

## Part One - General Information

### Part One: General Information (Application)

School Year 2020-2021

District Sheridan School District 48J

Webpage: [www.sheridan.k12.or.us](http://www.sheridan.k12.or.us)

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## Part Two - Plan Summary

Sheridan School District is in a small rural community nestled in the western Willamette Valley of Oregon. The main employers in the city of Sheridan are the Federal Correction Institute, Forest River, and Spirit Mountain Casino. Sheridan School District has Faulconer Chapman K-8<sup>th</sup> grade (pop. 478), Sheridan High School (pop. 210) and 2 Charter Schools; Sheridan Japanese School (pop. 88) and Sheridan Allprep Virtual Academy (pop. 150). Sheridan Japanese School, our eligible charter school, is joining with the district in this application. (African American 0.5%, **Alaskan/Native American 5.3%**, Asian 0.5%, **Hispanic 16.2%**, **Multi-Racial 9.5%**, Native Hawaiian/Pacific Islander 0.01%, White 67.8%) ( **Economically Disadvantaged 61.7%**, 504 3.8%, ESL 2.1%, Homeless 4.3%, LEP 3.6%, Migrant 0.5%, **SpEd 12.1%**)

One of the major issues in education at Sheridan School District is due to mobility of our students. Sheridan has the highest amount of rental properties in Yamhill County. This coupled with an ever rising number of homeless families all adds to the mobility of our students, which interrupts their education and stability.

*These external family factors play a challenging part of the student's lives. These students need further support for their success. In Sheridan, our equity lens begins with poverty and ends with trauma, adverse childhood experiences impact a majority of our students. As the district considers supporting poverty, trauma, it is also necessary to look at the ways the district can support the tribal students in Sheridan. The Confederated Tribes of Grand Ronde make up a large group of our student population. As the Sheridan School District makes future decisions to improve the district, the leadership must consider strategic uses of resources, staffing and other decisions for allocation. It is important to reflect on how the district makes the choices for supporting students in poverty, with trauma and our tribal students.*

From ODE: 1.1, 1.4, 2.3, 2.4 Need to hear more about how the particular strategies/activities address their focal groups (including racial/cultural diversity) and how the equity lens was applied.

Many students that attend Sheridan School District come into our district with severe emotional and behavioral challenges. Most families are affected by poverty and are unable to meet their student's basic needs, let alone anything beyond basic. A high percentage walk through our doors hungry, dysregulated or in crisis. They do not have support or access at home to do homework, get counseling, or other things that are needed.

Sheridan School District has been working to provide as much support to our students during the times that we have them at school. We have worked very hard to increase attendance with an attendance initiative, we are providing interventions in K-5, kindergarten and 9<sup>th</sup> grade transition camps and trying to partner with as many outside entities as we can. But this is only scratching the surface of what our students need. The funding from the Student Investment Act will be used to provide access to student's behavioral and mental health by having access to behavioral managers, mental health counselors, and Tier 3 classrooms. By having smaller class sizes, decreasing staff to student ratios, and helping with behavioral/emotional needs it will reduce disparities and increase academic achievement. It will also be used to help reduce

academic disparities through additional preschool seats. We are going to braid SIA dollars with preschool promise dollars to offer preschool in Sheridan.

### **Part Three - Community Engagement**

We took the time to engage all of our Stakeholders. Just over two-thirds of our students identify as white. Many subgroups have small numbers so don't register as a subgroup. We focus on combined disadvantage, Alaskan/Native American, Hispanic/Latino and students with disabilities.

We do parent and student surveys twice annually. This fall we focused these surveys on the Student Investment Account to determine what parents and students prioritize for the district.

We know that we cannot do all of this work alone. We are involving as many stakeholders outside of the district as we can. We are currently partnering with Yamhill County Mental Health, Lutheran Family Services, Yamhill County Head Start, Yamhill County Care Organization, Open Door Church, the Confederated Tribes of Grand Ronde and many local businesses. We surveyed staff as well to get feedback on priorities for SIA. We held one community forum that was lightly attended. Our Superintendent met individually with some community organizations including Sheridan City Council, Sheridan Revitalization Committee and Sheridan Rotary Club.

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We feel that we have meaningful and authentic feedback from a large cross section of our community. A barrier for us is bringing people in for face to face feedback. Responding to an online survey is good, however we want to have more of a dialogue and dig deeper. Our goal is to call those targeted student groups and have individual conversations to make sure we are responding to the needs of all students and their families. While we are in the preliminary stages of this effort we hope to finish reaching out by the end of the summer of 2020. We hope to use some time from the staffing increases to be able to reach students and families personally to get that feedback.

Our plan will be to continue over the next several months to engage with focal student groups and their families through communication campaigns designed to connect with each student and family. We want to build relationships with these families that will lead to ongoing meaningful engagement.

We will continue to cultivate our partnerships with Yamhill County Mental Health and the Confederated Tribes of the Grand Ronde. Several of our students qualify as tribal but because they identify as multi-racial they often get missed by us and the Tribe. We have recently changed our registration paperwork to better identify these students. Yamhill County Mental Health and Lutheran Family Services are providing great services to our families and we will work to expand these programs and opportunities in the future.

*These external community engagement factors play a challenging part of the family's lives. Our students and families need further support for their success. The school district needs to provide equitable services and provide stakeholder engagement to some groups with more intentionality. In Sheridan, our equity lens begins with poverty and ends with trauma, adverse childhood experiences impact a majority of our students. As the district considers supporting poverty, trauma, it is also necessary to look at the ways the district can support the tribal students in Sheridan. The Confederated Tribes of Grand Ronde make up a large group of our student population. As the Sheridan School District makes future decisions to improve the district, the leadership must consider strategic uses of resources, staffing and other decisions for allocation. It is important to reflect on how the district makes the choices for supporting students in poverty, with trauma and our tribal students.*

*The district currently at Faulconer-Chapman School, Sheridan School District collaborates with the Confederated Tribes of Grand Ronde (CTGR). Specifically the district connects the CTGR education department, intervention department and family*

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*services department. During the school year the district meets with CTGR with the goal to continue the operating agreement through an Memorandum of Understanding in order to share academic information through the ROI (Request of Information). When students and families complete the ROI this provides tribal services with the flexibility to communicate with teachers and administrators on tribal students. The schools use a shared document to collaborate with tribal services on tribal students in matters of academics, attendance and behavior metrics. These metrics provide the community stakeholders with a comprehensive connection to the school district and their students. These students then are a topic of quarterly intervention meetings with the same tribal departments, along with school district personnel. In these meetings, the school personnel discuss matters of academics, attendance and behavior metrics. The metrics then led to further conversations and collaborations between the district and tribal students.*

ODE can continue to provide communication tools for us to use to engage our stakeholders to get meaningful feedback. ODE should provide successful examples from around the state so that we can all use best practices and strategies to engage stakeholders.

### **Evidence of Engagement**

*During the spring of 2020, the district not only experienced the closure due to COVID-19, but the district would experience a change in executive leadership. The former superintendent took another position and a new superintendent took over this summer, Dr. Dorie Vickery. Due to the change in leadership, our district has no access to former documentation which the past district superintendent put forth as artifacts for the SIA. The only documentation would be those artifacts that the district has already set forth in their original submissions.*

These artifacts were chosen because they demonstrate the breadth and depth of the engagement we have accomplished so far. We do need to dig deeper and have plans to do so.

Artifact 1 - Lists the various groups we engaged.

Artifact 2 - Shows the percentage of parents representing students in various program.

Artifact 3 - Shows the Ethnicity and Racial breakdown of the students who responded to our survey.

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Artifact 4 - Lists the themes (Challenges and Suggestions) that emerged from student engagement.

Artifact 5 - Staff Feedback Summaries

### **Strategies and Activities for Engaging Focal Student Populations and their Families**

Our strategies for this first year were to build on what we have been doing in the past and strengthen connections and relationships. We reached out to many of our partners to coordinate input where possible. One such partnership was with the Yamhill Coordinated Care Organization who attended our public input session. This allowed us to gather input for SIA and they gathered input on child care needs in the community. We worked with Willamette ESD to craft communication and advertisement of our events for the community. We met with the Confederated Tribes of the Grand Ronde to better understand how to engage tribal families and meet their needs. Our district met with leaders from other Yamhill county school districts as well as leaders from Yamhill Health and Human Services and Lutheran Family Services to create a countywide plan to provide students and families with mental health counseling services.

*The school district is in the early stages of utilizing an equity lens, and the district needs additional support to train staff in order to intentionally involve stakeholders who are also members of the marginalized communities to capture our whole community voice.*

For activities we modified our parent and student survey so that we could disaggregate the results to see how each focal group responded. We also met face to face with tribal members to gather input from them. We are in the process of reaching out via phone to students of color, homeless students, and students with disabilities. We struggle to identify our students from poverty as we are a community eligibility program district and that makes all of our students qualify as economically disadvantaged. The process of contacting students and families individually is very slow. We are a small district and do not have staff dedicated to this activity.

*If the school district were to apply the equity lens, then one of the historically marginalized populations; the tribal group will be given more investment. In our new approach to equity in SSD, the goal collectively would be to elicit more tribal feedback. This then assists the school district to address equitable decisions around resource allocation.*

### **Strategies and Activities for Engaging Staff**

We are a small district with two schools and less than 100 employees. The strategies we used to engage staff were presentations throughout the fall to educate staff about the Student Success Act and the purpose of the funds. We discussed with them how to best engage our

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stakeholders and how best to engage all staff.

We used two basic activities to engage the staff in the SIA application. We held staff meetings at each school where we gathered feedback on each area as a group. We also did an electronic survey where staff could respond to each area individually. We used grade level groupings to disaggregate the data so that we could see what elementary, middle school and high school staff were reporting.

### **Collecting and Using Input**

The parent, staff and student surveys were done electronically through Survey Monkey. This allowed us to disaggregate the input from parents and students as we were able to gather demographic data as well as program participation data. Survey Monkey also creates word clouds of commonly used words in the feedback. From this we were able to see that there were themes that emerged from the feedback. We discovered for instance that all three groups included counseling, mental health and behavior as areas of need. There was also a common theme of academic intervention and support throughout the feedback.

Since counseling, mental health and behavior were obvious areas of need for each group of stakeholders. Much of our focus is on providing support for behavior and mental health counseling. We are also focusing on providing support for academic interventions as well as increasing instructional time through the addition of preschool. We know students struggle at traditional transition points like entering kindergarten, entering middle school and entering high school. We are providing transition camps at each level to support them in those transitions. The high school transition camp is paid for from the High School Success Funds. We are also focused on creating a more culturally responsive school environment and are braiding a small portion of SIA funds with other funds for professional development in the area of equity.

The district has been working through the Oregon Equity Lens to create action steps to accomplish further equitable practices in the Sheridan School District by training staff. At Faulconer-Chapman School, the administration and intervention staff (coach, teacher, and educational assistants) have been working to connect services with families.

### **Part Four - Data**

We examined disaggregated regular attenders, 9th grade on-track, 3rd grade ELA, 4-year graduation, 5-year graduation, and STAR reading and math data.

Due to the seemingly homogeneous make up of our student body our staff has often been reluctant to discuss equity. The great discovery of this activity is that almost one third of our students identify as other than White. Many of our students fall into the multi-racial category and identify as such. When we examine our data we don't see high numbers of African American students or Native American students. It is easy for our staff to say we don't have an equity

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issue. We challenged staff to understand that numbers did not matter since we are about all students and we want to create a culture where all students feel welcome and safe.

## **Part Five - SIA Plan**

Sheridan School District 48J is a district “Where all students learn, grow and succeed”. This is our vision and what we ultimately strive for. Last spring the staff of each school and the School Board with the help of the Teaching and Learning Team completed our Needs Assessment. We identified three focus areas for the district work in the future; inclusive policies and practices, talent development and stakeholder engagement and partnership.

With those areas of focus we have set out to work on making our vision a reality. We have adopted SEL curriculums for all levels. We use Second Step with grades K-8 and RULER for grades 9-12. We have created an Equity committee and completed two district wide equity training opportunities and are reading Culturally Relevant Teaching and the Brain.

We have identified three outcomes we wish to accomplish over the next three years for us to move closer to our vision.

### Outcomes

1. Sheridan School District students, staff and families will feel safe, welcome and supported in our schools.
2. All Sheridan School District 3rd grade students will read at grade level by the end of third grade.
3. All Sheridan School District students will graduate on time in 4-years.

Many of the students in Sheridan struggle with poverty and trauma which can make learning difficult. Making school a safe and supportive place where these students can focus on learning is a critical first step. Providing counseling and other behavioral supports is essential in this work. Working with staff to create a school culture that is culturally responsive for our students is critical for us to realize our goals.

Kindergarten students in Sheridan arrive in kindergarten behind their peers in Yamhill County and around the state. Sheridan kindergarten students know 3.2 English letter sounds compared to 7.7 English letter sounds for the state average. Providing small classes to start these budding educational careers is absolutely critical. There is a lack of preschool opportunities in our community as well. Next year the only preschool available will be Head Start which can only serve a small portion of our students. Our students start out behind and adding preschool to our offerings will allow us to close the educational gaps not just between our focal student groups but also between our students and their peers around the state.

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Providing support at key transitions as well as intervention classes along the way are crucial to get all of our students to graduate in 4-years. Our mobility rate for our students fluctuates between 20 and 25 percent. Many of our students leave our district and return, for some students this can happen many times in their educational career.

We have identified five strategies to accomplish our identified outcomes.

### Strategies

1. Provide access to mental health counselors for all students.
2. Provide access to reset classroom and behavioral supports for all students.
3. Reduce K-1 class size to less than 20.
4. Provide intervention support to all students.
5. Expand learning opportunities to include preschool.

By providing access to mental health counselors we believe we will reduce student anxiety and disruptive behavior. This will lead to more time in classrooms focused on instruction which will result in increased learning for all students.

By providing access to reset classrooms and behavioral supports our students will be taught self-calming and coping skills. These skills will reduce disruptive behavior in classrooms and allow for more time focused on instruction which will result in increased learning for all students.

By reducing class size during the first two years of education staff will be able to spend more one-on-one instructional time with students. This one-on-one instructional time will result in more student academic growth and allow our students to close the learning gaps.

By providing intervention supports for all students our staff will be able to meet students where they are and increase learning. The increased learning will allow our students to close the knowledge gaps and allow students to graduate on time.

By providing preschool opportunities staff will be able to prepare more students to be ready for kindergarten. When students are better prepared for kindergarten they will be more able to read at grade level by the end of third grade and graduate in 4-years.

We have identified many activities to support our strategies and accomplish our outcomes over the next three years.

### Activities

#### Primary Activities

From ODE: 1.1, 1.4, 2.3, 2.4 Need to hear more about how the particular strategies/activities address their focal groups (including racial/cultural diversity) and how the equity lens was applied.

1. Tier 3 Classroom (Reset Classroom) - This classroom is for k-8 students who struggle with behavior and need support for coping and self-calming skills. Teaching students self regulation strategies have been shown to have an effect size of 0.52. Principal is responsible.
2. K-5 Student Manager - A staff member assigned to support k-5 teachers and work with disruptive students to quickly intervene with students and get them back in the learning environment as quickly as possible. This staff member also partners with families to increase attendance. This strategy is a recommendation of the QEC. Principal is responsible
3. 6-8 Student Manager - A staff member assigned to support 6-8 teachers and work with disruptive students to quickly intervene with students and get them back in the learning environment as quickly as possible. This staff member also partners with families to increase attendance. This strategy is a recommendation of the QEC. Principal is responsible
4. Contract with Yamhill Mental Health for mental health counseling, skills training and drug and alcohol support. This Strategy is a recommendation of the QEC. Superintendent is responsible.
5. Kindergarten Transition Camp - This is a four day camp in August to introduce incoming kindergarten students to school routines. Allows families to become familiar with school personnel and expectations in a much less stressful atmosphere. This strategy of increasing instructional time is a recommendation of the QEC. Principal is responsible.
6. 6th Grade Transition Camp - This is a four day camp in August that allows incoming 6th grade students to get to know school personnel, learn their schedule and how to transition from one class to another. This strategy of increasing instructional time is a recommendation of the QEC. Principal is responsible
7. 2.0 FTE K-1 Class Size Reduction - This will allow us to keep our K-1 classes below 20 at about 16-18 students. Research shows that class size reduction is an effective strategy for this age group. Class size reduction coupled with the amount of intervention time afforded each student will have a cumulative effect size greater than .4. Principal is responsible.
8. 3.0 FTE Educational Assistants to assist in providing intervention support to students. These staff members will allow for small group and individual student support to help students learn more material. These interventions such as repeated reading programs have a reported effect size of 0.75. Building principals are responsible.
9. Contract with PD for Equity Training - One of our focus areas is inclusive policies and practices. This will allow us to have experts come along side of the district on this journey. Equity work is recommendation of the QEC. Superintendent is responsible.
10. Preschool support to braid funds with our preschool promise grant. This will allow more students to access preschool. We will be the only preschool provider besides Head Start in our community. Quality Pre-K programs are a recommendation of the QEC. Principal and superintendent are responsible.

Secondary Activities (if funding allows)

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11. 1.0 Educational assistant to provide more support for interventions. Principal is responsible.
12. Staff training for Trauma Informed Schools and Classrooms. We have some plans for this and can expand if necessary. Strategies that help students self-regulate have a high effect size. The superintendent is responsible.
13. Head of Security - This would essentially be our school resource officer and would be in charge of security for the district. The superintendent is responsible.
14. After School Program - This would expand instructional time by providing academic activities for students to participate in after school. The building principals are responsible.

Our Teaching and Learning Team works with our School Board to continuously evaluate the progress we are making towards our goals. We have created a set of Key Performance Indicators that we have identified to measure our progress. We meet three times per year to review the Key Performance Indicators and adjust district work as necessary. At the end of each year we review the set of Key Performance Indicators to ensure that this is the data we need and make adjustments as necessary.

We feel that the first priority is creating a culture where all students, staff and families feel safe and welcome at our school. This focus is where most of our funds are being focused so that we provide the support necessary to help students in poverty, homelessness, with trauma, and behavior issues feel safe and welcome at our school. We have been fortunate enough to have a School Improvement Grant for the previous three years and some of the funds in the SIA will allow us to continue the positions that have been successful in improving our school culture over the last three years (tier 3 classroom, K-5 student manager, 6-8 student manager). We have seen a reduction in disruptive behavior as well as referrals and anecdotal data from staff, students and families that there is a better “feel” in our k-8 school.

We know that our students enter school with fewer academic skills and higher behavioral needs than other students around the state. We are focusing on small k-1 classes, preschool, and hiring educational assistants to provide more targeting academic support to our students.

We used the Oregon Equity Lens to inform our decision making process. We examined which groups of students appeared to be underserved by our current system and what we could do to support underserved or under achieving student groups. We have formed an equity committee during this school year and are doing a district wide book study “Culturally Responsive Teaching and the Brain”. Our goal is to create more inclusive and welcoming classrooms and schools. We also wish to develop the instructional tools that all staff use to create inclusive lessons and instructional practices.

### **Part Six - Use of Funds**

**Increasing Instructional Time** - We are applying for Preschool Promise and hope to braid

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some SIA funds to add additional seats. We are also adding time at key transition points of entering kindergarten and entering middle school. Providing time for students to be supported in those transitions.

**Addressing Students' Health and Safety Needs** - We are providing access for all of our students to mental health counselors and skills trainers. We are adding support staff to support our students with emotional and behavior needs. These staff members work with students to reset their behavior and teach the students calming and deescalation techniques that prevent classroom disruptions and increase learning time.

**Evidence-based strategies for reducing class size and caseloads** - We are adding FTE to K-1 classrooms to reduce class size to under 20 for these critical grades. We are also adding additional Educational Assistant time to provide more small group and one-on-one academic intervention time for students who are behind academically.

We will meet the mental health needs for our focal group students by providing them with access to mental health counselors and skills trainers for those students most impacted. We will also provide behavior support through our Vice Principal and student manager who will work one on one with students to build their coping, calming and deescalation skills. This will allow students to be in the classrooms more which will provide more instructional time to these students. By reducing the amount of instructional time lost we expect to see a reduction in the academic disparities seen in these student groups. All students will feel safe and welcome in our classrooms. When students feel safe they are more able to attend to the academic instruction being delivered to them.

We expect that the academic outcomes for all students will increase due to fewer classroom disruptions by students who need mental and behavioral support. We believe that reducing or even eliminating the classroom disruptions will increase the amount and quality of instructional time all students receive, thus increasing their achievement for focal student groups and all students. More students will be reading at grade level both overall and in our focal groups and we hope to eliminate academic disparities over the next several years. By adding preschool our focal group students will be better prepared for kindergarten. Our data reveals that a typical kindergarten student in Sheridan recognizes 3.2 English letter sounds compared to a state average of 7.7.

Barriers we face are the need to continue to engage with the students in our focal groups so that we can respond to changing needs. Our student group is very mobile and this can lead to a shift in the needs of our student groups. We will continue to work with all staff on culturally responsive teaching practices. It is critical that all staff work to create a safe and welcoming environment in our schools. We must also work to establish effective partnerships with every family.

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## Part Seven - Evidence of Board Approval

March 18, 2020

## Part Eight - Public Charter Schools

Collaboration

The director of the Sheridan Japanese School and I meet once per month. We kept each other updated on our progress through the SIA development process. I met with the director and one of her board members to discuss possible partnerships and how the process might work. The Director presented a preliminary plan to our School Board in February and the final plan in March.

Amended 10.12.2020:

**1.1 Original narrative:** One of the major issues in education at Sheridan School District is due to mobility of our students. Sheridan has the highest amount of rental properties in Yamhill County. This coupled with an ever rising number of homeless families all adds to the mobility of our students, which interrupts their education and stability.

**Additional narrative:** *These external family factors play a challenging part of the student's lives. These students need further support for their success. In Sheridan, our equity lens begins with poverty and ends with trauma, adverse childhood experiences impact a majority of our students. As the district considers supporting poverty, trauma, it is also necessary to look at the ways the district can support the tribal students in Sheridan. The Confederated Tribes of Grand Ronde make up a large group of our student population. As the Sheridan School District makes future decisions to improve the district, the leadership must consider strategic uses of resources, staffing and other decisions for allocation. It is important to reflect on how the district makes the choices for supporting students in poverty, with trauma and our tribal students.*

**1.4 Original narrative:** We took the time to engage all of our Stakeholders. Just over two-thirds of our students identify as white. Many subgroups have small numbers so don't register as a subgroup. We focus on combined disadvantage, Alaskan/Native American, Hispanic/Latino and students with disabilities.

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### **Does Sheridan need something different?**

*2.3 Additional narrative: During the spring of 2020, the district not only experienced the closure due to COVID-19, but the district would experience a change in executive leadership. The former superintendent took another position and a new superintendent took over this summer, Dr. Dorie Vickery. Due to the change in leadership, our district has no access to former documentation which the past district superintendent put forth as artifacts for the SIA. The only documentation would be those artifacts that the district has already set forth in their original submissions.*

**2.4 Original narrative:** We need a little more guidance on this section and we are having difficulty distilling section 2.4 in Sheridan's grant and the ODE grant application template.

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