

# Sweet Home School District

## 2024-25 Integrated Programs Annual Report

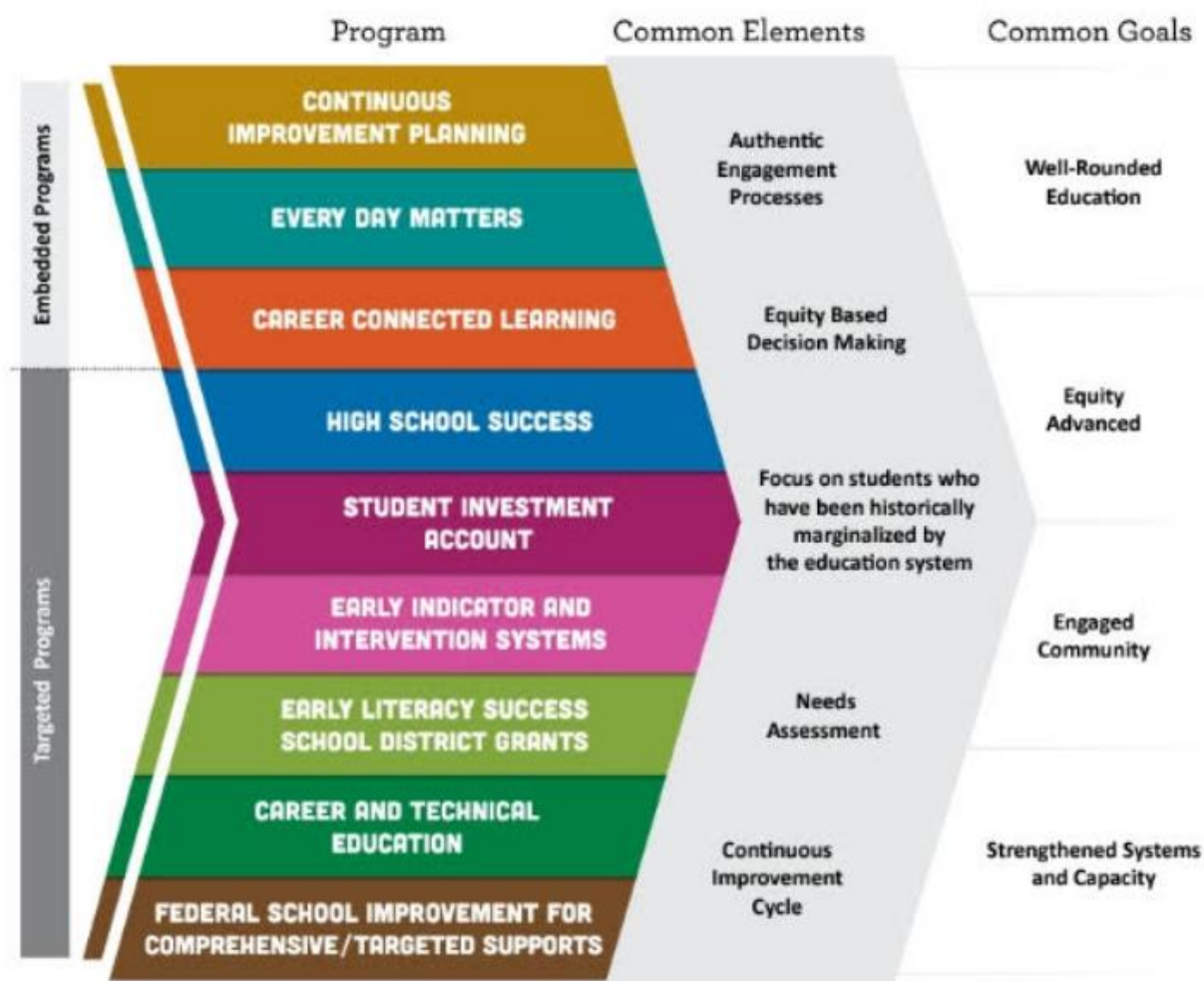


One example of how the Sweet Home School District has utilized Student Investment Account funds is eliminating pay to participate fees for field trips and extracurricular activities. The District has also added extracurricular programs for students including Unified Sports to help support greater inclusion.

(photo credit: Robyn Lindsey)

## Overview

ODE's Integrated Guidance encompasses six ODE programs, which are High School Success, Student Investment Account, Continuous Improvement Planning, Career Technical Education, Every Day Matters, and Early Indicators and Interventions Systems. The programs have five common elements, which are authentic engagement processes, equity-based decision making, focus on students who have been historically marginalized by the education system, comprehensive needs assessment, and continuous improvement cycle. They also have four common goals of well-rounded education, equity advanced, engaged community, and strengthened systems and capacity.



Our plan aligns investments, activities, and specific strategies from the District's strategic plan.



# Sweet Home School District Strategic Plan 2018 -2025



## 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.

The Student Investment Account, High School Success and the Early Indicator and Intervention System (EIS) represent the Sweet Home School District's largest investments within the integrated programs.

## Student Investment Act

The Oregon Legislature passed the Student Success Act in 2019 including the Student Investment Account for K-12 students. The Student Investment Account is a grant available to all Oregon school districts and eligible charter schools established for two purposes: (1) meeting students' mental or behavioral health needs and (2) improving academic outcomes and reducing academic disparities for students of color, students who are tribal citizens, students with disabilities, emerging bilingual students, and students navigating homelessness, and foster care.

The Student Investment Account grants give districts wide latitude in determining through the engagement process how best to use the allocated funds to improve outcomes for students as long as the use falls within one of four allowable categories:

1. increased instructional time,
2. improving student health and safety,
3. reducing class size, and
4. well-rounded education.



## High School Success

Oregon voters passed Measure 98 – the High School Graduation and College and Career Readiness Act -- on November 8, 2016, The measure is intended to provide direct High School Success funds to school districts to increase high school graduation rates and identifies three specific focus areas:

- Establish or expand career and technical education programs in high schools
- Establish or expand college-level educational opportunities for students in high schools
- Establish or expand dropout-prevention strategies in high schools.

These three strategies are deemed evidence-based and collectively support the needs of students related to engagement, personalization, achievement, and college and career readiness. Collectively and systematically implemented, these strategies can significantly impact a student's high school experience and "next steps" opportunities.



## Early Indicator and Intervention System

The Student Success Act, House Bill 3427, created a grant program to assist school districts with implementing early indicator and intervention systems (EIS). The goal of the EIS grant program is to align school, district, and community systems to help students stay on track to graduate from high school.

The following spending report shows how Sweet Home utilized Integrated Program grants during the 2024-2025 school year. The report also includes questions from the Oregon Department of Education and our school district's answers.

## Spending Report

**Sweet Home School District**  
**2024-2025 Student Investment Account**  
**Spending Report**

Teaching positions to help reduce elem. class size	\$931,330.44
Teaching positions to help reduce secondary class size	\$265,884.10
Special Education support	\$109,624.65
Guidance and Counseling support	\$662,006.13
Classified staffing to support schools	\$131,755.11
Waive pay to play and pay to participate fees	\$141,207.47
<b>TOTAL</b>	<b>\$2,241,807.90</b>



Sweet Home School District  
2024-2025 High School Success  
Spending Report

HS School Counselor - Certified	\$51,118.50
HS Essential Skills/Graduation Coach - Certified	\$66,222.97
HS Success Support - Classified	\$25,106.41
HS Forestry Teacher - Certified	\$44,512.25
HS Media Arts Specialist - Classified	\$31,948.72
HS CTE Assistant - Classified	\$12,878.90
Extra Duty - 9th and 10th Grade Success Coach	\$7,068.00
Extra Duty - Tutoring/Winter-Summer School/Clubs/Success Teams	\$27,122.17
Extra Duty - Grant Coordinator - summer support	\$7,964.90
Substitute Expense - CTE Related Events	\$4,439.63
Substitute Expense - Grade Level Success Team Mtgs.	\$11,150.40
Alternative Education Program - supplies	\$1,663.25
9th Grade Welcome shirts/student supplies	\$3,638.43
Student Success Center - supplies	\$2,466.54
Student Centered Drop-out Prevention Activities	\$7,344.59
Supplies and equipment - CTE Programs	\$130,797.12
Supplies and equipment - HS college classes	\$4,592.85
Fees for first aid certification/food handler certification/other student focused CTE skills	\$3,915.90
College tuition expense/Advanced Placement testing	\$9,261.47
Supplies and equipment to support attendance and positive school culture	\$82,407.43
PD - Effective PLCs/grade level Success Teams	\$6,356.15
Partnership with MIKE/Medical Student mentoring	\$404.05
Travel - CTE Events	\$1,664.42
Travel - College visits	\$343.73
Supplies and equipment to support 8th grade attendance and positive school culture at the JH	\$14,967.44
HS School Counselor - Certified	\$34,860.44
HS Essential Skills/Graduation Coach - Certified	\$13,641.12
HS Success Support - Classified	\$26,483.84
HS Forestry Teacher - Certified	\$15,131.67
HS Media Arts Specialist - Classified	\$12,487.48
HS CTE Assistant - Classified	\$1,981.43
Extra Duty - 9th and 10th Grade Success Coach	\$2,267.02
Extra Duty - Tutoring/Winter-Summer School/Clubs/Success Teams	\$7,587.33
Extra Duty - Grant Coordinator - summer support	\$565.05
<b>Total</b>	<b>\$674,361.60</b>

Sweet Home School District  
2024-2025 EHS  
Spending Report

Student Centered Drop-out Prevention Activities	\$6,419.37
<b>Total</b>	<b>\$6,419.37</b>

## **Oregon Department of Education Questions**

- 1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?***

***Discuss at least one Outcome where you have seen progress in implementation.***

We have seen meaningful progress in the implementation of Professional Learning Communities (PLCs) across the district, supported by a strong focus on data-driven collaboration. At the high school level, PLCs have worked closely with both the 9th and 10th Grade Success Teams and the Care Team to monitor and analyze aggregate data on grades, attendance, behavior, mental health, and student involvement. These efforts have helped us provide timely supports and interventions to improve student outcomes. In addition, the expansion of Career and Technical Education (CTE) programs and College Now opportunities has resulted in greater student engagement, as reflected in a positive trajectory of course enrollments.

At the K–8 level, early release Wednesdays have been dedicated to PLC work with an emphasis on academic, behavioral, and RTI data. This structured time has strengthened our capacity to respond to student needs. To further enhance PLC effectiveness, we have partnered with Solution Tree to provide targeted training and support. We are also equipping teachers with tools and strategies to use data more effectively, ensuring instruction is responsive to student performance and growth.

Together, these initiatives demonstrate clear progress toward our plan outcomes, particularly in building collaborative structures that improve instruction and increase student engagement.

We are especially pleased with our 9th grade and 10<sup>th</sup> grade on track growth.





Sweet Home High School continues to show growth in the percentage of students on track to graduate. Research has shown that 9<sup>th</sup> grade success is a strong predictor of high school graduation.

***2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?***

***Discuss at least one Outcome where you have seen challenges or barriers to implementation.***

One of the primary challenges we are experiencing in the implementation of our plan relates to staffing capacity and experience. A significant number of our teachers are new to the profession, and many are still developing the skills necessary to implement evidence-based instructional practices with consistency. Several of these staff members are serving under temporary licensure while simultaneously completing coursework required for full certification.

While these individuals bring enthusiasm and a commitment to students, the dual demands of teaching and completing licensure requirements can limit the time and energy available for professional growth and collaboration. This has created challenges in fully realizing some of our intended outcomes, particularly those connected to consistent instructional practices and the effective use of data in Professional Learning Communities (PLCs).

Additional support in the form of targeted professional development, mentoring, and access to high-quality training would help strengthen the capacity of our staff. With more sustained and structured support, we believe these challenges can be mitigated and our progress toward plan outcomes accelerated.

**3. *Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.***

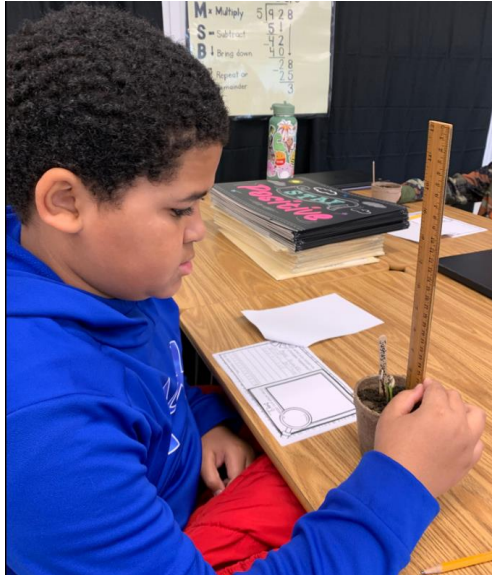
Our most recent data reflect some encouraging progress toward our Longitudinal Performance Growth Targets (LPGT) and Local Optional Metrics (LOM). Both our four- and five-year cohort completion rates, as well as our 9th grade on-track rates, are performing above baseline targets and align with the stretch projections established for the 2024–25 school year. This represents meaningful progress in ensuring that students remain on a trajectory toward graduation and postsecondary readiness.

Key activities contributing to this success include the consistent use of data to guide implementation of credit recovery and academic support programs. These efforts have taken multiple forms, including after-school homework help, designated academic intervention periods during the school day, and expanded opportunities for credit recovery through winter and summer school sessions. Collectively, these interventions provide students with multiple pathways to stay on track and meet graduation requirements.

In addition to academic supports, our district has increased the number of advisory-based SEL lessons that emphasize the school's core values. This intentional focus on school climate and culture has fostered stronger relationships, improved student engagement, and contributed to a more positive learning environment that supports student success.

Our attendance metrics are not at our desired level, so we are strengthening PBIS initiatives and empowering attendance teams to support continued improvement. Our test scores also have room for improvement so we are taking intentional steps to support student growth. One example is our expanded elementary summer school program, designed to provide targeted instruction and to help close achievement gaps.





**Fourth graders at Foster Elementary explored how tiny seeds grow into thriving plants, using a variety of flower and vegetable seeds. With opportunities supported by the Student Investment Account, students studied plant life cycles while also building math and writing skills by measuring growth and journaling their observations.**