

Sheridan School District 48J
2022-23 Student Investment Account Annual Report

Annual Report Questions	
Question	Context/Guidance
1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?	SIA funds provided critical positions that assisted with meeting the needs of students and building our capacity to provide tiered intervention supports. Two positions, the K-5 and 6-8 student managers, focused on student motivation and guiding behavior choices. The high school student manager supported credit recovery, improved student attendance, and student motivation. Funds also allowed us to provide math intervention to students grades 6-12. Secondary math teachers met with students in small groups and focused on back-filling many of the math concepts based on formative assessments. The intervention teachers collaborated with secondary math teachers which allowed for targeted intervention. We were also able to contract with Yamhill County Health Department for a mental health counselor. This person, very much a part of the Sheridan staff, met with 36 students weekly, and served more than 30 on and off throughout the school year. Of the 37 students served weekly, 25 were able to have counseling services during the summer. A possible change to our SIA goals and outcomes would be to include more funding for a drug and alcohol counselor. The District continues to have a monthly task force meeting that included Yamhill County support staff, Youth Empowerment and Prevention from the Confederated Tribes of Grand Ronde, and district staff. This work continues into the 2023-24 school year. Reviewing our School and District Report Card Data, Sheridan SD improved student attendance, 36% to 64%, improved third grade ELA, 16% to 25%, and improved 8th grade math, 7% to 23%. Our student managers at the K-8 school provided a reset space which gave students the opportunity to work through the issue and return to class. Our high school student manager worked to improve student attendance and graduation credit tracking.
2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?	During the 22-23 school year Sheridan School District experienced the following barriers and/or challenges to implementing the SIA Plan: • We continued to experience a substitute teaching shortage. This greatly impacted our teaching staff. Teachers would give up their prep time to cover other classes, causing students to have a different teacher every class period. The shortage was year-long, with vacant positions 2-3 days a week. • We continue to address substance abuse. During the 22-23 school year there were 25 disciplinary hearings related to vaping, grades 4-12. In response to this challenge, we continue to have a monthly task force

	meeting, now including the Youth Empowerment and Prevention Team from the CTGR. We also refined our process and increased Tier II interventions. • Parent and community involvement continues to be a challenge. The District will host events with dinner, childcare, and sometimes include incentives, only to have less than eight parents/caregivers attend. What we are now attempting is to provide input opportunities for parents/caregivers at the larger traditional events, such as music concerts. Adjustments: No adjustments to the plan, but the District is contracting with Studer Education for leadership development and the creation of our strategic plan. The strategic plan will integrate all of our grants, AVID, and our RTI work. The goal is that continuous improvement will be “hard wired” as how Sheridan SD operates.
3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?	Sheridan SD continues to struggle with parent/community involvement. We have provided more opportunities for ongoing engagement, including strengthening our community partnerships. These include Rotary, City of Sheridan, Sheridan Fire District, Chemeketa Community College, Yamhill Care & Connect, Yamhill County Health Department, Confederated Tribes of Grand Ronde, Parent – Teacher Organization, Sheridan High School Boosters, FFA Alumni, and many more. In a small community like Sheridan, people often engage in multiple groups, and may work for the District. Our staff who live locally are more connected to our families and community organizations. Additionally, we have provided more opportunities for students to engage in conversations about the climate and culture of our schools. This includes listening sessions and surveys. Noted improvements include having three community members run for one school board position, more parents attending board work sessions, and increased parent/caregiver participation in our surveys. Reviewing the Levels of Community Engagement in the toolkit we range in Consult – Involve. And in some areas we are in the Collaborate designation. During the 22-23 school year we completed a few MOUs with community organizations.
4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you’ve learned this year impact future implementation efforts?	The priority continues to be a safe learning environment. Student behavior at school continues to be a challenge. More students struggle to self-regulate and maintain healthy relationships. We also continue to address substance abuse, having had 25 disciplinary hearings during the 2022-23 school year related substance use. The other priority is addressing the learning needs of all students with targeted math and reading intervention, grades K-8. Impacting future implementation efforts: A sense of urgency regarding student achievement in math, concern about students being able to complete the necessary math credits to graduate. We prioritized secondary math instruction with small group intervention, provided by

two secondary math teachers. Both were very experienced and quickly developed a strong rapport with students.

We also continued our RTI work with Solution Tree Training. Teachers prioritize standards (high leverage, necessary proficiency for the next level), and collaborate in the PLC model for the design of Tier II intervention.

During the 22-23 school year, we learned about Studer Education and the services they provide to assist in the development of a strategic plan based on a needs assessment (multiple surveys and focus groups). The strategic plan becomes a living document, each district department developing a “score card” for improvement.

Our adjustments include prioritizing AVID, RTI, and developing a strategic plan. We continue to provide mental health services, but realize that the need is greater than funding and available staff.