

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

February 13, 2017

The Board of Directors of District No. 48J, Yamhill County, State of Oregon, by common consent convened in Work Session at the Sheridan School District Office in said district at 5:00 p.m. on the 13th day of February, 2017.

1. Meeting Called to Order

Mr. Ashlock called the meeting to order at 5:00 p.m.

2. ROLL CALL

Board:

<input checked="" type="checkbox"/>	Michael Griffith, Director
<input checked="" type="checkbox"/>	Larry Deibel, Director
<input checked="" type="checkbox"/>	Jeff Ashlock, Chairperson
<input checked="" type="checkbox"/>	Judy Breeden, Director, left 7:15
<input checked="" type="checkbox"/>	Terry Chrisman, Director, left 6:40

Others Present:

Steve Sugg, Superintendent
Penny Elliott
Dean Rech, SHS Principal
Dave Kline, FCS Principal
Ryan Sticka, FCS VP
Marti Hofenbredl
Robin VanBuren
Mindy Arthur
Kelsey Brown
Adam DeLatte
Amanda Wofford
Jim Keegan
Jennifer Christian
Tiffany Wertz, parent
Laycee Grauer, parent

3. PRESENTATION:

A. District Data

Mr Sugg explained why we are meeting – to share data (2nd of 3 meeting), so board can meet and go over data with the teaching learning committee

How are WE doing?
How are Students Doing?
What will we do about it?

Met last Thursday with Teaching and Learning Committee and went over data

Sheridan Plan:

3 Major Priorities

1. High Engagement (AVID/Danielson Rubric)
2. Common Expectations for Behavior/Attendance (PBIS)
3. Effective Instructional Support for All (RTI)

HAWD: How are we doing – sharing the data – transparency

Talk about key points and trends

- Survey data

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- End of the year implementation
- Assessment via RTI

District: IDT Data

Priority 1

- By the end of the 2016-17 school year 100% of staff will believe that all of our student can achieve at high levels and will support that achievement through active engagement strategies as measured by staff surveys and observations (High Expectations & Engagement).
 - Team reports that more teachers appear to be in support of engagement efforts and holding all students to high expectations
 - The TELL, PSU and Lighthouse surveys will help us determine perceptions this year compared to last year
 - Items 3c and 3b on Danielson Framework will help us look for examples of engagement and expectations in classroom observations.
 - Trauma Sensitive/Non-Violent PD well- received.
 - Site Team meeting for AVID – how to clarify our vision and make improvements
 - District work with Danielson Rubric planned
 - Teach who needs help
 - Supports – mentees / volunteer for it or if a teacher on a plan of assistance
 - Success plan / plan of assistance
 - If they improve, great, or they working their way out
 - Swivl / observations
 - Coaching and Self-analyze
 - Teachers who are reflective and wants to improve

Priority 2

- By the end of the 16-17 school year all schools will fully implement common expectations for student and staff behavior using the PBIS process and establishing schools norms and reinforcing those norms through a comprehensive program including a relevant reward system and as measured by number of discipline incidents, reward incidents and school observation (PBIS)
 - Students are gaining some skills in developing coping mechanism
 - School store and Lounge
 - Teachers are making positive home contacts
 - Difficult to get support for PBIS
 - High School videos well received

Priority 3

- By the end of the 16-17 school year the district will provide effective instructional support to 100% of our students assessing student academic strengths and weaknesses as

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well as area of student interesting as measured by growth and overall performance via universal screeners, progress monitoring and student surveys (RTI, AVID, CTE)

- 9th graders STAR tested first time
- CTE Programs: Fire, Computer Applications, Welding
- FCES – Screening and Core ELA in place
- First 100% meeting went well
- Students are currently being diagnosed for intervention placement
- Currently are revamping grade-level core agreements
- Screening data 1-0 ELA and Math (STAR)
- Grade level goals (k-5) for fall to winter.

Lighthouse Survey Report

- Knowledge, skills and beliefs of board members
- Governance policies and priorities
- District and school culture
- Classroom instruction and student engagement
- Student learning Outcomes

7 Conditions of Positive changes (goal for a teacher is a 3 – 3.5) – questions to make up the conditions

1. Connections across district: is by email / staff meetings / clarify expectation of position / communicating updates to all staff
2. What it takes to change achievement: perception or reality – more transparent / communication / collaborative
3. Workplace Support: relatively high across / support staff help student growth happen / work collaboratively
4. Prof. Development: find a way to include classified staff more / get away from the one time PD / collaborative / need to keep moving forward – need more time to go deeper - need apply time
5. Balance between district direction and building-level autonomy: need to be aligned
6. Community Connection: does the staff feel that the community help us to achieve our goals / need community help - volunteer help data – 3-5 core volunteers / committee SMART readers are being high school students / come up with a plan and make that plan happen
7. Distributed Leadership:

Mission & Goals and make sure that we are aligned with what we want.

Priority 1: what does high level mean?

Next: What are we doing to impact to belief system in priority 1, on the elementary level / PD for staff / growth mind set / evaluations

Graduation Rates:

- ODE put it out last month
 - 4 yr cohort data SHS 62; 7 SA

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- Diplomas awarded SHS 47; 0 SA
- Modified diplomas 3 SHS; 0 SA
- Cohort graduation rate 80.65% SHS; 0 SA
- GED earned 0 SHS; 1 SA
- Completer rate 80.65%; 14.26% SA
- Continuing Enrollment 5 SHS; 0 SA
- Prior Year 89.58%; 0% SA

b. STAR: Reading & Math Data

i. FCS: Meeting benchmarks – growth

1. RTI: Revamp RTI and all essential components to build a high functioning . . .
2. K-5 given a STAR assessment 3 times a year
3. Progress monitor and give a student interventions if needed
4. Less urgent students and get more on level students
5. All grades K-5 set a goal to try to reach
6. 6-8 have some work to do –
7. RTI does not go up to middle school
8. STAR allows the teachers to place a middle school student where they are academically
 - a. Adopt a new curriculum
 - b. A new teacher who will stay
9. Math has no interventions
10. Have a new math curriculum this year
 - a. Be able to analyze the core even though there are no interventions
11. Lit team rewrite the foundational skills to better align across classrooms / title need another aid
12. Continue curriculum review process for 6-8 ELA
13. Instructional coaching cycles with 6-8 ELA teachers
14. Prepare for SBAC

ii. SHS:

1. Academic Supports
2. After school program
3. Supported Algebra 1A
4. Supported 9th grade language arts and 9th grade geography
5. Foundations of learning
6. STAR data
 - a. We are continuing gather data from STAR testing and looking at an intervention program that we may adopt for the future
 - b. Next year we plan to use STAR testing in forecasting for 9th grade students

Getting interventions for the students, so they can be helped at the level they need to be helped at

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c. Attendance

i. FCS:

1. Hand full of kids who are absent, the weather played a part this winter
2. Feedback on observations – written and oral feedback – for teachers

ii. SHS

d. Behavior / PBIS

i. FCS:

1. Tier 1 – comment areas expectations (students and teachers knew)
2. Fun Fridays
3. Student stores continue to run and students can use titan tickets to purchase items
4. First semester middle school awards assembly is scheduled for 2/14 @ 1:45 pm
5. Tier 1 PBIS team meets every three weeks
6. No Bully vision work done
7. No Bully parent and guardian workshop 2/22 at SHS
8. Student No Bully leadership team created at FCS to help with the work.
9. Bumper stickers / t-shirts for every student and staff member
10. Tier 2
 - a. Committee meets Thursday morning to review referrals to build intervention plans for those students
 - b. Rotates every other week between K-4 and 5-8 referrals
 - c. Still need to build
11. Increase mental health for budget – K-5 Full time – 6-8 three days

CTE:

- Marketing
 - Computer Science
- Agricultural Science and Technology
 - Animal Science
- Fire Protection Services
 - Firefighter 1 cert.
 - Intro to Emergency Services through CCC

Pathways we are exploring for the 2017-2018 School Year:

- Information Technology
- Education
- Healthcare

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Adjourned at: 7:55 pm

Respectfully Submitted by:
Penny Elliott

Superintendent/Designee

Board Chair/Designee