

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

April 10, 2014

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 10th day of April 2014.

1. Meeting Called to Order

Mr. Deibel 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, Chairperson
<input type="checkbox"/>	Harvey Hall, Director, absent
<input checked="" type="checkbox"/>	Judy Breeden, Director, late 5:15 pm
<input checked="" type="checkbox"/>	Terry Chrisman, Director

Others Present:

Steve Sugg, Superintendent
Penny Elliott, District Secretary
Martin Hofenbredl
Dean Rech
Kari Sanders
Pam Lybarger

3. PRESENTATION: Lighthouse Project - Session 3b & 4a

Last meeting was look at and understanding assessments

- ⤴ summarized data review
- ⤴ determine greatest student learning need
- ⤴ what must change & greatest hopes
- ⤴ importance of one voice messages

Then will begin Module 4

What do we remember of our current state of student achievement

⤴ Outcomes:

Board members have a broad understanding of the current status of student achievement within the state and district

Board members can articulate what needs to change and what they think is possible for student achievement – affirm the need for improvement, the moral purpose for improving.

Identify areas of strength in student achievement, in order to support continued improvement.

Determine trends over time whether gaps are narrowing.

Identify areas of needed improvement by grade level(s) and/or subject(s) and/or subgroup(s), in order to set goals and to provide pressure and support.

45 states have adopted the common core standards – which means that students from these states will learn the same – this is reflective of student learning.

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What kind of life is available for our no-proficient students? (From our data-what really bothers you)

- ⤴ *How do I make sure everyone in the system knows the data and have the fire to improve.
- ⤴ *44.5% are successful means 55.5% are not.
- ⤴ *Computer-reliance for basic math computation.
- ⤴ There 3 out of 10 making growth
- ⤴ *Limited attention span
- ⤴ No trends towards improvement, in fact it is going in reverse
- ⤴ Poverty students are lower than non-poverty
- ⤴ ~~Some staff lack a sense of how serious this is for kids~~

What are our greatest hopes?

- ⤴ More college offered and passed
- ⤴ Our trends are improving exponentially
- ⤴ There are NO non-proficient students and all making growth
- ⤴ All staff are engaged, Staff have the data down pat, everyone (staff and students) is a self-directed learner, with mind to continue improvement
- ⤴ 95% (75%) success rate so only 5% (25%) not making it.
- ⤴ All kids are fluent with basic math facts
- ⤴ Students are engaged

The gap between is the quality of instruction and leadership to bridge it – the teacher

Now, How would you tell your neighbor

- ⤴ What is the data that tells what the need is?
- ⤴ How can we tug at the heart strings of others? - What does this mean for students who struggle?

What is possible – what we can do to address the need (main actions the district is doing).

What safety measure are in place??? - conversation at board meeting.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

MODULE 4a

Seven key areas of board performance:

1. create urgency and spread it throughout
2. apply pressure for improvement
3. be a PLC using 'action research'
4. know what is effective PD and support that
5. expect district wide distributed leadership
6. engage in value-based policy work
7. community engagement

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Supporting and working on district-wide leadership

Seven Conditions for School renewal

1. connections across the system
2. knowing what it takes to change achievement
3. workplace support
4. the role of professional development
5. a balance between district-wide direction and building-level autonomy based on data
6. a strong community connection
7. distributed leadership

End-of-Year Picnic Scenario

Read and then answer the question.

- ⤴ Narrow focus on improvement
- ⤴ clear expectations
- ⤴ individual and group responsibilities
- ⤴ unified in decision
- ⤴ agreed to communicate well (especially w/men)
- ⤴ an organized plan for how it would take place
- ⤴ time was set aside & meetings scheduled
- ⤴ engaged
- ⤴ supportive

- commitment
- confidence
- supportive
- positive
- driven
- persistent

Leadership: team; person at the top; person, person with knowledge; boss

Leadership is what you do, your actions (teacher can be a leader), unified in that decision

talk about your beliefs and values with each other, programs and practices

Next meeting to be – August 13, 2014

Adjourned at: 8:00 pm

Respectfully Submitted by:
Penny Elliott

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Superintendent/Designee

Board Chair/Designee