

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

April 8, 2015

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 4:07 p.m. on the 8th day of April, 2015.

1. Meeting Called to Order

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

2. ROLL CALL

Board:

<input checked="" type="checkbox"/>	Michael Griffith, Director
<input type="checkbox"/>	Larry Deibel, Director, absent
<input checked="" type="checkbox"/>	Jeff Ashlock, Director
<input checked="" type="checkbox"/>	Judy Breeden, Chairperson
<input type="checkbox"/>	Terry Chrisman, Director, absent

Others Present:

Steve Sugg, Superintendent
Penny Elliott
Marti Hofenbredl
Kari Sanders
Dean Rech

Mindy Arthur, Teacher, late 4:20

Adam Delatte, Teacher

**3. PRESENTATION: Lighthouse Project – Module 4 Distributive Leadership by
Renee Sessler**

Board work is based on the board becoming a PLC.

Which one of the 5 roles are you in during your meetings – doing these on a regular basis

1. Learning Role
2. Setting expectations
3. Creating conditions to succeed
4. Monitoring
5. Public will to succeed

What is different for the school board compared to several years before beginning the Lighthouse Project?

Hear a lot more questioning from the board – a lot more knowledge base

Know the questions to ask of the PLC leaders

Teachers talk about what the board is doing differently and questions that they are asking

What your dreams for the staff, students and community come true

You are going to need to have a lot of conversations

Golden Circle: Why/How/What

NEED to ask WHY:

What is your belief

People buy why you do it (not what you do)

People don't buy what you do, they buy why you do it.

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Need to inspire others

What stood out from what we have done since we started this session:

Feel we have crashed and repaired and are ready to take flight

Board is a position of power, but to truly lead is to inspire

Communicate as a team what we believe

Establish what we truly believe as a district and share that belief

Think about an answer to this question:

Why should Sheridan SD engage in improving student learning outcomes?

1. to create a great community
2. All student can dream & deserve a Quality Education
3. to attract and retain quality staff
4. to create a culture of high expectations for all
5. so every student believes s/he matters
6. It's what we should do so why not?

If you are interested in helping students receive a quality education, be able to dream, so that every student believes they matter

Teaching and Learning Team:

- △ Identify specific learning needs to be address:
 - studying data together to determine greatest student learning need
 - facilitating the data study with staff at the building level
 - Work with the school board and superintendent to establish improvement goals and measurable targets on at least an annual basis

- △ Determine actions
 - student research
 - identifying best practices in the focus area for improvement
 - Selecting practices with a track record of success that are most likely to succeed in their district
 - engage others in the study and selection process as appropriate

- △ Organize/lead training / provide support for expert raining I instructional strategies when appropriate
 - identify resources needed for training and secure funding
 - identify experts who can provide training in the selected strategy
 - schedule training sessions, follow-up sessions and building level support for implementation

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- leadership team may need to learn the strategies ahead in order to support training of the entire staff- if so, scheduling ;and accommodating this training, practice, coaching, and monitoring will be necessary
- plan the training sessions, follow-up sessions, etc. For staff straining
- ▲ Organize and monitor collaborative teams
 - district-wide leadership team schedules time to meet regularly to study data, monitor progress, plan professional development, plan support for building level staff, etc.
 - organize building staff members into collaborative teams for the purpose of studying data, supporting implementation of the instructional strategy being learned, plan lessons using the strategy, observe each other teaching and provide support for practice, studying content, etc.
 - develop protocols to guide collaborative teams in planning their work together
 - study feedback from the teams to determine needs in relation to collaborate
- ▲ Collect/organize/and use data on implementation to determine learning/development needs for high level implementation
 - create logs/ protocols for teams to gather data in relation to implementation
 - develop protocols for walk-through observations of the instructional strategies
 - collect and organize data regarding instruction
 - study data to identify needs related to implementation and provide support for improvement within the training sessions
 - provide feedback to all staff
- ▲ Collaborate with external technical assistant
 - identify experts available to train staff in the selected strategies
 - work with the experts to ensure appropriate follow-up and support will be included in the training
 - build schedule for training and follow-up sessions
 - co-lead training sessions with the external experts as appropriate
 - participate fully in the training or train ahead in order to be able to share experiences as the training rolls out
- ▲ Lead the learning of the staff – facilitate collective inquiry
 - leading professional development activities at the district and building level
 - meeting with (chairing) collaborative teams in the building as a means of follow-up to the professional development activity
 - collect data and information for collective study
 - provide protocols for reflection on data and information
 - ensure learning gets translated into actions and next steps

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SMART GOALS:

1. Board goals 90% SSD meet Math & Reading Ind. Growth targets (3-11) Smarter Balanced, Dibels (K-12)
2. Report card increase a level to 4 or higher (10% - 5; % - 4; 49% -3; 15% - 2; 5% - 1)
3. increase 4 & 5 year graduation by 3% on Achievement Compact

Dibels 3x Fall, Winter & Spring

PLC reports with common formative assessment (CFA) data

State report card

Smarter Balanced tests

Annual

Interim

Tracking at-risk students

essential skills

work samples

Summer credit recovery

Actions for next year 2015-2016:

AVID – 6 yrs, \$ for training

PBIS – 2/3 yr, \$ rewards/prizes; \$stipends

MTI/RTI – 10 yr, training assessments; process

What training does the staff need

Next meeting to be – Wednesday May 13, 2015

Adjourned at: 7:48 pm

Respectfully Submitted by:

Penny Elliott

Superintendent/Designee

Board Chair/Designee