

Sweet Home School District

Student Investment Account Proposal

March 9, 2020



Student Investment Account Grant Application Template (Optional)

This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2020-2021
District	Sweet Home
Webpage (Where SIA Plan will be Posted)	http://sweethome.k12.or.us/
Contact Person	Name: Rachel Stucky Email: rachel.stucky@sweethome.k12.or.us Phone: 541-367-7175

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Charter School:

Sweet Home Charter School has approximately 140 students, grades K-6. Class size averages approximately 20 students. Roughly 35% of students are economically disadvantaged; however, the school is part of the Community Eligibility Provision nutrition program and all students receive free lunch. There are no students acquiring English as a second language and approximately 13% of the student population are students with disabilities. Academic progress

for the school is within the 'high' range as indicated on the ODE At-A-Glance School profile. Accountability details reports over the last two years indicate that growth in the area of math is strong (level 5) for all students, as well as for students who are economically disadvantaged; however, math achievement for the latter has remained at level 2 for the last two years. Students with disabilities and economically disadvantaged students are at level 2 for English Language Arts Achievement.

Identified District Needs:

Sweet Home's SIA plan mirrors both the purposes of the SIA funding and the expressed needs of stakeholders. The outcomes, strategies, activities and priorities that are proposed in this application accurately capture and balance how money should be spent with how money can be spent. The budget accurately reflects a distribution of funds based on prioritized themes that align with the five SIA priority areas. Below are three areas of focus for SIA planning and funding.

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. Approximately 46% of 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 across the five priority areas. Remedies come in many forms, each designed to better meet the needs of our students in some manner. Approximately 27% of the proposed budget and attached actions and metrics are designated to eliminate disparities that historically underserved student populations experience.

Well-Rounded Education

With budget reductions over a large span of time, many programs that previously benefitted our Sweet Home students have been lost. It is time to bring some of those programs back according to our stakeholders. All students, grades kindergarten through grade six will finally receive music education—a program that has been gone for 20 years. Approximately 22% of 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. Approximately 3% of the proposed budget and attached actions and metrics are designated to ensure that every student has equitable access to extended learning opportunities.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- **Who you engaged**
- **Frequency / occurrence**
- **How you ensured engagement of staff and each of the focal student groups and their families**
- **Key information you collected**

(250 words or less)

The planning and development of Sweet Home's Student Investment Account plan has been a set of processes that have taken place over the last two years.

Beginning winter of 2018, 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 included a stakeholder survey, a community forum, a student focus group, parent outreach via phone, newsletter updates, and monthly board reports. More than a thousand comments and ideas were generated. A team of community members, parents and staff identified common concerns/suggestions, as well as anomalies. Common concerns and interests were grouped into four distinct priority areas (see list below). The team developed a mission (why do we exist?), vision (what must we become to accomplish our purpose?), and values (How must we behave/what must we strive for in order to achieve our vision?). Goals (how will we mark our progress?) are developed annually by each school and department.

Four priority areas identified:

- Outstanding Achievement
- Thriving Citizen
- Thriving Community
- Safe, Welcoming Facilities and Services

The Sweet Home strategic plan was fully implemented in September 2018, after both school board approval and board goal-setting.

This extensive process proved invaluable a year later, as each Oregon district was directed to construct a continuous improvement plan that mirrored similar, if not identical, elements.

Student Investment Account Grant Application Template (Optional)

While we had relatively timely data, we implanted a companion process over the last six months, which both compliments and reinforces the efforts of strategic planning.

From October 2019 through February of 2020, the school district implemented a series of stakeholder input activities designed to glean additional data points, particularly from those who represent potentially underserved sub-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 this data, the district conducted a specialized survey for these groups, making input possible through phone calls, interviews, paper/pencil and an online survey. In addition to developing specialized surveys, a stakeholder survey was constructed which focused on the five SIA priority areas. A team of board members, community members, parents and staff reviewed data (general data portrayed through bar graphs, as well as all submitted comments. It was the job of the committee to determine which suggestions were viable and, if so, to what extent.

At the district level, a comparison of both processes was completed to determine if previously submitted input (2018) aligned with what had been recently submitted (winter, 2019) from stakeholders.

In both processes, meeting student behavioral and/or mental health needs, as well as increasing academic access for all were general themes. Both processes provided actionable feedback for consideration and planning.

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? (500 words or less)

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 out stakeholders.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)

Planning ahead for future engagement, it will be essential to continue with the multi-faceted practices that are outlined above. It is unlikely 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 improvements? (150 words or less)

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. At the same time, we must remain focused on the five priorities within SIA so that there are no distractions for new and shiny initiatives introduced outside of authentic stakeholder input.

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.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

- ✓ Students of color
- ✓ Students with disabilities
- ✓ Students who are emerging bilinguals
- ✓ 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 navigating poverty, homelessness, and foster care
- ✓ Licensed staff (administrators, teachers, counselors, etc.)
- ✓ Classified staff (paraprofessionals, bus drivers, office support, etc.)

Student Investment Account Grant Application Template (Optional)

- ✓ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth) **potentially indirectly**
- ✓ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ✓ Business community
- ✓ Community leaders

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- ✓ Survey(s) or other engagement applications (i.e. Thought Exchange)
- ✓ In-person forum(s)
- ✓ Focus group(s)
- ✓ Roundtable discussion
- ✓ Community group meeting
- ✓ Website
- ✓ Email messages
- ✓ Newsletters
- ✓ Social media
- ✓ School board meeting
- ✓ Partnering with unions
- ✓ Partnering with community based partners
- ✓ Partnering with business

Evidence of Engagement

Five artifacts of engagement: *(Please see uploads)*

1. Strategic Plan Stakeholder Survey
2. District Strategic Plan
3. SIA Stakeholder Survey
4. Student Focal Group worksheet
5. Underserved Populations Survey

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? (250 words or less)

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 SIA 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 SIA 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 SIA 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. (500 words or less)

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 a 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 nightshift. 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 activities 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. (500 words or less)**

1. Face to face interviews were conducted with parents experiencing homelessness. The school district sponsors weekly clothing closet/OHP outreach service every Wednesday afternoon. The district McKinney-Vento liaison is in attendance each week and she has had the opportunity to develop trusting relationships with the families who seek assistance. She discreetly asking parents if they would be willing to answer survey questions and she wrote as they dictated their thoughts.
2. Rather than simply translate a version of the English survey, the parents of every English Learner were called and asked survey questions. The intent was to offer a personal touch and bridge back with the district to a community of stakeholders who may feel disconnected from routine district-sponsored activities. The district English Language Development specialist has developed trusting relationships with parents. She made phone calls, communicating in Spanish when needed and wrote as they dictated their thoughts.
3. A supplemental hard copy survey was sent to the families of all students with disabilities. More than 20% of Sweet Home's student population qualify for special education services. While parents of students with disabilities were also encouraged to partake in the online district survey, this specialized survey sought feedback that was more specific to the special education services that are currently provided.

- **Describe at least two strategies you executed to engage staff. Explain why those strategies were used. (500 words or less)**

1. Inviting staff to provide input in a ways 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 SIA planning, the presidents of both associations were asked to participate in the comprehensive analysis of incoming feedback that was considered for SIA planning. SIA questions/points of clarification have also been encouraged during monthly labor relations meetings.

3. Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)

1. Analysis of stakeholder feedback was completed by a committee comprised of classified, licensed and administrative staff, as well as the superintendent. A balance of staff representation ensured three things; 1) that representatives from each of the staff groups could be a conduit of information back to their peers; 2) that recommendations made would be inclusive of all staff work groups; and 3) multiple viewpoints were brought together in the application of an equity lens.
2. Informational SIA presentations were made at each of the six schools. This was an important initial step in planning that reinforced common knowledge, vocabulary and expectations. The presentation slide deck was then sent to each school staff member directly following the presentation. By providing this information early on, each staff member was given some 'think time' prior to participating in the stakeholder survey.

4. Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

Our stakeholders have a lot on their minds, which is reflected in the wide range of feedback that was received. Not all that was expressed aligns with the five priority areas. Some feedback was not fully applicable to the purposes, priorities or allowable uses of the Student Investment Account. 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 SIA district outcomes, 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.

Part Four: Data Analysis (Application)

Longitudinal Performance Growth Targets (*please see upload*)

Describe the data sources you used and how that data informs equity-based decision-making. (150 words or less)

The following data sources were analyzed:

- District Strategic Plan Survey results
- SIA Stakeholders Survey results
- Underserved populations survey results (Homeless, Special education, English Learners)
- Community Forum input
- Student Voice input
- SBAC summative assessment results
- Oregon state report cards (schools and district)

Student Investment Account Grant Application Template (Optional)

- Oregon state ESSA Accountability Details reports (schools and district)
- English Language Learner ELPA21 proficiency data
- Chronic Absenteeism data (schools and district)
- SIA Data provided by ODE

Equity-based decision-making:

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 SIA 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.

SIA Stakeholder Survey comment evaluation—While this will be described later in the SIA application, it is worth noting that every single SIA survey comment was reviewed by a team. The team's directive was to review comments first to identify suggestions that met the SIA 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.

Underserved Populations 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 the SIA funding proposal.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](#) (Please see upload)
2. [Clackamas ESD SIA Plan Template](#)

Equity Lens

Evidence of equity tool: *(see upload)*

Every comment or suggestion that had been submitted from various feedback sources was reviewed by a committee using a two-step process that ensured both validity and equity. The first step was to review each piece of input through the lens of the five priorities. If the feedback did not align with the corresponding priority area, the comment or suggestion did not advance to the next step.

Roughly 150 possible comments or suggestions remained to evaluate. Each was scored against the potential return on investment using an approach that acknowledged equitable practices. Each of the five priority areas had identified indicators that acted as a mechanism for a point system. For each indicator that the suggestion met, a point was assigned. Higher point values for each item indicated that there was a higher probability that an underserved population's needs would be addressed.

Here is one example: Under priority one, *reducing academic disparities*, the suggestion for an after school homework club with transportation received one point for specific support for students with special needs, one point for specific support for students experiencing homelessness, one point for students experiencing homelessness, and one point for economically disadvantaged students for a total of 4 points. The suggestion to provide more bookwork to students received no points in any indicator, for a total of 0 points. With every remaining suggestion undergoing this scrutiny, it became apparent very quickly which suggestions had more viability and also which remained true to the intent and spirit of the five priority areas. The indicators represent historically underserved populations, culturally relevant pedagogy and practice, inclusion, individualization and family culture. Please see an example of priority one indicators below:

SIA Priority Area #1: Reduce Academic Disparities

The Intent: Reducing academic disparities specifically for students of color; students with disabilities; emerging bilingual students; students experiencing homelessness, and foster care

Points: Yes = 1 Maybe = .5 No=0

Suggested Action

Provide specific academic services/support to narrow the achievement gap for students with special needs

Provide specific academic services/support to narrow the achievement gap for students experiencing homelessness

Provide specific academic services/support to narrow the achievement gap for students experiencing poverty

Part Six: Use of Funds

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

Sweet Home's budget is well-balanced and accurately represents the value the community of stakeholders placed on student well-being. We continue to embrace the phrase, 'Maslow's before Bloom's' and we are confident that our SIA plan reflects this. Approximately 48% of the proposed budget and aligned actions are designed to increase mental and behavioral health supports for our students. Actions such as increasing district nurse time, bolstering liaison personnel to increase communication with families experiencing homelessness, removing financial barriers so more students can access sports and activities, and adding secondary campus monitors all contribute to increased focus for our students who most need our encouragement.

In the area of academic achievement, we believe we are reinforcing an academic safety net for our students. Reinforcement is accomplished by intentionally ensuring that the funding follows the academic need. The most effective intervention is prevention—additional support for tier I and tier II teaching and learning. Examples of proposed actions that will strengthen achievement include placing the most FTE for instruction where it is most warranted—Sweet Home Junior High. As trend data indicates, Junior High students will benefit from increased supports in the areas of math and English Language Arts. Other examples of funds following need include the addition of instructional assistants for tier I support at the elementary level and providing a wider range of learning experiences and transportation for students outside of the traditional student contact day.

It was critical from the onset of the SIA engagement process that the focus remain on the five priority areas rather than the four allowable uses. Our engagement evidence supports this. Our intention remains to sustain a common focus, common understanding and common practices for our students who have been historically underserved.

While the above actions will address and remove many barriers for students and families, we had a need to be more explicit for our students who require tier III attention and remediation support. For this reason, we will be decreasing caseloads for teachers of special education

through the addition of an additional teacher. We will also be pursuing an alternative education model, grades to be determined, that better meets the needs of students who prefer or may perform better in an alternative setting.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)

Sweet Home is intentionally braiding both our CIP goals and ESSA funded actions into this proposal in an effort to make clear that we expect increased academic achievement across all grade levels. All means all. In relation to this new funding, timing has meant everything. We will experience a convergence of outcomes of recent initiatives with new actions that will be supported by SIA funding. Over the last three years, Sweet Home has directed a fair amount of funding from Title 1A, Title IIA, Title IV and Title V toward increasing staff understanding and application of exemplary practices and/or restructuring in the areas of Professional Learning Communities, Response to Intervention at Work and assessment literacy. This has resulted in intensive participation in high quality, research-based professional development. The addition of SIA-funded actions compliments 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. One such example will be the addition of an academic tier II schedule that promotes interventions and extensions for every student every week. This challenge will be made easier with the addition of an English teacher and math teacher at the Junior High. This will allow the Junior High to not only increase course offerings, but lower class size.

Our SIA-funded actions also allow us to push forward with effective monitoring of every student sub-group. We will have additional support and staff, which will allow us to more effectively monitor the achievements of our focal group students. The SIA process has provided us with a lens that shows us there is work to do, especially with students who are American Indian/Alaskan Natives or Native Hawaiian/Pacific Islanders. Either new staff will be designated to intentionally and frequently monitor progress, build relationships and persistently encourage specifically-identified students or, with the addition of personnel, current staff will shift daily responsibilities to add this important action to their work. 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 SIA funding, more Title 1 funds can be re-allocated to supporting instruction. The addition of one more special education teacher will alleviate demands on those teachers, allowing them to expand services to students with disabilities.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)

A potential barrier that needs to be addressed right away will be the monitoring of student success, specifically for our focal students. While critical, it is not exclusive that only longitudinal growth targets are met for focal students. As was previously mentioned, 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.

Part Seven: Evidence of Board Approval

Evidence of board

approval and

community posting: (Please see uploads and link)

Part Eight: Public Charter Schools (Application-If applicable)

Public charter school: Sweet Home Charter School

Public charter school participation: in SIA planning and development:

Decline to participate: No

Collaboration process: (150 words or less)

Sweet Home School District determined that the charter school would need to submit a Continuous Improvement Plan to the district for review. Prior to submission, the charter school was also asked to review their state accountability detail report and design a CIP that provided goals and metrics that addressed two underserved populations; *Students with Disabilities and Economically Disadvantage Students*. The charter school used the CIP template that is provided by ODE. Sweet Home School District’s Chief Academic Officer then met with the charter school principal and executive director to review a draft of their CIP and a draft of a

Student Investment Account Grant Application Template (Optional)



subgrant SIA agreement. The charter school fine-tuned both documents, submitting them for approval. Both the SIA Subgrant Agreement and CIP were approved by the superintendent.

SIA charter school agreement: *(Please see upload)*

Part III: Evidence of Engagement Artifacts

Strategic Plan Stakeholder Survey

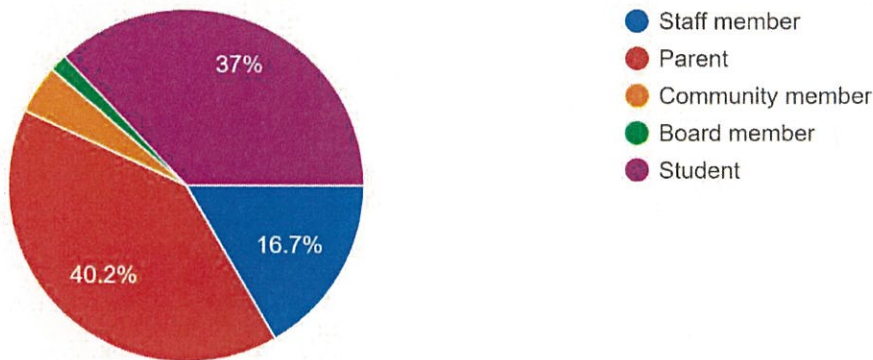
17/18 Sweet Home School District: Strategic Plan

The Sweet Home School District is invested in providing the best educational experience for our students. This year, we are starting a strategic planning process to help us with this commitment. The planning process will provide us with a map that we can follow for the next three to five years.

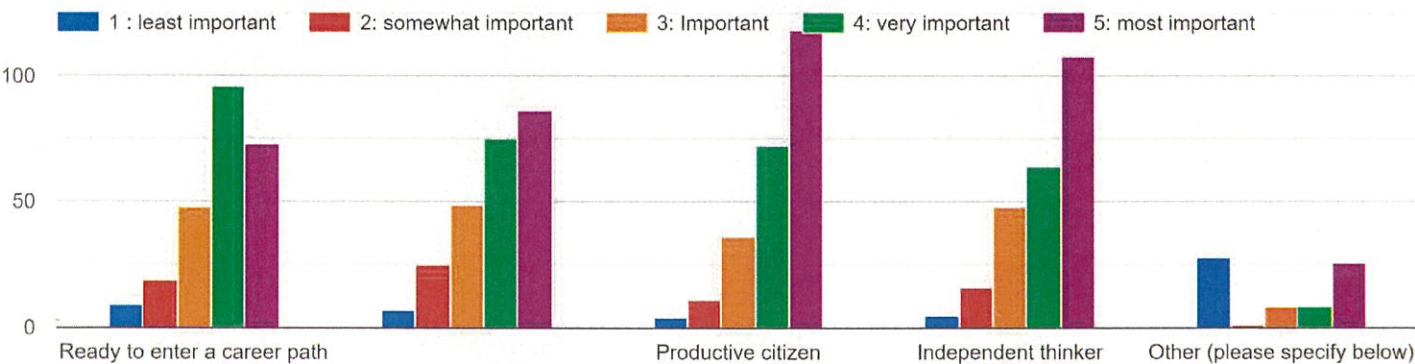
Your opinions on the future of the school district are important to us.

Please complete the following questions. Your responses will be treated confidentially. Thank you for your participation.

My primary relationship with the school district is:
246 responses



What is your greatest expectation for a graduate of the Sweet Home School District? Please rank the following in order of importance, with 5 being the most important.



being respectful to others

life skills (banking, taxes, budgets)

If you are able to be a productive citizen then you should be looking at a career and/or college class while thinking independently.

game creator

Has a transcript with honors or AP classes

That each student has been given the necessary social and emotional skills to know and be on the path of overcoming whatever underserved or undesirable environment they were raised in. To be equipped to break the cycle.

General life skills like home ec (cooking, sewing, washing), finances, taking care of your car

I want them to have a good iq

Being a good character

Helping the individual student find a life path that will work for them

its ok

To be highly educated and academically competent, to be an independent thinker and to have the tools he or she needs to earn a college degree, follow a career path or chase whatever dream he or she wishes.

To continue to love school and have amazing teachers like Ms. Philipsen(oak heights) who truly care about what the kids are learning and finding fun ways for them to do it

not follow the path of complacent people.

Better whole foods nutrition, lets get these kids away from processed foods, it is not doing them, the staff, parents or community any favors. It is so important, learning starts with nutrition, rest and respectful communication.

bring back art class, shop, auto, home ec, money management etc

Able to be ready to get good grades and try to succeed.

Being a good person. Being the type of person that I want to be.

Following my dream and becoming a comic artist.

Love Learning

success

Grades

confident

Be confident in themselves through positive relationships with many staff members along the way.

Nothing Else

Adult like duties

prepared for life

Passionate about something

Understand all the options available to them for after High School, not just college.

Students being prepared to be critical problem solvers

Graduate on time

Globally Aware

gaming creators

Held accountable for actions

Preparing students for a life experience related to finances, good credit, how to balance a check book, etc.

grades

Being able to fend for yourself

Know how to conduct themselves in adulthood.

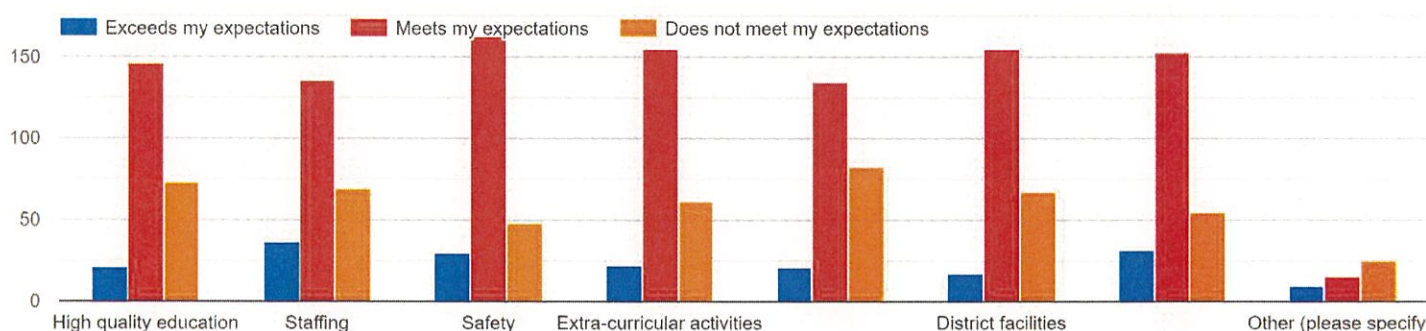
Adulthood preparedness

Gain social skills and work ethic.

Not just "ready", job in hand and/or college acceptance letter in hand

whole foods nutrition in the cafeteria while at school

Please tell us how we are doing in the following categories:



Cont. Question 3 "Other" (please specify)37 responses

game creator

There is no courses that challenge students to learn above state benchmark level in fact most courses are teaching below the state benchmarks levels

The education of staff members on mental health issues, growth mindset, positive reinforcement, handling "difficult" students with compassion, understanding and humility.

We need to update our classrooms with heating and cooling. Basic upkeep of the buildings. More social media for events and community outreach to get people involved

need more arts support

stupid lessons

The elementary kids need more before and after school programs like music or science based things and maybe language classes like spanish

Disciplinary Management

Eager teachers who want to do it their way that's better.

Music program needed in Holley Elementary

Many areas of ignored in the name of cutting hours

More focus on the Rest breaks in high school, a place they can relax and be comfortable. My daughter often speaks about feeling that she never gets a chance to re-energize, lunch is for eating as well as the break, but she says how much there needs to be a place that is quiet and relaxing.

How students are treated.

Enough art courses.

life

Play ground

one hotdog biscuit baguette saucy boi

good teachers

Yall motherfuckers dont even got stalls on the bathrooms. what is this prison

The area of Technology needs to advance . I would love to see classes taught by a Teacher just for that. Have each grade rotate into this course each day as part of routine.The Libray Time needs to be much More Possitive. The use of Libray is stric and militant

N/A

I think the school Staff care - really care about the kids, it is the best thing about SH School district

academic enrichment

wasting are time

use of technology

More time in elementary Physical Education.

You need more support staff!!! There aren't enough in the schools to help all the kids that need help.

I have high expectations and there is always room for improvement

District communication with the community

Doing a disservice to our students as they are not being challenged my child is completely bored with having to take regular classes

you guys are flat out don't care for us but others do you think we are rude and annoying but if you know us we are chill but you guys are bitches

the band program

Recourse for behavior

play ground

want extra reading help program back.

Positive environment

Nutrition offered to the kids

Which actions/values are most important for a school district to demonstrate182 responses

safety

To meet each students educational needs

Caring about children needs

sfsvfasdf

Create life long learners who are ready for the real world after high school. This starts in elementary school, not senior year of high school.

Encourage independent thinking.

Maintain a safe learning environment.

the love of education

respect to everyone

To keep the kids interested in the subjects they are learning. To also help out the community to show people how to give and not just take.

Student Safety; individual academic growth

To help kids if they need it, and to work with there IEP's if they have one.

Character and responsibility

working on graduation rates.

Integrity of administration and staff

Higher education

Action to never give up. Make every child responsible for their actions and help them grow into productive adults.

response to community concerns

Respect/honesty

time with each student

Education and good citizenship are pathways to success.

That students feel heard and get the help they need.

keeping my child interested in learning.

I believe the most important actions/values for a school district to demonstrate are providing equity in education while understanding the ecological model of children.

math, reading, and history.

Value of the student as a future adult

Fun

Challenging Students to exceed

Not picking favorites and getting the people u dont like in trouble mis Harris.

the safety

The quote, "students do well if they can" sums up what a district should facilitate: programs, staff and education that give every individual student exactly what they need to succeed.

ZERO BULLYING & ZERO DRUG TOLERANCE and STUDENTS ARE MORE IMPORTANT THAN ANYTHING!!!

That students have the opportunity to be successful.

Growth Mindset

That every student is able to succeed and so every staff member should be trained and supported in helping that happen with professional development, behavior plans for students, special education training for Instructional Aides and support for teachers when dealing with students AND parents.

Organization as a whole and good communication.

Tolerance and acceptance of every child, regardless of background.

I think it's important to for teachers to ensure each child can succeed. I also want them to help students become adults who can make a difference in the world and stand on their own two feet.

Good environment where kids can do their best.

to have fun

free time activity

sharing and courage

After high school opportunities.

To not tolerate bullying

Including families, innovative ideas, technology, Everyone's voice important

INVOLVEMENT. If you can get kids to want to go to school at a young age and be involved in things, they will keep coming back and you can find ways to shape them as young people.

Respect, acknowledge all staff

Focus on the student needs toward success for the individual student

In high school give us more of a chance to get comfortable with state testing because its so important.

Showing positivity and constructive learning

real world work

Educate my children well. Help them meet the highest standard they can. Impart knowledge to them and help teach them how to learn.

Trust and transparency

Citizenship, and care for all.

Highly educated students

This school district should have its values geared towards the success of the students, those who are college bound and those who are not.

Building up children as a whole as well as individuals. Providing the students with good role models/examples in and out of the classroom. Teaching children the true appreciation of a job well done comes from within and not from the promise of an award or accolade for doing a task to the best of their abilities. Holding students, staff and parents more accountable for bullying and other undesirable behaviors. It has to stop. When the bullying takes places on district grounds, during district time, the school district needs to uphold a NO tolerance policy - this can go for everyone involved. Teaching kids support and coping strategies. Making staff members accountable for intervening rather than turn a blind eye. School is supposed to be a safe place. A place where children feel involved, welcomed, valuable. When they feel stress, pressure & anxiety then learning is not conducive and the system has failed as a whole. And that starts from the top, the superintendent all the way down to the janitor.

Providing a safe environment and the ability to get a proper education

hire the right teachers

I really think that Sweet Home's school system needs to figure out ways to prepare kids to be contributing members to society, not give in to the cycles of poverty and addiction that is so prominent in our community. With such a small percentage of our students entering 4 year college programs, I think the emphasis needs to be on trades and building career skills. Many students in our community are not exposed to the importance of trades and skilled labor jobs by their parents, nor on television.

Flexibility, Integrity, Structure, and respect.

Value all students. Hold a high standard for learning targets and teachers. Taking into account feedback from students.

Not being so ignorant.

dedication to students in their social and academic development.

Integrity

Respect and Integrity

I think discipline a worth.

to have ALL kids included in the helping each student achieve.

organization, communication

Education is important, but teaching kids to be respectful and good honest people is more important.

Discipline and teaching the students habits, not just what they need to pass a test.

The ability to source materials and supplies needed for classrooms and buildings.

core teaching not teaching to a test

Caring through supportive services and actions for staff, students, families and community.

An understanding of their students beyond statistical data and attentive listening to their needs which in the past have not been met to the standards experienced by others of similar districts.

Open mindedness, caring for others (empathy), supportive of all employees in all ways.

education and protection of children

Ability to teach a steady curriculum without implementing a different curriculum halfway through my schooling

Caring for the students in their parent's absence in a supportive, encouraging, thoughtful way. Educating the students about all the subjects and real life simulations. Providing the most nutritious foods possible every time they eat there. Role modeling for students, parents and the community these values.

The non bully act

respect, more intolerance for bullying

skill set that would meet or exceed the global job market.

Groupwork

How everyone is treated.

good deeds

Giving lots of options for students to take.

To be against bullying.

Showing love and care for ALL students, while also teaching them good values and right from wrong.

Commitment to education for ALL student

success

Good kids, actions, kindness, respect, and safety.

prolly bein like a school or summin idrk rn cudi

responsibility

Good quality education

communication is very important in students, teachers and parents

Responsibility

that being successful is important, and not be ignorant

It is most important that the district ask in what is best in all aspects of a child's life and not just academically.

Student achievement and involvement.

I think preserving the safety of the students that attend their school, providing multiple levels of education depending on a students need, and treating their employees with respect and consideration.

Preparing students for life in a global society

Caring for childrens well being and feelings

OTHER (81)

How can Sweet Home School District programs and practices be improved

171 responses

More activities through the school not the boys and girls club. Better communication

none

dvfsdgdsg

Get rid of trimesters. Trimesters create huge gaps in student learning. And if students are already struggling with a particular subject then are we really helping our kids by using a trimester system?

more activties for younger kids

Be more enthused while teaching your practice show you wanna be here that how they improve. make things fun make kids wanna learn

Have more things to learn from other than books and writing.

Better transparency and communication in a timely manner not the day before an event

Want to work more with people's IEP's

Teachers that stay longer than a year.

Implementing strategies for kids that are not traditional learners. Bring back some of the trade classes.

Proper prioritization of resources. Balanced class sizes among elementary schools. Allocate resources on a documented need basis.

Clearer schedules

Lower level educational classrooms definitely need assistants in each room. The class sizes, issues with children whether environmental or behavioral and lack of scheduling makes it difficult on one to teacher to successfully complete necessary tasks.

give students more ways to succeed, other ways to get a diploma

get a online program that parents can go on to look at to look at progress of student

More focus on subjects other than math and reading fluency. I don't feel other subjects are valued at the elementary level. Science, History

That students be heard. I feel that a lot of times students will say whats going on and teachers won't understand them or believe them. Which makes it harder for other students, myself included, to get the help we actually need.

mmmmmmmmmm

I believe programs and practices could be improved by all schools getting in the same page. While they do not need to be all doing the same thing I think it would help to have it written down and able to be public knowledge of the programs and practices in place.

help fucking students

Listen to the complaints

Better Teachers and Better Teaching Methods

At the high school level they could bring in honors and AP classes

Bring back break

by including everybody

All educational staff should be trained in how to handle mental health crises and disorders. The ratio of Educational Assistants to students with IEPs or Alt Ed needs to be better. Classes with 1 Teacher and 10+ students with IEPs is not only damaging to the students learning but also to the mental health, stamina and retention of Teachers. Students need electives that 1) interest them 2) prepare them for the workforce and 3) prepare them for the new types of jobs they will encounter as the new workforce. Teacher education preparing for how to excel at using and thriving with 1:1 devices for students will make sure that our teachers and students benefit thoroughly from the resource.

Better enforcement of the ZERO BULLYING & ZERO DRUG TOLERANCE Policies!!! Make sure that the STUDENTS ARE MORE IMPORTANT THAN ANYTHING and that WHAT THEY SAY IS 100% BEING HEARD!!!!!!

Communication. Allowing school administration to have the freedom to do what is best for their students without interference from DO.

Facilities

If someone has a question about how to deal with a certain situation or help a student, they should be supported in finding that answer and coming up with a solution. Solution focused.

By learning from the students but also listening to the teachers needs.

I think the big thing is make sure the district is using social media effectively. Many times I miss events because my children doesn't notify me or they lose the paperwork. FB has been great in keeping me in the loop.

Update our classrooms and bathrooms.

the play ground it is all old

more tech and more dances

lower costs on sports and offer more transportation.

Provide College or honor classes

Buildings and facilities

Find out what teachers need to be successful. Have teachers be part of the plan, rather than just tell them this is the best way and they have to buy in.

Starting programs at younger ages. If you can get music in elementary school and leadership activities it will follow the kids to high school. When I was coming into high school I had no idea what leadership was. I would have interviewed my freshman year and I would have done everything I could have to get in to it. You have to give more options at a younger age so kids find a REASON to come to school.

After school programs for elementary

Consider the needs for all students. Add more diversity to the classes offered.

having more hands on learning and experiences

do REAL important work

I am satisfied with the district. I think the district has made excellent choices in the past year, and I think it is moving in the right direction. Please make sure that teachers are the best experts they can be and keep them in the district. Improve music and arts offerings at lower levels.

having more technical stuffs for needed class.

So far I am pleased but it's our first year in this district

We came from Englewood Elementary school in salem oregon, and they had more community togetherness activities like fairs.

Allowing arts programs in the elementary, and Jr. High schools.

Sweet Home School District can be improving the standards they have set for their students and for themselves. We should be paying more attention to students with special needs, and students that need more challenge. We should be encouraging kids the go above and beyond, not just pushing them to jump through hoops. We should be caring more about the staff we hire, and paying more attention to their teaching methods and abilities.

Being more forthcoming about issues at hand. More accountability. More support. Easier access to educational/learning support tools outside of the classroom. Hiring more support for ever increasing class sizes. What is more important? Having that big salary, the new busses or suburbans - or offering children the best educational experience possible? In this Community most of the time this is the last stop for many of these kids a lot of them do not continue on on to higher education and if they have the chance while going to school in Sweet Home school district to feel like they are valuable and have something to offer it could Inspire them to break the cycle of poverty and not obtaining higher education. More trade related courses need to be offered for these kids more real-world tangible experiences and coursework need to be offered teach them how to balance a checkbook teach them how to cook teach them how to sew teach them how to fix an automobile teach them how to work with wood teach them how to weld these are the real life tangible things that people need.

Provide a variety

not sure

More metals, auto shop, woods, forestry, drafting, computer design, seamstress, welding, aviation, horticulture offerings. Implementing an FFA program to align with the existing Forestry program. I think that many of our non-athlete, non-band members may find an extracurricular interest with the FFA/Forestry niche. The more involvement that students have in extracurricular activities, the more successful and better prepared they are for the real world. The great thing about the FFA/Forestry program is that much of the program can provide alternative ways of providing science credits with horticulture and animal science courses.

I would also have counselors reinforce trades and other family wage (non-4-year degree) career paths at a much younger age (maybe 6th-7th grade). My son is a junior and this year was the first time a counselor spoke about trades at school. There are many family wage jobs in a 50 mile radius of our small community and exposure to these is so important since many of our students come from families that don't have great examples of this.

I think emphasis in this area would have a reciprocal effect on our graduation rates too.

Flexibility must be improved.

More communication throughout the community about happenings. Increased funding and grants.

Common sense.

more focus on life skills and skills needed for independence after high school

More strict guidelines for attendance. IE no one should be able to call a student in sick other than a PARENT.

Unsure

Improve staff culture and relations (employee morale); improve staff to student conduct and relationships

Bring back the paddle and discipline and self worth be taught by all.

to give students even in freshman that opportunity if they test into a clas of college level to allow them . find a way to test to find if they are mature enough.

better staff and communication with students

We need more funding for programs.

There needs to be some sort of repercussion for failing classes in Junior High. Just letting the students move on does them no favors and in a way sets them up for failure in high school as they have not developed the skills to succeed. Even something like being held back in the eight grade could act as a strong motivator when friends move on to the high school and the extra benefits that being at the high school gives.

There is a lot of talk about alignment, but the curriculum is not vertically aligned. There are books being taught at the middle school that are high school level, so when students arrive at the high school they hate reading because they haven't understood what they have read previously. The high school then has to fill in the gaps and get them ready for college/career which is a lot of work. Middle school students also come to the high school not having any consequences for failing classes and don't understand that they need to actually pass classes in high school. Both of these issues need to be addressed to help our students thrive.

needs to be more supervision and correction of bullying

Smaller class sizes at the primary level to build a solid academic and educational foundation which will allow for more differentiate instruction. Disability awareness week? to instill acceptance of others. Connection with businesses for extra curricular outreach, especially at the elementary levels.

We need more support in career-based courses and extra-curricular activities in the High School.

Improve working conditions, make elementary schools equitable (class size,etc)

talking to the community, staffing and parents

N/A

Supporting parents and students in communicating clearly how to best communicate with the teachers and school. (For example communication between conflicting activities/classes/sports) It gets very confusing very fast for both parent and student and causes undue stress.

Nutrition needs to get away from the prepackaged precooked foods. It does not show our kids how to eat properly for a life time of health. Obviously it is more cost prohibitive to offer what is currently being used. Yet there are schools who have seen big improvements in the students over all health when they are not eating "Manufactured" foods. PLEASE consider a different outlook on this important service for our kids.

Pay more attention to kids that get bullied or listen to what the kids who get bullied have to say.

Offer Collaborative Problem Solving to all parents.

You can write the letter of the building on the outside so that the students can get to class easier and at the beginning of the year the students will not walk into the wrong class.

4 days

Give out more different classes.

How and what to do when a child is being bullied

There is a great need for an alternative education program. Too many class are disrupted, and co-opted, by students who would be better served by a dedicated alternative education program AT ANOTHER SITE.

they cant

I think think that we need bigger classrooms. The classrooms are too tiny and are not big enough to learn.

by being how we are is enough and if they dont like you as you they dont deserve you

Don't make them be right after school.

Tougher curriculum standards in some of the high school classes, especially language arts.

I'm not sure.

common sense, be more strict, enforce more

More involvement into after high school with work experiences and different career opportunities so they can explore what they want to do and if it will fit their personalities and lives.

We need to include all students. We should realize that each child is different and may not go to a traditional college. We should also offer classes which excite students and make them want to come to school. With classes being over an hour long, the students check-out and do not get all they could from a short, well organized and presented lesson. Students should be challenged the entire time they are in a class. If we want to increase attendance, we need to have classes which the students feel the challenge and don't look at it as a waste of time.

We also need to bring art and music to the elementary schools.

Sweet Home also needs to create alternative classrooms which meet the needs of students. The Opportunity classroom should not be a classroom which contains students from k-6 grades. There should be two classrooms k-3, and 4-6 because the needs of these students is so great and they need as much support as they can get. Along with increasing the number of Opportunity classrooms that we have, there should also be 3 PALS classrooms at the lower elementary level. We need more staffing!

Get your teachers off Facebook during school hours. Seeing way too much of this! Are they there to teach or do social media? I see teachers posting things, maybe it's during their prep time or lunch break but if so then they can't complain about needing more prep time or longer lunches if they are doing such things instead of actually prepping for their class. I've seen this happening at the elementary level the most but have seen it crossed the district. Waste of tax payers money to pay for a teacher that would rather be on Facebook throughout the day. Just sayin.

more after school activities

I think a higher expectation of what it takes to be a teacher and a higher pay rate for the teachers that actually draws more candidates to the job opportunities here.

Hire qualified staff. Provide mentoring to new teachers to reduce turnover in staff

add classes that high schools are suppose to have and take out classes that high schools dont have. IE: add debate class and remove husky catering. this is just one example i can probably think of about 5 more

Look into teachers and their past. How they act and their attitudes.

go to each students level

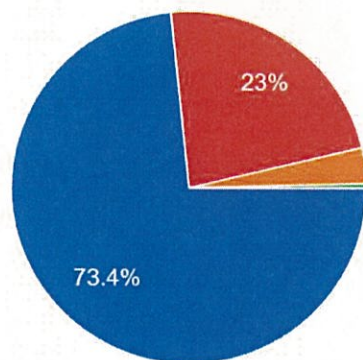
better lunch

More Staff hours. The students and visiting parents feel the stress of not enough staff. Areas of need- Cafeiteria - Recess- Library- These are the areas of Time that can be the most dangerous and there is not time for the staff to insure safety or just watch students undistracted.

OTHER (71)

Student achievement is (please select one)

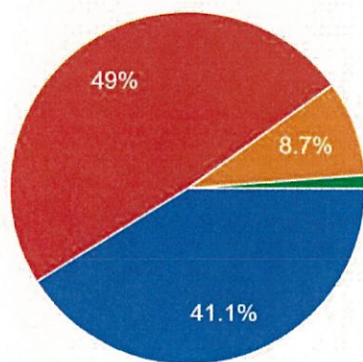
244 responses



- Very important to me
- Important
- Somewhat important to me
- Not important to me

Co-curricular and Citizenship Opportunities for Students is (please select one)

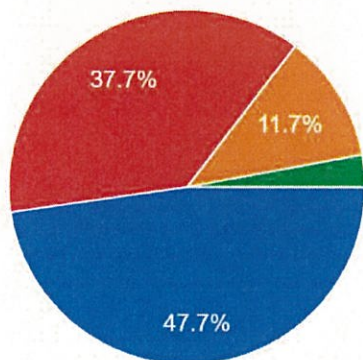
241 responses



- Very important to me
- Important
- Somewhat important to me
- Not important to me

School/ Cultures are (please select one)

239 responses



- Very important to me
- Important
- Somewhat important to me
- Not important to me

What new programs, practices or priorities, if any, should be added to meet unmet needs?¹³²
responses

None

honors classes

more mindful about bullying

ojisjhf

Like previously said get rid of trimesters.

High school and even junior high school course offerings could be vamped up a bit. Get students excited about coming to school. Add wood shop to junior high for example. More classes that encourage problem solving and those critical thinking skills. Kids today don't have those skills. Throw out the textbooks...why waste money on textbooks. I see bookshelves in classrooms that are full of dusty textbooks never being used. Get kids out in the real world experiencing real things in order to learn.

Writing courses in the curriculum need to be revamped. Kids today are stuck in a texting shorthand rut. Kids need to know how to write for all different experiences and be able to do it well. This again doesn't start in high school but in elementary and be consistent all the way through to high school.

any programs for younger kids

More than just basic sports. Have better facilities and buildings.

More technical classes; industry based

I'm not sure

There should be an emphasis on music, arts, and trades. There are a lot of students(my daughter included) who are not great scholars or even mediocre. They are not gifted with athletic ability or have the desire to participate in sports. These are the kids who then turn to extra curricular activities, like smoking pot, drinking, and getting knocked up. Maybe this is the parents fault, but lets face it these parents were probably doing the same things.. Maybe if these kids were exposed to new activities, they would find a passion and purpose. Lets be real where is the funding for this to make it happen. We can try all we can, but when you look at the socio- economic climate of SH it's not going to change.

4-H, FFA, and TAG have county and state resources available at little or no cost to district.

Tennis

there really needs to be something for the SPED students of our community to join. Whether they help set up and run score boards for things like basketball or football games, work in the volunteer snack shack or something. There is absolutely nothing and the district has nothing to offer these students for extra cirriculars.

kids don't really have a summer school. some need it bad

online prgram for parents and teachers to talk to one another and see how the student is doing

to help students we fucking need help you guys think we don't but we are more stressed out then all of you fuckers.

Heroin drug programs &. leadership classes required

Math Programs

Honors and AP classes

Mechanics and auto classes

Staff Morale Boosters

ZERO BULLYING & ZERO DRUG TOLERANCE and STUDENTS ARE MORE IMPORTANT THAN ANYTHING and THAT STUDENTS ARE HEARD AT ALL TIMES!!!

get more interest going for girls education. 1st band concert was a joke.

Providing classes that will set the students up to survive on their own, and even possibly require them.

I think Home Ec like cooking, how to keep house, balance a bank account and how to raise a family is very important. Also social classes like how to handle relationships and sex ed. It's really important that our kids get good grades but it's also important to teach them life lessons that will make them be good people.

a new play ground

A class on how to do certain things in life like how to pay bills.

Comprehensive reading program for the younger grades. One that is easy to follow and includes phonics, vocabulary, reading, and writing. Happy teachers have happy students!

MUSIC. I don't know anything about music and I was never really offered a chance to learn about it. Just simply educating elementary students about the programs at the high school. Send students from high school and jr. high clubs to elementary schools. Send the band to an assembly so the kids can see how much fun band is. If they don't know what they are missing, they won't miss it.

support staff, decrease class size

We need to consider what programs and activities keep students actively involved in their own education. What things have budget forced out of our schools that did this.

more foreign languages

none

Expand music and art, especially at lower grades.

Volunteer opportunities for younger kids

maybe a fair coinciding with the seasons.

More music programs

WE SHOULD IMPROVE OUR PRIORITIES TO INCLUDE THE SUCCESS OF OUR STUDENTS.

I think one of my previous answers to another question answered this but like previously stated before this community is a lower economic class High poverty level Community majority of these kids will not go on to higher education and I believe that could be remedied by providing these kids with more opportunities to experience different trade-related classes teaching them skills and trades and things they might not experience otherwise help break that mold help break that cycle help those kids feel like that they could do something or excel in other ways that have not been shown or think about when you started your careers as teachers Educators administrators did you start this for the paycheck or did you start it for the kids take a back seat give up some of your money that could go towards the kid's because that's why you're there for the kids not to drive your fancy cars or wear your fancy clothes or to have new desks every year or new carpeting in your offices maintaining the facilities as are maintain the vehicles and budget that money a little better to meet the needs of the kids in this community. Another issue that needs to be brought up and dealt with a little bit more publicly and vocally is the issue of bullying when I was growing up we had bullies but how we dealt with them is different how they're dealt with today sometimes the bully got the crap kicked out of him and that was all it took and problem solved nowadays the victim stands up for themselves and they in turn get a harsher sentence or penalty than the actual bully did it needs to be stopped the minute it starts and it has to be held accountable from the parents to the kids to the staff members to the administrators everyone needs to be on the same page it will not be tolerated bottom line staff members need to stop turning a blind eye to it no tolerance for this Behavior it's not okay

Trades, drafting, forestry related classes like cruising, stream surveying, land surveying, maybe implement robotics or drones, aviation?, tractor driving, FFA....

Support programs and certain vital electives are missing.

Increased standards for teachers (make sure they can teach the subject matter). Offer more language and college level classes.

Taxes, finances make them mandatory. I don't think reading 500+ yr old books is too important.

More community involved activities.

Music

Invest in training: diversity, respectful interactions, stress reduction, and anti-sexual harassment training (staff and students).

security, discipline and self worth. Very important

Tag needs to be better provide

More funding. Put student health first. Stop giving football such a priority over all the other sports. Sure it's great but other sports should receive an equal amount of funding.

Vertical curriculum alignment, more technology that increases with the high grades (i.e. not putting all the technology in the younger grades and not having any for the older grades who need it to be career and college ready)

needs to be more fluidity from grade to grade with curriculum

Big Brother/Big Sister chapter. Before and after school programs hosted at the schools. A lot of our population do not have outside of school and Sweet Home experiences. I would like to see the school work together to get some assemblies that give our students experiences.

Funding to the arts departments at the Jr High and High School

Different language classes

The Healthy Youth Program thru the Linus Pauling Institute at Oregon State University. Bring back a mentorship and work experience program.

New lights in classrooms

4 days

Art classes and different languages.

Extracurricular programs

An off-site alternative education program, particularly for students with unmet needs (behavior and academic).

french

Kindness program.

prolly like french language classes or like more mental health classes

i don't know

I am disappointed with the dropping of the honors classes at the high school. While I understand, and support, the idea that every student should be taught and held to an honors level standard, my child has found her quality of education to be brought down to a lower standard this year, specifically in English. She needs and wants to be challenged more. English and Literature classes used to be her favorite subject through junior high. She has been very disappointed with her high school classes (through junior year) so far.

I'm not sure to be honest.

Involvement in career opportunities to learn what they want to pursue.

Holley Elementary School should be staffed with a full time principal, a full time special education teacher and a full time counselor. Without having a staff which is completely staffed full time, the students don't have the support that they need. Holley is also missing the Title 1 support that the rest of the district receives. This makes providing the extra help to these students difficult.

sports

a wider spectrum of provided classes that appeal to more groups of different people.

Comprehensive, age-appropriate sexual education at all grade levels

More help and understanding for children with special needs

Debate club which ever high school should have but instead this high school has womens conditioning.

?

Homeless Families need more support. I know the schools care, but staff is so busy.

FFA, Marching band, Baseball at Jr. High

I cannot think of any. Maybe more before/after school activities

Vocational skills such as computer tech, but auto and welding, etc., many kids do not go onto college and society could use these skill trades...

Different language classes, actual housing classes.

Extra curricular activities, sports for the younger classmates

- Begin by reviewing Sweet Home's existing course offerings and ask how they can be improved to further encourage problem solving, critical thinking, creativity and innovation. As an example, Stanford University Mathematics Professor Jo Boaler in "What's Math Got to Do With It" describes a high school math class where the teacher introduces trigonometry concepts by giving students a real world problem to solve rather than first giving them a formula to remember.

- Evaluate whether Sweet Home's current trimester schedule helps or hurts students from Kindergarten through 12th grade. For example, how much learning time per year do elementary school students lose due to additional grading and conference days in the school calendar caused by the trimester schedule? Are potential gaps in instruction for math, Language Arts and foreign language classes caused by the trimester schedule helpful or hurtful for students? Does the trimester five period per day schedule help or hurt year-round choir and band students when developing class schedules? Does the trimester schedule help or hurt students who transfer from other schools, most of which are on a semester schedule? Do health professionals recommend daily P.E. activity throughout the school year or concentrated activity for 1/3rd of the school year with no PE for the remainder of the year? Etc.

- Continue to seek out opportunities in classes for students to work on projects where they create digital content rather than just consume digital content.

More foreign language class choices, Water bottle fill up fountain, somewhere to get ice for water bottles.

AP classes

photography class

Afterschool opportunities for elementary students besides sports and boys and girls club.

after school clubs, activities/ better mental health, behavior services

extra at school clubs

Opportunities for art, PE, updated library

AVID

Higher classes for excelling students. Stop simply letting them stagnate and bore themselves to death.

I think each school has its' own unique personality, which is a good thing. I believe we need to continue challenging the kids to learn and try new things - but for the elementary age kids, we need to remember they're still just that - kids. It seems like there's so much pressure to get all these different things crammed into their brains during the school year that the kids and staff are getting burned out, which can increase discipline issues. There are more and more kids who bring issues from home into school. We need more school counselor. Kids are coming to school with more and more complex issues happening in their lives which they have no control of. This affects their motivation and ability to learn. We need more opportunities to include parents and community members who may have a particular talent or skill set into the schools be it during the day or at evening functions. I think if more parents felt like they were wanted and welcomed into the school, we would see improved grades and behaviors in our students. The more the parents are engaged, the more the kids will be.

We need to focus on the development of each individual student, and answer the question of "Why are we doing this?"

Strong Natural Resource course options

Nothing I can think of.

Hiring more support staff (classroom assistants, special education assistants, etc.)

Anything that increases student participation in extracurricular activities. We need to increase student-athlete opportunities. Adding a sport and encouraging student's involvement in district offered sports teams is one way. On the other side of the spectrum adding opportunities for students in the arts at the elementary and junior high levels will provide some of these. Our music, choir and theater programs are not as strong as they can be because the feeder programs are lacking at the younger levels.

Our school needs an option for alternative and transition education. We have students that disrupt normal classroom environments and require many resources beyond what the general classroom teacher can provide. A small transitional school based in say Crawfordsville might provide some of our more difficult kids with a placement

that better suits their needs. I know a school like this would require a huge monetary investment. So I understand why it hasn't been put into play.

Speaking of money, our district needs to put more of an emphasis on grant writing. Each building needs to have someone actively pursuing money from grants to better serve our underfunded programs.

more foreign languages

more honors/college classes for the kids who want to go to universities

Revamping RTI

OTHER (30)

If you had the opportunity to redesign the educational experience in Sweet Home, what would you change? 148 responses

nothing

I'm not sure

N/A

Nothing

secondary administration

Hands on learning and more time for individual students that are struggling in any area. More after school programs for the kids. ie sports, clubs, scouts

mgojsdf

Just get rid of trimesters please!

the enviornment its to negative

Have less of the liberal teachers and try to keep the kids interested in their subjects.

I am not an educator but I would hold all staff accountable and make sure they have support for additional training and personal educator growth

No homework and do things only in class to reduce stress on students that are in sports.

A lot of money to bring more opportunitites to these kids.

Honors Diploma

I would add an assistant to every lower level class.

I would make sure BLS works with transitioning students into gen. As of right now there is no program that works with these children and moving them into gen with other students. I know it is not ideal for all students to go to gen for academics but they still need to build these relationships. The district is doing a big disservice when it comes to junior high BLS program.

more hands on classes than they can use after graduating

I would focus more on job trades.

more history, science, music, art in Elementary school

There's too long of a list. If kids are in an environment where they feel judged, unsafe, and not heard when they are trying to get help... they are being set up to fail. They will lose motivation to get better and never have the courage to ask for help. And unfortunately, I feel our high school is at this point.

Trauma informed care... our kiddos have so many things going on in their life that needs to be worked on in order for them to be able to learn.

everything every students are literally would change every thing.

That our kids could choose more classes to take, even if it were on site - online classes, to cater to the student as an individual. Take away the good old boys club that favors kids with community last names, in all areas.

Math Teaching Methods

The learning level

The bathrooms nice new stalls in the boys bathrooms and new drinking fountains

how teachers teach in their classrooms

Teacher qualification procedures. Qualifications that go beyond their education and includes creating student success from the foundation of their classroom setups, skills in building positive relationships with ALL students.

Get rid of the COMMON CORE way of teaching as IT DOESN'T WORK FOR EVERY CHILD!!

set higher standards/boundaries with behavioral issues.

Smaller class sizes

A greater emphasis on applying their knowledge to the community and world to make education more relevant. Community service and projects would be a good place to start.

I wish there were more Linn Benton classes available to the students, specifically those related to their desired major.

I would offer more tutoring or grandparent aides to connect students with the community and receive more 1 on 1 attention. I think having exposure to the outside of Sweet Home is very important for our kids. I don't want our kids to be afraid to leave our city limits. They need to fly but also have pride and care about their hometown.

I would make it more technology friendly. Computers and laptops are a great study tool and we should use more of them.

a separate gym and cafeteria

stop with the country no tech shit and get in to the future

????

Reading program like Success for All. After school activities. Time for project work. Add in art and music to the lower grades.

I would change the amount of involvement activities. If you get people involved in activities it will give them a reason to stay at school. There will always be kids that drop out. You can't save all of them, but you can try by younger ages to get the wanting to go to school.

coordination among all schools

I would have more hands on learning and real life experiences

real world work not all this unnecessary work that wont help us in life later

Expand music and art, especially at lower grades; and I would like to find a way to ensure that students have mastered the foundational skills in math and English prior to advancing to higher grade levels. In other words, students should meet standards in the lower grades and be prepared academically when they reach high school and then college.

add one more foreign language class and provide more stuffs for each class.

Communication of events and awards assemblies. There's not enough notice given for working parents so they can be there to support their kids

Nothing serious.

I would bring honor classes back.

I would encourage students to think outside the box and pursue their achievements. I would listen to those who are calling for help with teaching and learning.

I would provide a more individualized educational experience one kid might excel in math and might struggle in Reading okay that's good tailor them to have teaching experience is that scaffold and build on their math experiences but then give them extra help that they do need in reading or writing teaching basic fundamental principles punctuation grammar vocabulary some kids don't know how to tell time on a clock they rely on a digital clock that's not real world holding kids accountable for their actions and behaviors these are all things that could be changed you'll have to excuse my lack of punctuation and proper grammar I'm using the text to talk feature on my phone so it does look kind of choppy and put together but it is what it is.

I don't know how to implement this, but somehow identify the non-college bound students and put alternatives in front of them so they can succeed and have pride in their life and hopefully halt the generational poverty that plagues our community. There are so many great non-degree jobs out there, but the options need to continually be advertised in front of our students. Good luck!

I would add further emotional and behavioral resources for needy students.

Honors classes are offered for core classes. When students have complaints about situations they should be taken seriously rather than be shut down. High standards for teachers, especially those who are teaching college level courses.

Teachers not being afraid of teaching how they want.

There are many freedoms allowed to students that give a sense of false security and entitlement to youth. Open lunches are a breeding ground for poor choices and kids are OFTEN not returning after open lunch.

Music otherwise I am very impressed as a new parent in this district.

The overall culture. The relationships, work ethic, and conduct displayed show signs of systemic issues (staff and students). There's low accountability for staff and students, and not much motivation to do more than the bare minimum (staff and students).

Staff who love to teach, would love to participate in the students lives

We need better teachers!!! That will solve many problems.

I would add more AP and CP classes as well as more classes that relate to adult life. Provide decent classroom environments.

Too much to list. I'd probably have teachers in JH stop teaching HS level literature, and make there some sort of repercussion for failing in Junior High as there is nothing to make doing well in Junior High mean anything unless the student does sports.

Vertically alignment in curriculum, one to one classrooms in regards to technology, and more services for SPED departments such as aids and one to one help with individuals that need it.

I would put into practice a spiral hands on curriculum.

Dependent on to many factors. Keep working with what you have, focus on our consumer (students), show sincerity.

Take away the phones at the beginning of the day until the end of school day.

Have more one on one time like a study hall for every student.

4 days

More options.

Work at changing the school culture and including more character education so that students learn to demonstrate positive citizenship characteristics and to be part of a larger, positive social/community group.

class

The way the teachers put d class. They should be in groups so they can help each other and get to understand their work better.

i would make it so we got ipads so we could submit work to classes and not worry about losing work and having things autosave and save the trees by not using paper.

I haven't thought too much about this, except wanting a higher standard of academic performance in all high school subjects (we are very pleased with a couple of the subjects...math program, for example, and the AP classes). Even though we are a small school with some added challenges of reaching some students and their families, there are some students who are feeling "lost in the shuffle" at the other end of the spectrum, wanting to be challenged more and having teachers able to do that.

more assingments to take home specially weekends; lets parents know what lessons the students study every subjects

Nothing, I don't understand the problem if there is one.

teachers help more, and grade things quicker.

Focusing on self development and goal setting.

I would change the grading policies at the elementary level. I believe that these children need to know how they are performing and if they are not meeting expectations. Having a grading system of 1-4 is ambiguous and doesn't tell the students anything especially since a 2 is working toward meeting standards. All students can get a 2. I would prefer to see A-F grades or percentages reported so that the student would know where he/she stands and how they can improve. I also believe that we shouldn't promote students if they cannot read, write or complete their math problems. Even though it sound counter productive, I would also shorten the time that students are instructed in specifically reading and math. We should have music, art, and p.e. at every level of education and we can incorporate reading and math into these subjects as well as science and social studies. By bringing back music and art, we will "capture" some of the students who check out because the reading and math blocks are over 30 minutes long and they just aren't interested. If we target the whole child, I believe that we would see reading and math scores.

not sure

i would higher the expectations for teachers and raise the money they make.

See above

the way we teach. The same stuff has been being taught for 30 years.

How the buildings looked, how many days we went to school.

?

In the schools my children have attended Every single Library has been an area of need.

The hours are short, the staff is harsh, the time spent there too short (early years)

The LOVE of reading is so important. Visiting the Library should be a priority every week, with time to browse books.

How it is.... Hurry...don't touch... be quiet... very little care about The Joy of Books.

It concerns me and believe it or not the staff can cause a lack of interest in reading by making that experience difficult . In my school, heads are down, students are berated for late books in front of whole class, limited to rows per reading level. Unecepetable.

Nothing. My son is doing great, loves the staff, and school

again not everyone goes to college, I am the parent of 3 college kids, but I see there friends fall by the way side when they don't want or don't make it past the first year of community college. Emphasis on higher education or skill training, so these kids can be productive in the work force.

The way the teachers teach

- Help prepare students for a future where more and more repetitive task jobs will be eliminated and replaced with jobs requiring problem solving, critical thinking, creativity, innovation and collaboration.

- Update the high school's curriculum guide. Many of the course offerings sound more applicable to 1988 instead of 2018.
- Implement a seven period day semester schedule to help students succeed
- Encourage writing across the curriculum, especially "real world" writing
- Provide more opportunities for students to create digital content rather than simply absorb digital content

More focus on the students being involved in the class.

Add back honors classes and help prepare students better for college

Hold kids more accountable and no more "block schedules"!!!!

I would change the math teachers, i would make sure that they made sure that everyone understood everything before they moved on. Some teachers make you feel bad for asking questions.

Teachers and staff. We need fresh people, good people. Some teachers seem burned out, been doing it for too long. Some of the staff that are hired to work with kids, do not need to be working with kids

I would love to see building updates and safety measures in place. The world is a scary place these days. I would like to feel more valued and appreciated for the hard work that we do. In the dream world, I would like to not have to scrimp, beg and borrow for the resources that we need in order to meet the needs of all students. This task keeps getting hard each year.

see above

i wouldnt know how to

Give teachers back control of their classes, ban cell phones, set deadlines, no redoing failed assignments or tests. Real life is what you're preparing students for.

I would stop placing a high priority on getting children ready for "the test" and begin teaching like it used to be. I would find a way to encourage staff and teachers so that they are excited and happy to be at work.

Grade 6 to the junior high

.

OTHER (44)

District Strategic Plan

Sweet Home School District Strategic Plan 2018-2023



OUTSTANDING ACHIEVEMENT

Offer an academically challenging experience, celebrating individual excellence.

We will:

- Increase success for all students by closing the achievement gap, ensuring students are college and career-ready.
- Provide instruction that reflects best practices and standards alignment.
- Expand electives, alternative education options, and co-curricular programming to ensure all students' needs are met.
- Provide staff with professional development that contributes to increased instructional effectiveness.



THRIVING CITIZEN

Champion success, unlocking each student's full potential.

We will:

- Identify the individual strengths of each student so they can develop talents for lifetime learning.
- Promote confidence, commitment, responsibility, resiliency, and teamwork through student participation in clubs, sports, and before/after school activities.
- Cultivate the attributes of character, citizenry, healthy lifestyles, fitness, and work habits.
- Be responsive to the unique needs of every student by providing comprehensive services and support.

Vision

A district where each child feels valued, inspired and has a sense of belonging

Mission

Give each child, every chance to achieve their potential.



THRIVING COMMUNITY

Promote seamless partnerships where students, staff, and community members feel connected.

We will:

- Foster volunteer and service opportunities between schools, students, and the community.
- Connect students with local businesses to learn about emerging career options and expand student work experiences.
- Ensure effective communication between the school district, schools, and families.
- Cultivate positive environments and relationships that contribute to organizational and community wellness.



SAFE, WELCOMING FACILITIES AND SERVICES

Provide a learning atmosphere that prepares students for an ever-changing world.

We will:

- Establish a long-term plan that supports the continuous improvement of our facilities.
- Improve district safety and security by strengthening safety plans, increasing staff training, and providing comprehensive oversight.
- Offer welcoming and inspiring facilities.
- Modernize learning environments and increase access to updated technology.

Operational Foundations:

Align and manage our resources thoughtfully and responsibly to best serve our students, staff, and community.

As a Result

- ✓ All Sweet Home elementary schools will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math.
- ✓ Sweet Home Junior High will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math.
- ✓ Sweet Home High School will increase their graduation rate by 5% and attendance rate by 1% each year.
- ✓ We will begin monitoring Thriving Citizen and Thriving Community measurements.

SIA Stakeholder Survey



Section 1 of 10

Sweet Home School District #55



Student Success Act Needs Assessment Survey



The Five Priority Areas

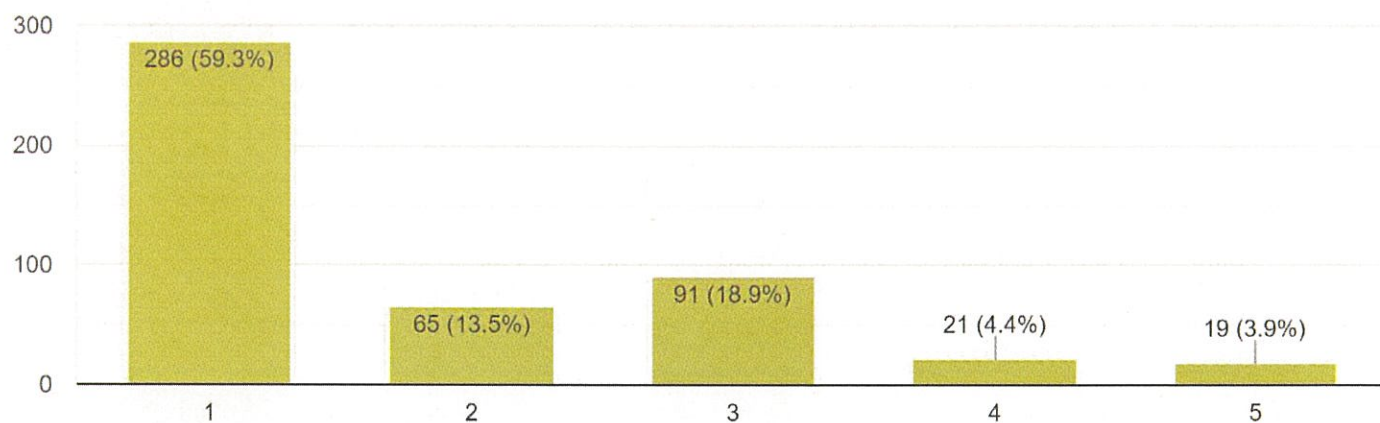


The next few questions will ask you to briefly share your preferences regarding the top five priorities identified in the Student Success Act:

- *Reducing academic disparities (gaps between outcomes for different student groups)
- *Meeting students' mental or behavioral health needs
- *Providing equitable access to academic courses
- *Allowing staff time to collaborate, review data and develop strategies for students
- *Establishing and strengthening partnerships

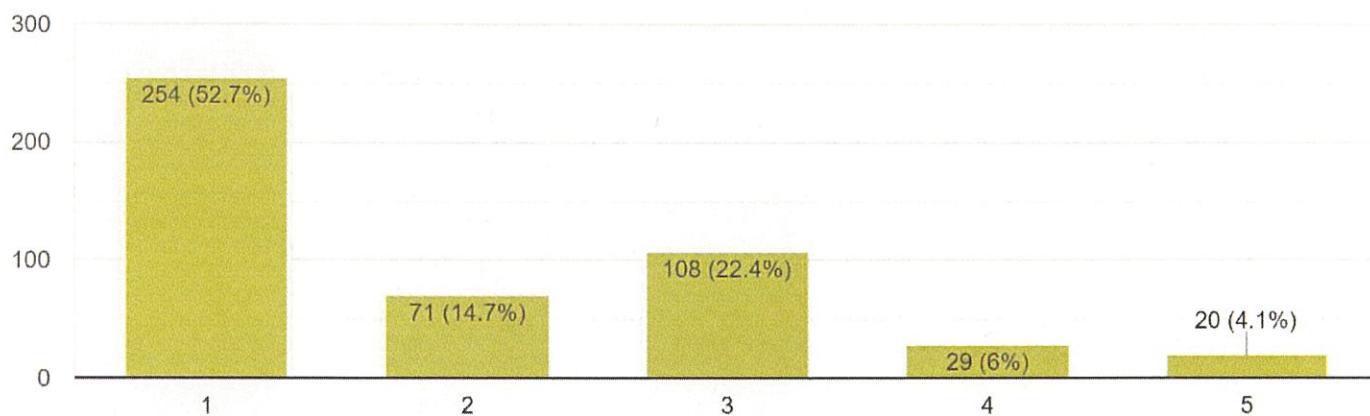
Making the school day longer

482 responses



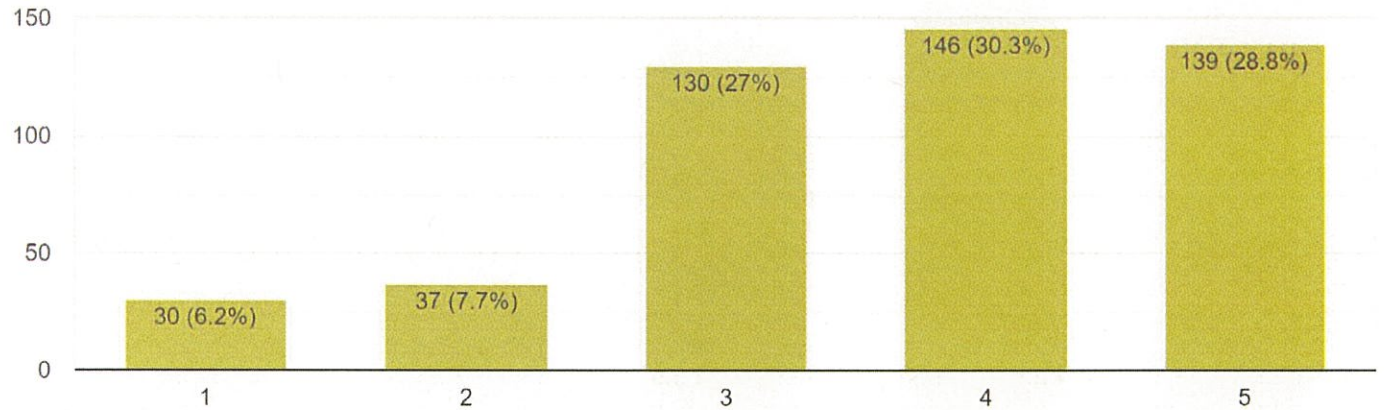
Adding days to the school year

482 responses



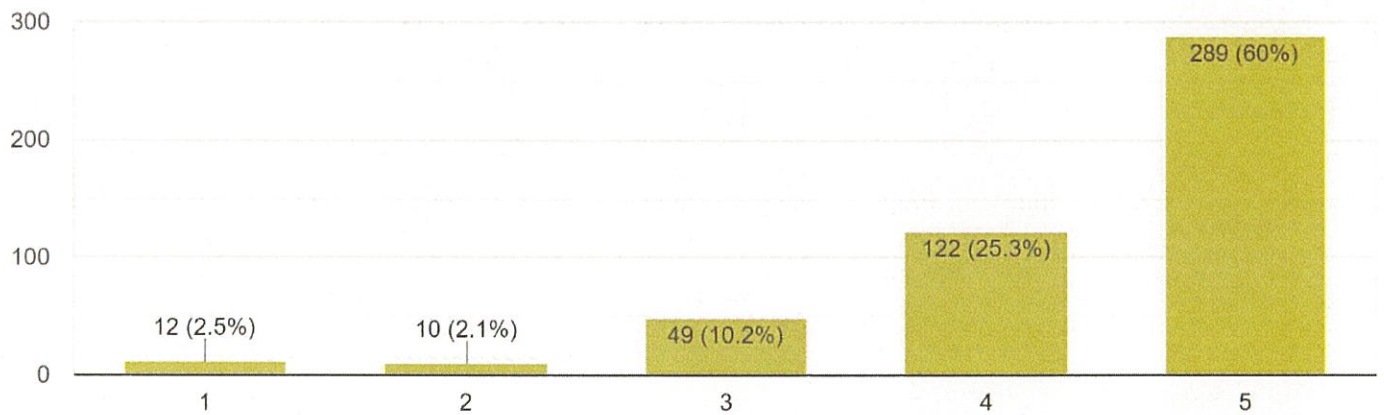
Expanding after school programs

482 responses



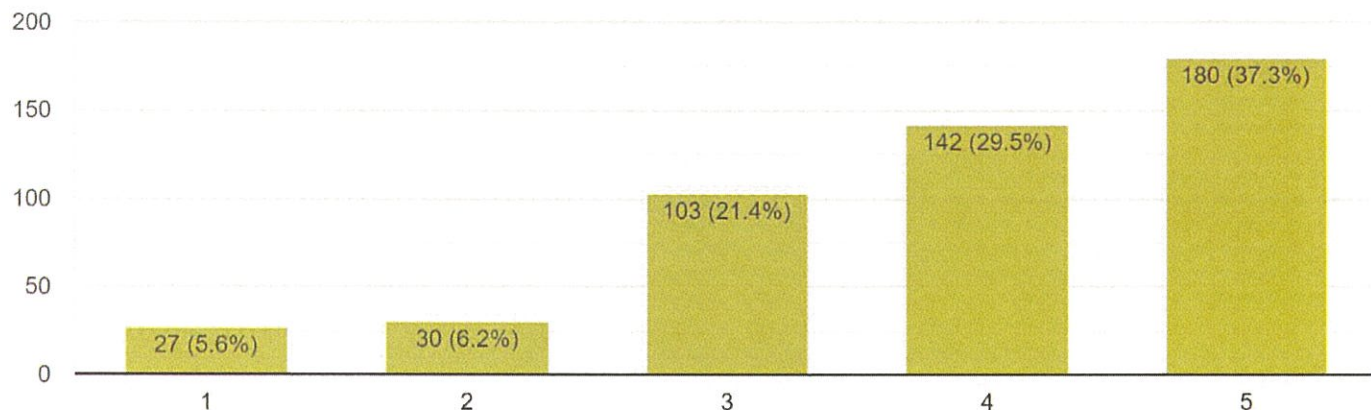
Increasing instructional support for students who are not meeting academic standards

482 responses



Increasing every students' access to technology

482 responses



Other ideas? Please add them here.

I believe the highest priority should be to lower class sizes so more individual instruction is available.

smaller classes and more teachers

create programs for advanced students

A better pe program and teacher. Maybe add music like Albany schools. After school programs are much needed.

We need more things for our kids

Please do not make longer days or more school days compulsory because of the needs of some. This hurts other families that want to invest time with with their children and create their own learning opportunities outside of the classroom. By all means create additional programs for those in need, but do not make it mandatory for all.

longer p.e. and them getting to do more activitiees

hire teacher to monitor the children in hall ways refusing to go to class

Music in grade schools. More options for the above average students, like TAG and others.

Kids need book work, need to learn to write "penmanship" more so these days.

Smaller class size

Start Later, End Later

Increase vocational shop time and the arts

Year around school

Smaller class sizes

need more government funding

Smaller class sizes, hire more teachers

Smaller class sizes!!! 32 students with 1 teacher without a helper is unacceptable. This is unhelpful to the children with learning disabilities and also very unfair to the rest of the class.

WE NEED SMALLER CLASSROOMS THAT ALLOW MORE ONE ON ONE. COUNCILORS TO MEET MENTAL HEALTH NEEDS. ACCESS NEW ACADEMIC COURSES

better communication between teachers and parents when students need help

Adding more support for children experiencing bullying and mental health issues

to let kids help teachers after school.

Longer days and attend Monday through Thursday

if kids don't get the question and raise their hand explain it better

Wired internet connections are faster and safer than Wifi connections. Teachers should be able to turn wifi on and off in their classrooms. Currently the Oregon Health Authority is reviewing research on non-ionizing radiation, and will make recommendations to our state legislature in two years. Any new recommendations will directly impact how wireless technologies are used in schools. Schools need to provide basic technology like computers and internet to students, but the way we provide these tools should not mean exposing our children to constant microwave bombardment. Please resist any demands to place 5G antenna or towers near our schools. Please review this data for more information. <https://olis.leg.state.or.us/liz/2019R1/Measures/Overview/SB283> and <https://bioinitiative.org/>

Figure out a way to separate the behavior kids from the kids struggling academically!! You lump them in to the same class where the teacher can't instruct because they are new and don't have classroom management down or the behaviors occupy their time so that no teaching takes place. My child came home crying and stressed out from failing with Norton and Faulkner. Funny thing is as a freshman now, she's thriving! There has to be a better way so that those that want to learn can. There also needs to be more mental health access!

4 day school week

Go back to a 4 day week and then make school day longer--results in more consistent length of weeks and not so many 2 day and 2 and a half day weeks. Also instructional blocks of time are longer and not so broken up.

Put primary grades at one school, intermediate grades at another school. This would allow PLCs to function much more efficiently and meaningfully. It would reduce the need for blends. It would unify the community more.

More teachers in buildings. NO more blends.

LOVE THIS SCHOOL

Smaller class sizes.

smaller class sizes with more opportunities for one on one instruction. A chrome book for each student.

Add an alternative ed school for those not meeting academic standards.

Removing computers/electronics out of the classroom!

Programs for advanced students. My son is constantly above average and I keep being told theres no programs to help him to continue to advance. Hes bored!

We need smaller class sizes! For the past two years my daughter has been in a large class. She has done well, but because there are so many students, the teachers do not always have the time to address situations outside class teachings. I feel social and behavioral help is very important and when teachers have so many students, some of these other issues are missed.

smaller class size with more aides

giving kids more than 15 min for lunch

Go back to 4 days of school a week.

More teachers. Teachers have too many students in one class. They need help! Ridiculous to have 30+ students to 1 teacher!!!!!!

Fewer teacher conference days off from school. Especially when the Friday day conference day, the teachers are not at the schools.

smaller class sizes; back to trimesters

Creating more opportunities for special needs individuals for after school activities, more staffing, smaller school sizes, and creating positive school experiences with fun!

decreasing class size

Mental Health is a huge issue that often interferes with student learning. More support for social-emotional help. Also, transportation after school, maybe a better partnership with Linn Shuttle or an activity bus.

Specialized behavior support program: Opportunity Room

More funds and education for diabetes care.

I believe adding busing for the students would be a plus for the summer programs and also the after school programs. I'm not sure if we have it available now.

More staffing for Special Needs

smaller class size is the highest need in Sweethome!!!!

Shorter class sizes.

Smaller class sizes!! 33 kids in one class is too much

It would be helpful as a parent to be involved in some of the programs that help with academic and becoming successful with our children

smaller class rooms, more teachers

Adding classroom assistants

Decreasing class sizes!

Elementary & JH Vocal Music to close Academic Disparity gap via increased attendance.

Priorities teaching around more trade type jobs - forestry, hvac, nursing, electrical

I WOULD LOVE TO SEE THE KIDS BE GIVEN AN ADEQUATE AMOUNT OF TIME TO EAT LUNCH. WHEN YOU HAVE TO STAND IN LINE TO GET YOUR FOOD, OR HAVE TO TRAVEL FROM THE OTHER END OF THE BUILDING 15 MINUTES JUST REALLY ISN'T ENOUGH.

getting a music teacher for the students

More assistance for kids with behavior issues and resources for them.

Have a reasonable cap on classroom sizes

year round schooling

We need smaller class sizes and more supplies

Expanding music education, especially in the elementary schools

needs corporal punishment

providing teachers with trauma training

Arts, P.E., Music.

SMALLER CLASS

Need to have more college credit courses. Need to quit dumbing down and start giving students who want to excel the opportunity too

Opportunity for students who plan on attending college, advising, college prep classes

There needs to be a student success classroom. A self-contained classroom for students who need more support than what resource rooms can provide but also are not "life skills" kids. These kids are falling through the cracks because we continue to put them in the wrong placement.

Another way to support student academic growth is to have more teachers so that the class sizes are not as large as they are currently. Teachers would have more availability to work with their students, plan effective lessons, and provide more differentiation opportunities.

having more academic sports

More programs for advanced learners

may be some teachers or tutors to help ones who need help and parents don't know how to help kids to be and to the best they can to proceed in life.

providing more opportunities for students exceeding academic standards

Safe environment for all students.

Music and art classes should be added

I like the way you are now monitoring and assisting ninth grade students that are failing. Is there a way of doing the same thing with the junior high kids...that is where habits begin.

Adding career path education options to the curriculum such as trades and or pathways to timber industries.

Let kids wake up later, personally I get no sleep, and I can't work properly, huge reason of that is homework

After school clubs and activities that reach different interests (for non-sports kids)

There needs to be more special education opportunities for students. We either attempt to support kids with resource or dump them in the PALS program. We need a middle ground classroom.

increased school counselor time

More teachers! Classes are way too big and it affects my children's learning.

REQUIRE MORE PARENT INVOLVEMENT: HOLD PARENTS ACCOUNTABLE FOR STUDENTS ABSENCE.

Reduction in class size is a priority. In addition, assistant pay needs to improve. The biggest impact we can have will come from teacher/aid to student interaction. With 25-35 children per class at the elementary level, students do not have the opportunity to engage at the level they need to reach/exceed their potential.

33 is way to many kids for a classroom!

offering more school fundraisers on site

Small group classrooms for trauma impacted students

more parent and teacher sit down make up work ect

ADDITIONAL PROGRAMS FOR ADVANCED LEARNERS

more assistant positions

Smaller class room size and or 2 adults per class room. There should always be 2 adults per class to protect and support the students and Teacher

I FEEL WE NEED SMALLER CLASS SIZES AND MORE FINANCES GOING TOWARD CLASSROOMS NOT THE FRONT OF SCHOOL, AND THE CHILDREN IN WHEEL CHAIRS SHOULD BE ABLE TO COME IN THE FRONT OF THE BUILDING SO A WHEELCHAIR ACCESSIBLE OPTION ON THE DOOR SHOULD BE PRESENT

Smaller groups for all special needs.

transportation is what our family seems to be roadblocked by, transportation in getting from school to after school programs like sports for practice and games. transportation to events at the school like carnivals and dances and stable, secure housing opportunities.

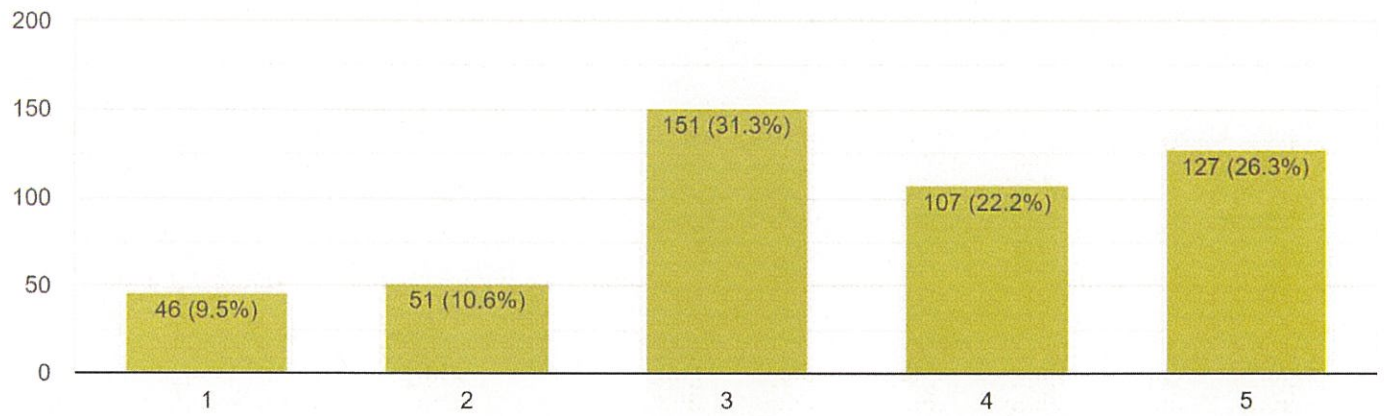
Giving teachers more support in the classroom and lowering class size at the Junior High.

We also need smaller class sizes please.

I would like to see supports for students who are exceeding academic standards so that they stay excited and engaged in school.

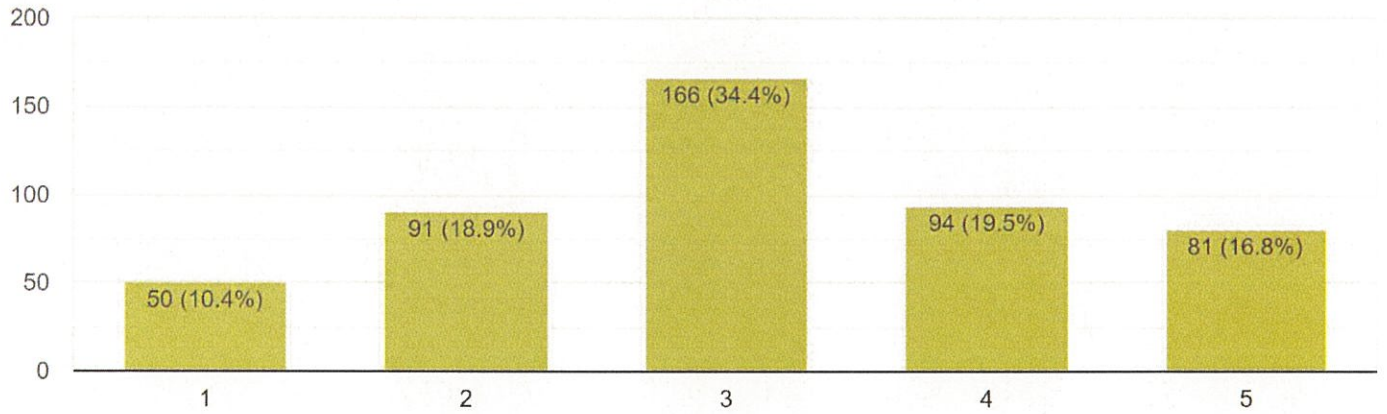
Hiring more counselors

482 responses



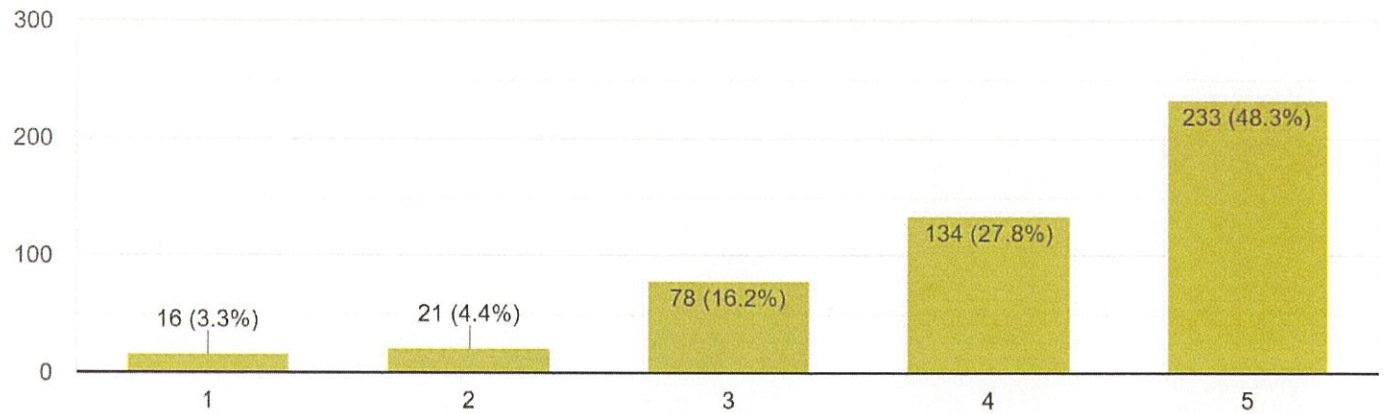
Hiring more nurses

482 responses



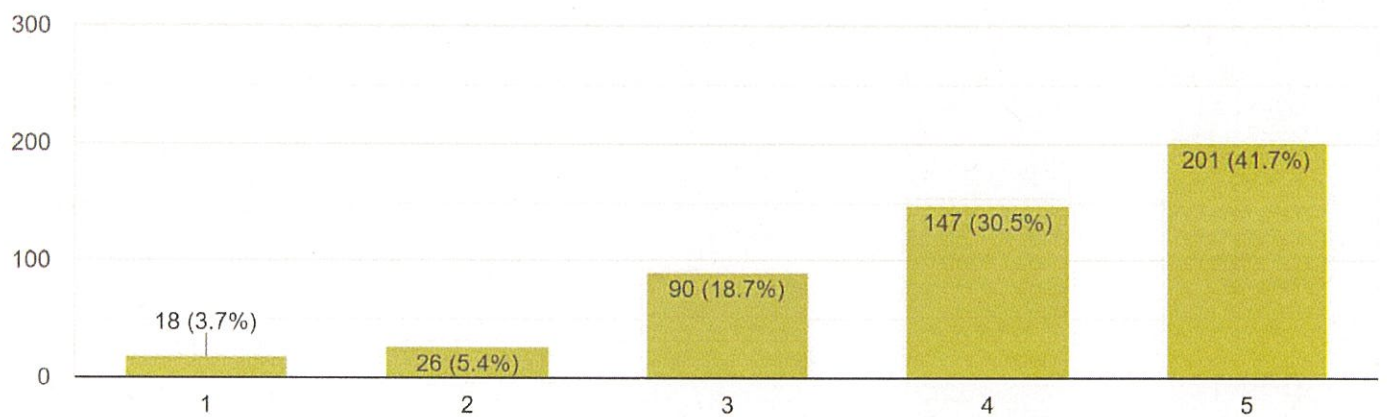
Increasing mental health supports for students

482 responses



Increasing opportunities for every student to access before and after school activities (sports, clubs, social events)

482 responses



Other ideas? Please add them here.

46 responses

smaller class size

working on getting more behavioral support for students who are displaying unsafe or unpredictable behaviors.

smaller classes and more teachers

Music classes. Albany has orchestra

having longer weekends. school only being 4 hours a day. not having homework. making teachers STOP giving out respect sheets for NO REASON

more after school activities

Smaller teacher to student ratio so behavior needs can be addressed more often.

Providing support for students who require mental health services and who do not benefit in a mainstream classroom. Additional behavior support classrooms and alternative placements for students who would benefit from a different learning environment.

Hire more teachers

Low or no cost extra-curricular activities, clubs, social events

Help under-privileged children play sports by allotting funds for qualifying low income families. Being involved in sports is a healthy social quality that every child should have the opportunity to be involved in. It can help build their confidence and give them the added physical activity they may be lacking.

WE NEED SMALLER CLASSROOMS THAT ALLOW MORE ONE ON ONE. COUNCILORS TO MEET MENTAL HEALTH NEEDS. ACCESS NEW ACADEMIC COURSES

having more school property

more PE

Activities bus for High School students. Currently students that are 9th and 10th graders have the hardest time getting home from school if they need/want to stay after for sports, activities, or make-up work. The district needs to make the activity bus a priority.

We need to find a way to make the best use of our counselors' time. While the guidance lessons are useful, they seem to eat into the time that they have to meet with students to discuss individual needs.

smaller class sizes

Behavior support program: Opportunity Room

Training for staff to do diabetes care

Having an extra nurse would be beneficial. We need one for just the nutrition part with the kids now days having all the food allergies and the ones who have to keep track of all their carb/calories in take.

WE NEED SMALLER CLASS SIZES

Smaller class sizes!! 33 kids in one class is to much!!

We have a large family of five children, it would be helpful to have one time fee or a deducted fee for the family as a whole rather than paying for each individual child

more teachers, smaller classes

Decreasing class sizes

Continue regular, timely, and active Response to Intervention Mtgs and Student Plans.

urine analysis tests

Hiring more counselors isn't the problem, hiring a counselor who is qualified to work with mental help not advising for classes

I'm not sure how possible this is, but I do think that with this we need to provide opportunities to help parents. While we can support at school, when students go home and don't have this reinforced then they are constantly starting over.

have programs that can help ones who would like to take sports or activities but can not afford them and music.

Bringing back the Auto Shop

Engaged students are happy students and they are generally more productive and positive. More relevant activities are needed...activities that the students can get into.

Teachers need assistants that are familiar with case management and the resources available to families, students, and teachers themselves. It seems that there is a great degree of emphasis on how our teachers perform, but the supports necessary to develop a great teacher are not there. We talk about mental health of students, but what about the mental health of instructors? Why isn't this a priority? Our teachers need help too.

buses for after school programs

More speech therapists

We need a music program in Elementary schools!

Increase levels of support staff for students identified with learning disabilities.

We also need more chrome books. Preferably 1 to 1 ratio.

Increasing transportation options in order to allow students to participate in after school activities

Checking for head lice

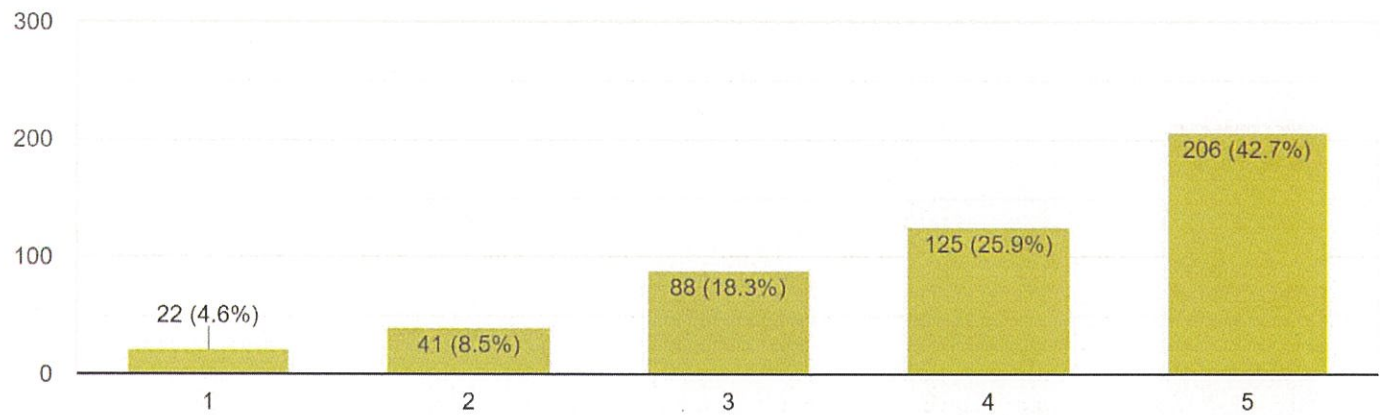
School Nurse are very important to me!!

extra help for them in class so they do not need to be pulled out to get help, yet can get help so they are not distracting the other students.

I don't think we need more counselors.....I would just like the one at Hawthorne to do something other than hang out in the office!

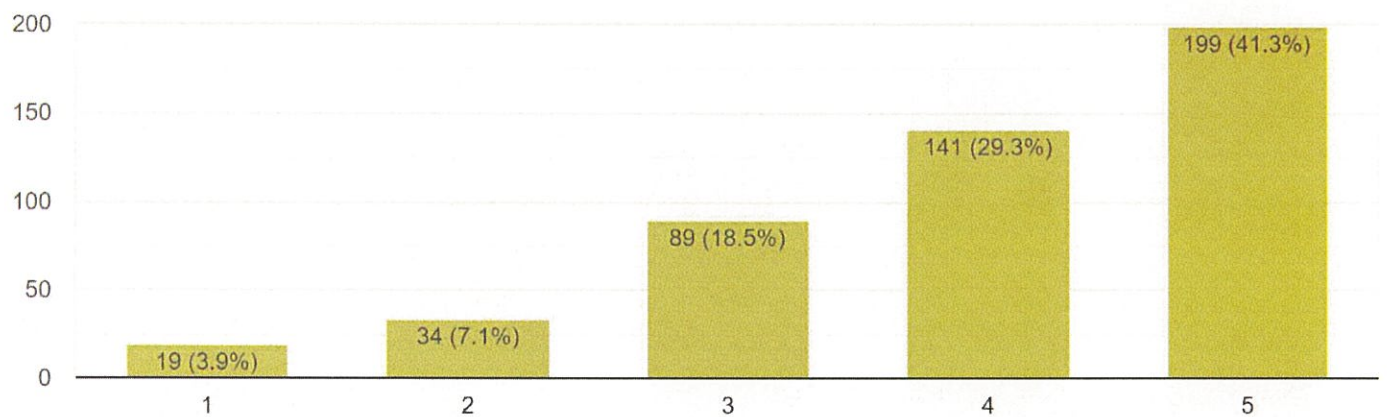
Investing in music education

482 responses



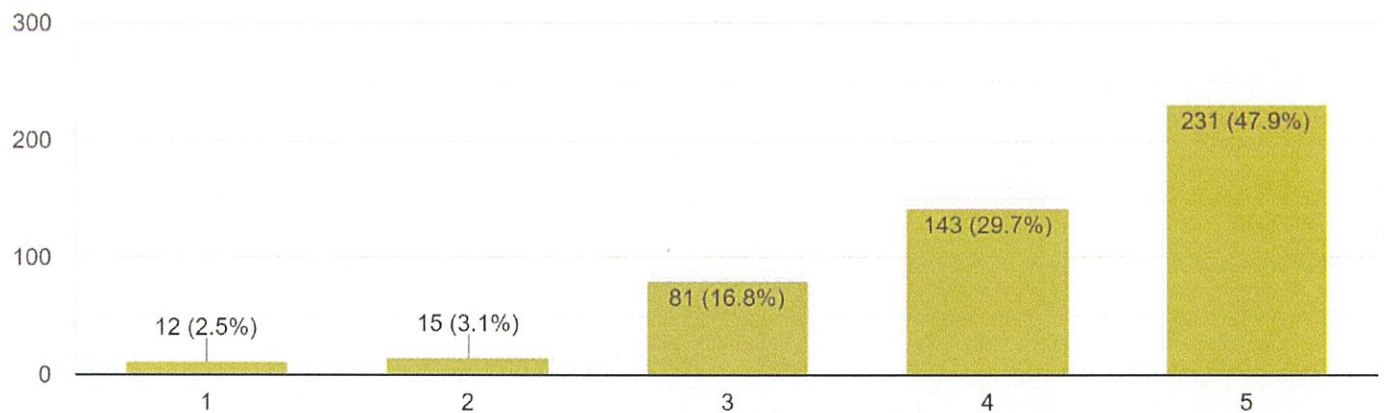
Investing in arts education

482 responses



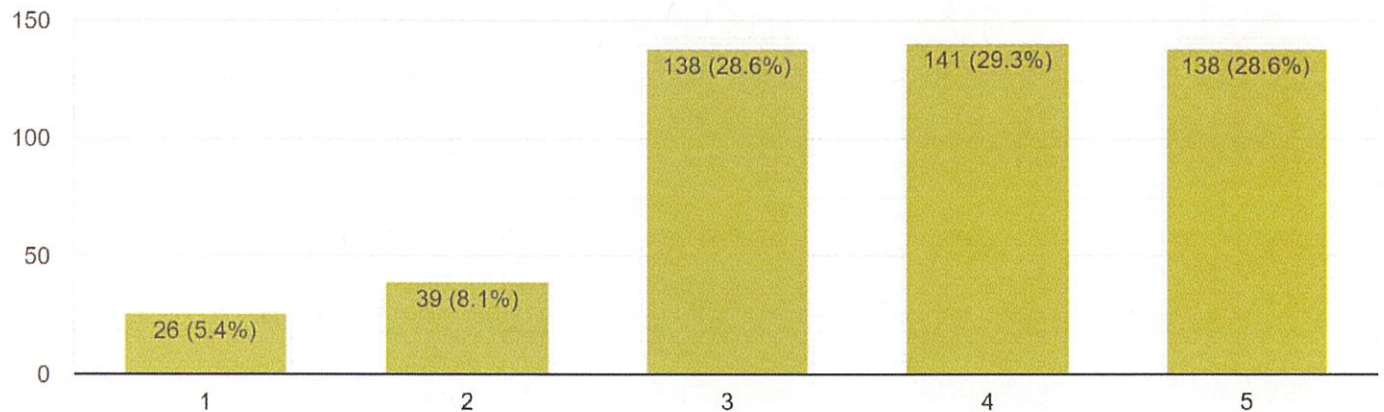
Investing in Science, Technology, Engineering and Math (STEM) education

482 responses



Increasing advanced and college-level courses

482 responses



Other ideas? Please add them here.

48 responses

Finish construction on schools. Students shouldn't be going to school when they are still under construction!

Yes! Not all students excel in math and reading, the two things they are most measured on. Give them opportunities to explore other talents and strengths. To be creative and get away from their desks. To find their confidence and love of learning. Perhaps more focus on these things would be a start.

nope

Music in elementary school is highest priority to our family.

Kids need classes from past years.... art, music, ect....

more 5 grade teaters,helpers

WE NEED SMALLER CLASSROOMS THAT ALLOW MORE ONE ON ONE. COUNCILORS TO MEET MENTAL HEALTH NEEDS. ACCESS NEW ACADEMIC COURSES

having more school programs.

Promote college in everything you do. Just like it's an expectation not a choice.

Every elementary school should have their own full-time Art and Music Teachers. The Junior High should have their own art and music teachers. Make Fine and Performing Arts a district priority. High School teachers should be teaching high school students, stop spreading them so thin. Students deserve committed, in house art educators.

If we add in art/music/STEM education, we need to make sure that it does not cut into our already limited instructional time. One solution might be to eliminate lab as a special (replace with music/art/STEM education) as students already have daily computer exposure in the classroom.

It would be great if elementary students could be exposed to a foreign language like Spanish.

It would also be helpful if high school students had opportunities for more practical math/personal finance classes.

If you add music to the elementary schools, time is going to have to be prioritized or time will need to be added.

TAG

we have a lot of college level classes and increasing that means non-college level teachers' class loads go up.

Behavior support program: Opportunity Room

Giving kids more options and maybe draw in more participation in activities and open their choices for their future up.

Personal finances-budgeting, balancing checkbooks....

vocational programs

Smaller class sizes.

Smaller class sizes!! 33 kids in one class is to much!!

The more access to college-level courses, the easier of a transition to higher education!

smaller classes, more teachers

Decreasing class sizes

Music and Arts classes provide environments for creativity, individuality, teamwork, problem solving, exploration, personal development, self-confidence, and a group identity/"school family" space on-campus.

Please invest in reading, writing and math

More trade classes.

Be mindful of screen time. More pen and paper. Feed hungry kids healthy food and give exercise.

Students need advanced classes and language opportunities that Mr.Brown took away

The college-level courses are only pertinent when and if the credits transfer to the chosen college of the student and if the high school and LBCC representatives makes sure the proper credit is received by the student. It's completely pointless for students to take these courses when test scores are lost/misplaced and the student then has to retake the courses in college.

some of the things mentioned above are great ideaS BUT COLLEGE COULD BE A BIT MUCH BUT THERE ARE CHILDREN WHO ARE WAY MORE ADVANCED.

STEM or art and music YES!!!

finding grants for instrument repair and sheet music purchases

smaller classes and more teachers

The College Now program works...dual credit in high school goes along ways towards getting students to further their education...hands on programs like the welding program are great for many of our Sweet Home students.

AP courses in junior high

START ARTS/MUSIC/STEM IN KINDERGARTEN.INCREASE P.E. FOR ALL GRADES AS WELL.

Music and Art are a nice idea, but there are still too many kids per class. It would be negligent and frivolous to spend this money on programs that do not impact class size and student support.

Trade school promotion

In higher grades, allow students time to take college courses at the college, to receive high school and college credit.

Increase staffing for existing courses to lower class sizes and improve student learning.

more teachers and smaller classes

TAG program

smaller class size

Bring music to the elementary

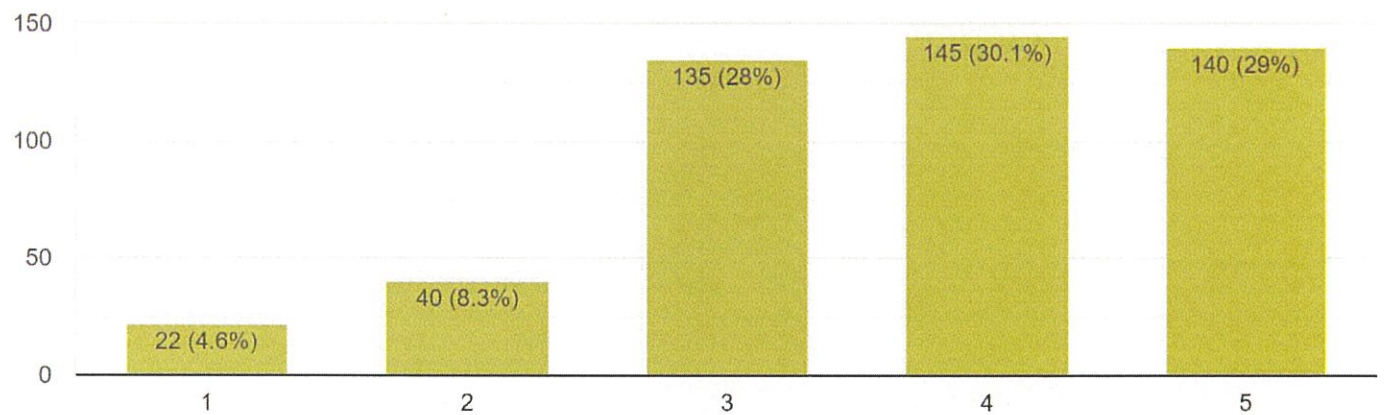
Honors casses at the high school fir grades 9 and 10 as well as college prep

smaller class sizes

educate them on w2 w4, how important your credit score is to be able to have low interest, i've learned kids now have no clue

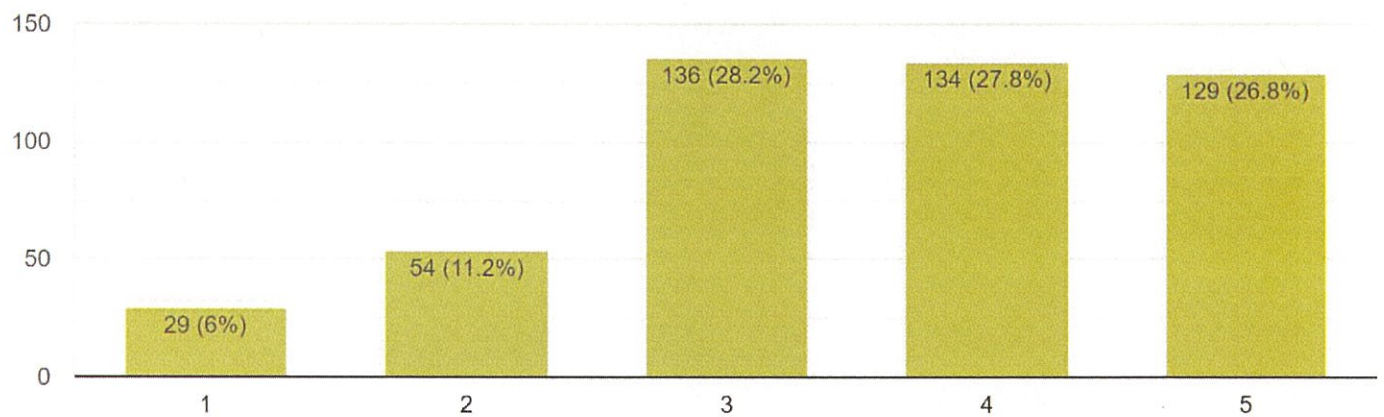
Collaborate with other teachers and staff

482 responses



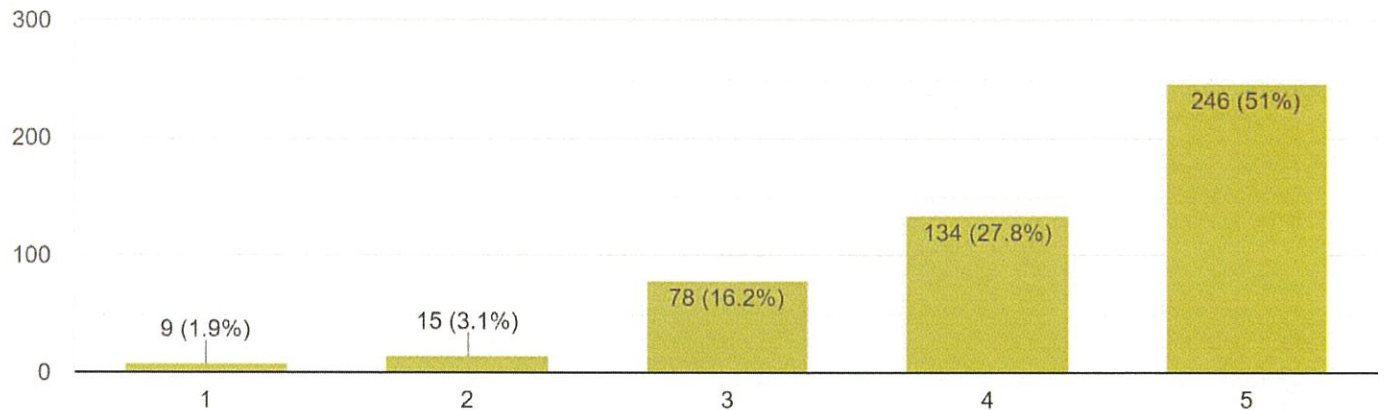
Review data on students' grades, absences, discipline

482 responses



Develop strategies to ensure at risk students stay on track to graduate

482 responses



Other ideas? Please add them here.

30 responses

yes/no

Teachers should all receive 1.5 - 2 hours of prep, daily, at minimum. One hour of time being a solid uninterrupted hour. Anything less is an unacceptable amount of time to expect them To prepare quality lessons while at the same time analyzing data. Maybe it can be coordinated with bringing music and art back into the schools.

WE NEED SMALLER CLASSROOMS THAT ALLOW MORE ONE ON ONE. COUNCILORS TO MEET MENTAL HEALTH NEEDS. ACCESS NEW ACADEMIC COURSES

The activities bus would help ensure students can stay after and participate in Husky Excellence, or Homework Hub. If we want to increase the graduation rate, we need to provide supports for our community like bus services after school hours.

Hiring more teachers so that class sizes and caseloads are lessened. Providing more support for blend teachers, or eliminating blends. Providing time for grade level teams to collaborate in a way that is useful for them (not limited to filling out PLC forms).

I personally feel that teachers have plenty of time to collaborate with the schedule we are on right now.

Behavior support program: Opportunity Room

smaller class sizes

SMALLER CLASS SIZES.

Smaller class sizes!! 33 kids in one class is to much!!

more teachers, more class rooms, smaller classes

Decreasing class sizes

Continue RTI. Grade level advisors at each 7, 8, JH & 9,10,11,12 HS. Grade Retrieval & Math/Sci. Lab with teachers & I.A.

TEACHERS NEED TIME TO PLAN. CONTINUED EDUCATION IS GREAT, BUT OFTEN DOESN'T APPLY TO THE ENTIRE STAFF IN THE SAME CAPACITY. TEACHERS NEED TO BE ABLE TO SPEND WORK HOURS ON PLANNING FOR ENGAGING LEARNING OPPORTUNITIES FOR OUR STUDENTS.

Bring Headstart into the School District and offer classes in the Kindergarten rooms

Pretty good. Allow students to collaborate. Eliminate paperwork nobody reads.

Being able to collaborate with staff is huge. When teachers are forced to work independently due to time constraints, mundane tasks, or other things it is detrimental to them and to their students. Working with your staff allows for teachers to create better lessons, use instructional strategies, and create a better school culture.

Student discipline needs significantly tracked at Foster. There seems to be a complete lack of discipline and structure. Why is the principal friends with the students? But yet they eat like they are in prison?! All facing one direction. The lady in the kitchen is always screaming and yelling at them. That entire cafeteria is terrible and shame on you for allowing it to 1. Be set up that way and 2. Continue. Those are children and they can't even visit during lunch. How do the staff members eat in the break room?!!! All facing the same way and not talking?

smaller classes and more teachers

Instead of using school days for collaboration how about offering summer programs where teachers can get credit towards pay increases...like college units for time spent in summer trainings.

no

OFFER STUDENTS OPPORTUNITY FOR LEARNING CORE SUBJECTS WITH HANDS ON, TACTILE, VISUAL, PROJECT BASED LEARNING STRATEGIES AT ALL GRADE LEVELS. NOT ALL STUDENTS LEARN THE SAME WAY!

smaller classes and more teachers

CONTINUALLY DISRUPTIVE CHILDREN SHOULD HAVE PARENTS INVOLVED WITH DISCIPLINARY ACTIONS TO LOWER THE CLASSROOM DISRUPTIONS CAUSED BY THOSE STUDENTS

Add staffing in the areas of re-engagement, alternative graduation options/programs. Not all students learn the same. If we have more ways for students to complete their education - we will increase our ability to help kids graduate.

more teachers and smaller classes

smaller class size

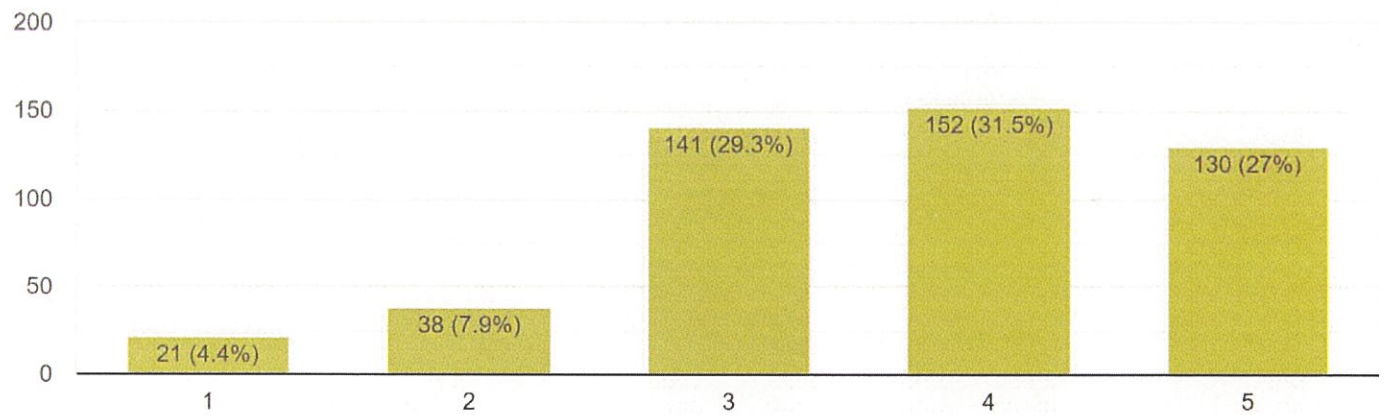
Students that have special needs or academic troubles need to be placed in a watch list for all staff members to be aware of.

Smaller class size!

Teachers and aids should get free lunch too.

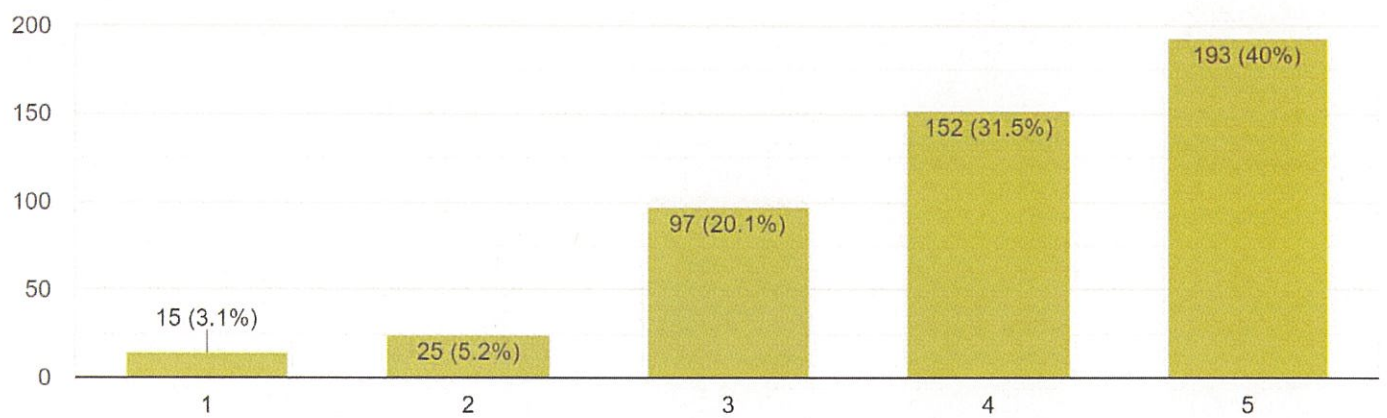
Increasing volunteer and service opportunities between schools, students, and the community

482 responses



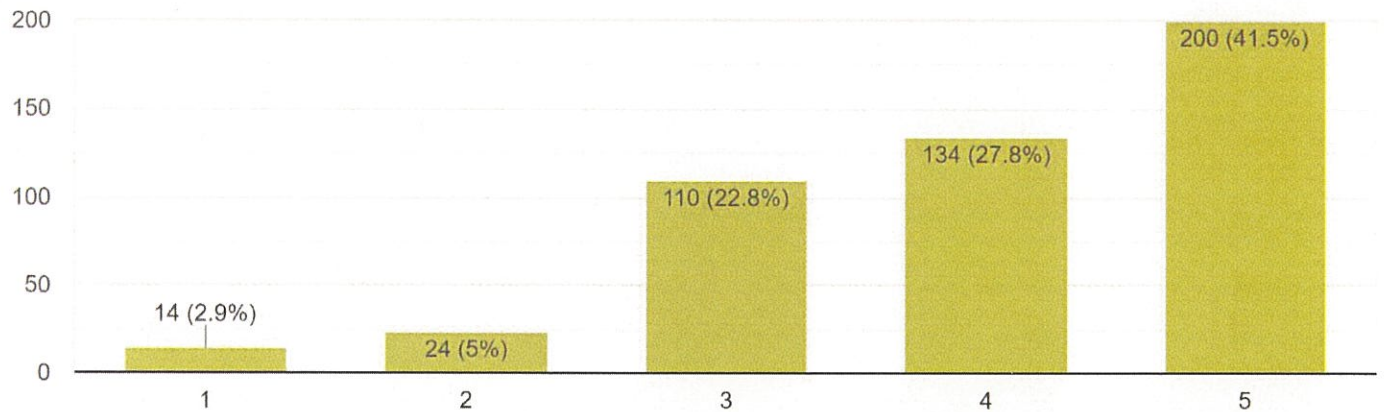
Connecting students with local businesses to learn about emerging career options and expand student work experiences

482 responses



Increasing communication between the school district, schools, and families

482 responses



Other ideas? Please add them here.

25 responses

More ways for parents to be in the loop...really in the loop. Not just a homework assignment sent home, but seeing what they actually did all day.

I loved class dojo when we were at the schools. Communication is so important, the easier the better for most. The more parents are involved the more they will want to be, which should be a good thing in helping kids and teachers.

nah

Work exp a must.... communication w all facilities a must.

increase opportunities to learn basic life skills, such as budgeting, cooking, and vital life skills.

WE NEED SMALLER CLASSROOMS THAT ALLOW MORE ONE ON ONE. COUNCILORS TO MEET MENTAL HEALTH NEEDS. ACCESS NEW ACADEMIC COURSES

A monthly District newsletter would be a good way to keep parents and students in the loop and encourage participation at board meetings.

Smaller class sizes

Behavior support program: Opportunity Room, services for parents of children who need the Opportunity Room

smaller class sizes

WE NEED SMALLER CLASS SIZES.

Smaller class sizes!! 33 kids in one class is to much!!

smaller class rooms, more teachers

decreasing class sizes

Elem. Schools need consistency among all classrooms and across all schools. A weekly folder worked best for most across my years of experience.

resources/classes to help parents dealing with troubled students/children

More assistants per class

Career Day is great.

more teachers smaller classes

HIGH SCHOOL SHOULD OFFER CAREER BASED LEARNING PROGRAMS, NOT ALL STUDENTS ARE COLLEGE BOUND.

smaller classes and more teachers

Enabling students to volunteer helps them learn to give back to their community and think of others.

I appreciate the REMIND app, it does make communication easier. A better app would be appreciated even more though.

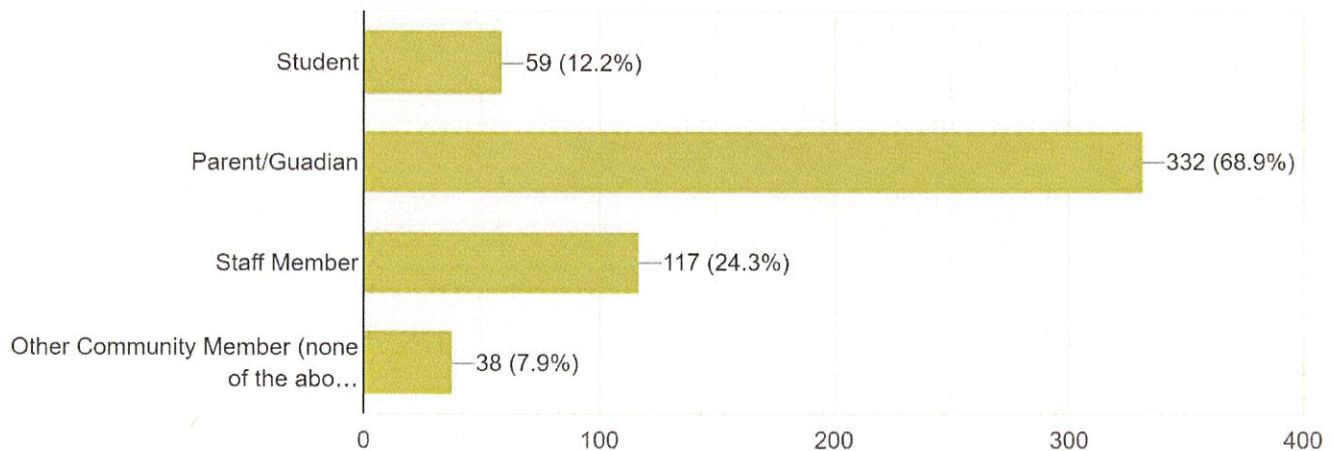
Job shadowing opportunities in the business community could provide valuable vocational/career training and information for students while also providing extra manpower for local businesses. This volunteer work could also be counted as a class where students earn career credit and learn employability skills. This has been done before and the Sweet Home community was very supportive of this program.

smaller class size

Foster Elementary is a very loved part of the community already, keep up the good work!

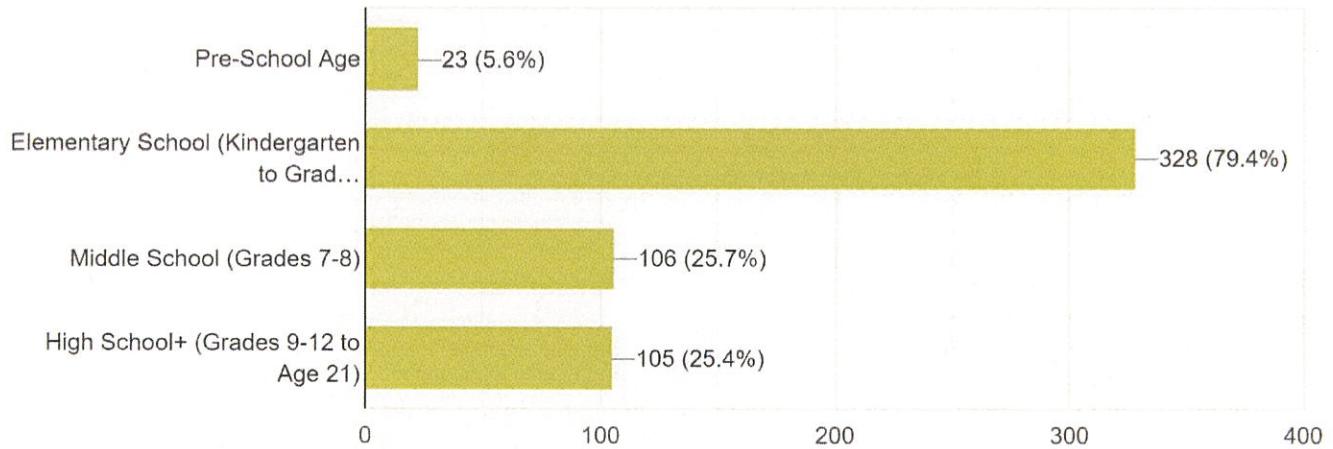
What is your relationship with the Sweet Home School District? Please check all that apply.

482 responses



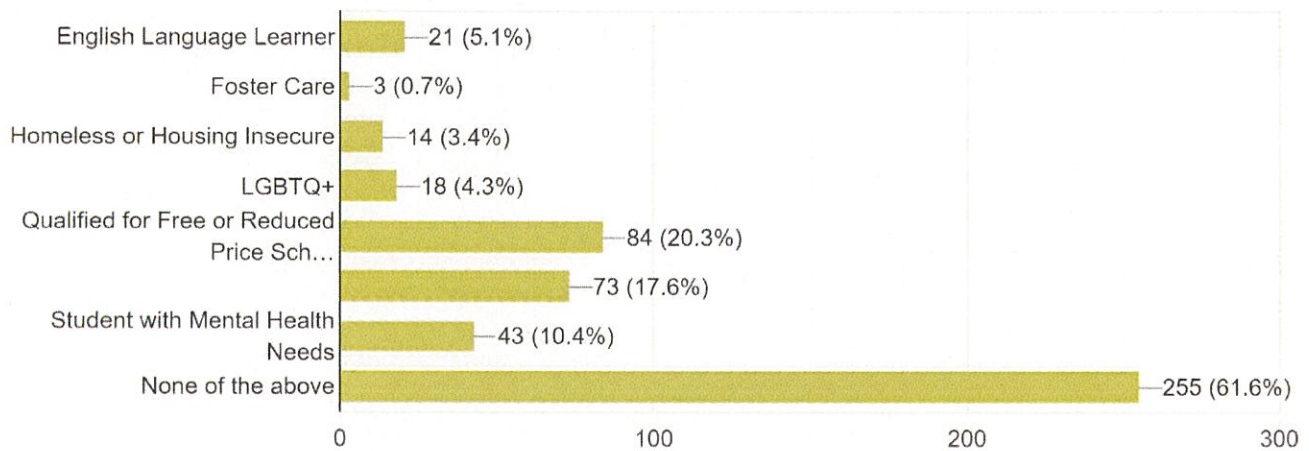
What is your student's school level? Please check all that apply.

413 responses



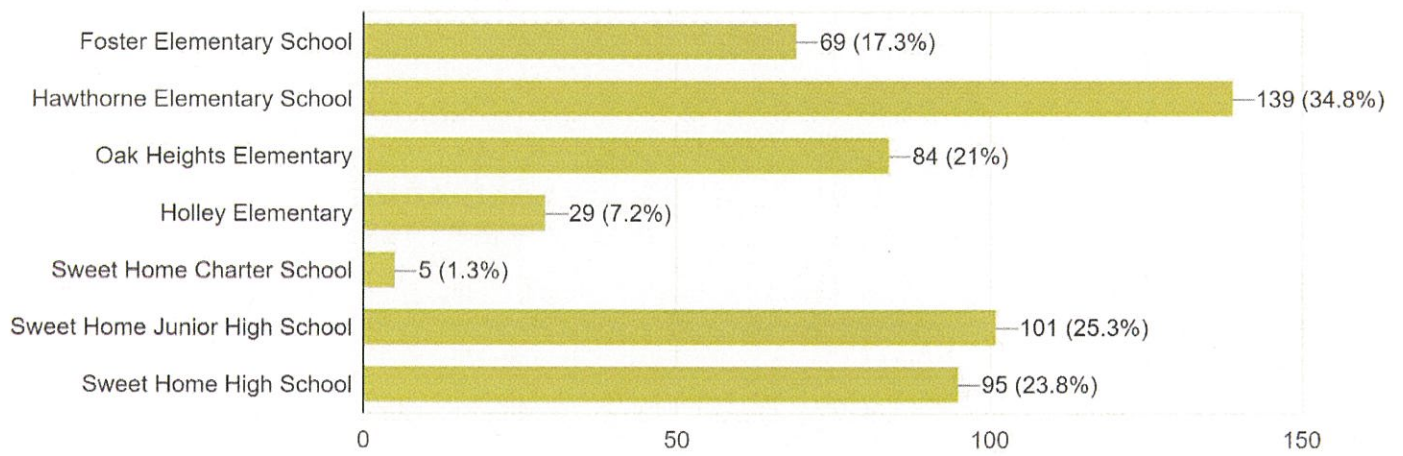
Would you describe yourself or your student as fitting any of the following categories? Please check all that apply.

414 responses



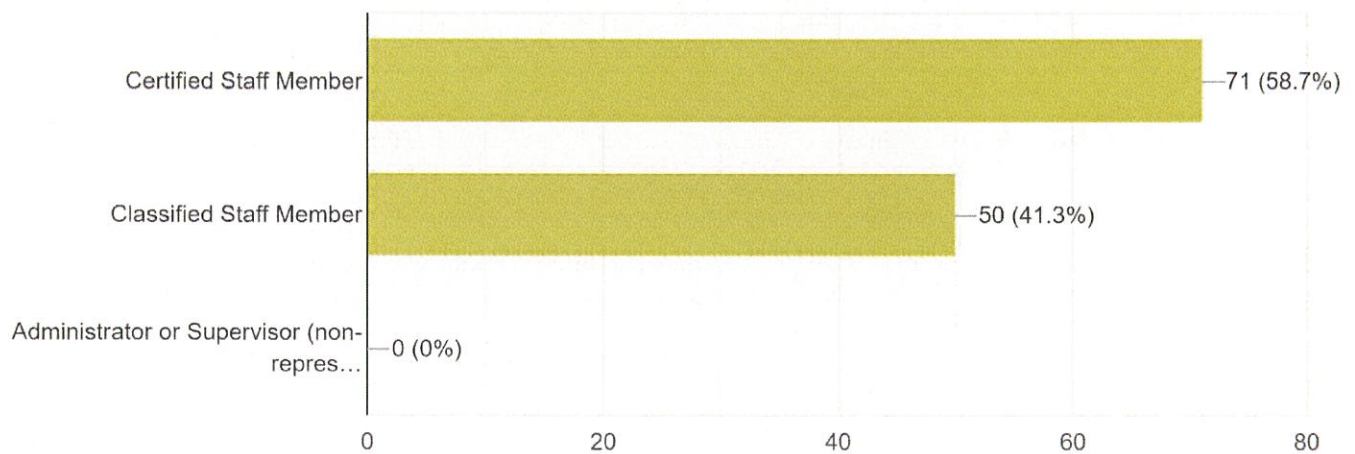
Where does your student attend school? Please check all that apply.

400 responses



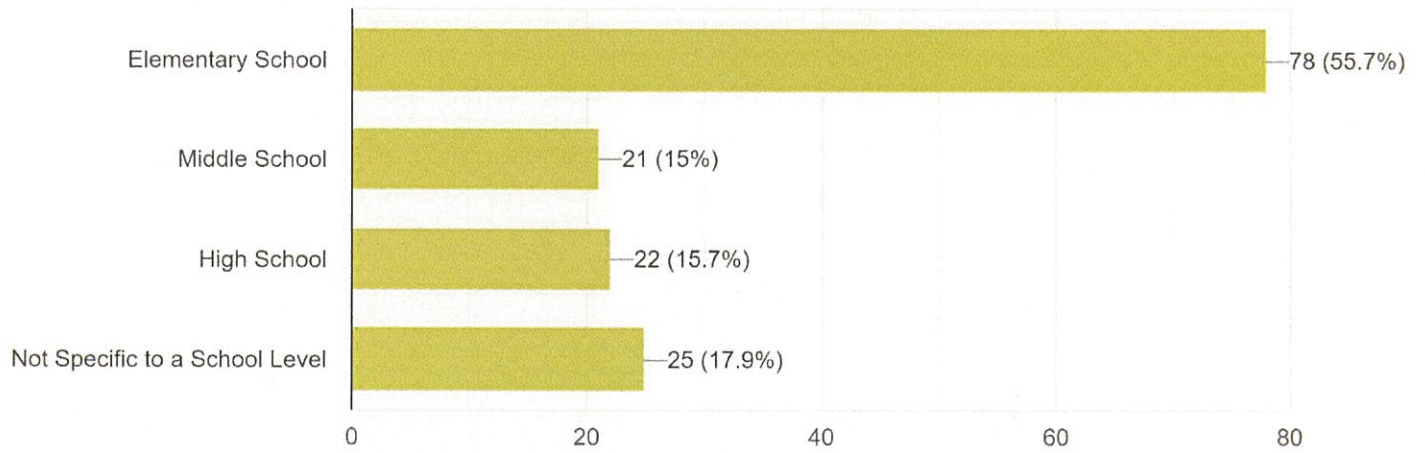
What is your Role?

121 responses



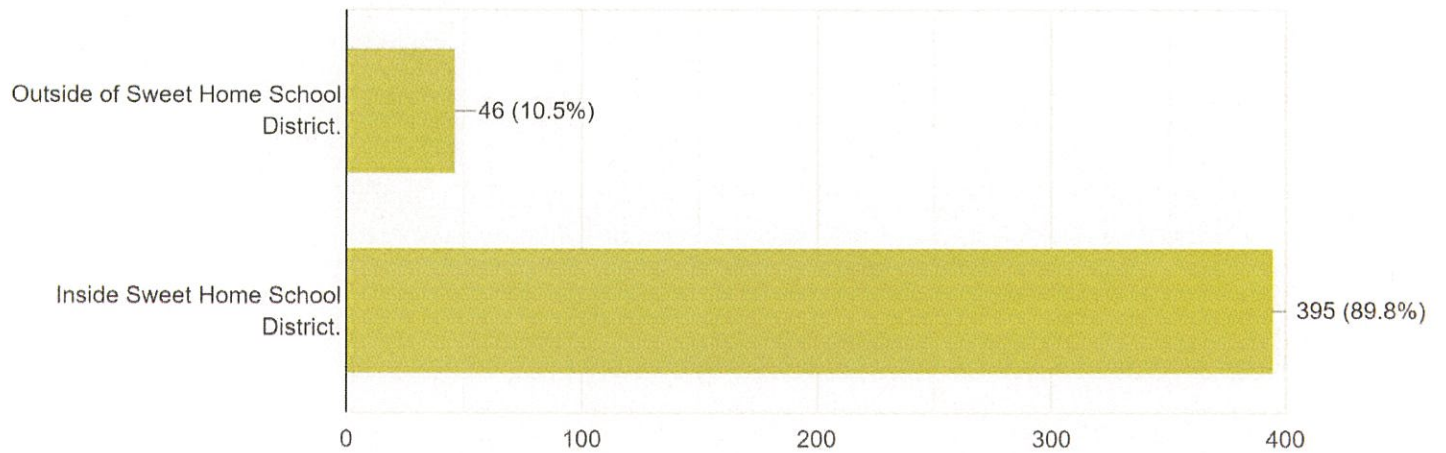
At what level do you work?

140 responses



Where do you live?

440 responses



Focal Student Worksheet

Current Reality

Student Achievement

.....

.....

.....

.....

.....

.....

Co-curricular and Citizenship Opportunities

.....

.....

.....

.....

.....

.....

School/Community Culture

.....

.....

.....

.....

.....

.....

District Facilities

.....

.....

.....

.....

.....

.....

Other

.....

.....

.....

.....

.....

.....



.....

.....

.....

.....

.....

.....

No Cost

\$Cost \$

.....

.....

.....

.....

.....

.....

No Cost

\$Cost \$

.....

.....

.....

.....

.....

.....

No Cost

\$Cost \$

.....

.....

.....

.....

.....

.....

No Cost

\$Cost \$

.....

.....

.....

.....

.....

.....

No Cost

\$Cost \$

Desired New Reality

Student Achievement

.....

.....

.....

.....

.....

.....

Co-curricular and Citizenship Opportunities

.....

.....

.....

.....

.....

.....

School and Community Culture

.....

.....

.....

.....

.....

.....

District Facilities

.....

.....

.....

.....

.....

.....

Other

.....

.....

.....

.....

.....

.....

Underserved Populations Survey

4. Are there current programs/practices the school district could expand?

5. What new programs/practices could be added to better serve your child/ren?

Thank you for telling us how we can improve
services that are provided for your child.

Part IV:
Data Analysis
Longitudinal
Performance Growth
Targets

Student Investment Account Longitudinal Performance Growth Targets Worksheet

Sweet Home School District

Each applicant will submit DRAFT longitudinal performance growth targets with their SIA Application during the submission window: March 2 – April 15, 2020. Additional guidance and training will be available for applicants in February 2020. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

Five Year Targets

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	86%	87%	88%	89%	90%
Baseline Target	85%	86%	87%	88%	89%

- Currently above state average of 81.77%
- Increased locally by more than 14% in 18-19
- Focus in on sustaining/slowly increasing at 1% to 2% per year

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	78.66%	80.66%	82.66%	84.66%	86.66%

- Focal group average for 18-19 was 76.66%
- Focus on increasing by 2% each year, twice the goals for 'All students' subgroup

Five-Year Completion

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	85.63%	88.63%	91.63%	94.63%	97.63%

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Baseline Target	84.93%	87.23%	89.53%	91.83%	94.13%

- Currently below state average of 87.5%
- Increase locally by 1.86%
- Aiming for Oregon top 10 percent of 2.3% annually
- Stretch goal will be 3% per year

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	76.86%	79.16%	81.46%	83.76%	86.06%

- Focal group average for 18-19 was %
- Focus on increasing by 2.3% each year, Oregon top 10 percent

3rd Grade Reading (ELA)

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	40.22%	45.22%	50.22%	55.22%	60.22%
Baseline Target	38.92%	42.62%	46.32%	50.02%	53.72%

- Currently at 35.22%
- Below state average of 46%
- Aiming for Oregon top 10 percent of 3.7% annually
- Stretch goal is 5% per year

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	36.12%	39.82%	43.52%	47.22%	50.92%

- Focal group average for 18-19 was 32.41% (No ELs)
- Focus on Oregon top 10 percent of 3.7% annually

9th Grade On-Track

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	92.03%	96.43%	100%	100%	100%
Baseline Target	89.83%	92.03%	94.23%	96.43%	100%

- Currently above state average of 85.7%
- Increased locally by more than 11% in 18-19
- Focus in on sustaining/slowly increasing at 2.2% per year
- Stretch goal is Oregon top 10 percent of 4.4% annually 4.4%

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	82.29%	86.69%	91.09%	95.49%	100%

- Focal group average for 18-19 was 77.89%%
- Focus on Oregon top 10 percent of 4.4% annually

Regular Attendance

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	79.52%	81.72%	83.92%	86.12%	88.32%
Baseline Target	78.52%	79.72%	80.92%	82.12%	84.58%

- Currently below state average of 79%
- Increased locally by 4% in 18-19
- Focus Oregon top 10 percent of 1.2% annually
- Stretch goal is 2.2% annually

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	75.78%	77.98%	80.18%	82.38%	84.58%

-
- Focal group average for 18-19 was 73.58%
 - Focus high on 2.2% annually

Data Definitions

ODE will maintain data definitions for the common metrics.

Evidence of Equity Tool

SIA Priority Area #1: Reduce Academic Disparities

The Intent: Reducing academic disparities specifically for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care

Points: Yes = 1 Maybe = .5 No=0

Suggested Action	Provide specific academic services/support to narrow the achievement gap for students with special needs	Provide specific academic services/support to narrow the achievement gap for students experiencing homelessness	Provide specific academic services/support to narrow the achievement gap for students experiencing poverty	Provide specific academic services/support to narrow the achievement gap for students in foster care	Aligns to strategic plan (1 point for each pillar)	Generates results that can be measured	Total Points

SIA Priority Area #2: Meeting Students' Behavioral or Mental Health Needs

The Intent: promoting social-emotional learning and support systems that lead to better relationships and/or improved well-being.

Points: Yes = 1 Maybe = .5 No=0

Suggested Action	Provides a service that will extend opportunities to 'hard to reach' youth/family members	Provides a service with the capacity to individualize for the unique needs of each child	Provides direct mental health support that contributes to student progress	Provides direct behavioral support that contributes to student progress	Aligns to strategic plan (1 point for each pillar)	Generates results that can be measured	Total Points

SIA Priority Area #3: Providing equitable access to academic courses

The Intent: Providing equitable access to academic courses across the school district with specific emphasis on access by students, specifically: students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care.

Points: Yes = 1 Maybe = .5 No=0

Suggested Action	<i>Contributes to increased participation from students with special needs</i>	<i>Contributes to increased participation from students experiencing poverty</i>	<i>Contributes to increased participation from students experiencing homelessness</i>	<i>Aligns to strategic plan (1 point for each pillar)</i>	<i>Generates results that can be measured</i>	Total Points

SIA Priority Area #4: Allow teachers and staff additional opportunities to collaborate, review data, strategize							
The Intent: Collaborative professional learning informed by student outcomes							
Points: Yes = 1 Maybe = .5 No=0							
Suggested Action	Promotes collaborative analysis of student data by teaching teams	Promotes best practices as defined by Solution Tree training	Promotes ongoing growth for teachers	Provides an opportunity for teaching teams to modify instruction	Aligns to strategic plan (1 point for each pillar)	Generates results that can be measured	Total Points

SIA Priority Area #5: Establishing and Strengthening Partnerships							
The Intent: Strengthen Multiple pathways and feedback loops that promote effective communication and genuine partnerships among all stakeholder groups							
Points: Yes = 1 Maybe = .5 No=0							
Suggested Action	Increases communication between the district and stakeholders (parents, community, staff, students)	Increases stakeholder participation in district-sponsored activities	Taps into community resources	Increases student attendance (ultimate partnership)	Aligns to strategic plan (1 point for each pillar)	Generates results that can be measured	Total Points

Part V:

SIA Plan

Part Five: SIA Plan

Outcomes are the changes you are trying to cause:

Outcomes are specific, measurable statements that let you know when you have reached your goal. Thorough outcome statements include who will change, what will change, how much it will change, and how the change will be measured.

Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc.

Outcome 1: *Strengthen a district culture that is responsive to the emotional and behavioral needs of every student by providing comprehensive services and support.*

Outcome 2: *Increase each student's sense of belonging, identity and safety at school.*

Outcome 3: *Student sub-groups (students with disabilities, students experiencing homelessness, economically disadvantaged) achieve at or above 'All Students' in the Sweet Home School District.*

Outcome 4: *Increase academic achievement for all students, grades 7-8, in the areas of Math and English Language Arts.*

Outcome 5: *Expand academic, alternative education and co-curricular options and programming to ensure all students' intellectual, social, and emotional needs are met.*

Priorities:

1. How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?

Three out of the five outcomes above, 1, 2 and 5, place intensive focus and support on student social and emotional needs. The budget aligns with this, as 48% of the budget is allocated *for Health and Safety*.

The plan also allocates 27% of the total budget on *Well-Rounded Education*, a large part of which is meant for providing additional instructional programming. Outcome 3, 4 and 5 require the district to look at actions that will provide equitable access and remove barriers for students. By adding a comprehensive music program, K-6, and adding learning opportunities outside the school day with transportation, these outcomes are being addressed.

Lastly, in an effort to enhance core instruction and directly address outcomes #3 and #4, 27% of the budget is allocated for strategies categorized as *Reducing Class Size*.

2. Where do you expect to put most of your focus, resources and energy in the first year?

An intense focus will need to be placed on hiring licensed and classified staff members for newly-created positions. To ensure that outcomes are achieved, we are committed to identifying and hiring highly qualified professionals. Effective recruitment, partnered with strategies that encourage staff retention, will be our challenge.

3. Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.

There are no low priorities in this plan, as our sense of urgency to meet the needs of our students is strong. To determine high priority from medium priority, we place emphasis first on the social and emotional needs of our students. The Sweet Home School District embraces the belief that Maslow's hierarchy of basic needs precedes Bloom's Taxonomy of Learning. To that end, outcomes 1, 2, and 5 directly contribute to an increased well-being for our students—these are our highest priority.

HIGH PRIORITY

Outcome 1: *Strengthen a district culture that is responsive to the emotional and behavioral needs of every student by providing comprehensive services and support.*

Outcome 2: *Increase each student's sense of belonging, identity and safety at school.*

Outcome 5: *Expand academic, alternative education and co-curricular options and programming to ensure all students' intellectual, social, and emotional needs are met.*

MEDIUM PRIORITY

Outcome 3: *Student sub-groups (students with disabilities, students experiencing homelessness, economically disadvantaged) achieve at or above 'All Students' in the Sweet Home School District.*

Outcome 4: *Increase academic achievement for all students, grades 7-8, in the areas of math and English language arts.*

LOW PRIORITY

None

4. In what ways might your priorities shift within your plan based on resource availability (including human resources or skilled consultant supports you are planning for)?

It is a challenge to imagine that something other than student well-being would take precedent. The priority would not necessarily shift, but the specific activities that are proposed that align

SIA Plan Template for Part Five of the Grant Application (Optional)

with the priority may. One example may be that more students have a need for more intensive services than can be provided by the school district. If that is the case, the school district might need to look at the possibility of community consultant supports in lieu of or in addition to the district personnel that will be hired to meet student social and emotional needs.

It is also possible that strategies that address outcomes 3 and 4 will need to be adjusted. Student achievement for students will be frequently monitored. Should progress monitoring indicate that the achievement gap is not closing at the anticipated rate, timely adjustments will be made. This may include increasing teacher collaborative planning time, adding intensive instructional training and/or adjusting staffing.

Strategy #1: Aligned to Outcome #1

Provide continuous, quality professional development for all staff, applying new learning to daily practices

Outcome	Addressed	Not Addressed
Strengthen a district culture that is responsive to the emotional and behavioral needs of every student by providing comprehensive services and support.	X	
Increase each student's sense of belonging, identity and safety at school.	X	
Student sub-groups (students with disabilities, students experiencing homelessness, economically disadvantaged) achieve at or above 'All Students' in the Sweet Home School District.	X	
Increase academic achievement for all students, grades 7-8, in the areas of math and English language arts.	X	
Expand academic, alternative education and co-curricular options and programming to ensure all students' intellectual, social, and emotional needs are met.		X

Specific Activities that will support Strategy #1 (See budget for specific cost information)

How we will know the plan is working?		2020-2021	2021-2022	2022-2023
	Measures of Evidence for Adult Actions	-Professional development calendar for 20-21 -Inservice Days, October 9 th , February 19 th -Participation from each school in Cooperative Problem Solving Training, Tier I, June, 2020 -Ongoing Good Behavior Game training -Visible sensory areas in classrooms/schools	-Professional development calendar for 21-22 -State and district Inservice Days -Participation from each school in regional SEL trainings -Ongoing Good Behavior Game training -Visible sensory areas in classrooms/schools -Mental health worker caseload -District nurse caseload	-Professional development calendar for 22-23 -State and district Inservice Days -Participation from each school in regional SEL trainings -Ongoing Good Behavior Game training -Visible sensory areas in classrooms/schools -Mental health worker caseload -District nurse caseload

SIA Plan Template for Part Five of the Grant Application (Optional)

		-Mental health worker caseload -District nurse caseload -Communication log for homeless liaison -Changes to handbooks (parent, staff, transportation, SST,etc.) -Analysis of mini-grant requests for funding	-Communication log for homeless liaison -Changes to handbooks (parent, staff, transportation, SST,etc.) -Analysis of mini-grant requests for funding	-Communication log for homeless liaison -Changes to handbooks (parent, staff, transportation, SST,etc.) -Analysis of mini-grant requests for funding
<i>How we will get the work done?</i>	Person or Team Responsible	Actions to be completed		
	Student Services, Teaching and Learning	Provide SEL professional development for all staff		
	School Administrators	Provide facilities that meet individual student sensory needs		
	Student Services	Create classified homeless liaison FTE at each school to increase communication with and for students and families experiencing homelessness		
	Student Services	Increase district nurse FTE		
	Student Services	Hire a district Behavior Facilitator to provide SEL training, expertise on supportive student systems		
	Student Services	Add a self-contained student behavior classroom		
	Student Services	Hire a mental health specialist so students have increased access to mental health support		

Strategy #2: Aligned to Outcome #2

Remove financial, social, and educational barriers for all students,

Outcome	Addressed	Not Addressed
Strengthen a district culture that is responsive to the emotional and behavioral needs of every student by providing comprehensive services and support.	X	
Increase each student's sense of belonging, identity and safety at school.	X	
Student sub-groups (students with disabilities, students experiencing homelessness, economically disadvantaged) achieve at or above 'All Students' in the Sweet Home School District.	X	
Increase academic achievement for all students, grades 7-8, in the areas of math and English language arts.	X	
Expand academic, alternative education and co-curricular options and programming to ensure all students' intellectual, social, and emotional needs are met.	X	

Specific Activities that will support Strategy #2
(See budget for specific cost information)

		2020-2021	2021-2022	2022-2023
How we will know the plan is working?	Measures of Evidence for Adult Actions	<ul style="list-style-type: none"> -New job descriptions and posting of positions -Analysis of student discipline referral data 3 or more times per year -PBIS SET results analysis -Professional development calendar for 20-21 -Visible sensory areas in classrooms/schools -Development of student-friendly survey(s) -Analysis of and response to student survey results -School and department strategic plan monitoring plans submitted, posted on website -Mental health worker caseload -Monitoring data of student participation in before/after school activities -Transportation schedule/activity log -Analysis of mini-grant requests for funding -homeless liaison communication log -Special education caseload analysis -Self-contained special education student to teacher ratio -Analysis of 2019-2020 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> -New job descriptions and posting of positions -Analysis of student discipline referral data 3 or more times per year -PBIS SET results analysis -Professional development calendar for 21-22 -Visible sensory areas in classrooms/schools -Development of student-friendly survey(s) -Analysis of and response to student survey results -School and department strategic plan monitoring plans submitted, posted on website -Mental health worker caseload -Monitoring data of student participation in before/after school activities -Transportation schedule/activity log -Analysis of mini-grant requests for funding -homeless liaison communication log -Special education caseload analysis -Self-contained special education student to teacher ratio -Analysis of 2020-2021 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> -New job descriptions and posting of positions -Analysis of student discipline referral data 3 or more times per year -PBIS SET results analysis -Professional development calendar for 22-23 -Visible sensory areas in classrooms/schools -Development of student-friendly survey(s) -Analysis of and response to student survey results -School and department strategic plan monitoring plans submitted, posted on website -Mental health worker caseload -Monitoring data of student participation in before/after school activities -Transportation schedule/activity log -Analysis of mini-grant requests for funding -homeless liaison communication log -Special education caseload analysis -Self-contained special education student to teacher ratio -Analysis of 2021-2022 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators

SIA Plan Template for Part Five of the Grant Application (Optional)

<i>How we will get the work done?</i>	Person or Team Responsible	Actions to be completed
	Central Office, School Administrators	Create classified campus monitor positions and the high school and junior high to focus on building relationships and prevention of student misconduct
	Student Services	Create classified homeless liaison FTE at each school to increase communication with and for students and families experiencing homelessness
	Student Services, Teaching and Learning	Provide SEL professional development for all staff
	School Administrators	Provide facilities that meet individual student sensory needs
	Central Office, School Administrators	Implement short, student-friendly surveys that provide immediate data at the site level in regards to student well-being and safety at least annually
	School Administrators	Continue to refine PBIS systems and each school's response to student behavioral data and stressors based on an annual PBIS Self Assessment Tool and student survey results
	School Administrators	Continue to set goals through annual school and department plans for the district strategic plan, pillar 2 (Thriving Citizen) —student participation in alternative programming (clubs, etc.)
	School Administrators	Continue to monitor each school and departments progress toward pillar 2 (Thriving Citizen)
	Student Services	Hire a mental health specialist so students have increased access to mental health support
	Student Services	Establish a second K-6 self-contained behavior support classroom
	Central Office, Superintendent's Office	Create application and process for mini-grant requests

Strategy #3: Aligned to Outcome #3

Provide additional supports at all three tiers to meet the academic needs of our subgroup students

Outcome	Addressed	Not Addressed
Strengthen a district culture that is responsive to the emotional and behavioral needs of every student by providing comprehensive services and support.	X	
Increase each student's sense of belonging, identity and safety at school.	X	
Student sub-groups (students with disabilities, students experiencing homelessness, economically disadvantaged) achieve at or above 'All Students' in the Sweet Home School District.	X	
Increase academic achievement for all students, grades 7-8, in the areas of math and English language arts.	X	
Expand academic, alternative education and co-curricular options and programming to ensure all students' intellectual, social, and emotional needs are met.	X	

SIA Plan Template for Part Five of the Grant Application (Optional)

Specific Activities that will support Strategy #3

(See budget for specific cost information)

		2020-2021	2021-2022	2022-2023
How we will know the plan is working?	Measures of Evidence for Adult Actions	<ul style="list-style-type: none"> -Tier I and tier II assistant schedules -Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Homeless liaison communication log -Analysis of mini-grant requests for funding -Special education caseload analysis -Self-contained special education student to teacher ratio -ESSA budget narrative -Analysis of 2019-2020 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> -Tier I and tier II assistant schedules -Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Homeless liaison communication log -Analysis of mini-grant requests for funding -Special education caseload analysis -Self-contained special education student to teacher ratio -ESSA budget narrative -Analysis of 2020-2021 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> -Tier I and tier II assistant schedules -Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Homeless liaison communication log -Analysis of mini-grant requests for funding -Special education caseload analysis -Self-contained special education student to teacher ratio -ESSA budget narrative -Analysis of 2021-2022 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators
How we will get the work done?	Person or Team Responsible	Actions to be completed		
	Central Office, School Administrators	Add instructional assistants, K-6, for tier I and tier II support at each school		
	Central Office, School Administrators	Provide increased learning opportunities for student outside the school day—before/after school, summer school, and clubs		
	Central Office, Transportation Department	Provide the transportation needed for all student to participate in before/after school, summer school, and clubs		

SIA Plan Template for Part Five of the Grant Application (Optional)

	Student Services	Create classified homeless liaison FTE at each school to increase communication with and for students and families experiencing homelessness
	Student Services	Increase FTE for special education teachers to lower caseload size
	Student Services	Provide an additional self-contained behavioral support classroom to lower self-contained classroom size
	Teaching and Learning	Dedicate partial ESSA funds to this strategy, K-8 (assessment literacy, PLC refinement, tier III instructional materials, content area training)

Strategy #4: Aligned to Outcome #4

Increase academic rigor and achievement support for each student

Outcome	Addressed	Not Addressed
Strengthen a district culture that is responsive to the emotional and behavioral needs of every student by providing comprehensive services and support.		X
Increase each student's sense of belonging, identity and safety at school.	X	
Student sub-groups (students with disabilities, students experiencing homelessness, economically disadvantaged) achieve at or above 'All Students' in the Sweet Home School District.	X	
Increase academic achievement for all students, grades 7-8, in the areas of math and English language arts.	X	
Expand academic, alternative education and co-curricular options and programming to ensure all students' intellectual, social, and emotional needs are met.	X	

Specific Activities that will support Strategy #4

(See budget for specific cost information)

		2020-2021	2021-2022	2022-2023
How we will know the plan is working?	Measures of Evidence for Adult Actions	<ul style="list-style-type: none"> -Analysis of 2019-2020 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators -Job posting of positions, hiring documents -Class size analysis data -Course offerings analysis -Master schedules -Tier II schedule course offerings 	<ul style="list-style-type: none"> -Analysis of 2020-2021 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators -Job posting of positions, hiring documents -Class size analysis data -Course offerings analysis -Master schedules -Tier II schedule course offerings 	<ul style="list-style-type: none"> -Analysis of 2021-2022 SBAC summative results -Grades 7-8 SBAC Interims and follow up student tutorials -Weekly PLCs -Weekly PLC forms completed -Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators -Job posting of positions, hiring documents -Class size analysis data -Course offerings analysis -Master schedules -Tier II schedule course offerings

SIA Plan Template for Part Five of the Grant Application (Optional)

		-Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Professional development calendar for 20-21 -Agendas for professional development sessions (assessment literacy, PLCs at Work, content areas training, Response to Intervention at Work)	-Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Professional development calendar for 21-22 -Agendas for professional development sessions (assessment literacy, PLCs at Work, content areas training, Response to Intervention at Work)	-Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Professional development calendar for 22-23 -Agendas for professional development sessions (assessment literacy, PLCs at Work, content areas training, Response to Intervention at Work)
<i>How we will get the work done?</i>	Person or Team Responsible	Actions to be completed		
	Central Office	Increase math and ELA FTE to offer more academic options and lower class size		
	School Administrators	Establish a tier II schoolwide support system		
	Central Office, School Administrators	Provide increased learning opportunities for student outside the school day—before/after school, summer school, and clubs		
	Central Office, Transportation Department	Provide the transportation needed for all student to participate in before/after school, summer school, and clubs		
	Teaching and Learning	Dedicate partial ESSA funds to this strategy, (assessment literacy, PLC refinement, tier III instructional materials, content area training)		

Strategy #5: Aligned to Outcome #5

Provide equitable access to all students for new/enhanced learning experiences, K-12

Outcome	Addressed	Not Addressed
Strengthen a district culture that is responsive to the emotional and behavioral needs of every student by providing comprehensive services and support.	X	
Increase each student's sense of belonging, identity and safety at school.	X	
Student sub-groups (students with disabilities, students experiencing homelessness, economically disadvantaged) achieve at or above 'All Students' in the Sweet Home School District.	X	
Increase academic achievement for all students, grades 7-8, in the areas of math and English language arts.	X	
Expand academic, alternative education and co-curricular options and programming to ensure all students' intellectual, social, and emotional needs are met.	X	

SIA Plan Template for Part Five of the Grant Application (Optional)

Specific Activities that will support Strategy #5
(See budget for specific cost information)

		2020-2021	2021-2022	2022-2023
How we will know the plan is working?	Measures of Evidence for Adult Actions	<ul style="list-style-type: none"> -New job descriptions and posting of positions -Student needs assessment analysis -Site visits to other effective programs -Master schedules -Music PLC weekly notes -Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Student participation in sports data analysis 	<ul style="list-style-type: none"> -New job descriptions and posting of positions -Student needs assessment analysis -Site visits to other effective programs -Master schedules -Music PLC weekly notes -Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Student participation in sports data analysis 	<ul style="list-style-type: none"> -New job descriptions and posting of positions -Student needs assessment analysis -Site visits to other effective programs -Master schedules -Music PLC weekly notes -Monitoring data of student participation in before/after school academic support programs -Transportation schedule/activity log -Student participation in sports data analysis
How we will get the work done?	Person or Team Responsible	Actions to be completed		
	Central Office	Provide FTE to establish planning, design and staffing for alternative education classroom		
	Teaching and Learning	Add weekly structured, standards-based music instruction at all elementary schools		
	Central Office, School Administrators	Provide increased learning opportunities for student outside the school day—before/after school, summer school, and clubs		
	Central Office, Transportation Department	Provide the transportation needed for all student to participate in before/after school, summer school, and clubs		
	Central Office, School Administrators	Cover the cost of basic student activity funds for coursework fees, activities, clubs, and sports, grades 7-12		

Part VI: Use of Funds

Activity #	FTE	Allowable Use Category	Object Code	
				1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.
Total Expenditures:				#####
Allowable Administrative Costs:				\$ -
Unbudgeted Funds:				\$0.00

1		IIT	4XX	before/after school program, print	\$	750.00
2		IIT	4XX	before/after school program, supplies	\$	1,500.00
3		IIT	13X	before/after school program, additional earnings	\$	11,250.00
3		IIT	33X	before/after school program, transportation	\$	10,000.00
4		IIT	2XX	before/after school programs, benefits	\$	4,500.00
5		IIT	4XX	summer school, print	\$	750.00
6		IIT	4XX	summer school, supplies	\$	1,500.00
7		IIT	4XX	summer school, software	\$	1,500.00
8		IIT	33X	summer school, transportation	\$	5,000.00
9		IIT	13X	summer school, additional earnings	\$	10,887.00
10		IIT	2XX	summer school, benefits	\$	5,363.00
11	2	WRE	111	K-6 Music program, licensed salaries	\$	121,000.00
12		WRE	2XX	K-6 Music program, benefits	\$	48,400.00
13		WRE	34X	K-6 Music program, mileage	\$	1,500.00
14		WRE	4XX	K-6 Music program, texts and instruments	\$	61,684.78
15	0.25	WRE	112	Technology integration, salary	\$	16,750.00
16		WRE	2XX	Technology integration, benefits	\$	8,250.00
17		H&S	4XX	Social-emotional facility adaptations, supplies	\$	5,000.00
18		H&S	5XX	Social-emotional facility adaptations, fees and contracts	\$	35,000.00
19	1	H&S	111	Student services, Behavior facilitator salary	\$	71,000.00
20		H&S	2XX	Student services, Behavior facilitator benefits	\$	28,400.00
21	1	H&S	111	Student services, Mental health consultant salary	\$	71,000.00

22		H&S	2XX	Student services, Mental health consultant benefits	\$ 28,400.00
23	1	H&S	111	Student services, Special education licensed salaries	\$ 121,000.00
24		H&S	2XX	Student services, Special education licensed benefits	\$ 48,400.00
25		H&S	13X	Special education stipends-additional earnings	\$ 6,000.00
26	0.5	H&S	111	Student services, nurse salary	\$ 28,000.00
27		H&S	2XX	Student services, nurse benefits	\$ 111,200.00
28	2	RCS	111	Instructional programming, licensed salaries	\$ 121,000.00
29		RCS	2XX	Instructional programming, licensed benefits	\$ 48,400.00
34		H&S	640	Pay to Play sports fees	\$ 95,000.00
35		WRE	13X	Mini grants, additional earnings	\$ 13,400.00
36		WRE	2XX	Mini grants, benefits	\$ 6,600.00
37		WRE	31X	Mini grants, registrations/consultant fees	\$ 25,000.00
38		WRE	4XX	Mini grants, supplies	\$ 25,000.00
39		OCG	8XX	Mini grants, food for families	\$ 5,000.00
40		WRE	34X	Mini grants, mileage	\$ 5,000.00
41		WRE	34X	Mini grants, lodging	\$ 5,000.00
42		WRE	34X	Mini grants, parking	\$ 200.00
43		WRE	34X	Mini grants, meals	\$ 1,500.00
44		WRE	33X	Mini grants, district transportation	\$ 10,000.00
45		WRE	640	Mini grants, student fees	\$ 8,300.00
46	3	RCS	112	Charter school, classified salaries, assistants	\$ 46,908.00
47		RCS	2XX	Charter school, classified benefits, assistants	\$ 23,104.00
48	1	WRE	112	Charter school, classified salaries, tutors	\$ 6,053.00
49		WRE	2XX	Charter school, classified benefits, tutors	\$ 2,980.00
50	1	WRE	112	Charter school, classified salaries, homework club	\$ 5,319.00
51		WRE	2XX	Charter school, classified benefits, homework club	\$ 2,619.00
52	0.15	RCS	111	Charter school, licensed salary	\$ 4,099.00
53		RCS	2XX	Charter school, licensed benefits	\$ 2,019.00
54		WRE	4XX	Charter school, supplies	\$ 250.00
55		WRE	13X	Charter school, additional hourly	\$ 1,340.00
56		WRE	2XX	Charter school, licensed benefits	\$ 442.00
57		WRE	31X	Charter school, registration fees	\$ 750.00
58	2	H&S	112	Campus monitors, classified salaries	\$ 64,000.00
59		H&S	2XX	Campus monitors, classified benefits	\$ 25,600.00
60	1	H&S	111	Alternative education licensed salaries	\$ 60,500.00
61		H&S	2XX	Alternative education, licensed benefits	\$ 24,200.00

Provide mental health support for students
decrease caseloads for special education teachers
decrease caseloads for special education teachers
required stipends for special education teachers
Increase nursing services for students
Increase nursing services for students
Increase math and ELA FTE at Junior High
Increase math and ELA FTE at Junior High
Provide equitable access for all students for school sports
Compensate staff for training outside the contract day
Compensate staff for training outside the contract day
Fees for registrations and/or consultant for professional dev't
materials for trainings, classroom materials, student supplies
provide meals for families at secondary (no Title 1)
Compensate staff for travel to trainings
Compensate staff for lodging for trainings
Compensate staff for parking fees for trainings
Compensate staff for meals during trainings
Provide district transportation for students
Cover cost of fees for field trips
Provide additional instructional support
Provide additional instructional support
Provide additional instructional support
Provide additional instructional support
Provide additional instructional support
Provide additional instructional support
Supplies for evening events
Compensate staff for work outside the contract day
Compensate staff for work outside the contract day
Cover registration costs for professional development
Provide campus security at secondary
Provide campus security at secondary
Expand learning options for students
Expand learning options for students

62	2	RCS	111	Class size reduction, licensed salaries	\$ 121,000.00
63		RCS	2XX	Class size reduction, licensed benefits	\$ 48,400.00
64	4	RCS	112	K-6 instructional assistants, classified salaries	\$ 60,000.00
65		RCS	2XX	K-6 instructional assistants, classified benefits	\$ 24,000.00
66		WRE	13X	Professional development, additional earnings	\$ 10,500.00
67		WRE	2XX	Professional development, benefits	\$ 4,200.00

Provide assistance for large class sizes
Provide assistance for large class sizes
Provide additional instructional support
Provide additional instructional support
Compensate staff for attending training outside the contract year
Compensate staff for attending training outside the contract year

<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries	9	\$ 718,599.00
112	Classified Salaries	6	\$ 199,030.00
113	Administrative Salaries	0	\$ -
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	6	\$ 53,377.00
2xx	Benefits	20	\$ 495,477.00
31x	Instructional, Professional and Technical Services	2	\$ 25,750.00
33x	Transportation	3	\$ 25,000.00
34x	Travel	5	\$ 13,200.00
35x	Communications	0	\$ -
4xx	Supplies and Materials	9	\$ 97,934.78
5xx	Capital Outlay	1	\$ 35,000.00
640	Dues and Fees	2	\$ 103,300.00
8xx	Miscellaneous	1	\$ 5,000.00
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 1,771,667.78

Total FTE 21.9

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	0	\$ -
(Ongoing Community Engagement	1	\$ 5,000.00
Increased Instructional Time	11	\$ 53,000.00
Improving Student Health & Safety	16	\$ 822,700.00
Reducing Class Size	10	\$ 498,930.00
Well Rounded Education	26	\$ 392,037.78

TOTAL \$ 1,771,667.78

Part VIII:
SIA Chart School
Subgrant Agreement

School District SIA Subgrant Agreements with Public Charter Schools

SIA GRANT PROJECT SWEET HOME CHARTER SCHOOL

SECTION I – CHARTER SCHOOL SIA PLAN

the Grantee will develop a plan to implement grant activities aligned to the purpose and allowed uses of funds. The must include a budget, strategies, activities, and longitudinal performance growth targets.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least [thirty (30)] days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

The District will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, subparagraph 4 of the Act, District may provide detailed written notice to the Grantee and require Grantee revise Project within fifteen (15) days.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

Activities of Grantee	Allowable Uses Category	SIA Grant Funding Budget	<i>*Anticipated expenditures to be covered by other funding</i>

				<i>sources</i>
Estimated SIA Grant Funding Allocation \$94,602.28				
Strategy 1: Reduced staff to student ratio via small class size, small group and individualized instruction, and in-school tutoring for identified struggling and historically marginalized students			77,629.78	
2020-21	Hire Instructional Assistant & Tutoring staff to be utilized during regularly scheduled school hours Three [3] full time staff members @ approx. \$18.25/hr X 165 instructional days Estimated cost per full time Instructional Assistant position= \$23,337.19	Instruction	70,011.57	
2020-21	Curriculum Expenditures- acquire materials, manipulatives, textbooks, etc. for the purposes of the tutoring program	Material	1,500	1,000
2020-21	Hire Math Instructor (2 hour per day position @ approx.. \$25/hr X 178 contracted days) Estimated cost of position- \$8,900	Instruction	6,118.21	2,781.79
Strategy 2: Implement Before School Tutoring/After School “Homework Club” homework assistance for identified struggling and historically marginalized students.			16,972.50	
2020-21	Before school Supervisory/Tutoring positions 3 positions total (1 hr per day) approx.. \$18.25 X 165 instructional days Estimated cost per position= \$3,011.25	Instruction	9,033.75	
2020-21	After school “Homework Club” Homework help positions 3 positions total (1 hr per day Mondays-Thursdays) approx.. \$18.25 X 145 instructional days Estimated cost per position= \$2,646.75	Instruction	7,938.75	
Strategy 3: Encourage greater engagement for all members of the school community				1,000

2020-21	Implement community engagement events (i.e. Back to school night, Parent/Family expectations trainings, Reading Night, Math night, Science Fair/Night	Thriving community		1,000
Strategy 4: Provide up to date professional development and opportunities for staff collaboration in order to positively impact student learning				2,000
2020-21	Funding for Staff Back to school inservice training, Staff Riggs/Orthography training, Dyslexia Training, and other identified areas for professional development.	Professional development		2,000
Total of Anticipated Budgeted SIA Grant Allocations to be spent=			\$94,602.28	
<i>*The Charter School may expend additional funds which will be aimed/targeted to achieve goals/plans associated with this project which are above and beyond those funds received via SIA Grant funding</i>				

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall meet or exceed the longitudinal performance growth targets below and report annually on the longitudinal performance growth targets below in the charter school annual report to the school district board.

Longitudinal Performance Growth Target Description		Targets
2020-21	Goal 1: Outstanding Achievement- Elementary	Grades K-2: Iowa Test of Basic Skills (ITBS)- 1+ year of growth for each student as

	<p>Literacy: All Kindergarten through Grade 6 students will meet or exceed expected growth goals annually through strengthened early literacy systems so that all student populations work to become proficient readers/writers by 3rd Grade</p>	<p>demonstrated on literacy-based tests <u>Students with Disabilities-</u> 10% of this subgroup will achieve a passing score (at or above grade level) indicated by performance on ITBS Reading assessment <u>Students who are Economically Disadvantaged</u> 25% of this subgroup will achieve a passing score (at or above grade level) indicated by performance on ITBS Reading assessment</p> <p>Grades 3-6: SBAC Summative Assessment- <u>Students with Disabilities-</u> Increased performance in the percentage of students in this subgroup who receive a score of "Meet" or "Exceed" to > Target= 10% <u>Students who are Economically Disadvantaged-</u> Increased performance in the percentage of students in this subgroup who receive a score of "Meet" or "Exceed" to > Target= 45%</p>
2020-21	<p>Outstanding Achievement-Mathematics: All Kindergarten through Grade 6 students will meet or exceed expected growth goals annually through the implementation of individualized instructional strategies so that all student populations work toward improved achievement levels and demonstrate academic growth in order to become proficient in mathematical understanding and performance.</p>	<p>Grades K-2: Iowa Test of Basic Skills (ITBS)- 1+ year of growth for each student as demonstrated on literacy-based tests <u>Students with Disabilities-</u> 10% of this subgroup will achieve a passing score (at or above grade level) indicated by performance on ITBS Reading assessment <u>Students who are Economically Disadvantaged</u> 25% of this subgroup will achieve a passing score (at or above grade level) indicated by performance on ITBS Reading assessment</p> <p>Grades 3-6: SBAC Summative Assessment- <u>Students with Disabilities-</u> Increased performance in the percentage of students in this subgroup who receive a score of "Meet" or "Exceed" to > Target= 10% <u>Students who are Economically Disadvantaged-</u> Increased performance in the percentage of students in this subgroup who receive a score of "Meet" or "Exceed" to > Target= 53%</p>
2020-21	<p>Students who are Economically Thriving</p>	<p>Reduced Chronic Absenteeism rate: Increase percentage of Regular Attenders to</p>

	<p>Community- Increase the percentage of daily attendance (Regular Attender rate- attend 90% or more of the enrolled school days) of students who are eligible for special education services as well as students who experience economic disadvantages in order to positively impact individual achievement and promote mental/behavioral health through efforts of greater student, school community, and family engagement in order to offer a more personal level of connection and involvement through increased use of effective communication and culturally sensitive strategies/practices to create a safe, engaging school environment for all.</p>	<p>School-wide > Target= 86% <u>Students with Disabilities</u> > Target= 80% <u>Students who are Economically Disadvantaged</u> > Target= 84%</p> <p>Ensure Parent/Teacher Conference (Fall) attendance/ contact made rate of: > Target= 90%</p> <p>Decrease in Suspension & Referral Data Student Success Act Community Survey (annual survey)- increase in response percentage noting positive agreement pertaining to school safety, use of effective communication, and perception of school performance</p>
--	---	---

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
<p>Utilize the following assessment data:</p> <ul style="list-style-type: none"> • Student Attendance Rate • EasyCBM Reading performance data • SBAC ELA student assessment performance data 	Charter School	Quarterly/ Annually

<ul style="list-style-type: none"> • SBAC Math student assessment performance data • K-2 Iowa Test of Basic Skills 		
Budgeting & Financial Accounting <ul style="list-style-type: none"> • Monitor, track, and report financial costs/ expenditures as proposed, allocated, and expended • Review funding level to ensure financial viability of the project, make and report adjustments to the plan as needed based upon allocations and funding levels 	Charter School	Annually