BOARD OF DIRECTORS WORKSHOP MEETING MINUTES	April 3, 2021

CALL TO ORDER: A Workshop of the Board of Directors of Administrative School District 47J, Columbia County, Oregon was convened at 9:01 a.m.

MEETING CALLED TO ORDER

Board Present: Susan Wagner, Amy Cieloha, Jeana Gump, Joanie Jones, Greg Kintz and Brittanie Roberts. Stacy Pelster joined at 11:00 a.m.

BOARD PRESENT

Board Absent: None

BOARD ABSENT

Staff Present: Aaron Miller, Superintendent and Barb Carr, Administrative Assistant; Michelle Eagleson, Elementary Principal; Marie Knight, Business Manager; and Gienah Cheney, Robin Manning, Susanne Myers, Kendra Schlegel and Debbie Taylor, licensed staff.

STAFF PRESENT

Visitors Present: Steve Kelley and Janet Avila-Medina, OSBA

VISITORS

Vernonia School District DEMSP (full program) Training, Session #4 – District Strategic Direction vs. District Strategic Planning

DEMSP SCHOLARSHIP PROGRAM BOARD TRAINING #3

Janet welcomed all District Learning Team (DLT) members and introductions were held.

DEMSP Purpose and goal is to learn how to integrate the DLT work with school board service and work. The focus goal is to have the Board work with the Superintendent and DLT on a District project of created 2-3 District priorities.

BOARD CULTURE: INTERMEDIATE ROLES and RESPONSIBILITIES

The full DEMSP training program with OSBA is a total of 18 hours of professional development. For this work the Board earns a $5,000 student scholarship to be issued at the discretion of the Board.

An overview of the DEMSP Training Sessions were reviewed.
Training Session #1 – Overview and Planning
Training Session #2 – Best Practices: Roles & Responsibilities
Training Session #3 – Board Culture: Intermediate Roles and Responsibilities
Training Session #4 – 1st Project Session with DLT
Training Session #5 – 2nd Project Session with DLT
Training Session #6 – 3rd Project Session with DLT

DLT Role in the Project
- Assist the Board in developing District priorities
- Provide guidance support for Districtwide efforts to improve student learning.
- Assist the Board with monitoring the implementation of Districtwide initiatives (priorities, strategies, goals)

Board Role in the Project
- Collaborate with the DLT in creating District priorities
- Create a monitoring program to measure progress of the priorities

District Strategic Direction: setting the direction for the District (priorities). Where do you envision and want the District to be in the next 2-5 years?

District Strategic Planning: establishing how to get to the destination is the responsibility of the Superintendent by creating measurable goals and strategies that align with the priorities.

There are two types of data to consider in determining District priorities. Quantitative data which is numbers graphs, charts etc. and Qualitative data which is from questions, discussions, surveys, etc. Reviewing data can help to identify student needs, gaps, and areas of improvement which can ultimately assist in the budget process, policy making, and making informed decisions.

Aaron Miller presented the ODE At-A-Glance district profile which shows data on attendance, behavior and student testing information for math and English language arts. The profile also reflects 9th grade students on track to graduate and our percentage of students that graduate on time.

SOAR (Strengths – Opportunities – Aspirations – Results) Model to identify Student Data Gaps / Strengths Analysis was discussed.

Strengths – Areas of strength in student achievement, where are students excelling.
- Working hard to provide opportunities for our students on trade / CTE Programs
- Changing how to focus on student achievement (shift on working on social emotional needs of students)
- Diversity of learning opportunities (traditional, on campus, home school, CDL (different from COVID)
- Looking at other forms of mental health services for students
- Progress made at elementary level – alignment of staff approach with professional development and creating systematic systems
- Community communications has improved (multiple channels for communication)
- Initiatives increase, being more intentional on our focus for students. Utilize Professional Learning Communities (PLC) process and focus on student data.
- Good job of using individual staff and student strengths to help the community

Opportunities – Room for improvement in data and an opportunities for growth.
- Graduation rate – female vs male rates
- TAG Committee available but no program in place
- Improving outcomes for students with higher needs (disabilities, emotional, mental)
- Work with the behavior aspect. Have a program in place on how to do interventions for behavioral needs
- Improve mathematics proficiency (basic skills)
- Upper elementary have a connection with middle (6th grade) school. Does math proficiency match what is needed at 6th grade? Have a dialog with the middle school team and address the needs of students in math at all grade levels.
- How can we use the new tools we have to accommodate the needs of kids (improve attendance rate)
- Do a curriculum review continuously, have an active curriculum committee
- Partner early learning providers with K-12, especially the kindergarten staff
- Putting back more days into the instructional calendar

Aspirations – What would you like to see the District do?
- Have a higher graduation rate (more 9th graders on track and graduating at 4 years instead of 5)
- Have equal opportunities for all students (regardless of race, gender, economic status, disabilities)
- Continue to push for STEAM and CTE programs
- Help students excel to the level they can excel too
- See every graduate become confident self-learners who are ready for their chosen next path
- More diverse mental health/counseling support
- More extracurricular opportunities and academic options/opportunities (e.g. study abroad, clubs, after school programs, organizations etc.)
- Utilize online programs to expand AP/elective programs or courses
- Have students give real-time feedback on curriculum, instruction, etc. Find ways to empower students to utilize their voices.

Results – What would this look like?
- District would be diverse in its abilities to meet student needs and help them improve and graduate. Students achieving more than they thought possible.
- Create lifelong learners and students that feel confident in themselves
- See every graduate become confident self-learners who are ready for their chosen next path.
- Follow up with students to see how they are doing 2 years post-graduation
- Will see stronger connection to community
- The diversity within each group would be about the same (proportional participation in programs, etc.)
- See students not have limits on what they can do. Want students to feel like they have all the knowledge, skills and ability to exceed in life.
- Having a plan in place before they graduate (maybe 7th/8th grade)
- See increase in graduation rate, math proficiency, more males graduating
- Gather feedback from students, families, and staff to indicate student confidence

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Focus Areas – top 2 – 3 areas to focus on over the next couple of years
- Improving the proficiencies across the subjects (math, ELA, etc.) of the district (improve the scores, increase graduation rate)
- Students self-learners, graduates confident and know where they are going next, have a plan in place and resilient (know how to address challenges/barriers/adversities)
- Creating more opportunities for students
- Fulfilling the programs, committees that already exist.
- Give students full opportunity to explore, plans are good but you want to have students have opportunities
- Create more equitable, inclusive opportunities and environment
- K-12 Alignment
- Continue to provide opportunities that are looking outside the box (PCC, OMIC, Trade programs, Women in trades, apprenticeships, CTE)

Next session overview: What data do you want to see? Data overview will continue. The DLT will help to analyze the data, address challenges, and identify gaps. Drafting the District priorities by creating vision statements will get started.
- How have we started to improve the programs, how long have the programs been in place (academic programs
- K-12 career choices, do we have data about career pathways how does the district integrate
- K-12 career choice data, do we have data about career pathways
- Data on TAG programs, CTA, when it was in place, what are the challenges to fulfilling those programs (what are the gaps?)
- Data on behavior programs. Is there data about student concerns on issues at schools, not feeling welcomed, safe etc? Resources information (staffing positions) -what are the plans for those positions? What are staff/students/families saying about equity, inclusivity, safety, environment, etc.?

Session #5: Saturday April 24th 9:00 a.m. – 12:00 noon
Session #6: Saturday May 15th 9:00 a.m. – 12:00 noon

ADJOURNED: Workshop concluded at 12:03 p.m.   ADJOURNED

Submitted by Barb Carr, Administrative Assistant

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Board Chair   District Clerk

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