

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 18, 2016

Sheridan High School NCES - 50001500997

Sheridan School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status Tasks completed: 0 of 5 (0%)

Assess	Level of Development:	Initial: Limited Development 09/03/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A district policy is not in place that defines a team structure at the building level. SHS has PLC's in place for a Leadership Team as well as PLC's for every core area. CTE, Foreign Language, and Fine Arts also participate in PLC's. The Wellness Committee and SAS(Students Achieving Success) Intervention Program will also be defined and structured. A PLC for the Literacy Committee has been in place for at least five years. Departmental and grade level specific common curriculum PLC's meet monthly. Administrators meet weekly with Counselors and Students Achieving Success (SAS Lab), Mrs. Coleman (SAS Facilitator). The SAS Lab provides interventions for struggling students.	
Plan	Assigned to:	Rodney Williams	
	How it will look when fully met:	1. Leadership Team Purpose 2. Evaluation of effectiveness 3. Survey of team members The Leadership team will function as a group that takes goals and purposes out to the rest of the team members in the building. The Leadership Team will be able to plan to meet indicators and incorporate school goals into the indicators.	
	Target Date:	05/26/2016	
	Tasks:		

		1. Sheridan High School has a Leadership Team that is currently receiving training from the Arkansas Leadership Academy. SHS will utilize the team members, as well as members of the Arkansas Leadership Academy, to establish individual charters for the school, Leadership Team, Departmental PLC's, Wellness Committee, Literacy Committee, and SAS (Students Achieving Success) Intervention. The Charter will include vision, mission, core beliefs, and purpose statements. It will also include meeting times, communication, , norms, and role responsibilities.
		Assigned to: Chairperson for each team
		Added date: 09/23/2015
		Target Completion Date: 07/12/2016
		Frequency: once a year
		Comments: Formalize purpose for each team including three building goals: motivating students, intervention for struggling students, and instructional integrity. Teams will still focus on assessing student achievement and contining to grow professionally.
		2. Each team will select an evaluation tool for rating effectiveness.
		Assigned to: Leadership Team
		Added date: 09/23/2015
		Target Completion Date: 02/25/2016
		Comments: Different teams could evaluate other teams. The Leadership Team could evaluate other teams. Effectiveness could be determined by meeting often, rich discussion, and/or student achievement. Teams may chose to use a survey to evaluate team effectiveness.
		3. Create an annual survey for effectiveness of teams.
		Assigned to: Leadership Team
		Added date: 09/23/2015
		Target Completion Date: 03/01/2016
		Comments: A survey will be created collaboratively to assess the effectiveness of all teams.
		4. Conduct effectiveness survey
		Assigned to: Team Chairperson
		Added date: 09/23/2015
		Target Completion Date: 04/22/2016
		Frequency: once a year
		Comments:
		5. Analyze results of survey
		Assigned to: Leadership Team
		Added date: 09/23/2015
		Target Completion Date: 05/26/2016
		Frequency: once a year
		Comments:
Implement	Percent Task Complete:	0%

Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 10/09/2015
	Evidence:		PLC Teams, Literacy Team, Faculty Meetings, Leadership Team, and all groups/teams that meet at SHS create an agenda prior to their meeting. Agendas have been being created for a minimum of 2 years. Each team creates agendas and keeps minutes. These are saved on the "z" drive and shared with all administrators and any faculty member that would like access. A Google Document has been created for entering the agenda, electronic sign in, and recording minutes that can be accessed by all.
		Added date:	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:		Initial: Limited Development 10/09/2015
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Meeting time for PLCs has been allocated on Wednesday/Thursdays during a morning PLC/DEAR time. The PLC team meets at 7:45 a.m. with either the Leadership Team and administrators or a specific content area and administration. During PLC time students are engaged in research based silent reading time that has benefits to their literacy development. PLC groups are also scheduled after school once monthly for an additional meeting. Between the two meetings, all PLC are meeting an average of 2 hours a month.	
Plan	Assigned to:		Terri Bone
	How it will look when fully met:		PLCs will be fully functioning that will be reflected in agendas, sign ins, and minutes that are available in a Google Doc and some availability in hard copy. Evaluation will be done at the end of the year to measure effectiveness of PLC teams as they relate to staff and students. PLC teams will disseminate and incorporate school goals, visions, and practices through content PLC meetings throughout the year. The Leadership Team will make some decision regarding the operation of the school and goals, visions, and practices.
	Target Date:		05/18/2016
	Tasks:		
	1. Create Agenda, sign ins, and minutes on google docs.		
	Assigned to:		Terri Bone

		Added date:	10/09/2015
		Target Completion Date:	04/13/2016
		Frequency:	monthly
		Comments:	Department heads that are on the Leadership committee will be responsible for setting agendas for content areas PLCs including what has been decided at Leadership team and what needs to be done at content area. Sign ins and minutes will be created at meetings.
Implement	Percent Task Complete:		0%
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/28/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Classroom walk-throughs are currently being done by the three administrators. They collect the data in a program and then look at the data. The data is usually only shared about once per year with the faculty. However, it is used to plan for professional development.	
Plan	Assigned to:	Rodney Williams	
	How it will look when fully met:	Walk-throughs are currently being conducted by administrators four times a day. However, we will see consistency with the amount of time spent in the classrooms. Growth areas will be established from the data from walk-throughs. Professional development will be tied to these areas and then data will be tracked the next year to see if there is an improvement. The Leadership Team is an active voice in the planning and the data will be shared to the Leadership Team and then to the faculty. The data will be shared a minimum of three times a year or as needed.	
	Target Date:	05/27/2016	
	Tasks:		
	1. Continue regular walk-throughs.		
	Assigned to:	Rodney Williams	
	Added date:	01/28/2016	
	Target Completion Date:	05/27/2016	
	Frequency:	daily	

			Comments:	
	2. Summarize data from walk-throughs and share with Leadership Team and faculty.			
			Assigned to:	Rodney Williams
			Added date:	01/28/2016
			Target Completion Date:	05/27/2016
			Frequency:	three times a year
			Comments:	
	3. Determine professional development based on summarized data from walk-throughs and input from faculty			
			Assigned to:	Rodney Williams
			Added date:	01/28/2016
			Target Completion Date:	05/27/2016
			Frequency:	four times a year
			Comments:	We will be monitoring progress throughout the year. The summarized data will be shared with the Leadership Team and faculty. Do we need to pull data sooner to plan for PD?
Implement	Percent Task Complete:			0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)			
Status	In Plan / No Tasks Created			
Assess	Level of Development:		Initial: Limited Development 10/15/2015	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently, teachers have six hours of choice of PD based on their TESS PGP. District-wide PD is offered and focused on instruction and instructional strategies in lesson planning and student engagement. There has been a lot of district wide PD aligning and developing curriculum. There is on-going PD throughout the year presented in faculty meetings and PLC's. It is constantly imbedded in the meetings and outside training faculty members attend. Content specific and needs based PD is provided throughout the year either on or off-site.	
Plan	Assigned to:		Not yet assigned	
			Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)			
Status	Tasks completed: 1 of 3 (33%)			
Assess	Level of Development:		Initial: Limited Development 10/15/2015	
	Index:		4	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	GANAG, test scores and data, surveys, ...	
Plan	Assigned to:	Terri Bone	
	How it will look when fully met:	Sheridan School District is committed to providing quality professional development throughout the district. Summer 2015 Huddle PD was provided to all SSD teachers K-12. In Huddle, a focus was using GANAG for structuring engaging lessons in the classroom through all grade levels. Teachers concentrated on the structure of GANAG lessons while placing a priority focus on CCSS. Sheridan School District also provided professional development to teachers in the areas of technology, dyslexia, and an overview of the school district by bus. SHS provided PD on the three goals for the high school for the 2015-2016 school year which includes: intervention for struggling students, motivation, and effective instructional integrity. Teacher GANAG lesson plans are turned in weekly that reflect standards and ensure student learning throughout the district. Classroom walk-throughs, observations, and informal drop-ins by administration and curriculum coaches monitor engagement and student learning. Test scores will be monitored closely to ensure students are achieving standards in all core areas. PLC's meet by department to analyze and disaggregate test data in an attempt to structure future learning and professional development around student success. Teachers at Sheridan High School are required to obtain six hours of PD on their own specific to their content area or individual need. All PD is approved through the Principal's office and relates to the teachers' Professional Growth Plan (PGP). Teachers will upload evidence throughout the year pertaining to their PGP through Teacher Excellence Support System (TESS). Ken Stamatis will provide ongoing PD throughout the school year with the Social Studies Department on implementing reading and writing using Common Core State Standards. Teachers, through the Leadership Team and PLC's, will answer surveys related to instruction, professional development, and strengths and weaknesses of the high school's instructional programs.	
	Target Date:	05/12/2016	
	Tasks:		
	1. Professional Development Surveys		
	Assigned to:	Rodney Williams	
	Added date:	11/04/2015	
	Target Completion Date:	04/01/2016	
	Comments:	Distribute professional development needs surveys to staff electronically and aggregate results.	
	2. Teachers will turn in a copy of their six hours of PD on their own for the 2015-2016 school year.		

		Assigned to:	Terri Bone
		Added date:	11/04/2015
		Target Completion Date:	11/20/2015
		Comments:	Teachers must turn in a copy of their six hours of PD and record this in ESCWorks.
		Task Completed:	11/20/2015 12:00:00 AM
	3. Teachers district provided PD will be recorded in ESCWorks.		
		Assigned to:	Bridgett Chitwood
		Added date:	11/04/2015
		Target Completion Date:	02/01/2016
		Comments:	Each teacher's ESCWorks should reflect their district PD.
Implement	Percent Task Complete:		33%
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/18/2016	
	Evidence:	IG01 - The indicator addressed extended learning time programs and strategies being implemented. After reading the "Wise Ways" examples, the Leadership Team discussed what programs are used at SHS. The following were mentioned that correlated with data driven strategies offered by "Wise Ways": Students Achieving Success (SAS) Lab - Students who are failing classes are assigned this class to have support and extra time in academic endeavors, organizational strategies, schoolwork tutoring by mentors, etc. It is desgined to restructure their school day so the students who need the most support are given more instructional opportunities. After and before school tutoring - Tutoring is offered both before school and after school for all core subjects. DEAR Time - SHS offers DEAR Time at least once a week for extended reading time which has been shown to boost student literacy. AP Prep Sessions - AP teachers offer Saturday and after school AP test prep sessions. Study Skills Class - A class is being added to next year's schedule that is for students with IEP's to assist and train them in study skills. Math Ready and Critical Reading - These classes are offered for students struggling in math and literacy. SPED extended year - Special Education extended year classes are offered in the summer in order to ensure students with IEP's don't regress in the summer months. Summer School - Summer School is offered each year for students who failed core classes during the regular academic year. Credit Recovery - Credit recovery is offered in our Edgenuity	

			<p>Lab.</p> <p>Summer Feeding Program - SHS partners with the local Ministerial Alliance Program to feed students throughout the summer that may not have enough food at home. They can come to a designated school cafeteria or church in their area to obtain lunches during the week for the summer months.</p> <p>GPA - SHS offers a Guided Practice study hall to assist the students who are struggling in certain subjects.</p> <p>ESL Critical Reading - Critical Reading for ESL students is offered for additional practice for ESL students.</p> <p>After discussing the evidence/artifacts that go with this indicator, it was decided that it was fully implemented. However, the team felt like it could work on a few items to make sure it improved even more. The SAS Lab was assigned to students for the first time this year. Data will be tracked and monitored for effectiveness. Wendy Sites mentioned the Counselor's have already pulled last year's transcripts and are comparing them to this year's transcripts for those students. Once they have the data at the end of the year, it will be tracked and analyzed. Mrs. Coles applauded the wonderful job Amanda Coleman does in the SAS Lab and indicated that the new GPS and Edgenuity Lab instructors were new and could use some support and instruction. They both began in January and are doing a great job. Some of the teachers just thought they could benefit from instruction and support from Mrs. Coleman since she has the SAS Lab running so smoothly and they can see a difference in their students achievement.</p>
		Added date:	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 02/10/2016

	Evidence:	1. Teacher salaries were increased this year that made them higher than starting salaries in surrounding areas. 2. All teachers are certified and HQT in their subject areas. 3. Applicants are often required to "practice teach" as part of the interview process. 4. Partnerships with universities for teacher preparation and recruitment. Administrators assist in mock interview with Arkansas Tech University education majors. Ouachita Baptist University education majors were brought to Sheridan High School to observe classes and ask questions about the profession. Henderson State University offers a "grown-your-own" (as indicated in "Wise Ways") for current teachers to enroll in Educational Leadership courses offered in Sheridan. 5. The Asst. Superintendent attends various teacher fairs throughout the year. 6. The needs of the students are the first priority in assigning teachers. Teachers are paired with course offerings within their professional competencies. The administrators match the school course offerings with teachers in which the students are most likely to be successful. 7. Teacher leadership positions are available to interested teachers. There are a variety of ways the leadership positions do not require leaving the classroom for an administrative position. Examples of these include being involved in the following: teacher mentors, leadership team members, leadership sub-committee, and becoming department heads. 8. Teachers who are not performing at the expected level can be coached through Track 3 in TESS. 9. The Leadership Sub-Committee attends the Arkansas Leadership Academy. The members work on task-oriented actions required for school success. Examples of these include: mission and vision statements, charters, purpose, and disaggregating data to ensure strong connections with school learning goals.
		Added date:
Opportunity to Learn		
Post-Secondary School Options		
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/02/2016
	Evidence:	ACT Profile - The ACT Profile is given in the fall to all seniors. The Career and Career Counselor goes over information about results with the students. Students can also log in and use information for college and career searches. ZAPS ACT Seminar – SHS conducts a ZAPS ACT prep class in the fall and spring for any students who want assistance preparing for the ACT.

Career Fair – held at Sheridan High School during the school day for students to attend
NEXT Magazine and Career Watch - A structured program of activities was created for 10th - 12th graders during Advisory for a week in November going over ways to prepare for college and careers. Students were able to explore careers and post-secondary options for these career paths.

Employability Packets - Seniors were given packets that included job applications, scholarship applications, and essay topics to better prepare them for employment and college opportunities.

Job Shadow – JAG Students participate in Job Shadow Day. They go to various businesses in town and surrounding towns to job shadow a career of their choice for the day.

SAS Lab Field Trip – The College and Career Counselor took students to SEARK and Pulaski Tech to tour the community colleges and talk with admission counselors and professors in various career fields.

Guest Speakers – Guest Speakers from colleges and careers visit the Keystone Class that is a required class for all 9th graders. JAG (Jobs for America's Graduates) at SHS also has guest speakers throughout the year.

Transition and Career Fair – The Special Education Department, in conjunction with the College and Career Counselor, conducts a Transition and Career Fair for special education students.

CAPS – Beginning in 9th grade, students are assigned a faculty member who will prepare them for high school classes that will benefit them in their careers. CAPS Conferences are also conducted in the spring with family members who are required to attend the conference and plan for the student's future. Counselors are required to review all CAPS course requests and four year course trajectory.

College Days - Juniors and seniors are allowed two college days to visit colleges of their choice. Universities are also encouraged and invited to come to the SHS lunch period to set up a table with information from their college or university.

Financial Aid Night – A Financial Aid night is offered for seniors and their family members to go over the financial aid process at a university. Information about the FAFSA is also distributed to students and family members and assistance is provided to them about filling out the application.

College Night – College night is held in the fall to bring colleges and universities to the high school to visit with students and family members.

Newsletter – A monthly newsletter is produced by the

			<p>College and Career Counselor produces a monthly newsletter about college admission and college scholarship information. It also includes information about any career fairs in the area.</p> <p>Confidential Buddy system - Teachers are paired with an at-risk student who develop a personal relationship with that student and mentor them throughout their high school career.</p> <p>Advisories - SHS has an advisory period where teachers are assigned groups that they lead throughout their entire high school years in order to help ensure they are prepared academically for either college or career.</p> <p>Social Media – Social media (Twitter and Live Feed) is used to information students about upcoming college deadlines and scholarship information.</p> <p>College of the Ouachitas – SHS offers a bridge program through the College of the Ouachitas for students that have an interest in a technical field so they can learn the basic skills necessary for the workforce or to enroll in a technical program after high school. Students are transported to the COTO campus in Malvern to study things such as: Welding, Automotive Technician, Cosmetology, Criminal Justice, Medical Professions, and Engineering.</p>
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/12/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The team determined SHS teams meet and align instruction but do not vertically align with SJHS. Science and Social Studies both need "time" committed to them to be able to align standards. Each department does align standards. English and Math have done this to a more extreme level than Science and Social Studies but not to the level described in "Wise Ways". The Career and Technical Department meet in the summer to vertically align their curriculum. Foreign Language Department align with common tests, pre-test and post-test.</p>	

Plan	Assigned to:		Not yet assigned	
		Added date:		
Curriculum, Assessment, and Instructional Planning				
Assessing student learning frequently with standards-based assessments				
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)			
Status	In Plan / No Tasks Created			
Assess	Level of Development:		Initial: Limited Development 03/18/2016	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		<p>Algebra I/Geometry/Algebra II complete curriculum assessments after each module at least two times a semester and at most five times a year. Through MDC, the math instructors conduct pre/post assessments then collect the data with formative assessments and look for shifts in scoring and trends. English Language Proficiency Assessments are given each Spring. Mrs. Kroeker indicated they track student data from year to year. IEP's - Each teacher receives modification and keeps folders with modified assessments. Assessment and reflection - Teachers reflect formative assessments and adjust lesson design based on those assessment. AP Mock Exams - AP teachers give one-two mock exams each year. ACT - It was discussed that after ACT scores are received, the scores should be analyzed but there is no prior data to compare. There will not be any AIP's tied to the ACT because it was not a required test. The school district will also not have prior data from the PARCC assessments last year to use for comparisons. The team decided it was not fully implemented and steps would be taken for improvement.</p>	
Plan	Assigned to:		Not yet assigned	
		Added date:		
Classroom Instruction				
Expecting and monitoring sound instruction in a variety of modes				
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)			
Status	In Plan / No Tasks Created			
Assess	Level of Development:		Initial: Limited Development 11/12/2015	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	ELA, Social Studies, and Math all met in the summer to align curriculum and pacing guides and then put them in a central location on the server(Box)where all teachers have access to it. The Biology Department meets to determine the pacing guides used, when to use formative assessments, etc. AP follows College Board curriculum but the standards may not fall under the ELA standards created by the pacing guides. ELA is in the process of aligning better but there needs to be more focus in aligning with Pre-AP and AP classes. The team feels like there should be a constant conversation. It will be hard to be fully implemented at any time because it is always evolving.	
Plan	Assigned to:	Rodney Williams	
	How it will look when fully met:	When fully implemented, consistency across grade levels and content areas will be evident. There will evidence of coherence in what is being taught across the same grades as well as vertically between grades. Pacing guides will be developed for each content area to keep the school and the district pointed in the same direction. A "Curriculum Box" will be fully developed that will include a variety of resources and materials that will guide instruction for all students. Evidence-District Curriculum Box, common assessments developed, data from walkthroughs, pacing guides	
	Target Date:	05/12/2017	
		Added date:	
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/16/2016	

Evidence:	<p>Sheridan High School is not a Title I school. A compact exists in the Sheridan School District Student Handbook that is between the school and parents of elementary through intermediate schools in our district.</p> <p>A School Parent Involvement Policy is in place between Sheridan High School and SHS parents. This policy state our school improvement status, free and reduced lunch rate, and parent involvement committee members. This agreement also lists various forms of communication that is used to provide information to parents and to increase parental involvement in supporting student learning. A list is also provided in this agreement of parent meetings, conferences, and activities that are planned throughout the year with meeting times and dates for opportunities for parental involvement. Parents are encouraged to engage in these types of efforts to increase building staff and parent commitment to student learning.</p> <p>Resources at SHS provided for parents include: a parental resource center, Parental Involvement Plan on district website, Parent-Teacher Conferences with information such as; homework tips, getting the most out of high school, how to get good grades in ten steps, study tips and strategies, suicide prevention, anti-bullying and internet safety.</p> <p>Parents are also given passwords and instructions on how to access their student's grades through the Home Access Center (HAC). District communication such as, the district website, LiveFeed, and Twitter are used to communicate with parents.</p> <p>An annual parent involvement survey is given at Parent-Teacher Conferences and online through the SSD website, Facebook, and Google Forms. Feedback is also solicited from parents at Parental Involvement Committee meetings throughout the year. This survey data is analyzed at the first Parental Involvement Committee meeting of the year. The data is used to formulate parent activities and communication for the current school year.</p>		
		Added date:	