



SWEET HOME SCHOOL DISTRICT INTEGRATED GUIDANCE APPLICATION

Summary of Needs Assessment (500 words or less) Please offer a description of the comprehensive needs assessment process you engaged in and the high level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

Sweet Home's plan mirrors both the purposes of the 6 ODE Initiatives and the expressed need of stakeholders. The outcomes, strategies, activities and priorities that are proposed in this application accurately capture and balance how money should be spent and how money can be spent.

Health and Safety: As this application will outline and describe, concern for student well-being (mental and behavioral) was a strong theme throughout the engagement process (surveys, forums, small group discussion, committee work). Student well-being is on the minds of staff, parents, community members, and students themselves. The proposed budget and attached actions and metrics are designated to support our students, contributing to their healing and growth.

Reducing Class Size: Sweet Home's instructional staff are fully dedicated to ensuring that all children learn at high levels. The demand to address the varied needs (academic, social and emotional) of learners, class sizes that widely fluctuate and special education caseloads were themes that emerged. Remedies come in many forms, each designed to better meet the needs of our students in some manner. The proposed budget and attached actions and metrics are designated to eliminate disparities that historically underserved student populations experience.

Grow Your Own: The SHSD hired a human resources specialist to help with organizational development. This position will help us develop a strong organizational culture. Our hope is to hire an engagement/organizational culture specialist. When surveying our staff it was determined that some did not feel valued. This position will help provide a foundation within our organization so every employee feels valued. Our goal is to pursue Grow Our Own opportunities for both classified and licensed staff members. Key partners will include Linn Benton Community College, Oregon State University, the Linn Benton Lincoln ESD and the Central

Electrical Training Center. We will provide staff members with a recruitment/retention stipend as identified as a need in the survey results.

Well- Rounded Education: One theme that consistently emerged from our community engagement was to place a focus on music-education. Our goal is that all students, grades kindergarten through grade six will receive music education-a program that has been gone for 20 years. The proposed budget and attached actions and metrics are designated to ensure that every student has equitable access to enhanced learning experiences.

Increased Instructional Time: Strong and frequent input clearly communicated that course offerings for students need to expand, both in content and in opportunities that can be provided outside of the traditional school day. Additional transportation will be provided outside of the school day and year so that students can participate in before and/or after school programming. The proposed budget and attached actions and metrics are designated to ensure that every student has equitable access to extended learning opportunities.

In addition to these five areas, our leadership team chose two areas of focus or indicators each residing in the domain of “Well Rounded Coordinated Learning Principles” for the Sweet Home Continuous Improvement Plan:

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

These focus areas are woven throughout our IG Plan.

Plan Summary

(500 words or less) Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

The planning and development of Sweet Home's Integrated Guidance of the Six ODE Initiatives plan has been a set of processes that have taken place over the past 18 months.

The school district embarked on a thorough, assertive process of soliciting community input in regard to community values and expectations for the district- instruction, citizenry, safety, programming and facilities and the perceived quality of each. Mechanisms for collecting data include stakeholder surveys, a community forum, a student focus group, parent outreach via phone, newsletter updates, and monthly board reports. Multiple comments and ideas were generated. A team of community members, parents and staff identified common concerns as well as anomalies. Common concerns and interests were grouped into four priority areas: Outstanding Achievement, Thriving Citizen, Thriving Community and Safe, Welcoming Facilities and Services.

These priority areas are incorporated into the district strategic plan as well. The Sweet Home Strategic Plan was fully implemented in 2018. Originally, it was to be a 5-year plan. It was

board approved to continue to 2025 due to two years of Covid-19/Pandemic and school loss. Our strategic plan and how we planned the Integrated Guidance for the 6 ODE Initiatives go hand in hand.

Over the past six months, The district implemented a series of stakeholder input and activities to glean additional data points, particularly from those who represent potentially underserved focal-groups (students and families experiencing homelessness, students who receive special education services, homeless students receiving special education services and students who are second language learners). To obtain data, the district conducted a specialized survey of these groups, making input possible through phone calls, interviews, paper/pencil and an online survey. Meeting student behavioral and/ or mental health needs, as well as increasing academic access for all, were general themes in the data.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

- Ensuring a supportive school climate and environment for learning
- Teachers adapting teaching styles to match a student's learning capabilities (text to speech technology, quiet spaces for ADHD learners)
- Providing career presentations from Alumni that reflect postsecondary success
- Providing every student with access to technology that can support their studies outside of the classroom
- Regular assessment and reassessment of student performance
- After school tutoring
- Covering the expense for Career Technical Education, after school programs and athletics
- Free breakfast and lunches for all students
- School information sent out in diverse languages
- Upward Bound program at the high school for first generation and students of poverty

What needs were identified in your district or school in terms of equity and access?

While a lens of equity was used in the review of all data, the following three resources/processes guided the team to apply equity-based decision-making to proposed IG actions:

ESSA Accountability Details reports- the analysis of these reports over the last four years isolated the growth and achievement over time for the economically disadvantaged and students with disabilities. The data consistently indicated that the achievement results for these two subgroups of students were between 1 and 21 points lower than the results of all students.

Stakeholder Survey comment evaluation- It is worth noting that every single survey comment was reviewed by a team. The team's directive was to review comments first to identify suggestions that

met the priority area definition. Remaining comments/suggestions were reviewed a second time by smaller teams who scored each for alignment to specific academic support/services for students with behavioral and/or mental health concerns, students experiencing homelessness, students with disabilities and students who are currently economically disadvantaged. From these surveys the needs of the district were identified.

Our Underserved Population Survey results– All parents of/children with disabilities, all parents of/children experiencing homelessness, and all parents of/children acquiring English as a second language were provided with an opportunity to give feedback on school services, school activities, academic coursework and desires for additional programming. This data was reviewed by a district team to ensure that expressed needs align with our funding proposal. The need for translation support was mentioned as a need. We communicated with the family sharing the input that we have this support in place and shared how to access it. From this we made sure our communication was clear and frequent.

Describe how you used your equity lens or tool in your planning.

The Sweet Home School District has the goal of using an equity tool to identify and remove barriers that may hinder learners from accessing their education and opportunities. The leadership team reviewed and used the following questions to guide the implementation of this application: Is the outcome/strategy aligned to the Sweet Home School District Mission and Vision? What data have we gathered that informs our decisions? What does it say about the outcomes for our focal groups/specific group of learners? Which students and staff does the decision or initiative affect both positively and negatively? Have members of the community been involved in the decision making process? Is their collective support to move forward supporting these strategies? What are the barriers? How will the barriers that cannot be removed be addressed? How do the decisions build capacity and empowerment for student voice, including those from our focal group? Can these 6 initiatives be sustainable and scalable? What are the factors of lack of future funding? What data would we like collected to inform reflection on the effects of this decision? All of these questions provide the SHSD with a guide to use as we collaborated, revised and deliberated on our student outcomes. We will continue to grow our skills and ability to ask probing questions around outcomes and next steps with the 6 initiatives.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Sweet Home is intentionally braiding both our CIP goals and ESSA funded actions into this plan in an effort to make clear that we expect increased academic achievement across all grade levels. All means all. In relation to this funding, timing has meant everything. We will experience a convergence of outcomes of recent activities with new actions that will be supported by this plan. Over the last few years, Sweet Home has directed a fair amount of funding from Title 1A, Title IIA, Title IV and Title V towards increasing staff understanding and application of exemplary practices and /or restructuring in the Professional Learning Communities, Response to Intervention at Work and assessment literacy. This has resulted in intensive participation in high quality, researched-based professional development. The addition of funding complements our work, allowing us to remain focused on what we have been doing rather than starting something new. Additional supports, combined with the momentum we have been building, will result in high levels of learning for every student.

Our actions in this plan also allow us to push forward with effective monitoring of every student focal group. We will have additional support and staff, which will allow us to more effectively monitor the achievements of our focal group students who are students with disabilities, students experiencing homelessness and students of poverty. Staff will be assigned intentionally and frequently monitor progress, build relationships and persistently encourage specifically-identified students. The allocation of homeless liaisons at each school will allow the district McKinney-Vento coordinator to re-appropriate duties and more closely monitor student achievement. By funding research-based training and or/evening community events through this plan, more Title 1 funds can be re-allocated to support instruction. Adding additional special education teachers/counselors will allow them to expand services to students with disabilities and place an importance on social emotional learning.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

A potential barrier that needs to be addressed right away will be the monitoring of student success, specifically for our focal students. Either new staff in new roles or current staff with readjusted responsibilities, will be designated to frequently monitor the success-academic, social and emotional-of all focal students. Our district trend data indicates that we are seeing an increase in students with multiple disabilities who are moving to the Sweet Home area. While our expectation remains that every student will learn at high levels, there will be students with disabilities who do not meet/exceed state standards. This may impact anticipated stretch goals, but should not impact an upward trajectory for growth goals. On the other hand, choices are being explicitly made to better meet the social and emotional needs of our students, particularly those who have traditionally been viewed as 'hard to reach' or disengaged. In order to improve academic outcomes, student well-being needs to be tended to first. As Sweet Home's plan indicates, the majority of funding is being allocated to the allowable use of health and safety. All success comes back to building relationships, remaining persistently encouraging and monitoring progress. If we do this well, the outcomes that have been established will be realized.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Some of procedures utilized to ensure MV students aren't isolated or stigmatized are as follows:

- Provide transportation to school and back to where they are staying
- Provide clothing and shoes for students and their families as needed
- Provide hygiene products for students
- Provide opportunity to shower at school if needed
- Provide school supplies and hotspots for students
- Provide free lunches to all MV students whether or not all students are receiving them or not
- Provide laundry vouchers to students and families
- Provide funding for class & sports fees
- Provide funding for graduation fees
- Provide immediate enrollment for students who request it
- Provide resources of agencies that can help assist them with their needs
- Provide access to needed medical care with the connections we have made with community based medical facilities
- Provide access to needed dental care

Equity Advanced CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

Our CTE programs demonstrate great success at being accessible to all students. Using 3-year data from 2018-2021, students experiencing poverty were enrolled in CTE courses at equal or slightly greater rate than students not experiencing poverty. Students experiencing disabilities also accessed CTE programs at equivalent or higher rates, except in Engineering where students without disabilities had 2% higher enrollment. Racially, the data shows that minority students access CTE more than our Caucasian students, except in Natural Resources. Gender accessibility is an area we are continuing to improve upon. In 4 of 6 programs, females are enrolled at higher rates than males.

What needs were identified in your CTE Programs of Study in terms of equity and access?

Gender accessibility is an area we are continuing to improve upon. In 4 of 6 programs, females are enrolled at higher rates than males.

Engineering and Natural Resources continue to be male dominant, heavily outnumbering female enrollment (17% and 23% respectively). This trend mirrors the struggle the state and country has faced recruiting women into nontraditional female career paths. In 2022, only 17% of engineers in the country identified as female. This statistic is similar in the forestry field with only 20% of Foresters identifying as female. In our CTE programs, 33% of students are female, while 71% enroll in Engineering. Analyzing Engineering numbers more closely is encouraging, but male students still enroll at a significantly higher rate.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

In the past few years our Junior High School has started elective courses that help introduce students to some of our CTE programs including Natural Resources. We have seen an increased interest from this attempt to reach students at a younger age. Furthermore, we founded a chapter of Oregon Women in Timber to try and increase interest in underrepresented groups. In addition, when we forecast in the Spring we have a wonderful video highlighting our CTE programs and providing information on what students will do and learn in each program. This helps students that may not have any experience in one of those fields understand what the program is. We have had many students try a new program because “it sounded fun”. All of our recruitment efforts are centered around students and eliminating barriers so that any student regardless of gender identity or race has access to career education in the field of their desired pursuit.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

As a school and staff we believe that CTE education is vital for all students regardless of GPA, gender identity, socio-economic status, disability, or other characteristics. Students need a place outside of a traditional teacher lecture classroom to learn responsibility, accountability, work ethic, trustworthiness, etc. CTE is a wonderful avenue for these traits to be taught to students. Our focal group students are no exception. We want to guide them to CTE in an area they have an interest in, but we don’t want to force them in a program to better our numbers and not the student. We strive to make sure every student has access to courses by minimizing or eliminating prerequisites from courses that are not in alignment with the CTE program. For example, forcing students to take a high level math class prior to drafting which barely addresses simple geometry. Also, at some schools upper level courses may have “Teacher Approval” as a prerequisite which is an invitation for bias and discrimination. By eliminating unnecessary prerequisites and barriers we can continue to ensure access to all.

Well-Rounded Education

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Elementary: The Sweet Home Elementary Staff have spent time in their Professional Learning Communities examining the state standards and have implemented instructional strategies such as whole brain teaching to meet these standards. This year we have incorporated a research based phonics program that has proven to be valuable for our K-3 students. Research states that students with a strong foundation in literary/readers by 3rd grade are more likely to graduate high school and be thriving citizens. We are seeing huge academic gains with our primary students and believe this program has been instrumental in their academic growth. Our

intermediate students have embraced our iReady Assessment System and are assessed 3x a year. This has taken away the fear of the OSAS test and helped show students their strengths and areas to improve upon. The students are embracing technology through this assessment system. Our parents have the ability to see growth and areas of concern with ease via the iReady reports as well. The feedback at conferences from our families was positive regarding iReady.

Middle/Jr. High Approach:

At the Junior High we use Whole Child Instruction where we try to meet the students' needs before we try to teach them. We have weekly Social Emotional learning in homerooms, we have snacks for students that are hungry, we have a quiet room for students that need a break, we have counseling for those that need it, and we have a staff who cares for each and every student. Maslow's hierarchy of needs is looked at before instruction.

We use a mixture of Direct, Indirect and Interactive instructions. Our course topics are Math, ELA, Social Studies, Science and PE. We also offer Electives that consist of CTE classes like: Forestry, Agricultural Science, Coding, and Robotics. Students can also choose from Intro to Spanish, Creative Writing, Healthy lifestyles, Drama, Career Exploration, and Leadership.

We have a homeroom twice a week for social emotional learning, Grade checks, and small group work with the teacher. We also offer Tiger tutorials twice a week which is a time for teachers to request students to relearn a particular subject matter or to make up Tests, Quizzes or missing assignments. This time is also used for Enrichment activities like: rock hounding, creative writing, Dutch History, 3-d printing and anything that the teachers would like to do. Students are allowed to pick one of these to attend if they are not requested by a teacher.

High:

At Sweet Home High School, we work very hard to, as my Junior High peer would say, "Address student needs with Maslow in mind." We really want to meet the safety and social-emotional needs of our students as we teach them what they need to be successful academically. We have embraced the teachings of Sean Achor around positive psychology. We did a whole-staff training where staff prepared themselves to bring the important lessons of positive psychology to our students. English teachers taught the Orange Frog book and we now bring the various lessons to students in our homeroom classes. We have done additional culture work by adopting and teaching Core Values and Non-Negotiables that highlight caring, being a kind human being and taking responsibility for what we do. We want all of our students to feel part of our school family and to rise up in the face of adversity.

For a relatively small school of around 700 students, we offer a wide variety of CTE classes, college prep and college credit classes, many electives in addition to the standard offerings of math, English, social studies, science, health and physical education. We believe that our school has something of interest for all of our students. As at the junior high, we offer a mixture of Direct, Indirect and Interactive instruction. We find that many of our students thrive with

hands-on assignments whether in CTE or electives or standard classes. Forestry, Agricultural Science, Construction, Metals, Art, Culinary Arts, Engineering and Leadership are only a few of our options for students.

We have student advocates who work with students to make sure they attend regularly and pass classes. We have mental health support from our regular counselors and a new addition of a mental health therapist. We have a dedicated group of teachers who focus primarily on 9th grade students and a Care Team that focuses on all grades. We offer Winter School at the end of the first semester and Summer School at the end of the second semester to help students recover credit when they are near passing, but need a little more time and support to earn the credit. We have credit recovery classes for students who are behind in credits and an in-house alternative education option for students who find themselves severely credit deficient.

The Sweet Home High School team considers the needs of all of our students, but especially those who are navigating poverty, are without stable shelter, have learning challenges or come from any group that has struggled historically in our district.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

At the elementary level, theater, visual arts, music, dance and media arts are integrated through content. We have an elementary art club that partners with community artists and have had theater clubs that have been a successful afterschool program. Ballroom dance has been a 6th grade right of passage for many years in our district. A veteran 6th grade team supports the PE classes to teach multiple dances (Tango, Waltz, Foxtrot, Cha Cha,) to our students every year. Several afterschool programs have included technology such as our elementary computer club.

At the Sweet Home Junior High, we offer band and choir to both grades. Intro to Art (ART 7) is a 7th grade class that introduces students to the 7 elements of Art. 8th grade (ART 8) they will explore more of the digital side of Art using DSLR cameras and Adobe Illustrator. Drawing is offered to both grades and introduces students to the basic skill of drawing. We offer Drama as an after school club.

At the high school level, individual classes that are available include: Theater, Concert Band, Wind Ensemble, Music Theory, General Music, Concert Choir, Introduction to the Ukulele, Vocal Techniques, 2-Dimensional Art (drawing and painting), 3-Dimensional Art (ceramics, paper mache, metal and wood), Advanced Art, Graphic Design, Intro to Engineering and Design, Product Design and Computer-Aided Design. Additionally, we also have an Audio Visual club where students are learning how to do live recordings, broadcasting, sound board operation and short film development.

How do you ensure students have access to strong library programs?

A strong school library program means a planned effort to ensure the instruction of students, school staff, and the broader learning community in library skills, information literacy, and educational technology; such a program promotes a rich array of literacy experiences supporting

life-long reading; facilitates collaboration in lesson planning and instruction; ensures equitable access to library resources and licensed school librarians; and develops and manages current, plentiful, and diverse library collections of print and electronic resources that support classroom curricula and student interests. The Sweet Home School District Media Assistants meet weekly to collaborate to ensure students have access to a strong library program. Our district has contracted with the LBLED to have a Media Specialist to consult with our assistants/staff. The media assistants collaborate with teachers often - promote books that support curriculum, assist students with research projects, survey student interests and suggestions, provide engaging displays and activities that support curriculum. Our media assistants promote programs such as Accelerated Reader where the focus is on reading comprehension. The Sweet Home School District works to ensure access to a strong library program by actively working to keep the library as a crucial component of the culture in our district. Students are taught where the library is, how to use the library, and then teachers require students to utilize the library and its resources for projects.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

All of our buildings take pride in constructing a master schedule that allows students time to eat their meal, socialize with friends and have time for movement and play (lunch recess for elementary/lunch time open gym for JH and access to walk to local eateries for HS). Because of the mindfulness of the time for eating and play/movement, our district places an importance on building a master schedule. Many buildings have formed teams that collaborate to make sure the schedule works for all.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Project-based learning, critical thinking, inquiry and cross-disciplinary content are all areas of focus for our district professional learning communities. We have set aside early release Wednesdays to focus on data and meet as grade level/subject level teams where these instructional practices are implemented into the teaching. Our district has adopted the iReady Assessment System K-12. We have discovered the strengths and weaknesses of our students and can meet them where they are to move the dial towards success. We are proud to say that we are 1:1 with technology and have Canvas/Google Classroom as our learning platform. The pandemic allowed for strengthening technology at all grade levels. We strive to continue to embrace technology on a daily basis.

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

The Sweet Home School District adopted ELA 7-12 this year. It was an 18 month process. We had strong adoption teams both at the Sweet Home Jr. High (7th/8th grades) as well as our high school. The team members did a needs assessment regarding the current curriculum and the

present needs of our jr. high and high school students. The learning objectives were discussed and confirmed to align with the state and national standards. The teams were able to watch videos, observe presentations and rate each of the curriculums that were approved by ODE. The final three for both levels were available for the community to view and provide feedback. The district staff also had the opportunity to give input. A final decision was made and the board approved. Professional development is in order and the goal is to implement the new curriculum fall of 2023.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

The Sweet Home District Administration provides feedback/evaluations frequently to all staff at every building. The administration ensures that the classroom instruction is intentional and aligned with the state standards. The teacher is supported with professional development along with opportunities for growth through the “Grow your Own” program that was implemented this year. Multiple interactions from administration/mentors/district staff ensure that lessons are engaging and challenging. Sweet Home has a strong TAG program as well. The weekly PLC meetings allow staff to analyze data and improve instruction based on data results.

How will you support, coordinate, and integrate early childhood education programs?

The Sweet Home School District has been awarded an Early Childhood Learning Grant. We are partnering with the local pre-school as well as our local Head Start Programs to welcome in-coming kindergarten families and students to our district. We are planning an In-coming Kinder Night this spring where our kinder staff will meet families and students and share skills, tools and how to prepare for the upcoming year. This event will also provide tools to support literacy and math.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

The Sweet Home School District has multiple action items in place with the transition from 8th grade to High School: We have several electives that are introductory towards CTE programs offered; this year we offered Forestry, Agricultural Sciences, Robotics, Coding, and Career Exploration. High School forecasting is done at the Junior High each year. The district also sponsors a 9th grade Parent Night that is held at the high school every year. Our Jr. High staff encourage and advertise this event to all of our 8th grade students/families.

Our high school has a team of academic advisors and counselors that are all tasked with career and college development at each grade level. Push-ins to classrooms for interest and aptitude assessments, 4-year educational planning, career presentations, financial aid awareness and more take place each year. Academic advisors also meet one-on-one with students throughout the year, guiding them with academic achievement, forecasting course work and social/emotional support. During the senior year, more emphasis is placed on postsecondary transitions including college admissions, financial aid, scholarships and ensuring students are on track for graduation.

Eligible high school students also work with Upward Bound Educational Advisors to receive tutoring, counseling and classroom instruction designed to help them enter and successfully complete a post-secondary program. Additionally, the local community college has a high school outreach specialist that is housed at the high school every week. Students work with the specialist for college admission, financial aid and outlying events sponsored by the college.

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

The Sweet Home School District has a summer school program that is offered to all students. It can support credit recovery as well as bridge the gap for those students who have not met the state standards. We have after school tutoring programs in a variety of subject areas and multiple staff members offer 1:1 instruction to students who need additional support. In addition, we provide Winter School for students who are close to passing (50% or higher), which allows students to work on specific missing skills/knowledge to earn a Passing grade. We identify students through our established systems. Our RTI team meets every Friday and discusses 2 grade levels each week. This ensures that no student goes more than 2 weeks without being looked at. We also have a new program to monitor Canvas grades in real time so that we can provide more effective and efficient interventions in a timely manner. We do not solely look at focal group students, however, interventions tend to be more intensive for focal group students to ensure they have full access and support to achieve academically.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

For those students who are exceeding the standards we have a strong TAG program and offer AP and College Now courses. Sweet Home School District has worked hard to establish a well-rounded education for all students and provide advancement opportunities in all areas. We are proud to provide the opportunity for college credit in every core area. We offer 13 courses for college credit equating to 19 college courses and a total of 68 college credits. In addition, we provide opportunities for college credit through courses, such as Communications 111 and Spanish 101/102, provided by our local community college. These courses cannot be provided by high school instructors, but we work with the student and college to provide within the school day for the students to work on the college courses. All college credits we provide are purposeful credit and will directly satisfy requirements for an Associate of Arts degree.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

Throughout our CTE programs we invite industry partners in to talk to students about actual career opportunities and pathways. We also have students research career opportunities during CTE classes that are not always obvious. For example, when a student thinks about construction they think of building or remodeling homes. They often do not think of the construction that

takes place inside of a warehouse for modular or manufactured homes. At SHHS we have “Career Day” every October. Students participate in mock interviews, are required to have a cover letter and a resume, listen to at least 4 different industry speakers, tour the local community college, and take an interest and skill inventory assessment. Career Day centers around students to provide them information and help them plan for the future they want. Each and every year we provide academic counseling to every student. It is our goal that 100% of all seniors have a plan, not just on paper, but have followed through with enrolling in college or trade school, have a job, enlisted in the military, or have clearly planned and are moving forward on their future desires.

How are you providing equitable work-based learning experiences for students?

In our CTE programs we have simulated work experience to ensure that all students experience work based learning in some form. Our advanced and capstone courses operate as a student-run business where students hire workers and assign responsibilities and timelines to ensure projects are completed on time for customers. In addition, the city has expressed interest in collaborating with us on internships targeting our at risk students. This would allow those students to experience multiple career opportunities with on the job training. Many at-risk students are unable to get into CTE courses because of being behind in credits so this is a way to issue credit through work study and give meaningful work-based learning experiences at the same time.

Describe how students’ academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Sweet Home has worked hard to create pathways for students to prepare them for their futures. Some students choose a pathway that prepares them more for immediate placement in the workforce and some choose a path that prepares them for college. We strive in our building schedule and staff hiring to provide a well-rounded education to serve all students. We provide courses that provide technical skills like cooking, chainsaw use, engine repair, welding, and programming. We also provide courses that are rigorous like AP and College Chemistry. We offer 13 courses for college credit equating to 19 college courses and a total of 68 college credits. In addition, we provide opportunities for college credit through courses, such as Communications 111 and Spanish 101/102, provided by our local community college. We strive to ensure that when students leave Sweet Home High School they are prepared for the future they have planned.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

To prepare students to be self-sufficient we plan to better prepare students for the workplace. We are beginning to implement and will fully implement simulated job training in CTE areas. This training acts very similar to a job by having students keep a “timesheet”, a log of accomplishments, timelines for task completion, etc. After talking with our industry partners the biggest thing they asked for is help in soft skills development. Simulated job training will help in some of that, but having clear expectations and accountability for having cell phones away, appropriate attire for CTE, working the whole time in class, etc. will help reinforce soft skills

and better prepare students. These are important steps in addition to the specific skill development in an area to lead students to be self-sufficient.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

In order to advertise our CTE programs we have several methods to assist us in communicating with families. First, we have a district media person who made a video highlighting all of our CTE programs and elective offerings. This is shown to all 8th grade students and high school students prior to forecasting. Second, students receive a Course Guide which lists all of the courses at the high school and a description of them. We also post information regarding our CTE programs to the school website, Facebook page, and other social media. These posts are mainly about something a CTE program accomplished, is doing for the community, or a unique project. Next, we invite our incoming 8th grade students on to the high school campus for a visit. During this time we discuss courses and elective options including CTE. In addition to the 8th grade student visit we host a 9th grade orientation for incoming 9th grade students and their families. Not only do we again discuss course offerings, but we also have our CTE teachers available to talk with families during the orientation. Finally, we forecast for students using a 1-on-1 model. A counselor, student advocate, or administrator sits with a student and ensures that they have forecasted for the correct classes as well as for classes of interest. We strive to make sure our students and families are aware of what we have to offer and that students have correctly registered for those courses that they would be most interested in.

How will you prepare CTE participants for non-traditional fields?

Recruiting for non-traditional fields is difficult because most students don't know much about the field, hence the term non-traditional. Given the limited resources available to schools we must offer programs that can serve the most and widest range of students possible. Therefore, offering introduction classes in non-traditional fields like programming, coding, graphic design, or heavy equipment operator increases interest and exposure for students. Any students interested in a certain area can continue to pursue that pathway. Sweet Home does a good job of allowing students to pursue courses that interest them and pertain to their future studies. So, if a student wants to pursue advanced coding and we don't offer the course we will cover the cost of the student to take a course through the local community college. This is available to all students as long as they have taken all of the high school courses we offer in the area of interest. Another way we try to prepare our students is through YouScience. YouScience is a skill and interest inventory that tells kids what their strengths and weaknesses are in addition to what careers match their talents and interests. YouScience gives students the ability to see careers in non-traditional fields and also tells the students if they match that career choice.

Describe any new CTE Programs of Study to be developed.

We currently do not have plans to add an additional CTE program. We added a new Agriculture program this Fall. Given our student interest and location it was a natural fit and students have quickly shown much interest in the program. There is a long-term desire to start a health careers pathway. The medical industry is the fastest growing industry in our region so it makes sense to

look in that direction. Working with the regional CTE coordinator and local community college we could graduate students from high school who earned a certification for Phlebotomy, Basic EMT, CNA, or other depending on the teacher and program of study. We have implemented some classes, such as Anatomy & Physiology and Medical Terminology, that connect to this program of study so that if the opportunity arises we are poised to capitalize.

Engaged Community

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Upon reflection, neither process would have been successful if the school district had relied on a single event or manner of input. It was anticipated that by sticking with one event or one format, that information from traditionally 'hard to reach' stakeholders (those without access to technology, those without transportation, those without command of English, those who work at night, those who distrust the school system) would likely not be collected. It was for that reason that we implemented a wide variety of events and formats. All stakeholders had opportunities to provide their perspective in a manner that best-met their personal needs. This included meeting with students during their school day, in-person interviews with parents experiencing homelessness, Spanish translation for parents who don't speak English fluently, one to one contact during winter conferences at each school and an online format. The combination of all these methods invited all to participate without depending on schedules, literacy, language or technology. In the future we will continue to use multiple methods of outreach to engage all our stakeholders.

What relationships and/or partnerships will you cultivate to improve future engagement?

Planning ahead for future engagement, it will be essential to continue with the multi-faceted practices that are outlined above. It is likely that the population in Sweet Home will dramatically change in the coming years, and all forms of outreach will be both valued and welcomed. Of particular importance for now and the future is the careful selection regarding who is identified to reach out to stakeholders who are "hard to reach." The quality of relationship and trust in these instances will align with the success of engagement.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

There is a dual-fold need. Sweet Home needs to continue to embrace the resource of adaptive thinking-fluidity and flexibility. This is what is required to enhance engagement activities. If we focus solely on traditional ways of doing business in "all or none" fashion, we are less likely to reach a wide range of stakeholders, nor develop stronger relationships. If we are willing to think outside the box and provide stakeholders with opportunities to share in a manner that works best for them, we will continue to improve the quality of our outreach efforts. ODE can be of assistance by promoting the unique nature of each district, working alongside them to determine what might be a good fit and what might be a distraction that won't align strongly with expressed local needs.

How do you ensure community members and partners experience a safe and welcoming educational environment?

The Sweet Home School District Facilities and Maintenance Department strives to provide a safe and welcoming environment that enhances the educational process for our students, staff and community. We achieve this through friendly staff, positive culture in every building and the coordination, management and efficient operation of the following areas: capital improvements, electrical repairs/improvements, troubleshooting, major renovations, minor repairs and maintenance of buildings and real property throughout the District. The Facilities and Maintenance Department also oversees custodial services for the interior and exterior of all district facilities, grounds maintenance and improvements for all District sites and facilities. A safety program administered by the District Safety Committee, which is designed to prevent accidents, injuries and/or illness caused by hazards or unsafe environments. This department is also in charge of district-wide security of buildings and sites; including fire systems, alarm systems, regular keyed entries, gates and camera surveillance.

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

The Sweet Home Charter School is applying independently from the Sweet Home School District.

Who was engaged in any aspect of your planning processes under this guidance?

Please select all that apply

- ☒ Students of color
- ☒ Students with disabilities
- ☒ Students who are emerging bilinguals
- ☒ Students who identify as LGBTQ2SIA+
- ☒ Students navigating poverty, homelessness, and foster care
- ☒ Families of students of color
- ☒ Families of students with disabilities
- ☒ Families of students who are emerging bilinguals
- ☒ Families of students who identify as LGBTQ2SIA+
- ☒ Families of students navigating poverty, homelessness, and foster care
- ☒ Licensed staff (administrators, teachers, counselors, etc.)
- ☒ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☒ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☒ Tribal members (adults and youth)

- ☒ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☒ Business community
- ☒ Regional Educator Networks (RENs)
- ☒ Local Community College Deans and Instructors; Local university deans and instructors
- ☒ Migrant Education and McKinney-Vento Coordinators
- ☒ Local Workforce Development and / or Chambers of Commerce
- ☒ CTE Regional Coordinators
- ☒ Regional STEM / Early learning Hubs
- ☒ Vocational Rehabilitation and pre Employment Service Staff
- ☒ Justice Involved Youth
- ☒ Community leaders

How were they engaged?

Please select all that apply

- ☒ Survey(s) or other engagement applications (i.e. Thought Exchange)
- ☒ In-person forum(s)
- ☒ Focus group(s)
- ☒ Roundtable discussion
- ☒ Community group meeting
- ☒ Collaborative design or strategy session(s)
- ☒ Community-driven planning or initiative(s)
- ☒ Website
- ☒ CTE Consortia meeting
- ☒ Email messages
- ☒ Newsletters
- ☒ Social media
- ☒ School board meeting
- ☒ Partnering with unions
- ☒ Partnering with community based partners
- ☒ Partnering with faith based organizations
- ☒ Partnering with business
- ☐ Other

Evidence of Engagement

You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined in the integrated guidance, are required to submit their top two artifacts.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

The uploaded artifacts are meaningful to the direction in which the school district has been moving and the momentum demonstrated by our hard-working students, staff and community. As a district, we have focused on areas for improvement and intensive strategic actions for the last two years. The IG process and application is complementary to our efforts.

1. The school district strategic plan stakeholder survey was selected because the input and reflective process of many individuals is the basis for recent decision-making. Results from this survey were the foundation for developing our district mission, vision, values and goals.
2. The school district strategic plan was selected because it represents over one thousand comments and easily identifiable trend data that has become the backbone of our focus and our work. We refer to some or all aspects of this plan on a daily basis.
3. The IG stakeholder survey was selected for two reasons; 1) it reinforces the focus and work we've been doing for the last two years; and 2) It mirrors and solidifies what we are proposing in our IG plan
4. The underserved populations survey was selected because it represents additional outreach to community members who sometimes face additional barriers. It should be noted that although it is downloaded in written form, it was conducted in interviews and on the phone when necessary.
5. The student focal group worksheet was selected because it demonstrates the protocol that was used with our student representative group. This was conducted face to face, which the worksheet does not capture, but the dialogue was captured using all the written components.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

In order to ensure high levels of engagement, it was important to implement strategies that were stakeholder-friendly and put the needs of our stakeholders first. Our district and community demographics vary widely, so relying on a singular method to engage students and families would likely have resulted in low levels of feedback. For this reason, we used a multi-faceted approach to soliciting input. Below are descriptions of two strategies we implemented in an effort to optimize results:

1. Reaching out to 'hard to reach' populations in non-traditional methods.

Not all of our families have access to technology or the internet. Other families do, but may find navigating print to be challenging. Transportation is also a barrier for some stakeholders, so attendance at a community forum would have been prohibitive. In some instances, all three of the above are road blocks. In an effort to capture as much input as possible, multiple pathways were provided to stakeholders. This menu included traditional paper/pencil surveys, online surveys, one to one interviews, a forum, student forum and individual support for parent participation during parent conferences. Data from all sources was reviewed and analyzed.

2. Inviting stakeholders to provide input in ways that complimented individual schedules.

Parents and students have busy schedules. For this reason, it was essential to provide input opportunities at times when stakeholders could participate. Some parents were available during the day because they worked a night shift. Other parents preferred an evening event due to workday constrictions. Students generally were easiest to track if we could solicit feedback during their school day, but others preferred to process ideas and take their time expressing thoughts via an online survey. Still other stakeholders were known to attend events at the same time each week and asking for feedback at that time was the most convenient for them.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

1. Inviting staff to provide input in a way that complimented individual schedules Staff members have demanding tasks to complete each school day. Not all staff members have the energy or focus to provide feedback while they are still at work. While time to complete the online survey was provided during the work day, all staff had a choice as to when to complete it. The survey window was open for a full month to allow staff sufficient time to respond at a time that worked best for them.

2. Ensuring that both licensed and classified associations had a representative voice and role to promote productive working partnerships, ensure transparency, and build cohesive support for planning, the presidents of both associations were asked to participate in the comprehensive analysis of incoming feedback that was considered for planning. Questions/points of clarification have also been encouraged during monthly labor relations meetings.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Our stakeholders have a lot on their minds, which is reflected in the wide range of feedback that was received. Some feedback was not fully applicable to the purposes, priorities or allowable uses of our plan. Suggested actions that fall into this category included returning to a 4-day school schedule, expanding the lunch schedule and providing more assertive student discipline for behavior. Other feedback was applicable, but stakeholder perspective was inaccurate. A strong example of this was a repetitive suggestion that our school district move toward 1:1 technology. The perception is that we are not close. The reality is that we are, but we have hardware that is not being utilized in schools. Still other suggestions were doable, even promising, but, as they required no cost to implement, were not placed in the plan. One such practice is assigning upperclassmen mentors to help struggling freshmen in academics and/or social behavior for the entire first year.

Anomalies aside, major themes did emerge from the committee analysis. These themes are heavily interwoven into our designated plan, our proposed investments, our longitudinal performance growth targets, and to what extent each area of allowable uses was addressed. The following themes emerged in reviewing all engagement feedback:

- Student mental health/health support
- Student behavioral support
- Removing barriers for underserved populations (fees, transportation, increasing communication)
- Class size
- Music/arts education
- Increased support for all staff: training, classroom assistance
- Additional support for students with disabilities
- Providing learning experiences to students outside of the traditional school day

In response, approximately 48% of the proposed budget is allocated to Health and Safety, 28% to Reducing Class Size and 22% to Well-Rounded Education. Sweet Home School District is confident that our proposed plan and budget accurately represent the needs that were expressed by parents, students, staff and community members.

CTE Focus

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We currently have quality relationships with several industry partners. We have advisory meetings twice a year in which we let the industry partners know what we are doing and they have an opportunity to tell us what they need or what we can do better at. It is from these meetings that we decide on how to budget most of our Perkins Funds. We have, in the past and we look to continue, placed students with our industry partners as either a job shadow or as a new employee. One partnership that is in its early stages is with the city. The new city manager has expressed an interest in creating an internship program with the high school for students to shadow and intern under city employees in the office or in the maintenance department. We are excited for the possibilities for our students. Given our demographics and focal groups, improving work-based learning opportunities would better prepare students allowing them to potentially get hired in a well paying job earlier helping them rise out of poverty earlier.

Strengthened Systems and Capacity

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Grow your Own: Staff members were surveyed and asked for input and ideas regarding staff retention and recruitment. We have numerous unfilled positions throughout the school district without any applicants. We have the desire to pursue Grow Our Own opportunities for both classified and licensed staff members. Key partners will include Linn Benton Community College, Oregon State University, the Linn Benton Lincoln ESD and the Central Electrical Training Center. We also want to provide staff members with a recruitment/retention stipend as identified as a need in the survey results. We have a Mentor/Mentee Program but would like to enhance this system with an Instructional Coach. We will partner with LBLED to receive mentor training/support. We have had 2 Mentor Coaches provide professional development to our new teachers and the mentors they have been paired with. We would like to continue with this with the IG funds.

Job Fair: We have a Job Fair Team that attends various job fairs to recruit new teachers to Sweet Home. We provide the strengths of our district, community and the students they will serve. Our beautiful location surrounded by mountains, rivers, lakes and near the ocean along with a strong mentor/mentee program are key points to address. Small class size along with support/evaluation/feedback from the administration and district are other factors that would help with recruiting staff. The cultures of our buildings have a strong community/relationship/small town feeling where our students' success is key.

Compensation: We are competitive with neighboring districts regarding salaries. Our certified staff will be receiving a 6.25 % increase in wage for the 2023-24 school year.

Professional Development: Our district provides weekly Professional Learning Community time during our Wednesday early release schedule. We encourage our staff to collaborate, analyze data and support each other while focusing on the success of our students.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

The Sweet Home School District does not currently have processes in place to identify and address any disparities regarding our focal groups being taught more often by inexperienced staff. However, with this question our team determined that this was an area for improvement. We discussed gathering information/data to see if there were any disparities. We will analyze the results and see if this is an area of concern for our district.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

During the craziness of COVID, our students suffered greatly from a lack of structure and support in their lives. They were stuck at home trying to learn via online platforms and tools such as ZOOM that really were not up to the challenge of properly educating our students or meeting some very basic social-emotional needs. That time away from our traditional brick and mortar schools was hard on students and staff alike. Students were largely trying to teach themselves and keep their sanity at the same time. Those were, in my experience with our students, very grim days.

When we returned to some in-person learning, many people were thrilled; however, the hybrid systems that many of us endured during that time were quite foreign for students and staff alike. We all struggled to get reconnected and to try to get back to what we longingly called “normal”. We finally got to a point where we were back in school for full days and eventually we could attend school without masks and could start to enjoy gathering together at band and choir concerts, outdoor and indoor sporting events and even school assemblies. We had a fairly typical graduation ceremony and started to feel pretty good about life. We soon discovered though, that we were not out of the woods as far as our journey back was concerned.

We have many students who were quite isolated during the COVID times. There was an increase in domestic violence and we suspect child abuse. Students who had struggled with depression and anxiety pre-COVID seem to struggle even more. We were facing a nightmare of behaviors that not only impacted the academic world of our students, but their social=emotional world as well.

In this giant mess, with a myriad of complex problems, we found ourselves needing to educate students academically and behaviorally while striving to take care of them emotionally too. We hired more help in our counseling area and that has been extremely helpful. We took on the issue

of a school culture that had been hamstrung by COVID and put in Core Values and Non-Negotiables that students and staff embraced. We adopted positive psychology ideas and plans from Shawn Achor and Harvard University. We brought back a lot of joy and fun to our hallways. We really switched up our student management approach. A new assistant principal introduced the brilliant idea of a Positive alternatives to School Suspension (PASS) room to give us an option to either suspending students out-of-school or ignoring behaviors that needed to be addressed. We staffed the PASS room with two very caring and positive adults. It has been incredible. The administration has worked with staff to support learning, rigor and appropriate behavior in the classroom while letting students know that we value them and truly care about them now as we help them prepare for their futures.

We still issue consequences for behaviors that warrant them; however, it is much more common for us to start conversation by asking students to share what is troubling them that has caused them to behave in a manner that is not their norm. They have responded well to this approach. Parents, students and staff know that we care and will focus on helping our students be positive partners in their education.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

The Sweet Home School District identified two areas of focus or indicators each residing in the domain of “Well Rounded Coordinated Learning Principles” for the Sweet Home Continuous Improvement Plan:

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

RTI/PLC at Work training was identified as a professional growth and development tool that would impact/align student skill development and make a difference regarding the needs of the school, teachers and district leaders. The impact of supporting staff to attend these training institutes will result in

-an increase in student achievement for all students through the provision of interventions and extensions

-a decrease in students referred for special education evaluation for behavior

We are finishing the revision process of our PLC/ RTI systems. The inclusion of a multi-tiered system of support is a focus area. Secondary staff at the high school and junior high will be trained to successfully identify students who have a skill deficit and problem solve through a strengths-based model. Although some revised PLC/ RTI Training has taken place in the past, not all secondary staff have participated. In an effort to ensure that revised PLC/ RTI practices are not only sustained, but enhanced, funding will be allocated for RTI development and training of new secondary staff. Funds will be used for additional training and/or resources related directly to PLC/ RTI development.

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Really Great Reading-The Really Great Reading program believes that every student has the right to appropriate, high-quality, foundational-skills reading instruction. This program focuses on preventing and remediating decoding weaknesses in students in all grades. This program provides the Sweet Home School District staff with the tools and knowledge to teach all students to read. The assessment and grouping is practical, efficient, and accurate. The approach to reading instruction is research-based, interactive, explicit, structured, and multisensory. In the lessons, students not only learn to read, but enjoy the intelligent and age appropriate learning process. Our district has partnered with Really Great Reading to provide professional development, coaching as well as feedback to our staff.

Accelerated Reader is a K-12 research based literacy comprehension system. Media assistants along with certified/classified staff reach out/guide students to support reading comprehension and literacy. Several buildings have created a healthy academic reading competition using Accelerated Reader points. Large display boards are visible for all to see growth. Feedback is immediate and will show students as well as their teacher if they comprehended the book they read.

Professional Development: We have partnered with the University of Oregon and Dr. Chris Knowles who has provided coaching support via research based skills to teach our certified as well as our classified staff how to build better classroom instructional teams and provide tools to support the behavioral/instructional needs of our students. Every session our staff attended, Dr. Knowles provided feedback and answered questions staff brought to the table. The energy and engagement was evident at these professional development sessions. Dr. Knowles was contracted to visit classrooms and observe the staff in the classroom environment utilizing the skills and tools she provide in her multiple workshops. She was able to give immediate feedback and advice on how to improve instruction, classroom/behavioral management.

iReady is a researched based Assessment System that helps our staff improve their instruction based on the data it provides. Our staff can easily see if their students have met the state standards or need to reteach the skills assessed. The assessment and instruction programs are backed by the industry's most practical and applicable research. Every program we provide starts with an extensive research base and is followed by a continuous cycle of research, review, and improvement. The end result is a suite of programs proven to help your students succeed.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

The Sweet Home School District uses ARGOS, an Early Indicator and Intervention System developed and provided by our local Educational Service District. Schools monitor at-risk data (academic, attendance and behavior) through school support teams, attendance teams and professional learning communities. Response to students at risk include small group instruction, after school tutoring, Home Room check-in/check-out, summer/winter schools and in-house credit recovery programs.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

Early Childhood Education Programs: The Sweet Home School District has been awarded an Early Childhood Learning Grant. We are partnering with the local pre-schools as well as our local Head Start Programs to welcome in-coming kindergarten families and students to our district. We are planning a In-coming Kinder Night this spring where our kinder staff will meet families and students and share skills, tools and how to prepare for the upcoming year. This event will also provide tools to support literacy and math.

Elementary to middle grades: The Sweet Home Jr. High Administration along with the Counselor visits each 6th grade classroom in the spring to talk with the students regarding the expectations and the excitement of transitioning from elementary to jr. high. The question and answer forum provides students with a forecast of their schedules for next year, moving from class to class as well as how to open their locker. The district sponsors an open house for incoming 7th graders and their families as well. This evening event allows students and their families to come to the building and view classrooms, meet staff and familiarize themselves with the Sweet Home Jr. High School.

High school to postsecondary education: Sweet Home High School partners with our local community college, Linn Benton Community College (LBCC) as well as a newly implemented Upward Bound program facilitated by Oregon State University (OSU). LBCC is on campus one day a week and OSU Educational Advisors are a part of the high school culture five days a week. Students have opportunities to engage with college advisors that assist with admission, financial aid and college life while still in high school. Starting at the end of their junior year, students also have the opportunity to participate in our Accessing College Today (ACT) program where they take online college classes with a college professor, thus introducing them to the difference between college and high school.

I have attached a copy of the equity lens tool we have utilized in completing this application
X

I have attached the necessary artifacts of community engagements. X

Board Minutes indicating presentation, opportunity for public comment, and board approval of the plan X

<https://sweethome.k12.or.us/media/2023/03/February-13-2023-Minutes-Board-Meeting.pdf>

 **SHSD Integrated Plan Presentation**

Equity Lens or Tool: <https://sweethome.k12.or.us/media/2023/03/Equity-Lens-or-Tool.pdf>

