

SWEET HOME SCHOOL DISTRICT NO. 55  
Sweet Home, Oregon

# SWEET HOME HIGH SCHOOL



## SCHOOL IMPROVEMENT PLAN 2009-2011

## EXECUTIVE SUMMARY

The staff and administration of Sweet Home High School are continually working to improve the education of our students and our school environment. Test scores are a major concern, and one of our goals addresses that issue. We are analyzing data to see how we can continue to improve in that area.

With the down turn in the economy we have seen a drop in our enrollment in the past two years. Because we have had to make cuts in staffing for the 2009-10 school year we are struggling to maintain elective classes that interest our students and make them want to remain in school.

We have seen a surge in the number of students who want to drop out of the regular school and get a GED. We also continue to look for alternatives for students who find it difficult to fit into the traditional school setting. At this time we offer a GED class, two different programs at the CSC site in Lebanon, Youth Build for a few students, a Transition Room, tutoring for a few students at the district office, and a credit recovery class called Learning Lab. This year for the first time we have five Odyssey Ware licenses so that we can offer both initial credit and credit recovery. We are focusing that on 10<sup>th</sup> and 11<sup>th</sup> graders who are in danger of not graduating.

The administration and staff of the high school are researching and exploring several different strategies that have been proven to increase student learning and success, increase the graduation and attendance rates, and decrease the drop out rate. We hope to implement all of them next year. Teachers and administrators are attending workshops and conferences to increase our knowledge of these strategies and help ensure their success at SHHS.

One of these promising concepts is the Professional Learning Community (PLC), which develops the capacity of school personnel to collaborate to increase student learning and success. We need time for this to happen on a weekly basis.

As part of the PLC concept will be workshops on Data Driven Decision Making and preparing common assessments. The teachers will also have a workshop during the 2009-2010 school year to learn about implementing Credit for Proficiency in some of their classes.

A study hall for all 9<sup>th</sup> and 10<sup>th</sup> graders and any 11<sup>th</sup> and 12<sup>th</sup> graders with D's or F's will begin in the fall of 2010. The reasoning behind this plan is that it will reduce failure in the first two years of high school, thus helping to ensure that students will be on track to graduate, reducing the number of make up opportunities needed, raising the graduation rate and reducing the drop out rate. It should also cut the number of students going GED because they see no way they can graduate from high school.

Three goals were written for this school improvement plan. They were written in collaboration with the Site Council and the faculty. Our mission statement, which is very long, will be evaluated this year by the site council and rewritten/revised.

# BACKGROUND INFORMATION

## DESCRIPTION OF THE SCHOOL

Sweet Home High School is a comprehensive high school serving about 750 students in grades 9-12. There are 40 teachers, two counselors, three administrators, a swimming pool supervisor, a food service supervisor, as well as about 34 support personnel. The high school offers a wide variety of classes for students, including auto, metal and wood shops, vocal and instrumental music, FACS (Family and Consumer Studies), Spanish, business, as well as the core subjects.

Sweet Home High School also offers honors classes and AP classes in government, US History, and English. Numerous classes are aligned with Linn Benton Community College to provide dual credit in our College Now program.

Alternative programs have been addressed in the Executive Summary.

SHHS has operated in a trimester block system since the 1999-2000 school year. The Sweet Home community passed a bond levy in 2001 that was partially used to build a new athletic facility, cafeteria, administrative and counseling offices, media center, two computer labs, and four new classrooms at the high school. At this time a 5000 square foot space was added to the new building to house a Linn Benton Community College center.

## SELF-EVALUATION

### REVIEW OF PREVIOUS SCHOOL IMPROVEMENT GOALS

GOAL #1 The percentage of SHHS students who meet or exceed the state standards will be above the average in each subject tested.

Evaluation: This is a goal we will continually be striving to reach. While we are consistently above state average in science, the other areas have yet to reach the state average. Data on the scores will appear later in this plan.

GOAL #2 Average daily attendance will be 90% or above for the years 2007-2009.

Evaluation: Student attendance is one of the biggest challenges faced by high schools today. It is a huge factor in student success and that is why we had this as one of our goals. Unfortunately, we achieved this goal only one year in three, but were very close in 2008-09. We have increased our alternative offerings, with the addition of Odyssey Ware this year, in hopes of increasing student attendance and thus success. During the 2008-09 school year we had parent volunteers who phoned parents when their students were not in school in the morning. This seemed to help with attendance.

## STAFFING

	F.T.E.	HQ	F.T.E.	HQ	F.T.E.	HQ
Licensed/supervisor positions	2007-2008		2008-2009		2009-2010	
Administrators	3	3	3	3	3	3
Food Service Supervisor	1	NA	1	NA	1	NA
Swimming Pool Supervisor	1	NA	1	NA		NA
Counselors	2	2	2	2	2	2
Vocational/Technical	4	3	4	3	4	3
Business	2	2	2	2	2	2
Art	1	1	1	1	1	1
Music	2	2	1.5	1.5	1.5	1.5
PE/Health	4	4	4	4	4	4
Language Arts/2nd Language	8.5	8.5	8.5	8.5	7.25	7.25
Math	5	5	5	5	5	5
Science	4	4	4	4	4	4
Social Studies	4.5	4.5	4.5	4.5	4.75	4.75
Special Ed.	4	4	4	4	3	3
Alternative Ed	1	NA	1.5	NA	1.5	NA
Career Center Supervisor	0.5	NA	0.5	NA	0.5	0.5
ESOL/CRISS Project Dir.	0.5	0.5	0.5	0.5	0.25	0.25
Total	49	44.5	48	42	45.75	41.25
PERCENTAGES		96%		95%		95%

## STAFFING CONTINUED

Classified Positions	2007-2008		2008-2009		2009-2010	
	Hours	F.T.E.	Hours	F.T.E.	Hours	F.T.E.
Alt. Ed Assistant	22.5	3	28	4	21.5	3
Spec. Needs Asst.	39.75	6	53	8	41	6.25
Spec. Needs Asst. BLS	27.5	4.25	21.25	3	21.25	3
Library/Media	16	2	16	2	16	2
Sec./Bookkeeper	45.25	6	45	7	45	6
Laundry	6	0.75	6	.75	5	.75
Custodian/Maintenance	52	6.5	46.25	6.25	53.25	6.6
Cooks/Bakers	58.25	8	61.25	9	59.75	9
<b>Total</b>	<b>267.25</b>	<b>36.5</b>	<b>276.75</b>	<b>40</b>	<b>262.75</b>	<b>36.1</b>

## CERTIFIED STAFFING WORK HISTORY

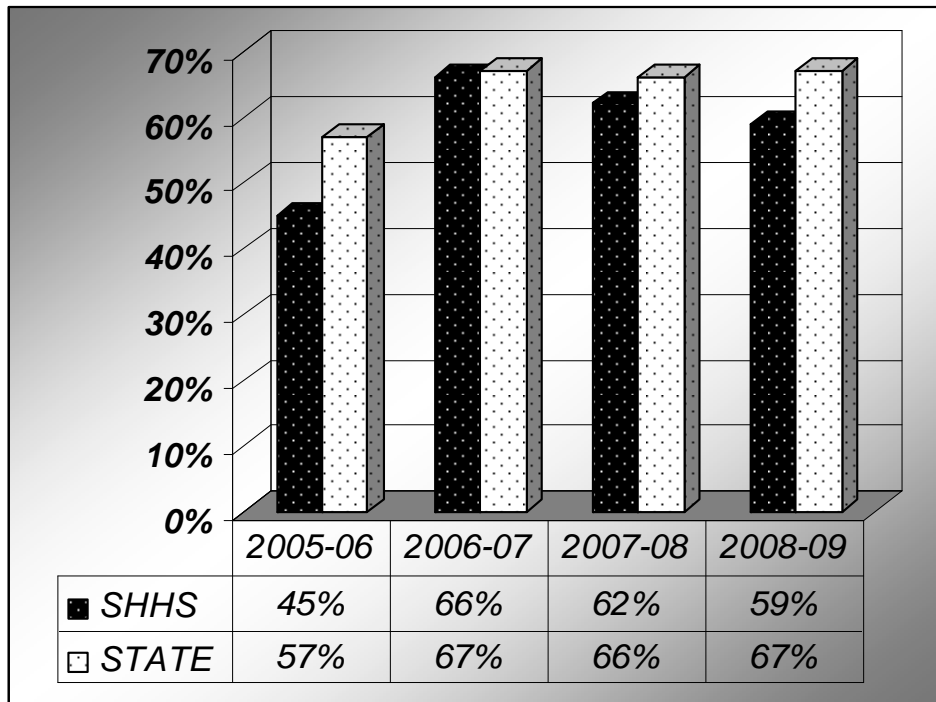
EXPERIENCE	2007/2008	2008/2009	2009/2010
NEW HIRES	11	7	3
1ST YEAR	7	5	0
2-5 YEARS	11	13	15
6-10 YEARS	3	7	5
11-15 YEARS	5	3	5
16-19 YEARS		5	4
20+ YEARS	12	12	13
<b># whose only experience is at SHHS</b>		<b>20</b>	<b>19</b>

## ANALYSIS OF STUDENT PERFORMANCE DATA

An analysis of the performance data of sophomores based on their scores on the Oregon State Assessment Tests is given to us each year. We use it as a guideline to show how well we are teaching the content standards set by the State. During the 2006-07 school year the State readjusted the passing score at the high school from 239 to 236 on the reading and math tests and from 239 to 240 on the science test. One must use caution, however, when comparing scores from one year to the next, remembering that these scores reflect how well each class of sophomores did on the tests, but does not show improvement of a particular class over time.

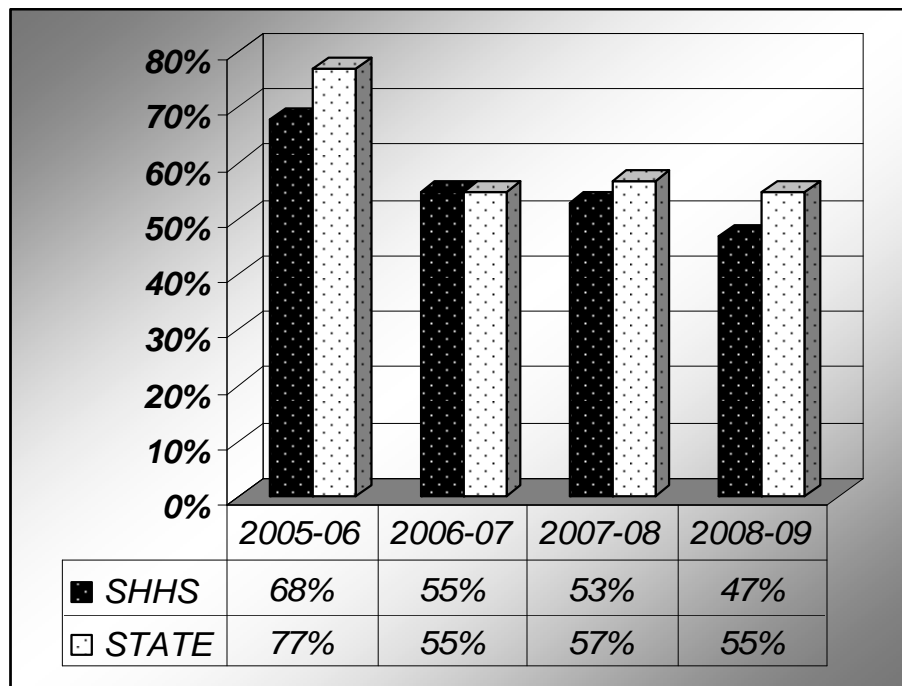
### READING

Reading scores for SHHS have been very mobile over the past four years. Because of this, we applied for, and received, a grant from the NWREL to help raise literacy. This grant will be addressed in another section.



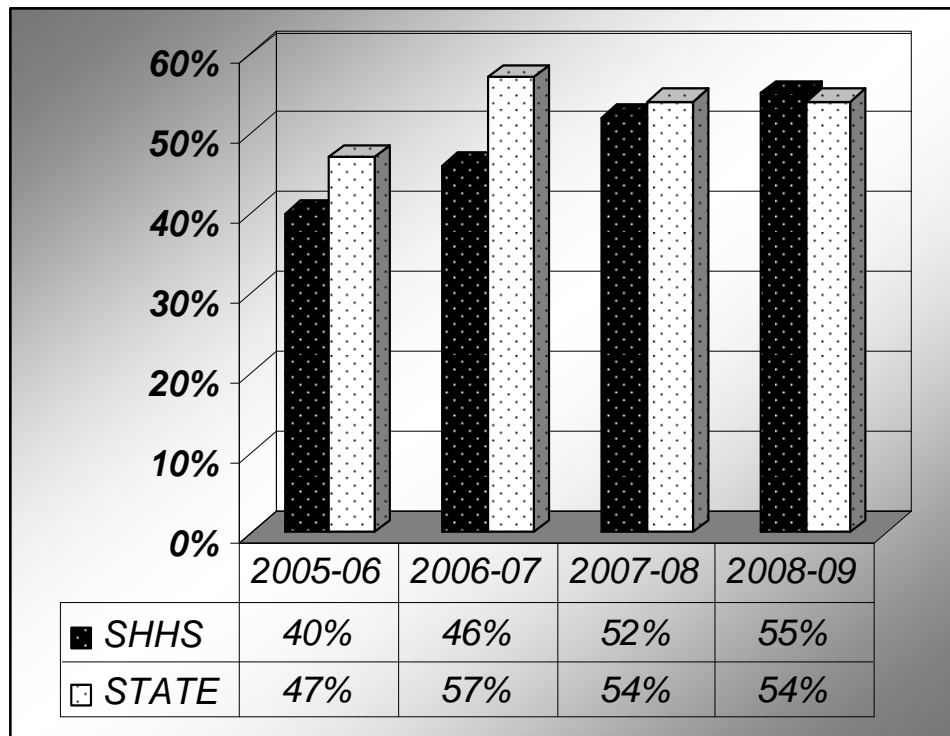
## WRITING

Writing has been an area of emphasis on our previous school goals and an area in which our students' skills have been declining over the past few years. Our language arts staff has been very transient until the 2009-2010 school year. Whether that has had an effect on the test scores or not remains to be seen. Unfortunately, our students are able to take the test only once during the school year, unlike the computerized tests, which they can take up to three times to try to improve their test scores. This makes it imperative that they do their best on the test when they have the opportunity. We will continue to emphasize writing improvement as a major goal.



## MATH

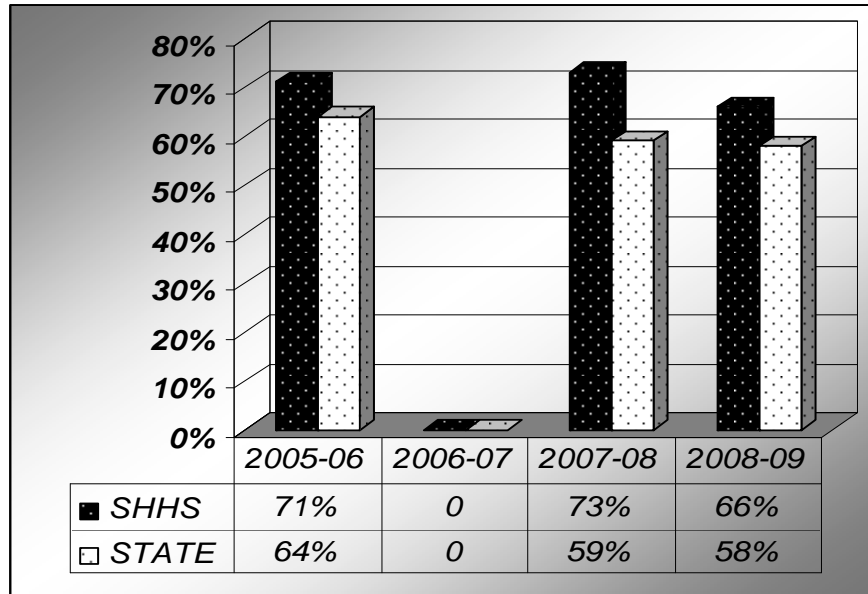
In the past our math scores have been a matter of great concern for the faculty at Sweet Home High School. We implemented changes in the curriculum and added a term to algebra and geometry so that students in those classes take 3 terms of each in a year, not just two. During the 2008-09 school year the math department also increased the number of times students took the test as well as having a math lab. Due to both of those items, our test scores were above state average that year. Due to budget cuts, we have had to eliminate the math lab however. What effect that will have is unknown at this time. We will continue to increase the number of opportunities each student has to take the test.





## SCIENCE

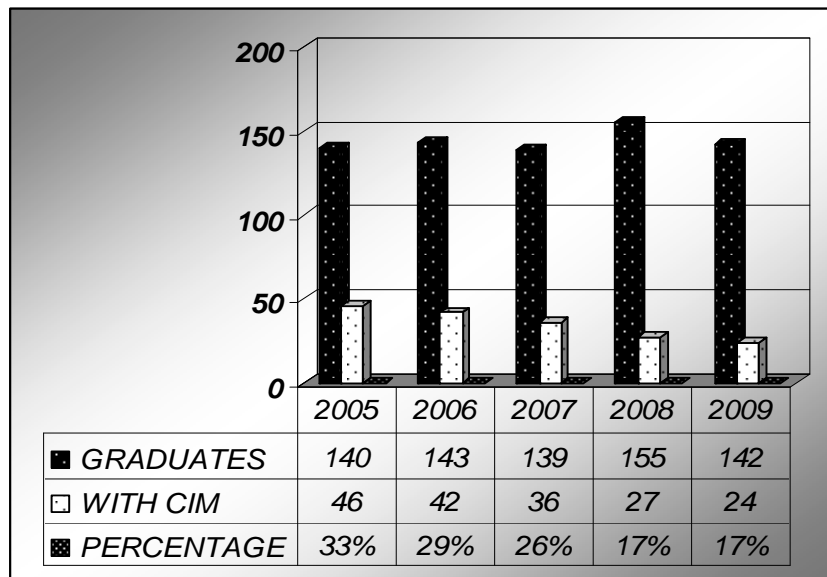
Although science is not included on the state report card, it is part of the requirements for the students to earn an Honors Diploma at SHHS. Sweet Home High School has always compared favorably with the rest of the state on the science tests.



## SENIORS GRADUATING WITH A CIM

The graduating class of 2008 was the last class to graduate with a CIM, based upon the Oregon Department of Education requirements. They have changed some of their requirements for graduation and the CIM and CAM as such are no longer part of their nomenclature.

Because SHHS has required students to meet the CIM standards to earn an Honors Diploma, we are still tracking the numbers and therefore are including them in this report.



## PARTICIPATION IN CO-CURRICULAR ACTIVITIES

It is the belief of the staff and administration at Sweet Home High School that students who participate in sports or clubs during their high school years not only have a better, more rewarding high school experience, but they maintain better grades when they are involved. To this end we try to provide as many different opportunities for our students as we can. Not only can the students participate in sports but they can belong to one or more of the following clubs: Key Club, Equestrian Team, Forestry Club, Amnesty International Club, Art Club, Computer Gaming Club, the Book Club, and Spanish Club. We also offer band, choir, and drama.

The following are the participation numbers for our sports for the past three years. Even though our enrollment has been down for the past two years, participation in sports is holding steady.

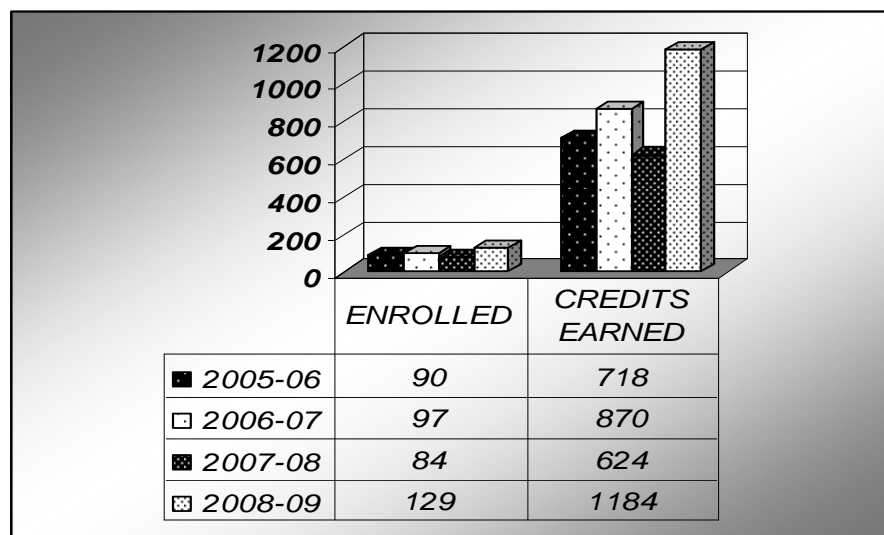
SPORT	2006-07	2007-08	2008-09	2009-10
FOOTBALL	68	73	79	62
VOLLEYBALL	30	32	33	33
BOYS' SOCCER	25	28	29	28
GIRLS' SOCCER	17	21	23	22
CROSS COUNTRY	31	30	28	34
CHEER	24	27	31	24
WATER POLO			18	15
BOYS' BASKETBALL	48	46	34	35
GIRLS' BASKETBALL	43	41	23	26
WRESTLING	60	50	33	38
SWIMMING	26	24	34	38
BASEBALL	43	42	36	
SOFTBALL	39	40	25	
TRACK	55	52	81	
GOLF			14	
EQUESTRIAN			7	

## EDUCATION OPPORTUNITIES AT SHHS

Sweet Home High School is a rural school in a town of about 8,500 people. We are 13 miles from Lebanon and an hour from Salem and Eugene. Opportunities for our students are much fewer than for students in the larger towns and cities. Therefore we try to provide as many educational opportunities as possible for them. We are fortunate to have a branch of Linn Benton Community college on our campus and are working with them to provide more opportunities for our students. Meanwhile, we offer a number of College Now classes through LBCC for students to have a chance to earn credits before graduating from high school. We also offer three different AP classes, giving students the possibility of earning college credits by taking the AP tests: English, U.S. History, and Government. Some students have also taken the AP Chemistry test. In the past we have offered students the opportunity to take college courses through Senate Bill 300's mandate. However, at this time we have a waiver, based upon our AP and College Now offerings.

The following graphs show our students' participation in the College Now Program and AP courses.

### COLLEGE NOW



As you see by the above graph, our students are able to earn quite a number of college credits before they graduate from SHHS. We have a variety of different classes in several subject areas that the students can access for College Now credits. The following are the areas and the credits available to our students:

SUBJECT AREA	CREDITS AVAILABLE
AUTO	9
BIOLOGY	12
BUSINESS	11
ENGLISH COMP	3
HEALTH OCC	7

SUBJECT AREA	CREDITS AVAILABLE
MATH	15
METALS	4
SPANISH	12
FACS	6

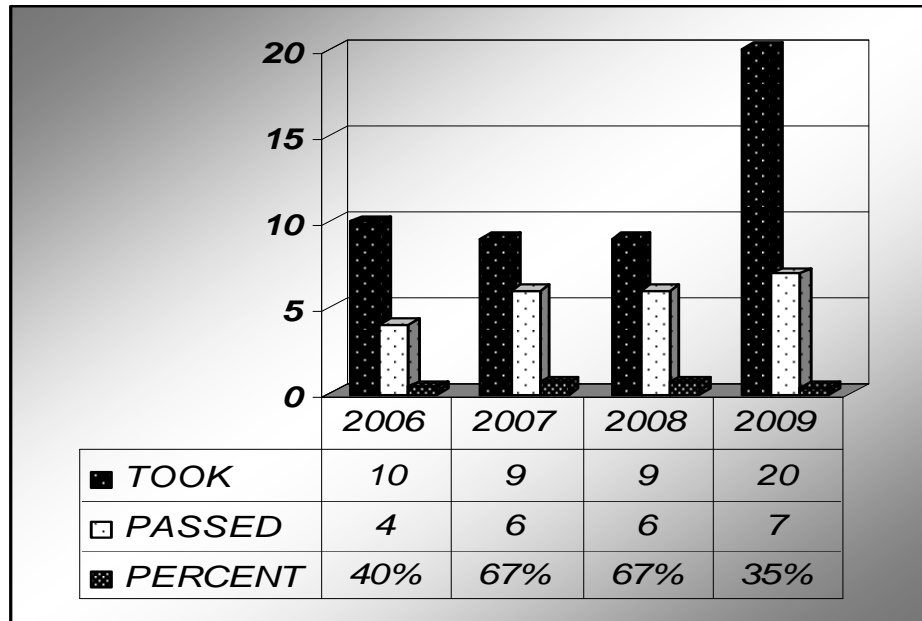
**TOTAL**

**79**

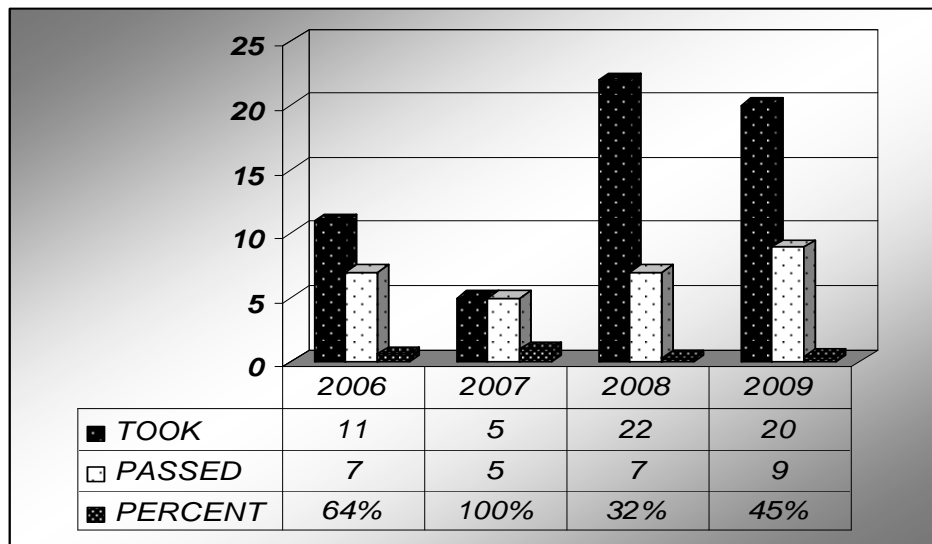
**ADVANCED PLACEMENT**

Sweet Home High School offers AP classes in English, U.S. History, and Government. Students enrolled in the classes are encouraged to take the AP tests, but are not required to do so. There is aid available to those who cannot pay. Below is the AP test data from the past 4 years.

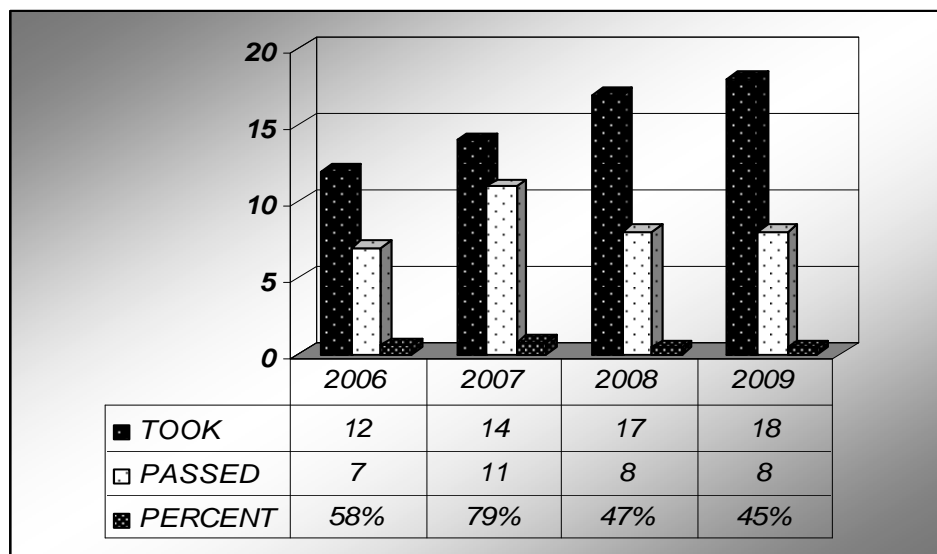
### US HISTORY



### ENGLISH LIT/COMP



## GOVERNMENT



## COLLEGE ATTENDANCE

Because of Sweet Home High School's close ties to Linn Benton Community College, many of our students begin their college career there, rather than a 4-year university. As can be seen by the data, a larger number of our seniors begin their career in higher education at LBCC than at a 4-year university. It is interesting to note, that with the poor economy and fewer available job opportunities, more students are choosing to further their education. Below are the numbers attending 4-year Oregon universities and LBCC.

### OREGON UNIVERSITY SYSTEM ENROLLMENT FROM SWEET HOME HIGH SCHOOL

GRAD YEAR	# ATTENDING	PERSISTENCE	PERCENT
2004	14	11	79%
2005	11	10	91%
2006	18	13	72%
2007	12	10	83%
2008	17	14	82%

### LINN BENTON COMMUNITY COLLEGE ENROLLMENT FROM SWEET HOME HIGH SCHOOL

GRAD YEAR	# ATTENDING	% OF GRAD. CLASS
2005	47	25.70%
2006	42	26.80%
2007	39	25.80%
2008	47	29.60%
2009	58	33.00%

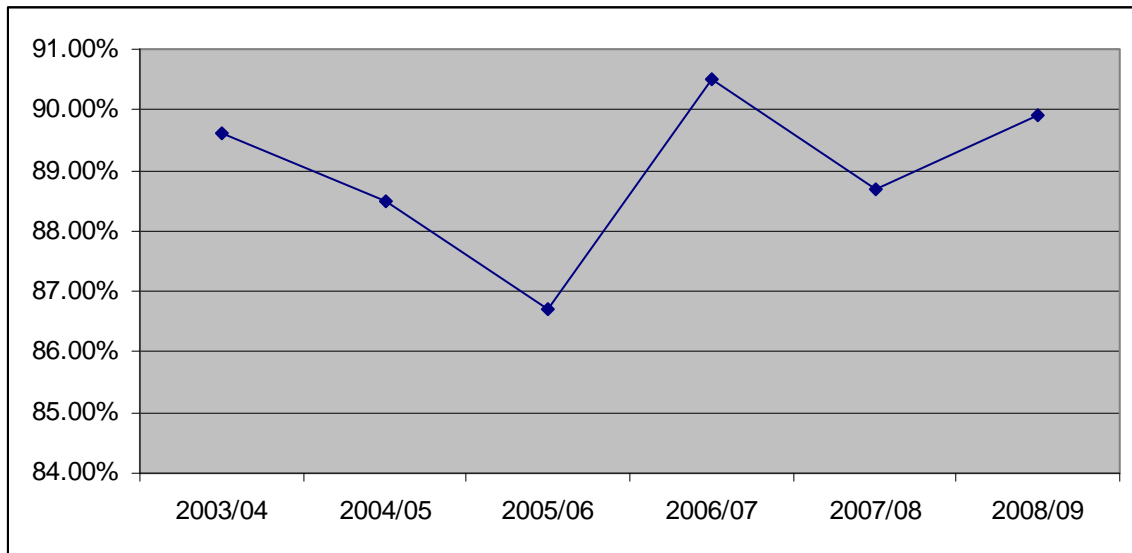
# BEHAVIOR

## ATTENDANCE AND DROPOUT RATES

Attendance at the high school is one of our priorities. Although the attendance rate has fluctuated, and has remained below where we would like it to be, the staff and administration is working continuously to improve attendance. In collaboration with the Linn Benton Lincoln ESD we have formed a committee that has analyzed our attendance procedures, performed an attendance audit and made suggestions that we are implementing to help us improve.

### ATTENDANCE RATES

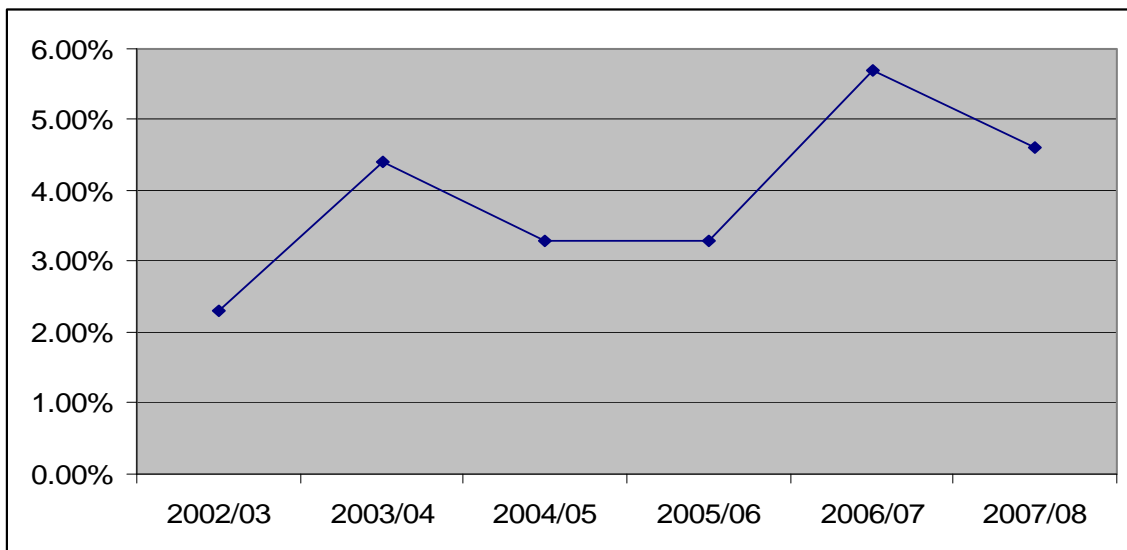
2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
89.60%	88.50%	86.70%	90.50%	88.70%	89.90%



## DROP OUT RATES

The drop out rate is also of great concern to us. We have implemented several alternative education options for students who have difficulty attending regular school or who can not be part of our regular population for various reasons. We have a Transition Room (self-contained classroom serving 10-15 students), an afternoon GED program, a morning GED program at LBCC, and we are connected to the Community Service Consortium with both a Forestry work/school program and a regular program. We also offer credit retrieval classes and had a summer school program for the past three years. We will be watching these numbers closely because soon, students earning a modified diploma will be considered drop outs.

2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
<b>2.30%</b>	<b>4.40%</b>	<b>3.30%</b>	<b>3.30%</b>	<b>5.70%</b>	<b>4.60%</b>



## EXPULSIONS

Another aspect of behavior is the number of expulsions a school has each year. For the last 4 years, expulsions have fallen into 4 categories: drugs, alcohol, threats of violence, and weapons. Lengths of expulsion vary, from one trimester to a full year. We always provide an alternative for the students to provide them an education, depending on their needs.

	2004/05	2005/06	2006/07	2007/08	2008/09
DRUGS	4	15	11	5	7
ALCOHOL		7	2	9	4
WEAPONS		3	2	3	1
THREATS		1	4		2
TOTALS	4	26	19	17	14

## OREGON GEAR UP

In 2008, Sweet Home High School received notification that it was one of the schools that was a successful proposer for the Oregon University System's GEAR UP project.

Oregon GEAR UP is co-funded by the U.S. Department of Education and local and national partners. It is designed to support greater enrollment and success of low-income students in post-secondary education. Beginning in middle school and continuing through high school, GEAR UP supports effective and sustainable early intervention activities that focus on increased academic achievement, professional development for school staff, community and parental involvement, and early outreach and college awareness.

Federal GEAR UP objectives are: 1) increase the academic performance and preparation for post-secondary education for GEAR UP students 2) increase the rate of high school graduation and participation in post-secondary education for GEAR UP students 3) increase GEAR UP students' and their families' knowledge of post-secondary education options, preparation and financing.

GEAR UP is meant as a hand up, not a hand out. The early intervention component centers on early college awareness and preparation activities and the scholarship component is a financial assistance program of renewable scholarships for eligible GEAR UP students.

Our partner in this venture is Sweet Home Junior High School. The students chosen for this project are usually the first generation in their family to graduate from high school or go to college, where education is not part of their culture, but they show promise academically.

As of this writing, Sweet Home Junior High School is beginning its second year as a GEAR Up school and our high school has begun to make plans in anticipation of receiving these students as freshmen in the 2009-2010 school year.



## SWEET HOME HIGH SCHOOL'S ACTION PLAN

The high school's action plan was written with collaboration of the Site Council, which is made up of certified and classified employees, students, and parents, as well as the faculty and the administrators. We evaluated the goals we had for the 2007-2009 school years and the degree to which they were reached and analyzed data from test scores and attendance. We then wrote goals we felt needed to be worked on, given the data we had.

In analyzing our report cards, we found that for the 2008-2009 school year, we were labeled in the "In Need of Improvement" category. This classification came as a result of not meeting the testing participation requirement only. With help from the curriculum director, it was determined that we missed this by only two tests. We had an inordinate number of sophomores in GED prep classes that year and had difficulty getting them all to take the tests.

We are addressing this issue aggressively this year, to ensure that all students are given the opportunity to test. We are contacting all our off campus programs and making sure that all of the students are tested.

Only one of our teachers is not highly qualified at this time. This is the teacher in the Transition Room, our on-campus alternative education room. To be highly qualified to teach in an alternative educational setting a teacher must be certified in every area that credit will be given. It is a rare teacher who would have all of those endorsements. Therefore, our alternative education teacher who is certified in language arts, has a plan to get certified in each of the other areas, which involves taking Praxis tests.

Sweet Home High School Action Plan 2009-2011

Goal #1: The percentage of SHHS students who meet or exceed the passing scores on the OSAT's will be at or above the state average in each subject tested.

Objectives	Activities	Leadership	Dates	Funds	Means of Assessment
<p>Ensure that every Sophomore is tested with all opportunities available.</p> <p>Develop strategies and motivational techniques for the students to do well on the state tests.</p> <p>Review curriculum as needed to ensure it is aligned with state test standards.</p> <p>Teachers will provide resources needed to prepare students for the state tests.</p>	<p>Track every sophomore student</p> <p>Student incentives Develop relationships with students Emphasize the importance of the test.</p> <p>Provide staff with time to align curriculum</p> <p>Sample/practice tests Printing 1 on 1 aides Coordinate test dates Distribute/educate teachers on test scores Reinforce rubric instruction</p>	<p>Administration Teachers Media</p>	<p>All are ongoing</p>	<p>State District</p>	<p>A comparison of our test scores with the state averages will show whether or not we have met our goal.</p>

Sweet Home High School Action Plan 2009-2011

Goal #2: Average daily attendance will be 90% or above.

Objectives	Activities	Leadership	Dates	Funds	Means of Assessment
Increasing staff awareness of attendance issues	Identify students at-risk and increase number of positive adult contacts	Attendance Committee meets 2 times per trimester	All are ongoing	State District Building	End of the year attendance report
Continue to provide alternative offerings for at-risk students	OdysseyWare Freshman Focus Mentoring CSC Forestry CSC LOC Youthbuild GED	Administration Counselors Career Center Supervisor			
Increase number of activities for student involvement	Clubs Sports Co-Curricular activities	Administration Coaches Teachers			
Develop GEAR-UP classes and educate teachers on expectations for the grant.	Teachers meet and collaborate to write curriculum.	Administration Kristin Adams			

Sweet Home High School Action Plan 2009-2011

Goal #3: The AYP graduation rate will be 82% in 2009-2010, 83.8% in 2010-2011, and 85.4% in 2011-2012.

Objectives	Activities	Leadership	Dates	Funds	Means of Assessment
<p>Increase number of opportunities that highlight the advantage of graduation.</p> <p>Develop a common curriculum in regards to PFM for Juniors and Seniors that relates to their upper level elective courses</p> <p>Continue to provide alternative educational offerings for at-risk students that lead to a diploma</p>	<p>Gear-up Aspire Job Fair Posters Outside speakers Field Trips Use Homeroom to educate students</p> <p>Planning time Collaboration CIS Navigation 101</p> <p>OdysseyWare Learning Lab Summer School</p>	<p>Administration Career Center Teachers</p>	<p>All are ongoing</p>	<p>State District Grants</p>	<p>Our graduation rate, as reported on the State Report Card, will be at or above the targeted percentages.</p>