

School Year	2021-2022
District	Sweet Home School District

District Direction Section

Vision	A district where each child feels valued, inspired and has a sense of belonging
Mission	Give each child, every chance to achieve their potential.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Attendance Data (2018-2019 (Pre-COVID) and 2021-2022 (current data))
- Oregon state report cards (2018-2019 (Pre-COVID) and 2020-2021)
- SBAC summative assessment results (Pre-COVID) and 2020-2021)
- Current behavior data from Argos – PBIS District Reports
- K-6 Dibels data from Fall 2021 Benchmarks
- Focused program evaluations (micro-audits)

Due to the COVID-19 pandemic, there is a lack of reliable data from the 2019-2020 and 2020-2021 school year. There is no district-wide assessment tool in place for the 2021-2022 school year to assist in this process. Therefore, in order to triangulate achievable outcomes, we used comparative data analysis of similar schools from 2018-19 data, and we identified attainability metrics to select realistic indicators. The comparable schools were identified from the Oregon similar schools grouping. The comparative analysis data was combined with focus group sessions and qualitative processes such as interviews and micro-audits to narrow down even more realistic outcomes. We are also in the process of identifying metrics from monthly and quarterly intervals that we can derive from our district-adopted data programs.

How did the team examine the different needs of all learner groups?

The leadership team completed the ORIS Needs Assessment combined with a data analysis session and a root cause analysis to identify the highest leverage indicators that could impact student growth. This process was carried out over a two-day period. Our school sites completed individual ORIS Needs Assessments for their sites, involving site teacher leads and administrators, identifying indicators that would impact all students under the “umbrella” of the district-selected indicators.

How were inequities in student outcomes examined and brought forward in planning?

We conducted a series of data-review sessions and student and staff interviews to narrow down potential causes and areas of focus in the highest student needs. This included examining graduation rates, literacy levels, attendance and suspension data, and grades. Once we had identified the various areas of need and those students who experienced these needs, we conducted the above-mentioned interviews and program evaluations to narrow down potential root causes and strategically plan the path forward.

What needs did our data review elevate?

The use of data in decision-making was an area that surfaced through the process of evaluating the data. The Sweet Home School District lacks the systems in place to use this data effectively and consistently. Because of this, we do not have protocols and habits that would regularly identify students who are either marginalized or

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underachieving. Because of this, we collectively agreed that the highest priority should be defining and refining our systems for producing, preparing, and reviewing data. Based on the current existing structures of Professional Learning Communities (PLCs) and the current data analytics programs available to us, we are confident that improving our data systems will improve our response to the needs of all students on the levels of academics, behavior, and social and emotional learning (MTSS) as well as climate and culture.

How were stakeholders involved in the needs assessment process?

- Leadership Team Meetings
- Monthly School Board Updates, January 2022 to present
- Community Forum, Winter 2021, at the different schools throughout the school district
- Principal Meetings, January 2022 to present
- Principal-led site walk-throughs, January 2022
- Student qualitative interviews (empathy interviews); January 2022
- Individual site planning sessions; February 2022 to March 2022

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

Through the ORIS Needs Assessment and the root cause analysis, the leadership team decided on two areas of focus or indicators each residing in the domain of “Well Rounded Coordinated Learning Principles.”

- 4.2 Materials & Practices to Inform Instruction
- 4.4 Data-Informed Decision Making

Thus we believe that if we regularly produce, share, and review the data that reveals our areas of strengths and needs, we can incrementally increase outcomes for all students. Combining the two indicators, we would decide on curriculum and instructional practices that are based on student needs as revealed in the data.

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students
 Example: *All students will meet their annual growth targets in math.*
 Metrics are outlined for the year(s) to come.

Goal 1	The success of our district’s curriculum adoption and instructional practices will be evaluated by our PLC/RTI research-based data systems. We will provide ongoing supports for all involved stakeholders in order to meet these rigorous expectations.		
Metrics	By 2022	By 2023	By 2024
	We will sustain 2021 graduation rates of 82%. We will sustain 2021 9 th Grade On Track to Graduate metrics of 68.4%.	We will achieve 85% graduation rate, which is 3% higher than the previous year.	We will achieve 90% graduation rate, which is 5% higher than the previous year. 9 th Grade On Track to Graduate metrics will be 4% higher than

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	80% regular attendance rate for 6th grade across the district.	<p>9th Grade On Track to Graduate metrics will be 3% higher than the previous year, which is 72%.</p> <p>6th-grade attendance rate will be 85% regular attendance.</p> <p>JH develops CTE offerings for the 2022/2023 school year.</p>	<p>the previous year, which is 76%.</p> <p>6th Grade attendance rate will be 90% regular attendance.</p> <p>Elementary develop CTE Friday's Program.</p>
Goal 2	The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child.		
Metrics	By 2022	By 2023	By 2024
	<p>K-2 Attendance is at 80% of our Pre-COVID in Regular Attendance throughout the district (Students are 41% more likely to be reading at grade level when they attend 90% or more of the time).</p> <p>80% of our Pre-COVID SBAC achievement scores in ELA & Math at each grade level:</p> <p>ELA Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 28% • 4th Grade: 35% • 5th Grade: 33% • 6th Grade: 35% • 7th Grade: 31% • 8th Grade: 30% • 11th Grade: 52% • Overall: 35% <p>Math Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 27% • 4th Grade: 32% • 5th Grade: 25% • 6th Grade: 28% • 7th Grade: 22% • 8th Grade: 18% • 11th Grade: 23% • Overall: 25% 	<p>K-2 attendance is at Pre-COVID rate for Regular Attendance category (90% or better) throughout the district.</p> <p>Pre-COVID SBAC achievement scores in ELA & Math at each grade level:</p> <p>ELA Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 34.7% • 4th Grade: 44.1% • 5th Grade: 41% • 6th Grade: 43.3% • 7th Grade: 38.7% • 8th Grade: 37.7% • 11th Grade: 64.9% • Overall: 43.4% <p>Math Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 33.3% • 4th Grade: 40.4% • 5th Grade: 30.6% • 6th Grade: 35.6% • 7th Grade: 28% • 8th Grade: 22.1% • 11th Grade: 28.5% • Overall: 31.5% 	<p>20% increase in K-2 Regular Attendance (90% or better) throughout the district.</p> <p>10% increase in SBAC achievement scores in ELA & Math at each grade level:</p> <p>ELA Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 39% • 4th Grade: 48% • 5th Grade: 45% • 6th Grade: 47% • 7th Grade: 42% • 8th Grade: 42% • 11th Grade: 72% • Overall: 48% <p>Math Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 36% • 4th Grade: 45% • 5th Grade: 34% • 6th Grade: 40% • 7th Grade: 31% • 8th Grade: 24% • 11th Grade: 32% • Overall: 35%

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Goal 3	Impactful district wide positive behavior interventions and supports (PBIS) will create positive school culture and have a lasting effect on our community. The Sweet Home School District will adopt and implement research and evidence based supports to decrease adverse student behavior, and have a positive effect on the district and community climate.		
Metrics	By 2022	By 2023	By 2024
	Reduction of 80% to the Pre-Covid Suspension Data from 2018/2019 to 512 district-wide, from 641. Create a community climate survey to establish a baseline.	Reduction of additional 20% from the 2022 Goal of 512, the 2023 Goal: 410 suspensions district-wide. A 20% increase in community climate survey around district behavior.	Reduction of additional 20% from the 2023 Goal of 410, the 2024 Goal: 328 suspensions district-wide. Additional 20% increase in community climate survey around district behavior.

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
Adopt i-Ready	This program will provide the assessment tool that we are lacking for goal 2.
PLCs and Continuous Improvement	These systems, structures, and processes allow for the regular strategic examination of student outcomes in order to adjust or sustain current practices.
Restorative Justice Training	ESD training for Admin and later district wide. Goal 3
PBIS District Team	District wide alignment and supports throughout the district. Goal 3

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

<i>District Goal this strategy supports</i>	Goal 1: The success of our district’s curriculum adoption and instructional practices will be evaluated by research-based data systems aligned to the Sweet Home Portrait of a Graduate targets, knowledge, skills, and dispositions. We will provide ongoing supports for all involved stakeholders to meet these rigorous expectations.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we develop Professional Learning Communities/Response to Intervention research based data systems Then we will be able to have systems that align with the end goal in mind And be able to increase Sweet Home School District's graduation rates.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Present PLC/RTI research based data systems to the Sweet Home community.	Winter Refining the system to align instruction practices and decisions around the PLC/RTI data.	Spring Graduating rates are increased based on the systems in place.

<p><i>District Goal this strategy supports</i></p>	<p>Goal 1: The success of our district’s curriculum adoption and instructional practices will be evaluated by research-based data systems aligned to the Sweet Home Portrait of a Graduate targets, knowledge, skills, and dispositions. We will provide ongoing supports for all involved stakeholders to meet these rigorous expectations.</p>			
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall 2021</p> <p>On track to graduate will be equal to Fall 2020, which is 85%.</p> <p>Freshman On Track to Graduate metrics will be equal to Fall 2021 on track numbers which is 68.4%.</p> <p>6th grade attendance rates will be at 80% regular.</p>	<p>Winter 2022</p> <p>On track to graduate will be equal to Fall 2020, which is 86.5%.</p> <p>Freshman On Track to Graduate metrics will be equal to Fall 2021 on track numbers which is 68.4%.</p> <p>6th grade attendance rates will be at 80% regular.</p> <p>JH Admin team begin to develop opportunities at the JH for CTE program that can begin in the coming year</p>	<p>Spring 2022</p> <p>We will sustain 2021 graduation rates of 88%.</p> <p>We will sustain 2021 Freshman On Track to Graduate metrics of 68.4%.</p> <p>80% regular attendance rate for 6th grade across the district.</p> <p>JH has developed a CTE class/course into the master schedule for the 2022/2023 school year.</p>
<p><i>How we will get the work done</i></p>	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>
	<p>CARE Team</p>	<p>Track students and work with every grade level to ensure they remain on track to graduate.</p>		<p>Monthly Meeting</p>
	<p>Freshman Success Team</p>	<p>Tracks and provides interventions for Freshman throughout the year. They provided additional supports to students that need Tier 3 interventions.</p>		<p>Monthly Meeting</p>
	<p>Elementary Attendance Secretary 2</p>	<p>Target and track 6th grade students to ensure that attendance records are accurate</p>		<p>Weekly Review</p>
	<p>Elementary Behavior Specialist</p>	<p>Provide targeted interventions around attendance for 6th grade throughout the district</p>		<p>Weekly Review</p>
	<p>ESD</p>	<p>Attendance training, to ensure accuracy of records being kept at school level.</p>		<p>March 2022</p>
	<p>Data Team</p>	<p>Review data and report to building levels</p>		<p>Monthly</p>
	<p>Teaching & Learning with JH Admin</p>	<p>Begin to develop, survey students, with a CTE class/course that could be taught in the 2022/2023 school year.</p>		<p>March 2022</p>
	<p>Leadership Meeting</p>	<p>Approval for CTE class at the JH</p>		<p>April 2022</p>
	<p>JH Admin & Counselor</p>	<p>Create Master Schedule with CTE class</p>		<p>May 2022</p>

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	JH Admin	Hire CTE teacher to develop the CTE class/course	July 2022
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<i>District Goal this strategy supports</i>	Goal 2: The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child.			
<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we adopt i-Ready Assessment tool & increase attendance for K-2. Then we will know where student achievement is at K-12. And be able to make timely adjustments.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2021 Identified an assessment tool that can be used K-12 for Spring 2022.	Winter 2022 K-2 Attendance teams at each elementary schools are meeting regularly, reviewing data. Teaching and Learning Department training on i-Ready administration for the Spring Benchmark prior to SBAC.	Spring 2022 K-2 Attendance is at 80% of our Pre-COVID in Regular Attendance throughout the district. Students are 41% more likely to be reading at grade level when they attend 90% or more of the time.

<p><i>District Goal this strategy supports</i></p>	<p>Goal 2: The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child.</p>			
				<p>i-Ready student data provide an accurate indicator of SBAC.</p> <p>Student results provide baseline data for the 3-5 year growth goals.</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall 2021</p> <p>i-Ready was identified as our Assessment tool moving forward.</p>	<p>Winter 2022</p> <p>Data team is meeting, keeping notes (including the data being reviewed).</p> <p>Training of Teaching and Learning/Admin for the Spring testing.</p>	<p>Spring 2022</p> <p>K-2 Attendance is at 80% of our Pre-COVID in Regular Attendance throughout the district. Students are 41% more likely to be reading at grade level when they attend 90% or more of the time.</p> <p>80% of our Pre-COVID SBAC achievement scores in ELA & Math at each grade level:</p> <p>ELA Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 28% • 4th Grade: 35% • 5th Grade: 33% • 6th Grade: 35% • 7th Grade: 31% • 8th Grade: 30% • 11th Grade: 52% • Overall: 35% <p>Math Goal:</p> <ul style="list-style-type: none"> • 3rd Grade: 27% • 4th Grade: 32% • 5th Grade: 25% • 6th Grade: 28% • 7th Grade: 22% • 8th Grade: 18% • 11th Grade: 23% • Overall: 25%

<i>District Goal this strategy supports</i>	Goal 2: The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child.		
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Teaching & Learning	Initial training for the department of Teaching & Learning	February 2022
	Director of Teaching & Learning	i-Ready Meeting to develop PD Plan	March 2022
	Teaching & Learning	Teacher Training for Spring Assessment	March 2022
	Building Admin	Spring Assessment Administered	April 2022
	Director of Teaching & Learning	i-Ready Training to evaluate data for instruction for teachers & admin	May 2022
	Director of Teaching & Learning	Summer PD	August 2022
	Director of Teaching & Learning	Admin Training	August 2022
	Building Level Admin	Fall Benchmark Testing	October 2022
	Director of Teaching & Learning	Additional Training & Support in use of data to drive instruction	October 2022
	Data Team	Review Fall Benchmark Testing Data Meeting	November 2022
	Building Level Admin	Winter Benchmark Testing	February 2023
	Data Team	Review Winter Benchmark Testing Data Meeting	March 2023
	Building Level Admin	Spring Benchmark Testing	May 2023
	Data Team	Review Spring Benchmark Testing Data Meeting	June 2023
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<i>District Goal this strategy supports</i>	Goal 3: Impactful district wide positive behavior interventions and supports (PBIS) will create positive school culture and have a lasting effect on our community. The Sweet Home School District will adopt and implement research and evidence based supports to decrease adverse student behavior, and have a positive effect on the district and community climate.			
<i>What are we going to do?</i>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we implement research based district-wide systems for behavior Then there will be a reduction in suspensions. And will create a positive school culture and community climate.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements)	Fall 2021 Developed a PBIS District Team. District Behavior specialists work with Tier 3 behaviors, creating behavior plans. PBIS training for each building.	Winter 2022 Argos training for PBIS District team to create consistency in behavioral data review throughout the district. Restorative Justice Training for Admin. Develop systems for behavior interventions at the building level. Review district behavior data. Develop the Community Climate Survey	Spring 2022 Review district behavior data Building systems in place to support the PBIS Training & Restorative Justice training to support behavior. Review data for accuracy at the building level. Administer the Community Climate Survey
	Measures of Evidence for Students (“and” statement)	Fall 2021 Reduction of 5% to the Pre-COVID Suspension Data from 2018/2019 data to 202 suspensions to date.	Winter 2022 Reduction of 10% of the Pre-COVID Suspension Data from 2018/2019 data to 385 suspensions to date.	Spring 2022 Reduction of 20% to the Pre-Covid Suspension Data from 2018/2019 to 512 district-wide, from 641. Establish baseline from the Community Culture Survey.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	MTSS Specialist	Review data monthly to report out to the building levels.		Monthly
	Teaching & Learning with	PBIS Behavior Team Meeting		2 nd Wednesday of each month

<i>District Goal this strategy supports</i>	Goal 3: Impactful district wide positive behavior interventions and supports (PBIS) will create positive school culture and have a lasting effect on our community. The Sweet Home School District will adopt and implement research and evidence based supports to decrease adverse student behavior, and have a positive effect on the district and community climate.		
	Student Services		
	Teaching & Learning	PBIS training to the building coordinators.	October 2021
	Student Services	Working at the building level with FBA's and Tier 3 intervention supports	All year
	MTSS & Behavior Specialist	RTI Meetings at JH to support behavior based on data.	December 2021
	Teaching & Learning Secretary	Argos training at the PBIS District Team Meeting	December 2021
	Student Services & ESD	Restorative Justice Training for Admin	February 2022
	Teaching & Learning	Develop the Community Culture Survey	March 2022
	Teaching & Learning	Administer the Community Culture Survey	May 2022
	Data Team	Establish baseline from the Community Culture Survey	June 2022
	Teaching & Learning	Administer the Community Culture Survey	May 2023
	Data Team	Present comparative report to the Cabinet Team from 2023 Community Culture Survey Results	June 2023
	Teaching & Learning	Administer the Community Culture Survey	May 2024
	Data Team	Present comparative report to the Cabinet Team from the 2024 Community Culture Survey Results	June 2024
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

District Plan Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

The District Leadership Team and Building level teams will continually monitor progress on a quarterly basis. Examples of these teams are:

- District Leadership Team
- Administrative Leadership Team
- Building Site Councils
- Building Guiding Coalition Teams
- District MTSS Data Team Meetings
- PBIS District Team
- 9th Grade Success Team
- CARE Team
- Data Discussions with Building Principals

The Sweet Home School District will utilize the “Routines to Monitor Plan Implementation: A Guide for District & School Teams” document that has been published by ODE to guide and direct our work in this area. The principles of improvement science have been embedded in this plan and will form the framework for our continual data review.

Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?