

1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

During the 2025-26 school year, Sheridan School District made meaningful progress in several areas that support the Outcomes and Strategies identified in our Integrated Plan and contribute to our Longitudinal Performance Growth Targets.

One area of progress has been strengthening the systems and resources that support literacy. The district now has an accurate inventory of literacy assessments, instructional tools, curriculum, and digital resources, with resources and professional development increasingly aligned to research-based practices. Establishing these foundational systems supports consistent literacy instruction and intervention and provides the structure necessary to improve student achievement over time.

The district also continued to maintain a high level of implementation around ninth-grade on-track practices. This remains an important indicator of our efforts to ensure students successfully transition into high school, remain engaged in their learning, and stay on a pathway toward graduation.

We saw particularly strong progress in creating welcoming, supportive learning environments. This progress marker moved from medium to high, reflecting intentional SEL work during the year, including professional learning and efforts to strengthen consistent, relationship-centered practices across schools. These strategies support student belonging, engagement, attendance, and readiness to learn—all of which are foundational to improved academic outcomes.

Strengthening partnerships also moved from medium to high. The district expanded its work with community partners to address barriers that can interfere with student learning. The districtwide Care Team has strengthened coordination among schools, families, and community organizations to identify student needs and connect families with resources. The Vision Clinic is one example of this work, providing students with access to vision services and glasses when access to local providers is limited.

Collectively, these efforts demonstrate progress toward an important outcome in our plan: creating the conditions in which students are supported, connected, engaged, and able to succeed academically. While improvements in systems and implementation do not immediately translate into changes in every Performance Growth Target, they strengthen the instructional, relational, and community supports necessary to improve literacy, attendance, ninth-grade on-track rates, and ultimately graduation outcomes over time.

2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Sheridan School District continues to experience significant challenges related to serving a high-needs community with limited resources. Declining enrollment has reduced available funding at the same time that the complexity and intensity of student needs have increased. This creates an ongoing challenge as the district works to maintain innovative instructional programs and opportunities for students while also ensuring that resources are directed toward essential academic and student support services.

One significant area of challenge is meeting the needs of our growing special education population. At Sheridan High School, approximately 24% of students are currently identified for special education services. The increasing number and complexity of students requiring specialized instruction and support places additional demands on staffing, professional learning, scheduling, and district resources. Recruiting and retaining highly trained special education staff, as well as ensuring that general education staff have the skills and support necessary to effectively serve students with disabilities in inclusive settings, continues to be a priority.

These challenges are compounded by inadequate special education funding. The gap between the actual cost of providing required services and available funding requires the district to use increasingly limited general fund resources to meet student needs. As enrollment declines, this becomes increasingly difficult to sustain without reducing other programs and opportunities that contribute to student engagement and success.

Additional support in the areas of sustainable special education funding, recruitment and retention of highly qualified staff, and professional development for serving students with increasingly complex needs would strengthen our ability to implement the Outcomes and Strategies in our plan. Despite these challenges, the district remains committed to maintaining strong instructional programs and innovative opportunities while building systems that ensure students with the greatest needs receive the support necessary to be successful.