District Improvement Partnership Pilot
District How Are We Doing? – Recording Document
School Year: 2016-2017
Sheridan School District

Priority 1 – High Expectations & Engagement

Goal:	Scope:
By the end of the 2016-2017 school year 100% of staff will believe that all of our students can achieve at high levels and will support that achievement through active engagement strategies as measured by staff surveys and observations.	K-12

Data to be gathered to determine growth for this priority's smart goal:
Active engagement strategies during instruction as measured by observations (Danielson Rubric items)
Staff Surveys (TELL)

	Meeting Notes
	(Summary of data analysis and next steps including who, what, when & how)
Meeting 1 October 2016	**What story is the data telling us? (consider bright spots & challenges)** • No 2016-2017 data yet (Danielson or TELL Survey) **What are our next steps?** • As we further develop our work with the Danielson Framework, we can focus on items 3c and 3b to help us focus on engagement through observations and feedback systems. Is it possible to gather baseline observation trend data (on engagement) by winter 2017 (Steve Sugg) • AVID site-team meeting to clarify vision and district plan enhancements pertaining to engagement (Robin)
Meeting 2 February 9, 2017	**What story is the data telling us? (consider bright spots & challenges)** • Keeping the staff informed – staff surveys • <u>Lighthouse Survey</u> – all the staff has taken several times over the years • Advanced in Professional development this year (changes and staff can effect changes). The data always us to look at a question and find out why it is a high or low score, by our survey questions it allows us to see what they and student can achieve. • All this depends upon the participation rate for the district • What is a definition of High Level – not defined, interpreted (this question came up, what does it mean to us) vs – standard vs – growth • <u>Graduation Rates 2016</u> • 4 year Cohort 80.65% SHS • Completer rate 80.65% SHS 14.26% SA • Prior Year 89.58% • CTE participants have a much higher grade rate, not a large diversity • Look for patterns, helps to engage students • <u>Priority One</u> • Getting data in the classroom – measure teacher talk (how much the teacher talks, how much the student talks – student engagement (what does that mean?) • The TELL, PSU and Lighthouse surveys will help us determine perception this year compared t last year. • Items 3c and 3b on Danielson Framework will help us look for examples of engagement and expectations in classroom observation • Trauma Sensitive/Non-Violent PD well received **What are our next steps?** • To have that conversation with staff and report back • Try to keep track of students who move and never received a records request • Site Team Meeting for AVID – how to clarify our vision and make improvements. • District work with Danielson Rubric planned • Getting more training for AVID tutors
Meeting 3	**What story is the data telling us? (consider bright spots & challenges)** **What are our next steps?**

Meeting 4	What story is the data telling us? (consider bright spots & challenges)
	What are our next steps?

Priority 2 – Common Expectations Behavior/Attendance

Goal:	Scope:
By the end of the 2016-2017 school year all schools will fully implement common expectations for students and staff	K-12

Data to be gathered to determine growth for this priority's smart goal:
- Establishment of school norms
- Reinforcement of school norms (rewards and discipline incidents) – SWIS
- Decrease in discipline incidents
- Increase in Attendance rates

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<tr><td colspan="2" align="center">Meeting Notes
<i>(Summary of data analysis and next steps including who, what, when & how)</i></td></tr>
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<td>Meeting 1
October 2016</td>
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What story is the data telling us? (consider bright spots & challenges)
- MS expectations, reward system rebooted (school store/lounge)
- FCS Majors down and zero referrals grade 1
- Classrooms is location where highest defiance is occurring
- Check in/out at HS not working as well

What are our next steps?
- Need clarity of expectations from staff – stronger leadership/ownership
- OR RTI will offer some assistance here (Sally Helton, Dave and Ryan)
- Need to review process by which students receive interventions – schedule and note taking form to be developed
- Support new hires via mentors on class management

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Meeting 2 February 9, 2017	**What story is the data telling us? (consider bright spots & challenges)** - <u>Priority Two</u> - FCS PBIS – Tier 1 - Scored high overall / staff and students scored better on knowledge or school expectations / scored 0 in area of having an out of school liaison – no longer have grant funds to purchase PBIS coach time - Fun Friday - Tier 1 committee meets every three weeks to go over Swiss data. - No Bully vision work done with staff, parents and students - Guardian workshop - PBIS – Tier 2 - Meets Thursday mornings to review tier 2 referrals & build intervention plans for those student - Supports: check in/check out - Rotates every other week between k-4 & 5-8 - 80-82% in the green on the triangle. For K-8 - What behaviors are for a major referral - What can we do to support the teachers who issue a high number of referrals - SHS Tier 1: made changes – putting the students (student of the month) up on the reader board and received a certificate as well – tickets - - Triangle data, comparing last year and this year - It has improved from last year, the number in the red zone - Engage the students in the class, so that behavior does not become an issue - Attendance initiative: when attendance letters went out SHS students started to leave SHS and go to another school or AllPrep - Try to make the letter a little more friendly, to support – trying to revise the letter a little. - Recognize the families with improved attendance. **What are our next steps?** - Supporting new hires / Steve will reach out to John for names for support / new behavioral matrix went out to everyone to understand the matrix / Tier 3 will need support –
Meeting 3	**What story is the data telling us? (consider bright spots & challenges)** **What are our next steps?**
Meeting 4	**What story is the data telling us? (consider bright spots & challenges)** **What are our next steps?**

Priority 3 – Effective Supports for ALL

Goal: By the end of the 2016-2017 school year our district will provide effective instructional support to 100% of students.	Scope: K-8 Literacy/RTI 9-12 AVID/CTE
Data to be gathered to determine growth for this priority's smart goal: - Growth (screeners used to benchmark fall, winter and spring in ELA K-8) - MTSS Implementation Reviews (DIET-ORTI) - Student Surveys - HS	
Meeting Notes *(Summary of data analysis and next steps including who, what, when & how)*	

Meeting 1 October 2016	**What story is the data telling us? (consider bright spots & challenges)** • STAR Testing completed (1st time) 9th grade w/ 39% on track in math (not all tested) and 30% in ELA. • 67% of 9th graders to do not leave Freshman year w/ enough credits to be on track for graduation. • Highest K-8 in ELA was grade 1 w/ 52% at benchmark in the fall. All other grades set goal to reach 50 % by Winter benchmarking. **What are our next steps?** • Steve Sugg to convene a group at HS to begin discussion for 9th grade on-track and grading practices. • Coaching and support for ELA instruction mainly at K-5 • Language Live teacher to be hired and coached in MS
Meeting 2 Feb 9, 2017	**What story is the data telling us? (consider bright spots & challenges)** • <u>Priority 3</u> • FCS RTI Goal: revamp RTI and all essential components to build a high functioning system that addresses our student's needs • STAR 1st grade is phenomenal, giving a high test to challenge. • 6th-8th needs help. They are not part of this system. 3 new 6th grade language arts teachers have been in the classroom • Green is going up and red is going down for the K-5 data • Math: very little support, but math is growing, 5th grade needs a little stagnant • SHS: 77% of Freshman are on track to graduate • Screening data 1-9 ELA and Math (STAR) • Grade level goals (K-5) for fall to winter **What are our next steps?** • K-5 review/analyze data and set Spring 100% goals • Continue 20% meetings to analyze and adjust reading interventions • Literacy Team finish creating foundational skill routines to better align across classrooms • Create framework for K-5 math to utilizes 100% framework items from reading • Create map for 17-18 schedule to better align SpEd and Title and maximize • Make sure everyone is speaking the same language • Oregon RTI intensive support??? • Starting 20% meetings at FC - - thinking about how to pull MS into conversations • HS- Examining student intervention outcomes & needs • District committee to examine transitions 8th to 9th and 9th grade on-track • Next steps are documented and updated in plans as appropriate (CIP/CAP) • Go back to your data / it is strong / it is key
Meeting 3	**What story is the data telling us? (consider bright spots & challenges)** **What are our next steps?**
Meeting 4	**What story is the data telling us? (consider bright spots & challenges)** **What are our next steps?**