services that contain both eligible and ineligible components, that I have allocated the cost of the contract to eligible and ineligible companies as required by the Commission's rules at 47 C.F.R. Sec. 54.504(g)(1),(2).
- 36. I certify that this funding request does not constitute a request for internal connections services, except basic maintenance services, in violation of the Commission requirement that eligible entities are not eligible for such support more than twice every five funding years beginning with Funding Year 2005 as required by the Commission's rules at 47 C.F.R. Sec. 54.506(c).
- 37. I certify that the non-discounted portion of the costs for eligible services will not be paid by the service provider. The pre-discount costs of eligible services features on this Form 471 are net of any rebates or discounts offered by the service provider. I acknowledge that, for the purpose of this rule, the provision, by the provider of a supported service, of free services or products unrelated to the supported service or product constitutes a rebate of some or all of the cost of the supported services.

38. Signature of authorized person	39. Signature Date
<hr style="width: 80%; margin: 0 auto;"/>	
40. Printed name of authorized person Tracy Lewis	
41. Title or position of authorized person Dir. of Technology	
42a. Street Address, P.O Box or Route Number 290 First St. City, State Zip Code Gervais, OR 97026	
42b. Telephone number of authorized person: (503) 792-3803 , ext. 350	
42c. Fax number of authorized person: (503) 792-3809	
42d. E-mail of authorized person: tracy_lewis@gervais.k12.or.us	
42e Name of authorized person's employer Gervais School District	
<p>The Americans with Disabilities Act, the Individuals with Disabilities Education Act and the Rehabilitation Act may impose obligations on entities to make the services purchased with these discounts accessible to and usable by people with disabilities.</p>	

NOTICE: Section 54.504 of the Federal Communications Commission's rules requires all schools and libraries ordering services that are eligible for and seeking universal service discounts to file this Services Ordered and Certification Form (FCC Form 471) with the Universal Service Administrator. 47 C.F.R. § 54.504. The collection of information stems from the Commission's authority under Section 254 of the Communications Act of 1934, as amended. 47 U.S.C. § 254. The data in the report will be used to ensure that schools and libraries comply with the competitive bidding requirement contained in 47 C.F.R. § 54.504. All schools and libraries planning to order services eligible for universal service discounts must file this form themselves or as part of a consortium.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

The FCC is authorized under the Communications Act of 1934, as amended, to collect the information we request in this form. We will use the information you provide to determine whether approving this application is in the public interest. If we believe there may be a violation or a potential violation of any applicable statute, regulation, rule or order, your

application may be referred to the Federal, state, or local agency responsible for investigating, prosecuting, enforcing, or implementing the statute, rule, regulation or order. In certain cases, the information in your application may be disclosed to the Department of Justice or a court or adjudicative body when (a) the FCC; or (b) any employee of the FCC; or (c) the United States Government is a party of a proceeding before the body or has an interest in the proceeding. In addition, consistent with the Communications Act of 1934, FCC regulations and orders, the Freedom of Information Act, 5 U.S.C. § 552, or other applicable law, information provided in or submitted with this form or in response to subsequent inquiries may be disclosed to the public.

If you owe a past due debt to the Federal government, the information you provide may also be disclosed to the Department of the Treasury Financial Management Service, other Federal agencies and/or your employer to offset your salary, IRS tax refund or other payments to collect that debt. The FCC may also provide the information to these agencies through the matching of computer records when authorized.

If you do not provide the information we request on the form, the FCC may delay processing of your application or may return your application without action.

The foregoing Notice is required by the Paperwork Reduction Act of 1995, Pub. L. No. 104-13, 44 U.S.C. § 3501, et seq.

Public reporting burden for this collection of information is estimated to average 4 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, completing, and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the reporting burden to the Federal Communications Commission, Performance Evaluation and Records Management, Washington, DC 20554.

Please submit this form to:

**SLD-Form 471
P.O. Box 7026
Lawrence, Kansas 66044-7026**

**For express delivery services or U.S. Postal Service, Return Receipt Requested,
mail this form to:**

**SLD Forms
ATTN: SLD Form 471
3833 Greenway Drive
Lawrence, Kansas 66046
(888) 203-8100**

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January 28, 2008

Gervais School District #1
Tracy Lewis, Director of Technology
290 First Street
Gervais, OR 97026

Dear Tracy:

DataVision Communications is pleased to present the attached proposal for the North-South network for your review.

If there are any questions, please do not hesitate to contact me. Thank you for using our services.

Sincerely,


John Hoffmann
General Manager



**PROPOSAL
to
Gervais School District #1
for
North-South Network Connections
Funding Year 2008**

January 28, 2008

Z:\Projects\GSD\GSD-E Rate 2008\PROPOSAL_GSD-08\WAN 12v3.doc

Form 470 Application Number: 651120000649274
Applicant's Form Identifier: North-South Connection

General

DataVision Communications (DVC), SPIN# 143030343, proposes to provide network connectivity between 1) Eldriedge Elementary School (EES), 2) Brooks Elementary School, and 3) Gervais Middle School (GMS), through the Gervais Central Office (CO).

DVC is the competitive division of Gervais Telephone Company and provides unregulated telecommunications services in the state of Oregon. Gervais Telephone Company has been providing telecommunications to Gervais area businesses and residences since 1914. Gervais Telephone Co. dba DataVision Communications (DVC) began providing competitive services in 2001. DVC began building its fiber network in 1999 and built its wireless network in 2003. It currently serves businesses and residences in the Willamette Valley from Newburg to Silverton including Woodburn, Hubbard and the surrounding rural areas. DVC currently delivers not only high speed Internet and data over wireless, but also DID, T-1 and voice services.

For convenience, these quotes itemize service charges and taxes and fees separately, and then show a total price with taxes and fees included. The following taxes and fees from Federal, State and local governments apply.

	Per Month
USF (on cable and equipment lease only)	10.2%
OUSF	7.12%
Local Franchise Fee (on portion within city limits)	3.0%
Fed. Tax (on cable and equipment lease only)	3.0%

I. Eldriedge Elementary Wireless Link

Wireless Link: The wireless link is in the unlicensed 802.11a band (5.7 - 5.8GHz) and provides 18Mbps half-duplex service, compatible with VOIP protocols. For the link from the CO to GMS, DVC uses fiber from the CO to GMS. The circuit from EES is converted to fiber transport at the transmission tower site, transported to the CO to the Cisco 2950. DVC owns the radios, switches, fiber, towers and terminating equipment to a demarcation point at the school. The terminating equipment at the C.O. and at Eldriedge are Cisco Catalyst 2950s. The 2950 at the school provides a 24 port RJ45 10/100 Ethernet interfaces at the demarcation point.

Security For security, the links' bandwidth is partitioned in the Cisco 2950s into a VLAN dedicated exclusively to the school circuit. No other traffic will be routed on that VLAN. All routers, switches and radios are locked in cabinets or equipment rooms to which only authorized maintenance personnel have access.

The purpose of this configuration is:

1. To physically separate the Gervais School District (GSD) network from other networks within DVC;

2. To restrict access to the GSD network through the use of a unique private IP network assignment which allows only those users with the correct network identification to access the network;
3. To allow DVC to further isolate the GSD network by not populating the network or VLAN in any of DVC's routing or NAT translate tables. Thus, the GSD network is isolated from any access to and from the Internet and any other networks within the Gervais Telephone or DVC domain. This keeps the traffic isolated between customer locations. The only way it can be changed is at the GSD's request.

An additional security function which DVC is not providing is the encryption of information being transmitted over the isolated network. If the data must be encrypted, it is recommended the customer implement Virtual Private Networks (VPNs) using either IPSEC, SSL or PPTP tunneling on their existing routers. This could be done for two reasons:

1. All information that crosses the GSD network would be encrypted, and the data would be unreadable by anyone other than those within the GSD network;
2. GSD would maintain control of those encryption algorithms to minimize the exposure of a carrier making a mistake.

Pricing:

Twelve month contract for the 18Mbps link from the CO to EES:

Monthly Charges (\$)

Cabling and Equipment Lease	660.00
Maintenance and Technical Support	240.00
Total Monthly Charges	900.00
Taxes & Fees	205.38
Total Monthly Charges incl. taxes & fees	1,105.38

Service: DataVision's experience and expertise in wireless systems, combined with its local presence gives it the ability to provide reliable service. Its technicians are on call 24X7 and are local. We stock spare parts locally. Gervais Telephone Co. has provided reliable service to GSD for many years, and DVC currently provides WAN service, with a similar VLAN construction, to the Woodburn School District and Silverton Hospital.

II. Fiber Connectivity to Brooks Elementary

DVC will construct fiber to BES and provide 40Mbps TLS service.

Gervais Telephone Company dba DataVision Communications (DVC) will provide 40Mbps Transparent LAN service from Brooks Elementary School (BES) to the CO, terminating on the Cisco 2950, for connection to the GMS-EES TLS network. A sustained Ethernet data rate of 40Mbps, with bursts to 100Mbps, will be provided.

Fiber construction to Brooks Elementary, 5035 Rockdale NE, Brooks, is scheduled for summer 2008 as part of and dependent upon a joint project with Northwest Natural Gas on SR 99E.

For **Brooks Elementary** 40Mbps transparent LAN service will be provided at the following prices:

One Time Charges (\$)

Systems Engineering, Entrance Cabling and Installation	196,299.00
Taxes & fees	19,865.45
Total Non-recurring Charge	216,164.45

Monthly Charges (\$)

Cabling and Equipment Lease	342.00
Maintenance and Technical Support	124.00
Total Monthly Charges	466.00
Taxes & Fees	106.34
Total Monthly Charges incl. taxes & fees	572.34

III. 40Mbps TLS to Gervais Middle School

DVC will provide 40Mbps TLS service to GMS over fiber.

Gervais Telephone Company dba DataVision Communications (DVC) will provide 40Mbps Transparent LAN service from GMS to the CO, terminating on the Cisco 2950, for connection to the BES-EES TLS network. A sustained Ethernet data rate of 40Mbps, with bursts to 100Mbps, will be provided.

Monthly Charges (\$)

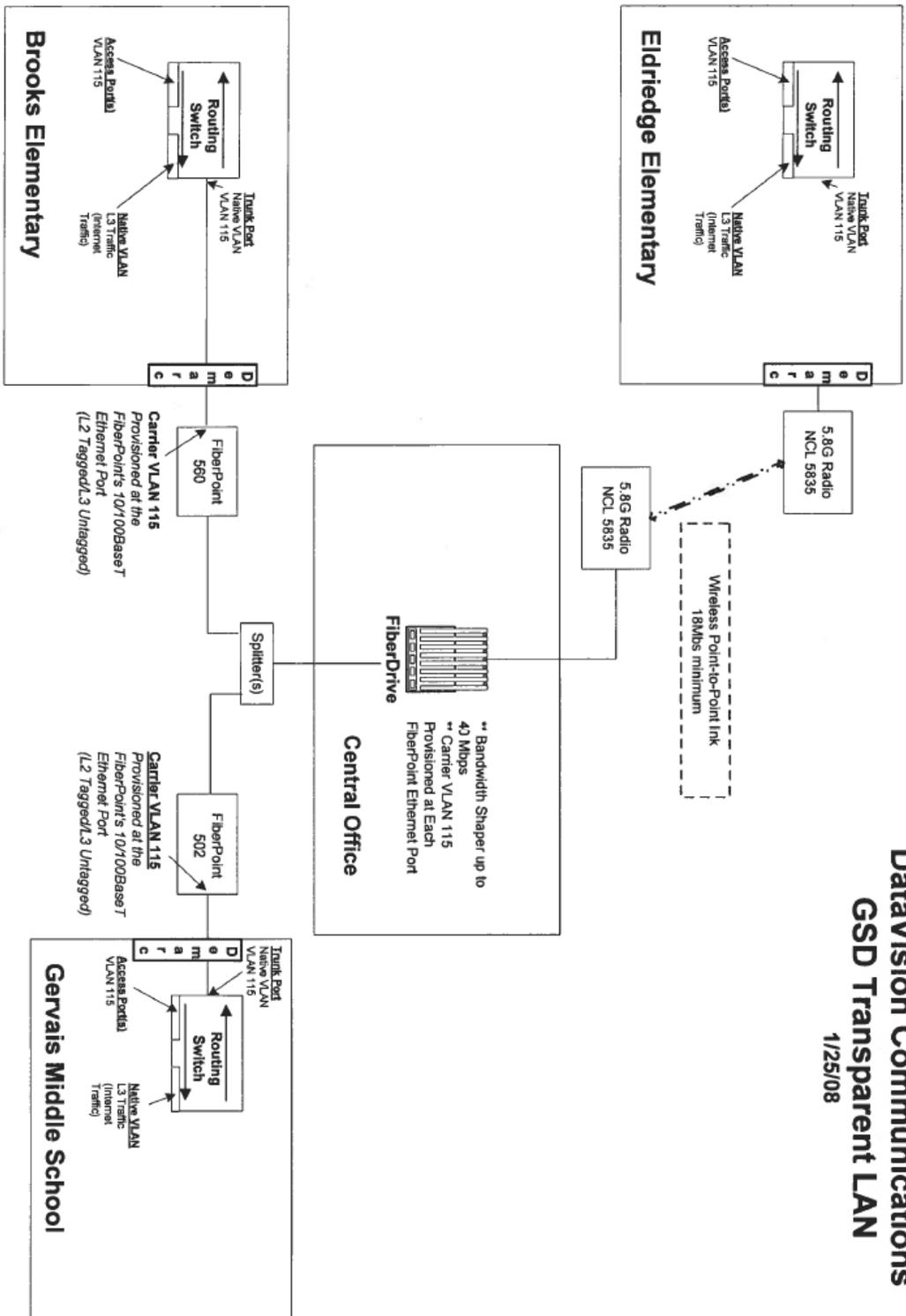
Cabling and Equipment Lease	342.00
Maintenance and Technical Support	124.00
Total Monthly Charges	466.00
Taxes & Fees	106.34
Total Monthly Charges incl. taxes & fees	572.34

IV. Total for All Links

Location	Non-recurring (\$)	Monthly (\$)
Eldridge ES		900.00
Brooks ES	196,299.00	466.00
Gervais Middle School		466.00
Total Charges	196,299.00	1,832.00
Taxes & Fees	19,865.45	418.06
Total incl. taxes & fees	216,164.45	2,250.06

Z:\Projects\GSD\GSD E Rate 2008\PROPOSAL_GSD 08 WAN rev3.doc

DataVision Communications GSD Transparent LAN 1/25/08



rev. 2/4/08

GSD_TLS_Proposal_2008.vsd

APPENDIX F

Staff Technology Skills Level Self-Assessment Worksheet

Staff Technology Skills Level Self-Assessment Worksheet

As described in the Gervais School District Three-Year Technology Plan, the district has made a commitment to the integration of multimedia and technology into all areas of instruction district-wide. High-quality professional development and multimedia equipment will be provided to facilitate the creation of technology-rich lesson plans. Specifically, digital video, digital photography, surround-sound audio, interactive whiteboards, digital document presenters, LCD projection, automated response/participation systems, and other technologies will be employed in classrooms to facilitate staff and student production of slideshows, websites, digital video, etc.

In order to work towards the goals of the Technology Plan and achieve a high level of integration of technology and multimedia in classroom instruction, it is necessary to define some proficiency/integration levels for staff to work toward. The Technology Committee has created this worksheet for staff to analyze their own technology integration practices and to create awareness of the skills and usage levels that the district regards as basic, advanced, and optimal.

In responding to the following statements below, please enter the number of days per school week that you use the described technology. The percentage of instruction will be calculated automatically for you in the adjacent column. Please note that we are only counting "days per week" that the technology is employed. The Technology Committee believes that any technology used on less than a weekly basis does not constitute integration of the technology into the curriculum or culture of the classroom.

Two scores are given below. First, a Basic Skills Level Score is given, which assesses your use of the basic classroom tools for instruction. The Basic score for all staff should be 100% and staff should seek support from the Technology Department as necessary to bring themselves to that required level. The second score assesses your Advanced to Optimal Skills Level rating. If your score is between 60% and 84%, the district considers your level of technology integration Advanced. If your score is 85% to 100%, the district considers your level of technology integration Optimal and to be emulated by other staff. Optimal integration for all teaching and administrative staff is the district's vision for instruction and will bring about implementation of the district's technology goals of implementing the Oregon Education Technology Standards and the National Education Technology Standards for Students, Teachers, and Administrators into the curriculum and education of our students.

It is understood that classroom teachers have very diverse jobs that may make the integration of technology more difficult for some which will mean lower scores on this worksheet. This worksheet will not be used as an evaluative tool for job performance. This worksheet is intended as a tool to facilitate technology integration, to identify good technology integration practices, to create dialog, and to identify steps the district can take to assist staff in improving their scores. It should be noted that the district does expect all teachers to incorporate technology into instruction.

I use my assigned work computer to create documents and materials using the Microsoft Office suite (Word, Excel, PowerPoint).

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

I use my assigned work computer to communicate with colleagues and parents via email.

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

I use my assigned work computer to access web-based and network-based school administrative programs, such as SchoolStream, the student data management system, Aesop, etc.

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

Basic Skills Level Score 0%

My students use computers in a lab setting.

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

In my classroom (or in the administration of my building), I use an LCD projector to show websites and slideshows to my students.

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

In my classroom (or in the administration of my building), I use a digital presenter to show students manipulatives (i.e count the change from my pocket) and real-life examples (i.e a jar of tadpoles), not just the textbook, or notes.

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

In my classroom (or in the administration of my building), I create lesson plans around and use an Automated Response System or an interactive whiteboard (use must be beyond regular white board use, i.e labling a map of the world or organs of the body, educational games played as a class like test-prep Jeopardy, etc.).

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

In my classroom (or in the administration of my building), I create web-based lesson plans whereby students are asked to open a website that I have created or customized to receive instruction and access to additional resources (links) to complete the assignment OR I give students assignments that incorporate student-produced digital still or digital video images into the finished product.

Frequency in days per school week (less than one day per week is not considered measurable technology integration).		Percentage of instruction days. This field will calculate automatically from the Frequency field.
	=	0%

Advanced-Optimal Skills Level Score

0%

Please give your comments and suggestions for ways the district can assist you in incorporating technology into your lesson plans and achieving an Optimal Skills Level score on this worksheet.

In January 2007, the State Board adopted the Essential Skills as a requirement for graduation. Beginning in 2012, students must demonstrate proficiency in identified essential skills to receive a high school diploma.

The Essential Skills are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

The Essential Skills Task Force, comprised of educators from K-12, community college, higher education, students, and business/community representatives, worked together to define the Essential Skills (Aug-Dec 2007). Each Essential Skill is defined by a set of bulleted statements. Draft definitions (Draft 5.0) were disseminated for public review and input through an on-line survey and student focus group (Feb 2008). The task force reviewed the stakeholder input and modified the Essential Skills definitions (Draft 6.0).

The Essential Skills definitions presented in this document were reviewed by the State Board in March. An assessment framework for the Essential Skills was developed by the Standards and Assessment Task Force. The State Board adopted the OARS for assessment in June 2008. More information about assessment of Essential Skills can be found at <http://www.ode.state.or.us/search/page/?id=2042>

The Essential Skills will be phased in as follows: Essential Skills 1-4 will be required for graduates of 2012. The remaining Essential Skills will be phased-in over subsequent years, timeline to be determined.

1. Read and comprehend a variety of text*

This skill includes all of the following:

- Demonstrate the ability to read and understand text.
- Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
- Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.

**text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats*

2. Write clearly and accurately

This skill includes all of the following:

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

3. Listen actively and speak clearly and coherently

This skill includes all of the following:

- Listen actively to understand verbal and non-verbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Present or discuss ideas clearly, effectively, and coherently, using both verbal and non-verbal techniques.
- Use language appropriate to particular audiences and contexts.

4. Apply mathematics in a variety of settings

This skill includes all of the following:

- Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
- Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
- Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

The following Essential Skills will be phased-in after 2012, timeline to be determined.

5. Think critically and analytically

This skill includes all of the following:

- Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon.
- Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon.
- Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

**text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats*

6. Use technology to learn, live, and work

This skill includes all of the following:

- Use creativity and innovation to generate ideas, products, or processes using current technology.
- Use technology to participate in a broader community through networking, collaboration and learning.
- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

7. Demonstrate civic and community engagement

This skill includes all of the following:

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- Perform the civic and community responsibilities essential to living in a representative democracy.

8. Demonstrate global literacy

This skill includes all of the following:

- Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- Apply a global perspective to analyze contemporary and historical issues.

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

2.3.9 Oregon Education Performance Standard # 9 (State Board Policy)

Description

Career and Technical Education (CTE) students will meet or exceed levels of performance on the Perkins core indicators.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #9:

As evidenced by:

- The percentage of CTE students meeting academic attainment in reading, writing, mathematics and science.
- The percentage of CTE students meeting technical skill attainment.
- The percentage of CTE students graduating from high school.
- The percentage of CTE graduates continuing with postsecondary education or entering employment.
- The percentage of CTE students completing a program of study that is nontraditional for their gender.

Data Source:

- PTE student performance data (Website CTE Performance Measurement Reports and Perkins Core Indicator Performance Levels) <http://www.ode.state.or.us/data/stats/opte/rptplan.aspx>

Content

Uploaded PDFs

[2.3.9 standards](#)

[Gervais Signature Page](#)

[CCC Management POS application 2010](#)

[Gervais Business 2010 POS Application](#)

[Gervais-2010 POS Alignment-Articulation Agreement-unsigned](#)

2.3.9 Career and Technical Education (CTE) students will meet or exceed levels of performance on the Perkins core indicators

Gervais Schools CTE Performance Data - Compared to Self over Time

Gervais School District's CTE performance data is dismal. The only area that the program met their performance measure was that of High School Graduation with a regular diploma. Every other performance not only did not meet, they decreased in rating from 2006-2007.

Even the Special Populations table shows only the graduation with a regular high school diploma as meeting their planned target for all special populations. Economically disadvantaged, LEP, Minorities and non-traditional met the performance measure of participation of secondary student in programs which are non-traditional for their gender.

Gervais School District CTE Performance Data

Figure	CTE Performance Data			
		2006-2007	2007-2008	2008-2009
CTE Concentrator Performance Measures				
Met or exceed the 10 th gr. Reading proficiency standards	Plan Actual	50% 57.69	60.% 41.51%	Not Available
Met or exceed the 10 th gr. Math proficiency standards	Plan Actual	49 51.85	59% 49.06%	
Met or exceed the 10 th gr. Writing proficiency standards	Plan Actual	50 40	60% 37.25%	
Met the technical skills core indicator (Rate of which Perkins concentrators successfully complete CTE course.)	Plan Actual	95 100	95.% 91.23%	
Student attainment of a high school diploma or recognized equivalent	Plan Actual	91.56 88.46	68.10% 95.56%	
Placement in postsecondary education, advanced training or employment, one year after completing – based on pervious year's senior class	Plan Actual	91.34 100	75.20% 65.63%	
Participation of secondary student in programs which are non-traditional for their gender	Plan Actual	55.90 61.54	42.85% 41.38%	
Attainment of a high school diploma or recognized equivalent for students participating in programs that are non-traditional for their gender	Plan Actual	88.47% 86.67	18.80% 0%	

 Indicates years of Exceeding the Plan Goals for each Area
Source: ODE-OTPE student data 2007, 2008, 2009

**Gervais School District CTE Performance Data
Special Populations**

CTE Concentrator Performance Measures 2007-2008		Male	Ec. Dis.	LEP	Migrant	Minorities	Non-Trad.
Met or exceed the 10 th gr. Reading proficiency standards	Plan 60% Actual	30.30%	36.36%	28.57%	0%	20.00%	52.94%
Met or exceed the 10 th gr. Math proficiency standards	Plan 59% Actual	48.48%	43.18%	42.86%	0%	30.00%	50.00%
Met or exceed the 10 th gr. Writing proficiency standards	Plan 60% Actual	29.03%	33.33%	25.00%	0%	*	42.42%
Met the technical skills core indicator (Rate of which Perkins concentrators successfully complete CTE course.)	Plan 95% Actual	88.89%	89.13%	87.10%	0%	83.87%	88.57%
Student attainment of a high school diploma or recognized equivalent	Plan 68.10% Actual	92.31%	94.44%	96.15%	0%	92.31%	93.33%
Placement in postsecondary education, advanced training or employment, one year after completing – based on previous year's senior class	Plan 75.20% Actual	68.18%	69.57%	75.00%	0%	69.23%	*
Participation of secondary student in programs which are non-traditional for their gender	Plan 42.85% Actual	22.73%	50.00%	53.85%	0%	40.00%	70.59%
Attainment of a high school diploma or recognized equivalent for students participating in programs that are non-traditional for their gender	Plan 18.80% Actual	0%	0%	0%	0%	0%	0%

Source: ODE-OTPE student data 2007-2008

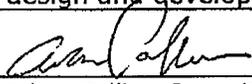
CTE Program Of Study (Perkins Eligible)...2010 Application (continued)

Certification of Assurance

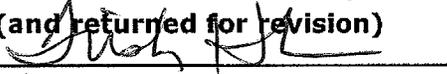
Directions: After filling in all the appropriate fields in this form, print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. All signatures must be on one form demonstrating the collaboration between all institutions participating in this CTE Program of Study. Mail complete signed Assurance form to Ilene Spencer at: ODE, 255 Capitol St., NE, Salem, OR 97310

Name of CTE POS	250-Business and Management
Name of Secondary School	Gervais High School
Name of Community College	Chemeketa Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 101-392, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
School District Administrator Signature		Date: 6/23/10
Administrator's Name	Mike Solem, Principal	

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	The program advisory committee has been involved in the design and development of this program.	
Advisory Committee Signature		Date: 6/23/10
Advisory Committee Member's name	Adam Collier, Committee Chair	

POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE	This community college has been involved in the design and development of this CTE program of study and agrees to continue collaboration meeting all 4 Core including alignment and articulation and reliable and valid technical skills assessment.	
Community College Administrator's Signature		Date: 6/24/10
CC Administrator's Name	Liz Goulard, Vice President	

For Regional Coordinator Use Only	
Recommended Status:	Expiration Date: 6/30/13
<input checked="" type="checkbox"/> RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)	Date: 6/24/10
<input type="checkbox"/> DISAPPROVED (and returned for revision)	
Regional Coordinator Signature	

For Oregon Department of Education Use Only	
Approval Status:	Expiration Date: _____
<input type="checkbox"/> FINAL STATE APPROVAL (Perkins Eligible)	Date: _____
<input type="checkbox"/> DISAPPROVED (and returned for revision)	
EII Education Specialist Signature	



Career and Technical Education Program of Study (Postsecondary component)

This form can be completed electronically. The boxes will expand to accommodate text.

Department forms change periodically and it is the college's responsibility to use the most current forms available. Forms, handouts and useful resources are located at <http://www.odccwd.state.or.us/prgapproval/appsandwkshts.aspx>

Overview: Oregon has a comprehensive program application and renewal system which assures quality CTE programs at all community colleges. The Program of Study Postsecondary Component form is not intended to replace the existing approval system. The purpose is to highlight key connections with appropriate secondary CTE programs in the areas of Standards Alignment and Articulation, Technical Skill Assessment and Student Support Services (required core elements under the current Perkins Act).

College Name:	Chemeketa Community College		
Name of CTE Program of Study Industry/Career Cluster:	Management		
Credential(s) or form(s) of recognition (45+ credits Certificate of Completion or Associate of Applied Science) currently available.	Management Associate of Applied Science (93 cr)		
CIP code(s):	52.0201	CIP title (s):	Business Administration and Management, General

College Contact Information	
Program Contact Name:	Karen Edwards
Title:	Faculty, Program Chair
Department, division, etc.:	Management
Phone:	503-399-3996
Fax:	503-399-8731 (Curriculum Resource Center)
E-Mail:	Karen.edwards@chemeketa.edu

Secondary Component & Technical Skill Assessment	
Name of CTE Program of Study secondary partner(s):	Cascade, Central, Dayton, Gervais, Jefferson, McMinnville, Newberg, North Marion, Sheridan, Silverton, St. Paul, Taft
Shared Secondary-Postsecondary Advisory Committee:	Yes <input checked="" type="checkbox"/> Opportunity available to all high schools No <input type="checkbox"/>
Post-Secondary Program of Study Roadmap URL (with Secondary component):	http://oregon.ctepathways.org/c/study/54/business.html
Key standards aligned from postsecondary to secondary (Oregon Skill Sets/Industry Standards):	Oregon Skill Sets – Business & Management
Description of Technical Skill Assessment, or assessment plan.	Skill rubric, applied to final marketing plan
Origin of assessment (industry, vendor, locally-designed, etc.):	Locally-designed

Special Notes:

Brief description of strategies on student support services in this CTE Program of Study:

Student support strategies throughout Chemeketa's Career-Technical programs reflect an emphasis on the student as an individual and as a member of a learning community. Faculty and program leadership are active in advising throughout the program, beginning with partnerships among the region's high school CTE programs and continuing as students transition to work opportunities or articulation to 4-year institutions. Instructional assistants and/or support staff are part of all CTE programs, and student special needs are supported through the college's Disability Services program in Student Services. Career Pathways staff meet regularly with department faculty and leadership to continue building connections to local employer needs, establish and maintain bridges from high school and Developmental Education, and support student advising practices.

Certificate of Assurance

The community college assures involvement with secondary partners in the design and development of this CTE Program of Study. The college agrees to continue collaboration with its secondary partners in meeting all four Core Elements which include alignment and articulation and reliable and valid technical skills assessment.

**Community College
Signature
(Academic Officer
or CTE Dean):**

Title: Dean, Electronics, Computer Science, and Business

**Name
(Printed or typed)** Ron Hulett

Date 6/30/10

This document will be used as notification that the college intends to offer a Career and Technical Education (CTE) Program of Study that is approved for use of Carl Perkins Career and Technical Education Act funds. It should be submitted in conjunction with the secondary CTE Program of Study application by June 30 for consideration for funding in the next program cycle.

Submit to:

Ilene Spencer
Office of Educational Improvement and Innovation (EII)
255 Capitol St. NE, 2nd floor
Salem, OR 97310-0203
Phone: (503) 947-5636 Fax: (503) 378-5156
[E-mail: Ilene.Spencer@state.or.us](mailto:Ilene.Spencer@state.or.us)



Oregon Department of Education

Office of Educational Improvement and Innovation

Public Service Building
 255 Capitol Street NE
 Salem, OR 97310-0203
 503-947-5600
 Fax 503-378-5156
<http://www.ode.state.or.us/go/cte/>



Oregon Department of Community Colleges and Workforce Development

Public Service Building
 255 Capitol Street NE
 Salem, OR 97310-0203
 503-378-8648
 Fax 503-378-3365
<http://www.odccwd.state.or.us/prgapproval/>

Career and Technical Education

Program of Study Application (Perkins Eligible)

2010 Version

Secondary School District:	Gervais School District
Secondary School ID Number:	808
Secondary School Name:	Gervais High School
Community College Name:	Chemeketa Community College
Additional/Alternate College Name:	

CTE POS—CTE Program of Study-- Title:	250-Business and Management	
Career Area:	Business Management	
Cluster Area:	Administrative Services	
<i>Program Area Strand & Career Title:</i>	250	Business and Management
Secondary CIP Code & Title:	5204	Business Operations Support and Assistant Services
Community College CIP & Title:	52.0201	Business Administration & Management
Secondary Program Title:	Business & Financial Management	
Community College Program Title:	Management	
Community College Award:	Management AAS	
Secondary School/District Contact:	Jeff Taylor	(503)
Regional Coordinator/Contact:	03--Trish Hakola	trish.hakola@chemeketa.edu
Community College Contact:	Eileen Casey White	eileen@chemeketa.edu
EII Education Program Specialist:	BM--Ron Dodge	ron.dodge@state.or.us
CCWD Education Specialist:	Larry Cheyne	Larry.cheyne@state.or.us
Secondary Lead teacher:	Jeff Taylor	(503) 792-3803 x2406
Teacher CTE Endorsement:	BM--Business Management Administration	6/30/2010
College Lead or Department Chair:	Patti Sessions	(503) 399-6094
Secondary CTE POS Visual Hyperlink:	http://oregon.ctepathways.org/c/study/54/business.html	
CC CTE POS/Pathway Visual Hyperlink:	http://oregon.ctepathways.org/c/study/54/business.html	

If this box is checked, ODE has disapproved this application in its current state

CTE POS Course Lists—Secondary

Secondary **Core** CTE Courses (Teachers must have a teaching license with an appropriate CTE endorsement)

School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief—for ODE web entry) (boxes below will expand)	Teacher Name	*CN?	Articulating College	College Course #	College Course Name
0207-1a	Accounting I	.5	12104	Students will experience maintaining financial records, along with interpreting and analyzing them. Simulation sets with business type papers will be studied to emphasize accounting management. The fundamentals and terminology of accounting are emphasized.	Jeff Taylor	<input checked="" type="checkbox"/>	Chemeketa Community College	BA 211	Financial Accounting
0207-1b	Accounting 1	.5	12104	Students will experience maintaining financial records, along with interpreting and analyzing them. Simulation sets with business type papers will be studied to emphasize accounting management. The fundamentals and terminology of accounting are emphasized.	Jeff Taylor	<input checked="" type="checkbox"/>	Chemeketa Community College	BA 211	Financial Accounting

*CN = College Now—course identification as College Now or articulated courses

Secondary **Additional/Elective** CTE courses

School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief—for ODE web entry) (boxes below will expand)	Teacher Name	*CN?	Articulating College	College Course #	College Course Name
1802-1a	Marketing	.5	12152	Survey course to familiarize the student with all functions of marketing from marketing research and product development to the sale of a product or service and feedback of consumer acceptance. Emphasis will be on marketing planning and strategy as dictated by the consumer through marketing research.		<input type="checkbox"/>			
1313-1a	Web Design	.5	10201	This is an introductory course covering the use and history of the global computer network known as the Internet or information superhighway. Throughout this course, students will have the opportunity to explore the process of web development from Planning to Publishing. Students will also develop and publish a simple web page on the World Wide Web.		<input type="checkbox"/>			

*CN = College Now—course identification as College Now or articulated courses

CTE POS Course Lists—Post-Secondary

Post-secondary **Core** CTE Courses

College Course #	Post-Secondary Course Name	# of Credits	6-digit CIP Code	*CN?	Program Name	Degree or Certificate	Course Description (brief—for ODE web entry) (boxes below will expand)
BA101	Introduction to Business	4	520201	<input type="checkbox"/>	Management	AAS	Introduces the inter-relationships of business, government, and society. Examines the defined and/or established roles of the business community. Looks at various aspects of business including emphasis on ethics and social responsibility. Prerequisite: College-level reading and writing recommended.
BA211	Financial Accounting 1	4	520302	X	Management	AAS	Covers the complete accounting cycle for service and merchandising firms, including recording transactions, adjustments, financial statements, worksheets, closing entries, cash and accounts receivable, notes and interest, and accounting for inventories. Prerequisite: MTH060 and CIS101 skill levels or higher or consent of instructor.

* CN = College Now—course identification as College Now or articulated courses

Post-secondary **Additional/Elective** CTE courses (optional)

College Course #	Post-Secondary Course Name	# of Credits	6-digit CIP Code	*CN?	Program Name	Degree or Certificate	Course Description (brief—for ODE web entry) (boxes below will expand)
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* CN = College Now—course identification as College Now or articulated courses

Element 1: Standards & Content

- A. Relevant, rigorous standards-based content aligned with challenging academic standards;
- B. Shared secondary and post-secondary technical content which incorporates e knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input;
- C. The program is of sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry, and careers within **high wage, high demand fields**.
- D. Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and
- E. Assure secondary and post-secondary students are prepared for **high demand and high wage careers and occupations** that are responsive to regional, state or global employment trends.
- F. Safety and drug-free workplace expectations are an integral, explicit and mandatory part of the CTE instructional program. Laboratory spaces with power equipment model a safe and clean learning environment. Available safety certification is required for students, as appropriate.
- G. Based on the Program Design and instructional plan where each student will:
 - Recognize connections between academic and technical content;
 - Meet diploma requirements, post-secondary entry requirements, and certificate/degree requirements;
 - Demonstrate mastery of academic and technical content that is aligned with industry standards;
 - Apply learning through authentic experiences, and
 - Build confidence to compete in high wage, and/or high demand occupations.

Comments and additional information:

Teacher has responded to this topic/area in Addendum A. From a Regional Coordinator point of view, I am very impressed with the opportunities students have in this program. The teacher has industry experience and communicates regularly with industry members to ensure his program is relevant.

Required documentation for Element 1: Please provide in Addendum A (see end of Application)

Element 2: Alignment & Articulation

- A. An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec.122(c)(1) & Sec. 134(b)(3)]
- B. A unified, cohesive sequence of content among secondary and post-secondary partners; a non-duplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible. (Community College CTE Program Standards)
- C. Alignment of content between secondary and post-secondary education may include course articulation or other ways to acquire Post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, etc.).
- D. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- E. Based on the program design and instructional plan, each student will:
 - Never need to take a remedial course;
 - Continually progress in knowledge and skills when ready;
 - Earn high school or college credit based on performance; and
 - Make the connection between educational preparation and entry into a career.

Comments and additional information:

Teacher has responded to this topic/area in Addendum B. From a Regional Coordinator point of view, I am happy to see that all of the required courses are articulated with Chemeketa's Management program. The teacher has taken time to meet with the program chair from Chemeketa and has discussed course outcomes and assessment to ensure his courses meet the requirements for articulation. The district has just recently completed a vertical alignment in the core academic areas from K through 12. The SIP for Gervais includes activities designed to increase proficiency in reading, writing, and math.

Required documentation for Element 2: Please provide in Addendum B (see end of Application)

Element 3: Accountability & Assessment

- A. Business, community and education partners, such as an Advisory Committee, participate in evaluating program vision, goals and priorities such as:
 - Assist in CTE program of study development and validation of industry skill standards for curriculum content and technical skill assessment, where appropriate,
 - Play an active role in curriculum development, implementation and program evaluation,
 - Participate in the CTE teacher recruitment, instructor appraisal process and ongoing faculty professional development.
- B. Each Perkins-eligible CTE program of study's performance shall be measured against the set of Perkins-required performance measures as described in Perkins IV Measurement Definitions. [Perkins Section 113 (2)(A-B)].
- C. Perkins performance data is used for data-driven, CTE program of study improvement decisions (See page 12 of this document)
- D. Based on the Program Design and instructional plan each where each student:
 - Monitors their own progress through their demonstration of attaining standards
 - Demonstrates their technical and academic proficiency in meaningful ways
 - Adapts their program to meet their personal goals based on industry requirements and performance outcomes

Comments and additional information:

Teacher has responded to this topic/area in Addendum C. From a Regional Coordinator point of view, I see this teacher has interaction with local industry. The district met their target in all but three of the performance indicators last year (writing, math, and nontrad participation, and they will be a part of MWEC's regional approach at working towards improvement in these three areas. Jeff

*Performance assessment with industry-recognized certificate or license code 1a.

Required documentation for Element 3: Please provide in Addendum C (see end of Application)

Element 4: Student Support Services

- A. Student organizations are an available program component and integrated into CTE programs of study instruction. The student organization structure provides leadership development opportunities that meet the following expectations:
 - Instruction, Career Development and Assessment
 - Community-Based Experiences
 - Organizational Management and Administrative Experiences
- B. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Pathway Templates, Education Plan and Profile, Career Information System).
- C. Programs comply with Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990.
 - Appropriate access is provided for all students, including non-traditional and special populations.
 - Program provides a non-biased and non-discriminating learning environment (race, color, national origin, gender and disability status).
 - Program facilities provide physical access and instruction that accommodates students with disabilities including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
 - Program meets the needs of students for whom English is a second language.
- D. Based on the Program Design and instructional plan, each student will be able to:
 - Identify the career path options he/she can follow to a chosen career;
 - Receive consistent and informed messages about career and possible financial options for post-secondary education;
 - Take ownership of their education through maintaining a current education plan and profile and/or portfolio, and
 - Apply skills and traits in a variety of settings including student organizations.

Comments and additional information:

Teacher has responded to this topic/area in Addendum D. From a Regional Coordinator point of view, I am very impressed with Jeff's commitment to his students. The district has also received a full copy of and has signed off of the Perkins assurances, indicating that they are in compliance with all of the federal acts referenced above.

Required documentation for Element 4: Please provide in Addendum D (see end of Application)

Give examples (documents, evidence) of Comprehensive Guidance and Counseling that students will receive:

Additional Element: Professional Development

- A. Professional development helps teachers and administrators develop and improve standards-based curriculum and learning experiences that address All Aspects of the Industry.
- B. Research and training is provided to help develop appropriate and useful assessment tools and strategies.
- C. Training and guidance is provided to help improve instructional delivery methodology that helps improve student performance and skill acquisition.
- D. Teacher licensure is appropriately aligned with the CTE Program of Study and courses in the CTE POS fall within the appropriate NCES codes for that licensure.

Comments and additional information:

Teacher has responded to this topic/area in Addendum E. From a Regional Coordinator point of view, I have seen Jeff make sure to participate in events sponsored by MWEC, in addition to seeking out opportunities specific to his area of expertise. MWEC will continue to provide training to help improve instruction and assessment, and will support him as he pursues skill set area specific training.

Required documentation for additional element: (May be included in other Elements of Application (If not please provide in Addendum E (see end of Application))

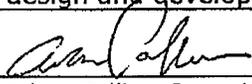
CTE Program Of Study (Perkins Eligible)...2010 Application (continued)

Certification of Assurance

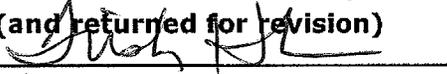
Directions: After filling in all the appropriate fields in this form, print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. All signatures must be on one form demonstrating the collaboration between all institutions participating in this CTE Program of Study. Mail complete signed Assurance form to Ilene Spencer at: ODE, 255 Capitol St., NE, Salem, OR 97310

Name of CTE POS	250-Business and Management
Name of Secondary School	Gervais High School
Name of Community College	Chemeketa Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 101-392, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
School District Administrator Signature		Date: 6/23/10
Administrator's Name	Mike Solem, Principal	

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	The program advisory committee has been involved in the design and development of this program.	
Advisory Committee Signature		Date: 6/23/10
Advisory Committee Member's name	Adam Collier, Committee Chair	

POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE	This community college has been involved in the design and development of this CTE program of study and agrees to continue collaboration meeting all 4 Core including alignment and articulation and reliable and valid technical skills assessment.	
Community College Administrator's Signature		Date: 6/24/10
CC Administrator's Name	Liz Goulard, Vice President	

For Regional Coordinator Use Only	
Recommended Status:	Expiration Date: 6/30/13
<input checked="" type="checkbox"/> RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)	Date: 6/24/10
<input type="checkbox"/> DISAPPROVED (and returned for revision)	
Regional Coordinator Signature	

For Oregon Department of Education Use Only	
Approval Status:	Expiration Date: _____
<input type="checkbox"/> FINAL STATE APPROVAL (Perkins Eligible)	Date: _____
<input type="checkbox"/> DISAPPROVED (and returned for revision)	
EII Education Specialist Signature	

Addenda and Attachments—Summary

Please check this box when all required documentation listed below is attached, either as cut-and-paste into the appropriate Addenda at the end of this application, or added as “properly identified” attachments when this application is emailed to [Ilene Spencer](#) at ODE. **Use the checklist starting on Page 7 to help you make sure this application is complete.**

[Examples of “properly identified” attachment titles might be: “AddendumA_CourseSkillCrosswalk,” “AddendumB_HSCCArticulationAgreementHTR,” “AddendumC_TechSkillAssessmentAccounting,” or “AddendumD_EducationPlanProfileCTE.”]

- Identify technical skill standards/skill sets; list all Knowledge and Skill Statements for the Cluster, and include Focus Area KS statements if appropriate (Performance Indicators not necessary for this exercise)
- Standards to course crosswalk/mapping—Complete Addendum A Skills/Course Crosswalk matrix (or one of local design with at least as much information as is included in Addendum A)
- Provide evidence of real partnerships:
 - Alignment document illustrating standards aligned between secondary and post-secondary component for complete CTE POS (Cluster and Focus Area, as appropriate)
 - Articulation agreement between secondary and post-secondary institutions, showing alignment of standards
 - Provide a CTE POS visual (road map, diagram, chart of courses through college) showing courses and activities available at secondary, multiple entry points at post-secondary, multiple exit points and bridged pathway options, as appropriate (CTE POS visual should illustrate clearly for student, the pathway focus of CTE POS, as well as options related to the CTE POS)
- Provide a plan for technical skill assessments; include example document
- Provide student data sheet with all columns filled in
- Use of student data to develop CTE POS plan
- How will this CTE POS positively impact those student data in your schools?
- Give examples (documents, evidence) of Comprehensive Guidance and Counseling that students will receive:
 - Marketing of CTE to non-traditional students
 - Tools or skill inventories used to guide course/CTE POS selection
 - Documents illustrating relation to Oregon Diploma requirements:
 - * Academic applications (Extended Application)
 - * Education Plan and Profile
 - * Essential Skills
- Give samples of your regional and local professional development planning documents
- Sample materials used in professional development events
- Sample presentations used in professional development
- Include relevant regional and local professional development budget items and considerations
- **Complete the CTE POS application, including all signatures**

Required Documentation for CTE POS Application 2010

Completed CTE Program of Study Application

Addendum A: Technical Skill Standards (Oregon Skill Sets) Crosswalk (Matrix) of Standards-to-Courses/Learning Experiences and Opportunities

Required documentation (Addendum A)

- Identify technical skill standards/skill sets; list all Knowledge and Skill Statements for the Cluster, and include Focus Area KS statements if appropriate (Performance Indicators not necessary for this exercise)
- Standards to course crosswalk/mapping— Complete Addendum A Skills/Course Crosswalk matrix (or one of local design with at least as much information as is included in Addendum A)

Addendum B: Alignment/Articulation Agreements, brochures and other documentation, e.g.:

1. Secondary partners documents
2. Community College partner documents
3. University partner documents
4. Private school partner documents
5. CTE POS Visuals—secondary documents
6. CTE POS Visuals—post-secondary documents
7. CTE POS Visuals—joint documents

Required documentation (Addendum B)

- Provide evidence of real partnerships:
- Alignment document illustrating standards aligned between secondary and post-secondary component for complete CTE POS (Cluster and Focus Area, as appropriate)
- Articulation agreement between secondary and post-secondary institutions, showing alignment of standards
- Provide a CTE POS Visual (road map, diagram, chart of courses through college) showing courses and activities available at secondary, multiple entry points at post-secondary, multiple exit points and bridged pathway options, as appropriate (CTE POS visual should illustrate clearly for student, the pathway focus of CTE POS, as well as options related to the CTE POS)

Addendum C: Technical Skill Assessment Documentation

1. Plan (Regional, local, specific CTE POS, etc.)
2. Samples
3. Any relevant preliminary data
4. Student Data Chart
5. Specific plan for CTE POS's impact on student data (academics and technical skills)

Required documentation (Addendum C)

- Provide a plan for technical skill assessments; include example document
- Provide student data sheet with all columns filled in
- Use of student data to develop CTE POS plan
- How will this CTE POS positively impact those student data in your schools?

Addendum D: Student Services documentation

1. Guidance documents
2. Relationships to HS diploma
3. CC documents for testing out, etc.

Required documentation (Addendum D)

- Give examples (documents, evidence) of Comprehensive Guidance and Counseling that students will receive:
- Marketing of CTE to non-traditional students
- Tools or skill inventories used to guide course/CTE POS selection
- Documents illustrating relation to Oregon Diploma requirements:
 - Academic applications (Extended Application)
 - Education Plan and Profile
 - Essential Skills

CTE Program Of Study (Perkins Eligible)....2010 Application (continued)

Addendum E: Professional Development documentation [could be included in other elements as appropriate]

1. Relevant professional development plans
2. Budget items as appropriate
3. Other PD documentation

Required documentation (Addendum E--or infused throughout other documentation)

- Give samples of your regional and local professional development planning documents
- Sample materials used in professional development events
- Sample presentations used in professional development
- Include relevant regional and local professional development budget items and considerations

Addendum A: Skill Standards/Content/Course Crosswalk

Required documentation for Element 1: Please provide in this Addendum A or attach as “AddendumA...” in email

- Identify technical skill standards/skill sets; list all Knowledge and Skill Statements for the Cluster, and include Focus Area KS statements if appropriate (Performance Indicators not necessary for this exercise)
- Standards-to-course crosswalk/mapping—Complete Addendum A Skills/Course Crosswalk matrix (or one of local design with at least as much information as is included in Addendum A)

Comments and additional information (from “Areas of Strength” Section of Readiness & Sustainability Evaluation Tool):

Teacher works closely with business/industry and Chemeketa to meet all requirements for skill standards and content.

Areas of Strength	Priority Concerns/Action Steps
<ul style="list-style-type: none"> ▪ What’s working well that is worth keeping? ▪ What goals do you have to sustain and improve your program? ▪ What strategies will you use to reach your goals? ▪ How will you know if you are successful? <p><u>Standards & Content</u></p> <ul style="list-style-type: none"> • Content covers more than it currently taught in the CCN course • Content is instructed by a non-practicing CPA 	<ul style="list-style-type: none"> ▪ What will be new or needs to be revised? ▪ What strategies will you use to address identified priority concerns? ▪ What are the indicators you will use to measure your improvement? ▪ How will you know if you are successful? And when? <p><u>Standards & Content</u></p> <ul style="list-style-type: none"> • Need to align textbook and on-line activities better to that of the Chemeketa course without losing the understanding of the population is being taught (i.e., ELL, high school students)

Addendum B: Alignment/Articulation Documentation

Required documentation for Element 2: Please provide in Addendum B or attach as “AddendumB...” in email

- Provide evidence of real partnerships
- Alignment document illustrating standards aligned between secondary and post-secondary component for complete CTE POS (Cluster and Focus Area, as appropriate)
- Articulation agreement between secondary and post-secondary institutions, showing alignment of standards
- **Provide a CTE POS visual (road map, diagram, chart of courses through college) showing courses and activities available at secondary, multiple entry points at post-secondary, multiple exit points and bridged pathway options, as appropriate (CTE POS visual should illustrate clearly for student, the pathway focus of CTE POS, as well as options related to the CTE POS)**

Comments and additional information (from “Areas of Strength” Section of Readiness & Sustainability Evaluation Tool):

Again, teacher works very hard to meet all alignment and articulation requirements.

Areas of Strength	Priority Concerns/Action Steps
<ul style="list-style-type: none"> ▪ What’s working well that is worth keeping? ▪ What goals do you have to sustain and improve your program? ▪ What strategies will you use to reach your goals? ▪ How will you know if you are successful? <p><u>Alignment & Articulation</u></p> <ul style="list-style-type: none"> • Current curriculum is aligned to CCN course (with additional material added) • Have worked with CCN Teacher (Lana Tess) with materials (i.e., textbook, assessment materials, etc) to assure that coverage of materials and rigor is aligned. 	<ul style="list-style-type: none"> ▪ What will be new or needs to be revised? ▪ What strategies will you use to address identified priority concerns? ▪ What are the indicators you will use to measure your improvement? ▪ How will you know if you are successful? And when? <p><u>Alignment & Articulation</u></p> <ul style="list-style-type: none"> • Need to look at the on-line component (and other on-line resources including small business computer accounting) • Need to look at and articulate to students how these courses map to credentials, certificates and degrees

Addendum C: Accountability & Assessment Documentation

Required documentation for Element 3: Please provide in Addendum C or attach as "AddendumC..." in email

- Provide a plan for technical skill assessments; include example document
- Provide student data sheet with all columns filled in
- Use of student data to develop CTE POS plan
- How will this CTE POS positively impact those student data in your schools?

Comments and additional information (from "Areas of Strength" Section of Readiness & Sustainability Evaluation Tool):

1A	Performance assessment with industry-recognized certificate or license	One or more tasks or work samples are evaluated using a standard rubric. Development and scoring is controlled by a national or state organization that awards industry-recognized credentials for demonstrated proficiency.
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Areas of Strength	Priority Concerns/Action Steps
<ul style="list-style-type: none"> ▪ What's working well that is worth keeping? ▪ What goals do you have to sustain and improve your program? ▪ What strategies will you use to reach your goals? ▪ How will you know if you are successful? <p><u>Accountability & Assessment</u></p> <ul style="list-style-type: none"> • Currently using CCN summative assessment. 	<ul style="list-style-type: none"> ▪ What will be new or needs to be revised? ▪ What strategies will you use to address identified priority concerns? ▪ What are the indicators you will use to measure your improvement? ▪ How will you know if you are successful? And when? <p><u>Accountability & Assessment</u></p> <ul style="list-style-type: none"> • Will add on-line component to assessment.

PRIOR CTE STUDENT PERFORMANCE DATA ANALYSIS

Student Data Analysis—part 1

A 3-year analysis of CTE concentrator performance will help identify any performance measures that may need to be addressed to increase concentrator academic and technical skill attainment, as well as the other performance indicators. The analysis of prior CTE concentrator performance data may guide you toward identifying appropriate priority goals and strategies for CTE program improvement.

CTE Performance Indicator	Year 1 Prior CTE Performance	Year 2 Prior CTE Performance	Year 3 Prior CTE Performance	Most Recent (available) School Wide/State Wide Performance	Final CTE POS Year CTE Target Performance
	Year: 2006-2007	Year: 2007-2008	Year: 2008-2009	Year: 2008-2009	Year: 2013-2014
1S1—Academic Attainment (<i>Reading</i>)*	57.69%	41.51%	61.29%	57% / 72%	100%
1S2—Academic Attainment (<i>Mathematics</i>)*	51.85%	49.06%	48.39%	59% / 66%	100%
1S3—Academic Attainment (<i>Writing</i>)*	40.00%	37.25%	38.71%	34% / 59%	100%
2S1—Technical Skill Attainment	100%	91.23%	94.12%		95%
3S1—High School Completion	88.46%	95.56%	100%		TBD
4S1—High School Graduation	88.46%	95.56%	96.97%	82% / 97%	TBD
5S1—Secondary Placement	100%	65.63%	76.92%		TBD
6S1—Nontraditional Participation	61.54%	41.38%	28.00%		TBD
6S2—Nontraditional Completion	86.67%	-	-		TBD

*Annual Statewide Academic Targets for All Schools and Districts

School Year	Reading	Mathematics	Writing
2008- 2009	60%	59%	60%
2009- 2010	60%	59%	60%
2010- 2011	70%	70%	70%
2011- 2012	80%	80%	80%
2012- 2013	90%	90%	90%
2013- 2014	100%	100%	100%

Student Data Analysis—part 2

Please address the following **Guiding Questions** for analysis of your CTE performance data listed on the previous page:

1. How does your CTE concentrator performance compare to statewide performance on the CTE performance indicators?
All three main performance areas are below the statewide performance indicators (Reading / Math / Writing). Graduation is also below the statewide performance indicator.
2. What might be the cause of your current performance if it lags behind statewide academic or CTE indicator performance?
Gervais High School is a high poverty (>90% free and reduced lunch), high immigrant, high ELL population (>60%) rural, migrant school. The combination of these factors, plus a low overall population (school of 330) mean that every individual student has a greater than 1% impact on the overall statistics - - 10 students can swing the percentages about 15 points. However, even with these challenges, we have recently put in place (in the last 2 years), school wide interventions to lessen the achievement gap that is apparent before students enter their freshman year. These interventions have already produced 10 point gains (overall) in both Reading and Math. We are adding writing interventions to the Master Schedule for the upcoming year.
3. How does your program's CTE concentrator performance data compare with school-wide student performance data?
CTE concentrator data are mostly in line with overall school-wide student performance. Again, because of the small numbers, just a few students can have a significant swing in performance percentages.
4. Do you have indications that your CTE concentrators continue with their CTE program of study at the post-secondary level? Do any of these students require remediation before they continue with their program? (Base your response on anecdotal information, as well as any hard data to which you may have access.)
Yes, we have data that CTE concentrators continue with their CTE program of study at the post-secondary level. We are continuing to refine this type of data collection. We have not seen a need for remediation before they continue with their program.
5. What questions does your student performance data raise?
Increasing Reading / Math / Writing skills will increase the overall performance of CTE concentrators - - in all classes. We have a school-wide effort to increase these indicators that pushes reading/math/writing into all the classrooms; including CTE classes.
6. **Key Question:** What action steps will you take through this CTE POS design and implementation to assist students in improving performance?
As noted above, we have spent the last two years working on reading/math/writing requirements in all of our classes. We have been trained on SIOP strategies and will continue to refine our practice in both teaching/learning strategies, as well as requirements that support reading/math/writing in the classroom.

Addendum D: Student Support Services Documentation

Required documentation for Element 4: Please provide in Addendum D or attach as “AddendumD...” in email
Give examples (documents, evidence) of Comprehensive Guidance and Counseling that students will receive:

- Marketing of CTE to non-traditional students
- Tools or skill inventories used to guide course/CTE POS selection
- Documents illustrating relation to Oregon Diploma requirements:
 - * Academic applications (Extended Application)
 - * Education Plan and Profile
 - * Essential Skills

Comments and additional information (from “Areas of Strength” Section of Readiness & Sustainability Evaluation Tool):

Central HS has done extensive work on student support services and provides multiple resources to students for college/career readiness.

Areas of Strength	Priority Concerns/Action Steps
<ul style="list-style-type: none"> ▪ What’s working well that is worth keeping? ▪ What goals do you have to sustain and improve your program? ▪ What strategies will you use to reach your goals? ▪ How will you know if you are successful? <p><u>Student Support Services</u></p> <ul style="list-style-type: none"> • All students currently work through a Personal Education Plan (PEP) each year which includes planning for careers in the CTE arena • Essential skills attainment is well articulated to staff/students. 	<ul style="list-style-type: none"> ▪ What will be new or needs to be revised? ▪ What strategies will you use to address identified priority concerns? ▪ What are the indicators you will use to measure your improvement? ▪ How will you know if you are successful? And when? <p><u>Student Support Services</u></p> <ul style="list-style-type: none"> • Need to articulate better to parents the benefits of CTE • Need to articulate better to parents essential skill attainment and its impact on courses, as well as, graduation.

Addendum E: Professional Development Documentation (optional)

[This documentation may already be included in the documentation of the other 4 Elements.]

Required documentation for additional element: (May be included in other Elements of Application (If not, please provide in Addendum E or attach as "AddendumE..." in email

- Give samples of your regional and local professional development planning documents
- Sample materials used in professional development events
- Sample presentations used in professional development
- Include relevant regional and local professional development budget items and considerations

Comments and additional information (from "Areas of Strength" Section of Readiness & Sustainability Evaluation Tool):

The following areas of future professional development have been identified:

- PLC's Training at Work Institute (Salem- July 26 - 28, 2010)
- SIOP Strategies Workshop
- ELD Strategies Workshop
- Writing across the curriculum Workshop
- Math / Reading OAKS Prep Workshops

PROGRAM OF STUDY AGREEMENT

This agreement between Gervais High School and Chemeketa Community College certifies a partnership exists that provides students a seamless educational experience resulting in a Business Management post-secondary degree or certificate.

ARTICULATION

An unduplicated sequence of courses or learning experiences is shared by secondary and postsecondary programs. Oregon Skill Sets or other agreed upon industry standards are used to align program outcomes. High school students in the program who successfully complete a high school course qualify for credit in an equivalent college course. Students will earn the same grade in the college course as they earned in the high school course. Course credit will be posted to the individual student's transcript at the college and is intended to provide the student with a "jump start" on their college education.

The high school agrees to provide a teacher to teach the college course to the college's specifications. The high school will provide appropriate documentation for college review and approval regarding course content and instructor qualifications. The high school teacher agrees to complete and submit course articulation materials and student registration materials according to the procedures and timelines outlined by the college. The instructors from both institutions will meet annually to review curriculum, instruction and assessments.

The college agrees to review the instructor qualifications for recommended high school teachers and give approval to those in compliance with the instructor requirements, as well as review and give approval to the high school curriculum, assessment materials, etc. The college will provide copies of course information and registration materials to the high school. The college further agrees to grant credit to students for successful completion of an articulated course (reduced tuition) and to provide program information to the high school and student related to the course.

ALIGNMENT

A unified, cohesive sequence of content exists among secondary and postsecondary partners. There is shared technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards. The Program Design assures students will continually progress in knowledge and skills and never need to take a remedial course.

The high school agrees to meet with college instructors to align curriculum, instruction and assessments to provide students with the fundamental skills needed to successfully transition to the college program. The high school further agrees to provide students with information about the college program.

The college agrees to evaluate the curriculum and assessment materials. The college will provide information on changes in the program based on industry trends. The college will also collaborate in joint program design and development, as well as support program improvement outcomes through technical training for high school teachers and campus event for high school students when available.

Teacher

Program Chair

School Administrator

College Administrator

2.3.10 Oregon Education Performance Standard # 10 (State Board Policy)

Description

All districts will demonstrate progress towards closing the achievement gap between high and low performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, so that student performance cannot be predicted by ethnicity, gender, family income, disabling condition or other socio-economic classification.

Please provide evidence for how the district has been in compliance with Oregon Education Performance Standard #10:

Data Source:

- All student performance data

Content

Uploaded PDFs

[2.3.10 standards.jz](#)

[BES EES SRI data for eCIP 2.3.10](#)

[SRI data for eCIP GMS 2.3.10](#)

2.3.10 All districts will demonstrate progress towards closing the achievement gap between high- and low- performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, so that student performance cannot be predicted by ethnicity, gender, family income, disabling condition or other socio-economic classification.

Gervais School District has identified achievement gaps between all students compared to white, economically disadvantaged, students with disabilities, Hispanic and LEP in reading and math. In addition, the district has compared the state target in reading and math to all sub groups to identify any achievement gaps. The following is a summary of those findings.

At the Elementary, in both 2007 and 2009, white students performed above the all student group and increased their performance each year by 3% and 8%. However, all other subgroup's data reflects a slight achievement gap. For economically disadvantaged students, the gap increased by a half of a percent in 2009 in reading and decrease by 2.71% in math. Students with disabilities were not rated. Hispanic students increased the achievement gap in reading by 3.3% and only .02% in math. While both years are increased, the amount of increase is minimal. LEP student's achievement gap has increased the most between the two years. This increase is reflective of the number of exited students and out of monitoring students and the new students that have entered our schools. All subgroups continue to be above state target in reading and math for the two years.

**Gervais School District Achievement GAP Analysis
Compared to State AYP Targets**

Elementary	Difference from All Students			
	ELA		Math	
	2007	2009	2007	2009
All Students	-		-	
White	+12.18%	+20.06%	+16.99%	+19.93%
Economically Disadvantaged	-1.89%	-2.39%	-2.93%	+.22%
Students with Disabilities				
Hispanic	-1.91%	-5.2%	-3.43%	-3.45%
LEP	-1.90%	-6.75%	-1.34%	-6.69%

Elementary	Difference from the Target			
	ELA		Math	
	2007	2009	2007	2009
All Students	+28.12%	+20.51%	+28.51%	+16.69%
White	+40.43%	+43.57%	+45.5%	+36.62%
Economically Disadvantaged	+26.23%	+18.12%	+25.58%	+16.61%

Students with Disabilities				
Hispanic	34.12%	+15.31%	+24.08%	+13.24%
LEP	+26.22%	+13.76%	+25.88%	+10%

The Eldreidge and Brooks Elementary Schools uses Scholastic Reading Inventory (SRI) as one indicator of student reading ability. Each student is individually monitored and supported based on their score. First grade students were tested during the 2009-2010 school year. A small number of second graders were tested during the 2008-2009 school year. The staff regularly examines the individual and grade level data to assist them in providing instruction. A separate attachment shows some of the trends indicated.

Middle school students have decreased their achievement gap since 2007. Again white students compared with all students decreased the achievement gap significantly in the area of reading. Economically disadvantaged students did slightly increase their gap by .9% to 1%. Students with disabilities and Hispanic students showed a decrease in their reading and math gap while LEP students increased their gap in reading by 2%. Considering that 49% of the students that are represented in the 2009 data were not here in 2007, this is a tremendous effort on the middle school staff and students on impacting instruction to decrease their achievement gap. Middle school students also met their targets in all subgroups for 2009.

Middle School	Difference from All Students			
	ELA		Math	
	2007	2009	2007	2009
All Students	-	-	-	-
White	+12.46%	+23.24%	+16.13%	+16.27%
Economically Disadvantaged	-3.77%	-4.94%	-3.41%	-4.05%
Students with Disabilities	-22.67%	-8.49%	-13.78%	-12.82%
Hispanic	-4.26%	-2.67%	--5.99%	-5.39%
LEP	-3.01%	-5.57%	-7.18%	-4.56%

Middle School	Difference from the Target			
	ELA		Math	
	2007	2009	2007	2009
All Students	+16.72%	+8.35%	+18.87%	+ 7.21%
White	+29.18%	+31.59%	+30.18%	+33.48%
Economically Disadvantaged	+12.95%	+3.41%	+13.95%	+13.16%
Students with Disabilities	-5.95%	+.14%	-4.95%	+ 4.39%
Hispanic	+12.46%	+5.68%	+13.46%	+11.82%
LEP	+13.71%	+2.78%	+11.69%	+12.65%

Gervais Middle School uses quarterly SRI scores to help track individual student growth in reading. According to the year-end averages, each grade falls within the expected range of student achievement. Staff noticed that the mean student growth from one year to the next does not currently fall within the expected range. According to the normal growth expectations for SRI, student achievement should increase from one year to the next by 9 or 10 points. Despite falling within the expected bands for achievement, the amount of growth from one year to the next was not within the expected amount. Staff has subsequently begun to analyze the instruction provided to students in an effort to continuously raise student levels. A separate attachment shows some of the trends indicated.

Similarly, high school white students exceeded all students in reading and math. Economically disadvantaged and Hispanic students decreased their achievement gap in both reading and math from 2007 to 2009. LEP students increased their achievement gap as compared to all students. This data reflects the increase in LEP students at the high school level that have exited our ELL program and new students coming in.

High School	Difference from All Students			
	ELA		Math	
	2007	2009	2007	2009
All Students	-	-	-	-
White	+35.99%	+27.72%	+33.45%	+25.38%
Economically Disadvantaged	-8.56%	-7.31%	-6.30%	-5.19%
Students with Disabilities				
Hispanic	-15.23%	-9.65%	-14.1%	-5.97%
LEP	+11.45%	-13.07%	+.67%	-8.03%

High School	Difference from the Target			
	ELA		Math	
	2007	2009	2007	2009
All Students	+13.43%	+ 8.85%	+8.40%	+ 8.3%
White	+49.42%	+36.57%	+41.94%	+33.68%
Economically Disadvantaged	+4.87%	+ 1.54%	+2.19%	+ 3.11%
Students with Disabilities				
Hispanic	-1.80%	+ .80%	-5.61%	+ 2.33%
LEP	+13.43%	+4.02%	+9.16%	+ .27%

Source: ODE: 2006-2007 and 2008-2009 AYP Report

Gervais High School has not had a source of measuring student growth (except for OAKS) in the past. The school has ordered SRI and Running Record for use with its Targeting Matrix in order to identify students in need of supplementary instruction. No data (except OAKS) exists at this time. The staff expect to be able to begin compiling data during the 2010-2011 school year.

Gervais School District has steadily worked to decrease the achievement gap for all subgroups through purposeful school improvement actions. Through the work of our Oregon School Improvement Facilitators, both the middle and high schools have learned how to implement the improvement cycle and consistently complete each area through out the year. This is a tremendous effort with a great return for a district that has only 51% of each class for more than 4 years for the buildings.

All of the buildings in the Gervais School District do not have a well standardized tool for formatively assessing student achievement in math (except OAKS). The high school has purchased EduSoft in an effort to begin using a formative assessment tool, but at this point does not have any data. The rest of the district is observing as a district level testing coordinator facilitates the high school through the process of applying EduSoft assessments in the classroom as a formative assessment tool. The district believes that this initial approach will allow the district to become familiar with the tool and more effectively apply it to multiple buildings and grade levels for formative assessment. Gervais School District realizes the need for formative assessments in the monitoring student progress and is completing steps in its plan to use formative assessments in math at all grade levels.

SRI TEST SCORES

2008-2009

2009-2010

4th grade	Advanced	4	Advanced	15
	Proficient	25	Proficient	45
	Basic	28	Basic	22
	Below Basic	12	Below Basic	5
3rd grade	Advanced	5	Advanced	13
	Proficient	11	Proficient	36
	Basic	36	Basic	21
	Below Basic	9	Below Basic	4
2nd grade	Advanced	0	Advanced	11
	Proficient	2	Proficient	29
	Basic	0	Basic	14
	Below Basic	0	Below Basic	9
1st grade	Advanced	Not tested	Advanced	11
	Proficient		Proficient	10
	Basic		Basic	1
	Below Basic		Below Basic	0

Average SRI score - GMS

	2008-2009		2009-2010	
8th grade	Q1	139	Q1	132
	Q2	125	Q2	140
	Q3	123	Q3	126
	Q4	156	Q4	122
	Mean	136	Mean	130
7th grade	Q1	120	Q1	128
	Q2	113	Q2	125
	Q3	132	Q3	119
	Q4	136	Q4	126
	Mean	125	Mean	125
5th/6th grade	Q1	116	Q1	115
	Q2	117	Q2	124
	Q3	118	Q3	112
	Q4	128	Q4	126
	Mean	120	Mean	119

2.4 Self-Evaluation Responses

Description

Self Evaluation is a part of building readiness and analyzing data to determine where the district is in terms of key elements of successful schools.

Self-Evaluation Responses – As part of the state and federal requirements of the Continuous Improvement Plan responses are needed for each of the following items. Please limit your responses to no more than 500 words per item.

1. Describe how the district ensures rigorous curriculum aligned with state standards. This demonstrates compliance with OAR Div 22.

- How does your district ensure that classroom instruction is both rigorous and aligned to state standards?
- How does your district ensure that a rigorous curriculum aligned with state standards is provided to students?
- 2. Describe how the district ensures high quality instructional programs.
- How does your district evaluate the quality of instruction in contents with required state assessments?
- How does your district evaluate the quality of instruction in contents without required state assessments?
- 3. Explain the programs and policies the district uses to achieve a safe educational environment.
- 4. Describe the district's plan for family and community engagement.
- 5. What is the district doing to address staff leadership development?
- Is there a Professional Learning Community or other method for leadership development?
- Describe your ongoing professional development to support improvement in student achievement and success.
- Describe your ongoing professional development to support culturally competent instructional leadership.
- 6. Describe what the district has done to establish and maintain a high-quality data system.
- Do staff in your district have access to a student data system?
- Is this system accessible to instructional as well as administrative staff?
- What categories of data are included in this system (e.g., demographics, placement, achievement, assessment, contact)?
- What resources are available for continued updating and maintenance of both the data and the system?
- 7. Explain how the district ensures service plans for students who have or have not exceeded all of the academic content standards.
- Describe how service plans are developed for students who have or have not exceeded all academic content standards.
- Provide a sample of a plan developed for a student who has exceeded all academic content standards.
- Provide a sample of a plan developed for a student who has not exceeded all academic content standards.
- 8. What is the district doing to create and staff a strong school library system?
- Are libraries available to all students on a regular basis?
- Is the library staffed in a way that makes use of the library valuable to students?
- Have partnerships been established with local library systems or community programs?

Additional tools are available online through the [eCIP Toolkit](#). From this site you can download the [review guide](#).

Section Pages

[2.4.1 Ensuring Rigorous Curriculum \(ORS 329.095 \(4\)\(a\)\(A\)\)](#)

[2.4.2 Ensuring High Quality Programs \(ORS 329.095 \(4\)\(a\)\(B\)\)](#)

[2.4.3 Achieving a Safe Educational Environment \(ORS 329.095 \(4\)\(a\)\(D\)\)](#)

[2.4.4 Planning for Family and Community Engagement \(ORS 329.095 \(4\)\(a\)\(E\)\)](#)

[2.4.5 Staff Leadership Development \(ORS 329.095 \(4\)\(a\)\(F\)\)](#)

[2.4.6 Establishing and maintaining high-quality data systems \(ORS 329.095 \(4\)\(a\)\(G\)\)](#)

[2.4.7 Ensuring Service Plans for Students \(ORS 329.095 \(4\)\(a\)\(I\)\)](#)

[2.4.8 Implementing a strong school library program \(ORS 329.095 \(4\)\(a\)\(J\)\)](#)

2.4.1 Ensuring Rigorous Curriculum (ORS 329.095 (4)(a)(A))

Description

Describe how the district ensures rigorous curriculum aligned with state standards.

- How does your district ensure that classroom instruction is both rigorous and aligned to state standards?
- How does your district ensure that a rigorous curriculum aligned with state standards is provided to students?
- How does your district ensure that students receive instruction in all content standards in subjects with required state assessments?
- How does your district ensure that students receive instruction in all content standards in subjects without state assessments?

Content

Uploaded PDFs

[2.4.1 rigorous curriculum](#)

2.4.1 Ensuring rigorous curriculum (ORS 329.095 (4) (a))

Describe how the district ensures rigorous curriculum aligned with state standards.

1. How does your district ensure that classroom instruction is both rigorous and aligned to state standards?

Classroom instruction is annually assessed through teacher observations and evaluations processes in the district. 80% of the teaching staff and 24% of the classified staff have been trained in Sheltered Instruction Observation Protocol (SIOP). Each principal uses the observational tool to take data on how each staff member is using the instructional strategies to provide rigorous instruction. Another tool for ensuring rigorous instruction is the results of the state assessments in the number of students meeting grade level targets, the percent of students meeting their growth targets as well as the increased number of students who are making the honor roll in the upper grades and the increased number of students meeting district grade level performance goals.

Classroom instruction is aligned throughout the K-12 grades in all core and content areas. The district spent one year working with the Doug Reeves training on 'Making Standards Work.' From that training, Grades K-6 began the process of aligning the state's standard through the annual textbook adoption cycle. The alignment projects addressed not only the alignment of the instructional material to the standards but also the staff's understanding of the standards, the essential or power standards, units that are taught, formative assessments that are created and used and how the project is reviewed each year by that content or core area's committee. While Grades 7 through 12 also attended the training, their alignment project also incorporated the vertical component that was instructed through the AP training they attended.

2. How does your district ensure that a rigorous curriculum aligned with state standards is provided to students?

Gervais ensures that rigorous aligned curriculum is provided to each student by measuring what students have learned (state, formative assessments, skill observational checklists, strand data analysis by class and student) by what they have been taught (lesson plans with objectives and standards identified as well as observation of lessons and activities). Principals, mentors, instructional team leaders and peers observers conduct observations and assist in identifying areas to emphasis in student learning and reflect with the classroom teacher in instructional adjustments.

3. How does your district ensure that students receive instruction in all content standards in subjects with required state assessments?

Similar to the response above, principals, mentors, instructional team leaders and peers observers conduct observations and assist in identifying areas to emphasis in student learning and reflect with the classroom teacher in instructional adjustments in all areas of reading, math, science, writing, social studies.

4. How does your district ensure that students receive instruction in all content standards in subjects without state assessments?

Again, principals, mentors, instructional team leaders and peers observers conduct observations and assist in identifying areas to emphasis in student learning and reflect with the classroom teacher in instructional adjustments so that all students meet standards in content standards that are not assessed by state standards.

2.4.2 Ensuring High Quality Programs (ORS 329.095 (4)(a)(B))

Description

Describe how the district ensures high quality instructional programs.

- How does your district evaluate the quality of instruction in content with required state assessments?
- How does your district evaluate the quality of instruction in content without required state assessments?

Content

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[2.4.2 high quality programs](#)

2.4.2 Ensuring high quality programs (ORS 329.095 (4) (b))

1. How does your district evaluate the quality of instruction in content with required state assessment? How does your district evaluate the quality of instruction in content without required state assessments?

Principals, mentors, instructional team leaders and peer observers conduct observations using the SIOP tool for quality language instruction and a modified version of Madeline Hunter's Instructional Observation Tool for all core and content classes.

Data from the observations is reviewed by instructional teams to assist teaching staff in identifying areas of instructional adjustments so that all students receive quality instruction in all core and content classes that are assessed and not assessed by the state assessments.

2.4.3 Achieving a Safe Educational Environment (ORS 329.095 (4)(a)(D))

Description

Explain the programs and policies the district uses to achieve a safe educational environment.

Content

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[2.4.3 safe educational environment](#)

2.4.3 Achieving a safe educational environment (ORS 329.095 (4) (d))

Explain the programs and policies the district uses to achieve a safe educational environment.

Programs:

- Positive Behavior Support (PBS) programs are in place to assist in achieving safe educational environments at our elementary and middle school buildings. Improving student academic and behavior outcomes ensures all students to have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible to produce safe educational environments.
- Stop Bullying programs are in place at the middle, high and elementary schools. Each school has adapted the essences of the programs to fit their PBS model and building needs.
- 'Hands are Not for Hurting' program is active at the elementary schools with October being the pledge month and daily the motto is reviewed and recited at school assemblies.
- Student Support Teams for students in academic, social, mental, physical and physiological help meet weekly to review each building's student's needs and then engage outside agencies for assistance.
- District's ATOD plan is annually reviewed and changes result for district ATOD data.

2.4.4 Planning for Family and Community Engagement (ORS 329.095 (4)(a)(E))

Description

Describe the district's plan for family and community engagement.

Content

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[2.4.4 planning for family and community engagement](#)

2.4.4 Planning for family and community engagement (ORS 329.095 (4) (e))

Describe the district's plan for family and community engagement.

Gervais School District is a Title Ia District and has all policies that are required for a Title District. However, policies are only on paper unless we have regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

The District and each building has a Parent Involvement Policy that is reviewed every three years. School-Parent Compacts are updated annually and reviewed at fall conferences.

Activities and strategies to communicate with and involve parents are those that will focus on the National Parent Involvement Standards, and the Six Strands of Family Involvement: Communicating, Parenting, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community. While the current programs in the GSD does not yet have solid activities in every strand, our ongoing plan to improve family involvement around each strand will continue as the plan is implemented. Current family involvement programs include:

- Annual Open House in the fall for all parents of all grades informs parents of expectations and opportunities.
- Automatic dialing system to report student absences to parents.
- Letters home to parents if students have chronic absenteeism; follow-up by Sylvia Garcia, district attendance officer.
- IAs and office staff call parents to remind them of student conferences.
- A monthly newsletter which is mailed home in English and Spanish.
- A reader board on the street promoting school and community functions.
- Student-led conferences with parents, twice a year.
- A Parent/teacher/child Compact is distributed and discussed with parents at the beginning of each school year.
- In addition to the NCLB-required Parent/School Compact, student contracts for all students cover the areas of attendance, academics and behavior. This contract has, in the past, been used for all students, while the Compact was only used for Title I students.
- Progress reports (of student grades) are mailed home four times per year as are student report cards. We continue to use our student planner to communicate assignment information with parents. Parents are expected to sign these planners at least once per week.
- In April for TV Turn-off week we plan a week of evening activities designed to bring families together in our building (crafts, student Science Fair presentations, games, a Gilbert House theme night (Health or Science). The library and gym are opened each night.
- Monthly meetings/trainings with our migrant parents as well as meetings with our Title, ELL and TAG parents.

- Spanish/English language interpreters are provided for every function, meeting and phone call. All documents are translated into Spanish.
- Home visits are made when needed.
- Phone calls, emails to parents for positive comments from teachers, not always just for negative.
- Provide family activities in the district or at each school, such as:
 - Open our library and gym once a month for family activities (reading, computer training, sports, etc.)
 - Internet safety and predator awareness training for parents (Counselor)
 - Parenting classes (TBA by Parent Involvement committee, based on needs identified through parent survey)
 - Community dinners and family movie nights
 - English Language learning classes
 - Parent Resource Room to provide parents with books, materials, games, etc. to support learning.

2.4.5 Staff Leadership Development (ORS 329.095 (4)(a)(F))

Description

What is the district doing to address staff leadership development?

- Is there a both systemic and systematic method for leadership development (e.g., Professional Learning Community, Data Teams)?
- Describe your ongoing professional development of school and district leaders to support improvement in student achievement and success.
- Describe your ongoing professional development of school and district leaders to support culturally competent instructional leadership.

Content

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[2.4.5 staff leadership development](#)

2.4.5. Staff leadership development (ORS 329-095 (4) (f))

What is the district doing to address staff leadership development?

1. **Is there a both systemic and systematic method for leadership development (e.g., Professional Learning Community, Data Teams)?**

Prior to the 2008-2009 school year, Gervais did not have a systemic and systematic method for leadership development in the district. With three title buildings in improvement, the district took steps to have all leaders and teachers engage in the following development activities.

- Data Driven Decision Making training – Reeves
- Professional Learning Community (PLC) training – (DuFour, DuFour, Eaker)
- Positive Behavior Intervention and Support training – ODE
- Sheltered Instructional Observational Protocol – SIOP

Currently 72% of all GSD staff and 90% of all district leaders have attended the above four trainings. The district has also set aside each Wednesday afternoon for PLC meetings and trainings that have been determined by each building's PLC groups.

The district has contracted with outside consultants to review the progress the middle and high schools are making in regards to the Data driven decision making and PLC work.

2. **Describe your ongoing professional development of school and district leaders to support improvement in student achievement and success.**

The formation of each PLC and their ability to review the common formative assessments that each grade level/content level team is gathering and adjust instruction is currently being successful in improving student achievement. These are weekly meetings.

3. **Describe your ongoing professional development of school and district leaders to support culturally competent instructional leadership.**

The Superintendent and Leadership team of the district annually work with culturally competent instructional leadership through book studies (Framework of Poverty,) to discuss practices in each of the buildings and district that promote cultural competency. The Leadership team also reviews the Culturally Competent notebooks that we have expressly for the purpose of identify any areas in the buildings where such practices may not be occurring.

2.4.6 Establishing and maintaining high-quality data systems (ORS 329.095 (4)(a)(G))

Description

Describe what the district has done to establish and maintain a high-quality data system.

1. Do staff in your district have access to a student data system?
2. Is this system accessible to instructional as well as administrative staff?
3. What categories of data are included in this system (e.g., demographics, placement, achievement, assessment, contact)?
4. What resources are available for continued updating and maintenance of both the data and the system?

Content

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[2.4.7 data system](#)

2.4.6 Establishing and maintaining high-quality data systems

The data system in the Gervais School District is at four different levels; district, building, grade level or PLC and classroom level. Each area is managed by different staff for the sole purpose of producing solid, sound data that teachers and PLC/grade level teams can use to inform their instruction.

At the district level, the District Data Specialist downloads AYP data for each building from ODE by total students and by subgroups. Reading, math, writing, participation, attendance, mobility data, demographics, subgroup information, language acquisition level, special education information, talented and gifted information, graduation and drop out rates are presented to each building principal in August. This data is also stored on the district's server in a PDF format by school year. All staff has access to this folder.

At the building level, School Improvement Site Councils have access to the data to review for each subgroup in each area. The data is used to analyze the progression of achievement that all students and subgroups made against the goals that were set the year before. Site Councils also access the data reports on the ODE web site for more specific subgroup information.

The grade level teams/PLC use the data from the folder to analyze their particular group of students. This holist data points the teams/PLCs to look at areas of strengths and weaknesses. Then each group creates their own common formative assessment to begin the process of impacting instruction based on their new student groups. Data from the formative assessments are kept at the grade level/PLC level.

The classroom teacher then has had access to the district's folder data, the Site Council's analysis and their grade level/PLC data to impact instruction for their classroom students.

As the year progress and students complete their OAKS testing in reading and math, the District Data Specialist downloads updates and sends them through the system we have created and stores them in the server folder. This allows all staff to have access to the new data throughout the year.

2.4.7 Ensuring Service Plans for Students (ORS 329.095 (4)(a)(I))

Description

Explain how the district ensures service plans for students who have or have not exceeded all of the academic content standards.

- Describe how service plans are developed for students who have or have not exceeded all academic content standards. These plans should reflect the district's planned response to student performance on OAKS testing at various achievement levels at specific grade levels,
- Provide a sample of a plan developed for students who exceeded academic content standards.
- Provide a sample of a plan developed for students who did not exceed academic content standards.

Content

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[2.4.6 ensuring service plans for students](#)

2.4.6 Ensuring service plans for students (ORS 329.095 (4) (i))

Explain how the district ensures service plans for students who have or have not exceeded all of the academic content standards.

1. Describe how service plans are developed for students who have or have not exceeded all academic content standards. These plans should reflect the district's planned response to student performance on OAKS testing at various achievement levels at specific grade levels.
2. Provide a sample of a plan developed for students who do and who do not exceed academic content standards.
3. Provide a sample of a plan developed for student

The plan below is used by **each building's PLC and/or grade level teams** to provide instruction, strategies, and evaluation tools for each student grades 3-10 who take a state assessment to be successful.

Category	RIT Span		Growth Goal Target	Strategies	Materials	Person Responsible	Evaluation Tools
Exceeds	<u>Reading</u> 3- 218 ↑ 4- 223 ↑ 5- 230 ↑ 6- 234 ↑ 7- 239 ↑ 8- 241 ↑ 10-248 ↑	<u>Math</u> 3- 217 ↑ 4- 225 ↑ 5- 229 ↑ 6- 232 ↑ 7- 236 ↑ 8- 241 ↑ 10-248 ↑	+ 2 Points	<input type="checkbox"/> TAG Plan <input type="checkbox"/> Extended Curriculum <input type="checkbox"/> Contracts <input type="checkbox"/> Compacting Curriculum <input type="checkbox"/> Individual Projects	<input type="checkbox"/> Individual research <input type="checkbox"/> Computer based <input type="checkbox"/> Internet searches <input type="checkbox"/> Curriculum products <input type="checkbox"/> Advanced textbooks <input type="checkbox"/> Individual curriculum	<input type="checkbox"/> TAG advisor <input type="checkbox"/> Classroom teacher <input type="checkbox"/> Building specialist <input type="checkbox"/> Volunteer mentor <input type="checkbox"/> Job shadow	<input type="checkbox"/> Evaluation assessment <input type="checkbox"/> Rubric scoring <input type="checkbox"/> Interview <input type="checkbox"/> Product based outcome
Meets	<u>Reading</u> 3- 204-217 4- 211-222 5- 218-229 6- 222-233 7- 227-238 8- 231-240 10-236-247	<u>Math</u> 3- 205-216 4- 212-224 5- 218-228 6- 221-231 7- 226-235 8- 230-240 10-236-245	+ 5 Points	<input type="checkbox"/> Rigorous grade level curriculum <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Monitor/adapt <input type="checkbox"/> Differentiation <input type="checkbox"/> Formative assessment	<input type="checkbox"/> Current grade level curriculum aligned to grade level state standards	<input type="checkbox"/> Classroom teacher	<input type="checkbox"/> Pre/post end of chapter, book, etc. <input type="checkbox"/> OAKS <input type="checkbox"/> Formative assessment <input type="checkbox"/> Progress monitoring
Nearly Meets	<u>Reading</u> 3- 199-203 4- 205-210 5- 209-217 6- 214-221 7- 219-226 8- 224-230 10-231-235	<u>Math</u> 3- 201-204 4- 208-211 5- 214-217 6- 216-220 7- 221-225 8- 225-229 10-231-235	+ 10 Points	<input type="checkbox"/> Progress monitoring <input type="checkbox"/> Differentiation <input type="checkbox"/> Targeted individual instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Double dose <input type="checkbox"/> Tutoring <input type="checkbox"/> Additional homework help	<input type="checkbox"/> Differentiation <input type="checkbox"/> Intervention program <input type="checkbox"/> Targeted instruction	<input type="checkbox"/> Classroom teacher	<input type="checkbox"/> Formative assessments <input type="checkbox"/> OAKS <input type="checkbox"/> Intervention program <input type="checkbox"/> Targeted pre/post strategy
Does Not Meet	<u>Reading</u> 3- 200 ↓ 4- 207 ↓ 5- 213 ↓ 6- 215 ↓ 7- 218 ↓ 8- 223 ↓ 10-230 ↓	<u>Math</u> 3- 200 ↓ 4- 207 ↓ 5- 213 ↓ 6- 215 ↓ 7- 220 ↓ 8- 224 ↓ 10-230 ↓	+ 15-20 Points	<input type="checkbox"/> Intensive intervention <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Tutoring 1-1 <input type="checkbox"/> Small group instruction <input type="checkbox"/> Alternative learning	<input type="checkbox"/> Targeted intensive program <input type="checkbox"/> Targeted intervention program <input type="checkbox"/> Targeted strategies	<input type="checkbox"/> Specialist <input type="checkbox"/> Tutor <input type="checkbox"/> paraprofessional	<input type="checkbox"/> Formative assessments <input type="checkbox"/> OAKS <input type="checkbox"/> Intervention program <input type="checkbox"/> Targeted pre/post strategy

2.4.8 Implementing a strong school library program (ORS 329.095 (4)(a)(J))

Description

This section is not required for 2009-10 CIP submissions but will be required, based on legislative changes, for submissions for 2010-11.

What is the district doing to create and staff a strong school library system?

1. Are libraries available to all students on a regular basis?
2. Is the library staffed in a way that makes use of the library valuable to students?
3. Have partnerships been established with local library systems or community programs?

Content

Uploaded PDFs

[2.4.8 school library system](#)

2.4.8 Implementing a Strong School Library Program

Libraries in the Gervais School District were aligned four years ago. We have a Head Librarian that oversees the elementary, middle and high school libraries. Her duties include ordering books and materials and supervising two Media Specialists. Her focus is to 'get' books into the hands of our students and their homes. With that goal in place, she stocks our shelves with strong multi-cultural sections, a variety of research materials and has labeled all books by their lexile code.

Each library is open to all students daily and to the community one night a week. Students are scheduled into library classes each week and their classrooms come to the libraries as needed throughout the week for additional information.

The only current library partner is the Woodburn Public Library.

2.5 SMART Goals

Background:

The Self Evaluation is a part of building readiness and analyzing data to determine where the district is in relation to the Oregon Education Performance Standards. How does the information learned from the Self Evaluation guide the development of goals? What is learned from successes and challenges that help create stronger programs for students? How might the Standards for District Success guide the district in planning goals and developing action plans?

Goal setting is a powerful tool to improve student learning when it is linked with data. Utilizing data develops pathways to connect teaching and learning and helps to establish SMART goals.

For additional information on developing SMART Goals, see the page which describes how to [Set Goals Based on Data \(SMART Goals\)](#).

Instructions:

List the priority goals the district will focus on for 2009-2011. Please write each of the goals using the [SMART goals format](#). If a goal is to improve performance for all students in a content area please break down the measurable element of the goal and remember to include additional objectives related to different subgroups specific to your district (TAG, special needs, migrant, ELL, ethnic, cultural, and socio economic groups).

Additional tools are available online through the [eCIP Toolkit](#). From this site you can download the [review guide](#).

Goal 1: 65% of each 10th grade subgroup of students will meet or exceed their benchmark in math as measured by the OAKS math assessment by May, 2010.

Description of Goal

Answers the question: *Where do we want to be?*

The improvement goals should be selected based on concerns with the highest priority for improvement in the district. To be realistic, there should be no more than three to five concerns selected to write as improvement goals. The district, schools, parents, and the local community need to be aware of the goals and objectives, provided opportunities to be consulted and contribute resources and support.

Please note that both the *SMART Goal* and *Rationale* fields are required.

SMART Goal:

65% of each 10th grade subgroup of students will meet or exceed their benchmark in math as measured by the OAKS math assessment by May, 2010.

Rationale (Why did you choose this goal?):

Last year's 10th grade students met benchmark by 4% over the state target. 2008-2009 was the first year the high school met benchmark in math for all subgroups. 2009-2010 will be the second year to meet benchmark, thus moving Gervais High School out of sanctions for math. The Hispanic and economically disadvantaged subgroups met by 4%. This is not a strong enough increase to ensure that our curriculum/programs are rigorous enough to support the increased state target for 2009-2010 10th graders. A closer look at interventions, formative assessments, data analysis of curriculum and student progress will strengthen the math program to support all subgroup students to meet the increased targets in the upcoming years.

Focus of Goal

Choose the focus area that most closely relates to your goal.

Grades: 9-10

Sub-Group: Asian/Pacific Islander, Black, Hispanic, Limited English Proficient, Multi-Racial, Multi-Ethnic, Native American/Alaskan Native, Special Education, Students living in poverty, White

Focus Area: Mathematics

Oregon Performance Standards

Select all the **Oregon Performance Standards** that directly relate to your goal.

[] 1. **All districts shall maintain standard schools (Division 22).**

As evidenced by:

- The district is in compliance with Division 22 Standards or has submitted a plan of correction for areas of non-compliance.

Data Source: Division 22 Standards
Diploma Requirements OAR 581-022-1130

[X] 2. All students will show continuous individual growth in all core academic subjects.

As evidenced by:

- Cohort growth measured by state and/or local assessments
- Improvement criteria from AYP and or Report card
- Documented student progress toward career-related learning standards and extended application
- Documented growth for TAG, IEP, and ELL.

Data Source: All student state and local assessment data

[X] 3. By 2013-2014, all students will reach high standards in reading and mathematics.

As evidenced by:

- AYP requirements for 2007-2008
 - 59% meet or exceed in Mathematics
 - 60% meet or exceed in Reading/Language Arts
- All schools have Report Card rating of Satisfactory or better
- Participation rate equal to or greater than 95%

Data Source: District AYP reports

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

[X] 4. All English Language Learners will become proficient in English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics, as evidenced by meeting Title III Accountability - Annual Measurable Achievement Objectives.

As evidenced by:

- 30% of LEP students acquire one level higher of English language proficiency.
- 50% of LEP students who have been enrolled in an ELD program for at least five years will achieve English language proficiency.
- Meet AYP in both Reading and Mathematics.

Data Source: District Student Staging (on district website) and District AYP reports

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

[] 5. Beginning with the fall of 2007, all students will be taught by highly qualified teachers in core content.

As evidenced by:

- A description of how teachers are being supported to meet the NCLB highly qualified teacher requirements
- Summary of schools and subjects where classes are not being taught by highly qualified teachers and the districts specific actions to address these issues
- District actions to ensure hiring only highly qualified teachers
- A description of the actions taken to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out of field teachers at higher rates than other students
- District actions to retain highly qualified teachers

[] 6. All students will be taught in learning environments that are safe, drug-free, and conducive to learning.

As evidenced by:

- Meeting the drug-free and safe school targets established by ODE (contact Title IV-A office for details)
- Schools with Report Card ratings of Satisfactory or better on Student Behavior
- 100% of students in grades 7-12 have an Education Plan and Profile and are supported by an adult advocate and guidance and counseling
- 100% of students participate in Career-Related Learning Experiences during grades 9-12

Data Source: Districts submit data to ODE in SET Survey, Annual ADM due July each year, and Early Leavers Collection. District attendance rates are published on the annual district report card.

[] 7. All students will attend school and graduate from high school with a post-high school plan.

As evidenced by:

- Increasing graduation rates greater than or equal to 68.1%

- Attendance rate greater than or equal to 92%
- 100% high school students identify a post high school goal in their Education Plan
- Increased partnerships and articulation between secondary and post secondary institutions
- Increased percentage of students pursuing post secondary studies.
- Increased percentage of students entering post secondary without need for remediation
- Increased percentage of students completing post secondary degree or certification
- Decreasing dropout rates: School Report Card student behavior ratings of Satisfactory, Strong or Exceptional

Data Source: submitted by districts to ODE in Annual ADM due July 15 and Early Leavers and High School Completers Collection. District attendance rates for current year and dropout rates for the previous are published on the annual district report card.

<http://www.ode.state.or.us/data/reportcard/reports.aspx>. Graduation rates are disaggregated by subgroup and available in the District AYP report. Annual district and school graduation and dropout rates are available at the end of March each year at:

<http://www.ode.state.or.us/search/page/?id=1>

[] 8. All students will have access to and develop proficiency in utilizing technology to improve their achievement.

As evidenced by:

- Improved student academic achievement in English language arts, mathematics, science, social sciences, the arts, and second languages (world languages) through the use of technology
- Demonstrate significant increase of student access to technology for the purpose of supporting academic achievement
- Assist every student regardless of race, ethnicity, income, geographical location, or disability in becoming technologically literate by the end of eighth grade
- Integrate technology into curriculum and instruction through high quality professional development based on relevant research and Oregon's Instructional Technology Common Curriculum Goals
- Documented professional development to support teachers in integrating technology into their instructional program

Data Source: District Ed Tech Evaluation

9. **Career and Technical Education (CTE) students will meet or exceed levels of performance on the Perkins core indicators.**

As evidenced by:

- The percentage of CTE students meeting academic attainment in reading, writing, mathematics, and science
- The percentage of CTE students meeting technical skill attainment
- The percentage of CTE students graduating from high school
- The percentage of CTE graduates continuing with postsecondary education or entering employment
- The percentage of CTE students completing a program of study that is nontraditional for their gender

Data Source:

- PTE student performance data (Website CTE Performance Measurement Reports and Perkins Core Indicator Performance Levels)
<http://www.ode.state.or.us/data/stats/opte/rptplan.aspx>

10. **All districts will demonstrate progress towards closing the achievement gap between high and low-performing students.**

Data Source: All student performance data

Standards for District Success

Select all the **Standards for District Success** that directly relate to your goal.

Standard 1: 2.5.4.1 Standard 1: Curriculum (State Board Policy)

The district develops and implements a curriculum that is rigorous, intentional, aligned to state goals and content standards, and ensures seamless student transitions.

- 1.1 Aligned with Oregon's Common Curriculum goals, content standards, career-related learning standards,
- 1.2 Common academic core for all students
- 1.3 Effective process for monitoring, evaluating, and reviewing curriculum
- 1.4 Educational programs and options are coordinated.

-] 1.5 Discussions among schools about curriculum standards
-] 1.6 Vertical alignment of curriculum with a focus on key transition points
-] 1.7 Multiple and diverse learning pathways available to all students (P-16)
-] 1.8 Planning and processes to ensure successful student transitions between grade levels, programs, and
-] 1.9 Curriculum provides opportunities for career related learning experiences in the community, workplac
-] 1.10 Students have access to career learning frameworks and technical skills sets for their education pla

Standard 2: 2.5.4.2 Standard 2: Instruction (State Board Policy)

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. The district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

-] 2.1 Instructional strategies aligned with goals
-] 2.2 Varied instructional strategies that are evidence-based
-] 2.3 Strategies aligned and monitored to address learning styles
-] 2.4 Teachers incorporate technology into classrooms
-] 2.5 Instructional materials are current, compliant, aligned, and sufficient to serve all students
-] 2.6 Multiple reliable assessments provide feedback on learning and identify achievement gaps
-] 2.7 Effective guidance, counseling and support for students
-] 2.8 Teachers demonstrate content knowledge and mastery of diverse pedagogical methods
-] 2.9 Teachers are culturally competent
-] 2.10 Effective professional mentoring and on-going support
-] 2.11 Teachers are competent in data use and analysis
-] 2.12 Intentional professional development strategy
-] 2.13 Professional development data-driven, ongoing, job-embedded, and research-based
-] 2.14 Evaluations and growth plans effectively used

Standard 3: 2.5.4.3 Standard 3: District and School Culture and Norms (State Board Policy)

The school functions as an effective learning environment by working with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of all students.

-] 3.1 High expectations for all students evident in beliefs, practices, and policies
-] 3.2 Commitment to ensuring successful student transitions (within K-12 and beyond)

- [] 3.3 Strong commitment to equity and diversity
- [] 3.4 Learning environments are safe and drug-free
- [] 3.5 Systems of student advocacy, guidance, and support
- [] 3.6 Culture of evidenced-based practice
- [] 3.7 Inclusive and collaborative decision-making
- [] 3.8 Culture of continuous professional learning
- [] 3.9 Culture of collective professional accountability
- [] 3.10 Each student has an adult advocate to guide their education planning and career development

Standard 4: 2.5.4.4 Standard 4: Family and Community Engagement (State Board Policy)

The district effectively engages families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of all students.

- [] 4.1 Families and communities are active partners
- [] 4.2 Effective communication strategies are employed.
- [] 4.3 Families are welcome in the school and their support and assistance are sought
- [] 4.4 Authentic relationships with communities, businesses and higher education
- [] 4.5 Community resources strengthen schools, families and student learning
- [] 4.6 Parenting and family skills are promoted and supported

Standard 5: 2.5.4.5 Standard 5: Leadership (State Board Policy)

School and district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

- [] 5.1 Develop and implement a shared vision
- [] 5.2 Foster shared beliefs, leadership, and decision-making, and a sense of community, and cooperation
- [] 5.3 Ensure safe and effective learning environments
- [] 5.4 Are culturally competent
- [] 5.5 Leadership decisions are data-driven
- [] 5.6 Disaggregate data to monitor the effectiveness of school practices and their impact on diverse students
- [] 5.7 Provide resources, monitor progress, and remove barriers
- [] 5.8 Leaders provide sufficient professional development resources and support

Standard 6: 2.5.4.6 Standard 6: Integrated Systems and Structures (State Board Policy)

The district develops, implements, and evaluates a comprehensive improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. The school and district are organized to maximize use of all available resources to support high student and staff performance.

- [] 6.1 Collaborative and inclusive planning process
- [] 6.2 Improvement planning is data-driven and research-based
- [] 6.3 Vertical and horizontal planning for improvement
- [] 6.4 Clear goals and aligned action steps
- [] 6.5 Strategies for evaluating improvement plan and monitoring progress
- [] 6.6 High-quality data system guides planning, instruction and evaluation
- [] 6.7 Articulated evaluation process
- [] 6.8 Strategic alignment and utilization of staff, facilities, time, and resources
- [] 6.9 Student performance goals drive staffing and recruitment decisions
- [] 6.10 Funds allocated based on CIP goals

Research Related to This Goal

Cite research conducted and how it relates to this goal.

** Please note that both the *Cite Research* and the *Align Research to Goal and Activities* fields are required.

**

Cite Research:

1. Students need to be taught the state mandated curriculum Align math curriculum to state math standards implementing the teaching of the new focal points. A balanced and thorough instruction program coordinated through state approved adopted text provides a complete and un-fragmented platform for student participation. Systematic instruction of state standards through an aligned math curriculum enhances student performance Morrison, G.S., (2004) Teaching in America. ODE website

2. Students need a common math teaching approach and vocabulary Use a common math curriculum at each grade level

A balanced comprehensive program that provides materials and support for students when taught with fidelity. Adopting 9 -12 textbooks in Spring of 2010

3. More student contact time is needed to increase student achievement. Increase the number of daily minutes allotted to Math instruction. Increasing instructional time and time on task improves student achievement. Cotton, K. The Schooling Practices that Matter Most. ASCD, 2001

4. A variety of instructional methods are needed to address our diverse population. Research supplementary

curricula to address new focal point approach

A focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics, should become the norm in elementary and middle school mathematics curricula. Any approach that continually revisits topics year after year without closure is to be avoided. U.S. Dept. of Education. 2008. The Final Report of the National Mathematics Advisory Panel.

5. Not all students are meeting math standards Research intervention strategies for struggling math students. Explicit instruction with students who have math difficulties has shown consistently positive effects on performance with word problems and computation. Results are consistent for students with learning disabilities, as well as other students who perform in the lowest third of a typical class. U.S. Dept. of Education. 2008. The Final Report of the National Mathematics Advisory Panel.

6. Some ELL students are not exiting the ELL program and are not achieving standards. Research effective methods for instructing ELL students. ELL students need explicit instruction and staff need to learn effective methods for providing explicit mathematics instruction to ELL students. U.S. Dept. of Education. 2008. The Final Report of the National Mathematics Advisory Panel.

7. Mathematics concepts need to be taught in other content areas Implement math instruction (graphs, charts, data analysis, statistics) in science classrooms. For all content areas, conceptual understanding, computational fluency, and problem-solving skills are each essential and mutually reinforcing, influencing performance on such varied tasks as estimation, word problems, and computation. For all content areas, practice allows students to achieve automaticity of basic skills. U.S. Dept. of Education. 2008. The Final Report of the National Mathematics Advisory Panel.

8. Teachers need to utilize common formative assessments. Design and implement common formative assessments for each focal point for each grade Teachers' regular use of formative assessments improves their students' learning especially if teachers have additional guidance on using the assessment to design and to individualize instruction. U.S. Dept. of Education. 2008. The Final Report of the National Mathematics Advisory Panel.

9. Ongoing evaluation of instructional effectiveness Evaluate instruction effectiveness through frequent formative assessments, data evaluation and instructional modification to meet the needs of students with different learning preferences. Frequent evaluation identifies students' strengths and needs. Stiggins, Rick, Arter, J., Chappuis, and Chappuis, (2006). Classroom Assessment for Student Learning: Doing It Right, Doing It Well. ETS.

10. Use of scientific calculators and other math tools to ready students for state testing Daily use of classroom sets of scientific calculators and math tools in math class, allows students to feel comfortable and confident to use in high stakes testing situations. Results revealed that students' operational skills and problem-solving skills improved when calculators were an integral part of testing and instruction. Students using calculators had better attitudes toward mathematics than their non-calculator counterparts. Ellington, Aimee J., (2003), A Meta-Analysis of the Effects of Calculators on Students' Achievement and Attitude Levels in Precollege Mathematics Classes. National Council of Teachers of Mathematics.

Align Research to Goal and Activities:

Research is numbered from above screen to match with goals and activities:

1. K-12 math standard initiative - aligning math standards/skills, instruction and formative assessment
3. Continue to implement math interventions for helping students after the school day. Continue to implement math interventions for helping students during the school day.
4. Seek out and attend high quality and on-going professional development.
6. Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.
5. Use of practical Math concepts in applied settings, including real life application of measurement, statistics and probability, calculation and estimation, Algebra and Geometry
8. 9. Continue math coach position which will focused upon developing best practices for the intervention classes, and developing common formative assessments in math classes for grades 9 and 10. Continue the data coach position to assist with compiling data, analyze and report back to PLC's, Admin. And other stakeholders. Responsible for testing coordinator on site and with district testing coordinator.
10. Provide and instruct the student use of technology tools in the classroom and during OAKS testing

Action Plan for Goal

Answers the questions: *How are we going to get there? How will we know when we get there? What do we need to do differently to reach our goals? Who is responsible for the actions? When do we plan to get there?*

2.5.7 Strategy

What evidence-based strategy will be implemented? How do you know the strategy will help achieve the goal?

2.5.8 Evidence of implementation

What evidence and processes will be used to ensure that the strategies and staff development planned are being implemented in the classroom? What actions will the district monitor?

2.5.9 Evidence of impact

What data will be collected to ensure that the desired change in student learning has occurred (universal screening, progress monitoring, and outcome measures)?

2.5.10 Timeline

What are the projected start and end dates of the various plan activities?

2.5.11 Responsible person(s)

Who will provide oversight for implementation, monitoring, and evaluation of the strategy?

2.5.12 Estimated costs

What are the anticipated costs of this effort?

2.5.13 Reflection/evaluation

What did the evidence of the impact data tell you about your district? Were the results what you intended? Have you examined the wide range of influences that may be causing the results you see? Are the results moving the district toward the goal?

2.5.7 Strategy	2.5.8 Evidence of implementation	2.5.9 Evidence of impact	2.5.10 Timeline	2.5.11 Responsible person(s)	2.5.12 Estimated costs	2.5.13 Reflection/evaluation	Funding Source
Provide systematic, direct reading instruction of state standards through an	Standards syllabus completed for each grade; teacher units include state	Improved student achievement on OAKS and common formative	Sept-June, 2009-2011 Ongoing	All teachers	No cost		

aligned reading curriculum.	standards	assessments created by classroom teachers					
Provide systematic, direct reading instruction of state standards through an aligned reading curriculum.	Standards syllabus completed for each grade; teacher units include state standards	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept-June, 2009-2011 Ongoing	All teachers	No cost		
Provide systematic, direct reading instruction of state standards through an aligned reading curriculum.	Standards syllabus completed for each grade; teacher units include state standards	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept-June, 2009-2011 Ongoing	All teachers	No cost		
Provide systematic, direct reading instruction of state standards through an aligned reading curriculum.	Standards syllabus completed for each grade; teacher units include state standards	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept-June, 2009-2011 Ongoing	All teachers	No cost		
Develop and follow a schedule that allows students to attend classroom reading instruction appropriate to their level	Schedule developed	Staff survey; staff report schedule allows for appropriate levels	August, 2009 through June 2011	Principal	no cost		
Develop and follow a schedule that	Schedule developed	Staff survey; staff report schedule	August, 2009 through	Principal	no cost		

allows students to attend classroom reading instruction appropriate to their level		allows for appropriate levels	June 2011				
Develop and follow a schedule that allows students to attend classroom reading instruction appropriate to their level	Schedule developed	Staff survey; staff report schedule allows for appropriate levels	August, 2009 through June 2011	Principal	no cost		
Develop and follow a schedule that allows students to attend classroom reading instruction appropriate to their level	Schedule developed	Staff survey; staff report schedule allows for appropriate levels	August, 2009 through June 2011	Principal	no cost		
Provide direct instruction in word meanings and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic practice.	Core text and adopted grammar curriculum. School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	Improved student achievement in vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		
Seek out and	Leave forms	mproved	Ongoing,	Math teachers,	\$1500.00		General,

attend high quality and on-going professional development.	and/or attendance certificates	student scores on OAKS math assessment in spring	2009-2011	Math coach			Title I-A
Provide direct instruction in word meanings and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic practice.	Core text and adopted grammar curriculum. School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	Improved student achievement in vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		
Seek out and attend high quality and on-going professional development.	Leave forms and/or attendance certificates	Improved student scores on OAKS math assessment in spring	Ongoing, 2009-2011	Math teachers, Math coach	\$1500.00		General, Title I-A
Provide direct instruction in word meanings and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic	Core text and adopted grammar curriculum. School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	Improved student achievement in vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		

practice.							
Seek out and attend high quality and on-going professional development.	Leave forms and/or attendance certificates	Improved student scores on OAKS math assessment in spring	Ongoing, 2009-2011	Math teachers, Math coach	\$1500.00		General, Title I-A
Provide direct instruction in word meanings and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic practice.	Core text and adopted grammar curriculum. School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	Improved student achievement in vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		
Seek out and attend high quality and on-going professional development.	Leave forms and/or attendance certificates	Improved student scores on OAKS math assessment in spring	Ongoing, 2009-2011	Math teachers, Math coach	\$1500.00		General, Title I-A
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Utilize supplementary materials to instruct reading such as novels	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant

and lexiled books at appropriate reading levels. Purchase printed and audio books to establish and or enhance classroom libraries for all teachers.		assessments linked to novels and books					
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Utilize supplementary materials to instruct reading such as novels and lexiled books at appropriate reading levels. Purchase printed and audio books to establish and or enhance classroom libraries for all teachers.	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative assessments linked to novels and books	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General

students.							
Utilize supplementary materials to instruct reading such as novels and lexiled books at appropriate reading levels. Purchase printed and audio books to establish and or enhance classroom libraries for all teachers.	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative assessments linked to novels and books	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Utilize supplementary materials to instruct reading such as novels and lexiled books at appropriate reading levels. Purchase printed and audio books to establish and or enhance classroom libraries for all teachers.	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative assessments linked to novels and books	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant
Develop a strategy to	Students attending	Improved student	Sept 2009-June	School Improvement	13,000		Other: school

<p>extend learning time for students not meeting standards. Options are: ? An elective period during the day ? A 7 period schedule to lengthen learning time ? Summer school ? After school program managed by a contracted teacher. ? Saturday school ? Intervention to selected students provided during vacation breaks</p>	<p>"extended" activities</p>	<p>achievement on OAKS and common formative assessments created by classroom teachers</p>	<p>2011</p>	<p>teams; principals</p>			<p>improvement plan grants</p>
<p>Continue to implement math interventions for helping students after the school day. • Saturday School • After school instruction • After school study hall Holiday/Spring Break School</p>	<p>Hiring of instructor for extra sessions Student attendance records</p>	<p>Student RIT gains for participants after intervention</p>	<p>2009 – 2011 academic years</p>	<p>Administration, After school intervention teachers, Math Coach,</p>	<p>\$17,500.00</p>		<p>Other: School Improvement Grant funds</p>
<p>develop a strategy to extend learning time for students not meeting standards. Options are: ? An elective period during the day ? A 7</p>	<p>Students attending "extended" activities</p>	<p>Improved student achievement on OAKS and common formative assessments created by classroom teachers</p>	<p>Sept 2009-June 2011</p>	<p>School Improvement teams; principals</p>	<p>13,000</p>		<p>Other: school improvement plan grants</p>

<p>period schedule to lengthen learning time ?</p> <p>Summer school ?</p> <p>After school program managed by a contracted teacher. ?</p> <p>Saturday school ?</p> <p>Intervention to selected students provided during vacation breaks</p>							
<p>Continue to implement math interventions for helping students after the school day.</p> <ul style="list-style-type: none"> • Saturday School • After school instruction • After school study hall Holiday/Spring Break School 	<p>Hiring of instructor for extra sessions</p> <p>Student attendance records</p>	<p>Student RIT gains for participants after intervention</p>	<p>2009 – 2011 academic years</p>	<p>Administration, After school intervention teachers, Math Coach,</p>	<p>\$17,500.00</p>		<p>Other: School Improvement Grant funds</p>
<p>Develop a strategy to extend learning time for students not meeting standards.</p> <p>Options are: ?</p> <p>An elective period during the day ?</p> <p>A 7 period schedule to lengthen learning time ?</p> <p>Summer school ?</p> <p>After school program managed by a contracted teacher. ?</p>	<p>Students attending "extended" activities</p>	<p>Improved student achievement on OAKS and common formative assessments created by classroom teachers</p>	<p>Sept 2009-June 2011</p>	<p>School Improvement teams; principals</p>	<p>13,000</p>		<p>Other: school improvement plan grants</p>

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Develop a strategy to extend learning time for students not meeting standards. Options are: ? An elective period during the day ? A 7 period schedule to lengthen learning time ? Summer school ? After school program managed by a contracted teacher. ? Saturday school ? Intervention to selected students provided during vacation breaks	Students attending “extended” activities	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept 2009-June 2011	School Improvement teams; principals	13,000		Other: school improvement plan grants
Continue to implement math interventions for	Hiring of instructor for extra sessions	Student RIT gains for participants	2009 – 2011 academic	Administration, After school intervention	\$17,500.00		Other: School Improvement

helping students after the school day. • Saturday School • After school instruction • After school study hall Holiday/Spring Break School	Student attendance records	after intervention	years	teachers, Math Coach,			Grant funds
Continue to implement math interventions for helping students during the school day. • CIM Math classes • Title I math class • XCEL math support	Presence of classes on Master schedule	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for the following year.	2009 – 2011 academic years	CIM Math and TITLE Math teacher, Math coach, XCEL math teacher	No additional cost		
Train teachers in data-driven instruction, where teachers learn to evaluate their instructional effectiveness through frequent formative assessments, data evaluation, and instructional modification to meet the needs of students with different learning preferences		Collaboration meeting notes, classroom observations		Dave Beebe, Lit TOSA;			
Continue to implement math interventions for helping students during the school day. • CIM Math	Presence of classes on Master schedule	Students in intervention classes will show 6+ RIT improvement between Spring testing	2009 – 2011 academic years	CIM Math and TITLE Math teacher, Math coach, XCEL math teacher	No additional cost		

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Provide ongoing professional development in reading strategies across the curriculum	Pro. Dev. plans, calendar Teacher lesson plans	Increase in OAKS scores	Sept. 2009- June, 2011	Administration, LA teacher, Data coach, SITE Council	1,000		Other: School Improvement funds
Use of practical Math concepts	Classroom observation	Improved student scores	2009-2011 academic	All departments	No Additional		General

in applied settings, including real life application of measurement, statistics and probability, calculation and estimation, Algebra and Geometry	Teacher Lesson Plans	on OAKS math assessment in spring.	years		Cost		
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Use of practical Math concepts in applied settings, including real life application of measurement, statistics and probability, calculation and estimation, Algebra and Geometry	Classroom observation Teacher Lesson Plans	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Provide ongoing professional development in reading strategies across the curriculum	Pro. Dev. plans, calendar Teacher lesson plans	Increase in OAKS scores	Sept. 2009-June, 2011	Administration, LA teacher, Data coach, SITE Council	1,000		Other: School Improvement funds
Use of practical Math concepts in applied settings, including real life application of	Classroom observation Teacher Lesson Plans	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General

measurement, statistics and probability, calculation and estimation, Algebra and Geometry							
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Research, create, pilot and implement common assessments for Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.	Creation and use of common assessments for 2nd semester 2010 for Algebra and 2011 for Geometry	Improved student scores on OAKS math assessment in spring.	June 2010 June 2011	District and Site Testing Coordinators, Math Coach and Math PLC, Data coach	Included in cost of math coach and data coach		Title I-A
Continue to implement reading interventions for helping students	Classes on Master schedule Option of students to seek out Language	Students in intervention classes will show 6+ RIT improvement	Sept. 2009- June, 2011	CIM Reading and Title Reading teachers, XCEL	No additional Costs		

<p>during the school day. • CIM Reading classes • Title I Reading class • XCEL Language Arts support</p>	<p>Arts teachers for help during Xcel</p>	<p>between Spring testing and best score for following year. LA teachers tabulate number of students seeking language arts assistance.</p>		<p>Language Arts teachers, Data Coach, Admin.</p>			
<p>Research, create, pilot and implement common assessments for Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.</p>	<p>Creation and use of common assessments for 2nd semester 2010 for Algebra and 2011 for Geometry</p>	<p>Improved student scores on OAKS math assessment in spring.</p>	<p>June 2010 June 2011</p>	<p>District and Site Testing Coordinators, Math Coach and Math PLC, Data coach</p>	<p>Included in cost of math coach and data coach</p>		<p>Title I-A</p>
<p>Continue to implement reading interventions for helping students during the school day. • CIM Reading classes • Title I Reading class • XCEL Language Arts support</p>	<p>Classes on Master schedule Option of students to seek out Language Arts teachers for help during Xcel</p>	<p>Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for following year. LA teachers tabulate number of students seeking language arts assistance.</p>	<p>Sept. 2009- June, 2011</p>	<p>CIM Reading and Title Reading teachers, XCEL Language Arts teachers, Data Coach, Admin.</p>	<p>No additional Costs</p>		
<p>Research, create, pilot and implement common assessments for</p>	<p>Creation and use of common assessments for 2nd semester 2010 for Algebra</p>	<p>Improved student scores on OAKS math assessment in spring.</p>	<p>June 2010 June 2011</p>	<p>District and Site Testing Coordinators, Math Coach and Math</p>	<p>Included in cost of math coach and data coach</p>		<p>Title I-A</p>

Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.	and 2011 for Geometry			PLC, Data coach			
Continue to implement reading interventions for helping students during the school day. • CIM Reading classes • Title I Reading class • XCEL Language Arts support	Classes on Master schedule Option of students to seek out Language Arts teachers for help during Xcel	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for following year. LA teachers tabulate number of students seeking language arts assistance.	Sept. 2009- June, 2011	CIM Reading and Title Reading teachers, XCEL Language Arts teachers, Data Coach, Admin.	No additional Costs		
Research, create, pilot and implement common assessments for Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.	Creation and use of common assessments for 2nd semester 2010 for Algebra and 2011 for Geometry	Improved student scores on OAKS math assessment in spring.	June 2010 June 2011	District and Site Testing Coordinators, Math Coach and Math PLC, Data coach	Included in cost of math coach and data coach		Title I-A
Continue to implement reading interventions for helping students during the school day. • CIM Reading	Classes on Master schedule Option of students to seek out Language Arts teachers for help during Xcel	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score	Sept. 2009- June, 2011	CIM Reading and Title Reading teachers, XCEL Language Arts teachers, Data Coach, Admin.	No additional Costs		

classes • Title I Reading class • XCEL Language Arts support		for following year. LA teachers tabulate number of students seeking language arts assistance.					
Research, create and implement common assessments for Reading/English teachers to developed assessments and EduSoft to determine student strengths and weaknesses	Creation and use of common assessments for 2nd semester of 2011 with all English/Reading students Common Assessment schedule	Students are placed in the appropriate level English class with intervention support as needed for the following school year.	Sept. 2009- June, 2011	District and Site Testing Coordinators, and Language Arts PLC	8,000 for software; 26,000 for trainer		Other: ARRA funds, Other: School Improvement grant funds
Continue math coach position which will focused upon developing best practices for the intervention classes, and developing common formative assessments in math classes for grades 9 and 10 Continue the data coach position to assist with compiling data, analyze and report back to PLC's, Admin. And other stakeholders. Responsible for	Job description is created, position is filled; intervention classes are populated; common formative assessments are created	Improved scores for intervention students on OAKS math assessment in spring. Implementation of Edu-soft Software in Math classes.	2009 - 2011	Administration, math PLC, Math coach, data coach	\$22,000.00		Title I-A

testing coordinator on site and with district testing coordinator.							
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common assessments for Reading/English teachers to developed assessments and EduSoft to determine student strengths and weaknesses	2nd semester of 2011 with all English/Reading students Common Assessment schedule	level English class with intervention support as needed for the following school year.	2011	and Language Arts PLC	trainer		Improvement grant funds
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Provide and instruct the student use of technology tools in the classroom and during OAKS testing	Buy scientific/graphing calculators. Create lessons on use of scientific calculators	Use of calculators during class and OAKS testing.	2009 - 2011	Math Teachers	\$5,000		Title I-A

Gervais School District will participate in adult literacy opportunities by providing staff and facilities for English, Spanish, Russian, and computer classes. There will also be a children's program to allow parents freedom to attend classes	Hiring of staff for classes. Attendance records Announcements and invitations	Participants will be surveyed to show increased time spent helping their students learn.	January 2010 – May 2010 October 2010 - May 2011	HOAP advisor, administrators, teachers	9,000		Other: School Improvement grants, Title IV-A
Provide and instruct the student use of technology tools in the classroom and during OAKS testing	Buy scientific/graphing calculators. Create lessons on use of scientific calculators	Use of calculators during class and OAKS testing.	2009 - 2011	Math Teachers	\$5,000		Title I-A
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Provide and instruct the student use of technology tools in the classroom	Buy scientific/graphing calculators. Create lessons on use of	Use of calculators during class and OAKS testing.	2009 - 2011	Math Teachers	\$5,000		Title I-A

and during OAKS testing	scientific calculators						
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Provide 9th and 10th grade	Teacher Lesson Plans Classroom	Improved student scores	Prior to testing in	Algebra, Geometry,	No Additional		

students with ample practice time on math benchmark sample questions during scheduled math classes (January 2010 – May 2011). Provide as warm-ups to begin classes.	observations during 1st five minutes of class	on OAKS math assessment in April.	April 2010, 2011	Title I math and	Cost		
Provide 9th and 10th grade students with ample practice time on math benchmark sample questions during scheduled math classes (January 2010 – May 2011). Provide as warm-ups to begin classes.	Teacher Lesson Plans Classroom observations during 1st five minutes of class	Improved student scores on OAKS math assessment in April.	Prior to testing in April 2010, 2011	Algebra, Geometry, Title I math and	No Additional Cost		
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Goal 2: By May of 2011, we will improve the performance of all students to 70% in reading as evidenced by May 2011 OAKS test results. Additionally, we will narrow the achievement gap between white students and all other subgroups by 5%.

Description of Goal

Answers the question: *Where do we want to be?*

The improvement goals should be selected based on concerns with the highest priority for improvement in the district. To be realistic, there should be no more than three to five concerns selected to write as improvement goals. The district, schools, parents, and the local community need to be aware of the goals and objectives, provided opportunities to be consulted and contribute resources and support.

Please note that both the *SMART Goal* and *Rationale* fields are required.

SMART Goal:

By May of 2011, we will improve the performance of all students to 70% in reading as evidenced by May 2011 OAKS test results. Additionally, we will narrow the achievement gap between white students and all other subgroups by 5%.

Rationale (Why did you choose this goal?):

- By May of 2010, Limited English Proficient students, Hispanic students and Student with a disability in the GSD will improve their performance from 55.7% to 65% as evidenced by May 2010 OAKS testing; and by May 2011, we will improve the performance of the same subgroup to 70% as evidenced by the May 2011

OAKS testing.

Only 5th grade special education students did not make AYP at Gervias Middle School with kept the whole building in Sanctions. However, at the high school, they had worked their way out of sanctions in reading two years ago, but now have not met with LEP and Hispanic youth. They are not in sanctions, but if they do not meet in 2010-2022, they may go into sanctions for reading.

Focus of Goal

Choose the focus area that most closely relates to your goal.

Grades: 3-10

Sub-Group: Hispanic, Limited English Proficient, Special Education

Focus Area: English language arts

Oregon Performance Standards

Select all the **Oregon Performance Standards** that directly relate to your goal.

1. **All districts shall maintain standard schools (Division 22).**

As evidenced by:

- The district is in compliance with Division 22 Standards or has submitted a plan of correction for areas of non-compliance.

Data Source: Division 22 Standards
Diploma Requirements OAR 581-022-1130

2. **All students will show continuous individual growth in all core academic subjects.**

As evidenced by:

- Cohort growth measured by state and/or local assessments
- Improvement criteria from AYP and or Report card
- Documented student progress toward career-related learning standards and extended application

- Documented growth for TAG, IEP, and ELL.

Data Source: All student state and local assessment data

[X] 3. By 2013-2014, all students will reach high standards in reading and mathematics.

As evidenced by:

- AYP requirements for 2007-2008
 - 59% meet or exceed in Mathematics
 - 60% meet or exceed in Reading/Language Arts
- All schools have Report Card rating of Satisfactory or better
- Participation rate equal to or greater than 95%

Data Source: District AYP reports

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

[X] 4. All English Language Learners will become proficient in English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics, as evidenced by meeting Title III Accountability - Annual Measurable Achievement Objectives.

As evidenced by:

- 30% of LEP students acquire one level higher of English language proficiency.
- 50% of LEP students who have been enrolled in an ELD program for at least five years will achieve English language proficiency.
- Meet AYP in both Reading and Mathematics.

Data Source: District Student Staging (on district website) and District AYP reports

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

[] 5. Beginning with the fall of 2007, all students will be taught by highly qualified teachers in core content.

As evidenced by:

- A description of how teachers are being supported to meet the NCLB highly qualified

teacher requirements

- Summary of schools and subjects where classes are not being taught by highly qualified teachers and the districts specific actions to address these issues
- District actions to ensure hiring only highly qualified teachers
- A description of the actions taken to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out of field teachers at higher rates than other students
- District actions to retain highly qualified teachers

[] 6. All students will be taught in learning environments that are safe, drug-free, and conducive to learning.

As evidenced by:

- Meeting the drug-free and safe school targets established by ODE (contact Title IV-A office for details)
- Schools with Report Card ratings of Satisfactory or better on Student Behavior
- 100% of students in grades 7-12 have an Education Plan and Profile and are supported by an adult advocate and guidance and counseling
- 100% of students participate in Career-Related Learning Experiences during grades 9-12

Data Source: Districts submit data to ODE in SET Survey, Annual ADM due July each year, and Early Leavers Collection. District attendance rates are published on the annual district report card.

[] 7. All students will attend school and graduate from high school with a post-high school plan.

As evidenced by:

- Increasing graduation rates greater than or equal to 68.1%
- Attendance rate greater than or equal to 92%
- 100% high school students identify a post high school goal in their Education Plan
- Increased partnerships and articulation between secondary and post secondary institutions
- Increased percentage of students pursuing post secondary studies.
- Increased percentage of students entering post secondary without need for remediation

- Increased percentage of students completing post secondary degree or certification
- Decreasing dropout rates: School Report Card student behavior ratings of Satisfactory, Strong or Exceptional

Data Source: submitted by districts to ODE in Annual ADM due July 15 and Early Leavers and High School Completers Collection. District attendance rates for current year and dropout rates for the previous are published on the annual district report card.

<http://www.ode.state.or.us/data/reportcard/reports.aspx>. Graduation rates are disaggregated by subgroup and available in the District AYP report. Annual district and school graduation and dropout rates are available at the end of March each year at:

<http://www.ode.state.or.us/search/page/?id=1>

[] 8. All students will have access to and develop proficiency in utilizing technology to improve their achievement.

As evidenced by:

- Improved student academic achievement in English language arts, mathematics, science, social sciences, the arts, and second languages (world languages) through the use of technology
- Demonstrate significant increase of student access to technology for the purpose of supporting academic achievement
- Assist every student regardless of race, ethnicity, income, geographical location, or disability in becoming technologically literate by the end of eighth grade
- Integrate technology into curriculum and instruction through high quality professional development based on relevant research and Oregon's Instructional Technology Common Curriculum Goals
- Documented professional development to support teachers in integrating technology into their instructional program

Data Source: District Ed Tech Evaluation

[] 9. Career and Technical Education (CTE) students will meet or exceed levels of performance on the Perkins core indicators.

As evidenced by:

- The percentage of CTE students meeting academic attainment in reading, writing, mathematics, and science
- The percentage of CTE students meeting technical skill attainment
- The percentage of CTE students graduating from high school
- The percentage of CTE graduates continuing with postsecondary education or entering employment
- The percentage of CTE students completing a program of study that is nontraditional for their gender

Data Source:

- PTE student performance data (Website CTE Performance Measurement Reports and Perkins Core Indicator Performance Levels)
<http://www.ode.state.or.us/data/stats/opte/rptplan.aspx>

[X] 10. All districts will demonstrate progress towards closing the achievement gap between high and low-performing students.

Data Source: All student performance data

Standards for District Success

Select all the **Standards for District Success** that directly relate to your goal.

Standard 1: 2.5.4.1 Standard 1: Curriculum (State Board Policy)

The district develops and implements a curriculum that is rigorous, intentional, aligned to state goals and content standards, and ensures seamless student transitions.

- [X] 1.1** Aligned with Oregon's Common Curriculum goals, content standards, career-related learning standards,
- [] 1.2** Common academic core for all students
- [X] 1.3** Effective process for monitoring, evaluating, and reviewing curriculum
- [] 1.4** Educational programs and options are coordinated.
- [X] 1.5** Discussions among schools about curriculum standards
- [X] 1.6** Vertical alignment of curriculum with a focus on key transition points
- [] 1.7** Multiple and diverse learning pathways available to all students (P-16)
- [] 1.8** Planning and processes to ensure successful student transitions between grade levels, programs, and
- [] 1.9** Curriculum provides opportunities for career related learning experiences in the community,

workplac

- 1.10** Students have access to career learning frameworks and technical skills sets for their education pla

Standard 2: 2.5.4.2 Standard 2: Instruction (State Board Policy)

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. The district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

- 2.1** Instructional strategies aligned with goals
- 2.2** Varied instructional strategies that are evidence-based
- 2.3** Strategies aligned and monitored to address learning styles
- 2.4** Teachers incorporate technology into classrooms
- 2.5** Instructional materials are current, compliant, aligned, and sufficient to serve all students
- 2.6** Multiple reliable assessments provide feedback on learning and identify achievement gaps
- 2.7** Effective guidance, counseling and support for students
- 2.8** Teachers demonstrate content knowledge and mastery of diverse pedagogical methods
- 2.9** Teachers are culturally competent
- 2.10** Effective professional mentoring and on-going support
- 2.11** Teachers are competent in data use and analysis
- 2.12** Intentional professional development strategy
- 2.13** Professional development data-driven, ongoing, job-embedded, and research-based
- 2.14** Evaluations and growth plans effectively used

Standard 3: 2.5.4.3 Standard 3: District and School Culture and Norms (State Board Policy)

The school functions as an effective learning environment by working with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of all students.

- 3.1** High expectations for all students evident in beliefs, practices, and policies
- 3.2** Commitment to ensuring successful student transitions (within K-12 and beyond)
- 3.3** Strong commitment to equity and diversity
- 3.4** Learning environments are safe and drug-free
- 3.5** Systems of student advocacy, guidance, and support
- 3.6** Culture of evidenced-based practice
- 3.7** Inclusive and collaborative decision-making
- 3.8** Culture of continuous professional learning

- [] 3.9 Culture of collective professional accountability
- [] 3.10 Each student has an adult advocate to guide their education planning and career development

Standard 4: 2.5.4.4 Standard 4: Family and Community Engagement (State Board Policy)

The district effectively engages families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of all students.

- [] 4.1 Families and communities are active partners
- [] 4.2 Effective communication strategies are employed.
- [] 4.3 Families are welcome in the school and their support and assistance are sought
- [] 4.4 Authentic relationships with communities, businesses and higher education
- [] 4.5 Community resources strengthen schools, families and student learning
- [] 4.6 Parenting and family skills are promoted and supported

Standard 5: 2.5.4.5 Standard 5: Leadership (State Board Policy)

School and district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

- [] 5.1 Develop and implement a shared vision
- [] 5.2 Foster shared beliefs, leadership, and decision-making, and a sense of community, and cooperation
- [] 5.3 Ensure safe and effective learning environments
- [] 5.4 Are culturally competent
- [] 5.5 Leadership decisions are data-driven
- [] 5.6 Disaggregate data to monitor the effectiveness of school practices and their impact on diverse students
- [] 5.7 Provide resources, monitor progress, and remove barriers
- [] 5.8 Leaders provide sufficient professional development resources and support

Standard 6: 2.5.4.6 Standard 6: Integrated Systems and Structures (State Board Policy)

The district develops, implements, and evaluates a comprehensive improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. The school and district are organized to maximize use of all available resources to support high student and staff performance.

- 6.1 Collaborative and inclusive planning process
- 6.2 Improvement planning is data-driven and research-based
- 6.3 Vertical and horizontal planning for improvement
- 6.4 Clear goals and aligned action steps
- 6.5 Strategies for evaluating improvement plan and monitoring progress
- 6.6 High-quality data system guides planning, instruction and evaluation
- 6.7 Articulated evaluation process
- 6.8 Strategic alignment and utilization of staff, facilities, time, and resources
- 6.9 Student performance goals drive staffing and recruitment decisions
- 6.10 Funds allocated based on CIP goals

Research Related to This Goal

Cite research conducted and how it relates to this goal.

** Please note that both the *Cite Research* and the *Align Research to Goal and Activities* fields are required.
**

Cite Research:

1. Howell, Robert, Sandra Patton, and Margaret Deiotte. *Understanding Response to Intervention: A Practical Guide to Systemic Implementation*. Bloomington, IN: Solution Tree, 2008.
2. RTI Action Network: The information you need to take action, the networking you need to be successful. National Center for Learning Disabilities. 18 March 2009.
3. National Center on Response to Intervention. American Institute for Research. 18 March 2009. .
4. Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2001.
5. Ongoing evaluation of instructional effectiveness Data Driven instruction:: Evaluate instruction effectiveness through frequent formative assessment, data evaluation and instructional modification to meet the needs of students with different learning preferences. Frequent evaluation identifies students' strengths and needs. Stiggins, Rick, Arter, J., Chappuis, and Chappuis, (2006). *Classroom Assessment for Student Learning: Doing It Right, Doing It Well*. ETS.
6. Provide supplementary reading curriculum for low readers, teacher directed, scaffolded, and cumulative systematic and explicit instruction in all components of remedial education is beneficial. Swanson (1999), Biancarosa and Snow (2004)

7. Provide more reading time and instruction for ELL students Extend learning time for students not meeting standards Teacher provides small group instruction. Struggling readers make substantial gains with direct, small group instruction. Adams, N. 2003; White, R., Williams, I., Haslem, M.B., (2005)

8. Align reading curriculum to state reading standards Systematic instruction of state standards through an aligned reading curriculum will enhance student outcomes. A balanced and thorough instruction program coordinated through state approved adopted text provides a complete and unfragmented platform for student participation Morrison, G.S., (2004) Teaching in America. ODE website

9. Inter-grade mobility for TAG and Special needs Students. Develop scheduling procedures that allow students to attend classroom instruction appropriate to their ability level. Student reading and writing development can be accelerated if resources are organized to provide students access to appropriate quantity and quality instruction. Vellutine, et.al. 1996, Journal of Educational Psychology, 88, 601-638.

Align Research to Goal and Activities:

1. and 2. RTI activities through data driven analysis
4. & 5. Common formative assessment; identify tool, train, use to impact instruction
6. purchase lexiled readers for all classrooms
7. Extended sessions and additional classes during the school day for assistance.
8. Aligning language arts skills
9. revising buidlings schedules to accomadate addiotnal support classes.

Action Plan for Goal

Answers the questions: *How are we going to get there? How will we know when we get there? What do we need to do differently to reach our goals? Who is responsible for the actions? When do we plan to get there?*

2.5.7 Strategy

What evidence-based strategy will be implemented? How do you know the strategy will help achieve the goal?

2.5.8 Evidence of implementation

What evidence and processes will be used to ensure that the strategies and staff development planned are being implemented in the classroom? What actions will the district monitor?

2.5.9 Evidence of impact

What data will be collected to ensure that the desired change in student learning has occurred (universal screening, progress monitoring, and outcome measures)?

2.5.10 Timeline

What are the projected start and end dates of the various plan activities?

2.5.11 Responsible person(s)

Who will provide oversight for implementation, monitoring, and evaluation of the strategy?

2.5.12 Estimated costs

What are the anticipated costs of this effort?

2.5.13 Reflection/evaluation

What did the evidence of the impact data tell you about your district? Were the results what you intended? Have you examined the wide range of influences that may be causing the results you see? Are the results moving the district toward the goal?

2.5.7 Strategy	2.5.8 Evidence of implementation	2.5.9 Evidence of impact	2.5.10 Timeline	2.5.11 Responsible person(s)	2.5.12 Estimated costs	2.5.13 Reflection/evaluation	Funding Source
Provide systematic, direct reading instruction of state standards through an aligned reading curriculum.	Standards syllabus completed for each grade; teacher units include state standards	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept-June, 2009-2011 Ongoing	All teachers	No cost		
Provide systematic, direct reading instruction of	Standards syllabus completed for each grade;	Improved student achievement on OAKS and	Sept-June, 2009-2011 Ongoing	All teachers	No cost		

state standards through an aligned reading curriculum.	teacher units include state standards	common formative assessments created by classroom teachers					
Provide systematic, direct reading instruction of state standards through an aligned reading curriculum.	Standards syllabus completed for each grade; teacher units include state standards	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept-June, 2009-2011 Ongoing	All teachers	No cost		
Provide systematic, direct reading instruction of state standards through an aligned reading curriculum.	Standards syllabus completed for each grade; teacher units include state standards	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept-June, 2009-2011 Ongoing	All teachers	No cost		
Develop and follow a schedule that allows students to attend classroom reading instruction appropriate to their level	Schedule developed	Staff survey; staff report schedule allows for appropriate levels	August, 2009 through June 2011	Principal	no cost		
Develop and follow a schedule that allows students to attend classroom reading instruction appropriate to their level	Schedule developed	Staff survey; staff report schedule allows for appropriate levels	August, 2009 through June 2011	Principal	no cost		
Develop and	Schedule	Staff survey;	August,	Principal	no cost		

follow a schedule that allows students to attend classroom reading instruction appropriate to their level	developed	staff report schedule allows for appropriate levels	2009 through June 2011				
Develop and follow a schedule that allows students to attend classroom reading instruction appropriate to their level	Schedule developed	Staff survey; staff report schedule allows for appropriate levels	August, 2009 through June 2011	Principal	no cost		
Provide direct instruction in word meanings and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic practice.	Core text and adopted grammar curriculum. School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	Improved student achievement in vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		
Seek out and attend high quality and on-going professional development.	Leave forms and/or attendance certificates	Improved student scores on OAKS math assessment in spring	Ongoing, 2009-2011	Math teachers, Math coach	\$1500.00		General, Title I-A
Provide direct instruction in word meanings	Core text and adopted grammar curriculum.	Improved student achievement in	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		

and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic practice.	School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric					
Seek out and attend high quality and on-going professional development.	Leave forms and/or attendance certificates	Improved student scores on OAKS math assessment in spring	Ongoing, 2009-2011	Math teachers, Math coach	\$1500.00		General, Title I-A
Provide direct instruction in word meanings and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic practice.	Core text and adopted grammar curriculum. School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	Improved student achievement in vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		
Seek out and attend high quality and on-going professional development.	Leave forms and/or attendance certificates	Improved student scores on OAKS math assessment in spring	Ongoing, 2009-2011	Math teachers, Math coach	\$1500.00		General, Title I-A

Provide direct instruction in word meanings and usage during core reading. Include systematic vocabulary introduction, review and practice. Instruction in word parts such as prefixes, suffixes and root words. Provide systematic practice.	Core text and adopted grammar curriculum. School Improvement Fund Daily lesson plans Collaboration meeting notes of strategies used by teachers	Improved student achievement in vocabulary and word meaning strands on OAKS; improved writing scores assessed by State rubric	Sept-June 2009-2011 Ongoing	All language arts teachers	no cost		
Seek out and attend high quality and on-going professional development.	Leave forms and/or attendance certificates	Improved student scores on OAKS math assessment in spring	Ongoing, 2009-2011	Math teachers, Math coach	\$1500.00		General, Title I-A
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Utilize supplementary materials to instruct reading such as novels and lexiled books at appropriate reading levels. Purchase printed and audio books to establish and or	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative assessments linked to novels and books	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant

enhance classroom libraries for all teachers.							
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Utilize supplementary materials to instruct reading such as novels and lexiled books at appropriate reading levels. Purchase printed and audio books to establish and or enhance classroom libraries for all teachers.	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative assessments linked to novels and books	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Utilize supplementary materials to instruct reading such as novels and lexiled	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative assessments	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant

books at appropriate reading levels. Purchase printed and audio books to establish and or enhance classroom libraries for all teachers.		linked to novels and books					
Use SIOP and best practice reading strategies to provide extra support for ELL and economically disadvantaged students.	Classroom observation	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Utilize supplementary materials to instruct reading such as novels and lexiled books at appropriate reading levels. Purchase printed and audio books to establish and or enhance classroom libraries for all teachers.	Lists of books in each room Lesson plans	Improved student achievement on OAKS and formative assessments linked to novels and books	Sept-2009; Sept- 2010 Ongoing	All language arts	10,200		Other: School Improvement Grant
Develop a strategy to extend learning time for students not meeting standards. Options are: ? An elective period during	Students attending "extended" activities	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept 2009-June 2011	School Improvement teams; principals	13,000		Other: school improvement plan grants

<p>the day ? A 7 period schedule to lengthen learning time ? Summer school ? After school program managed by a contracted teacher. ? Saturday school ? Intervention to selected students provided during vacation breaks</p>							
<p>Continue to implement math interventions for helping students after the school day. • Saturday School • After school instruction • After school study hall Holiday/Spring Break School</p>	<p>Hiring of instructor for extra sessions Student attendance records</p>	<p>Student RIT gains for participants after intervention</p>	<p>2009 – 2011 academic years</p>	<p>Administration, After school intervention teachers, Math Coach,</p>	<p>\$17,500.00</p>		<p>Other: School Improvement Grant funds</p>
<p>develop a strategy to extend learning time for students not meeting standards. Options are: ? An elective period during the day ? A 7 period schedule to lengthen learning time ? Summer school ? After school program managed by a contracted</p>	<p>Students attending “extended” activities</p>	<p>Improved student achievement on OAKS and common formative assessments created by classroom teachers</p>	<p>Sept 2009-June 2011</p>	<p>School Improvement teams; principals</p>	<p>13,000</p>		<p>Other: school improvement plan grants</p>

teacher. ? Saturday school ? Intervention to selected students provided during vacation breaks							
Continue to implement math interventions for helping students after the school day. • Saturday School • After school instruction • After school study hall Holiday/Spring Break School	Hiring of instructor for extra sessions Student attendance records	Student RIT gains for participants after intervention	2009 – 2011 academic years	Administration, After school intervention teachers, Math Coach,	\$17,500.00		Other: School Improvement Grant funds
Develop a strategy to extend learning time for students not meeting standards. Options are: ? An elective period during the day ? A 7 period schedule to lengthen learning time ? Summer school ? After school program managed by a contracted teacher. ? Saturday school ? Intervention to selected students provided during vacation breaks	Students attending “extended” activities	Improved student achievement on OAKS and common formative assessments created by classroom teachers	Sept 2009-June 2011	School Improvement teams; principals	13,000		Other: school improvement plan grants
Continue to implement math	Hiring of instructor for	Student RIT gains for	2009 – 2011	Administration, After school	\$17,500.00		Other: School

<p>interventions for helping students after the school day. • Saturday School • After school instruction • After school study hall Holiday/Spring Break School</p>	<p>extra sessions Student attendance records</p>	<p>participants after intervention</p>	<p>academic years</p>	<p>intervention teachers, Math Coach,</p>			<p>Improvement Grant funds</p>
<p>develop a strategy to extend learning time for students not meeting standards. Options are: ? An elective period during the day ? A 7 period schedule to lengthen learning time ? Summer school ? After school program managed by a contracted teacher. ? Saturday school ? Intervention to selected students provided during vacation breaks</p>	<p>Students attending "extended" activities</p>	<p>Improved student achievement on OAKS and common formative assessments created by classroom teachers</p>	<p>Sept 2009-June 2011</p>	<p>School Improvement teams; principals</p>	<p>13,000</p>		<p>Other: school improvement plan grants</p>
<p>Continue to implement math interventions for helping students after the school day. • Saturday School • After school instruction • After school study hall</p>	<p>Hiring of instructor for extra sessions Student attendance records</p>	<p>Student RIT gains for participants after intervention</p>	<p>2009 – 2011 academic years</p>	<p>Administration, After school intervention teachers, Math Coach,</p>	<p>\$17,500.00</p>		<p>Other: School Improvement Grant funds</p>

Holiday/Spring Break School							
Continue to implement math interventions for helping students during the school day. • CIM Math classes • Title I math class • XCEL math support	Presence of classes on Master schedule	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for the following year.	2009 – 2011 academic years	CIM Math and TITLE Math teacher, Math coach, XCEL math teacher	No additional cost		
Train teachers in data-driven instruction, where teachers learn to evaluate their instructional effectiveness through frequent formative assessments, data evaluation, and instructional modification to meet the needs of students with different learning preferences		Collaboration meeting notes, classroom observations		Dave Beebe, Lit TOSA;			
Continue to implement math interventions for helping students during the school day. • CIM Math classes • Title I math class • XCEL math support	Presence of classes on Master schedule	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for the following year.	2009 – 2011 academic years	CIM Math and TITLE Math teacher, Math coach, XCEL math teacher	No additional cost		
Train teachers in data-driven instruction,		Collaboration meeting notes, classroom		Dave Beebe, Lit TOSA;			

<p>where teachers learn to evaluate their instructional effectiveness through frequent formative assessments, data evaluation, and instructional modification to meet the needs of students with different learning preferences</p>		<p>observations</p>					
<p>Continue to implement math interventions for helping students during the school day. • CIM Math classes • Title I math class • XCEL math support</p>	<p>Presence of classes on Master schedule</p>	<p>Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for the following year.</p>	<p>2009 – 2011 academic years</p>	<p>CIM Math and TITLE Math teacher, Math coach, XCEL math teacher</p>	<p>No additional cost</p>		
<p>Train teachers in data-driven instruction, where teachers learn to evaluate their instructional effectiveness through frequent formative assessments, data evaluation, and instructional modification to meet the needs of students with different learning preferences</p>		<p>Collaboration meeting notes, classroom observations</p>		<p>Dave Beebe, Lit TOSA;</p>			

Continue to implement math interventions for helping students during the school day. • CIM Math classes • Title I math class • XCEL math support	Presence of classes on Master schedule	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for the following year.	2009 – 2011 academic years	CIM Math and TITLE Math teacher, Math coach, XCEL math teacher	No additional cost		
Train teachers in data-driven instruction, where teachers learn to evaluate their instructional effectiveness through frequent formative assessments, data evaluation, and instructional modification to meet the needs of students with different learning preferences		Collaboration meeting notes, classroom observations		Dave Beebe, Lit TOSA;			
Provide ongoing professional development in reading strategies across the curriculum	Pro. Dev. plans, calendar Teacher lesson plans	Increase in OAKS scores	Sept. 2009- June, 2011	Administration, LA teacher, Data coach, SITE Council	1,000		Other: School Improvement funds
Use of practical Math concepts in applied settings, including real life application of measurement, statistics and probability,	Classroom observation Teacher Lesson Plans	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General

calculation and estimation, Algebra and Geometry							
Provide ongoing professional development in reading strategies across the curriculum	Pro. Dev. plans, calendar Teacher lesson plans	Increase in OAKS scores	Sept. 2009-June, 2011	Administration, LA teacher, Data coach, SITE Council	1,000		Other: School Improvement funds
Use of practical Math concepts in applied settings, including real life application of measurement, statistics and probability, calculation and estimation, Algebra and Geometry	Classroom observation Teacher Lesson Plans	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Provide ongoing professional development in reading strategies across the curriculum	Pro. Dev. plans, calendar Teacher lesson plans	Increase in OAKS scores	Sept. 2009-June, 2011	Administration, LA teacher, Data coach, SITE Council	1,000		Other: School Improvement funds
Use of practical Math concepts in applied settings, including real life application of measurement, statistics and probability, calculation and estimation, Algebra and Geometry	Classroom observation Teacher Lesson Plans	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Provide ongoing	Pro. Dev. plans,	Increase in	Sept.	Administration,	1,000		Other:

professional development in reading strategies across the curriculum	calendar Teacher lesson plans	OAKS scores	2009-June, 2011	LA teacher, Data coach, SITE Council			School Improvement funds
Use of practical Math concepts in applied settings, including real life application of measurement, statistics and probability, calculation and estimation, Algebra and Geometry	Classroom observation Teacher Lesson Plans	Improved student scores on OAKS math assessment in spring.	2009-2011 academic years	All departments	No Additional Cost		General
Research, create, pilot and implement common assessments for Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.	Creation and use of common assessments for 2nd semester 2010 for Algebra and 2011 for Geometry	Improved student scores on OAKS math assessment in spring.	June 2010 June 2011	District and Site Testing Coordinators, Math Coach and Math PLC, Data coach	Included in cost of math coach and data coach		Title I-A
Continue to implement reading interventions for helping students during the school day. • CIM Reading classes • Title I Reading class • XCEL Language Arts support	Classes on Master schedule Option of students to seek out Language Arts teachers for help during Xcel	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for following year. LA teachers tabulate number of students	Sept. 2009-June, 2011	CIM Reading and Title Reading teachers, XCEL Language Arts teachers, Data Coach, Admin.	No additional Costs		

		seeking language arts assistance.					
Research, create, pilot and implement common assessments for Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.	Creation and use of common assessments for 2nd semester 2010 for Algebra and 2011 for Geometry	Improved student scores on OAKS math assessment in spring.	June 2010 June 2011	District and Site Testing Coordinators, Math Coach and Math PLC, Data coach	Included in cost of math coach and data coach		Title I-A
Continue to implement reading interventions for helping students during the school day. • CIM Reading classes • Title I Reading class • XCEL Language Arts support	Classes on Master schedule Option of students to seek out Language Arts teachers for help during Xcel	Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for following year. LA teachers tabulate number of students seeking language arts assistance.	Sept. 2009- June, 2011	CIM Reading and Title Reading teachers, XCEL Language Arts teachers, Data Coach, Admin.	No additional Costs		
Research, create, pilot and implement common assessments for Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.	Creation and use of common assessments for 2nd semester 2010 for Algebra and 2011 for Geometry	Improved student scores on OAKS math assessment in spring.	June 2010 June 2011	District and Site Testing Coordinators, Math Coach and Math PLC, Data coach	Included in cost of math coach and data coach		Title I-A

<p>Continue to implement reading interventions for helping students during the school day. • CIM Reading classes • Title I Reading class • XCEL Language Arts support</p>	<p>Classes on Master schedule Option of students to seek out Language Arts teachers for help during Xcel</p>	<p>Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for following year. LA teachers tabulate number of students seeking language arts assistance.</p>	<p>Sept. 2009- June, 2011</p>	<p>CIM Reading and Title Reading teachers, XCEL Language Arts teachers, Data Coach, Admin.</p>	<p>No additional Costs</p>		
<p>Research, create, pilot and implement common assessments for Algebra to determine student strengths and weaknesses by spring 2010, Assessments for Geometry Spring 2011.</p>	<p>Creation and use of common assessments for 2nd semester 2010 for Algebra and 2011 for Geometry</p>	<p>Improved student scores on OAKS math assessment in spring.</p>	<p>June 2010 June 2011</p>	<p>District and Site Testing Coordinators, Math Coach and Math PLC, Data coach</p>	<p>Included in cost of math coach and data coach</p>		<p>Title I-A</p>
<p>Continue to implement reading interventions for helping students during the school day. • CIM Reading classes • Title I Reading class • XCEL Language Arts support</p>	<p>Classes on Master schedule Option of students to seek out Language Arts teachers for help during Xcel</p>	<p>Students in intervention classes will show 6+ RIT improvement between Spring testing and best score for following year. LA teachers tabulate number of students seeking language arts assistance.</p>	<p>Sept. 2009- June, 2011</p>	<p>CIM Reading and Title Reading teachers, XCEL Language Arts teachers, Data Coach, Admin.</p>	<p>No additional Costs</p>		

Research, create and implement common assessments for Reading/English teachers to developed assessments and EduSoft to determine student strengths and weaknesses	Creation and use of common assessments for 2nd semester of 2011 with all English/Reading students Common Assessment schedule	Students are placed in the appropriate level English class with intervention support as needed for the following school year.	Sept. 2009- June, 2011	District and Site Testing Coordinators, and Language Arts PLC	8,000 for software; 26,000 for trainer		Other: ARRA funds, Other: School Improvement grant funds
Continue math coach position which will focused upon developing best practices for the intervention classes, and developing common formative assessments in math classes for grades 9 and 10 Continue the data coach position to assist with compiling data, analyze and report back to PLC's, Admin. And other stakeholders. Responsible for testing coordinator on site and with district testing coordinator.	Job description is created, position is filled; intervention classes are populated; common formative assessments are created	Improved scores for intervention students on OAKS math assessment in spring. Implementation of Edu-soft Software in Math classes.	2009 - 2011	Administration, math PLC, Math coach, data coach	\$22,000.00		Title I-A
Research, create and implement common	Creation and use of common assessments for 2nd semester of	Students are placed in the appropriate level English	Sept. 2009- June, 2011	District and Site Testing Coordinators, and Language	8,000 for software; 26,000 for trainer		Other: ARRA funds, Other: School Improvement

assessments for Reading/English teachers to developed assessments and EduSoft to determine student strengths and weaknesses	2011 with all English/Reading students Common Assessment schedule	class with intervention support as needed for the following school year.		Arts PLC			grant funds
Continue math coach position which will focused upon developing best practices for the intervention classes, and developing common formative assessments in math classes for grades 9 and 10 Continue the data coach position to assist with compiling data, analyze and report back to PLC's, Admin. And other stakeholders. Responsible for testing coordinator on site and with district testing coordinator.	Job description is created, position is filled; intervention classes are populated; common formative assessments are created	Improved scores for intervention students on OAKS math assessment in spring. Implementation of Edu-soft Software in Math classes.	2009 - 2011	Administration, math PLC, Math coach, data coach	\$22,000.00		Title I-A
Research, create and implement common assessments for Reading/English teachers to developed	Creation and use of common assessments for 2nd semester of 2011 with all English/Reading students Common	Students are placed in the appropriate level English class with intervention support as needed for the	Sept. 2009- June, 2011	District and Site Testing Coordinators, and Language Arts PLC	8,000 for software; 26,000 for trainer		Other: ARRA funds, Other: School Improvement grant funds

assessments and EduSoft to determine student strengths and weaknesses	Assessment schedule	following school year.					
Continue math coach position which will focused upon developing best practices for the intervention classes, and developing common formative assessments in math classes for grades 9 and 10 Continue the data coach position to assist with compiling data, analyze and report back to PLC's, Admin. And other stakeholders. Responsible for testing coordinator on site and with district testing coordinator.	Job description is created, position is filled; intervention classes are populated; common formative assessments are created	improved scores for intervention students on OAKS math assessment in spring. Implementation of Edu-soft Software in Math classes.	2009 - 2011	Administration, math PLC, Math coach, data coach	\$22,000.00		Title I-A
Research, create and implement common assessments for Reading/English teachers to developed assessments and EduSoft to determine student	Creation and use of common assessments for 2nd semester of 2011 with all English/Reading students Common Assessment schedule	Students are placed in the appropriate level English class with intervention support as needed for the following school year.	Sept. 2009- June, 2011	District and Site Testing Coordinators, and Language Arts PLC	8,000 for software; 26,000 for trainer		Other: ARRA funds, Other: School Improvement grant funds

strengths and weaknesses							
Continue math coach position which will focused upon developing best practices for the intervention classes, and developing common formative assessments in math classes for grades 9 and 10 Continue the data coach position to assist with compiling data, analyze and report back to PLC's, Admin. And other stakeholders. Responsible for testing coordinator on site and with district testing coordinator.	Job description is created, position is filled; intervention classes are populated; common formative assessments are created	Improved scores for intervention students on OAKS math assessment in spring. Implementation of Edu-soft Software in Math classes.	2009 - 2011	Administration, math PLC, Math coach, data coach	\$22,000.00		Title I-A
Provide and instruct the student use of technology tools in the classroom and during OAKS testing	Buy scientific/graphing calculators. Create lessons on use of scientific calculators	Use of calculators during class and OAKS testing.	2009 - 2011	Math Teachers	\$5,000		Title I-A
Gervais School District will participate in adult literacy opportunities by providing staff and facilities for English, Spanish,	Hiring of staff for classes. Attendance records Announcements and invitations	Participants will be surveyed to show increased time spent helping their students learn.	January 2010 – May 2010 October 2010 - May 2011	HOAP advisor, administrators, teachers	9,000		Other: School Improvement grants, Title IV-A

Russian, and computer classes. There will also be a children's program to allow parents freedom to attend classes							
Provide and instruct the student use of technology tools in the classroom and during OAKS testing	Buy scientific/graphing calculators. Create lessons on use of scientific calculators	Use of calculators during class and OAKS testing.	2009 - 2011	Math Teachers	\$5,000		Title I-A
Gervais School District will participate in adult literacy opportunities by providing staff and facilities for English, Spanish, Russian, and computer classes. There will also be a children's program to allow parents freedom to attend classes	Hiring of staff for classes. Attendance records Announcements and invitations	Participants will be surveyed to show increased time spent helping their students learn.	January 2010 – May 2010 October 2010 - May 2011	HOAP advisor, administrators, teachers	9,000		Other: School Improvement grants, Title IV-A
Provide and instruct the student use of technology tools in the classroom and during OAKS testing	Buy scientific/graphing calculators. Create lessons on use of scientific calculators	Use of calculators during class and OAKS testing.	2009 - 2011	Math Teachers	\$5,000		Title I-A
Gervais School District will participate in adult literacy opportunities by providing staff	Hiring of staff for classes. Attendance records Announcements and invitations	Participants will be surveyed to show increased time spent helping	January 2010 – May 2010 October 2010 - May 2011	HOAP advisor, administrators, teachers	9,000		Other: School Improvement grants, Title IV-A

and facilities for English, Spanish, Russian, and computer classes. There will also be a children's program to allow parents freedom to attend classes		their students learn.					
Provide and instruct the student use of technology tools in the classroom and during OAKS testing	Buy scientific/graphing calculators. Create lessons on use of scientific calculators	Use of calculators during class and OAKS testing.	2009 - 2011	Math Teachers	\$5,000		Title I-A
Gervais School District will participate in adult literacy opportunities by providing staff and facilities for English, Spanish, Russian, and computer classes. There will also be a children's program to allow parents freedom to attend classes	Hiring of staff for classes. Attendance records Announcements and invitations	Participants will be surveyed to show increased time spent helping their students learn.	January 2010 – May 2010 October 2010 - May 2011	HOAP advisor, administrators, teachers	9,000		Other: School Improvement grants, Title IV-A
Provide 9th and 10th grade students with ample practice time on math benchmark sample questions during scheduled math classes	Teacher Lesson Plans Classroom observations during 1st five minutes of class	Improved student scores on OAKS math assessment in April.	Prior to testing in April 2010, 2011	Algebra, Geometry, Title I math and	No Additional Cost		

(January 2010 – May 2011). Provide as warm-ups to begin classes.							
Provide 9th and 10th grade students with ample practice time on math benchmark sample questions during scheduled math classes (January 2010 – May 2011). Provide as warm-ups to begin classes.	Teacher Lesson Plans Classroom observations during 1st five minutes of class	Improved student scores on OAKS math assessment in April.	Prior to testing in April 2010, 2011	Algebra, Geometry, Title I math and	No Additional Cost		
Provide 9th and 10th grade students with ample practice time on math benchmark sample questions during scheduled math classes (January 2010 – May 2011). Provide as warm-ups to begin classes.	Teacher Lesson Plans Classroom observations during 1st five minutes of class	Improved student scores on OAKS math assessment in April.	Prior to testing in April 2010, 2011	Algebra, Geometry, Title I math and	No Additional Cost		
Provide 9th and 10th grade students with ample practice time on math benchmark sample questions during scheduled math classes	Teacher Lesson Plans Classroom observations during 1st five minutes of class	Improved student scores on OAKS math assessment in April.	Prior to testing in April 2010, 2011	Algebra, Geometry, Title I math and	No Additional Cost		

(January 2010 –
May 2011).
Provide as
warm-ups to
begin classes.

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2.6 Summary of the Planning Process

Description

Describe the district's planning process used to develop the Continuous Improvement Plan.

ORS 329.095 states, "school districts shall undertake a communication process that involves parents, students, teachers, school employees, and community representatives to explain and discuss the local goals."

1. List the planning team members (parents/family members, students, teachers, school employees, and community representatives) and their roles involved in the self-evaluation process.
2. Explain how demographic groups that represent the entire district population were invited to participate in the development of the district CIP.
3. Describe how the CIP was shared with the public.

Additional tools are available online through the [eCIP Toolkit](#). From this site you can download the [review guide](#).

Section Pages

[2.6.1 Planning Team](#)

[2.6.2 Planning Overview](#)

[2.6.3 Inclusion of Groups](#)

[2.6.4 Sharing with the Public](#)

[2.6.5 Challenges & Barriers](#)

2.6.1 Planning Team

Description

Enter a list of planning team members and their roles.

Content

Uploaded PDFs

[2.6.1 - planning team](#)

2.6.1 Planning Team

Planning team members and their roles.

Administrative Council

Rick Hensel	Superintendent
Linda Warberg	Special Services and Federal Programs Director
Sylvia Garcia	Douglas Avenue Alternative School Principal
Linda Warberg	K-4 Principal
Jon Zwemke	5-8 Principal
Mike Solem	9-12 Principal
Sylvia Garcia	7-12 Assistant Principal
Terry Long	Business Manager
Clare Columbus	Food Service Director
Tony Miller	Custodial/Maintenance Director
Tracy Lewis	Technology Director
Melissa Wolfer	Administrative Assistant

Gervais High School Improvement Team

Sandra Segura	Secretary
George Dyer	RSIC
Jeremy Colyer	Math Teacher
Adam Vasas	Health/PE Teacher
Kay Gage	5-12 Teacher
Gloria Wordinger	Science Teacher

Gervais Middle School Improvement Team

Dina Miller	Secretary
Hilary Grey	Counselor
Bree Guerrero	Librarian
Susan Sears	5 th grade teacher
Jenny Welty	7 th grade teacher
Dave Beebe	8 th grade teacher
Jo.....	RSIC

Brooks/Eldridge School Improvement Team

Louise Pressnall	SFA Facilitator
Lisa Martin	2 nd grade teacher
Theresa Gatchett	1 st grade teacher
Lynne Northcutt	4 th grade teacher
Wynelle Dettwyler	3 rd grade teacher

Douglas Avenue Alternative School

Whitney Wrinkle	Teacher
Melinda Hitz	Classified
Michele Soto	Parent

Gervais Parent Advisory Group

Sandra Gregory	Community Member
Maria Cabarrera	School Board Chair
Rita Armstrong	Community Member
Deb Hanson	TAG/SPED Parent
Janet Jungwirth	TAG Parent
Maricruz Camacho	Community Member/Home school liaison – migrant

2.6.2 Planning Overview

Description

Provide a description of the planning process including an overview and chronology of significant events.

Content

Uploaded PDFs

[2.6.2 - planning overview](#)

2.6.2 Planning Overview

Describe the planning process including an overview and chronology of significant events.

The planning process began in the summer of 2009 with both Administrative Council and each Building School Improvement team reviewing the unofficial results of the 2008-2009 AYP.

Each principal met with their building staff and site councils during July and August, 2009 through PLC trainings, team meetings and in-services. Current data was analyzed with the 2007-2008 AYP data and goals were determined. Needs were identified and prioritized. Strategies to meet the achievement gaps were discussed and each team agreed on the desired measurable strategies. Results of their discussions are reflected in the attached action plan.

The Gervais School District Board of Directors was updated at monthly board meetings. The Administrative Council presented AYP information and the CIP progress to building site councils as well as parent groups.

August 2008	SIT teams attended Superintendent's Summer Institute – more info on Standards Based Instruction/Assessment SIT Team attended Doug Reeves Training at WESD on Standards Based Instruction/Assessment
August 2008	Staff attended a workshop at WESD to review SMART Goals a requirement of the Consolidated Improvement Plan. Timeline for design and implementation of the consolidated improvement plan was determined.
October 2008	Building School Improvement Plans were reviewed by each principal. The evaluation process began at building level with analysis of student data.
January 2009	Six staff from the high school went to PLC training with the DuFours
June 2009	Building principals and staff reviewed student performance data from 2008 and 2009 year's school improvement goals. Preliminary areas were determined at each school for school improvement based on the 2008 and 2009 data
July 2009	18 staff members with all principals and the superintendent attended PLC training in Seattle
August 2009	SIT teams attended Superintendent's Summer Institute – more info on Standards

	Based Instruction/Assessment SIT Team attended Doug Reeves Training at WESD on Standards Based Instruction/Assessment
August to November 2009	<p>CIP – Timeline Determined</p> <ul style="list-style-type: none"> • In September (when data arrives) building teams will review this year’s data to complete the self-evaluation section of the CIP. • In Sept/Oct the district will compile the building data and complete the remaining portion of the plan. • In October the building committees, district council members and School Board review the first draft of the CIP. • In November. the district council/parent advisory groups review final draft of CIP • CIP is turned into ODE by November, 2009 • School Board approves plan in at December board meeting and meeting minutes are submitted to ODE verifying Board Approval (The Board is aware of the components of the plan through discussions; formal approval is needed.)

2.6.3 Inclusion of Groups

Description

Explain how different groups representing key stakeholders were included in the process.

Content

Uploaded PDFs

[2.6.3 - inclusion of groups -1](#)

2.6.3 Inclusion of Groups

Explain how different groups representing key stakeholders were included in the process.

Gervais School District has in place a list of key stakeholders that was originally created 10 years ago when the district reconfigured grade levels per building. From that list, parents and community members that represent migrant, English Language Learners, all ethnicities, all socio economic levels and all gender/age levels are invited annually to participate in different district committees and projects. The list is updated annually.

For the Continuous Improvement Plan process and building level Improvement Committees and Site Councils, community members and parents are contacted to participate.

2.6.4 Sharing with the Public

Description

Describe how the CIP was shared with the public.

Content

Uploaded PDFs

[2.6.4 - sharing with the public](#)

2.6.4 Sharing with the public

A description of how the district makes the Plan available to the public.

The completed Continuous Improvement Plan was presented to the Board of Directors for the first reading and discussion at the October board meeting. The final approval occurred at the November meeting.

Each principal will share the plan with their building staff and site councils. Copies will be available for distribution for parent nights, open houses and parent conferences.

Copies of the finished document will be made available at each school site and the District Office for the public to have or peruse. Schools will present CIP information at parent meetings, site councils and staff meetings.

2.6.5 Challenges & Barriers

Description

Share challenges and barriers to the development of the CIP.

Content

Uploaded PDFs

[2.6.5 - challenges and barriers -1](#)

2.6.5 Challenges and Barriers

Share challenges and barriers to the development of the CIP.

After the 2007 CIP submission, the district has annually updated the tables with new data and used the CIP documents as the foundation to the district's data analysis process before the building's review their AYP data. Since three of the four school's in GSD are in Improvement, the reviewing data, writing action plans and monitoring them are part of each school's improvement process that has its own timeline.

By doing this, the updating of the CIP was not a challenge.

The challenge was the reduction in staff at the district level. The data had already been updated, but the analysis had not been completed. The action plans were discussed prior to the building's plans being completed but had not been formally written. With the lack of administrative staff to oversee the project, time then became the barrier to submitting but not using the documents to make changed in instruction and curriculum practices.

2.7 Compliance

Description

The district will gather evidence for compliance in the same planned and systematic manner that was used for the Oregon Education Performance Standards.

The relevant NCLB title program(s) is listed at the end of each bullet point.

Additional tools are available online through the [eCIP Toolkit](#). From this site you can download the [review guide](#).

Section Pages

[2.7.1 Professional Development](#)

[2.7.2 Parent, Family & Community Involvement](#)

[2.7.3 Coordination of Planning & Services](#)

[2.7.4 School & District Culture](#)

[2.7.5 Transitions](#)

[2.7.6 Private Schools](#)

[2.7.7 Program Design](#)

2.7.1 Professional Development

Description

District must upload a comprehensive professional development plan (OAR 581-022-0606), using the template linked below. Items 1-4 are explicitly included in the template. Item 5 is not included but is required. Please describe:

1. How stakeholders (District personnel, teachers, principals, paraprofessionals and parents) participated in the needs assessments of Title I-A, Title I-C, Title II-A, Title II-D and Title V-A (if any) professional development activities
2. The focus areas of the needs assessment and the subsequent professional development activities
3. How stakeholders reviewed, selected, and planned activities based on the review of scientifically based research and why the activities will improve student achievement
4. How professional development activities are meeting the needs of teachers; coordinated with professional development activities under other federal, state, or local programs; classroom focused; sustained; and aligned with academic content standards
5. Additionally, you must address a and b below either in the plan or in a separate document
 1. Comprehensive professional development for Career and Technical Education (CTE) teachers that promotes the integration of coherent and rigorous academic content standards and CTE curricula
 2. Include opportunities for academic and CTE teachers to jointly develop and implement curricula and teaching strategies (as related to Perkins IV)

Professional Development Plan Template located at:

http://www.ode.state.or.us/opportunities/grants/nclb/title_ii/a_teacherquality/pdplantemplate.rtf,

Content

Uploaded PDFs

[2.7.1 professional development](#)

[2a plans #1](#)

[2a plans #2](#)

[2a plans #3](#)

2.7.1 Professional Development

Additionally, you must address a and b below either in the plan or in a separate document:

- a. Comprehensive professional development for Career and Technical Education (CTE) teachers that promotes the integration of coherent and rigorous academic content standards and CTE curricula
- b. Include opportunities for academic and CTE teacher to jointly develop and implement curricula and teaching strategies (as related to Perkins IV).

Comprehensive professional development for Career and Technical Education (CTE) teachers is promoted through the same process as all other staff at Gervais High School. Our CTE teachers are members of their own PLC group which also has auxiliary members from the Language Arts and Math PLC groups.

The first step of their PLC process was to integrate reading, math and writing standards with industry-based technical standards. This was completed in the spring of 2009.

The second was to sustain this integration of coherent academics and industry standards. The CTE syllabus project was established for each CTE course that is offered that shows how the CTE teacher can integrate academic content with technical content to provide contextual instruction. The syllabi also includes how the instruction aligns with industry standards, how the instructor engages in identifying or developing valid and reliable technical assessments and how CTE instruction is used to assist students in meeting graduation or postsecondary education requirements.

The syllabi project is continually reviewed based on the data collected on district's CTE Performance Data.

Title II-A Improving Teacher Quality Local Plan Contents

IIA-A

Item

LEA has a description of how teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in planning Title II-A funded activities. 2122(b)

Supporting Documentation

- o Brief description of planning process and persons involved

Oregon Department of Education Professional Development Plan Cover Sheet

ODE use only	
DIL	
Approved	
Date	

This professional development plan encompasses all professional development provided by the district using ANY source of funds. Plan may be submitted for up to 2 years.

For districts under the accountability of [NCLB Sec. 2141 (c)] districts MUST agree to the following assurances.

In accepting Title II-A funding the school district assures the following:

- The professional development plan was developed with the involvement of teachers and principals and meets the requirements of Section 2141(c).
- The Title II-A funding will be targeted to assist the district in meeting AYP and the 100% HQT requirements.
- The Title I-A funding will not be used to pay for any new paraprofessionals.

(Name of Superintendent or Designee)

Signature of Superintendent or Designee

District: Gervais School District #1 Date Submitted: 10/02/09
 Submitted by: Rick Hensel Superintendnet Expiration Date: 06/30/2010
 Phone: 503-792-3801 Check One: Revision New Plan
 Fax: 503-792-3809 Email: Rick_hensel@gervais.k12.or.us

For Districts receiving Title IIA funds and under the accountability of [NCLB Sec. 2141 (c)], districts MUST provide training to enable teachers to:

1. Obtain HQT status in all core academic classes being taught
2. Improve student achievement in the classroom, particularly in the areas the district is not meeting AYP, teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

<u>Rick Hensel, Superintendent</u>	<u>Linda Warberg, Principal Brooks Eldridge Elementary</u>
<u>Melissa Wolfer, Admin Asst & Data Specialist</u>	<u>Mike Solem, Principal Gervais High School</u>
<u>Jon Zwemke, Principal Gervais Middle School</u>	
<u>Gervais High School Improvement Team</u>	
<u>Gervais Middle School Improvement Team</u>	
<u>K-4 School Improvement Team</u>	

Percent of Core Academic Subject Classes taught by Highly Qualified Teachers
District-wide at the end of the 2009-2010 school year:

87.3%

Oregon Department of Education

Professional Development Plan Cover Sheet

Summary of Needs Analysis:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

A teacher and Principal Needs Assessment Survey is conducted annually to provide grade level teacher teams, content area teams, and administration with the data to assess the professional development needs of the district and individual buildings. This data is analyzed in conjunction with AYP data as well other assessment data such as SAT scores and formative assessments to determine our overall professional development needs.

b) What data was collected and analyzed to determine PD needs?

We collected data about math, reading, science, social studies, arts, foreign languages, writing, English language learners, Special Ed as well as general teaching strategies within each building.

c) What PD needs were identified?

2008-2009 Staff Development Survey Results Summary for 2009-2010

Math:

K-8: measurement, classroom-based assessment practices, materials, data team practices and analysis

K-10: curriculum alignment to the new math standards and new math adoptions

5-8: Instructional strategies for Diverse Learners

Reading:

5-8: Vocabulary

K-12: setting goals and evaluating progress to improve reading with a common formative assessment; classroom-based assessment practices

Science:

5-12: Know and apply the design process to create solutions to human problems in social contexts.

9-12: Instructional Strategies for Diverse Learners

Writing

K-12: Classroom-based Assessment Practices (Writing Scoring Guide); Instructional Strategies for diverse writers

Principals:

Elementary: Provide support for curriculum alignment and articulation in math; . Provide support for improvement of student academic achievement with common formative assessments;

Middle: Provide support for curriculum alignment and articulation in math; Provide support for improvement of student academic achievement with common formative assessments; School Climate; SIOP training and School Improvement

Oregon Department of Education

Professional Development Plan Cover Sheet

High: Provide support for curriculum alignment and articulation in math; Provide support for data-driven professional development for teachers; Provide support for improvement of student academic achievement with common formative assessments; School Climate; SIOP training and School Improvement

Common Need K-12:

Common formative assessment to monitor student achievement, identify needed interventions, alter instruction to meet student needs

Section 2: Adequate Yearly Progress

a) How was the Adequate Yearly Progress (AYP) data analysis conducted?

Twice a year, during the Fall and Spring, each building reviews current AYP and formative assessment data with the prior year's data. Gains/losses are recorded and goals are set for the next year based on OAKS reports. Building needs assessments (formative assessments) and school improvement team data (action plan monitoring areas) are also considered with the AYP results for each grade level and each student. Using the district's student service plan, grade level/content area teams determine instructional levels and intervention schedules for student improvement. The data is then analyzed to identify student achievement/building professional development needs.

b) What AYP data was collected and analyzed?

At the elementary level, both 4th and 5th grades made AYP with an academic growth in reading of 9.05 overall and 12.99 in Limited English Proficient students; however writing continues to be very low. Academic growth for Math was 4.57 overall.

Gervais Middle School (GMS) met in all areas except in reading for students with disabilities. The score was 59.86 the target was 60%.

Gervais High School (GHS) met in all areas except Language arts for LEP and Hispanic students. The goal was 60%, LEP scored 55.78 and Hispanic scored 59.20.

c) What AYP needs were identified?

PLC's to include formative assessments, data evaluation and instructional modification/differentiated instruction. ELL strategies, administrative supervision of SIOP, Special Ed strategies

Oregon Department of Education

Professional Development Plan Cover Sheet

Section 3: Highly Qualified Teachers

a) How was the Highly Qualified Teacher (HQT) data analysis conducted?

In September and March the administrative team (Principals, personnel/data submission director, and superintendent) review the licensure with the class and course assignments of each staff member. The same review takes place prior to the hiring of new teachers. When a non-HQ area is identified an email is sent notifying ODE . Plans are then developed in concert with TSPC then the plan is implemented and monitored by the team.

b) What HQT data was collected and analyzed?

Schedules, to include course codes, from each building are downloaded and compared to the teacher assignments. This information is then compared to licensure information contained in the teachers file and crosschecked with information from TSPC

c) What HQT needs were identified?

The initial review shows that at the high school, there is 1 teacher needing a math and a science endorsement, one teacher needing a reading endorsement and 1 special ed. teacher needing a math endorsement.

At Douglas Ave Alt School there is 1 teacher needing multiple endorsements.

At the middle school there is one special ed. teacher needing a math endorsement

Teachers at the elementary level are all properly endorsed.

List any private schools choosing to participate in your district's professional development funded under any NCLB programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

Sacred Heart – Gervais OR for title Ia and IIa

Willamette Valley Christian – Brooks, Or for Title Ia and IIa

Title II-A Improving Teacher Quality Local Plan Contents

IIA-C

Item

LEA has a professional development plan, which includes the description of the results of the needs assessment. 2122(b)

Supporting Documentation

- o Professional Development Plan Template

http://www.ode.state.or.us/opportunities/grants/nclb/title_ii/a_teacherquality/pdplanteplate.rtf

Oregon Department of Education Professional Development Plan Cover Sheet

ODE use only	
DIL	
Approved	
Date	

This professional development plan encompasses all professional development provided by the district using ANY source of funds. Plan may be submitted for up to 2 years.

For districts under the accountability of [NCLB Sec. 2141 (c)] districts MUST agree to the following assurances.

In accepting Title II-A funding the school district assures the following:

- The professional development plan was developed with the involvement of teachers and principals and meets the requirements of Section 2141(c).
- The Title II-A funding will be targeted to assist the district in meeting AYP and the 100% HQT requirements.
- The Title I-A funding will not be used to pay for any new paraprofessionals.

Rick Hensel
(Name of Superintendent or Designee)

Rick Hensel
Signature of Superintendent or Designee

District: Gervais School District #1 Date Submitted: _____
 Submitted by: Linda Warberg, Director of Special Services Expiration Date: 06/30/2009
 Phone: 503-792-3801 Check One: Revision New Plan
 Fax: 503-792-3809 Email: linda_warberg@gervais.k12.or.us

For Districts receiving Title IIA funds and under the accountability of [NCLB Sec. 2141 (c)], districts **MUST** provide training to enable teachers to:

1. Obtain HQT status in all core academic classes being taught
2. Improve student achievement in the classroom, particularly in the areas the district is not meeting AYP, teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

<u>Rick Hensel, Superintendent</u>	<u>Linda Warberg, Dir of Spec Srvc & Fed Programs</u>
<u>Melissa Wolfer, Admin Asst & Data Specialist</u>	<u>Dave James, Principal</u>
<u>Jon Zwemke, Principal</u>	<u>Chuck Borberg, Principal</u>
<u>Gervais High School Improvement Team</u>	_____
<u>Gervais Middle School Improvement Team</u>	_____
<u>K-4 School Improvement Team</u>	_____
_____	_____
_____	_____

Percent of Core Academic Subject Classes taught by Highly Qualified Teachers District-wide at the end of the 2007-2008 school year:

83.9%

Oregon Department of Education

Professional Development Plan Cover Sheet

Summary of Professional Development Needs Assessment:

a) How was the needs assessment conducted?

Three areas are annually reviewed to determine the professional development needs of the district.

- First is the review of the staff collections submitted to ODE in spring 2008 and the areas of deficiency reviewed with the progress on each teacher's PD plan.
- Secondly, GSD staff complete the Teacher and Principal Needs Assessment Survey to determine future staff development needs in the district and building/content areas. Each year the teachers and the principals complete this survey.
- Lastly, data analysis of student achievement, building needs assessments and school improvement team analysis of the prior year's action plans are used to identify student achievement areas that need professional development.

b) What needs were identified?

The staff collections review indicated that Middle Level & High School Language Arts, Middle Level & High School Special Education and Middle Level Math were areas that teachers needed highly qualified professional development. While the buildings scheduled staff during the 2008-09 school year it became apparent that the following subject should also be a matter of focus for the current year: Middle Level Science.

The Teacher/Principal Needs Assessment Survey indicated universally through out the grades for teachers that 1) classroom-based Assessment practices needed development and 2) Curriculum alignment and articulation to essential academic learning requirement in reading, math and writings needed professional development and 3) instructional strategies for diverse learners was identified for special education, English Language Learners and TAG students. Principals indicated their professional development needs were to understand and then lead their building teams through standards alignment, formative assessment and data driven analysis that impacts instruction.

Data analysis from student achievement, building needs and action plan reviews indicated that while almost all Gervais students made AYP in English Language Arts this year, their percentage met was not high enough to sustain the new Reading target. The one universal area of deficiency was in writing. Across the district, only 14% to 40% of our students met their benchmark.

List any private schools choosing to participate in your district's professional development funded under any NCLB programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

Sacred Heart – Gervais, OR for Title Ia, IIa, IV

Willamette Valley Christian – Brooks, OR for Title Ia

Fill out the Professional Development Plan Template, beginning on page three, using as many or as few pages as needed.

Should you have any questions or concerns about this document, or Highly Qualified Professional Development in general, please contact:

Bev Pratt, Title II-A Coordinator

Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310
bev.pratt@state.or.us
503-947-5806

Oregon Department of Education Professional Development Plan Template

NEED ONE:	DISTRICT PROFESSIONAL LEARNING COMMUNITY (PLC) FOR FORMATIVE ASSESSMENT, DATA-DRIVEN ANALYSIS IMPACTING INSTRUCTION AND STANDARD ARTICULATION TO INCREASE STUDENT ACHIEVEMENT
GOAL ONE:	BY THE END OF 08/09 100% OF THE ADMINISTRATIVE LEADERSHIP TEAM PARTICIPANTS WILL BE INVOLVED IN A MEANINGFUL AND PRODUCTIVE DISTRICT PLC PERTAINING TO INCREASING STUDENT ACHIEVEMENT.

Please indicate in **bold** those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Professional development for administrators will be provided at the beginning of the year to understand the process of developing lesson plans for content-area classes aligned with the state reading standards incorporating formative assessments and specific instructional strategies that will bring about the most change in student learning. On-going professional development will be provided through book study, researched based articles, review of	TOSA and DOSS will provide development to discuss standards and the articulation project for reading. Sign-in sheets at meetings would be a reflection of those in attendance at the meeting. Monthly meetings to complete book studies, article discussions and processes for the district will be recorded Principals will assist the TOSA and DOSS	August 08 – June 09	TOSA Principals Superintendent DOSS	The final Reading syllabus, K-12 will be completed, printed and distributed to all staff. Each grade level will identify, create and conduct formative assessments Each grade level or content area will meet two times per year to analyze data and make changes to instruction. Principals will have a process to lead their	NA	NA

Oregon Department of Education Professional Development Plan Template

standards document, formative assessments and interventions.	with building level needs around standards, formative assessments and interventions			buildings in standard based instruction, data-driven instruction, formative assessments and interventions to increase student achievement		
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Oregon Department of Education Professional Development Plan Template

NEED TWO:	The percentage of all students scoring at proficiency or higher in Reading will increase from 60% to 65%, with each subgroup making at least 64% increase, to ensure making the reading target for 2008-2009.
GOAL TWO:	The percentage of all students scoring at proficiency or higher in Reading will increase from 49% to 65%, with each subgroup making at least 64% increase, by the end of the 2008-09 school year as measured by OAKS/TESA, administered by May 2009.

Please indicate in **bold** those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Professional development for teachers will be provided at the beginning of the year to develop unit lesson plans for content-area classes aligned with the state reading standards incorporating formative assessments and specific instructional strategies that will bring about the most change in student learning	TOSA and DOSS will provide staff development sessions to complete unit lesson plans aligned with state reading standards and incorporating formative assessments and specific instructional strategies will be compiled into a document for each grade level and content area. Four sessions with each grade level and content area have been scheduled.	August, 2008 October/November, 2008 January, 2009 April, 2009	TOSA – Literacy Coach for the district, Dave Beebe DOSS, Director of Special Services; Linda Warberg Principals	Observation of staff implementation of standard based lesson, formative assessments and reading strategies by reading specialist and/or administration	Extra duty time with associated costs: \$8,200	School Improvement Fund, state School improvement grants, State Title IIA <i>REMOVED</i>

Oregon Department of Education Professional Development Plan Template

<p>All students in 4th through 10th grades (with the exception of SPED) will be tested in the fall to identify and target specific areas of weakness.</p> <p>Professional development in data-driven instruction, interventions and common formative assessments will be provided in the fall, winter and spring of the year to address areas of weakness</p>	<p>Data teams from each building will attend Data-Driven Decision Making training in the summer of 2008.</p> <p>On-going professional development will be provided through out the year during three sessions to update information, assist process and bring fidelity to the procedures.</p> <p>An additional development time is scheduled in May to review the year's data, provide feedback for the new year's student achievement and staff development needs</p>	<p>Summer 2008</p> <p>November 2008</p> <p>January 2009</p> <p>March 2009</p> <p>May 2009</p>	<p>TOSA</p> <p>DOSS</p> <p>Principals</p>	<p>Collaboration meeting notes, action plans with revisions noted, classroom observations</p> <p>Increased student achievement, more students after each assessment identified as likely to meet</p>	<p>Substitute costs for teams to meet; (\$4,000)</p> <p>Other meeting times are on scheduled early release days</p>	<p>Title Ia Title IIa</p> <p>School Improvement Funds</p> <p>School Improvement Grants</p>
<p>On-going professional development for all teachers, paraprofessionals and after school/extended learning staff will be provided in each identified intervention program</p>	<p>After reviewing data with TOSA and DOSS, building teams will identify intervention programs, implementation timelines, and program procedures.</p> <p>Program monitoring</p>	<p>October 2008</p> <p>February 2009</p> <p>April 2009</p> <p>June 2009</p>	<p>TOSA</p> <p>DOSS</p> <p>Intervention program providers</p> <p>Principals</p>	<p>Process for identified student's needs being matched with correct intervention program recorded; meeting notes of the process; student achievement results</p>	<p>Purchasing programs (\$12,000)</p> <p>Training on intervention programs (\$8,000)</p>	<p>Title Ia Title IIa Title III</p> <p>School Improvement Grant funds</p> <p>IDEA</p> <p>General Funds</p>

Oregon Department of Education Professional Development Plan Template

<p>for program fidelity, pacing and assessments at the beginning of the second, third and fourth quarters</p>	<p>is scheduled for three times during the year.</p>					
<p>Provide on-going training for teachers in data-driven instruction, where teachers learn to evaluate their instructional effectiveness through frequent formative assessments, data evaluation, and instructional modification to meet the needs of students with different learning preferences</p>	<p>TOSA, Data-Driven instructors, DOSS and Principals will provide staff development session at buildings based on teacher need, data analysis, and teacher request for additional training. TOSA and DOSS will provide three trainings during the year for the whole staff</p>	<p>October 2008 January 2009 March 2009 May 2009</p>	<p>TOSA DOSS Data-Driven Instructors Principals</p>	<p>Staff development plans, sign in sheets and implementation observations; achievement measured through local assessments and progress monitoring</p>	<p>NA - trainings during early release staff development times</p>	<p>NA</p>
<p>Continue training all teachers in Sheltered Instruction Observation Protocol (SIOP) and implement</p>	<p>All teachers trained in SIOP Quarterly updates provided to teachers by SIOP trainer's observations</p>	<p>District sponsored trainings</p>	<p>SIOP Trainer for the district, Sylvia Garcia</p>	<p>Lesson plans will demonstrate the use of SIOP techniques as well as feedback from the quarterly observations by the SIOP trainer</p>	<p>Trainings: (\$7,000)</p>	<p>Title III School Improvement Funds</p>

Oregon Department of Education Professional Development Plan Template

<p>On-going professional development will be provided to teachers, paraprofessionals and administrators in the areas of differentiated instruction.</p>	<p>TOSA and staff development professionals will provide staff development sessions district-wide and at specific buildings based on teacher need, data analysis and teacher requests.</p>	<p>August 2008- June 2009</p>	<p>TOSA DOSS Principals</p>	<p>Staff development plans, sign-in sheets and implementation visits; increased student achievement</p>	<p>NA</p>	<p>NA</p>
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Oregon Department of Education Professional Development Plan Template

NEED THREE:	WRITING SCORES 4TH THROUGH 10TH ARE AT AN ALL TIME LOW IN ALL TRAITS.
GOAL THREE:	THE PERCENT OF ALL GERVAIS SCHOOL DISTRICT STUDENTS IN GRADES 4 THROUGH 10 WILL INCREASE FROM 14% TO 40% BY THE END OF 2008-2009 SCHOOL YEAR AS MEASURED BY THE OAST WRITING PERFORMANCE ASSESSEMENTS GIVEN IN FEBRUARY 2009.

Please indicate in bold those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A., II-D, III, IV, V, State, Local, Grants?</i>
On going staff development will be provided in the use of the official writing scoring guide to all staff with additional follow-up with new staff in the CIM writing requirements.	TOSA, DOSS and District writing specialists will provide staff development sessions district-wide and at buildings during early release days through January as determined by each building principal	September 2008 through January 2009 Then updates as determined by building principals	TOSA DOSS District writing specialists	Staff development sign in sheets, feedback sheets on each presentation, increase in scoring agreements Increased student achievement in scored papers	NA	NA
Staff development will be provided to all staff in each mode using the school writing process model in grade level and content area classes before January						
On-going staff development will be						

Oregon Department of Education Professional Development Plan Template

provided to understand the scoring guide and bring fidelity to score samples across grade levels during three sessions before January						
Continue training teachers how to give meaningful feedback to students about their writing assignments	TOSA and DOSS will provide staff development sessions with individual teams to create 'student-talk' related to their writing	September 2008 - January 2009	TOSA DOSS	Schedule of staff development trainings Notes from meetings	NA	NA
Staff development will be provided to increase rigor of writing within all written assignments	TOSA and DOSS will host two sessions where building staff will review scored papers and highlight areas that all teachers in the building agree on common areas to focus on and hold students to the standard set for that area	October, 2008 December 2008	TOSA DOSS Principals	Sign-in Sheets from the meetings Common areas of focus from each building with identified standards for student success	NA	NA

Oregon Department of Education Professional Development Plan Template

HQT NEEDS:	DURING THE 2007-2008 SCHOOL YEAR, 83.9% OF THE TEACHING STAFF WERE HIGHLY QUALIFIED.
HQT GOAL:	100% OF ALL GSD CERTIFIED STAFF WILL BE HQT AS DETERMINED BY NCLB AND ODE BY JUNE 2009. [NOTE: ONLY 4% ARE NOT HQT THIS CURRENT YEAR (3 STAFF), TWO WILL COMPLETE IN OCTOBER AND THE OTHER IN JUNE]

Please indicate in bold those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Identify the district administrator who will work with the principals and teachers on 'highly qualified' issues	Meeting notes, reduction in number of teacher that are not HQT	July 2008-September 2008	Linda Warberg Jon Zwemke, Chuck Borberg	Reduction in the number of teachers and progress on plan completion. Renew credentials as soon as requirements are met.	NA	NA
Conduct a meeting with each teacher who is not yet highly qualified. Develop an individual action plan with each teacher.	Meetings notes and HQT plan on file	September 2008	Jon Zwemke Chuck Borberg Linda Warberg	Plans will be on file in the Federal Programs Office and Personnel Office for all non-HQT teachers	\$4,500 Tuition, Reimbursement, ORELA fees, Expedited TSPC licensure, Praxis fees	Title IIA

Oregon Department of Education Professional Development Plan Template

<p>Schedule and conduct periodic checks for completion of agreed-upon actions</p>	<p>Meeting notes and HQT plans on file with updated information</p>	<p>October 2008- June 2009</p>	<p>Linda Warberg</p>	<p>Non HQT teachers will meet with the Federal Program two times per year to demonstrate progress of completion related to their HQT plan and goal of being HQT</p>	<p>NA</p>	<p>NA</p>
<p>GSD Administrators will review the master schedules for the middle and high schools at each semester to determine appropriate placement of teachers</p>	<p>Schedules, lists of HQT teacher and assignments</p>	<p>January 2009</p>	<p>Principals Linda Warberg</p>	<p>Schedules on file with review notes and changes as appropriate</p>	<p>NA</p>	<p>NA</p>

Professional Development Plan Checklist

ODE USE ONLY
Do not fill out this section.

DISTRICT PROFESSIONAL DEVELOPMENT PLAN CHECKLIST 2008-2009

District: Gervais School District Date Submitted: 10.13.08

Submitted by: Linda Warberg Expiration Date: _____

The PD Plan is approved in its present form: (Y/N) _____

Please provide additional information, or an amended plan, for any items marked "N."

- Y The PD plan timeline is outlined through the expiration date of the plan.
- Y The goals are consistent with the needs assessment in the consolidated application as well as district improvement plans, when applicable.
- Y The activities are clearly specified.
- Y The persons responsible and participants in the activities are identified.
- Y The evaluation measures whether the activity will meet the objective.
- Y The funding source is identified.
- Y The PD plan addresses the highly qualified teacher and paraprofessional needs of the school district (LEA).

For districts under the accountability of [NCLB Sec. 2141 (c)] districts **MUST** provide training to enable teachers to:

- Y Obtain HQT status in all core academic classes being taught
- Y Improve student achievement in the classroom, particularly in the areas the district is not meeting AYP
- Y Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.

For districts under the accountability of [NCLB Sec. 2141 (c)] districts **MUST** agree to the following assurances.

_____ District signed assurances



Gervais School District #1

290 First Street - P.O. Box 100
Gervais, Oregon 97026-0100
Phone: (503) 792-3801 FAX: (503) 792-3809
www.gervais.k12.or.us

A culture of Diversity, Technology and Academic Excellence

We, with the involvement of our culturally rich community, will provide a creative, enriching and safe environment, which instills a desire to become a life-long learner and a responsible citizen.

April 9, 2010

Jan McCoy
Support to Districts/Teacher Quality
Oregon Department of Education
Salem, OR

Dear Jan:

Enclosed are the notebooks for Gervais School District's Federal Pilot Program review. Each notebook is labeled and tabbed with our evidence to support requirements for each program.

Gervais School District does not have a **Title I-d** or **Title V** program so there is no notebook for that program. Good luck with our evidence submissions and let us know if we need to find other pieces.

See you April 20th!

Sincerely,

Linda Warberg
Director of Special Services/Federal Programs
Gervais School District
503-792-3803 ext. 2530
linda_warberg@gervais.k12.or.us

Oregon Department of Education Professional Development Plan Cover Sheet

ODE use only	
DIL	
Approved	
Date	

This professional development plan encompasses all professional development provided by the district using ANY source of funds. Plan may be submitted for up to 2 years.

For districts under the accountability of [NCLB Sec. 2141 (c)] districts MUST agree to the following assurances.

In accepting Title II-A funding the school district assures the following:

- The professional development plan was developed with the involvement of teachers and principals and meets the requirements of Section 2141(c).
- The Title II-A funding will be targeted to assist the district in meeting AYP and the 100% HQT requirements.
- The Title I-A funding will not be used to pay for any new paraprofessionals.

Rick Hensel
(Name of Superintendent or Designee)

Rick Hensel
Signature of Superintendent or Designee

District: Gervais School District #1 Date Submitted: 10/02/09
 Submitted by: Rick Hensel Superintendent Expiration Date: 06/30/2010
 Phone: 503-792-3801 Check One: Revision New Plan
 Fax: 503-792-3809 Email: Rick_hensel@gervais.k12.or.us

For Districts receiving Title IIA funds and under the accountability of [NCLB Sec. 2141 (c)], districts **MUST** provide training to enable teachers to:

1. Obtain HQT status in all core academic classes being taught
2. Improve student achievement in the classroom, particularly in the areas the district is not meeting AYP, teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, paraprofessionals, principals, and parents. Please list all planning team members, as well as their titles, below.

<u>Rick Hensel, Superintendent</u>	<u>Linda Warberg, Principal Brooks Eldridge Elementary</u>
<u>Melissa Wolfer, Admin Asst & Data Specialist</u>	<u>Mike Solem, Principal Gervais High School</u>
<u>Jon Zwemke, Principal Gervais Middle School</u>	_____
<u>Gervais High School Improvement Team</u>	_____
<u>Gervais Middle School Improvement Team</u>	_____
<u>K-4 School Improvement Team</u>	_____
_____	_____
_____	_____

Percent of Core Academic Subject Classes taught by Highly Qualified Teachers District-wide at the end of the 2009-2010 school year: 87.3%

Oregon Department of Education

Professional Development Plan Cover Sheet

Summary of Needs Analysis:

Section 1: Professional Development

a) How was the staff Professional Development (PD) needs assessment conducted?

A teacher and Principal Needs Assessment Survey is conducted annually to provide grade level teacher teams, content area teams, and administration with the data to assess the professional development needs of the district and individual buildings. This data is analyzed in conjunction with AYP data as well other assessment data such as SAT scores and formative assessments to determine our overall professional development needs.

b) What data was collected and analyzed to determine PD needs?

We collected data about math, reading, science, social studies, arts, foreign languages, writing, English language learners, Special Ed as well as general teaching strategies within each building.

c) What PD needs were identified?

2008-2009 Staff Development Survey Results Summary for 2009-2010

Math:

K-8: measurement, classroom-based assessment practices, materials, data team practices and analysis

K-10: curriculum alignment to the new math standards and new math adoptions

5-8: Instructional strategies for Diverse Learners

Reading:

5-8: Vocabulary

K-12: setting goals and evaluating progress to improve reading with a common formative assessment; classroom-based assessment practices

Science:

5-12: Know and apply the design process to create solutions to human problems in social contexts.

9-12: Instructional Strategies for Diverse Learners

Writing

K-12: Classroom-based Assessment Practices (Writing Scoring Guide); Instructional Strategies for diverse writers

Principals:

Elementary: Provide support for curriculum alignment and articulation in math; . Provide support for improvement of student academic achievement with common formative assessments;

Middle: Provide support for curriculum alignment and articulation in math; Provide support for improvement of student academic achievement with common formative assessments; School Climate; SIOP training and School Improvement

Oregon Department of Education

Professional Development Plan Cover Sheet

High: Provide support for curriculum alignment and articulation in math; Provide support for data-driven professional development for teachers; Provide support for improvement of student academic achievement with common formative assessments; School Climate; SIOP training and School Improvement

Common Need K-12:

Common formative assessment to monitor student achievement, identify needed interventions, alter instruction to meet student needs

Section 2: Adequate Yearly Progress

a) How was the Adequate Yearly Progress (AYP) data analysis conducted?

Twice a year, during the Fall and Spring, each building reviews current AYP and formative assessment data with the prior year's data. Gains/losses are recorded and goals are set for the next year based on OAKS reports. Building needs assessments (formative assessments) and school improvement team data (action plan monitoring areas) are also considered with the AYP results for each grade level and each student. Using the district's student service plan, grade level/content area teams determine instructional levels and intervention schedules for student improvement. The data is then analyzed to identify student achievement/building professional development needs.

b) What AYP data was collected and analyzed?

At the elementary level, both 4th and 5th grades made AYP with an academic growth in reading of 9.05 overall and 12.99 in Limited English Proficient students; however writing continues to be very low. Academic growth for Math was 4.57 overall.

Gervais Middle School (GMS) met in all areas except in reading for students with disabilities. The score was 59.86 the target was 60%.

Gervais High School (GHS) met in all areas except Language arts for LEP and Hispanic students. The goal was 60%, LEP scored 55.78 and Hispanic scored 59.20.

c) What AYP needs were identified?

PLC's to include formative assessments, data evaluation and instructional modification/differentiated instruction. ELL strategies, administrative supervision of SIOP, Special Ed strategies

Oregon Department of Education

Professional Development Plan Cover Sheet

Section 3: Highly Qualified Teachers

a) How was the Highly Qualified Teacher (HQT) data analysis conducted?

In September and March the administrative team (Principals, personnel/data submission director, and superintendent) review the licensure with the class and course assignments of each staff member. The same review takes place prior to the hiring of new teachers. When a non-HQ area is identified an email is sent notifying ODE . Plans are then developed in concert with TSPC then the plan is implemented and monitored by the team.

b) What HQT data was collected and analyzed?

Schedules, to include course codes, from each building are downloaded and compared to the teacher assignments. This information is then compared to licensure information contained in the teachers file and crosschecked with information from TSPC

c) What HQT needs were identified?

The initial review shows that at the high school, there is 1 teacher needing a math and a science endorsement, one teacher needing a reading endorsement and 1 special ed. teacher needing a math endorsement.

At Douglas Ave Alt School there is 1 teacher needing multiple endorsements.

At the middle school there is one special ed. teacher needing a math endorsement

Teachers at the elementary level are all properly endorsed.

List any private schools choosing to participate in your district's professional development funded under any NCLB programs: (List private school participants in those activities in which they are participating in the Professional Development template.)

Sacred Heart – Gervais OR for title Ia and IIa

Willamette Valley Christian – Brooks, Or for Title Ia and IIa

Oregon Department of Education
Professional Development Plan Cover Sheet

Fill out the Professional Development Plan Template, beginning on page three, using as many or as few pages as needed.

Should you have any questions or concerns about this document, or Highly Qualified Professional Development in general, please contact:

Bev Pratt, Title II-A Coordinator
Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310
bev.pratt@state.or.us
503-947-5806

Oregon Department of Education Professional Development Plan Template

NEED ONE:	PROFESSIONAL LEARNING COMMUNITY (PLC) FOR FORMATIVE ASSESSMENT, DATA-DRIVEN ANALYSIS IMPACTING INSTRUCTION AND STANDARD ARTICULATION TO INCREASE STUDENT ACHIEVEMENT
GOAL ONE:	BY THE END OF 09/10 100% OF THE ADMINISTRATIVE LEADERSHIP TEAM AND 50% OF THE DISTRICT'S CERTIFIED STAFF WILL HAVE BEEN TRAINED AND WILL BE IMPLEMENTING COMMON FORMATIVE ASSESSMENTS TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT IN READING AND MATH.

Please indicate in bold those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Professional development for teams of administrators and teachers from each building will attend PLC training in Seattle Washington.	Building administrators will provide continued discussion and monitoring the development of PLCs within their buildings.	July 09 -- June 10	Principals Superintendent Site Council School Improvement teams	Each grade level will identify, create and conduct formative assessments Each grade level or content area will meet two times per year to analyze data and make changes to instruction. Principals will have a process to lead their buildings in standard based instruction, data-driven instruction and development of formative	\$11,500 \$3,700	Stimulus SIP
On-going professional development will be provided through book study, researched based articles, review of standards document, formative assessments and interventions for reading and math.	Sign-in sheets at meetings would be a reflection of those in attendance at the meeting.					

Oregon Department of Education Professional Development Plan Template

<p>Professional development for content-area classes aligned with state reading standards incorporating formative assessments and specific instructional strategies. Title I(a) portion to this activity: \$6,000 for extra time in their PLC for implementation</p>	<p>assessments.</p>	<p>\$6,000</p>	
<p>Universal professional development on common formative assessment (K-12 teachers) to provide the foundation for specific usage of common formative assessments, data analysis of assessment results and to adjust instruction: \$7,464 (team leaders (13 teachers) X 15 hours each @ \$38.00)</p>		<p>\$7,464</p>	
<p>Professional development/training and follow-up workshops for math implementation for measurement, curriculum alignment to new math standards (K-10), Classroom based assessment classes: \$3000.</p>		<p>\$3,000</p>	

Oregon Department of Education
Professional Development Plan Template

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Professional Development Plan Template

NEED TWO:	MORE EMPHASIS ON READING ALL GRADE LEVELS BUT SPECIFICALLY GHS
GOAL TWO:	The percentage of all students scoring at proficiency or higher in Reading will increase from 60% to 65%, 2009-2010. The percentage of all students scoring at proficiency or higher in Reading will increase from 49% to 65%, with each subgroup making at least 64% increase, by the end of the 2008-09 school year as measured by OAKS/TESTA, administered by May 2009.

Please indicate in bold those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Professional development/training and follow-up workshops for Reading in vocabulary development (5-8) and setting goals and evaluating progress to improve reading with common formative assessments	Reading coaches will incorporate formative assessments and specific instructional strategies for each grade level and content area. Four sessions with each grade level and content area have been scheduled.	August, 2009 October/November, 2009 January, 2010 April, 2010	Literacy Coach for the Middle School, Dave Beebe Formative Assessment coordinator Terry Witter. Principals: Jon Zwenke, Mike Solem.	Observation of staff implementation of standard based lesson, formative assessments and reading strategies by reading specialist and/or administration	\$3,000.00	School Improvement Fund, state School improvement grants, State Title IIA
All students in 4 th through 10 th grades (with the exception of SPED) will be tested in the fall to identify and target specific areas of weakness.	An additional development time is scheduled each Wednesday throughout the year.	Summer 2009 November 2009 January 2010 March 2010 May 2009	Principals	Collaboration meeting notes, action plans with revisions noted, classroom observations Increased student achievement.	Substitute costs for teams to meet; (\$4,000) Other meeting times are on scheduled early release days	Title Ia Title IIA School Improvement Funds

Professional Development Plan Template

NEED THREE:	ELL STRATEGIES.
GOAL THREE:	65% OF ALL ELL STUDENTS WILL MEET BENCHMARK AS MEASURED ON OAKS BY MAY 2010

Please indicate in bold those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Continue training all teachers in Sheltered Instruction Observation Protocol (SIOP) and implement Professional development/training and follow-up workshops for (K-12) teachers and staff in instructional strategies for diverse learners (SIOP, Differentiated instruction). \$4,000 and additional extra time to plan lessons using the instructional strategies: \$9500.00 [25 teachers X 10 hours @ \$38.00).	All teachers trained in SIOP Quarterly updates provided to teachers by SIOP trainer's observations	District sponsored trainings	SIOP Trainer for the district, Sylvia Garcia	Lesson plans will demonstrate the use of SIOP techniques as well as feedback from the quarterly observations by the SIOP trainer. Teachers using the strategies with at least 90% frequency as monitored through observations. ELL students will improve by meet the benchmark for 2010 in ELA as determined by AYP.	Trainings: \$11,000 Training \$4,000 Add. Sal \$9500	Title III School Improvement Funds Title IIa Title IIa

Professional Development Plan Template

<p>On-going professional development will be provided to administrators, teachers, paraprofessionals</p> <p>Contract differentiation coach to observe and provide feedback to teachers taking the SIOP: \$16,000. Supplies to support the coach: \$562</p>	<p>Monthly meetings with building administrators discussing observations of the SIOP being used in all classrooms</p>	<p>August 2009- June 2010</p>	<p>Principals, Title III coordinator Sylvia Garcia</p>	<p>Principal Meeting agenda's and minutes. increased student achievement</p>	<p>NA</p> <p>\$16,000 \$ 562</p>	<p>NA</p> <p>Title Ila</p>
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Professional Development Plan Template

HQT NEEDS:	DURING THE 2008-2009 SCHOOL YEAR, 87.3% OF THE TEACHING STAFF WERE HIGHLY QUALIFIED.
HQT GOAL:	100% OF ALL GSD CERTIFIED STAFF WILL BE HQT AS DETERMINED BY NCLB AND ODE BY JUNE 2010.

Please indicate in **bold** those activities addressing AYP and/or HQT issues.

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	TIMELINE <i>for completing the activity</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Estimated Costs <i>What are the anticipated costs?</i>	FUNDING <i>What is the source? Title I, II-A, II-D, III, IV, V, State, Local, Grants?</i>
Melissa Wolfer the personnel director will work with the principals and teachers on "highly qualified" issues	Meeting notes, reduction in number of teacher that are not HQT	July 2009-September 2010	Linda Warberg Jon Zwemke, Mike Solem	Reduction in the number of teachers and progress on plan completion. Renew credentials as soon as requirements are met.	NA	NA
Conduct a meeting with each teacher who is not yet highly qualified. Develop an individual action plan with each teacher. Provide support for HQ class work completion for staff; Praxis tests for 2 science teachers for advanced science classes (40533 and	Meetings notes and HQT plan on file	September 2009	Jon Zwemke Mike Solem Linda Warberg	Plans will be on file in the Federal Programs Office and Personnel Office for all non-HQT teachers	\$18,000 Tuition, Reimbursement, ORELA fees, Expedited TSPC licensure, Praxis fees	Title IIA

Oregon Department of Education Professional Development Plan Template

<p>41254) and ORELA for 1 special education teacher as well as licensure for SPED (914681). English, and Social Studies course work for one SPED self-contained teacher (30759) and two SPED self-contained teachers for math (30759 and 41033). Math and Science course work and Praxis for the alternative teacher (41246). 2240 \$18,000</p>	<p>Meeting notes and HQT plans on file with updated information</p>	<p>October 2009- June 2010</p>	<p>Rick Hensel and Melissa Wolfer</p>	<p>Non HQT teachers will meet with the Federal Program two times per year to demonstrate progress of completion related to their HQT plan and goal of being HQT</p>	<p>NA</p>	<p>NA</p>
<p>Schedule and conduct periodic checks for completion of agreed-upon actions</p>						

Professional Development Plan Template

<p>GSD Administrators will review the master schedules for the middle and high schools at each semester to determine appropriate placement of teachers</p>	<p>Schedules, lists of HQT teacher and assignments</p>	<p>January 2010</p>	<p>Principals Linda Warberg</p>	<p>Schedules on file with review notes and changes as appropriate</p>	<p>NA</p>	<p>NA</p>
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Professional Development Plan Template

Complete the following pages to further describe the districts plan for ensuring 100% HQT. Review the district's report card and HQT report regarding the number and percent of teachers who are and are not highly qualified. Consider which core academic subjects and grade levels have teachers, if any, who are not highly qualified. Use this information in responding to the questions in this plan.

A. CURRENT PRACTICE AS IDENTIFIED BY DISTRICT NEEDS ASSESSMENT

1. Describe how teachers are presently being supported by the district in meeting the No Child Left Behind highly qualified teacher (HQT) requirements.

Building principals meet with all licensed staff at the beginning of each year to discuss the staff member's professional development plan including the completion of a highly qualified individual plan. Once the individual plans arrive at the District Office, the Title Iia Coordinator meets with each teacher and identifies each need.

An action plan is then written to include schedules for Praxis tests, Praxis help sessions, classes, licensure adjustments, etc. These detailed PD plans then go back to the building principals who assist in monitoring the plans throughout the year. The Title Iia coordinator will meet with the teachers again in April to confirm their progress.

District supports staff by paying for tuition and services to meet licensure requirements that would qualify the staff member as highly qualified and meeting with staff member to review their professional development plan two times a year.

2. What issues or conditions are preventing the district from having 100% of the teachers highly qualified?

When teachers are hired they are hired with the intention that they will be assigned in areas that they are highly qualified in. But whether the teacher is newly hired or has been with the district for many years, in small schools, schedules which include single courses are a fact of life. It can be caused by a number of reason; enrollment fluctuations; teacher retirement, teachers leaving mid-summer or simply trying to balance a schedule so students can have a normal class load. Unlike larger districts, our departments may only have one teacher and all teachers teach multiple unrelated courses. This means, at best we have teacher's teaching a course that they are not highly qualified in. Worse though is that the district will spend time and money for a teacher to get additional endorsements only to have them transfer to a different school.

Professional Development Plan Template

B. TEACHERS NOT HIGHLY QUALIFIED BY SCHOOLS & SUBJECTS: Using the following chart, list each school with teachers who are NOT highly qualified and the core academic subject classes they teach. Indicate the current actions to become highly qualified. Below the table, write a brief summary to describe highly qualified teacher issues in the district. (Add additional rows to expand the chart, as needed.)

Name of School with Teacher(s) Not Highly Qualified	# of teachers not HQ	Grade(s)	Subject	No. of Classes Taught	Current Actions to Become Highly Qualified
Douglas Avenue Alternative School	1	9-12	Multiple Subjects	7	Computer guided instruction
Gervais High School	1	9-12	Special Education, Math and Science,		Restricted Transitional with Special Ed endorsement. CAP working toward Sp Ed endorsement. Teaching Algebra 2 and Chemistry. Has passed praxis for Chemistry and will be taking the praxis for advanced Math.
	1		Reading		Teaching a reading intervention class. The teacher is licensed in Language Arts but does a reading endorsement.
Gervais Middle School	1	5-8	Math		Teaches two section of remedial math. Will take math praxis Fall of 2009

SUMMARY: Douglas Avenue: Our alternative education program at Douglas Avenues is based on the PLATO program. the instructor is not highly qualified in all subjects.

Gervais High School: 1. The Special Ed teacher at the high school is working on his initial endorsement in special educations. 2. We hired a teacher endorsed in Math and Physics to teach basic math and one section of Chemistry. Upon his arrival it was determined that he would teach advanced math. He has already passed the praxis in Chemistry and will be taking the Math Praxis later this Fall. 3. Our most

Oregon Department of Education
Professional Development Plan Template

experienced Language arts teacher was assigned to teach a section of intervention reading. She has completed all but the practicum to attain a reading endorsement and will be endorsed after this semester.
 Gervais Middle School: A special ed teacher with a background in Math is teaching two sections of intervention Math. She will take the Praxis this Fall.

C. DISTRICT ACTIONS TO ASSIST TEACHERS BECOME HIGHLY QUALIFIED: List and describe the district's actions to ensure those teachers who are not highly qualified become highly qualified by the end of the 2008-2009 school year. Refer to district report card data and list of not highly qualified teachers to keep local needs in mind. (Insert additional rows in the chart, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/ \$)	Timeline	How Will Progress Be Monitored
Appoint a system-level administrator as the single point-of-contact who will work directly with teachers and with ODE staff on "highly qualified" issues.	Superintendent Rick Hensel, Administrative Asst.: Melissa Wolfer	Title 1a; \$4,000	On going	Aug. to review HQT plans for the year; Sept. to meet, review schedules/plans; May review proposed schedule for the next year, refocus based on HQT, prepare for next year's HQT needs
Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teachers highly qualified.	Building Principals; Jon Zwemke – Middle School Mike Solem – High School	General Fund; part of administrative job description	May current year; Sept. next year; May next year	Report to District Office on schedules and who will be assigned to classes in May and September
Conduct a meeting with each teacher who is not yet highly qualified. Develop an individual action plan with each teacher. Schedule and conduct periodic checks for completion of agreed-upon actions.	Building Principals; Jon Zwemke – Middle School Mike Solem – High School	General Fund; part of administrative job description	By September of each year	Report plans to district office by Oct.; monitor plan each quarter with individual staff/quarterly report to D.O.; Finalize plan and or change teacher assignment in

Professional Development Plan Template

<p>The District will pay for specific subject tuition (does not include employee time, mileage, books or supplies.)</p>	<p>Superintendent upon request by teacher</p>	<p>Title IIA; General Fund As needed</p>	<p>Upon requests to complete plan on file</p>	<p>May for next school year/report to DO Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO</p>
<p>The District will pay for subject specific test preparation classes and Praxis test fees.</p>	<p>Superintendent upon request by teacher</p>	<p>Title IIA; General Fund As needed</p>	<p>Upon requests to complete plan on file</p>	<p>Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO</p>
<p>The District will pay for a subscription service that will help prepare the individual for taking the test (becomes the property of the District).</p>	<p>Superintendent upon request by teacher</p>	<p>Title IIA; General Fund As needed</p>	<p>Upon requests to complete plan on file</p>	<p>Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO</p>

* These actions are recommended; other actions may be added.

Professional Development Plan Template

D. DISTRICT ACTIONS TO ENSURE EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS: List and describe district actions to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other students. Complete *Resources* column as appropriate. Refer to district report card data and list of not highly qualified teachers to keep local needs in mind. (Insert additional rows in the chart, as needed.)

District Strategies	Person Responsible	Resources (Fund Source/ \$)	How Will Progress Be Monitored
Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teachers highly qualified.	Building Principals District Office	Title IIa/General Fund; as needed to complete plans	Bi-yearly with reports to the district office (Semester changes).
The District will pay for specific subject tuition (does not include employee time, mileage, books or supplies). The District will pay for subject specific test preparation classes and Praxis test fees.	Superintendent upon request by teacher Superintendent upon request by teacher	Title IIa; General Fund As needed Title IIa; General Fund As needed	Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO
The District will pay for a subscription service that will help prepare the individual for taking the test (becomes the property of the District).	Superintendent upon request by teacher	Title IIa; General Fund As needed	Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO

*Example of one strategy to consider.

E. DISTRICT ACTIONS TO ENSURE HIRING ONLY HIGHLY QUALIFIED TEACHERS: Indicate the district procedures or actions for recruiting and hiring highly qualified teachers, i.e. signing bonuses. Also indicate the actions taken should a teacher be hired who is not highly qualified. Complete the *Resources* column as appropriate. (Expand the table to include other actions, as needed.)

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes
The district will retain documentation related to announcing the position, efforts to recruit highly qualified candidates for the position,	Rick Hensel Melissa Wolfer	General Fund As needed per job description	Each vacancy announcement will address HQT requirement for the position. Hiring SOP will reiterate the screening for those

Oregon Department of Education Professional Development Plan Template

applications and resumes received, and notes from interviewing and selecting the teacher for employment.			with HQT status to be reviewed first.
The district will keep on file a mutually agreed upon plan from the teacher to fulfill requirements to achieve highly qualified status, using the most expedient option.	Rick Hensel, Melissa Wolfer, building principals: Linda Warberg, Jon Zwemke and Mike solem	General Fund/Title Ia As needed/part of job description.	Plans will be on file in each building. Plans will be copied and one will be put in Title Ia monitoring note book and the other in the teacher's personnel file.
The district will ensure that the teacher receives support and assistance necessary to achieve the highly qualified designation as expeditiously as possible.	Rick Hensel Melissa Wolfer	Title IIA; General Fund As needed	Building principals will monitor plans quarterly with report to the District Office; completed exam paperwork turned into the DO
Attend job fairs at Western Oregon, Portland State as well as the annual OSPA job fair at the convention center.	Rick Hensel Melissa Wolfer	Title IIA; General Fund As needed	

* These actions are highly recommended if teachers are not highly qualified.

Professional Development Plan Template

F. DISTRICT ACTIONS TO RETAIN HIGHLY QUALIFIED TEACHERS: List and describe district actions to retain highly qualified teachers. All actions should be supported by the district's policies and procedures for recruiting, hiring, inducting, and retaining highly qualified teachers. Complete the *Resources* column as appropriate.

District Action	Person Responsible	Resources (Fund Source/ \$)	Comments / Notes
The district is conscious that larger districts surround us. We are attempting to increase the salary schedule to equal that of the surrounding districts.	Rick Hensel	General Fund \$100,000	During negotiations every 3 years
We work hard at maintaining a comfortable working environment and strive to maintain one of the lowest student teacher ratio's in the area.	Rick Hensel	General Fund: as needed	Annual
The staff of 70 teachers share \$75,000.00 annually for professional development. We currently have to faculty members that have completed all but their dissertation toward a PhD.		General Fund \$75,000	Annual
We are currently mid way through a remodeling and building upgrade plan to provide presentable facilities for our students and staff members.		General Fund \$500,000	Biannually when funding allows
Stipends for high need fields; SPED, ELL, Counseling	Superintendent Superintendent	SPED, ELL, Counseling budgets. Rate is contractually negotiated	Continue with practice
New teacher mentor program	Superintendent	General Fund \$8,000	Monitor, review, revise for second year of the mentor/mentee project

Professional Development Plan Template

Professional Development Plan Template

Budget Summary Page

Title IIA 2141 Budget 2009-10

Allocation 09-10

75,894

Instructions: Please transfer budget information from PD Plan Template for each goal below.

Object Code	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	HQT Goal	Other IIA Spending
111 Licensed Salaries	\$14,878.00	\$2,900.00	\$14,760.00					
112 Classified Salaries								
113 Administrator Salaries								
12X Substitute Salaries		\$4,000.00						
2XX Benefits	\$5,783.00	\$840.00	\$5,700.00					
310 Instructional, Professional and Technical Services	\$9,000.00		\$20,562.00	\$18,000.00				
340 Travel	\$2,000.00							
4XX Instructional Supplies and Materials								
5XX Capital Outlay (Equipment and Technology)								
Indirect								

Oregon Department of Education
Professional Development Plan Checklist

ODE USE ONLY
Do not fill out this section.

DISTRICT PROFESSIONAL DEVELOPMENT PLAN CHECKLIST 2009-2010

District: Gervais #1 Date Submitted: 10/02/09
Submitted by: Rick Hensel Expiration Date: 06/30/09
The PD Plan is approved in its present form: (Y/N) Y

Checklist: (Y/N) Approval is indicated by "Y"
Please provide additional information, or an amended plan, for any items marked "N."

- Y The goals are written as SMART goals.
- Y The goals are consistent with the identified needs from the data analysis.
- Y The strategies are aligned with the goals and will result in student achievement.
- Y The persons responsible and participants in the activities are identified.
- Y Evidence the strategy is being implemented and monitored is clearly described.
- Y The evaluation addresses how you ensure the strategy improved teaching, improved student learning, and narrowed the student achievement gap.
- Y The funding source(s) is identified.
- Y The PD plan addresses the highly qualified teacher and paraprofessional needs of the school district (LEA).

For districts under the accountability of [NCLB Sec. 2141 (c)] districts **MUST** provide training to enable teachers to:

- Y Obtain HQT status in all core academic classes being taught
- Y Improve student achievement in the classroom, particularly in the areas the district is not meeting AYP
- Y Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.

For districts under the accountability of [NCLB Sec. 2141 (c)] districts **MUST** agree to the following assurances.

Y District signed assurances



Title II-A - Budget Narrative

Comments from ODE

This does not match the approved 2141 plan which had PD funding for improving reading instruction, formative assessments, etc. Also had \$4500 set aside to assist teachers in becoming HQ, but only \$2744 listed here. This must match approved 2141 plan. Bev Pratt 11/24/08

Title II-A funds must be used for activities that were identified in the **local needs assessment**.

- The district must target funds to schools that (1) have the lowest proportion of highly qualified teachers, (2) have the largest class sizes, or (3) are identified for school improvement.
- The activities listed in the following narrative must be aligned with the needs identified in the needs assessment.

Funding for class size reduction is allowable only if:

- Identified in the needs assessment
- Utilized in Grades K-3
- Class size with the reduction will be less than 20 students in each class, at that grade level, in the school
- The teacher hired to reduce class size is highly qualified

For non-regulatory guidance, click [here](#).

Program Activities

Budget Narrative Describe explicitly the programs, activities, and staff being funded by this title.	Budgeted Amount	
	Function	Amount
Primary teacher hired to continue to reduce class sizes in the first grade. Teacher ratio 1:32 before class size reduction teacher; 1:18 with class size reduction teacher. 1111 \$36,500 salary; 21,000 benefits Staff development activities identified by both private schools in reading. 2240 \$1,800 Provide support for HQ classwork completion for staff; Praxis tests for 3 and ORELA for 1 special education teachers. 2240 \$4,500 Professional development for content-area classes aligned with state reading standards incorporating formative assessments and specific instructional strategies. Title IIa portion to this activity: \$2,232	1111	\$57,500.00
	2240	\$1,800.00
	2240	\$4,500.00
	2240	\$2,232.00
	\$66,032.00	

Title II-A grant allocation for 2008-09 CIP Budget Narrative	Your approved Indirect Rate for 2008-09 CIP Budget Narrative	Budget Narrative Lines Total	Dollars Remaining

	[6.80 %]		
\$70,850.00	\$4,818.00	\$66,032.00	\$0.00

Code Definitions**Function Codes**

Code	Description
1111	1111 Primary, K-3 Instruction (Class Size Reduction)
2210	2210 Improvement of Instruction Services (Mentoring)
2240	2240 Instructional Staff Development (Technical, Professional and Instructional Staff Development)
2490	2490 Other Support Services - School Administration (Professional Development for Superintendents and Principals)
2640	2640 Staff Services (Teacher Advancement, Recruitment and Retention)
3300	3300 Community Services (Services to Private Schools)

Non-Highly Qualified Staff

This is a list of teachers who were not highly qualified to teach in their subject areas last year. Note that if a teacher taught Math, English, and History and was not highly qualified in any of them, then that teacher is counted three times.

School Name	Content Area	Teacher ID
Gervais High School	English	907383
Gervais High School	English	40819
Gervais High School	English	73989
Gervais High School	English	40819
Gervais High School	English	40819
Gervais High School	English	40819
Gervais High School	English	40819
Gervais High School	English	907383
Gervais High School	English	30759
Gervais High School	English	40819
Gervais High School	Math	73989
Gervais High School	Math	73989
Gervais High School	Math	30759
Gervais High School	Social	73989
Gervais Middle School	English	907383

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2.7.2 Parent, Family & Community Involvement

Description

As evidenced by:

1. A description of the process used to involve parents in the development of the parental involvement policy (as related to NCLB, Title I-A, Section 1118)
2. A description of the parent and community involvement strategies for involving all student populations including neglected/delinquent, migrant, ELL, economically disadvantaged, students with disabilities and students failing or at risk of failing to meet Oregon Standards (as related to Title IA, IC, ID, III)
3. A description of the process used to consult with teachers, researchers, school administrators, parents, institutions of higher education, and other education-related community groups in developing the parent involvement plan (as related to Title I, III, V-A)
4. A description of the provisions for systematic consultation with parents, teachers, and administrators throughout the implementation and revision of the parent involvement plan (as related to Title I-A, I-C, V-A IV-A)
5. A description of how stakeholders (parents, students, teachers, representatives of business and industry, labor organizations, and representatives of special populations) are informed about the requirements and involved in the development, implementation, and evaluation of CTE programs (as related to Perkins IV)

Content

Uploaded PDFs

[2.7.2 parent, family and communtiy involvement](#)

2.7.2 Parent, Family and Community Involvement

Describe the district's plan for family and community engagement.

Gervais School District is a Title Ia District and has all policies that are required for a Title District. However, policies are only on paper unless we have regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

The District and each building has a Parent Involvement Policy that is reviewed every three years. School-Parent Compacts are updated annually and reviewed at fall conferences.

Activities and strategies to communicate with and involve parents are those that will focus on the National Parent Involvement Standards, and the Six Strands of Family Involvement: Communicating, Parenting, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community. While the current programs in the GSD does not yet have solid activities in every strand, our ongoing plan to improve family involvement around each strand will continue as the plan is implemented. Current family involvement programs include:

- Annual Open House in the fall for all parents of all grades informs parents of expectations and opportunities.
- Automatic dialing system to report student absences to parents.
- Letters home to parents if students have chronic absenteeism; follow-up by Sylvia Garcia, district attendance officer.
- IAs and office staff call parents to remind them of student conferences.
- A monthly newsletter which is mailed home in English and Spanish.
- A reader board on the street promoting school and community functions.
- Student-led conferences with parents, twice a year.
- A Parent/teacher/child Compact is distributed and discussed with parents at the beginning of each school year.
- In addition to the NCLB-required Parent/School Compact, student contracts for all students cover the areas of attendance, academics and behavior. This contract has, in the past, been used for all students, while the Compact was only used for Title I students.
- Progress reports (of student grades) are mailed home four times per year as are student report cards. We continue to use our student planner to communicate assignment information with parents. Parents are expected to sign these planners at least once per week.
- In April for TV Turn-off week we plan a week of evening activities designed to bring families together in our building (crafts, student Science Fair presentations, games, a Gilbert House theme night (Health or Science). The library and gym are opened each night.
- Monthly meetings/trainings with our migrant parents as well as meetings with our Title, ELL and TAG parents.
- Spanish/English language interpreters are provided for every function, meeting and phone call. All documents are translated into Spanish.

- Home visits are made when needed.
- Phone calls, emails to parents for positive comments from teachers, not always just for negative.
- Provide family activities in the district or at each school, such as:
 - Open our library and gym once a month for family activities (reading, computer training, sports, etc.)
 - Internet safety and predator awareness training for parents (Counselor)
 - Parenting classes (TBA by Parent Involvement committee, based on needs identified through parent survey)
 - Community dinners and family movie nights
 - English Language learning classes
 - Parent Resource Room to provide parents with books, materials, games, etc. to support learning.

At the end of a school year and during the month of September, GSD parents are invited to assist in the review/development of the district and building parental involvement policies, school compacts and building level student contracts. Additional discussions, reviews and revisions of the policies and compacts occur at monthly Parent Advisory meetings.

Parents are recruited from each program area in the district (NCLB programs, SPED, ELL, Migrant, TAG and a representative from each building) to serve on the Parent Advisory committee. The Parent Advisory committee meets monthly. Once the Parent Involvement Policy and Compacts are reviewed and ready for review at each building, any revisions are then suggested and sent back to the Parent Advisory Committee for comment and finalization. Once that process is completed, the committee begins the process of reviewing each program's goals.

See example below of the 2009-2010 program review for Title programs on additional PDF.

Planning Participants

Debbie Hansen, Sandra Foote, Maricruz Camacho, Rita Armstrong

2.7.3 Coordination of Planning & Services

Description

As evidenced by:

1. Description of how strategies for implementing all state and federal programs will be coordinated for local efficiencies and efforts to make better use of resources OAR 581-022-0606 including:
 - General Funds
 - IDEA
 - Even Start
 - Title IA Basic Programs
 - Title I-B Reading First
 - Title I-C Migrant
 - Title I-D Neglected and Delinquent
 - Title II-A Teacher Quality
 - Title II-D Ed Tech
 - Title III Limited English Proficient and Immigrant
 - Title IV-A Safe and Drug Free Schools
 - Title V-A Innovative Programs
 - Title X McKinney-Vento Homeless Act

Descriptions should include:

2. How LEA will ensure migratory students receive assistance from all state and federal programs for which they are eligible (I-A, IC, X)
3. How schools will coordinate with social, health other public agencies and, if appropriate, businesses to improve student achievement of all eligible students (I-D, IC, X)
4. Career and Technical Education (CTE) program strategies for special populations including provisions for equal access, nondiscrimination, and services to enable the special populations to meet or exceed levels of performance on the Perkins core indicators

Content

Uploaded PDFs

[2.7.3 coordination of planning and services](#)

2.7.3 Coordination of Planning & Services

The **coordination of planning and services** is implemented through the Parent Advisory committee. The committee coordinates for local efficiencies and efforts to make better use of resources as related to Title I-A, I-C, V-A IV-A, SPED, After school programs, ELL programs, CTE programs and Talented and Gifted programs.

During this process, **migratory students** are tracked through our Home School Liaison and their services are recorded to ensure they receive assistance from all state and federal programs for which they are eligible (I-A, IC, X). The Home School Liaison, Special Services Coordinator and building ELL teams determine priority for service for all migrant students. Assistants are then assigned to support each student.

The Youth Support Team (YST) in the district **coordinates social, health, other public agencies** and, if appropriate, businesses who support student achievement of all eligible students (I-D, IC, X). The YST membership represents the K-12 staff that has knowledge of all the special populations in the district and work with their families. (Representatives include counselors, administration, local agencies, attendance officer for the district, juvenile agencies, migrant Home School Liaison, family advocacy rep's, local police, SPED and teachers.)

The Career and Technical Education (CTE) program staff works with the Student Support Team (SST) and Counselor at the high school to identify strategies for **special populations** including provisions for equal access, non-discrimination, and services to enable the special populations to meet or exceed levels of performance on the Perkins core indicators. Monthly meetings review special population participation and progress in CTE programs.

2.7.4 School & District Culture

Description

As evidenced by:

1. A description of the LEA's performance indicators and levels for drug and violence prevention activities, including reductions in prevalence of risk factors and increase in prevalence of protective factors and levels of performance of reach performance indicator (as related to Title IV-A)
2. A description of how LEA will assess and publicly report progress on drug and violence prevention activities (as related to Title IV-A)
3. A description of how results of evaluation will be used to improve the drug and violence prevention program (as related to Title IV-A)
4. A description of the process the LEA used to annually review and update the school safety plan; the crisis management plan; and the alcohol, tobacco, and other drug prevention plan (as related to Title IV-A)

Content

Uploaded PDFs

[2.7.4 school and district culture](#)

[GSD - ATOD violence plan](#)

2.7.4 School and District Culture

- a) A description of the LEA's performance indicators and levels for drug and violence prevention activities, including reductions in prevalence of risk factors and increase in prevalence of protective factors and levels of performance of reach performance indicator (as related to Title IV-A).

Due to a change in administration, the Oregon Healthy Teen survey was not completed in 2008-2009. Below is the latest data the district has for performance indicators and levels for drug and violence prevention. Additional information on current performance goals is included in the uploaded Title IV-A end-of-year report. Additionally, the District's Safety, Alcohol, Tobacco and other Drug and Violence Prevention Plan has also been uploaded.

Between 2005 and 2007, Gervais students continued to be lower than the state average for smoking cigarettes one or more days in the past 30 days. The use of marijuana or hashish in the past 30 days was also lower than the state. But, drinking alcohol in the past 30 days continues to be an issue for Gervais School District student.

Gervais School District Oregon Healthy Teen Data Meeting the drug-free and safe school targets established by ODE Compared over Time

(-means the district is lower than the state percentage - good;
+means the district was higher than the state – not good)

	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
Smoked cigarettes one or more days in the past 30 days.	14.0%	16.8%	-2.8	2.8%	8.7%	-6.1
Drank alcohol in past 30 days.	57.9%	45.1%	+12.8	16.2%	13.3%	+2.9
Used marijuana or hashish in past 30 days.	19.6%	19.6%	0	6.3%	9.9%	-3.6

Perception of 'parental attitude by youth for drinking alcohol' is lower than the state percentage in 2005 and 2007. We would desire our students to say that all of their parents would think it was wrong to drink.

For each of the other two areas, smoking marijuana and cigarettes, an average of 95% of our youth felt that their parents would feel it was wrong to smoke either.

Perception of Parental attitude by youth	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
My parents would feel it is wrong for me to drink alcohol	74.5%	79.6%	-5.1	88.7%	89.3%	+0.6
My parents would feel it is wrong for me to smoke cigarettes	94.4%	92.0%	+2.4	94.5%	96.5%	-2
My parents would feel it is wrong for me to smoke marijuana	94.2%	90.5%	+3.7	96.0%	95.2%	-0.8

GSD students perceive a moderately high risk of using alcohol than smoking marijuana or cigarettes. Also, GSD students did not carry guns on school grounds in the past 30 days and carrying weapons (other than a gun) on school property has gone decreased.

Students who perceive a moderately high risk of using:	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
Cigarettes	21.4%	28.2%	+6.8	27%	15.8%	-11.2
Alcohol	66.7%	49.2%	-17.5	45.9%	38.2%	-7.7
Marijuana	37.5%	32.0%	-5.5	25%	15.9%	-9.1

Students who have:	2005			2007		
	% for district	% for state	Difference	% for district	% for state	Difference
Carried a gun on school property in the past 30 days	0.0%	.6%	+0.6	0%	.6%	+0.6
Carried weapons (other than a gun) on school property in the past	8.8%	6.5%	-2.3	4.3%	5.9%	+1.6

30 days						
Been in a physical fight on school property in the past 12 months	14.8%	7.7%	-7.1	14.1%	15.9%	-1.8

Indicates Increase toward meeting drug-free and safe school targets

Source: Oregon Healthy Teen Report 2005, 2007;
ODE – Title IV Targets

Gervais’ Persistently Dangerous Schools and Student Behavior Rating – Compared Over Time

Since 2004-2005 Gervais School District schools have not been ranked as persistently dangerous schools and all schools have been rated Satisfactory or Strong in student behavior over time since 2005 except Eldriedge where attendance has been an issue with our students who are out for religious holidays. Douglas Avenue’s attendance rate has been very low and has become unacceptable over the last three years.

Gervais School District Schools with Report Card ratings of Satisfactory or better on Student Behavior Compared over Time

Student Behavior over Time			
	2006-2007	2007-2008	2008-2009
Eldriedge	Satisfactory	Satisfactory	Satisfactory
Brooks	Satisfactory	Satisfactory	Satisfactory
Gervais Middle	Satisfactory	Satisfactory	Strong
Gervais High	Strong	Strong	Strong
Douglas Avenue	Unacceptable	Unacceptable	Unacceptable

Indicates Schools with Report Card Ratings of Satisfactory or Better on Student Behavior

Source: ODE 2007, 2008, 2009

- b) A description of how LEA will assess and publicly report progress on drug and violence prevention activities (as related to Title IV-A).

Progress reporting on drug and violence prevention activities is disseminated through reports to our School Board, which flow to the community, reports to our

Title Parent Advisory Committee and newsletters to the community. Additional information is described in the District's ATOD plan.

- c) A description of how results of evaluation will be used to improve the drug and violence prevention program (as related to Title IV-A).

Described in the District's ATOD Plan.

- d) A description of the process the LEA used to annually review and update the school safety plan; crisis management plan; and alcohol, tobacco and other drug prevention plan (as related to Title IV-A).

Described in the District's ATOD Plan.

Gervais School District

Safety, Alcohol, Tobacco and other Drug and Violence Prevention Plans

I. Needs/Resource Assessment and Analysis

Component	Legal Reference	Current Status	Action Plan and Timeline	Documentation/ Evidence
Objective Data including: <ul style="list-style-type: none"> • Incidence of violence • Incidence of illegal drug use • Incidents relating to disruptive and disorderly behavior • Prevalence of risk/protective factors 	NCLB Sec 4115	- School discipline data gathered in all schools - Oregon Healthy Teen survey given to middle/high school - Student Accounting System (SASI) used to gather data in all schools - School safety reported at monthly safety meetings - Monthly climate teams review building discipline reports	- Oregon Healthy Teen survey to be given in the spring of each year to selected grades at middle/high school - District will retrain staff involved with data; how and where to access data through SASI each year in Sept/Oct. - Safety surveys complied by June of each year - Staff retrained in data review each year in Sept/Oct	- Completed OHT surveys - Internal descriptive reports from OHT surveys complied - Parent surveys - Ongoing program evaluations - Safety reports
	ORS 339.331-336			
	NCLB Sec. 4115			
Data Analysis	NCLB Sec 4115	- Counselors/Health/PE teachers (Prevention Team) review data - Reports given by principals at Board meetings/ District Council meetings - Selected grade level information for trend report	- Continue reports each year to board, district council and community - Sept/Oct of each year, hold meeting with Prevention team to review prior year's data; summarize trends; write district action plan for the year	- Board reports from Principals/Prevention team - notes from meeting with prevention team; action plan and summary evaluation in June

<p>Resource Assessment:</p> <ul style="list-style-type: none"> • Include what currently exists in the district— programs, etc 	NCLB Sec 4115	<ul style="list-style-type: none"> - Michigan Model – 5th to 12th grades - Second Step - Positive Behavior Support System at K-4 - Climate teams - Health text books - Social/friendship groups 	<ul style="list-style-type: none"> - Prevention team reviews programs with current data and trend needs - Building climate teams compare data with current practices each Sept/Oct 	<ul style="list-style-type: none"> - minutes from each building's Sept/Oct meeting
<p>Needs Identified:</p> <ul style="list-style-type: none"> • Reflects data analysis • Targeted to students with greatest need 	NCLB Sec 4114 and 4115	Minimal emphasis	<ul style="list-style-type: none"> - Prevention team will analyze data and make program recommendations 	<ul style="list-style-type: none"> - Determined recommendations to admin. team

II. Performance Measures and Evaluation

Components	Legal Reference	Current Status	Action Plan and Timeline	Documentation/ Evidence
<p>Establish performance measures for safe and drug-free schools</p>	NCLB Sec 4115	<ul style="list-style-type: none"> - OHT data - Safe Schools report 	<ul style="list-style-type: none"> -Prevention team makes performance measure recommendations to Leadership Team - Leadership team will establish process and procedures for implementing and monitoring the performance measures each Sept/Oct 	<ul style="list-style-type: none"> -Performance measures completed - Leadership procedures established
<p>Evaluate progress on performance measures and program effectiveness</p> <ul style="list-style-type: none"> • Program implementation evaluation • Student behavior outcomes 	NCLB Sec 4115	Minimal emphasis	<ul style="list-style-type: none"> - Annually evaluate progress on program implementation and student behavior outcomes using OHT and ODE reports 	<ul style="list-style-type: none"> - Annual report to Leadership team

Describe how evaluation results will be used to refine, improve and strengthen the program.	NCLB Sec 4114	Minimal Emphasis	- annually action plan written to address findings	- annual action plan
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III. Policies and Procedures

Components	Legal Reference	Current Status	Action Plan and Timeline	Documentation/ Evidence
Discipline policies regarding violence and alcohol, tobacco and other drug (ATOD) including: <ul style="list-style-type: none"> • Are reviewed and updated annually • Philosophy of drug free schools • Defines nature and extent of program including accessing federal funds • ATOD use by students is illegal and harmful • Consequences for using and/or selling alcohol and other drugs • Intervention and referral process • School jurisdiction includes all school sponsored events 	OAR 581-022-0413	<ul style="list-style-type: none"> - OSBA subscription to the policy update service - Recommended policies are updated and adopted as prescribed - Current adopted policies reflect philosophy of drug free schools, current law and consequence for infractions - intervention, jurisdiction and hierarchy of consequences are defined in school district policies and school handbooks - Current School District Policies and school handbooks address the following topics <ul style="list-style-type: none"> • Possession of weapons 	- Annually review and update policies and handbooks	<ul style="list-style-type: none"> - Board action on policy adoptions as recorded in minutes - Annually updated handbooks

<ul style="list-style-type: none"> • School rules regarding behavior and discipline • Hierarchy of responses to student discipline problems and disciplinary outcomes • Existing student behavior and discipline • Student information • Prohibit disorderly conduct • The illegal possession of weapons • The illegal use, possession, distribution and sale of tobacco, alcohol and other drugs by students • Harassment, intimidation and bullying • Managing students who threaten violence or harm in public schools 	<p>ORS 339.331-336</p> <p>ORS 339.331-336</p> <p>NCLB Sec 4114</p> <p>ORS 339.351</p> <p>ORS 339.250</p>			
<p>A code of conduct policy for all students that states the responsibilities of students, teachers and administrators in maintaining a classroom environment that:</p> <ul style="list-style-type: none"> • Allows a teacher to 	<p>NCLB Sec 4114</p>	<p>- Current School District Policies JG and JG-AR and school handbooks address code of conduct for staff, administration and students</p>	<p>- Annually review and update policies and handbooks</p>	<p>- Board action on policy adoptions as recorded in minutes</p> <p>- Annually updated handbooks</p>

<p>communicate effectively with all students</p> <ul style="list-style-type: none"> • Allows all students to learn • Consequences are fair and developmentally appropriate • Considers the student and circumstances • Are enforced accordingly 	<p>NCLB Sec 4114</p>			
<p>Security procedures at school and to and from school</p>	<p>NCLB Sec 4114</p>	<p>- District Emergency Safety Handbook - Transportation policy - Contracted surveillance services</p>	<p>- Annually review/update policies and safety handbook</p>	<p>- Board action on policy adoptions as recorded in minutes - Annually updated handbook</p>
<p>A school's student supervision plan</p>	<p>ORS 339.331-336</p>	<p>Minimal Emphasis</p>	<p>- Annually principals will prepare/revise a plan for student supervision before, during and after school to address unstructured times</p>	<p>- written plans are submitted to the Superintendent</p>
<p>Crisis management plan for responding to violent and traumatic incidences</p>	<p>NCLB Sec 4114</p>	<p>- District Emergency Handbook</p>	<p>- Annually review/update practices and procedures</p>	<p>- Leadership team meeting notes reflecting review/update</p>
<p>School Board approves:</p> <ul style="list-style-type: none"> • Alcohol, tobacco and other drug plan • School safety plan (prior to the beginning of 2004-05. 	<p>OAR 581-022-0413</p> <p>ORS 339.331-336</p>	<p>- Student Handbooks - Emergency Handbook - Michigan Model instruction</p>	<p>- Annually review/update practices and procedures</p>	<p>- Leadership team meeting notes reflecting review/update</p>

IV. School Climate and Instruction

Component	Legal Reference	Current Status	Action Plan and Timeline	Documentation/ Evidence
<p>Program/activities implemented are based on scientifically based research that provides evidence the program will reduce violence and illegal drug use.</p>	<p>NCLB Sec 4115</p>	<ul style="list-style-type: none"> - Positive Behavior Support Systems - Michigan Model Program - Hands are not for hurting program 	<ul style="list-style-type: none"> - Prevention team annually reviews and updates programs used in the district with current scientific research to reduce violence and illegal drug use 	<ul style="list-style-type: none"> - Notes of the review - Data based on outcome evaluations
<p>Alcohol and other drug (AOD) instruction as an integral part of health education program k-12 (at least annually all senior high school students shall receive instruction) includes:</p> <ul style="list-style-type: none"> • Age appropriate instruction • Prevention • Consistent with State Board adopted Health Education Common Curriculum Goals • Effects of ATOD use • All laws relating to the use of AOD • Availability of school and community resources 	<p>OAR 581-022-0413</p>	<ul style="list-style-type: none"> - Health textbooks - Marion County Health programs - Michigan Model program - Great Body program 	<ul style="list-style-type: none"> - annually review/update instructional program based on district's and grade level specific behavior trends with alcohol, tobacco and related drugs 	<ul style="list-style-type: none"> - report to Leadership team from Prevention Team - Health Curriculum review - scope and sequence - report of what is currently being used and where - cross-age teaching settings

<ul style="list-style-type: none"> • Activities which will assist students in developing and reinforcing skills to: <ol style="list-style-type: none"> 1. Understand and manage peer pressure 2. Understand consequences of AOD use 3. Make informed and responsible decisions 4. Motivate students to adopt positive attitudes towards health and wellness. 	OAR 581-022-0413			
<p>Training needs of students:</p> <ul style="list-style-type: none"> • Anger reduction • Conflict resolution • Peer mediation • Other skills 	ORS 339.331-336	<ul style="list-style-type: none"> - PE standards at the high school level - small group instruction by counselors/behavior specialists - Peer mediators 	<ul style="list-style-type: none"> - Annually identify training needs of students based on prior year data - Annually identify what, who, when and where training will be implemented 	<ul style="list-style-type: none"> - evaluation of trainings - report on number of trainings and students taught - report on number of students not attending trainings and have reoccurring issues
<p>Immediate and long term strategies to address school safety and student discipline</p>	ORS 339.331-336	<ul style="list-style-type: none"> - building school improvement plans - Climate team reports with action plans for the elementary - safety committee 	<ul style="list-style-type: none"> - Formalize safety and discipline reports for the school board, safety committee, district council and building climate teams bi-annually - 	<ul style="list-style-type: none"> - reports and action plans addressing school safety and student discipline - notes from Safety committee meetings

		minutes/actions		
School's physical environment from a safety perspective	ORS 339.331-336	Safety committee reports Building surveys; observations reported to district safety committee	Monthly surveys/observations of buildings, physical environment for safety concerns	Monthly reports to the District Safety Committee

V. Student Support Services

Component	Legal Reference	Current Status	Action Plan and Timeline	Documentation/Evidence
School services available include: <ul style="list-style-type: none"> • Academic failure • Dropping out • Truancy • Instructional placement options for violent students 	ORS 339.331-336	- before and after school credit recovery classes - summer school and after school academic support sessions - aggressive attendance policy including attendance letters, staff phone calls, automated attendance caller, fines for truancy and court appointments - the district has a continuum of placements for all students including violent students	- Annually review the academic support activities for effectiveness - Annually review district's attendance policy and procedure - Annually review the district's continuum of placement options for all students - Annually review student discipline policies for effectiveness, reporting and alignment with policies	- Updated academic support activities; attendance policies/procedure and continuum of placements; student discipline policies and procedures

VI. Coordination/Communication/Outreach /Family Involvement

Component	Legal Reference	Current Status	Action Plan and Timeline	Documentation
Ongoing consultation and input from parents, local agencies and community regarding the ATOD and School safety plans	NCLB Sec 4115 and ORS 339.331-336	- School Board meetings - District Council meetings - Parent Advisory Groups - Migrant Advisory	Annually meet with each group for insight and input on issues identified either by individual groups or schools	-Meeting notes of annual meetings - Action plans from each group that reflects consultation with the

		<p>Groups</p> <ul style="list-style-type: none"> - French Prairie Community Progress Team - Gervais City Police Department - Marion County Mental Health Department - Marion County Sheriff Department 		different groups for input regarding the ATOD and School safety plans			
Describe how coordinated with NCLB and other federal, state and local programs	NCLB Sec 4114	<ul style="list-style-type: none"> - Coordinator for all federal, state and local programs - school district fiscal representative - superintendent and leadership team meetings 	From data analysis, buildings report needs at annual improvement meeting; determined activities are weighed with the guidance on allowable activities for each program; activities are funded through general fund program first then additional activities are funded through state and federal programs	Annual budget, the district's Continue Improvement Plan and Federal Subgrant submission			
Consolidated District Improvement Plan addresses school safety and at risk students	ORS 339.331-336	<ul style="list-style-type: none"> - Building's School Improvement Plans - District's Continuous Improvement Plan 	Annually SIPs and CIP are updated with current needs and action plans to resolve school safety and at risk student needs	Updated SIP and CIP for each year			
Publicly report and provide: <ul style="list-style-type: none"> • Progress on performance measures • ATOD and school safety program progress • Information and training on ATOD and school safety issues 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">NCLB Sec 4114</td> <td rowspan="3" style="width: 20%;"> <ul style="list-style-type: none"> - Local newsletters - Local newspaper - annual report to the School Board - Report Cards/AYP sent to parents - Superintendent's Newsletter - Reader boards that announce community/parent </td> </tr> <tr> <td>NCLB Sec 4114 and ORS 339.331-336</td> </tr> <tr> <td>ORS</td> </tr> </table>	NCLB Sec 4114	<ul style="list-style-type: none"> - Local newsletters - Local newspaper - annual report to the School Board - Report Cards/AYP sent to parents - Superintendent's Newsletter - Reader boards that announce community/parent 	NCLB Sec 4114 and ORS 339.331-336	ORS	<ul style="list-style-type: none"> - Annually report to the Board, parents, staff, community and our public on performance measures, ATOD and school safety program progress - Announce to the board, parents, staff, community and our public information about ATOD and school safety issues and training they could attend 	<ul style="list-style-type: none"> - Reports - Meeting notes for reports given - Training posters/announcements - Sign-in sheets from trainings
NCLB Sec 4114	<ul style="list-style-type: none"> - Local newsletters - Local newspaper - annual report to the School Board - Report Cards/AYP sent to parents - Superintendent's Newsletter - Reader boards that announce community/parent 						
NCLB Sec 4114 and ORS 339.331-336							
ORS							

	339.331-336 OAR 581-022-0413	activities - flyer and mailings - Reports to the public from ODE		
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VII. Staff Development

Components	Legal Reference	Current Status	Action Plan and Timeline	Documentation
<p>Staff development for all staff K-12 on ATOD and school safety includes:</p> <ul style="list-style-type: none"> • ATOD Plan • Crisis Management Plan • Safety Plan • Staff responsibilities with each plan • Prevention education • Classroom management • Learning styles • Specialized subjects to enhance the capacity of staff to engage students and minimize disruptive and disorderly behavior 	<p>OAR 581-022-0413</p> <p>NCLB Sec 4114 ORS 339.331-336</p> <p>OAR 581-022-0413</p> <p>ORS 339.331-336</p>	<p>- Staff meetings</p> <p>- District/Building Workshops on the safety plan, staff responsibilities, prevention education, classroom management, learning studies</p> <p>- Behavior Specialist in-services</p> <p>- Prevention Team meetings district/building</p>	<p>- Annually devote time at in-services/workshops and staff meetings to review ATOD and school safety plans</p> <p>- Annually the district's Prevention Team meets to review district data; review plans and revise necessary areas</p> <p>- Monthly building Prevention Teams review school's portion of each plan and determine agendas for trainings</p>	<p>- calendar for staff development</p> <p>- agenda's for inservice/workshops/staff meeting</p> <p>- Sign-in sheets for each inservice/workshops/staff meeting</p> <p>-</p>

2.7.5 Transitions

Description

As evidenced by:

1. A description of the characteristics (learning difficulties, substance abuse, etc) of students returning to the district from programs for neglected or delinquent facilities/programs as they transition into the regular, or district operated alternative, school programs (as related to Title I-D)
2. A description of activities for students transitioning from programs for neglected or delinquent facilities into the regular district program or district alternative programs including support services such as family counseling, student counseling, support for remaining drug/alcohol free, health services, etc. (as related to Title I-D)
3. A description of activities to transition pre school children into kindergarten programs (as related to Title I-A)
4. A description of opportunities for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits (as related to Perkins)
5. A description of activities to assist migrant students to transition into post secondary education/training or employment (as related to Title I-C)
6. A description of activities to assist transition into post secondary education/training or employment

Content

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[2.7.5 transitions](#)

2.7.5 Transitions

Transition Student Groups	Transition Activities
Neglected or Delinquent	Currently we have not transitioned any N/D students.
Preschool to Kindergarten	<ul style="list-style-type: none"> ● For Kindergarten Round-up all parents, preschools, Head Starts, Churches and local organizations who provide day care are contacted and given the flyer about Kindergarten Round-up. ● Each student is assessed for readiness skills. Once the evening is completed, all the assessments are compiled and a list of students who need readiness help is created. ● The students that are on the list and others, who would like to, are invited to "Jumpstart" during summer school. "Jumpstart" is a 21 day program for 5 hours each day where our pre-Ks are instructed on readiness skills. ● Other preschool transition activities are individually arranged through the Special Services Department for Special Education students, 504 students, 'concerned parent' students and foster children.
Elementary students to middle school	<p>4th to 5th grade transition (elementary to middle) begins with</p> <ul style="list-style-type: none"> ● Preliminary orientation activities led by the middle school counselor and/or principal to each 4th grade room with get acquainted activities, overview of the middle school, staff and school routines. ● Orientation meetings are planned with parents and students to share middle school activities; planner, lunches, busses, classes, teachers, etc. ● Visitation day is held the last week of school. ● An Open House is held before school starts for parents to meet teachers, see rooms, hear more information, and ask questions. ● 4th grade teachers meet with 5th grade teachers to determine class placement
Middle school students to high school	<ul style="list-style-type: none"> ● Orientation – first day only freshmen ● Registration ● Scheduling ● Parent meetings ● GHS Counselor to GMS to over view high school courses ● Visitations ● LEGO TAG classes at GHS to bridge the transition gap ● Middle school students/athletes in free to GHS sporting events
Secondary students in Dual or Concurrent programs	<ul style="list-style-type: none"> ● Meetings with parents for overviews ● Conferences with students and parents to determine plans ● Monitoring progress in programs

	<ul style="list-style-type: none"> ● Meetings with colleges, voc-tech training institutions ● Field trips for visitations ● District covers tuition and materials and if student travels to the colleges and mileage
Migratory students into post secondary/training/employment	<ul style="list-style-type: none"> ● Conferencing with Advisory teacher on Personal Education Plan through out high school ● CAMP (Migrant College Program) visits GHS students ● College visits and college representatives visit GHS ● Military visits GHS ● Workshops on FAFSA, Scholarships
All students to post secondary ed. /training or employment	<ul style="list-style-type: none"> ● College visits and college representatives visits GHS ● Military visits GHS ● Workshops on FAFSA, Scholarships

2.7.6 Private Schools

Description

As evidenced by:

1. A documented consultation process
2. A documentation of needs assessment of eligible private school students
3. Evidence of implementation of federal programs for private school students by the district
4. Evidence of evaluation of district federal program effectiveness in improving academic achievement of participating private school students

Content

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[2.7.6 private schools jz](#)

2.7.6 Private School

Consultation for eligible **private school student participation** in district federal programs follows the format below:

1. Each August a letter is sent to all private schools in the district asking if they desire federal program services. We also cover child find for special education at this time.
2. Once the private school indicates participation, a meeting is set and the following Transact forms are completed.
 - a. NCLB-K1: Notice of Annual Private School Consultation for Public School Services
 - b. NCLB-K2: Verification of Annual Private School Consultation - prior to provision of Title I services
 - c. NCLB-K3: Private School Title I Services, Identification of Provider
3. Once the forms are completed, two dates are set; one for monitoring and the other for evaluation of district federal program effectiveness in improving academic achievement of participating private school students.

As Gervais School District reviewed its Private School Consultation Plan recently, some additional components were added to our procedures. The district is in the process of completing an edited version of its Private School Notebook to correct the following general areas of need.

1. A spring meeting between the private school and the district will take place to assess the needs for the coming school year.
2. A tool will be selected by the district to facilitate the screening of students and to determine their subsequent level of needs or whether a level of need even exists.
3. A feedback tool will be selected allowing the school and district to acknowledge successes and areas to continue improving

4. Using the screening tool and existing feedback, the spring meeting will provide information about the school's needs for services and the district will provide services to meet those needs.
5. The fall meeting will add the responsibility of ensuring the previously agreed upon services are being provided according to the school and district's plan (created the previous spring).

2.7.7 Program Design

Description

As evidenced by:

1. A description of career and technical education programs of study designed to meet or exceed Perkins levels of performance that includes coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education (as related to Perkins)
2. A description of career and technical education program design that is aligned or articulated with a postsecondary career and technical education program (as related to Perkins)
3. Description of any high-quality student academic assessments and other indicators that are in addition to state assessment described in the State plan that will be used to:
 - Determine the success of students in meeting State academic standards
 - Provide information to teachers, parents, and students on progress toward meeting the standards
 - Assist in the diagnosis, teaching, and learning in ways that enable low-achieving students to meet state academic standards and do well in the local curriculum
 - Determine what revisions are needed to projects funded under Title I-A and Title V-A to ensure that children meet the academic achievement standards
 - Effectively identify students who may be at risk for reading failure or who are having difficulty reading Title I-A [3]

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[2.7.7 program design](#)

2.7.7 Program Design

- a) Gervais High School **Career Technical Education** performance has been solid over the last three years. For the 2005-2006 year, data was not available for specific CTE Concentrators; reading, math and writing proficiency. But for the 200----- year, GHS students enrolled in the CTE classes, met and went beyond their goal in reading and math proficiencies. The CTE students in grade 10 did not meet proficiency in writing. This data mirrors data from all 10th graders for 2006-2007.

When the number of CTE students are small at a small high school, one or two students affect the percentage of meeting the concentrator performance measures. For example, both categories that refer to "Student attainment of a high school diploma or recognize equivalent for regular and non-traditional students" did not meet their performance measure due to one student not finishing with their class. That student did however, finish during summer session after graduation.

All specific area students (special population, non-traditional and tech-prep) met the technical skills indicator. Again, the specific area students did not meet the graduation indicator based on one student who was in special population, non-traditional, tech-prep areas. Table 25 and 26 of Section D; (pages 31-32) for CTE performance measures compared to all students and specific area students over time

- b) The student academic assessment area of compliance is under development. During the first year of the Standards Initiative, School improvement Teams are researching high-quality student academic assessments and other indicators that are in addition to state assessment to identify 'holes' in leaning, identify strands of reading and math to instruct, areas to provide extended skill building and identify groups of students for academic and language

development. By the end of the first year of the Standards Initiative, teams will have identified student academic assessments that will provide the data that is needed to meet the needs listed above. During the second year, 2008-2009 the assessments will have been purchased and training for all staff accomplished. The assessments will be given and PLCs (grade level and content areas) will use the data to revise instruction and student needs through out the year. The evaluation of the assessment will be the ability to 'guage' a student's performance on the OAKS based on the formative assessments given. This data will be used to talk to parents about their student's progress, needs for additional support and enrollment in extended learning programs.

- c) The results from the formative assessment will be used to also determine revisions to Title Ia and Title Va projects to ensure children meet the academic achievement standards and effectively identify students who may be at risk for reading failure or who are having difficulty reading Title I-A.