

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

January 7, 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 4:00 p.m. on the 7th day of January, 2015.

1. Meeting Called to Order

Mrs. Breeden called the meeting to order at 4:00 p.m.

2. ROLL CALL

Board:

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

Others Present:

Steve Sugg, Superintendent
Penny Elliott, District Secretary
Marti Hofenbredl
Kari Sanders
Pam Lybarger

3. PRESENTATION: Lighthouse Project - Session 7: Professional Development

The board met for the Lighthouse Project training.

Teachers attending: Mindy Arthur

The following are some of the highlights that were discuss:

What have we done:

- ⤴ Describe the current status of student achievement and the greatest student learning needs.
 - 3rd on State Report Card
 - Greatest needs is Math & Reading
- ⤴ Identify a specific focus for short-term improvement in a content area.
 - Keeping the reading interventions and adding the math
- ⤴ Identify measurable improvement targets in the focus areas.
 - Getting information on the PLC reports (fall to winter - FCS) (Dibels) looking at individual student growths; need to find some way to assess the High School (Smarter Balanced Interim for SHS)
- ⤴ Explain how you connect with the district-wide leadership team.
 - In Lighthouse session
 - 15/16 School year meet 3 or 4 x's a year

OUTCOMES for Module 7:

- ⤴ Importance of improving instruction
- ⤴ Key characteristics of quality professional development
- ⤴ Support needs related to development you staff as professionals
- ⤴ The board's role in determining actions to improve student learning

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What do we need to do:

Support it - how, when
 budget time
 work sessions
 lots of conversations

100% of teachers - effective

What do you believe or have heard that would impact student learning (What can improve achievement?):

- ⤴ Belief that all kids can learn
- ⤴ Positive feedback for kids
 - Quality instruction
- ⤴ Attendance
- ⤴ Good home life
 - On going PD for staff
 - Well-organized programs, curriculum standards
- ⤴ Positive Relations
- ⤴ Time
- ⤴ Good two way communication.

Effects of High & How Support on Reading Comprehension: (5th grade students in living in poverty)
from a Home and School Influences on Literacy 1991

	High Home Support	Low Home Support
High Classroom Support	100%	100%
Mixed Classroom Support	100%	25%
Low Classroom Support	60%	0%

Characteristics of Effective PD:

- ⤴ Joint Responsibility (9) District-wide
- ⤴ Meet regularly
- ⤴ Goals
- ⤴ Community of Learners (3)
- ⤴ Collaborative (5)
- ⤴ Organized process (study/review/adjust) (4)/(8)
- ⤴ Focused on improved student learning (3)
- ⤴ Culture of Continuous Improvement
- ⤴ Essential for improving learning
- ⤴ Sustained, strong leadership (6)

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- ⤴ Research – Based (who is doing it?) (What are we doing/what do we need to do differently)
- ⤴ TIME
 - Focused on instruction (2)
 - Data is used (7)

Role of the Board:

- ⤴ Learn
- ⤴ Set expectation
- ⤴ Support
- ⤴ System accountability
- ⤴ Create public will

Role of the Teacher:

- ⤴ Deliver powerful instruction, everyday, so all students learn the intended curriculum
- ⤴ 1 – 9 look above.

Current PD:

- ⤴ Does it focus on current student need
 - student engagement
 - PEER coaching
 - Working on what PD will be more beneficial
- ⤴ Implications of Administrators
 - providing time and monetary support
 - students should benefit from everything

Next meeting to be – Wednesday February 11, 2015

Adjourned at: 8:00 pm

Respectfully Submitted by:
Penny Elliott

Superintendent/Designee

Board Chair/Designee