

**I. Introduction**

A. General Comments about the school and its setting

Noyo High School is one of three alternative education programs in the Fort Bragg Unified School District. Noyo is a continuation school with an enrollment maximum of thirty 10<sup>th</sup> – 12<sup>th</sup> graders. The staff consists of a principal, two full-time teachers, an administrative secretary and a part time counselor. The principal is also responsible for the district's High School Community Day and Adult School programs which are housed on the same campus. He also oversees the Junior High Community Day Program which is on another site.

Noyo has an open, flexible enrollment process and provides an alternative setting in which students can work at their own pace toward a diploma or other terminal degree. Students attend for 220 minutes per day.

B. Significant changes or developments that have affected the school since the full visit

Since the previous visit there have been several significant changes:

- Based on the 2009 graduation rates Noyo High School is out of Program Improvement (PI).
- The school has developed and implemented a screening process for appropriate enrollment of students at Noyo.
- There has been an increase in the number of Noyo students graduating and the number of graduates attending post-secondary educational programs.
- There is a new site administrator and new district superintendent.

**II. Follow up process**

All staff were involved in the follow-up process during two, full-day sessions. The principal and teaching staff discussed and evaluated progress on each of the previous Visiting Committee's Critical Areas for follow-up and each School Wide Action Plan item to determine which items have been completed, which items are currently in progress, and which critical areas have not yet been addressed and remain issues at the school.

Noyo staff and leadership began the 2009-2010 school year with Professional Learning Communities that included staff from the Community Day School Programs. Over time staff came to the realization that the schools' missions and goals differed significantly. This process led the staff and leadership to the conclusion that a Professional Learning Community comprised of just Noyo staff and leadership will better serve the growth needs of Noyo High School.

School staff recognizes the need for development of new, more relevant ESLR's and schoolwide action plan, combined with the collection and analysis of data to drive school decision making and increase student achievement.

### **III. School's Progress on Critical Areas for Follow-up**

#### **1. Noyo teaching staff and leadership in collaboration with district curriculum committees continue working on alignment of curriculum to standards resulting in development of common curriculum embedded formative and summative assessments.**

Standards based texts and embedded assessments are being used in Algebra I, World History, Economics, Language Arts and Health classes. The Edge, Language Arts Program is being piloted at Noyo and districtwide for ELA Intervention. The ELA teacher collaborates with the Fort Bragg High School English Department and the district curriculum director regularly. Though Intervention texts have been purchased for Math and ELA, board adoption of intervention texts in other content areas are still being pursued.

#### **2. All staff and stakeholders become involved in a comprehensive system of data analysis and interpretation of multiple student achievement measures to be used to inform decision making, resource allocation, and achievement of standards and ESLR's.**

Students are placed according to individual assessments. There is some evidence of data collection and analysis to inform schoolwide decision making. Staff recognizes the need to document the data analysis process for ongoing improvement. Assessments are embedded in some standardized curricular resources.

Staff indicates that the current ESLR's are not representative of or embedded in the school culture. They acknowledge the need to develop relevant ESLR's and a means of measuring student achievement of ESLR's.

**3. Site leadership and teaching staff work together to increase rigor and relevance of curriculum to bring students within range of grade level standards.**

Staff members attended the Leadership Conference in January and explored the applications and importance of rigor and relevance. As a result, teachers are using intervention text to bring students to grade level standards. Teachers recognize the importance of rigor and are working to develop more challenging curriculum and instruction. Additional experiences in the community provide added relevance to classroom based curriculum.

**4. All stakeholders collaborate to continue work on vocational, career education to establish clear career pathways accessible to all Noyo students.**

The part time counselor, the Senior Project and a developing internship program are evidence of improvements in this area. The school counselor works with students individually to explore career options or post-secondary opportunities. The Senior Project includes job skill building, job shadowing, completion of the FAFSA and tours of colleges and vocational programs. A developing internship program places students in positions in community businesses. Representatives from local colleges and trade schools visit Noyo regularly. These factors have largely contributed the increase in graduation rates and the increasing number of students attending post secondary educational options.

**5. Noyo leadership, teachers and support staff develop and implement innovative ways to involve their hard to reach students, parents and community members in the decision-making processes of the school throughout the school year.**

Development of a Student Advisory Board has given students input into the decision making process. A School Site Council has been formed, including a student, a parent and a community member. The school reports difficulty in recruiting parents to participate, but recognizes the critical need to have all stakeholders involved.

Principal and teachers are involved in Professional Learning Communities. There is a need for Noyo staff to participate in staff development that is relevant to the needs of the at-risk student population that they serve.

**6. Noyo staff and leadership take advantage of staff development opportunities, especially relevant to alternative education students' academic achievement at high levels.**

All staff participated in Professional Development activities focused on increasing academic and personal achievement for all students

- A. The committee finds that these previous critical areas for follow up are still relevant to further school improvement:
1. All staff and stakeholders become involved in a formalized system of data analysis and interpretation to drive school improvement efforts.
  2. All stakeholders collaborate to refine measurable ESLR's that reflect the goals and needs of the current student population.
  3. Site leadership and teaching staff continue to attend staff development activities, (including the WASC/FOL trainings) and work together to increase rigor and relevance of curriculum to bring students within range of grade level standards.
  4. Noyo leadership, teachers, and support staff continue to develop and implement innovative ways to involve their hard to reach students, parents, and community members in the decision making processes of the school throughout the school year.

Additionally, the committee finds these critical areas for follow up:

1. District administration allocate resources to meet the critical need for an academic counselor to: continue progress made with the career/post-secondary opportunities; continue to establish innovative ways for Noyo students to earn elective credits; and to ensure that students are on track for graduation.
2. District and site leadership investigate current facility and determine creative ways to separate the continuation program from the community day program and provide a space for staff/student breaks.

- B. The school has made great progress in carrying out its action plan. The committee finds that parent involvement, academic rigor, and collection and analysis of data to drive school improvement are still relevant and challenging goals. All other action plan items are embedded in the day to day operation of the school. Noyo is on track to set new goals/priorities based on redesign of ESLR's, analysis of student profile data and input from stakeholders.

#### **IV. Commendations Related to Progress**

The visiting committee commends Noyo High School students, staff and stakeholders for progress in the following areas:

1. Noyo staff and leadership are to be commended for allocating resources, attending staff development activities, developing Professional Learning Communities, and mapping curriculum to increase standard driven instruction and rigor and relevance in the classroom. (Critical Area #1, #5, Action Plan #1)
2. Noyo staff and leadership are to be commended for consistent increases in graduation rates and the number of students attending post-secondary educational options (Critical Area 3, Action Plan # 5)
3. Noyo teaching staff and counselor are to be commended for refinement of the Senior Project and for the developing Internship Program which are highly relevant to students' lives. (Critical Area #3, #4)
4. All stakeholders are to be commended for development of the Student Advisory Council and the School Site Council. Staff is also tapping into community resources, therefore beginning to change the perception of the school within the community. (Critical Area #6 Action Plan #8)
5. Staff and leadership are also to be commended for developing a screening process for enrollment and for the decrease in student discipline referrals and suspensions (Action Plan #4)