

Question 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.

As we reflect on the implementation of our Integrated Plan, several of our outcomes and strategies have led to meeting our LPGT and improving our district assessment scores. The reduction in class size, providing additional behavior support staff, and addressing the student substance abuse has improved the overall culture for both schools.

Under Student Health and Wellness, our K-5 reset classroom with additional behavior support, has had a tremendous impact. Students learn to self-regulate, leading to increased learning time. This also helps to improve the continuity of learning throughout the day with fewer room clears. With fewer major behavior disruptions, the K-5 learning environment has improved.

Question 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.

One Outcome where we continue to face barriers is in providing equitable access to social, behavioral, and mental health supports for students and families. While our strategy has been to partner with county resources, the cost of county mental health services has risen significantly over the past two years. As a result, we had to make the difficult decision for the 2024–25 school year to reduce our counseling contract with Yamhill County in order to prioritize maintaining smaller class sizes.

Access also remains a challenge because many county-based services are located in McMinnville or Newberg, which makes it difficult for Sheridan families to utilize them consistently. To address this, we have strengthened our K–12 Care Team, which works to connect students and families with available resources while providing on-site coordination and support. However, the limitations in both funding and local availability of mental health providers continue to slow progress toward this Outcome, as well as our related strategies around student well-being and engagement.

This barrier has a direct impact on our Longitudinal Performance Growth Targets, particularly in the areas of chronic absenteeism, ninth-grade on-track, and graduation rates. Students who do not have access to timely mental health supports are more likely to miss school, disengage from learning, and struggle with academic persistence. Additional support in building sustainable local partnerships, expanding affordable school-based counseling, and exploring alternative models for delivering mental health services would help us move closer to ensuring equitable access for all students and meeting our LPGTs.

Question 3

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

Our review of the 2024-25 actual data compared to our established LPGTs indicates strong progress in our foundational academic goal, driven by our investment in K-5 class size reduction. Our baseline target for all students for 24/25 is 29% which is well above last year's number of 12.2% and above the original target goal of 25%. We plan to continue our strategies of class size reduction as well as targeted research-based interventions and professional development to continue to improve our core literacy instruction.

Although our district made significant improvements to our Regular Attenders rates in 23/24, we did see a drop in these numbers in 24/25. This resulted in being below our 24/25 target goal of 52% by 1%. We will need to reinvest in strategies to improve chronic absenteeism, using a tiered approach. Tier 1 focuses on all students by fostering a positive school climate, consistent messaging about attendance, recognition of good habits, and engaging instruction. Tier 2 targets students showing early warning signs through proactive monitoring, personalized family outreach, mentorship, and short-term attendance action plans. Tier 3 provides intensive support for chronically absent students with case management, wraparound community services, flexible learning options, and attendance review teams that involve both staff and families.

Our on time graduation rate has shown improvement since 21/22, including a 1% increase in 24/25. However, we fell short of our 24/25 target of 80% by 1%. Our 5-year completion rate has improved significantly and we are now above both our 24/25 target and the Oregon state average with 91%.

Sheridan High School will improve graduation rates by expanding flexible credit recovery and early college opportunities, using hands-on and project-based learning to keep students engaged. Attendance and engagement will be strengthened through tiered intervention systems, advisory and mentorship programs, and recognition of progress. Academic and social-emotional supports will include smaller class sizes, targeted tutoring, and access to

mental-health services to address barriers to success. Finally, career pathways will be expanded through CTE programs, internships, work-based learning, and incorporating student voice, ensuring school is meaningful and connected to students' future goals.

Our 9th grade on track for 23-24 was 95%, 24-25 was 49% when the goal was 80%. However, the 95% from 23-24 was not accurate, making our goal of 80% unreasonable. Despite the incorrect data, the high school will apply school improvement funds to develop an early warning system, creating targeted support tailored to each student's needs. More work will also need to be done in developing student leaders as peer mentors, involving them in school improvement efforts, and providing opportunities for student voice in shaping the school culture and events.