

## **SHERIDAN SCHOOL DISTRICT 48J**



### **District Goals**

- 1. Annually, 90% of SSD students in Math and Reading will meet individual growth targets, as measured by the Oregon State Assessments (grades 3-11) and STAR assessment system (grades K-2).**
- 2. Annually, all schools in SSD will improve their Report Card rating by 1 level as measured by the State of Oregon Report Card. Once a school has reached a level 4 rating the school will maintain that rating or higher.**
- 3. Annually increase 4 year and 5 year Graduation Rate by 3 percent, as measured by the State of Oregon Achievement Compact.**

**Sheridan School District  
2015-16**

Name: Steven Sugg

Date: 4/20/16

<b>Domain 1: Leadership and District Culture</b> This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement					<b>5</b>
1.2 Promotes academic rigor that focuses on learning and excellence for schools					<b>5</b>
1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision				<b>1</b>	<b>4</b>
1.4 Models learning for staff and students.					<b>5</b>
1.5 Promotes understanding and celebrating school/community cultures				<b>1</b>	<b>4</b>
1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility					<b>4</b>
1.7 Develops, implements, promotes and monitors continuous improvement					<b>5</b>

**Comments:**

**We have established a culture of shared leadership  
Monitoring Student Progress with STAR  
Partnering with ODE for District Improvement Partnership  
Protecting PLC Time**

- “ . . . There has been a lot of good changes to achieve better grades and student learning. However, sports is a huge part of high school and our sports program is in neutral, we need new ideas, new blood leading the programs.

<b>Standard 2: POLICY AND GOVERNANCE</b> This standard describes the superintendent’s ability to work with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles					<b>5</b>
2.2 Establishes procedures for superintendent/board interpersonal and working relationships					<b>5</b>
2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools					<b>5</b>
2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities					<b>5</b>

Comments:

**We have continued with board and teaching and learning team meetings**  
**Update board policies as appropriate**  
**I always work with legal counsel in matters of personnel or where I think we can go astray.**

<b>Domain 3: Communications and Community Relations</b> This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
3.1 Develops formal and informal techniques to gain external perceptions of the district					<b>5</b>
3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments					<b>5</b>
3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling					<b>5</b>
3.4 Establishes effective school/community relations, school/business partnerships and public service					<b>5</b>
3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media					<b>5</b>

**Comments:**

**Friday Updates**

**Articles in the Bulletin Board**

**Facebook and Phone App**

**Twitter**

**President of Rotary**

**High school principal is a member of the chamber of commerce**

<b>Standard 4: Organizational Management</b> This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring					<b>5</b>
4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs					<b>5</b>
4.3 Develops and monitors long-range plans for school and district.					<b>5</b>
4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma					<b>5</b>

**Comments:**

**Open and transparent budget process**  
**Reading and Math adoption**  
**Updating emergency procedures**  
**Prioritizing spending to achieve our goals**

<b>Standard 5: Curriculum Planning Development</b> This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies .	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree
<b>Performance Indicators:</b>					
5.1 Develops core curriculum design and delivery system based on content and assessment standards and best practices					<b>5</b>
5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation					<b>5</b>
5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction					<b>5</b>
5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming					<b>5</b>
5.5 Involves faculty in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment					<b>5</b>
5.6 Assesses student progress using a variety of appropriate techniques					<b>5</b>

**Comments:**

**Math adoption includes teachers**

**Technology upgrades (Technology Leaders)**

**Improving and expanding CTE (Ad, Marketing, Welding) programs**

<b>Standard 6: Instructional Leadership</b> This standard addresses what is to be taught, this standard emphasizes how it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning					<b>5</b>
6.2 Implements appropriate safety and security practices in schools					<b>5</b>
6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners					<b>5</b>
6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes					<b>5</b>
6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles					<b>5</b>
6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessment to improve the learning process					<b>5</b>
6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes					<b>5</b>

**Comments:**

**Updating Emergency Handbooks**

**Updating technology and enhancing instructional technology**

**We use RTI/MTI and state testing to monitor student growth**

**Teachers are using formative assessments for PLC work**

**We have professional development committee to make recommendation about professional development into the future**

**Working to align positions with goals**

<b>Standard 7: Human Resources Management</b> This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual, and legal requirements for personnel selection, development, retention, promotion and dismissal.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development					<b>5</b>
7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity					<b>5</b>

**Comments:**

**We are working on improving our hiring process**

**We are attending at least 3 job recruitment fairs**

**We are working to redesign our compensation system to better align the system with district priorities and needs,**



<b>Standard 8: Values and Ethics of Leadership</b> This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
8.1 Exhibits multicultural and ethnic understanding and sensitivity					<b>5</b>
8.2 Describes role of schooling in a democratic society					<b>5</b>
8.3 Manifests a professional code of ethics and demonstrates personal integrity					<b>5</b>
8.4 Models accepted moral and ethical standards in all interactions					<b>5</b>
8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues. Describes role of schooling in a democratic society. Exhibits multicultural and ethic understanding and sensitivity.					<b>5</b>
8.6 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district. A professional code of ethics and demonstrate personal integrity					<b>5</b>

**Comments:**

I believe I show integrity in everything I do.

I am developing cooperative relationships with our Charter Schools, unions and community

I am holding all staff to a high standard of conduct

<b>Standard 9: Labor Relations</b> This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts, and to keep abreast of legislative changes affecting the collective bargaining process.	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>Performance Indicators:</b>					
9.1 Develops bargaining strategies based upon collective bargaining laws and processes					<b>5</b>
9.2 Identifies contract language issues and proposes modifications					<b>5</b>
9.3 Participates in the collective bargaining processes as determined by the Board					<b>5</b>
9.4 Establishes productive relationships with bargaining groups while managing contracts effectively					<b>5</b>

**Comments:**

I have developed a good relationship with the union and one that is firm

I am involved in the process of bargaining with both unions and feel that our relationships are cooperative