

**HOW ARE WE DOING?  
HOW ARE STUDENTS DOING?  
WHAT WILL WE DO ABOUT IT?  
MONITORING THE IMPACT OF OUR PLAN**

Sheridan SD, Meeting 1, Fall 2016

# THE SHERIDAN PLAN

## 3 Major Priorities

1. Engagement & High Expectations for Learning
2. Common Expectations for Behavior/Attendance
3. Effective Instructional Supports *for All*

# HOW ARE WE DOING ROUTINE? (TEAM LEVEL)

## ▶ **Who?**

- ▶ A District Leadership Team including superintendent, director, principal, certified and classified staff, and board members.

## ▶ **What?**

- ▶ The collection of key data which is summarized, analyzed and used to determine progress and next steps relative to our top priorities
- ▶ Serves as the basis of communications and updates to all school staff, the community and school board

## ▶ **When & Where?**

- ▶ Three times a year – 3 hour board work sessions.

# HOW ARE WE DOING ROUTING (BOARD LEVEL)

## ▶ **Why?**

- ▶ To flesh out our work plans and work loads, know when to stay the course and when to adjust
- ▶ To examine the efficacy of our work based on data in as a team

## ▶ **What next?**

- ▶ New actions or course corrections are made & recorded
- ▶ Information/data is used to define/refine goals and strategic plans
- ▶ Annually informs CIP updates
- ▶ Will share outcomes w/School Board

# BE PREPARED FOR THE ROUTINE

- Data collection plan and “who does what/when” has to be defined.
- Persons responsible for sharing key data during the meeting need to be identified, and they need to come prepared. The format that the data is collected in needs to be clear and prepared in advance in one place. Everyone must be able to view the data or have copies of the varied reports.
- A facilitator and note-taker needs to be identified to schedule, plan for, run and record the meeting actions and next steps. Meeting actions and next steps should be recorded in a fashion so that all attendees can see what has been agreed upon by the group during the meeting. These need to be reviewed at the end of the meeting, as well as shared electronically in a written summary following the meeting.
- Key points and actions, data trends, as well as questions for consideration, will be presented to the School Board after each meeting.

# DATA TO BE COLLECTED IN SHERIDAN

- ▶ Data is collected, shared, discussed each fall, winter and spring
  - ▶ Not all data will be available at all “HAWD” meetings
    - ▶ Examples:
      - ▶ Surveys that occur 1x annually
      - ▶ End of year implementation assessment via RTI
- ▶ For the fall 2016 first “HAWD” meeting the data points will include:
  - ▶ FCS:
    - ▶ 100% data from FCS (math and reading)
    - ▶ Relevant Behavior data (update on FCS Middle School PBIS)
    - ▶ Review DIET – FCS (RTI) Data from spring 2016
    - ▶ Other?
  - ▶ SHS:
    - ▶ Attendance data – 9<sup>th</sup> grade
    - ▶ 9<sup>th</sup> Grade STAR data math and reading (% on track, % not on track)
    - ▶ Update on CTE pathways
    - ▶ Other?
  - ▶ District
    - ▶ Inter District Transfer Data

# PRIORITY 1

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 (High Expectations & Engagement).

- ▶ How are we doing?
  - ▶ Team reports that more teachers appear to be in support of engagement efforts and holding all students to high expectations.
- ▶ How do we know (what data do we have)?
  - ▶ 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.

# PRIORITY 1

- ▶ What will we do next?
  - ▶ Site Team Meeting for AVID – how to clarify our vision and make improvements.
  - ▶ District work with Danielson Rubric planned.
  - ▶ Site Team Meeting for AVID – how to clarify our vision and make improvements.
  - ▶ District work with Danielson Rubric planned.
  - ▶ Lighthouse survey in early November



# PRIORITY 2

By the end of the 2016-2017 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).

- ▶ How are we doing?
  - ▶ Students are gaining some skills in developing coping mechanisms.
  - ▶ School store and lounge (MS)
  - ▶ Teachers are making positive home contacts
  - ▶ Difficult to get support from PBIS
  - ▶ High School Videos well received

# PRIORITY 2 DATA

## ▶ **BREAKFAST IN THE CLASSROOM**

- ▶ Research demonstrates the importance of providing breakfast to children. Children who eat a good breakfast tend to perform better in school, have better attendance, and exhibit fewer behavior problems.
- ▶ Children should have 25 to 37.5 grams of sugar per day.

# PRIORITY 2 DATA

ITEM	GRAMS OF SUGAR	CALORIES
CINNAMON BUN- ULTRA	16	230
MANADRIN ORANGES “FRUIT CUP”	17	70
APPLE JUICE	14.3	72
MILK LOWFAT	12.7	50

ITEM	GRAMS OF SUGAR	CALORIES
SAUSAGE ROLL WHOLE GRAIN	4	180
STRING CHEESE	0	60
1/2 BANANA	7	52.5
LOWFAT MILK	12.7	50
BOXED WATER	0	0

# PRIORITY 2

- ▶ 5 Step Approach
- ▶ Step 1- Professional Development (Trauma Sensitive Classrooms non-Violent Crisis Intervention)
- ▶ Step 2 - Student Discipline Room
- ▶ Step 3 – Better Breakfast
- ▶ Step 4 - No Bully Program
- ▶ Step 5 – Behavior Program (January)

# PRIORITY 2

- ▶ How do we know (what data do we have)?
  - ▶ Major referrals at FCS are down by 17% (a small number of students account for the majority of referrals). No referrals in grade 1.
  - ▶ We do have some students who are in need of behavior supports (13 in process or being identified for SPED, 2 on home tutoring waiting outside placement)
  - ▶ Attendance up slightly at FCS
  - ▶ Classroom setting for majority of major referrals, followed by unstructured spaces.
  - ▶ Some students w/ lots of referrals have very few or no referrals this year so far.
  - ▶ Freshman and Seniors doing well
- ▶ What will we do next?
  - ▶ Celebrate our successes with staff and students
  - ▶ OR RTI will work to bring in Sally Helton for PBIS support – may visit Tigard-Tualatin SD
  - ▶ 20% meetings and Individual Problem Solving to assist with T2 and T3 interventions
  - ▶ Kevin Feldman opportunity for MS Staff
  - ▶ SOPRIS support for Language Live!

# PRIORITY 3

By the end of the 2016-2017 school year the district will provide effective instructional support to 100% of our students assessing student academic strengths and weaknesses as well as areas of student interest as measured by growth and overall performance via universal screeners, progress monitoring and student surveys (RTI, AVID, CTE).

- ▶ How are we doing?
  - ▶ 9<sup>th</sup> 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

# PRIORITY 3 DATA

## SHS

- ▶ 9<sup>th</sup> Grade- 39% Math 30% Reading
- ▶ FCS
- ▶ 1<sup>st</sup> Grade – 46% Math NA Reading
- ▶ 2<sup>nd</sup> Grade – NA Math 38% Reading
- ▶ 3<sup>rd</sup> Grade – 56% Math 39% Reading
- ▶ 4<sup>th</sup> Grade – 33% Math 29% Reading
- ▶ 5<sup>th</sup> Grade – 66% Math 45% Reading
- ▶ 6<sup>th</sup> Grade – 40% Math 31% Reading
- ▶ 7<sup>th</sup> Grade – 15% Math 26% Reading
- ▶ 8<sup>th</sup> Grade – 48% Math 25% Reading

# PRIORITY 3

- ▶ How do we know (what data do we have)?
  - ▶ Screening data 1-9 ELA and Math (STAR)
  - ▶ Grade level goals (K-5) for fall to winter
  
- ▶ What will we do next?
  - ▶ Starting 20% Meetings at FC – thinking about how to pull MS into conversations
  - ▶ HS – Examining student intervention outcomes & needs
  - ▶ District committee to examine transitions 8<sup>th</sup> to 9<sup>th</sup> and 9<sup>th</sup> grade on-track opportunities (grading, course completion, credits)
  - ▶ HS – Research Health CTE opportunities



# AFTER EACH ROUTINE

- ▶ All staff are updated
  - ▶ Principals share updates with all staff
  - ▶ School board receives updates on progress
  - ▶ Input is garnered where appropriate
- ▶ Next steps are documented and updated in plans as appropriate (CIP/CAP)
- ▶ Leaders across levels continue to steward the plan, gather data, and are prepared for the next HAWD meeting

- ▶ Transportation Committee (2 board members, superintendent, business manager) our bus contract is expiring
- ▶ Athletic Reclassification Committee (athletic director, HS principal, superintendent, 2 parents, 2 athletes, 2 board members, 1 varsity coach)
- ▶ The purpose of both committees is to research options and make a recommendation to the board.

## BOARD COMMITTEES