Sweet Home School District Continuous Improvement Plan

School Year	2024/2025
District	Sweet Home School District

District Direction Section

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

Comprehensive Needs Assessment Summary

What data did our team examine?
- Attendance data 22/23 and 23/24
- Behavior data 22/23 and 23/24
- 9th Grade on Track 2017-2024
- Enrollment 23/24 and 24/25
- iReady data 22/23 and 23/24
- ESSA District Accountability Details Report 2024 (this included data from nine indicators: ELA achievement, Average Gap Score Change, Math achievement, Average Gap Score Change, Regular Attenders, On Track to English Proficiency, 9th Grade On-Track, Four and Five-year Cohorts)

How did the team examine the different needs of all learner groups?
The leadership team completed the ORIS Needs Assessment combined with a data analysis session and a root cause analysis to identify the highest leverage indicators that could impact student growth.

How were inequities in student outcomes examined and brought forward in planning?
We conducted a series of data-review sessions and student and staff interviews to narrow down potential areas to focus on.

What needs did our data review elevate?
The use of data in decision-making was an area that surfaced through the process of evaluating the data. The Sweet Home School District lacks the systems in place to use this data effectively and consistently. Because of this, we do not have protocols and habits that would regularly identify students who are either marginalized or underachieving. Because of this, we collectively agreed that the highest priority should be defining and refining our systems for producing, preparing, and reviewing data. Based on the current existing structures of Professional Learning Communities (PLCs) and the current data analytics programs available to us, we are confident that improving our data systems will improve our response to the needs of all students on the levels of academics, behavior, and social and emotional learning (MTSS) as well as climate and culture.

How were stakeholders involved in the needs assessment process?

- Leadership Team Meetings
- Admin Team Meetings
- Monthly School Board Updates, September 2024 to present
- Community Forum/Open House Meetings, Fall 2024, at the different schools throughout the school district
- Principal Meetings, 2024 to present
- Principal-led site walk-throughs, 2024 to present
- Student qualitative interviews and surveys (empathy interviews); September 2024
- Individual site planning sessions; September 2024 to present

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

Through the ORIS Needs Assessment and the root cause analysis, the leadership team decided on three focus areas or indicators. One residing in the domain of "Leadership" and two in the domain of "Well-Rounded Coordinated Learning Principles."
 1.2 Using Data to Prioritize & Plan
 4.2 Materials & Practices to Inform Instruction
 4.4 Data-Informed Decision Making

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

Long Term District Goals & Metrics

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

Goal 1	The success of our district's curriculum adoption and instructional practices will be evaluated by research-based data systems aligned to the Sweet Home School District Graduate goals/ targets, knowledge, skills, and dispositions. We will provide ongoing support for all involved stakeholders in order to meet these rigorous expectations.		
Metrics	By (2025)	By (2026)	By (2027)
	We will sustain 2022 graduation rates of 88% with the goal to achieve 91% graduation rates by 2026.

80% regular attendance rate for 6th grade across the district | We will achieve 91% graduation rates which is 3% higher than the 2022 school year.
Freshman On Track to Graduate will be 3% higher than the previous year.

6th grade attendance rate will be 82% | We will achieve 94% graduation rates which is 3% higher than the previous year. Freshman On Track to Graduate will be 4% higher

6th grade attendance rate will be 84% |
| Goal 2 | The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child. | | |
| Metrics | By (2025) | By (2026) | By (2027) |
| | K-2 Attendance is at 59% of our regular attendance throughout the district (Students are 41% more likely to read at grade level when they attend 90% or more of the time).
OSAS achievement scores in ELA & Math at each grade level:
ELA Goal: | K-2 attendance is at 65% Regular Attendance category (90% or better) throughout the district.

OSAS achievement scores in ELA & Math at each grade level:
ELA Goal:
3rd Grade: 42% | 20% increase in K-2 Regular Attendance (90% or better) throughout the district.

10% increase in OSAS achievement scores in ELA & Math at each grade level:

ELA Goal:
3rd Grade: 45% |

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	3rd Grade: 40% 4th Grade: 35% 5th Grade: 42% 6th Grade: 40% 7th Grade: 42% 8th Grade: 30% 11th Grade: 30% Overall: 35% Math Goal: 3rd Grade: 42% 4th Grade: 30% 5th Grade: 20% 6th Grade: 30% 7th Grade: 21% 8th Grade: 24% 11th Grade: 20% Overall: 30%	4th Grade: 37% 5th Grade: 44% 6th Grade: 42% 7th Grade: 44% 8th Grade: 32% 11th Grade: 32% Overall: 40% Math Goal: 3rd Grade: 44% 4th Grade: 32% 5th Grade: 22% 6th Grade: 32% 7th Grade:23% 8th Grade: 26% 11th Grade: 22% Overall: 32%	4th Grade: 40% 5th Grade: 47% 6th Grade: 45% 7th Grade: 47% 8th Grade: 35% 11th Grade: 35% Overall: 45% Math Goal: 3rd Grade: 47% 4th Grade: 35% 5th Grade: 25% 6th Grade: 35% 7th Grade: 26% 8th Grade: 29% 11th Grade: 25% Overall: 35%
Goal 3	Impactful district-wide positive behavior interventions and supports (PBIS) will create a positive school culture and have a lasting effect on our community. The Sweet Home School District will adopt and implement research and evidence-based supports to decrease adverse student behavior and have a positive effect on the district and community climate.		
Metrics	By (2025)	By (2026)	By (2027)
	Reduce the number of incidents that result in out-of-school suspension from 169 (23/24) to 135 for the 24/25 year. Create a community climate survey to establish a baseline.	Reduce the number of incidents that result in out-of-school suspension from 135 to 110. A 20% increase in community climate survey around district behavior.	Reduce the number of incidents that result in out-of-school suspension from 110 to 85. Additional 20% increase in community climate survey around district behavior.

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, EL Success Program, Improvement Partnership

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

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

District Goal this strategy supports	Goal 1: The success of our district's curriculum adoption and instructional practices will be evaluated by research-based data systems such as IReady. This aligns with the Sweet Home goals, knowledge, skills, and dispositions. We will provide ongoing supports for all involved stakeholders to meet these rigorous expectations.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we place an importance on reviewing data Then we will be able to create a research-based system that aligns with the end goal in mind. And be able to increase Sweet Home School District's graduation rates.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall Data review, iReady system in place	Winter Data review with tier 2 supports in place	Spring Graduating rates are increased based on the systems in place.
	Measures of Evidence for Students ("and" statement)	Fall On track to graduate will be equal to Fall 2021, which is 85%. Freshman On Track to Graduate metrics will be equal to Fall 2022 on track numbers which is 68.4%. 6th grade attendance rates will be at 80% regular.	Winter On track to graduate will be equal to Fall 2021, which is 86.5%. Freshman On Track to Graduate metrics will be equal to Fall 2022 on track numbers which is 68.4%. 6th grade attendance rates will be at 80% regular.	Spring We will sustain 2022 graduation rates of 88%. We will sustain 2022 FreshmanOn Track to Graduate metrics of 68.4%. 80% regular attendance rate for 6th grade across the district.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	CARE Team	1. Track students and work with every grade level to ensure they remain on track to graduate.		Monthly Meeting
	Freshman Success Team	2. Tracks and provides interventions for Freshman throughout the year. They provided additional supports to students who needed Tier 3 interventions.		Monthly Meeting
	Elementary Attendance Secretary 2	3. Target and track 6th-grade students to ensure that attendance records are accurate		Weekly Review
	Elementary Behavior Specialist	4. Provide targeted interventions around attendance for 6th grade throughout the district		Weekly Review
	ESD Data Team	5. Attendance training, to ensure accuracy of records being kept at school level. 6. Review data and report to building levels		March 2025 Monthly

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ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership ___X_ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

District Goal this strategy supports	Goal 2: The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child		
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we adopt i-Ready Assessment tool & increase attendance for K-2 Then we will know where student achievement is at K-12. And be able to make timely adjustments.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall 2024 Identified an assessment tool that can be used K-12 for Spring 2024.	Winter 2025 K-2 Attendance teams at each elementary school are meeting regularly, to review data. Teaching and Learning Department training on iReady administration for the Spring Benchmark prior to OSAS.	Spring 2025 K-2 Attendance is at 80% of Regular Attendance throughout the district. Students are 41% more likely to read at grade level when they attend 90% or more of the time. i-Ready student data provide an accurate indicator of SBAC. Student results provide baseline data for the 3-5 year growth goals.
	Measures of Evidence for Students ("and" statement)	Fall 2024 i-Ready/Dibels was identified as our	Winter2025 The data team is meeting, and keeping notes (including the data being	Spring 2025 K-2 Attendance is at 80% Regular Attendance in 2023 throughout the

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	Assessment tool moving forward.	reviewed). Training of Teaching and Learning/Admin for the Spring testing.	district. Students are 41% more likely to be reading at achievement scores in ELA & Math at each grade level: ELA Goal: 3rd Grade: 40% 4th Grade: 35% 5th Grade: 42% 6th Grade: 40% 7th Grade:42% 8th Grade: 30% 11th Grade: 30% Overall: 35% Math Goal: 3rd Grade: 42% 4th Grade: 30% 5th Grade: 20% 6th Grade: 30% 7th Grade: 21% 8th Grade: 24% 11th Grade: 20% Overall: 30%
	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Teaching & Learning	Initial training for the Department of Teaching & Learning	February 2025
	Director of Teaching & Learning	i-Ready Meeting to develop PD Plan	March 2025
How we will get the work done	Teaching & Learning	Teacher Training for Spring Assessment	March 2025
	Building Admin	Spring Assessment Administered	April 2025
	Director of Teaching & Learning	i.-Ready/Dibels Training to evaluate data for instruction for teachers & admin	March 2025
	Director of Teaching& Learning	Summer PD	August 2025

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	Director of Teaching& Learning	Admin Training	August 2025
	Building Level Admin	Fall Benchmark Testing	October 2025
	Director of Teaching& Learning	Additional Training & Support in the use of data to drive instruction	October 2025
	Data Team	Review Fall Benchmark Testing Data Meeting	November 2025
	Building Level Admin	Winter Benchmark Testing	February 2025
	Data Team	Review Winter Benchmark Testing Data Meeting	March 2025
	Building Level Admin	Spring Benchmark Testing	May 2025
	Data Team	Review Spring Benchmark Testing Data Meeting	June 2025
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	___x_ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership ___x_ Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice	

District Goal this strategy supports	Goal 3: Impactful district-wide positive behavior interventions and supports (PBIS) will create a positive school culture and have a lasting effect on our community. The Sweet Home School District will adopt and implement research and evidence-based supports to decrease adverse student behavior and have a positive effect on the district and community climate.		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we implement research-based district-wide systems for behavior. Then there will be a reduction in suspensions. And will create a positive school culture and community climate.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2024 Developed a PBIS District Team. District Behavior specialists work with Tier 3 behaviors, creating behavior plans. PBIS training for each building.	Winter 2025 Synergy training for PBIS District team to create consistency in behavioral data review throughout the district. Restorative Justice Training for Admin. Develop systems for behavior interventions at the building level. Review district behavior data. Develop the Community Climate Survey	Spring 2025 Review district behavior data. Building systems in place to support the PBIS Training & Restorative Justice training to support behavior. Review data for accuracy at the building level. Administer the Community Climate Survey
	Measures of Evidence for Students ("and" statement)	Fall 2024 Reduction of 5% to the 2023 Suspension Data	Winter 2025 Reduction of 10% of the 2023 Suspension Data	Spring 2025 Reduction of 20% to the 2023 Data. Establish a baseline from the Community Culture Survey.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin/Data Specialist	Review data monthly to report out to the building levels	Monthly
	Teaching & Learning/PBIS Behavior Team	PBIS Behavior Team Meeting	2nd Thursday of each month
	Teaching & Learning	PBIS training to the building coordinators.	November 2024
	Student Services	Working at the building level with FBA's and Tier 3 intervention supports	All year
	Data & Behavior Specialist	RTI Meetings at JH to support behavior based on data	December 2024

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	Teaching& Learning Secretary	Synergy training at the PBIS District Team Meeting	December 2024
	Student Services& ESD	In depth PBIS Training for Admin	February 2025
	Teaching & Learning	Develop the Community Culture Survey	March 2024
	Teaching & Learning	Administer the Community Culture Survey	May 2025
	Data Team	Establish a baseline from the Community Culture Survey	June 2025
	Teaching & Learning	Administer the Community Culture Survey	May 2025
	Data Team	Present a comparative report to the Leadership Team from the 2024 Community Culture Survey Results	June 2025
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District Plan
Self-Monitoring Routines

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

The District Leadership Team and building-level teams will continually monitor progress every quarter.

Examples of these teams are:
- District Leadership Team
- Administrative Leadership Team
- Building Site Councils
- Building Guiding Coalition Teams
- District MTSS Data Team Meetings
- PBIS District Team
- 9th Grade Success Team CARE Team
- Data Discussions with Building Principals

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