

North Valley High School
Site Council (December/January)
2/7/2020 - 9:00 AM

1. Welcome - Present: Matt Knight, Bryan Hawkins, Stephanie Phillips, Jeaneen Beagley, Erik Lathen Absent: Christina Lamb, Mary Jane Taylor
 - a. Last month's minutes were reviewed and approved.

2. We worked on the School Continuous Improvement plan for the rest of the meeting as attached.

Oregon School Continuous Improvement Plan

School Year	2019-2020
School	North Valley High School

School Direction Section

Vision	<i>It is the vision of North Valley High School to provide outstanding educational opportunities in partnership with parents/guardians and the community.</i>
Mission	<i>North Valley High School will embed the core values of respect, responsibility, and resilience to provide all students with a challenging learning environment to maximize individual academic and personal achievement that will result in life and career readiness.</i>

Comprehensive Needs Assessment Summary

What data did our team examine?

- State report cards
- School MTSS reports
- Staff, Student, and community surveys
- Empathy interviews with students and community
- Freshman on-track data
- Attendance data
- Behavioral data
- State assessment data

How did the team examine the different needs of all learner groups?

- Diverse stakeholder input such as empathy interviews, surveys, etc . . .

How were inequities in student outcomes examined and brought forward in planning?

- We have been identified (targeted) for needing support in certain student groups. Specifically, students with disabilities, American Indian/Alaskan, English Language Learners, Multi-racial, and economically disadvantaged students were identified as needing more support.

What needs did our data review elevate?

- The data demonstrated that NVHS staff need professional development and training to deliver high quality instruction to meet the needs of our students, especially those protected classes. We also need to allocate significant resources into identifying, teaching, and reinforcing social emotional skills. This can be done through a better job of utilizing the Oregon Equity Lens.

How were stakeholders involved in the needs assessment process?

- Assessment completed in the site council as well as information gathering through empathy interviews and surveys

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

- 2.1 on the school CIP needs assessment (Talent development and staff growth . . .in particular mentorship for new teachers/administrators/employees)
- 4.2 on the school CIP needs assessment (Materials and practices to inform instruction . . . specifically supporting students of protected classes--Students with disabilities, ELL, and economically disadvantaged to name a few)

Long Term School Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	Academic Growth and Achievement: All students will demonstrate typical growth and achievement in all academic areas, especially in math and ELA, specifically supporting students of protected classes--Students with disabilities, ELL, and economically disadvantaged to name a few.		
Metrics	By June 2020	By June 2021	By June 2022
	Freshman on track 92%	Freshman on track 94%	Freshman on track > 95%
	State test scores in math and ELA (including subgroups) by 5%	State test scores in math and ELA (including subgroups) by 5% from the previous year	State test scores in math and ELA (including subgroups) by 5% from the previous year
	Graduation rate (including subgroups) increases from previous year by 2%	Graduation rate (including subgroups) increases from previous year by 2%	Graduation rate (including subgroups) increases from previous year by 2% to 89% overall
Goal 2	Culture: All students will develop the social-emotional skills (3R's and employability rubric) to be successful learners at NVHS and beyond through the development and implementation of a school-based coordinated plan.		
Metrics	By June 2020	By June 2021	By June 2022
	Improved attendance for all grade levels as indicated through a decrease in chronic absenteeism by 2% annually	Improved attendance for all grade levels as indicated through a decrease in chronic absenteeism by 2% annually from previous year	Improved attendance for all grade levels as indicated through a decrease in chronic absenteeism by 2% annually from previous year
	Extra-curricular participation increases by 5% from the previous year	Extra-curricular participation increases by 5% from the previous year	Extra-curricular participation increases by 5% from the previous year
	Decrease in major behavior incidents by 10% from the previous year's data	Decrease in major behavior incidents by 10% from the previous year's data	Decrease in major behavior incidents by 10% from the previous year's data

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
Grad Coaches	Proactive approach to create an early warning system for graduation percentages
21st Century Grant	Providing connection between the school day academics and after school programming, focusing on the whole student including social emotional support, college and career information, etc
Measure 98 (High School Success)	Graduation coaches, drop-out prevention, college and career ready, CTE support
Biliteracy Seal	Inclusive practice that recognizes traditionally underserved population, culturally responsive
Wings 1 and Wings 2 (WCST Partnership)	Inclusive partnership that builds social-emotional skills for all students. Every Freshman participates and then students opt-in beyond the freshman year.

3R's & "Above the Line"	School initiative that identifies and promotes the core values of the school (Respect, Responsibility, and Resilience) as well as strategies for overcoming challenges and situations in a student's academic and emotional life as well as beyond HS.
Monthly Themes	Connects all students to school leadership and builds intentional relationships for all students.
National Guard Partnership	Provides connection between certain subgroups to the school and the community.
A2A attendance initiative	Communicates and creates a partnership between the student, school and home to improve attendance
Juvenile Justice Outreach Officer	Support for each attendance area in the district, creates positive connection with students and families, intervention for behavior and attendance concerns with solution based ideas
School Resource Officer and Resident Deputies	Community safety officers who help us promote a safe environment for students at school, contribute to the positive relations with families and students
Positive Behavior and Instructional Supports	Recognize, reteach, and reinforce core values at all schools, positive reactions to negative behaviors
Regional Attendance and Freshmen Success Network	Collaboration and calibration across districts in Southern Oregon, generate ideas to support Freshman On-track data and interventions
CTE/Honors Diploma	Incentive for increased success, provides alternate options for students to graduate
POinT (Peer Observer in Teaching)	Instructional improvement through learning walks, structure where teachers are supported by fellow colleagues
Culture of Care training	Professional development for all staff on the impact childhood trauma has on the brain and how schools can support all students in the development of social emotional skills

Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

<i>District or School Goal this strategy supports</i>	Goal 1: Academic Growth and Achievement: All students will demonstrate typical growth and achievement in all academic areas, especially in math and ELA, specifically supporting students of protected classes--Students with disabilities, ELL, and economically disadvantaged to name a few			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we improve teacher effectiveness/instruction through learning walks, PLC, and PD, Then students will demonstrate academic improvement and growth And our school 9th grade on-track, state testing, and graduation rates will increase.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall Provide PD and establish structure for PLC and learning walks	Winter Participate in weekly PD and learning walk. Track student success (all classes)	Spring Participate in spring LW weekly PD, District PLC, POinT . Data Tracking
	Measures of Evidence for Students ("and" statement)	Fall Previous year data for on-track, state assessment, and grad rates	Winter Monitor individual student success e.g. credits, staff student growth goals	Spring Continued monitoring, credit retrieval, state test prep in class, Final staff growth goals for students

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Site Council	1. SWOT analysis	October 2020
	SLT & Sped	2. Identifying at-risk students (protected classes, etc . .)	August 2020
	POinT	3. Set up and conduct LW and relevant PD	April 2021
	SLT	4. Analyze growth data to support percentage of students meeting growth targets	January 2021
	SLT, Graduation coach, and POinT.	5. Research best practices and intervention programs for yellow and green zone students. Create training schedule to instruct staff on these supported intervention	June 2021
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: Culture: All students will develop the social-emotional skills (3R's and employability rubric) to be successful learners at NVHS and beyond through the development and implementation of a school-based coordinated plan.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we identify the SEL skills necessary for students to be successful Then staff will provide the intentional supports and instruction necessary to develop and build upon the identified skills And a school climate and culture will exist where students feel safe, engaged in their own learning, and supported.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Identify the social, emotional, and behavioral skills for students to be successful. Furthermore, Teach school 3R's and "above the line"	Winter Detailed analysis by grade level and by school of where and when the skills are being taught.	Spring Finalized plan by grade level for how identified skills will be taught.
	Measures of Evidence for Students ("and" statement)	Fall Positive notes data	Winter 3R Star Data	Spring Empathy interviews
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Graduation coach	1. Set up the 3R and 3R Star forms and distribute to staff		August 2020

	Site Council	2. SWOT analysis	
	SLT & Wheel teachers	3. Analyze where/when/how the identified skills are being taught.	
	SLT & Options/JJ	4. Identify the social, emotional, and behavioral skills for students to be successful.	
	SLT	5. Create a plan for how identified skills will be embedded into school culture and climate for 2020-2021 school year.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3:			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall	Winter	Spring
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1.		
		2.		
		3.		
		4.		
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly plan-review/monitoring routines (see example below):

Routine Example:

The chart below does not need to be completed prior to installation of school self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?