

**MINUTES OF WORK SESSION MEETING OF SCHOOL DISTRICT BOARD
OF
SHERIDAN SCHOOL DISTRICT 48J**

October 19, 2015

The Board of Directors of District No. 48J, Yamhill County, State of Oregon, by common consent convened in Work Session – Lighthouse Project at the Sheridan School District Office in said district at 6:00 p.m. on the 19th day of October, 2015.

1. Meeting Called to Order

Mrs. Breeden called the meeting to order at 6:00 p.m.

2. ROLL CALL

Board:

<input checked="" type="checkbox"/>	Michael, Director
<input checked="" type="checkbox"/>	Larry Deibel, Director
<input type="checkbox"/>	Jeff Ashlock, Director, absent
<input checked="" type="checkbox"/>	Judy Breeden, Chairperson
<input checked="" type="checkbox"/>	Terry Chrisman, Director

Others Present:

Steve Sugg, Superintendent
Penny Elliott
Dave Kline, FCS Principal
Ryan Sticka, FCS Vice-Principal
Kim Butt, Teaching & Learning
Robin VanBuren, Teaching & Learning
Mindy Arthur, Teaching & Learning
Adam DeLatte, Teaching & Learning

3. PRESENTATION:

Continuation of the Lighthouse Project, for the Board to meet Admin and committees to see how things are going in the schools. How things go forward . . . and how it will impact the budget.

A. Teaching and Learning Committee

- 1. AVID – Advancement Via Individual Determination**
- 2. RTI – Response to Intervention**
- 3. PBIS – Positive Behavior Intervention and Support**
- 4. Collaboration Grant** (Grant coordinator, Robin VanBuren)

B. State Report Cards

- 1. District:** The numbers include SJS and AP (which changes the number of the high school totals)

Funding:

Local taxes and fee:
State:
Federal:

Science curriculum needs to be looked at – for the future for better testing

Completion/Dropout Rate

Student Group Outcomes – need to work with is our students with disabilities

Academic Growth: Growth grades 4 & 5 in mathematics; work with economically disadvantaged student and students with disabilities.

Parents can opt-out of the Smarter Balanced testing in the State.

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Any ideas how we can communicate with the community that the district calculates all the school – point out the positive and say the High School total and levels are this . . . try to separate out AllPrep Academy.

Make sure AllPrep Academy are up to standards and doing what they need to do -

2. FCS: Schools were not rated overall this year. Year 4 for Focus School for this year. Reading will need to improve – If it does not, then you would be a Focus School for another 4 years.

Need to support our SpEd students.

Academic Growth: 75% of the Elementary report is academic growth

Subgroups: Work with disabilities need help (learning gaps – with subgroups)

Participation: made the participation for FCS

Efforts underway: New reading adoption: advantages how is better serving our students – teachers are excited, teachers are working and collaborating together that has not happened in a long time. Math went up, but reading tanked – Everyone is teaching the new reading program is teaching it with fidelity. Allowed us to be all on the same page with the same material. The IA's are in the classroom to help the students and teachers. We are trying to RTI – specifically there to monitor how things are going in class. It may take some time to see success, especially those who are tech savvy. Everyone has a tool, to involve students and make the lessons more interactive. Teachers are exciting the students making improvements.

Education NW / Oregon RTI (retraining/refresher) – paid for out of Focus School Funds.

PBIS: Encouraging positive behaviors. Posters all around the school to remind the students how act.

Tier 1: Banners in the schools / tickets

Tier 2: Work with the individual students (SWISS – discipline data system)

AVID: Attending conference in San Diego – how to have the students become more organized and coordinated.

Working on planers / Cornell Notes / Binders / Binder checks –

Need to keep getting teachers trained up, helps the school, teachers and students

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Seeing a lot more ownership of data – others involved and becoming trained (more leadership) – to allow for a lot more knowledge base, so that if someone leaves RTI will continue.

3. SHS:

Graduation rate 91.2%

Key outcomes – students with disabilities is always going to be an issue

Subgroups for achievement – next year the ratings will come back because they will have two years of testing data.

High School came in at a Level 4 for 4 year cohort.

If a student opts-out, then they count against the school in participation

Looking at the instruction pieces and active student engagement.

Working on making AVID school-wide – has been in selected classes on for the last couple of years. Trying to work on some work samples that can off-set some of the state assessments. Willamette Promise for college classes.

Oregon Promise to go to college for the first year for free if they have a 2.5 GPA. Helping the students: Freshman Focus, Guidance lessons, mentor students, afterschool study hall (credit recovery), connect the High School and the Junior High (working with the students – reading to students), STEM (robotics).

PBIS: not all the signs are up, but rewards are being given. Themed based. Still transitioning – responsible/respectful – not going to straight a student – encouraging a student on a non-tangible (student involved in class)

4. SA: Very small – no freshman, graduation rate 16%, because they are non-traditional, is the student going to benefit and be self-motivated in Spartan Academy.

Very few do not meet the bench mark

5. AllPrep: ½ of their student did not meet in Math – graduation rate 7% - completion rate 25% -

6. SJS: They are charter, part of the district. They have a good graduation rate.

Plans for the Future: Collaboration Grant

4 Blue Print areas:

- a. Aligned Professional Development – improve professional development across the district
- b. Teacher Evaluation – to change the culture of the teachers, make them understand that this to help make them a better teacher, not to punish them

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- c. Career Pathways
- d. Compensation – for this year is research and looking for models

How can the board support – what are some needs – adoption for math (in another couple of years). What are some areas where you need some support – more support for PBIS (to keep staff trained up). Presentation to the board about the outcome of PBIS. How does this benefit us? (data)

RTI is still in the building phase – does not have someone in charge of it (reading coach/instruction coach). Has been going on for a while, but needs to have a lead person.

AVID/RTI: have some do both.

Adjourned at 8:03 pm

Respectfully Submitted by:
Penny Elliott

Superintendent/Designee

Board Chair/Designee