Subject: Site Council Minutes
Date: Monday, January 28
Time: 2:45
Location: Conference Room

ITEM	ACTION	TIME

1. Stakeholder Group Reports

Admin:
- 2019-2020 Staffing Timeline/Info: Title and staffing budget will be given to Howard February 19, 2019. Projected enrollment is 435. This may decrease the Title 1 budget for next year. Our current enrollment is 496.   Mr. Chinn is speaking to downtown in attempts to up our projected enrollment. Staffing surveys are to be submitted to Mr. Chinn by February 15. Projected K -2nd, 1st – 5th 1-26 staffing ratio, possibility of losing two teachers.

Parents:
- PTO Harry Potter Night had a huge turnout, well over 200 people.

Licensed Staff:
- New Report Card Report card format went well.

Classified Staff:
- Book Fair February 25th -28th. EA Extravaganza February 1st.

2. ESSA Information
First Meeting – review data for school, ORIS tool and process
Second Meeting – needs assessment with state/district support
Third Meeting – review results and next steps

Every Student Succeeds Act: Howard was not identified by the state, but Howard will be receive assistance from the district on improvement planning, going through the ORIS school improvement process with district and ODE assistance. Please see attached slide show.

3. Others & Set Next Meeting Agenda

Future Agenda Items:
- ESSA Updates

Future Site Council Meeting Dates:

DATE	RECORDER
February 25 (M)	Cyria
April 22 (M)	Julie
May 29 (M)	Allan or Corianne

Site Council
Jan. 28, 2019

Hello!

Agenda

1. Stakeholder Group Reports
   a. **Admin:** 2019-2020 Staffing Timeline/Info
   b. **Parents:** Harry Potter Family Night
   c. **Licensed Staff:** New Report Card
   d. **Classified Staff:** Busy!
2. ESSA Information
3. Others & Set Next Meeting Agenda

HOWARD
ROADRUNNERS

Stakeholder Group Reports

Admin
- 2019-2020 Staffing Timeline/Info

Parents
- Harry Potter Family Night

Licensed Staff
- New Report Card

Classified Staff
- Busy, busy, busy!

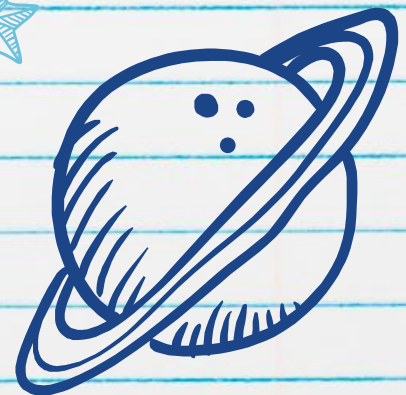HAVE YOU SEEN THIS WIZARD?

AZKABAN PRISON

ΣΨ390
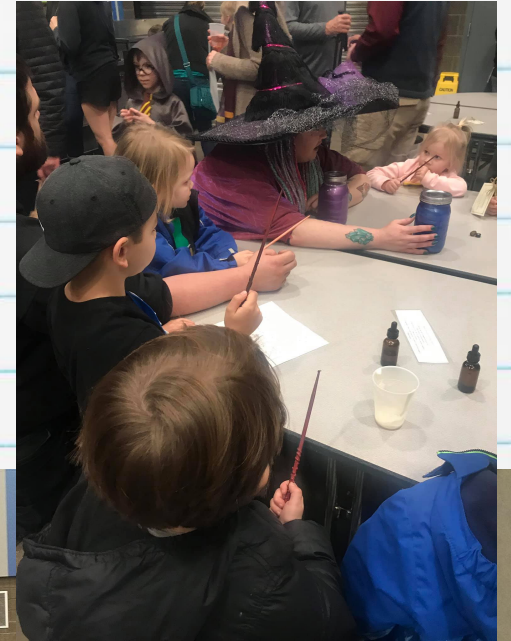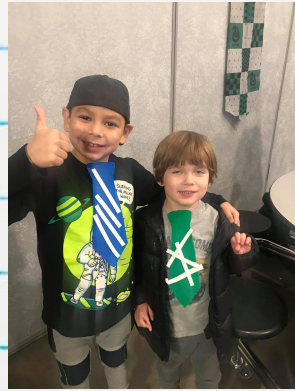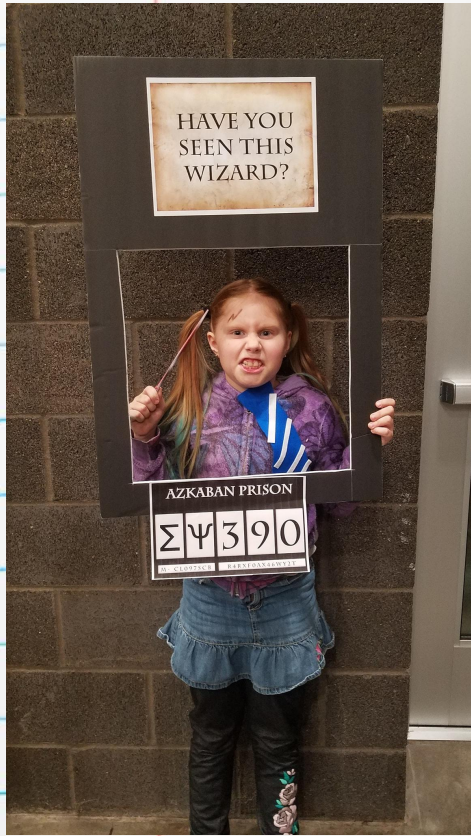
ESSA Information

First – review data for school, ORIS tool and process

Second – needs assessment with state/district support

Third – review results and next steps

Unpacking Partnership & Supports

December 2018

Editorialized by Jeff Johnson

ODE ESSA Website link

Learning Outcomes

- Inspire a clear spirit of partnership;
- Reinforce the Four Key Commitments of Oregon's Plan (ESSA);
- Outline ODE's collaborative approach to strengthen district systems, differentiate supports, and lead for equitable student outcomes;
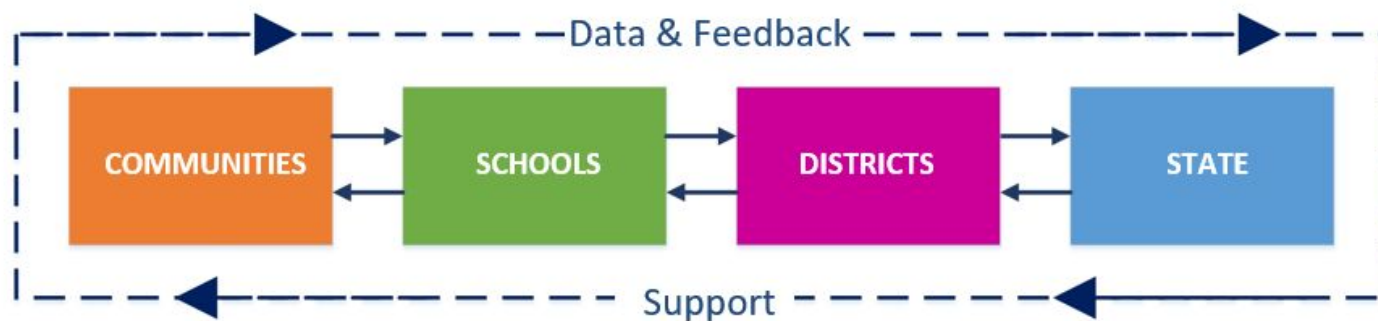- Build awareness of the at-a-glance district and school profiles as conversation drivers.

Our Four Commitments

1. Advance Equity

2. Promote a Well-Rounded Education

3. Strengthen District Systems

4. Foster Ongoing Engagement

STRENGTHENING DISTRICT SYSTEMS
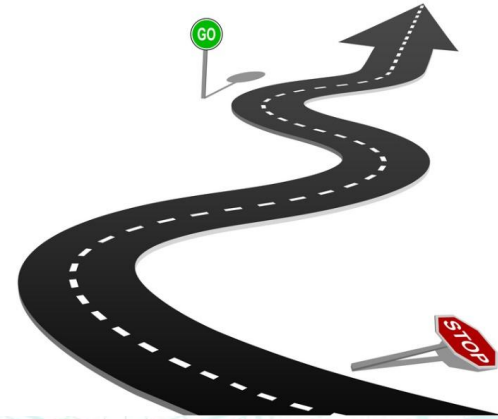
![oreGON TOGETHER logo]

Supporting All Students

A **well-rounded education** provides the foundational knowledge and skills to live, learn, work, and contribute and ensures that each and every student is known, heard, and supported.

BIG SHIFTS

Where we've been and where we're headed

Federal Education Law

 Elementary and Secondary Education Act (ESEA), 1965

 No Child Left Behind (NCLB), 2002

 ESEA Flexibility Waiver, 2012

Expired Aug 1, 2016

 Every Student Succeeds Act (ESSA), December 10, 2015

Shifts in Approach & Mindset

NCLB	→	ESSA
Rating of schools (1-5)		Rating of individual measures
Focusing school improvement supports directly at school level		Focusing school improvement supports on *schools as part of a larger district system*
Identifying & labeling low-performing schools		Describing and differentiating supports for schools based on need & in concert with district engagement
Promoting top-down, hierarchical accountability		Encouraging mutual, shared accountability
Engaging few stakeholders in improvement planning process		Broadly engaging stakeholders in improvement planning and implementation process

Oregon's Accountability Model

Oregon's accountability model represents available state-level data to convey student outcomes and provide a broad picture of school performance over time. The following indicators are being used in the accountability system:

- Regular Attenders
- ELA and Math Achievement
- ELA and Math Growth (grades 3-8 only)
- English Learners On Track to Proficiency
- 9th Grade on Track
- Four-year Graduation Rate
- Five-year Completion Rate (includes GEDs)

A New Approach

- Districts will serve as the hub for improving systems that are not working for students.
- Oregon will move away from the ineffective model under No Child Left Behind (NCLB) of shaming and blaming schools.
- ODE will partner with local districts to ensure relevant and timely supports are delivered to meet student needs within each diverse local context.
- Districts will, with support from ODE, lead, support and monitor their efforts to improve student outcomes in schools.

Promoting Continuous Improvement for ALL
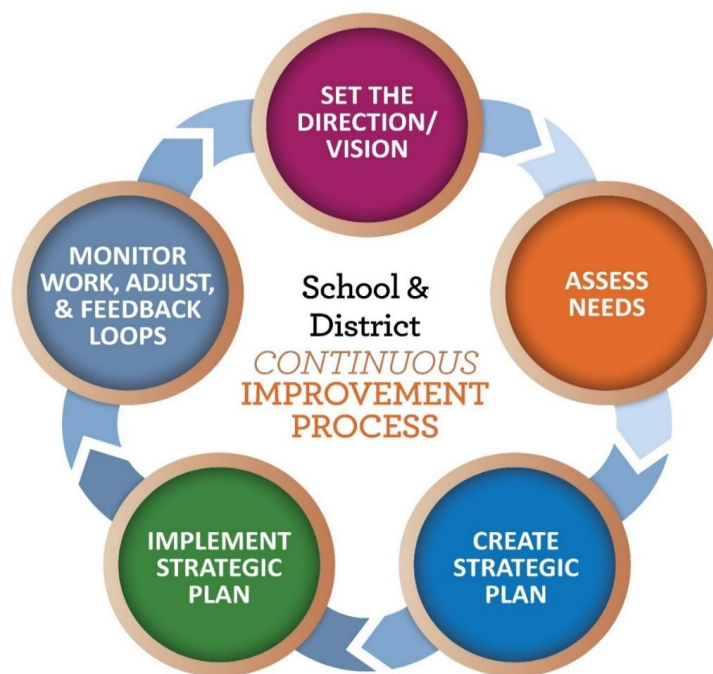
Meaningfully Differentiated Supports

Under the new model, each indicator will be ranked by levels (1-5). Level 3 represents the state average. Schools identified for Comprehensive and Targeted Supports for Improvement are defined as:

- *Comprehensive Supports for Improvement* – These include schools in the bottom 5 percent of all schools in the state and schools with a four-year graduation rate below 67 percent.
- *Targeted Supports for Improvement* – Any school with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and five-year completer rate.

Responsive Partnership

ODE Aims to Provide:

- Opportunities to listen and understand local context, successes, and challenges
- Needs assessments at district and school level
- Improved planning tools
- Fiscal resources
- Personnel supports: coaching, facilitation and technical assistance
- Emphasis on implementation, monitoring and adjustments
- Learning network structures
- Professional development opportunities

TOOLS & RESOURCES

OREGON AT-A-GLANCE SCHOOL PROFILE
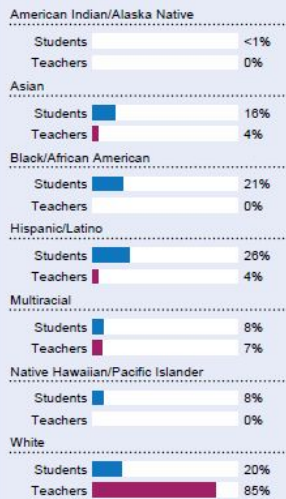## Apple Elementary School
PRINCIPAL: Jaime Escalante | GRADES: K-5 | 727 Berry St, Hazelnut, OR | 503-555-5555
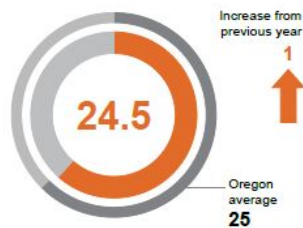
2017-18

Students We Serve

433
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native

Students	<1%
Teachers	0%

Asian

Students	16%
Teachers	4%

Black/African American

Students	21%
Teachers	0%

Hispanic/Latino

Students	26%
Teachers	4%

Multiracial

Students	8%
Teachers	7%

Native Hawaiian/Pacific Islander

Students	8%
Teachers	0%

White

Students	20%
Teachers	85%

52% Ever English Learners

29 Languages Spoken

13% Students with Disabilities

95% Required Vaccinations

>95% Free/Reduced Price Lunch

*Not enough students

School Environment

CLASS SIZE
Median class size.

24.5

Increase from previous year **1**

Oregon average **25**

REGULAR ATTENDERS
Students who attended more than 90% of their enrolled school days.

77%

No change from previous year

Oregon average **80%**

Academic Progress

INDIVIDUAL STUDENT PROGRESS
Year-to-year progress in English language arts and mathematics.
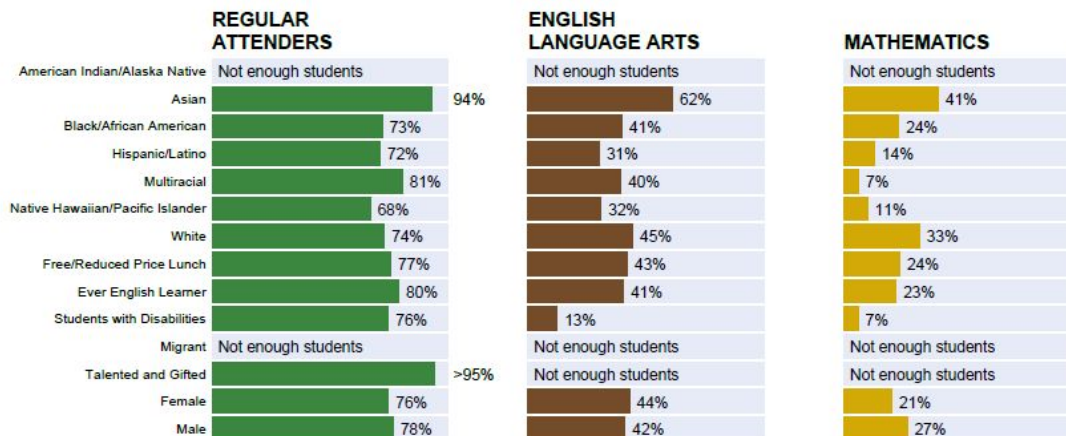
LOW — AVERAGE — HIGH
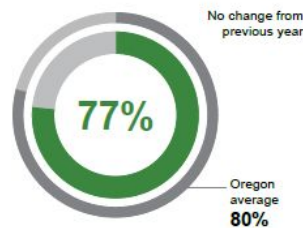
Academic Success

ENGLISH LANGUAGE ARTS
Students meeting state grade-level expectations.

43%

Increase from previous year **13%**

Oregon average **51%**
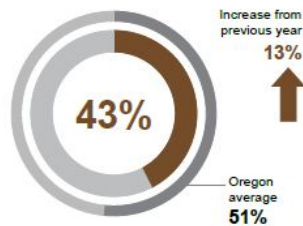
MATHEMATICS
Students meeting state grade-level expectations.

24%

Increase from previous year **1%**

Oregon average **44%**

SCIENCE
Students meeting state grade-level expectations.

38%

Decrease from previous year **6%**

Oregon average **65%**
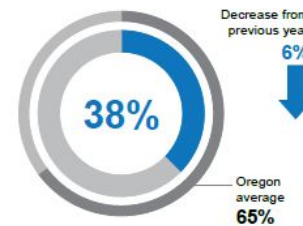
School Goals

Apple Elementary's mission is to create scholars who can grow their minds, give their personal best, and show care and concern for others.

We continue our work with our School Improvement Grant by increasing learning time, supporting our students and families with community resources, and keeping our instruction intentional and focused.

State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Our school strives to ensure all students and their parents feel welcome by including bilingual staff in our school. All communication sent home through mail, phone, or text is translated for easy access. Interpreters are provided for parent conferences and other school meetings where parents are present.

We also engage in restorative justice practices and all staff coach students in social-emotional skills to ensure a safe learning environment for all
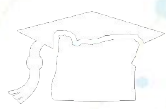
A Tool to Improve Systems

Oregon's Integrated Systems Framework consists of five domains for all school districts to assess and address the health of their systems. The domains include:

- Leadership
- Talent Development
- Stakeholder Engagement & Partnerships
- Inclusive Policies, Structures & Practices
- Well-Rounded, Coordinated Learning Principles

ORIS Framework At A Glance

**Overview ORIS Needs Assessment
Domains & Indicators**

ORIS DOMAINS	INDICATORS
Leadership	1.1 Guiding School Vision & Mission
	1.2 Using Data to Prioritize & Plan
	1.3 Routines and Structures
	1.4 Distributed Leadership
Talent Development	2.1 Staff Growth
	2.2 Professional Learning
	2.3 Evaluation Process
Stakeholder Engagement & Partnerships	3.1 Inclusiveness, Recruitment, & Participation
	3.2 Communication Systems to Gather & Share Information
	3.3 Review and Incorporate Stakeholder Input
	3.4 Tribal Consultation
Well-Rounded, Coordinated Learning Principles	4.1 Student Centered & Relational Principles for Learning
	4.2 Materials & Practices to Inform Instruction
	4.3 Cultivate Academic Success
	4.4 Data-Informed Decision Making
	4.5 Provide Multi-Tiered Systems of Support
Inclusive Policy & Practice	5.1 Equity & Access
	5.2 Identifying & Removing Barriers to Success

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**DEPARTMENT OF
EDUCATION**
Oregon achieves . . . together!
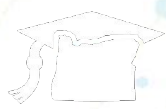
ORIS Individual Indicator

Indicator 1.3 Routines and Structures

Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups.	
Components include: ❑ Leaders ensure data-informed decision-making routines occur across all levels (e.g., school, grade, classroom, group, and student) to gauge planned progress and outcome goals. ❑ Leaders' decision-making routines include celebrations, course corrections, and timely and equitable allocation of resources and supports. ❑ Leaders regularly use proactive, systematic communication and feedback loops with stakeholder groups to address plan and student progress.	**Stage of Implementation** **0 = Laying the Foundation. No** components are in place, even if teams are currently exploring options or discussing whether to proceed to install components. **1 = Installing.** One or more, but not all, components are in place or clear plans are in place to proceed with installation of components. **2 = Implementing. All** components are in place and starting to make systemic changes. **3 = Sustaining Schoolwide.** All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion
- Do leaders ensure that teams meet regularly to monitor plan progress and student outcome goals?
- Do leaders schedule time at least quarterly for staff to collaboratively and intentionally examine schoolwide progress with a focus on evaluating data disaggregated by student demographic characteristics to identify student groups who may be disproportionately over or under represented in specialized instructional categories?
- Do leaders work collaboratively with early learning, afterschool, and other community partners that work with schools and families routinely to fully leverage community resources to benefit children?

Artifacts and Evidence
- Internal and external team meeting agendas, rosters and minutes.
- School calendar or schedule.
- Data on student progress in easy to read formats.
- Data showing participation as well as success of students by student group demonstrating broad inclusion of students reflecting the makeup of the student body.
- School policies and budget allocations that demonstrate equitable student access and opportunities for success.

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Leadership Indicator 1.3 Routines and Structures

Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups.

Components of Indicator 1.3

- Leaders ensure data-informed decision-making routines occur across all levels (e.g., school, grade, classroom, group, and student) to gauge planned progress and outcome goals.

- Leaders' decision-making routines include celebrations, course corrections, and timely and equitable allocation of resources and supports.

- Leaders regularly use proactive, systematic communication and feedback loops with stakeholder groups to address plan and student progress.

Stage of Implementation

- 0= **Laying the Foundation**. No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

- 1= **Installing**. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

- 2= **Implementing**. All components are in place and starting to make systematic changes.

- 3=**Sustaining Schoolwide**. All components are in place PLUS overall effectiveness is monitored and continuously improved.

Artifacts and Evidence

- Internal and external team meeting agendas, rosters and minutes.

- School calendar or schedule.

- Data on student progress in easy to read formats.

- Data on showing participation as well as success of students by student group demonstrating broad inclusion of students reflecting the makeup of the student body.

- School policies and budget allocations that demonstrate equitable student access and opportunities for success.

Questions?

ESSA Dates

Meeting #1
Feb. 13 (W) or Feb. 14 (H)

Meeting #2
Feb. 21 (H) or Feb. 25 (M)

Meeting #3
March. 5 (T) or March. 7 (H)

Others & Next Meeting Agenda

- ESSA Updates and/or ESSA Meeting

- 2019-2020 Staffing Updates

Thanks!

Thank you, Site council Members!

Next Meeting, February 25th