Valor Compass Model

TN PPLS
3 Proof Point Schools + National Impact

Flagship MS

College Prep HS

Voyager MS

Compass Camp
WE EXIST TO **EMPOWER** OUR **DIVERSE** COMMUNITY TO LIVE **INSPIRED, PURPOSEFUL** LIVES.
Valor’s 4 Anchors

- Top 1% Academics
- Thrive in a Diverse World
- Built to Last
- Powered by Compass
Valor’s 4 Anchors

Top 1% Academics

Thrive in a Diverse World

Built to Last

Powered by Compass
Principles of a Powered by Compass Approach

- Schools are responsible for developing whole children.
- The primary driver for the development of whole children is the development of whole adults.
- The development of whole adults and children is foundationally dependent on the creation of safe, connected, and trusting communities.
Principles of a Powered by Compass Approach

● Human beings are very resilient - we need to foster the conditions for resilience (safety, structure, identity affirming).

● Loving relationships are best medicine for trauma.

● Learning and growth take vulnerability and courage. We must foster these in our community for learning to occur.
POLYVAGAL THEORY

The Polyvagal Theory explains the relationship between the Autonomic Nervous System (ANS) and social behavior. The ANS is the neurological architecture of the mind-body connection. Through its sensory and motor components, it provides the physiological foundation of embodiment and the neural basis for feeling. It regulates our internal state and assesses safety or threat internally, in our relationships, and in our environment. This ability to detect safety or threat is known as eusocialization. Emotionally engages specific neural circuits. Neural circuits associated with fight, flight, and freeze responses are triggered to protect us from perceived threats, while circuits associated with the vagus nerve are involved in calming and restoring homeostasis. The Polyvagal Theory provides a biologically informed perspective on human well-being and offers significant implications for improved understanding and treatment of physical and mental health.

Dr. Stephen Porges

Map of Human Autonomic Nervous System
4 States of Being

Parasympathetic Nervous System: Brake System: Ventral Vagal Dominance (social engagement) or Dorsal Vagal Dominance (low tone, rest and digest)

These states are the most conducive to relationships, resting, repair (emotional and physical) and restoration. The felt sense of safety supports sleeping, reading, meditation, prayer, and eating, as well as healthy social interactions, exploration, learning, recreation, and play. The more active of these states involves a degree of tolerable or pleasurable sympathetic arousal (shaded area).

Sympathetic Nervous System: Gas Pedal: Sympathetic Dominance

Low to moderate amounts of arousal or stress, especially if tempered by the social engagement system, can be tolerable, enjoyable or invigorating and are not necessarily a sign of danger (shaded area). As a sense of danger or distress increases, a hierarchy of responses begins to mobilize:
- Fight: AKA “tend and befriend”, looking to the head or an attachment figure for comfort, soothing or protection (attachment cry, proximity seeking, reaching towards, clinging, cohesion, hugging, protecting separation)
- Freeze: Appraisal behaviours to defuse conflict and tension and decrease likelihood of harm, pain or rejection (freezing, greying, freezing, passing, passive keeping, safety seeking, codependency, Stockholm syndrome, etc.)
- Flight: Warmness, nervousness, anxiety, panic; avoiding, ignoring, moving away, away from marching, running away, stampeding
- Right: Instincts, frustration, anger, rage, resistance, posturing, intimidation, aggression, defending, protecting

Parasympathetic Nervous System: Brake System: Dorsal Vagal Dominance (high tone)

When the other strategies are not possible or successful, the body enters a state of energy conservation involving either tonic (spine) immobility or collapsed (hypop) immobility. Defeat, learned helplessness, shame, shutdown, numbing, depressed life energy, derealization, depersonalization, personality splitting, altered states of consciousness, or loss of consciousness can be experienced.

Neuroception of Danger
Find, fall, flee or fight (Fidget: Stress and calming signals, thwarted attempts at mobilizing a survival response, addictions and obsessive-compulsive behaviours that are self-stimulating or self-soothing)

Neuroception of Life Threat
Freeze, fold, faint, feign death and fragment

Neuroception of Safety
Freedom, food, fun and friends

Disorientation “I can’t” – immobilization Dissociation and disconnection

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HOW DO I KEEP MYSELF AND OTHERS IN A STATE OF CONNECTION?
The most foundational unit of culture is not an individual, it is a connection.
Collective connection emerges from our commitments. If you want to create a culture of connection, teach how to form commitments. Commitments are the fabric of a connected community.
Valor Commitments

I commit to keeping myself and others safe.

I commit to leaving no community member behind.

I commit to seeking diversity of perspective.

I commit to speaking to the person, not about the person.

I commit to speaking from my heart, but using my head.

I commit to working the compass.

I commit to walking my talk.

I commit to showing up with valor.
Our Compass model is a comprehensive human development model that is grounded in the foundational elements of what it means to be human. “Working the Compass” means growing in body, heart, mind, and spirit in pursuit of excellence in every dimension.
WORKING THE COMPASS

COMPASS BADGE WORK

CIRCLE
Circle in Action

https://poweredbycompass.org/
RELATIONSHIPS DURING DISTANCE LEARNING

1:1 Mentor Check-in weekly

Live mentor check-ins M, W (Zoom)

Live Circle on Fridays (Zoom)

Tier 2 and 3 Engagement system

EL, SPED daily check-ins / push-in

Sync daily instruction with teachers

1. Advisory teacher conducts 15m Zoom calls with about 20 students weekly

1. Reviews goals from previous week / next week (SEL + academic)

1. Completes information in engagement data tracker (food, tech, well-being, content, engagement)
RELATIONSHIPS DURING DISTANCE LEARNING.

1:1 Mentor Check-in weekly
Live mentor check-ins M, W (Zoom)
Live Circle on Fridays (Zoom)
Tier 2 and 3 Engagement system
EL, SPED daily check-ins / push-in
Synch daily instruction with teachers

1. Advisory group all together
1. Appreciations and Check-ins
1. Commitments to support
1. Shout-outs and Celebrations
RELATIONSHIPS DURING DISTANCE LEARNING

1:1 Mentor Check-in weekly

Live mentor check-ins M, W (Zoom)

Live Circle on Fridays (Zoom)

Tier 2 and 3 Engagement system

EL, SPED daily check-ins / push-in

Synch daily instruction with teachers

1. Advisory group all together
1. Full 60m Circle
1. Badgework presentations and resonance
1. Check-ins, Support, and Appreciations
1:1 Mentor Check-in weekly

Live mentor check-ins M, W (Zoom)

Live Circle on Fridays (Zoom)

Tier 2 and 3 Engagement system

EL, SPED daily check-ins / push-in

Synch daily instruction with teachers

1. Track key metrics of distance model

1. Well-being (mentor check-ins), Engagement (% logged on), Mastery (% assignments complete)

1. Set triggers for Tier 2

1. RtI for Tier 2 and 3 (increase 1:1 check-ins, office hours required, daily text system)
Compass across the Model

Working the Compass - across domains

Commitments become habits of life

Compass badgework - service in the community and in ACE
Valor’s 4 Anchors

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Top 1% Academics

Valor | Flagship ranked #1 in Composite Growth in the State two years in a row

Valor in top 2% for both Growth and Achievement in TN (6 schools total)

Valor ED scholars are in top 1% for ACH and GROWTH in TN five years straight
Your MAIN JOB: Ask ‘How do I keep myself and others in a state of CONNECTION?’

Create strong, community commitments for your school.

Develop body, heart, and spirit, not just mind. It is well worth it.

Develop your kids AND your adults.
Need more help or ideas?

1. PoweredbyCompass.org
2. tdickson@valorcollegiate.org
3. Join Compass - in - Leadership next year!
END and Guiding Questions