



Plan posted on district website: <https://sweethome.k12.or.us/our-district/about/>

Needs Assessment Summary

1. Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Sweet Home's plan mirrors both the purposes of the 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.

Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

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

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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 than 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 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 initiatives.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

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.

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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.

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

Provide transportation to school and back to where they are staying, clothing and shoes for students and their families as needed, hygiene products for students, an opportunity to shower at school if needed, school supplies and hotspots for students, free lunches to all MV students whether or not all students are receiving them or not, laundry vouchers to students and families, funding for class & sports fees, funding for graduation fees, immediate enrollment for students who request it, resources of agencies

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that can help assist them with their needs, and access to needed medical care with the connections we have made with community-based medical facilities and access to needed dental care.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

As a district, staff, and community 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 into a program to better our numbers and not the students. 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 before 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 (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

Based on the Program Review Tool and Oregon's Early Literacy Framework, we have enhanced our approach to literacy instruction by integrating structured small-group interventions, data-driven instruction, and enhanced phonics and comprehension strategies. Adoption of a balanced assessment approach to align with state literacy initiatives, ensuring data is used effectively to inform instructional practices. Implementation of targeted support for struggling readers, including extended learning opportunities and individualized literacy plans.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and

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extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist 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 Sweet Home Jr. High (7th/8th grades) and 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 could watch videos, observe presentations and rate each of the curriculums 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.

4. Describe your system for ensuring classroom instruction is well-rounded, 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.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

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

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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.

6. How do you ensure students have access to strong school 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 consult with our assistants/staff. The media assistants collaborate with teachers often - promote books that support the curriculum, assist students with research projects, survey student interests, and suggestions, and provide engaging displays and activities that support the curriculum. Our media assistants promote programs such as Accelerated Reader focusing 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, and how to use the library, and then teachers require students to utilize the library and its resources for projects.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Data-Driven Monitoring:

Tracking behavioral referrals, attendance trends, and academic performance to identify students needing additional support.

Targeted Interventions:

School counselors and social workers provide individualized and small-group support for students experiencing depression, anxiety, and stress.

Collaboration with community mental health organizations to offer expanded support and counseling services.

Implementation of peer mentorship and student support groups to foster emotional resilience.

Staff & Family Engagement:

Professional development for staff on trauma-informed practices and behavioral intervention strategies. These includes research based programs such as QPR and CPI.

Parent education workshops on student mental health awareness and available resources.

Regular communication with families regarding student progress and support options.

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8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

This response exceeds the word count. Please see PDF provided in the Pre-Populated PDF Section above and summarize any updates to this response to fit within 500 words or less.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken..

NA

10. 10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

This response exceeds the word count. Please see PDF provided in the Pre-Populated PDF Section above and summarize any updates to this response to fit within 500 words or less.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

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.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

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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.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Surveys
Interviews
ParentSquare

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Surveys
Listening Sessions
ParentSquare

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Students value hands-on learning and career readiness programs. Parents seek improved communication regarding school progress. Staff emphasize the need for mental health training

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and resources and prep time Community partnerships have enhanced opportunities for students, including mentorship and work-based learning experiences.

Strengthened Systems and Capacity (250 words or less per question)

1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are 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 for 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 wages 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.

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2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

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.

3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal 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

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approach. A new assistant principal introduced the brilliant idea of a Positive alternative to School Suspension (PASS) room to give us an option to either suspend 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 a 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.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

Students transitioning back to mainstream high school from one of these programs will meet with a counselor, administrator and their parents/guardians to develop a plan that best supports their desire for continued education. The plan will include scheduled courses that meet the student at their educational level, a check-in/check-out opportunity with their counselor and/or case manager if a student is on an individualized education plan, and shared information of further resources available at the high school. These resources could include: mental health counseling, family support liaison, homeless advocate, and Trio Upward Bound postsecondary advising. Teachers would be informed of any necessary component of the transition plan that affects their classroom. For example, seating arrangement, check-ins to ensure understanding and/or empower student voice. Supportive monitoring of the student would also take place through the high school's weekly Care Team meetings as well as our Student Success Team meetings if the student was a 9th or 10th grade level. Parents/guardians would remain informed of a student's grades through Canvas and when necessary, Student Outreach Support (SOS) meetings. SOS meetings are designed for school staff to meet with off-track students and parents/guardians to show support of the student through positive feedback and setting small, attainable goals for student success.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

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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.

6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

All CTE coursework at Sweet Home High School has components of career exploration and career development coursework built in the curriculum, including industry specific field trips to support awareness and exploration. Our CTE courses include Product Design, Health Sciences, Manufacturing, Forestry, Agriculture Construction and Agriculture Sciences. Each of these CTE areas offers courses at each grade level, from beginning to advanced opportunities. Sweet Home High School utilizes the Oregon Career Information System (CIS) throughout the year during our Advisory times. The Oregon CIS is a comprehensive resource for discovering education and career opportunities, with national and Oregon-

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specific statistics. Current employment, wages, outlook, hiring practices, preparation and licensing, in addition to the skills, abilities and knowledge required, are reported for each of over 600+ occupational titles. These occupations cover over 95% of the labor market in Oregon. CIS activities are carried out four times a year in Advisory time. Additionally, the high school offers stand-alone opportunities for career exploration including our annual Career Day and Cross-Age Tutoring and Cross-Age Community courses. Our Career Day is held each October where the entire day is set aside for specific college and career activities. In the morning, seniors participate in mock job interviews while sophomores and juniors are taking the pre-ACT test and Work-Keys assessments and our 9th graders are off campus, touring industries. In the afternoon, all students come back together to participate in Career Cruises. Career Cruises consist of five 25-minute career presentations in which students can choose from 35-45 different career professionals to listen to. Our Cross-Age Tutoring and Cross-Age Community courses offer students a chance to work in an elementary school, tutoring students or in a partner community organization, volunteering their time to support organizational needs. Current partnerships include the City library, Chamber of Commerce, local veterinarian clinic and the local newspaper. Students are advised in Advisory time of the plethora of opportunities available to them regarding career connected learning and CTE opportunities. Completing the CIS activities and participating in the annual Career Day are career graduation requirements. Counseling and Student Success staff meet individually with every student in the spring to review education plans and profiles and to ensure students are registered for classes that meet their career aspirations. Counselors follow-up with students throughout the year to ensure course-work is still purposeful. Canvas announcements and Parent Square communication are shared with parents throughout the year.

7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

NA

Early Literacy Inventory and Prioritization

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For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

General Fund

3. If you answered “Other” on #2, please describe below:

NA

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Extended Learning Programs

5. If you answered “Other” on #3, then please describe below:

NA

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

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Have literacy proficiency rates that have not recovered to pre-pandemic levels

7. If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school) (write N/A if you have only one elementary school)

Foster 25%

Hawthorne 25%

Oak Heights 25%

Holley 25%

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Please connect with our LBLESD contact as we have shared our concerns in depth with him.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Sweet Home's plan mirrors both the purposes of the 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

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(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.

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Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

NA

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
 - a. True
2. You have taken into consideration the Quality Education Commission (QEC).
 - a. True
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
 - a. True
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
 - a. True
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
 - a. True
6. Each of the SSA plans were reviewed as part of your strategic planning.

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- a. True
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.
 - a. True
 8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
 - a. True
 9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
 - a. True
 10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
 - a. True
 11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
 - a. True
 12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
 - a. True
 13. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and

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writing”, and their primary role and responsibilities include direct support of students and/or educators.

a. True

14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

a. True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

a. True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

a. True

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