

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

August 13, 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 13th day of August 2014.

1. Meeting Called to Order

Mrs. Breeden called the meeting to order at 4:00 p.m.

2. ROLL CALL

Board:

x	Michael Griffith, Director
x	Larry Deibel, Director, late 4:38 p.m.
x	Jeff Ashlock, Director
x	Judy Breeden, Chairperson
x	Terry Chrisman, Director

Others Present:

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

3. PRESENTATION: Lighthouse Project - Session 4

Introduced Spencer Lewis, Lighthouse trainee

7 conditions for schools to bring Jeff (new board member) up to speed – share with Jeff the condition

1. Connections across the system
 1. Shared decision making
 2. People connected across the system
 3. All people in the system working together around a shared purpose
 4. Collective efforts to improve
 5. Information flows in all directions
 6. Ongoing emphasis on improvement

-Doing what is best for kids
-More next year, team leaders - structure
2. Knowing what it takes to change achievement
 1. Using data and information to focus initiative/select best practice strategies
 2. Various groups existing to support staff learning
 3. Intensive focus on implementation -as effects for students
 4. Improvement efforts lead to clear vision, goals, etc.
 5. Close alignment of curriculum/instruction/assessment to inform
 6. Level of agreement, professional development, staff organized to work together to achieve implementation, focus on learning and teaching
 7. Resources aligned to support implementation.
 8. Improvement initiative intentionally protected from fragmentation
 9. All parts of the system working together

-using data
-getting together – PLC cycles
3. Workplace support

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1. Confidence in ability of system to improve learning for all students
2. Restructured time to allow for collective study as part of the work day
3. School staff organized into small student groups/ teams that are connected to the larger community but responsible for one another
4. Individual's work and results are public, scrutinized, supported, and responsibility is shared
5. Staff feels efficacious/effective and confident they can succeed

-PLC time, getting better each year

4. The role of professional development
 1. Professional development is an embedded feature of the work place
 2. ... structured as an ongoing inquiry into the focus area for improvement
 3. ... is consistent with what research says it takes to change practice at the classroom level
 4. Instructional practice improves in ways that have a significant impact on student learning

-If changes need to take place, professional development needs to happen

5. A balance between district-wide direction and building-level autonomy based on data
 1. Relentless use of data and information to determine district-wide needs
 2. Focused alignment of improvement goals across the entire system
 3. Use of action research:
 1. Deep reliance on data and information
 2. District is connected to the external knowledge base on teaching and learning
 3. Regular monitoring of progress by monitoring implementation and effects for students
 4. Actions are modified based on results

6. A strong community connections
 1. Close connection to the community
 2. Distinctions between the professional and lay community are "blurred" because of level of involvement, support, and shared responsibility
 3. Community is involved in the functions of the district
 4. School District is responsive to community needs and wishes
 5. Community feels responsible for the success of the school district
 6. Staff and board regularly comment on the community support

-Build on bond connection

-Being responsive to the community who want to become more involved (scholarships – Odd Fellows . . .)

-Board needs to be more involved in the community

-Communicate with district citizens (coffee shop, newsletter)

7. Distributed leadership
 1. Vigorous, integrative leadership is generated and supported at all levels

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2. Leadership in the organization keeps the focus on the few things the organization must do well in order to succeed
3. Democratic process that holds the organization together around their improvement efforts
4. Leaders are effective diagnosticians, problem solvers, and able to help others identify needs and create solutions

-committees

-instructional leadership team

Board's 7 Key Areas of Performance (Module 11)

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

What are we doing on the Board level that is impacting student learning?

Roles of the Board

1. Learn as a Board Team
2. Set clear expectations
3. Create conditions so the work can succeed (support)
4. Hold the system accountable
5. Create the public will to succeed

-Where is Leadership needed to improve student achievement?
Improvement implies that all units are improving at some rate

Leadership is far more about what a person does, rather than person qualities or traits.

The people who were part of the picnic

1. Narrow focus
2. clear experimentations
3. individual & group responsibilities
4. United in decision
5. agreed to communicate well (especially with men – having problems communicating)
6. Organized plan for how it would take place
7. Time was set aside & meetings scheduled
8. Engaged/supportive

Traits:

1. commitment
2. confidence
3. supportive
4. positive

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5. driven

Management and Leadership

Leadership: (If we are trying to change things)(drives to change)

Action and motivation

Setting some direction

Aligning people

Motivating

Management:

Scheduling: master & class & individual students

Monitoring results

Problem-solving (ie busing, angry parents)

Budgeting – Materials, supplies, time

Staffing – supervising

Creating systems for daily operations & regular occurrences

Film Diebels testing and show it to the community as to how the students are doing with their reading.

SMART

Next meeting to be – Wednesday, September 10, 2014

Adjourned at: 8:00 pm

Respectfully Submitted by:

Penny Elliott

Superintendent/Designee

Board Chair/Designee