

Sheridan School District 48J

Engagement Artifact – 1

Groups Engaged

Sheridan City Council Meeting

Sheridan Rotary Club

Sheridan Revitalization Committee

Parent and Student Surveys

Staff Surveys

Community Surveys

Leadership Classes

ELL Class

Sheridan School District 48J

Engagement Artifact – 2

Parent/Community Input Responses (90)

14 or 15.6% have IEP Students

3 or 3.3% have 504 Students

2 or 2.2% have Homeless Students

Challenges – Lack of parent involvement, bullying, behavior,

Suggestions – Students helping students, communication, after school program, reset room, parent training night on expectations, calendar of events, middle school orientation, consistent teaching styles and expectations, counseling, kids need someone to listen to them and believe them, AP courses, student manager (SHS), resource officer

Sheridan School District 48J

Engagement Artifact – 3

Race/Ethnicity Breakdown of Student Responses

Ethnicity	468 Students Surveyed
Hispanic	19.5% (91)
Non Hispanic	52.7% (247)
Preferred not to Answer	27.8% (130)

Race	Students Could Choose More than One
American Indian	16.9% (79)
Asian	4.9% (23)
Black/African American	5.3% (25)
Native Hawaiian/Pacific Islander	3.8% (18)
White	67.3% (315)
Preferred Not to Answer	17.5% (82)

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Engagement Artifact – 4

Student Feedback

Challenges – Racism, **bully**, behavior, **rude teachers**, motivation, drugs, **anxiety**, mean students,

Suggestions – **Reward deserving students**, Student options for free time, **interventions**, anti bully squad, **space for upset students**, more extra-curricular activities, **challenging work for students who complete work**, more supports, **communication about available supports**, harder/more coding classes, **home ec**, more electives, **more science classes**

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Engagement Artifact – 5

Staff Feedback Summaries

Reducing Academic Disparities (What is working well for students, schools, and educators?)

Summaries

SHS - Implement structure early in year, graduation coach, full time counselor, rigor for all students, tutoring, dual credit classes, small class sizes, Relationships with students, Freshman Academy, Positive reinforcement, AVID, Elementary supports help future,

FCS 6-8 - Phenomenal Educators, Students like school, differentiation in the classroom, Teachers who stay

FCS K-5 - Using Similar teaching methods, interventions, RTI and Title I, ARC, behavior supports, enough chromebooks, K-5 Reading intervention, having assistants in classrooms, good communication, staff believe in kids and are willing to work in this district.

Reducing Academic Disparities (What are challenges for students, schools and educators?)

Summaries

SHS - Student apathy, retention of staff, Not enough support staff, behavior, low skills, small staff, offering college classes, support for struggling students, social issues, student dont have time or can't stay for offered support, behavior, students of color feel targeted by teachers, attendance and parent education, low expectations, students placed by grade level not skill level, lack of internet at home, drug use, behavior, getting students to care

FCS 6-8 - Class size, paying teachers appropriately, lack of 1 on 1 time with students, teacher retention, elementary science curriculum, very low students, one counselor, lack of time for subject area teaming,

FCS K-5 - Time, not teaching to multiple intelligences, reduction of IA support, large class sizes 2nd and 3rd, salary schedule, access to diverse curriculum, recruitment and retention, reading interventions for 6-8, math intervention for K-8, Large class sizes, lack of intervention training, Trauma, lack of counseling services, lack of vocab and assessments,

Reducing Academic Disparities (What suggestions do you have for improvement?)

Summaries

SHS - Staff retention, competitive wages, graduation coach, behavior coach, intervention classes, raise skills of incoming students, classes of interest to students, wider variety of classes, add staff members, student manager, summer school to acquire credits, more college level courses, learning lab courses, dual language courses, hands on courses, more writing, back to Basics,

FCS 6-8 - Smaller class sizes, additional staff, teacher pay, alternative education, more rigorous science curriculum in elementary grades, small group instruction pull from class for 20 minutes 3 times per week, keep teachers,

FCS K-5 - School wide writing curriculum, more free time for students, more IA support, increase teacher salaries, retention, more chromebooks, more classified staff, training in behavior intervention, support for new teachers, more behavior specialist, more counseling, greater expectations on students and staff,

Meeting Student's Mental & Behavioral Needs (What is working well for students, schools, and Educators?)

Summaries

SHS -Be ready to support students as needed, steady enforcement of rules and expectations, counselor, therapist, second chance breakfast, behavior room, experienced and qualified staff, ruler training, student manager at (FCS), closeness of staff, Callie, More of Heidi, relational principal, PBIS awards, staff that cares, staff communication

FCS 6-8 - Behavior team, addressing individual behaviors, student/teacher relationships, showing an interest in students' lives, behavior team

FCS K-5 - PAX, mental health counselors, student managers, increased behavior resources, relationships, ARC,

Meeting Student's Mental & Behavioral Needs (What are challenges for students, schools and educators?)

Summaries

SHS - Cell phone, staff retention, student apathy, no VP, part time drug counselor and mental health counselor, communication, drugs, behavior, trauma, toxic stress, class size, more classes like FFA etc, poverty and drugs,

FCS 6-8 - retention, teacher pay, bad behavior has become the norm, trauma, class size, culture of negativity among students, more counseling,

FCS K-5 - time to de-escalate, students not eligible for Sped, suspensions, no child development specialist, students sent back to class too quickly, teacher pay, communication, trauma, time for 1 on 1 with students, students blow out of class, lack of training on behavior interventions, not enough counseling, multiple behavior students in 1 classroom.

Meeting Student's Mental & Behavioral Needs (What suggestions do you have for improvement?)

Summaries

SHS - no phones, revamp discipline room, full time mental health counselor, Vice Principal or Dean of Students, full time behavior specialist at the high school, small class sizes, trauma informed teacher training, AP classes, close campus,

FCS 6-8 - Pay teacher appropriately, change suspension room, work with teachers, additional behavior staff, work with teachers to address issues, student campaigns, additional counselor,

FCS K-5 - resources for calming tools, additional counselor, communicate with classroom teacher, increased salaries, training in dealing with behavior, meet to discuss behavior issues, Reduce teir 3 classroom teacher, more behavior management,

Providing Access to Academic Courses (What is working well for students, schools, and educators?)

Summaries

SHS - Hands on classes, flexible schedule, courses students are interested in, people doing their best, we offer a lot, providing alternatives to college track, small classes, programs are working well, offer a responsive schedule, passionate positive teachers, we have new courses, Willamette promise

FCS 6-8 - on line curriculum, paying teachers, new curriculum, differentiation in the classroom,

FCS K-5 - All students have access, intervention meetings, coordination and collaboration, technology allows us to better access academics, RTI, Scheduling Interventions, standards based report card, clever, we are meeting the needs of students

Providing Access to Academic Courses (What are challenges for students, schools and educators?)

Summaries

SHS - Schedule conflicts, student schedule issues, not enough teachers, students are not ready, online courses, lack of access to higher courses, updated equipment and furniture, student apathy, communicate course options, scheduling limits, few electives, not enough courses to choose from, students need to apply themselves, teachers need to be skilled, disruptions in the classroom, online core classes

FCS 6-8 - 1 on 1 instructional help, pay teachers appropriately, middle school science, title 1 services for middle school students, class size,

FCS K-5 - students with disabilities have difficulty using technology, noncompetitive salary schedule, more chromebooks, more behavior support, retention, pre-teach, prep programs working with students, levels of students in large classes, money for rich curriculum, class size, up the rigor,

Providing Access to Academic Courses (What suggestions do you have for improvement?)

Summaries

SHS - Specialized courses - Poetry report writing, more teachers, to easy for students to get into online courses, survey student interests, provide funding for classes that need it, books etc. online supply ordering, more advanced courses, increase grad requirements, more teachers or less of content teachers teaching outside their content area, Expand CTE Programs, offer more intern programs, trade options and real world skills, better schedule,

FCS 6-8 - Smaller class sizes, paying teachers, elementary science curriculum,

FCS K-5 - More electives, more chromebooks, teacher salaries, retention, pre-teach CTE Program

Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate. (What is working well for students, schools, and educators?)

Summaries

SHS - More time to communicate, many students do a great job, longer time on Mondays, Core staff track student progress, Mondays designated to tracking students, we spend a lot of time on this, dedicated time to track students, EWS is ok, Kim supports Seniors,

FCS 6-8 - EWS, Monday PLC time, texting other teachers,

FCS K-5 - PLC time, working with Adam, RTI, team collaboration, amazing team,

Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate. (What are challenges for students, schools, and educators?)

Summaries

SHS - unable to coordinate, not everyone knows where students are, not enough time, no common preps, tracking system for all the data, too many students to track, ineffective strategies, not enough time, not enough time,

FCS 6-8 - Work in content areas, paying teachers, high levels of stress, not fair compensation

FCS K-5 - Methods affecting future years, cliques among staff, never enough time, Teacher pay, retention, PLC is a joke, adjusting to the new grading system, not trusting teachers to work on their own, more of this time should be for planning, we have PLC time

Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate. (What suggestions do you have for improvement?)

SHS - Better use of time, better collaboration between students and staff, more time, vertical alignment, common preps, tracking system, assign staff to monitor student progress, more specific training from ESD, graduation coach, training is using data and assessment to inform teaching, allow all teachers to have access to monitoring/tutoring students, more flexible in-service schedule, Meet with students quarterly,

FCS 6-8 - Don't settle on what is currently in place, paying teachers, day for department collaboration, time to meet with department, meeting time for teachers to open up about issues,

FCS K-5 - Purchase easier way to track data trends, have student managers participate in collaboration, increase salaries, training staff on de-escalation techniques, retention, let teachers plan together

Establishing and Strengthening Partnerships (What is working Well for students, schools, and educators?)

Summaries

SHS - Back to school night, Remind, reaching out to community, WESD, RULER, CTE and Internship Program, College Rep Visits, Campus tours, Matt is doing a great job, Including community in activities, partner with businesses in town, all of the great events we put on,

FCS 6-8 - Teachers are driven to be successful, paying teachers, district does a good job, staff believing in students.

FCS K-5 - Class Dojo, Remind, teacher solidarity, letters home, YCCO, Tribe meetings, classroom teachers like and want to be here

Establishing and Strengthening Partnerships (What are challenges for students, schools, and educators?)

Summaries

SHS - Quality time with FCS Teachers, lack of transportation, lack of time, WESD, behavior, more internships, having local role models as educators, distant from charter schools, holding students responsible for behavior, apathetic parents, raising expectations of our students in the community, mistrust it takes time to build relationships, drug abuse at home

FCS 6-8 - More involved parents, Teacher pay, time to seek support on our own, district believing in staff, not enough time for students to partner with our community,

FCS K-5 - Allowing students to understand their grades along with parents, pay scale, retention, teachers over stressed,

Establishing and Strengthening Partnerships (What suggestions do you have for improvement?)

Summaries

SHS - utilize staff and retain staff, work with FCS staff, apprenticeships, WESD, student manager could help, time during day for community projects, enticement for local business-individuals to get involved, get SHS, FCS and SJS on same page, require communication and respect courses, reach out to businesses, keep up the events, actively recruit volunteers, reach out to businesses and colleges, continue community events, teacher retention,

FCS 6-8 - Incentives for parents to be involved, pay teachers, PLC time for teachers to explore ways to improve the school, bridge gap between MS and HS

FCS K-5 - More Counseling, teacher salaries, retention, support teachers with more classroom support,