

**St. Helens School District #502  
Board of Directors Work Session  
October 10, 2012**

**Unofficial**

The St. Helens School District Board of School District #502 convened in a Work Session at 6:30 p.m. in the District Office Board Room of the District, County and State on October 10, 2012.

**Members Present:**

Marshall Porter, Board Chair  
Alan King, Board Member  
Raymond Biggs, Board Member  
Matt Freeman, Board Member  
Mark Davalos, Superintendent  
Janine Salisbury, Business Manager  
Amanda Stuber, Executive Assistant

**CALL TO ORDER**

Marshall Porter called the Work Session to order at 6:30 p.m. followed by the flag salute.

**AGENDA APPROVAL**

Ray Biggs entered a motion to approve the agenda. Alan King seconded.

Following Marshall Porter expressing concern with receiving the meeting minutes the day of the meeting, Matt Freeman entered a motion amending the agenda to remove action item 6.3 from the agenda and have item added to the next meeting's agenda. Raymond Biggs seconded.

The motion approving the agenda as modified unanimously carried.

**VISITORS TO ADDRESS THE BOARD**

SHSD resident & McBride Elementary School parent Teri Trainer addressed the board on the topic of recent elimination of before and after school bus transportation from Meadowbrook and Oakridge Estates. Ms. Trainer, who is new to the area, reported she did not receive the SHSD meeting notification call and did not receive the route elimination notification letter of. Ms. Trainer asked if board members or staff walked the "safe walking trail", expressed concern with the un-safeness of the trail, and reported on a situation her two students experienced with a stranger in the walking area Tuesday after school which resulted in filing a police report and keeping her students home today. Mrs. Trainer explained she has spoke with Principal Karla Thompson, Mr. Heuwlit at ODE and Janine Salisbury and announced Principal Thompson is following up with a 6:30 p.m. meeting at McBride School next week and encouraged the district to attend and to follow-up with ODE.

In response to Ms. Trainers asking if the board walked the walking trail and if they would let their children walk it, Marshall Porter responded that he did walk the walking trail and would not let his children walk it either. In conclusion of the discussion item, Board members requested:

- inviting City Counsel's Sidewalk and Bike Committee to the meeting at McBride Elementary School,

- follow-up with the Board on why written and phone communication was not received by Ms. Trainer, and
- a follow-up report to the board.

## **REPORTS & DISCUSSION**

### SHHS 2012-13 School Improvement Plan

SHHS Principal Andy Croley presented a review of SHHS's 2012-13 School Improvement Plan (see attached presentation handouts). Following the presentation Board discussion on concerns occurred and questions were presented.

### Superintendent Report

Superintendent Davalos announced the September 2012 superintendent to board briefs will be delivered this week. Other items reported on included an update on biweekly SHSD leadership meetings, fall 2012 parent teacher conferences are this evening and tomorrow from 8:00 a.m. – 8:00 p.m., enrollment numbers as of today.

### SB290 Committee

As requested at the September 26<sup>th</sup> Regular Meeting the board received clarifying information on action taken at the September 12<sup>th</sup> Work Session on the SB290 Committee membership recommendation. Superintendent Davalos provided the board with a committee make-up of: Lisa Rawlings, Joan Arends-Taylor, Mark Janke, Diane Kadolph-Ray, Jim Mangan, Kerry Marshal, Martha Sipe, Lori Thompson, Joanna Tobin, Janell DePriest and himself.

### Budget Committee Vacancies

Superintendent Davalos reminded the board of two vacant terms previously held by Jana Mann and Sally Norbom and asked the board for action declaring the positions vacant to being the application process.

### Budget Calendar

Janine Salisbury presented the Board a recommended calendar of meetings for the 2013-2014 budget process for review and approval at the October Regular Board Meeting. Alan King requested SHSD leadership staff to attend the February 20<sup>th</sup> meeting with the Board to assist with discussion about the budget. Superintendent Davalos agreed to have SHSD leadership attend for input as needed by the Board.

### SHHS Grounds Item Safety Concern

Superintendent Davalos explained after a recent visit to SHHS by Board Member Ray Biggs, a grounds safety concern was reported to SHSD grounds/maintenance personnel. As required by board policy, the concern was submitted to Superintendent Davalos and Superintendent Davalos approved corrective work to the area of concern then Mr. Biggs to explain the request further.

Mr. Biggs explained he has been in contact with the OHSU extension forestry department and asked a board member to accompany him and OHSU representatives to assess trees on SHHS property and requested Board support in doing so. The board was not in-favor of supporting the assessment.

### KG – Community Use of District Facilities Policy Revision

Mr. King was in approval of the revisions made after the second reading but requested added language of "such as" before listing out Kiwanis, Thespians and Band Patrons as examples. Another requested addition included establishment of procedure language and rules in the administrative rule.

### **PUBLIC COMMENT REGARDING AGENDA ITEMS**

No public comment regarding agenda items was provided.

### **ACTION ITEMS**

#### Declaration of 2013-14 Budget Committee Vacancies

Matt Freeman entered a motion to declare two expired three year St. Helens School District Budget Committee positions previously held by Jana Mann and Sally Norbom vacant and declared the application process open on Monday, October 15, 2012. Alan King seconded.

Mr. King requested ample amount of time to apply and requested notification through all means available to the district.

The motion unanimously carried.

#### SB290 & Merit Committee

Matt Freeman entered a motion to approve SHSD SB290 Committee membership as recommended by Superintendent Davalos. Alan King seconded.

Alan King expressed opposition to not having members of the board on the committee.

Matt Freeman spoke in favor of the motion due to the board hiring the most qualified person for the position of superintendent and encouraged the board to allow administration to do the job they were hired to do.

Ray Biggs asked if the SHSD Merit Committee had board representation. After the inclusion of board members on the merit committee, Mr. Biggs was opposed to not having board representation on the SB290 Committee then asked why the board would be excluded.

Mr. Porter explained SB290 work addresses teacher and administrator evaluation as does the teacher evaluation committee noted in the SHSD/SHEA 2011-13 agreement. Based on the SHSD/SHEA 2011-13 agreement and the similar work and outcome of SB290 committee, keeping similar committee make-up was preferred and recommended.

Alan King argued that SB290 work is different than the evaluation committee named in the SHS/SHEA contract and refused to support the committee and committee recommendation without board representation.

The motion entered by Matt Freeman to approve SHSD SB290 Committee membership as recommended by Superintendent Davalos carried as follows: Matt Freeman, yes; Marshall Porter, yes; Raymond Biggs, yes; and Alan King, no.

Due to no unanimous vote of the board members in attendance, the motion failed.

Mr. Biggs entered at a motion to table discussion until the October 24<sup>th</sup> meeting. Due to no seconded to the motion, the motion failed.

Marshall Porter entered a motion allowing Superintendent Davalos to compile the SB290 Committee in compliance with the teacher evaluation committee as noted in the SHSD/SHEA 2011-13 agreement. Matt Freeman seconded.

The motion failed as follows Ray Biggs, no; Alan King, no; Marshall Porter, yes; and Matt Freeman, yes.

The SB290 Committee discussion item will continue at the October 24<sup>th</sup> regular board meeting.

### **UPCOMING MEETING INPUT**

October 24, 2012 meeting agenda items requested included:

SHHS ASB Report

McBride Elementary 2012-13 School Improvement Plan

Lewis & Clark Elementary 2012-13 School Improvement Plan

St. Helens Middle School 2012-13 School Improvement Plan

BDDC – Board Meeting Agenda Policy Review

SB290 Committee

Revised Policy KG: Community Use of District Facilities

City of St. Helens Police Department Levy Committee

Matt Freeman reported on his recent trip to McBride Elementary School assisting with the Fun Run and shared his positive experience in Ms. Green's kindergarten class. Mr. Freeman explained he assisted with judging SHHS homecoming spirit assembly and floats and shared positive comments about leadership students and the influence Mr. Lessard has in their work.

### **ADJOURNMENT**

The October 10, 2012 Work Session adjourned at 8:40 p.m.

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Board Chair

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Superintendent



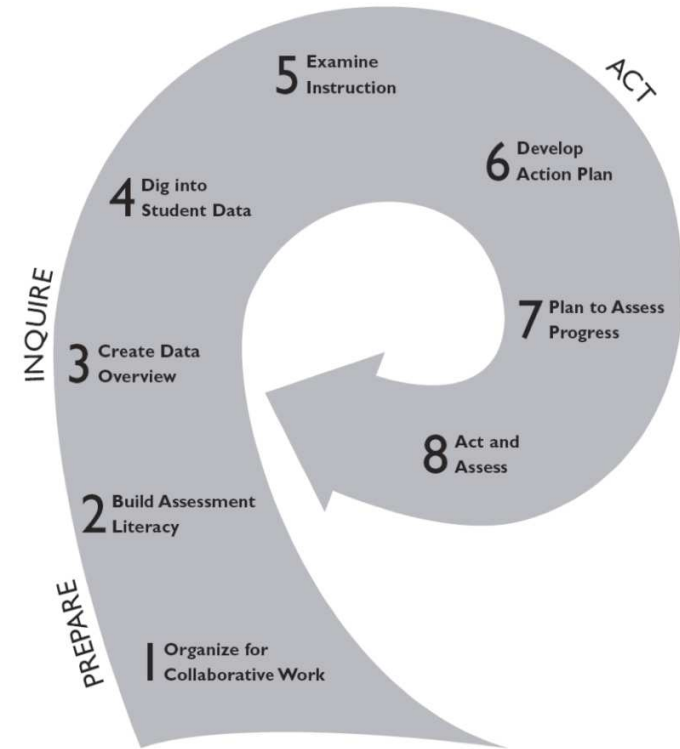
GROWING THE FUTURE

# 2012-2013 School Improvement Plan

**SCHOOL:** St. Helens High School

**PRINCIPAL:** Andy Croley

| SITE COUNCIL TEAM MEMBERS |           |                  |
|---------------------------|-----------|------------------|
| Name                      | Signature | Position         |
| Andy Croley               |           | Principal        |
| Aaron Fugere              |           | Counselor        |
| Jay Groom                 |           | Math Teacher     |
| Joe Mauck                 |           | CTE Teacher      |
| Thomas Fuller             |           | LA Teacher       |
| Diana Peterson            |           | Classified Staff |
| Carisa Schneider          |           | Classified Staff |
| Judy Reed                 |           | Parent           |
| Josiah Thurston           |           | Student          |
| Eliazar Lopez             |           | Student          |
| Bruce Carvalho            |           | Asst. Principal  |
| BG Aguirre                |           | Asst. Principal  |



## Data Wise Improvement Process

*The mission of St. Helens High School is to create a community of learners in which students acquire the skills, knowledge, and attitude necessary to function productively in a changing world.*

# Ia. DATA

## State Report Card

### 2011-2012 School Report Card

St Helens High School



Dear Parents and Community Members,

Preliminary September 20, 2012

The Oregon Department of Education is proud to issue the 14th annual Oregon School Report Cards. Oregon currently rates schools as either "Outstanding," "Satisfactory," or "In Need of Improvement" based on factors including student test results, participation, and academic growth. In order to ensure that these reports provide you with the best possible information about your school and your student's education, we will be working to redesign and improve the Report Cards over the coming year. We welcome your feedback on this redesign process and hope that the information in this Report Card helps to paint a picture of both the successes and opportunities for improvement in our schools. To share your feedback, go to: [www.ode.state.or.us/go/nextgen](http://www.ode.state.or.us/go/nextgen).

Rob Saxton, Deputy Superintendent of Public Instruction

|  |                                |                                |  |  |  |
|--|--------------------------------|--------------------------------|--|--|--|
| <b>Federal Designation For Title I Schools<sup>1</sup></b> |                                |                                | <b>Oregon Report Card Overall Rating: IN NEED OF IMPROVEMENT</b> |  |  |
| <input type="checkbox"/> PRIORITY                          | <input type="checkbox"/> FOCUS | <input type="checkbox"/> MODEL |  |  |  |

| SCHOOL AT A GLANCE   |        |               |  |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
|--|--------|---------------|--|-----------------|--------------|--|--------|--------|----------|-------|-----------|----|------|------|------|-----------|----|------|------|------|
| <b>Student Population</b>  |        | <b>School</b> | <b>Attendance</b>                                |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Number of Students   | 1,029  |               | <b>School</b>                                    | <b>District</b> | <b>State</b> |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Percentage of Students in English as a Second Language Programs  | 0.6%   |               | 2010-2011  | 91.6%           | 91.0%        |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
|  |        |               | 2011-2012  | 91.7%           | 91.3%        |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
|  |        |               |  |                 | 91.7%        |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| <b>Staffing</b>  |        | <b>School</b> | <b>Expulsions</b>                                |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Administrators (FTE)   | 3.0    |               | <b>School</b>                                    | <b>State</b>    |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Teachers (FTE)   | 44.9   |               | Number of Expulsions Due to Weapons              | 0               | 218          |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| * Average Years of Experience  | 14.7   |               | <b>Testing Participation</b>                     |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| * With a Master's Degree or Higher   | 65.5%  |               | <b>School</b>                                    | <b>State</b>    |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| * With Emergency or Provisional Credential   | 0.0%   |               | Participation in 2011-2012 Statewide Assessments | 96.9%           | 99.1%        |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| * Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher   | 100%   |               | <b>Cohort Graduation Rates</b>                   |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| * Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher  | 0.0%   |               | <b>School</b>                                    | <b>State</b>    |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Educational Assistants (FTE)   | 12.4   |               | 2006-2007 Four-Year Cohort Rate                  | 73.5%           | 66.4%        |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Other Staff (FTE)  | 28.8   |               | 2006-2007 Five-Year Cohort Rate                  | 78.3%           | 70.9%        |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
|  |        |               | 2007-2008 Four-Year Cohort Rate                  | 60.0%           | 67.6%        |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| <b>SAT Scores</b>  |        | <b>School</b> | <b>State</b>                                     | <b>Nation</b>   |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Critical Reading   | 516    | --            |  |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Math   | 510    | --            |  |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Writing  | 477    | --            |  |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Percentage Tested  | 31%    | 0.0%          | 0%   |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| Number Tested  | 80     | --            | 0  |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| <b>Dropout</b> <table border="1"> <thead> <tr> <th></th> <th>Number</th> <th>School</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>13</td> <td>1.3%</td> <td>2.8%</td> <td>3.4%</td> </tr> <tr> <td>2010-2011</td> <td>15</td> <td>1.5%</td> <td>3.1%</td> <td>3.3%</td> </tr> </tbody> </table> |        |               |  |                 |              |  | Number | School | District | State | 2009-2010 | 13 | 1.3% | 2.8% | 3.4% | 2010-2011 | 15 | 1.5% | 3.1% | 3.3% |
|  | Number | School        | District   | State           |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| 2009-2010  | 13     | 1.3%          | 2.8%   | 3.4%            |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| 2010-2011  | 15     | 1.5%          | 3.1%   | 3.3%            |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |
| <b>Department of Education Notes</b><br><sup>1</sup> This designation is part of Oregon's approved ESEA Flexibility Waiver. Only 20 percent of Title I schools receive a designation under the waiver.   |        |               |  |                 |              |  |        |        |          |       |           |    |      |      |      |           |    |      |      |      |

<sup>1</sup> Not displayed to protect student confidentiality.

-- No data available



# Ib. AYP Report

## 2011-12 Final AMO Report (Public) *(As of 9/13/2012)*

District: St Helens SD 502  
School: St Helens High School

### The Purpose of the Report

Under the ESEA Flexibility waiver that was recently approved, Oregon will be using an interim accountability system for the 2011-12 school year. This system will allow the state to focus its interventions on schools identified as focus and priority schools based on the prototype of the new accountability system, while still using the Oregon Report card to provide parents, public, educators and policymakers with differentiated performance ratings and information for all schools and subgroups.

The purpose of this report is to provide districts with an opportunity to view key data elements that will feed into this rating system so they can make any necessary corrections.

## 2011-12 Final AMO Report (Public) *Reading Knowledge and Skills Details*

District: St Helens SD 502  
School: St Helens High School

### Participation Target: 95%

| Participation                  | Participation |       | Non-participation |       | Participation Denominator | Participation Rate |
|--------------------------------|---------------|-------|-------------------|-------|---------------------------|--------------------|
|                                | 10-11         | 11-12 | 10-11             | 11-12 |                           |                    |
| All Students                   | 240           | 217   | 1                 | 1     | 468                       | 100                |
| Economically Disadvantaged     | 85            | 72    | 0                 | 1     | 158                       | 99                 |
| Limited English Proficient     | 3             | 2     | 0                 | 0     | 5                         | 100                |
| Students with Disabilities     | 18            | 30    | 0                 | 1     | 49                        | 98                 |
| Asian/Pacific Islander         | 5             | 0     | 0                 | 0     | 5                         | 100                |
| Black (not of Hispanic origin) | 3             | 1     | 0                 | 0     | 4                         | 100                |
| Hispanic origin                | 9             | 13    | 0                 | 0     | 22                        | 100                |
| American Indian/Alaskan Native | 5             | 5     | 0                 | 0     | 10                        | 100                |
| White (not of Hispanic origin) | 223           | 191   | 1                 | 1     | 416                       | 100                |
| Multi-Racial/Multi-Ethnic      | 4             | 7     | 0                 | 0     | 11                        | 100                |

The participation target may be met using either a two-year or the current year participation rate.

### ELA Target: 70%

| Academic Status                | 2010-2011 |       | 2011-2012 |                       | Year(s) of data for best status | % Met Status | Margin of Error | Adjusted Status |                       |
|--------------------------------|-----------|-------|-----------|-----------------------|---------------------------------|--------------|-----------------|-----------------|-----------------------|
|                                | # Tests   | # Met | # Tests   | 10-11 Standards # Met |                                 |              |                 |                 | 11-12 Standards # Met |
| All Students                   | 239       | 211   | 207       | 188                   | 188                             | 2010-2012    | 89.46           | 7.15            | 96.61                 |
| Economically Disadvantaged     | 81        | 68    | 65        | 57                    | 57                              | 2010-2012    | 85.62           | 12.50           | 98.11                 |
| Limited English Proficient     | *         | *     | *         | *                     | *                               | 2010-2012    | *               | *               | *                     |
| Students with Disabilities     | 18        | 7     | 30        | 19                    | 19                              | 2010-2012    | 54.17           | 21.80           | 75.98                 |
| Asian/Pacific Islander         | *         | *     | *         | *                     | *                               | 2010-2012    | *               | *               | *                     |
| Black (not of Hispanic origin) | *         | *     | *         | *                     | *                               | 2010-2012    | *               | *               | *                     |
| Hispanic origin                | 9         | 7     | 12        | 12                    | 12                              | 2010-2012    | 90.48           | *               | *                     |
| American Indian/Alaskan Native | *         | *     | *         | *                     | *                               | 2010-2012    | *               | *               | *                     |
| White (not of Hispanic origin) | 214       | 191   | 187       | 189                   | 169                             | 2010-2012    | 89.78           | 7.54            | 97.32                 |
| Multi-Racial/Multi-Ethnic      | *         | *     | *         | *                     | *                               | 2010-2012    | *               | *               | *                     |

| Academic Growth                | 2010-2011             |                 | 2011-2012             |                       | Change in % Met | Growth Target |
|--------------------------------|-----------------------|-----------------|-----------------------|-----------------------|-----------------|---------------|
|                                | 10-11 Standards % Met | Standards % Met | 10-11 Standards % Met | 11-12 Standards % Met |                 |               |
| All Students                   | 88.28                 | 90.82           | 90.82                 | 90.82                 | 2.54            | 1.17          |
| Economically Disadvantaged     | 83.95                 | 87.69           | 87.69                 | 87.69                 | 3.74            | 1.60          |
| Limited English Proficient     | *                     | *               | *                     | *                     | *               | *             |
| Students with Disabilities     | 38.89                 | 63.33           | 63.33                 | 63.33                 | 24.44           | 6.11          |
| Asian/Pacific Islander         | *                     | --              | --                    | --                    | --              | *             |
| Black (not of Hispanic origin) | *                     | --              | --                    | --                    | --              | *             |
| Hispanic origin                | 77.78                 | 100.00          | 100.00                | 100.00                | 22.22           | *             |
| American Indian/Alaskan Native | *                     | *               | *                     | *                     | *               | *             |
| White (not of Hispanic origin) | 89.25                 | 90.37           | 90.37                 | 90.37                 | 1.12            | 1.07          |
| Multi-Racial/Multi-Ethnic      | *                     | *               | *                     | *                     | *               | *             |

2011-12 Final AMO Report (Public)  
Mathematics Knowledge and Skills Details

District: St Helens SD 502  
School: St Helens High School

Participation Target: 95%

| Participation                  | Participation |       | Non-participation |       | Participation Denominator | Participation Rate |
|--------------------------------|---------------|-------|-------------------|-------|---------------------------|--------------------|
|                                | 10-11         | 11-12 | 10-11             | 11-12 |                           |                    |
| All Students                   | 242           | 209   | 6                 | 8     | 466                       | 97                 |
| Economically Disadvantaged     | 81            | 68    | 3                 | 5     | 157                       | 96                 |
| Limited English Proficient     | 3             | 2     | 0                 | 0     | 5                         | 100                |
| Students with Disabilities     | 16            | 28    | 2                 | 3     | 49                        | 90                 |
| Asian/Pacific Islander         | 5             | 0     | 0                 | 0     | 5                         | 100                |
| Black (not of Hispanic origin) | 3             | 1     | 0                 | 0     | 4                         | 100                |
| Hispanic origin                | 9             | 12    | 0                 | 1     | 22                        | 95                 |
| American Indian/Alaskan Native | 4             | 5     | 1                 | 0     | 10                        | 90                 |
| White (not of Hispanic origin) | 217           | 185   | 5                 | 7     | 414                       | 97                 |
| Multi-Racial/Multi-Ethnic      | 4             | 6     | 0                 | 1     | 11                        | 91                 |

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 70%

| Academic Status                | 2010-2011 |       | 2011-2012 |       | Year(s) of data for best status | % Met Status | Margin of Error | Adjusted Status |
|--------------------------------|-----------|-------|-----------|-------|---------------------------------|--------------|-----------------|-----------------|
|                                | # Tests   | # Met | # Tests   | # Met |                                 |              |                 |                 |
| All Students                   | 232       | 167   | 201       | 138   | 2010-2012                       | 70.44        | 7.26            | 77.70           |
| Economically Disadvantaged     | 77        | 49    | 62        | 36    | 2010-2012                       | 61.15        | 12.81           | 73.96           |
| Limited English Proficient     | *         | *     | *         | *     | 2010-2012                       | *            | *               | *               |
| Students with Disabilities     | 16        | 1     | 28        | 6     | 2010-2012                       | 15.91        | 22.76           | 38.67           |
| Asian/Pacific Islander         | *         | *     | *         | *     | 2010-2012                       | *            | *               | *               |
| Black (not of Hispanic origin) | *         | *     | *         | *     | 2010-2012                       | *            | *               | *               |
| Hispanic origin                | 9         | 6     | 12        | 8     | 2010-2012                       | 66.67        | *               | *               |
| American Indian/Alaskan Native | *         | *     | *         | *     | 2010-2012                       | *            | *               | *               |
| White (not of Hispanic origin) | 208       | 152   | 181       | 127   | 2010-2012                       | 71.72        | 7.66            | 79.38           |
| Multi-Racial/Multi-Ethnic      | *         | *     | *         | *     | 2010-2012                       | *            | *               | *               |

| Academic Growth                | 2010-2011 % Met | 2011-2012 % Met | Change in % Met | Growth Target |
|--------------------------------|-----------------|-----------------|-----------------|---------------|
| All Students                   | 71.98           | 66.66           | -3.33           | 2.80          |
| Economically Disadvantaged     | 63.64           | 58.06           | -5.57           | 3.64          |
| Limited English Proficient     | *               | *               | *               | *             |
| Students with Disabilities     | 6.25            | 21.43           | 15.18           | 9.38          |
| Asian/Pacific Islander         | *               | --              | --              | *             |
| Black (not of Hispanic origin) | *               | --              | --              | *             |
| Hispanic origin                | 66.67           | 66.67           | 0.00            | *             |
| American Indian/Alaskan Native | *               | *               | *               | *             |
| White (not of Hispanic origin) | 73.08           | 70.17           | -2.91           | 2.69          |
| Multi-Racial/Multi-Ethnic      | *               | *               | *               | *             |

2011-12 Final AMO Report (Public)  
Graduation

District: St Helens SD 502  
School: St Helens High School

Four-Year Cohort Target: 67%

| Four-year Cohort Graduation Rate | Cohort 2006-07 to 2009-10 |                 |        | Cohort 2007-08 to 2010-11 |                 |        | Year(s) of data for best status | Cohort Graduation Rate |
|----------------------------------|---------------------------|-----------------|--------|---------------------------|-----------------|--------|---------------------------------|------------------------|
|                                  | Adjusted Cohort           | Regular Diploma | % Grad | Adjusted Cohort           | Regular Diploma | % Grad |                                 |                        |
| All Students                     | 264                       | 194             | 73.5   | 240                       | 144             | 60.0   | 2010-2012                       | 67.1                   |
| Economically Disadvantaged       | 88                        | 54              | 61.4   | 94                        | 48              | 51.1   | 2010-2012                       | 56.0                   |
| Limited English Proficient       | 4                         | 2               | 50.0   | 5                         | 3               | 60.0   | 2010-2012                       | 55.6                   |
| Students with Disabilities       | 36                        | 19              | 52.8   | 29                        | 10              | 34.5   | 2010-2012                       | 44.6                   |
| Asian/Pacific Islander           | 7                         | 5               | 71.4   | 4                         | 1               | 25.0   | 2010-2012                       | 54.5                   |
| Black (not of Hispanic origin)   | 2                         | 1               | 50.0   | 0                         | --              | --     | 2010-2012                       | 50.0                   |
| Hispanic origin                  | 15                        | 7               | 46.7   | 19                        | 9               | 47.4   | 2010-2012                       | 47.1                   |
| American Indian/Alaskan Native   | 3                         | 2               | 66.7   | 9                         | 4               | 44.4   | 2010-2012                       | 50.0                   |
| White (not of Hispanic origin)   | 237                       | 179             | 75.5   | 203                       | 125             | 61.6   | 2010-2012                       | 68.1                   |
| Multi-Racial/Multi-Ethnic        | --                        | --              | --     | 5                         | 5               | 100.0  | 2010-2012                       | 100.0                  |

Five-Year Cohort Target: 72%

| Five-year Cohort Graduation Rate | Cohort 2006-07 to 2010-11 |                 |        |
|----------------------------------|---------------------------|-----------------|--------|
|                                  | Adjusted Cohort           | Regular Diploma | % Grad |
| All Students                     | 253                       | 198             | 78.3   |
| Economically Disadvantaged       | 83                        | 57              | 68.7   |
| Limited English Proficient       | 4                         | 2               | 50.0   |
| Students with Disabilities       | 33                        | 19              | 57.6   |
| Asian/Pacific Islander           | 7                         | 5               | 71.4   |
| Black (not of Hispanic origin)   | 2                         | 1               | 50.0   |
| Hispanic origin                  | 12                        | 7               | 58.3   |
| American Indian/Alaskan Native   | 2                         | 2               | 100.0  |
| White (not of Hispanic origin)   | 230                       | 183             | 79.6   |
| Multi-Racial/Multi-Ethnic        | --                        | --              | --     |

Four-year Cohort Graduation Growth

|                                | Cohort 2006-07 to 2009-10 | Cohort 2007-08 to 2010-11 | Change in Graduation Rate | Growth Target |
|--------------------------------|---------------------------|---------------------------|---------------------------|---------------|
| All Students                   | 73.5                      | 60.0                      | -13.5                     | 2.7           |
| Economically Disadvantaged     | 61.4                      | 51.1                      | -10.3                     | 3.9           |
| Limited English Proficient     | 50.0                      | 60.0                      | 10.0                      | 5.0           |
| Students with Disabilities     | 52.8                      | 34.5                      | -18.3                     | 4.7           |
| Asian/Pacific Islander         | 71.4                      | 25.0                      | -46.4                     | 2.9           |
| Black (not of Hispanic origin) | 50.0                      | --                        | --                        | 5.0           |
| Hispanic origin                | 46.7                      | 47.4                      | 0.7                       | 5.3           |
| American Indian/Alaskan Native | 66.7                      | 44.4                      | -22.2                     | 3.3           |
| White (not of Hispanic origin) | 75.5                      | 61.6                      | -14.0                     | 2.4           |
| Multi-Racial/Multi-Ethnic      | --                        | 100.0                     | --                        | --            |



## Ic. Data Summary

1. Using all the assessment data available at your school (more than just the statewide assessment data), summarize your student achievement results. Which groups of students are doing well at your school in reading, math, writing & science? Which groups are your lowest performing students?

| <b>Area</b>    | <b>Doing Well</b> | <b>Lowest Performing Groups</b>      |
|----------------|-------------------|--------------------------------------|
| <b>Reading</b> | Most Groups       | Students with Disabilities           |
| <b>Writing</b> | ---               | All groups need to be addressed      |
| <b>Math</b>    | ---               | Students with Disabilities           |
| <b>Science</b> | ----              | Hispanic; Students with Disabilities |

II. Academic Action Plan (Every school will be addressing 3-4 areas of achievement in their School Improvement Plan. A separate Academic Action Plan needs to be written for each additional content area)

|   |
|---|
| <b>CONTENT AREA:</b> All Content Areas  |
| <b>LEARNER-CENTERED PROBLEM</b> (What are your students struggling to learn or to be able to do?): 9 <sup>th</sup> grade students at SHHS will need to earn at least 6 (out of 7) credits to be on-track for graduation and attend school on a regular basis.   |
| <b>PROBLEM OF PRACTICE</b> (What elements of instruction need to be improved in order to address the learner-centered problem?): School-wide approaches to create smooth transitions to high school. Also to explore and implement research-based interventions that address academic and behavioral needs of our students. |
| <b>STUDENT ACHIEVEMENT GOAL (SMART GOAL):</b> The percentage of 9 <sup>th</sup> graders who are “on-track” using the criteria in the Achievement Compact will increase from 56% to 64%.   |

| <b>INSTRUCTIONAL STRATEGIES</b>   | <b>RATIONALE</b>  | <b>PROFESSIONAL DEVELOPMENT</b>  | <b>ASSESS PROGRESS</b>   | <b>USE OF RESOURCES</b>  |
|---|---|--|--|--|
| List specific instructional strategies tied to your problem of practice.          | Why do you believe this strategy will address the learner-centered problem?                     | How will you increase staff capacity to implement this strategy with fidelity?   | <p>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</p> | How will you align your resources (people, time, dollars, and materials, partnerships) to accomplish your goals?   |
| 9 <sup>th</sup> grade mentor and SOAR groups                                      | Strategy will support identified at-risk students.  | Time for Counselors to meet with groups.   | <p>1. Counseling PLC Discussions; attendance team discussions.</p> <p>2. Increase in 4-year graduation rate; increase in # of students on-track at the end of their freshmen year.</p>   | SOAR Curriculum  |
| Targeted “Teach-to’s” and academic support for 9 <sup>th</sup> Grade PRIDE groups | Will assist in the transition to high school and will help provide support to students in need. | <p>Provide lessons and supports for teacher and students.</p> <p>Share strategies with all teachers about classroom-based interventions.</p> | <p>1. Classroom-based interventions; PRIDE period interventions; PBIS team discussions; PLC group discussions; attendance team and intervention team discussions.</p> <p>2. Increase % of students who pass earn at least 6 credits during their 9<sup>th</sup> grade year.</p>  | <ul style="list-style-type: none"> <li>• PBIS Lessons</li> <li>• Rachel’s Challenge</li> <li>• Link Crew</li> <li>• Academic Support Time</li> <li>• After-School Tutoring Center</li> </ul> |

| <b>INSTRUCTIONAL STRATEGIES</b><br><br>List specific instructional strategies tied to your problem of practice. | <b>RATIONALE</b><br><br>Why do you believe this strategy will address the learner-centered problem? | <b>PROFESSIONAL DEVELOPMENT</b><br><br>How will you increase staff capacity to implement this strategy with fidelity? | <b>ASSESS PROGRESS</b><br><br>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).<br><br>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative). | <b>USE OF RESOURCES</b><br><br>How will you align your resources (people, time, dollars, and materials, partnerships) to accomplish your goals? |
|---|---|---|---|---|
| Focus on student attendance.  | Positively alter attendance patterns early and improve academic grades of students.                 | Share and implement research on intervention strategies.  | 1. Intervention team monitoring process; counseling meeting conversations about attendance.<br>2. Increase % of students who are attending school at a rate of 95% or higher.   | <ul style="list-style-type: none"> <li>• NWRESD Services</li> <li>• Intervention Specialist</li> <li>• PBIS Incentive Programs</li> </ul>       |

II. B Academic Action Plan

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| <b>CONTENT AREA:</b> Mathematics   |
| <b>LEARNER-CENTERED PROBLEM</b> (What are your students struggling to learn or to be able to do?): Students are struggling to demonstrate the essential math skills needed for graduation. Students with disabilities struggle the most of all subgroups.  |
| <b>PROBLEM OF PRACTICE</b> (What elements of instruction need to be improved in order to address the learner-centered problem?): Continue to explore and implement research-based strategies in the classroom as well as begin to develop lessons and assessments that will address the new Common Core State Standards. |
| <b>STUDENT ACHIEVEMENT GOAL (SMART GOAL):</b> The percentage of 11 <sup>th</sup> grade students meeting the state standard in mathematics will improve from 68% to 75% as measured by the OAKS test when comparing reported data from the 2011-12 and 2012-13 school years.  |

| <b>INSTRUCTIONAL STRATEGIES</b>  | <b>RATIONALE</b>   | <b>PROFESSIONAL DEVELOPMENT</b>  | <b>ASSESS PROGRESS</b>   | <b>USE OF RESOURCES</b>  |
|--|--|--|--|--|
| List specific instructional strategies tied to your problem of practice. | Why do you believe this strategy will address the learner-centered problem?  | How will you increase staff capacity to implement this strategy with fidelity?                   | <p>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</p> | How will you align your resources (people, time, dollars, and materials, partnerships) to accomplish your goals?                 |
| Math Workshop for Identified Students                                    | This program will work for identified students. We have seen some success with this program in the past.   | Cognitive Tutor professional development in August 2012.   | <p>1. PLC discussions; classroom learning walks</p> <p>2. Increase in students who met or exceed of OAKS math assessment.</p>  | <ul style="list-style-type: none"> <li>• Cognitive Tutor curriculum &amp; site licenses.</li> <li>• .5 FTE allocation</li> </ul> |
| Targeted Supports for Students with Disabilities                         | For the 2011-12 school year, only 21.4% for students with disabilities met benchmark on OAKS assessment. We believe this will help close achievement gap for this group of students. | <p>SPED teacher working towards math endorsement.</p> <p>SPED teacher working with Math PLC.</p> | <p>1. PLC collaborative discussions with Math and SPED teachers.</p> <p>2. Increase in SPED students who meet or exceed on the Math OAKS.</p>  | <ul style="list-style-type: none"> <li>• Co-teaching in one Pre-Algebra Class with Math Teacher and SPED Teacher.</li> </ul>     |

| <b>INSTRUCTIONAL STRATEGIES</b><br><br>List specific instructional strategies tied to your problem of practice. | <b>RATIONALE</b><br><br>Why do you believe this strategy will address the learner-centered problem?              | <b>PROFESSIONAL DEVELOPMENT</b><br><br>How will you increase staff capacity to implement this strategy with fidelity?        | <b>ASSESS PROGRESS</b><br><br>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).<br><br>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative). | <b>USE OF RESOURCES</b><br><br>How will you align your resources (people, time, dollars, and materials, partnerships) to accomplish your goals?              |
|---|--|--|---|--|
| Implementation of Alternative Math Assessments  | To increase number of students, including those in CTE programs, who meet the math essential skills requirement. | Essential Skills training at NWRESD.<br>Ongoing work in regards to CCSS.<br>CTE professional development provided by PACTEC. | 1. PLC discussions<br><br>2. Increase in students who meet the math essential skills requirement and increase in graduation percentage rates; development of alternative math assessments.  | <ul style="list-style-type: none"> <li>• CTE Teachers training through PACTEC.</li> <li>• Time for Math teachers and CTE teachers to collaborate.</li> </ul> |



## II. C Academic Action Plan

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| <b>CONTENT AREA:</b> Literacy  |
| <b>LEARNER-CENTERED PROBLEM</b> (What are your students struggling to learn or to be able to do?): Students at SHHS are struggling to meet the Oregon essential skill standards in Writing as demonstrated on the OAKS Writing assessment.                               |
| <b>PROBLEM OF PRACTICE</b> (What elements of instruction need to be improved in order to address the learner-centered problem?): Teaching academic vocabulary, strategies for reading informational text, and intentional writing opportunities in all curriculum areas. |
| <b>STUDENT ACHIEVEMENT GOAL (SMART GOAL):</b> The students meeting the state standard in Reading will improve from 91% to 92% and in Writing from 57% to 65% as measured by the OAKS test when comparing reported data from the 2011-12 and 2012-13 school years.        |

| <b>INSTRUCTIONAL STRATEGIES</b>   | <b>RATIONALE</b>   | <b>PROFESSIONAL DEVELOPMENT</b>   | <b>ASSESS PROGRESS</b>   | <b>USE OF RESOURCES</b>   |
|---|--|---|--|---|
| List specific instructional strategies tied to your problem of practice.  | Why do you believe this strategy will address the learner-centered problem?  | How will you increase staff capacity to implement this strategy with fidelity?  | <p>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</p> | How will you align your resources (people, time, dollars, and materials, partnerships) to accomplish your goals?  |
| Integrated writing and reading focus in Reading/ Literature Workshop course for identified 9 <sup>th</sup> graders. | This program will work for identified students. We have seen some success with this program in the past.   | Language Arts teachers have developed a program with proven success and will continue to be given support as they implement this program. | <p>1. Review of 8<sup>th</sup> grade literacy data by Language Arts teachers; PLC discussions.</p> <p>2. Targeted lessons for reading strategies; practice reading prompts; OAKS assessment.</p>   | <ul style="list-style-type: none"> <li>• Designated Staffing</li> </ul>   |
| Targeted Interventions for 12 <sup>th</sup> graders   | Based on the implementation of Reading interventions during the 2011-12 school year, we believe that duplicating parts of this process, as well as scheduling flexibility, will allow us to be successful. | Writing scoring training for Language Arts teachers and selected teachers in other departments.   | <p>1. (a) Intervention-based PRIDE groups for writing, (b) PLC discussions, (c) group scoring of writing prompts and alternative reading tasks</p> <p>2. Students will meet the essential skill requirements on two reading and/or writing assessments or meet on the OAKS assessment.</p>   | <ul style="list-style-type: none"> <li>• On-going Partnership with NWRESD for support</li> <li>• Staffing/ Scheduling</li> <li>• ODE Field Samples (Nov – Dec)</li> <li>• OAKS Reading (Fall)</li> <li>• OAKS Writing (Winter)</li> </ul> |

|                              |   |  |  |   |
|------------------------------|---|--|--|---|
| Writing in All Content Areas | This strategy will reinforce writing skills for all students. | Continue six-trait writing training and refreshers for teachers. | <ol style="list-style-type: none"> <li>1. PLC Discussions; All –Staff Discussions; All-Staff Writing Scoring.</li> <li>2. Staff will become more proficient at scoring writing; students will be given more opportunities to demonstrate writing.</li> </ol> | <ul style="list-style-type: none"> <li>• Staff Meeting Time</li> <li>• External Resources (NWRESD)</li> <li>• December and May PLC Time for Scoring.</li> </ul> |
|------------------------------|---|--|--|---|