SHERIDAN
SCHOOL DISTRICT

25-27 Integrated Application

Needs Assessment Summary

1. *Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)*

Sheridan SD (SSD) reviewed survey data collected fall 2023 to establish a baseline, and fall of 2024 survey data to assess growth, create yearly goals and progress monitoring. Additionally, we reviewed local data, STAR math and reading, and data from disciplinary hearings, listening sessions, and student advisories. Our DLT did not spend much time reviewing state data because we know that many of our students simply "click" through the online test, despite our best efforts to encourage them.

Trends noticed through our local data include student growth in literacy, using our STAR data from Fall, Winter, and Spring. As an example, first grade at/above grade level increased by 27% to 40% between fall and winter assessments. All grade levels showed significant growth in literacy with the exception of grades 6-8. Further analysis of middle school students shows mental health challenges and substance use. These are also the students who lacked in-person instruction during the pandemic. Math data shows significant growth in grades 1-3, less growth in grades 4-8. Again, significant behavior and mental health challenges impact assessment results.

Student behavior data included reset room use, PBIS referral data, and disciplinary hearings. Students grades 3-8 disciplinary data for the 23-24 and the 2024 school year through March, there were 18 disciplinary hearings related to vaping and/or fighting. Students grades 9-12, there were 26 hearings related to fighting, vaping, alcohol, or possession of marijuana. Substance use among our students impacts the culture of the school and our ability to provide a safe and welcoming environment for students.

Other data sources included CTE, SSD's Barbara Roberts CTEC project, gathering information from regional organizations and industry partners. This information acts as a guide to develop Manufacturing, AgBusiness, Diesel Tech/Truck Driving, and FireScience/EMT Training as initial pathways. Our student participation in CTE programs continues to grow in grades 9-12. Although we have had turnover in

staffing, the current CTE team is now well established and continues to build positive relationships with our students.

Listening sessions were conducted with parents whose children receive special education services. Given our increase in this population, it has become a significant focal group. Trends included having all support staff (OT, PT, and Speech) attend IEP meetings and increase the communication to the parents from that particular team. We also need to improve on the school - home connection, providing parents with ways they can support their child at home.

Specifically, our Integrated Plan and budget will continue to address student mental health, substance use, literacy and math instruction with smaller class sizes, and literacy tutoring for grades K-3. Other items from the needs assessment include

- Continue to provide CTE staffing and supplies
- Provide student managers to support student learning
- Dedicate funds to support AVID at SHS

Student substance use is a significant concern. We have other funding sources, plus our community partners, to assist the District with this challenge.

Equity Advanced (250 words or less per question)

1. ***Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.***

We utilized our district's equity tool to ensure that all planning and budgeting decisions centered on the needs of historically underserved student groups. We analyzed academic, behavioral, and engagement data to identify disparities among our students, which include our focal student group of students with disabilities and our students who deal with substance abuse.

We hosted listening sessions with families and community members to understand barriers to success and co-develop strategies. The District then created a K - 12 Care Team where community members come together to remove barriers and increase community partnerships for all students, especially around our focal groups.

To ensure accountability, we established clear metrics for success through our work with Studer Education by regularly reviewing data from surveys from our stakeholders and closing the feedback loop with our focal groups.

Sheridan School District uses guiding questions to assess resource allocation that would assist the district in addressing or perpetuating inequities before finalizing budget decisions. We make mid-year budget

adjustments based on assessments and other student data. This intentional approach ensures that resources are directed toward students with the greatest need while fostering an inclusive and supportive learning environment for all.

> ***2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?***

Our professional development for staff and admin includes the following:
- AVID Summer Institute, SHS newer staff - targets SEL and academic
- Ongoing PD for WICOR strategies, increasing student engagement at SHS - targets SEL and academic
- Leadership training, building trust, and improved communication with parents/caregivers- targets SEL, retaining a highly qualified staff
- PBIS training - targets SEL, improved school culture, systems for dealing with major behaviors
- K-2 reading instruction, observation time at other schools, PLC time on Fridays
- Youth Mental Health First Aid
- Training for special education staff, parent communication notebooks
- Continued training for the K-12 Care Team, how to address complicated family dynamics, engage our community partners (the YCCO, Lutheran Family Services, Virginia Garcia, Good Food Bag Program)

> ***3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?***

We have developed numerous resources and established procedures to meet the needs of youth navigating houselessness. At both schools students have access to resource centers that provide essentials including clothing, school supplies, toiletries, and various other items. Procedures have been established to help students and their families access these resources discreetly and free of charge. We also have multiple staff who do community outreach to connect with families who may be experiencing houselessness or other challenging circumstances. This includes a liaison, district nurse, student managers, counselors, and front office staff.

Our Liaison provides training for our frontline staff on identification, procedures, and support systems. This position works closely with neighboring districts, Oregon Department of Education (ODE), and county services, to see that our students navigating homelessness are supported.

Our K-12 Care Team includes the Liaison which allows the Team to target specific community resources to better serve those families.

4. *Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.*

Preparing CTE participants for nontraditional fields starts with role models. For example, when Baker Technical Institute (BTI) brought their trailer with heavy equipment simulators to SHS for a career fair, the instructor for BTI, a female, shared her experience as one of the few certified female trainers in the state.

We also have guest speakers so that our students hear from those who have entered a nontraditional career field, such as a female chemical engineer. As opportunities arise, we work to break down gender barriers, when it comes to selecting a career pathway.
We have also partnered with local and regional businesses who are looking for specific job roles and work to create plans for students using our job board. This allows us to network with local businesses and provide economic support for students.

Well-Rounded Education (250 words or less per question)

1. *Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.*

Areas of changes and updates going into the 25-27 biennium:
- Added additional opportunity for high-dosage tutoring on Fridays
- Increased professional development opportunities for K-5 teachers for Science of Reading instructional practices and small group literacy instruction
- Revamped Care Team structure and increased number of community partners targeting our families of need
- Initiated focal group listening sessions with families of students who receive special education services
- Developed a program in collaboration with Confederated Tribes of Grand Ronde for dual language instruction
- Switched from mCLASS to DIBELS for progress monitoring within interventions

2. *Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided.*

3. *How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?*

K-12 teachers are trained and provided support for the creation of a scope and sequence with clearly defined learning objectives, aligned with all state and national standards. In Sheridan SD, the process starts with the state standards. The process begins with teachers allotted PLC time to select the most essential standards, that is, standards that are absolutely necessary for the standards at the next grade level. Following the selection of essential standards, teachers deconstruct the standards, formulating learning objectives or targets. From this work, teachers then select from our adopted and supplemental curriculum, the content that best aligns with the essential standards.

4. *Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.*

Our accountability system for highly effective classroom instruction starts with a collaboration with district administrators, Sheridan Teachers Association leaders, and the HR Specialist to improve our instruction for all students. We use the Danielson Framework, conducting classroom observations. Follow-up conversations with teachers, based on observation data, using the "Learning-focused Conversations":

- Calibrating - What are the gaps/growth areas indicted for this teacher, based on present performance levels and the standards
- Consulting - What information, ideas, and technical resources will be most useful to this teacher, at this time
- Collaborating - What are some ways to balance my contributions with this teacher's experience and expertise
- Coaching - What mental and emotional resources might be most useful for this teacher at this time

Our current challenge is the number of teachers on an emergency license and the District providing the level of coaching needed to give these individuals an opportunity to learn classroom management and instructional strategies. Our small administrator team meets regularly and will often spend time discussing classroom observations and the follow-up process.

5. *How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?*

Our community members and partners experience a safe and welcoming educational environment through the following activities:

- District communication plan (EDI work, internal and external communication)
- School registration forms, remove known barriers
- Training for frontline office staff
- Implementation of safety and security protocols; use of vape sensors
- Open invitation to attend district and community events

6. *How do you ensure students have access to strong school library programs?*

Faulconer-Chapman School

The issue at FCS is not access to the library, but the quality of library media programs offered. Students at FCS, grades K-5, have access to a library. Students grades 6-8 have access to the library but it is not a strong program. We are implementing a plan to correct this and provide all students access to a strong library-media program.

Sheridan High School

The SHS library is a welcoming environment for students. It is open during key times of the day (lunch, breakfast) for students to visit. In addition, the librarian has worked closely with English and history teachers to come to their classes and discuss the variety of services the library can provide. The librarian has helped students with everything from chromebook repair to getting library cards from the local public library.

7. *How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?*

Our K-12 Care Team has created a tracker form, used to monitor the effectiveness of our interventions and the involvement of the YCCO, Lutheran Family Services, YCAP, and the Good Food Bag Program (25 families with food insecurities receive food bags and boxes of produce every Thursday).

One student can be referred, but the Team looks at the entire family system. Our goal is to provide coordination of services without duplication, remove barriers, and utilize available resources. Action steps are reviewed at the student-focus Care Team Meeting, integrating the information gathered from the Community Care Team meetings. Any staff or parent/caregiver can refer a student to the Care Team.

We also monitor the use of the FCS reset classroom, a place where students can receive additional behavior support and learn self-regulation. Our student managers work closely with students and their families to coordinate services that address depression, anxiety, stress, and self regulation.

At the secondary level we use student leadership or advisory to monitor the effectiveness of our interventions. Students have the opportunity to share the challenges they face related to substance use, depression and anxiety. We also track behavior referrals, use of the health room and counseling services. Yamhill County Mental Health, with drug and alcohol counseling, are also part of our Care Team student interventions.

8. *How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?*

The academic needs of students, including our focal student groups, starts with our district assessment, STAR math and reading, grades K-12. K-5 students identified as needing additional support are provided small group reading. Our teachers collaborate to provide intervention at the tier two level. For some students, intervention is with a reading specialist.

Specific to focal student groups: Students qualifying for special education services, including medically fragile, receive Tier Three services in either a pull-out or inclusion instructional model. Paraprofessionals are trained to provide academic and behavior support so that instruction is consistently accessed.

Students qualifying for houseless education receive the services necessary for consistent access. This includes credit recovery options for high school students, or academic intervention for the other grade levels. Other resources include transportation, clothing, personal items, school supplies, and online access through a hot spot. Students experiencing substance abuse are provided support through county behavior intervention, offered at a time they are not missing core classes. Additionally, any suspension is kept to the shortest amount of time, scheduling the disciplinary hearing as quickly as possible.

9. ***If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.***

In 2021 SSD started the Roberts CTEC project, a rural, regional CTEC that would offer four or more pathways to students living in the West Valley (Perrydale, Amity, Willamina, Dayton, and YC School Districts). The selected pathways are Manufacturing (supported by a Future Ready $500K grant) AgBusiness, Diesel Tech/Truck Driving (supported by a $500K Community Project grant), FireScience/EMT Training (supported by a $100K Spirit Mountain Community Fund grant and a CTE Revitalization grant).

All CTE pathways are under development with a partnership with SEDCOR, bringing together regional industries and CTE leaders at Chemeketa. Current action steps:
- Continue fundraising, applying for grants, seeking out monetary and material donations
- Development of the pathways, through industry advisories
- Engage our community, the Confederated Tribes of Grand Ronde, and regional organizations as the pathways are developed

The construction of the building, costing approximately $20M, is relying on state funds through HB 3552. If the bill passes, construction will start immediately, and we are projected to open Diesel Tech/Truck Driving and FireScience/EMT Training fall of 2026. If it doesn't pass, we will continue our fundraising efforts.

10. ***What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.***

Sheridan High School provides two ways to achieve this opportunity. First, students can earn elective credit through our work experience program either by working volunteer or paid hours, submitting documentation, and completing a task with their mentor in that role. This opportunity is open to all students, with an emphasis for juniors and seniors. Second, as part of senior capstone projects, they shadow someone in a line of work that they show interest in, and learn about the various aspects of that profession.

11. **Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.**

Students' academic and technical skills will be improved by encouraging a deeper understanding of how the arts, sciences and mathematics are integrated with and used throughout our lives and careers in both educational and professional settings. Students will tackle real-world problems that utilize the knowledge of their current course work, giving them a sense of pride in ownership and recognition that they are an integral member of society. Students who participate in CTE Programs of Study are challenged and engaged through rigorous coursework and direct application to the related industry. Sheridan HS partners with Chemeketa Community College (CCC), allowing us to offer dual credit at no cost to the student. We also partner with CCC for curriculum alignment, making sure that our students are offered the course content that will prepare them with the technical skills to attend CCC in their selected certification pathway. Sheridan HS also partners with Willamette Promise and Western Oregon to provide dual credit Spanish, Math, and Psychology courses that earn students credit at both SHS and WOU. Under a well-rounded education, Sheridan HS offers a variety of Ag classes, business and marketing, art, theater, band, and choir.

Engaged Community (250 words or less per question)

1. **What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**

Several improvements have been made to better engage our community. These include increasing the number of survey participants, increasing the frequency of surveys, listening sessions with focal groups of parents, student advisory and leadership teams, meetings with industry partners, and the new K-12 Care team.

Our Parent/Caregiver Survey, given twice a year, continues to increase in participation, along with an improved score on the question, "How likely are you to recommend this district as a good place for your child to learn?".

The listening sessions with new staff, parents of students receiving special education services, provided information that informed adjustments to this plan and action items.

Our K-12 Care Team, specifically the Community Partner meeting, has increased the likelihood that our neediest families will receive services. This group advocates for the removal of barriers to services, such as transportation to medical/vision appointments, and coordinated services such as the dental and vision services come to the schools.

Continued barriers include transportation to medical/vision appointments, the lack of services in Sheridan, and the number of families dealing with substance use and food insecurities.

Question 2 removed by ODE

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Strategy #1: Surveys, given to all students grades 4-12 and parents/caregivers. The data from the surveys guided our annual goals and action items. With 80% of students navigating poverty, surveys are the best way to engage this focal group. Other attempts to meet in person have been unsuccessful.

Fall 2023, 147 parents/caregivers participated in the survey, in the fall of 2024 we had 128 participate. The surveys are designed and implemented by Studer Education. Studer provides the results and our Coach assists with the survey results rollout process. As an example, one of our lowest scores, "I receive positive phone calls, emails, or notes about my child from the school." led to action steps during the 24-25 SY to improve this score.

Strategy #2: Listening sessions with focal groups. This has been a successful way to gain valuable information from parents whose children receive special education services. In a small group setting, parents disclose what is working well, what needs improvement, and any suggestions they have for improving special education services.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Strategy #1: Leader Rounding - Anyone who supervises an employee conducts Leader Rounding sessions 2-3 times a year, with each staff member. Employees have the opportunity to answer the questions:
1. What is working well for you?
2. Do you have what you need to do your job?
3. What ideas do you have for improvement?
4. Is there anyone who has been especially helpful to you?

For the purpose of this plan, the data gathered was analyzed for themes, which then informed our action steps.

Strategy #2: Employee Experience Survey - The survey data was used to focus on action items related to professional development and the areas of climate and culture that needed improvement. We have learned that employee turnover is costly to the District, in many ways. Our survey data, and five year goals for Invested Employees, created the foundation for continuous improvement.

5. Question 5 removed by ODE

6. *Response required only if applying with a sponsored charter.*
Sheridan School District does not apply with Sheridan All Prep Academy

Outcome of Engagement
7. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

SSD learned several things from our Community Engagement process. These include the need to build trust, develop systems to remove barriers, and improve specific aspects of district and school operations.

The Sheridan community lacks medical and vision services. There is the need for a community resource center where families can access services from our county services. Additionally, families deal with substance use among youth, disengagement with school and school-related activities, and accessing community resources.

SSD staff would like to better understand the budget, grants, and how to access district resources. There is also the need for aligned professional development, how to address challenging student behaviors, substance use, the level of anxiety and depression among our students.

The action items and budget of this plan are updated and designed using the Community Engagement process. Our action items include training for special education staff, continuing student behavior support throughout the organization, and maintaining the support programs already in place.

Strengthened Systems and Capacity (250 words or less per question)

1. *What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?*

As a small, rural district, the recruitment and retention of staff proves challenging. For example, during the spring/summer of 2022, fourteen licensed teachers left SSD to work in neighboring school districts. For all but one, the new position provided a shorter commute (gas prices at $5.00+), the opportunity to be on the same calendar as their own children, and a significant pay raise. Despite these challenges, we continue to evolve our recruitment strategy from a passive approach of posting to job boards and attending career fairs to one that focuses on growing our own, creating strong partnerships with Education Preparation Programs, and retention of student teachers.

Although SSD cannot compete with larger districts offering a greater salary, we have partnered with an organization to provide a 25% reduction in childcare cost and highlight the benefits of working with a small school district: opportunity to have a voice and be part of the transformational change process, K-12 staff collaboration on all initiatives, CTE program development, and involvement in long-range planning and development of a multitiered system of support. Our onboarding process includes a one-day orientation and online training. Our HR Specialist conducts exit interviews, and will conduct "stay interviews", an opportunity to learn why our staff stay with Sheridan SD. We recruit and retain educators and leaders who represent our student focal groups by supporting our classified employees toward degree attainment and having conversations with our high school graduates about returning to Sheridan for a career in education.
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We intentionally support all licensed staff towards effective classroom management and instruction. Placement in classrooms for K-5 is done by staff recommendation, final approval of the principal. The district nurse, assistant principal, student managers, and counselors, are part of the conversation for classroom placement. At the secondary level there is typically only one teacher per content area, so that in and of itself, is the process. Given the recent change in staffing, we are working to provide professional learning opportunities for teachers placed on an emergency license, seeking out a mentor program through the Regional Educator Network (REN). Also, Sheridan SD has eight students K-12 identified as emerging bilingual students. To serve our emerging bilingual students we rely on the support of the WESD to provide staff coaching and feedback.

> 2. ***Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.***

We have two student managers, one for K-5, 6-8, and a 9-12 graduation coach. These positions work closely with staff, families, and principals to see that students do not experience disciplinary actions that remove them from classroom instruction. Students designated to receive specially designed instruction are supported with paraprofessionals, as needed. This requires special training, and involves special education teachers, district nurse, and administrators. Additionally, students experiencing substance abuse or homelessness, administrators and counselors work together to see that disciplinary action is corrective and restores the student to classroom instruction as soon as possible.

This is an area that needs improvement. Our plan is to create a robust College and Career Center that will be open during the school day, before, and after-school. The Center would have chrome books available, along with career exploration information, employment opportunities, and career guidance. We will also expand our AVID implementation to school-wide, with more opportunities for students to explore various careers. Our current CTE Revitalization grant, which will end June 2023, provided funding for a career fair week. We were able to partner with outside organizations like Baker Technical Institute, local industries, colleges, and universities, bringing these resources to campus. We plan to apply for other grants or eventually use the High School Success grant to support a career fair.

Students from focal groups, and their families, learn about CTE course offerings and Programs of Study through our middle school to high school transition plan, family communication about high school offerings, community publications, fall open house event, and through district to home communication.

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

SSD is not required to engage in Tribal Consultation.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. *No narrative response required.*

2. What is the name of the funding source for the 25% match for early literacy?

   Title I-A

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

SSD would appreciate the support and understanding of ODE regarding our process to hard-wire continuous improvement, using the best of Implementation Science. This plan utilizes aspects of our Strategic Plan with five-year goals under the categories of Successful Students, Invested Employees, and Engaged Community. Each five-year goal has an annual goal, with action steps. These steps are monitored and adjusted using a Stoplight Report, part of the PDSA cycle. District leadership has focused on connecting what is currently working within our Integrated Plan with our Strategic Plan.

Additionally, the two ODE individuals who assisted with our LPGTs and later approved the goals knew little about Sheridan SD and the context of our plan. We explained that our student population is about 80% navigating poverty and we have a significant level of substance use (25-30 disciplinary hearings a year). It would be very helpful to the process if the ODE staff we meet with are familiar with our District demographics.

The reality is that SSD must face the challenge of using available resources to support all students. The families in our community with the means to do so, have transferred out. Many of the students remaining live without hope and plan for their future. We would appreciate the understanding of the context in which this plan was designed and how it will be implemented during the 25-27 school years.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

The Sheridan School District's 2025–2027 Integrated Plan reflects a commitment to continuous improvement and equitable education through data-driven strategies and strong community partnerships. Grounded in a comprehensive needs assessment, the district analyzed STAR assessment data, behavioral trends, stakeholder surveys, and feedback from listening sessions with families and students. While the district observed encouraging growth in literacy and math for students in grades K–5, middle school students showed less progress, a trend attributed to lingering effects of the pandemic, rising mental health concerns, and substance use issues.

The data also revealed significant challenges with student behavior and substance use across grade levels, with disciplinary hearings related to vaping, alcohol, and drug use impacting the learning

environment. Despite these challenges, participation in Career and Technical Education (CTE) programs continues to rise, and SSD is expanding opportunities by developing pathways in Manufacturing, AgBusiness, Diesel Technology, and FireScience/EMT, supported by regional partnerships and external funding.

Equity is a guiding principle of the plan. The district used an equity tool to prioritize the needs of historically underserved student groups, such as students with disabilities and those facing poverty or substance abuse. Listening sessions and surveys informed budget decisions, and the district has embedded these insights into a K–12 Care Team model that coordinates services with community organizations to remove barriers to learning and support family needs.

To strengthen academic instruction and student engagement, the district will continue professional development in literacy, social-emotional learning, AVID strategies, and trauma-informed practices. Staff will receive training to better support students with complex needs, and new initiatives aim to enhance school-home communication and inclusive instructional practices. The district has also prioritized smaller class sizes and increased tutoring support for early grades, especially in reading.

Career readiness remains a central goal. In addition to offering dual credit options through Chemeketa Community College and Western Oregon University, SSD supports work-based learning through internships and senior capstone projects. Plans are underway to create a robust College and Career Center that expands access to career exploration resources, particularly for students from focal groups.

Accountability systems within the district are anchored in data collection and ongoing monitoring. The STAR assessments provide consistent benchmarks, while behavioral data and family feedback guide interventions. Teacher support and development are built around the Danielson Framework, and leadership teams regularly review progress using the PDSA cycle of continuous improvement.

The plan acknowledges systemic challenges, including high poverty rates, limited access to local services, and difficulties recruiting and retaining educators. Nevertheless, SSD's vision is to create a system where district goals cascade to classroom-level action, ensuring that all students graduate with a sense of purpose, belonging, and a viable plan for their future. By aligning its strategic planning with the needs of its students and community, Sheridan School District aims to transform its educational landscape and foster lasting, positive change.