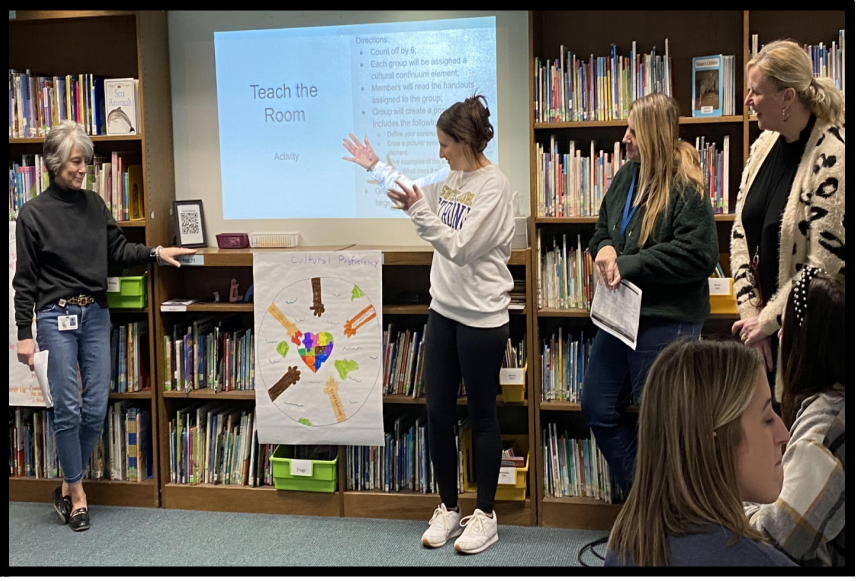
Sweet Home Central Schools Strategic Plan











2023-2026

Sweet Home Central School District

"EVERY STUDENT, ONE COMMUNITY, READY FOR THE FUTURE."

Our Mission

Every student, one community, ready for the future.

Our Vision

Inspiring students to be:

- Innovative
- Self-Directed
- Curious
- Compassionate
- Resilient
- Persistent
- Lifelong Learners



The Sweet Home Way

We Take Care of Our Kids;
We Take Care of Each Other.
We Dare to Dream.
We Do What is Hard.
We Look in the Mirror.
We Study; We Learn.
We Listen to Each Other.
We Respect Each Other.
We Work Together.
We Change Trajectories.
I am a Champion for My Kids.
We are the Champions for All Our Kids.
We Can Do It.
We Are Sweet Home.

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Rationale: It is important to make connections between real world and classroom experiences that are meaningful. Experiential learning provides the hands-on experiences that are needed for developing lifelong skills that support strong critical thinking attributes.

Objective: Provide students with an intense focus on literacies to support student agency and as a result, students will experience a stronger sense of belonging.

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Rationale: Students must be given the opportunity to explore their personal talents, these talents must be presented in ways that do not inhibit unseen aptitudes, skills and gifts of students.

Objective: Provide students with choices within a series of experiences tailored to meet their interests that address clearly defined outcomes.

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Rationale: Schools exist to support the development of students who are self-aware with the capabilities to appropriately interact on a global level. Students need to be equipped with the tools and resources to be better informed about the world.

Objective: Sweet Home will be the vehicle to support students in navigating the social environment and ultimately create a strong sense of community of emotionally strong individuals with healthy habits.

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Message from the Superintendent

Dr. Michael V. Ginestre

Too often, we believe school districts are slow to change and adjust to a rapidly evolving landscape. While we never want to experience a pandemic again, there are lessons to be learned from that time.

One critical lesson is that school districts can change at a moment's notice and deliver instruction and support by any means necessary to meet the needs of our students. As we continue to witness changes in technology, engineering, workforce development, and how we learn, the Sweet Home Central School district is strengthening its efforts to adapt and adjust to change. Hence, our students are best prepared to live and thrive in our society.

For us, it starts with the Sweet Home Central School District Strategic Plan. This plan will be our guidebook for ensuring that Sweet Home is strong and well-positioned to prepare our students for a future where their career most likely doesn't even exist. Everyone in our community had a chance to participate, and thousands have, to build a plan specifically tailored to Sweet Home but designed to future-proof our students for the challenges ahead once they become alumni. Using the Thought Exchange platform, the district collected feedback from all stakeholder groups on the following questions: "What are the most important skills and experiences we can provide our Sweet Home students to prepare them for success in learning and life? What are we doing well, and what can we do differently?" The district is so grateful to our community for their response. Through the use of Thought Exchange, there were 1,308 participants, 1,034 thoughts, and 29,308 ratings, one of the best responses shared by partners in this work with Erie 1 BOCES. From the Thought Exchange data, three categories arose as critically important to the Sweet Home community:



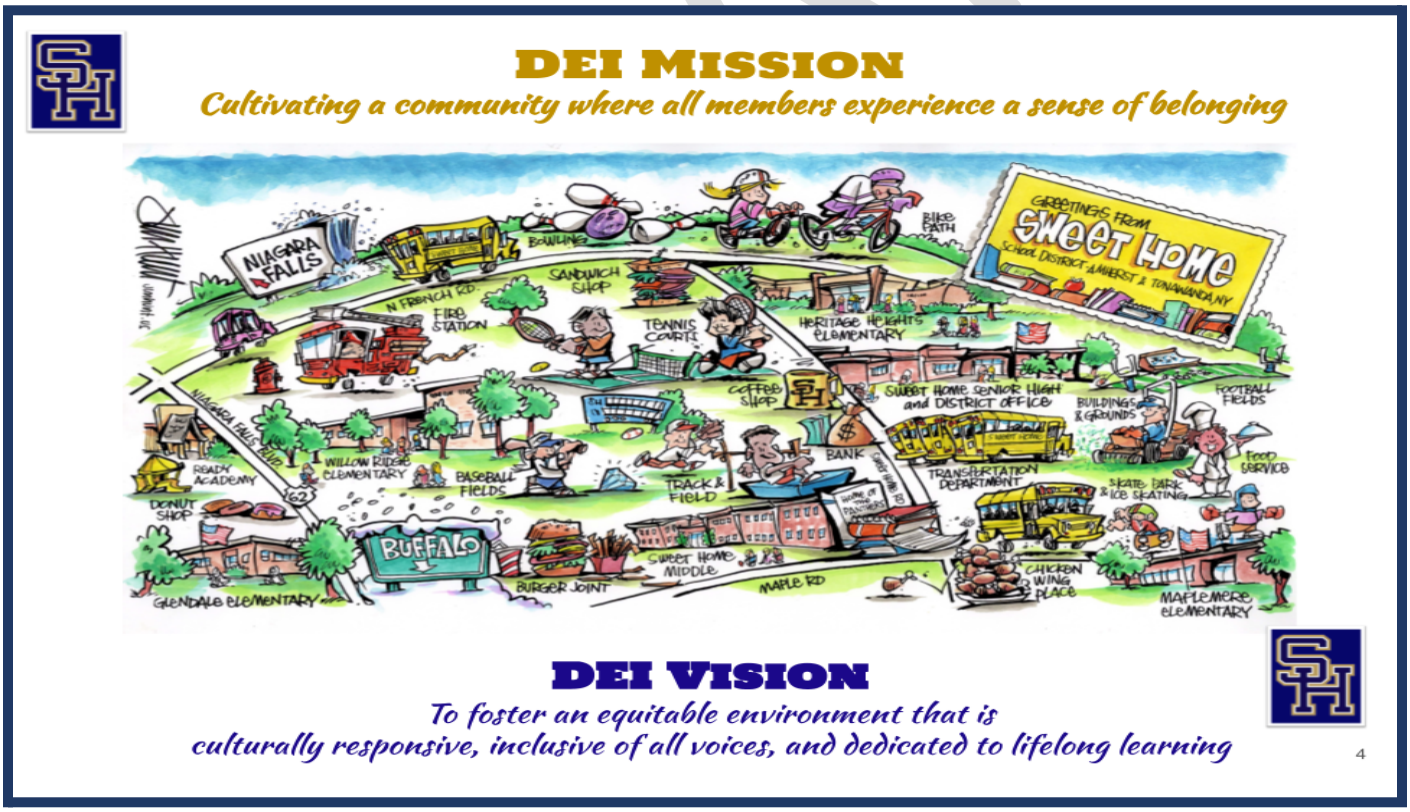
teaching & learning, future-focused and whole child. These categories were used to develop goals for elementary (Pre-K to grade 5) and secondary (grade 6 to 12).

Diversity, Equity, and Inclusion Subcommittee on Teaching and Learning, composed of a team of students, parents, teachers, administrators, and a school board member. The DEI Subcommittee on Teaching and Learning developed the portrait of a Sweet Home graduate, during which the characteristics and depositions were identified. The portrait of a Sweet Home graduate remained the center of the work as the committee unpacked data on district demographics, course offerings, activities such as sports and clubs, career and technical education, participation, and performance after graduation at the college level.

We work extremely hard to meet our mission as a district, and we are highly confident that our living and breathing Strategic Plan will be our guidebook to prepare our students for an ever-evolving, rapidly-changing landscape. “Every Student, One Community, Ready for the Future” will continue to be our measuring stick for success with our Strategic Plan and with all district initiatives.

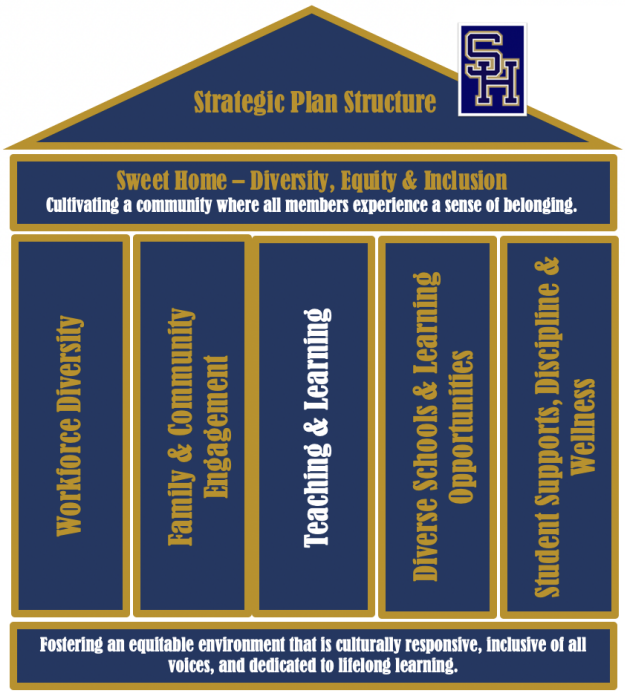
Diversity, Equity & Inclusion (DEI) Alignment

Sweet Home launched a District DEI Committee in January 2022. The DEI Committee developed a Mission &



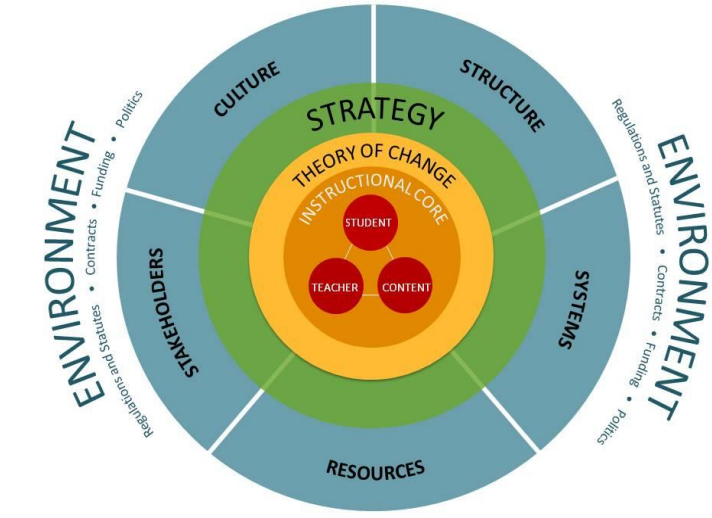
Vision for DEI to further support the overall district mission of “Every student, one community, ready for the

future." The Sweet Home Board of Education fully supported the DEI initiative. In 2023, the committee set forth a plan to expand and continue to bring to life the New York State call to action in implementing the Board of Regents Framework on Diversity, Equity, and Inclusion through the work of sub-committees. The sub-committees would continue to amplify DEI in Sweet Home in the areas of teaching & learning, Family & community engagement, workforce diversity, diverse schools & learning opportunities, and student support, discipline, & wellness. There are over 43 different languages spoken in our district; with each language comes different cultures, customs & beliefs. We are proud of our diverse community, and we recognize, now more than ever, the need to foster a sense of belonging. To continue fostering a truly inclusive community, the teaching & learning sub-committee was tasked with creating the 2023-2026 Strategic Plan, emphasizing aligning the work through a DEI lens.



Research Driven Strategies

The work of the Strategic Plan is supported by the Public Education Leadership Project (PELP) at Harvard University's Coherence Framework (2007). The Coherence Framework can be used to diagnose performance gaps or incoherences through the use of its key components. The framework assists with achieving coherence by: 1) Connecting the instructional core with a district-wide strategy for improvement 2) Highlighting district elements that can support or hinder effective implementation 3) Identifying interdependencies among district elements 4) Recognizing forces in the environment that have an impact on the implementation of strategy.



PELP Coherence Framework, Harvard University, 2007

At the center of the framework is the **instructional core**, which represents the critical work of teaching and learning

that goes on in classrooms. Surrounding the instructional core is the **theory of change**. The theory of change, the organization's collective belief about the relationships between certain actions and desired outcomes, is often phrased as an "if… then…" statement or series of such statements. This theory provides the link between the mission of increased performance for all students and the strategy the organization will use to achieve that goal. **Strategy**, which surrounds the theory of change in the framework, is the set of actions a district deliberately undertakes to strengthen the instructional core and raise student performance districtwide.
The framework includes five organizational elements critical to the successful implementation of a district-wide improvement strategy: **culture, structures and systems, resources, and stakeholders**. The effectiveness of each of these elements is directly influenced by the actions of district leadership. The outermost layer of the framework represents the **environment** in which districts operate and includes regulations and statutes, contracts, funding, and politics. These factors are primarily outside of the direct control of district leaders, but have the potential to greatly influence district strategy and operations.

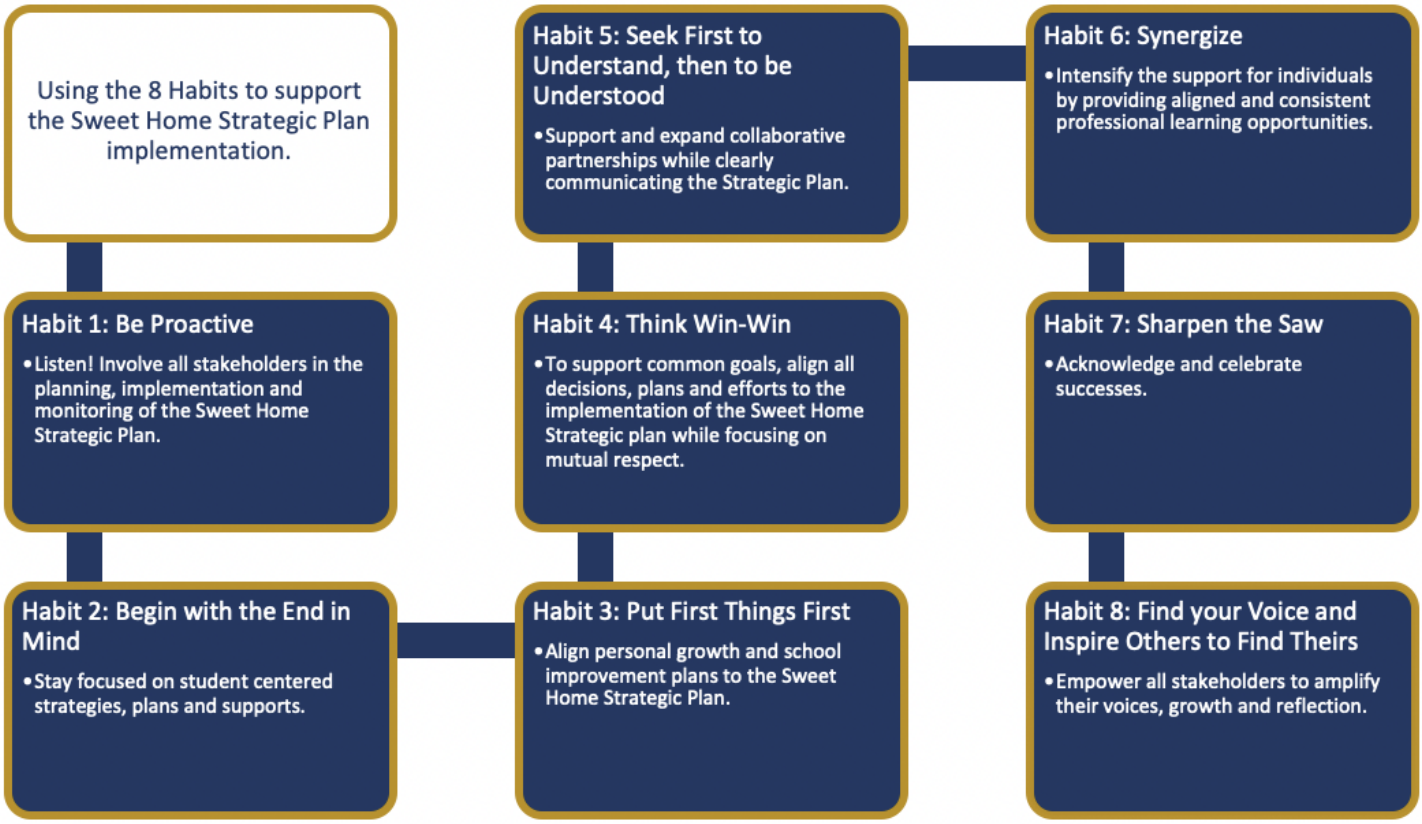
The Sweet Home Theory of Change



Sweet Home is deeply dedicated to engaging in the work of the strategic plan by fostering leadership throughout the entire community. Stephen R. Covey's 7 Habits of Highly Effective People (Covey, 2004) and

The 8th Habit (Covery, 2005) remains deeply rooted in our professional development plans and provides a structure we engage in to shape our results.

We work to build an inclusive, positive culture that supports all in realizing their talents and strengths through the use of the Leader in Me comprehensive program that supports the 7 Habits of Happy Kids and through the teachings of the 7 Habits of Highly Effective People. We will continue reinforcing and celebrating our students and staff's positive talents and gifts using the 8 Habits.



Teaching & Learning

Goal 1: Sweet Home provides learning experiences that are focused on supporting students in developing strong academic skills through experiential learning while amplifying student voice.

Rationale: It is important to make connections between real world and classroom experiences that are meaningful. Experiential learning provides the hands-on experiences that are needed for developing lifelong skills that support strong critical thinking attributes.

Objective: Provide students with an intense focus on literacies to support student agency and as a result, students will experience a stronger sense of belonging.

Strategy 1.1 *Elementary Goals*

Action Steps	Progress Measurement	Timeline	Outcomes
Conduct a curriculum and assessment audit for English Language Arts (ELA) and Math to determine the effectiveness of our program and the need for adoption of new assessments.	The formation of a team to explore current and future options Report on assessment use Student progress	**Year One:** Evaluate all of the current assessment tools being used with a district team. **Year Two**: Explore alternatives where there may be gaps and implement changes as needed; provide professional development as needed. **Year Three:** Continue to evaluate assessments and their use, make changes as needed; provide professional development as needed.	Discover what assessments are being used, the information being given, and the impact on instruction
Evaluate our core instruction programs in math and literacy for the best path for Sweet Home Elementary schools based on research and standards alignment to support: ● 21st century literacy skills ● Experiential learning ● Student agency ● Culturally & linguistically responsiveness ● Content specific standards.	The formation of a team to explore current and future options Agendas and curriculum updates provided to various stakeholder groups including the DEI Committee	**Year One:** ● Determine a team to research current and future literacy needs by developing a district-wide literacy vision; ● Phase in three grade levels of the core math curriculum ● Provide professional development as needed **Year Two**: Continue to phase in math curriculum, implement any changes in literacy as decided; Provide professional development as needed. **Year Three**: Implement curriculum opportunities to support increased CTE, STEM and technology integration	A five year curricular review that provides a clear plan for ELA and Math at the elementary level

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Audit current Tier II and Tier III interventions for academics, behavior and social-emotional needs then identify the process and programs used when students do not respond to the intervention.	List of available strategies MTSSi plan updated and administered with teacher input Improved academic achievement	**Year One:** ● Determine intervention strategies and process currently used ● Adjust processes for identification and intervention as needed ● Provide professional development as needed **Year Two:** Evaluate specific programs and make adjustments as needed; provide professional development as needed. **Year Three:** Monitor and adjust based on student need and academic outcomes.	A comprehensive approach to addressing academic and behavioral issues that addresses student needs
Ensure every student has a learning goal and that students know the action plan for how they can work on and achieve their goal.	Student feedback and surveys Improved academic success	**Year One:** Develop the specific expectation for how to implement the goal setting in classrooms. **Year Two**: Assess student monitoring of goals; adjust instruction as needed. **Year Three:** Monitor and adjust as needed, ensure practice.	Students talking about their academic goals
Develop plan to onboard new students academically across Sweet Home Elementary Schools.	Written plan Improved classroom academics for new students	**Year One:** Identify academic records, testing needed for new students and determine the best way and time to administer. **Year Two:** Continue implementation and monitor for adjustments as needed. **Year Three:** Continue to review and modify plans as needed.	Students on boarded into the Sweet Home Community academically
Plan for purposeful experiences to help build background knowledge & vocabulary tied to science and social studies standards through a culturally responsive lens to enhance current programs.	Addition of opportunities for experiential learning at each grade level Curriculum Maps Student Surveys and Feedback	**Year One:** ● Utilize science expertise to enhance integrated units for science ● Create a structure for embedding social studies standards into integrated units **Year Two:** ● Utilize science expertise to enhance integrated units for science including experiential learning such as field trips ● Review integrated social studies units for standards	More opportunities for field trips and experiential learning

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		alignment and determine resources needed for implementation **Year Three:** Monitor and adjust units for assessment and resource needs.	

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Teaching & Learning

Goal 1: Sweet Home provides learning experiences that are focused on supporting students in developing strong academic skills through experiential learning while amplifying student voice.

Rationale: It is important to make connections between real world and classroom experiences that are meaningful. Experiential learning provides the hands-on experiences that are needed for developing lifelong skills that support strong critical thinking attributes.

Objective: Provide students with an intense focus on literacies to support student agency and as a result, students will experience a stronger sense of belonging.

Strategy 1.2 *Secondary Goals*

Action Steps	Progress Measurement	Timeline	Outcomes
Create a curriculum audit cycle along with an audit of the assessments used to ensure all programs support student development across all disciplines of: • 21st century literacy skills • Experiential learning • Student agency • Culturally & linguistically responsiveness • Content specific standards.	Academic performance on NYS assessments Participation in higher level course work Student surveys	**Year One:** Identify priorities to support the development of a curriculum review cycle for five years. • Assess/analyze what we already have in place (do we modify/adapt existing or start new?) **Year Two:** Establish teams for reviews and complete year 1 reviews with the expectation of continuing through year 5. **Year Three:** Monitor and adjust the cycle review as needed.	Increased student choice and achievement; increased graduation rates in multiple pathways

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Implement curriculum opportunities to support increased CTE, STEM and technology integration to support alignment to the NYS computer science & digital fluency standards: ● STEM programming 6-8 ● Project Lead the Way 9-12 ● Industry Credentials & Certifications- National Occupational Competency Testing Institute (NOCTI).	Participation in technology coursework Student surveys Curriculum maps	**Year One:** ● Research and identify STEM programming for 6-8. ● Establish course offerings that support Project Lead the Way pathways. ● Review CTE pathways and make recommendations to strengthen, ie Business pathway and all others. ● Provide professional development for key staff. **Year Two:** Implement STEM courses grade 6-8 and new technology courses grades 9-12. **Year Three:** Monitor and adjust implementation as needed.	Increased student engagement; addresses need for instruction in real world skills as requested in survey
Empower students by amplifying student voices in the curriculum.	Survey Students Exit surveys for classes Data points: Improved attendance Improved grades Increased participation	**Year One:** ● Provide opportunities for student leadership through student led conferences. o LiM o Challenge 2 Change o Seal of Civic Readiness o Continue the Seal of Biliteracy ● Provide opportunities for department driven curriculum/ course offerings to support course guide exploration. **Year Two:** Expand opportunities for student leadership by engaging students from across schools and districts. **Year Three:** Monitor and adjust as needed.	Increase student engagement and choice
Build capacity with all stakeholders by providing professional learning that is differentiated to meet the needs of all staff members.	Staff Survey on PL needs Staff participation Review of resources	**Year One:** ● Develop, administer and analyze needs assessment to ensure alignment for the professional learning plan. ● Use the data from the needs assessment to	Increase teacher choice in professional development

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	School Improvement Plans (SCEP)	identify and align resources. ● Use school goals and individual goals to support alignment of PL. ● Develop a structure to increase the amount of PL. **YearTwo:** Provide a PL plan that will support two levels: novice and experienced. **Year Three:** Continue to adjust based on the number of staff who identify as novice and experienced.	

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Future Focused			
Goal 2: Sweet Home coursework provides real-world experiences that engage students across a series of pathways while teaching and nurturing critical life skills in everyone.			
Rationale: Students must be given the opportunity to explore their personal talents, these talents must be presented in ways that do not inhibit unseen aptitudes, skills and gifts of students.			
Objective: Provide students with choices within a series of experiences tailored to meet their interests that address clearly defined outcomes.			
Strategy 2.1: *Elementary Goals*			
Action Steps	**Progress Measurement**	**Timeline**	**Outcomes**
Review and vertically align counseling plans at the elementary level.	National Counseling standards are in the plan SEL Benchmarks in the elementary plan	**Year One:** Organize counselors district wide along with a counseling plan that is vertically aligned K-5. **Year Two:** Implement a robust professional learning plan for school counselors. **Year Three:** Monitor and assess needs of the counseling program.	Increased student engagement; refined services provided to students
Leader in Me support across all four schools - the habits will be embedded into subject areas/aspects of a child's day.	Measurable Results Assessment (MRA) Lighthouse team minutes and agendas All (4) schools are Lighthouse Schools	**Year One:** Explore the creation of opportunities for a central liaison to connect events and activities through all (4) elementary schools. **Year Two:** Have at least one common activity/celebration each trimester among the elementary schools. **Year Three:** Monitor and assess needs of the program.	Increase character education supports
Increase and develop consistent communication to all families about the Leader in Me program and celebration opportunities.	Measurable Results Assessment (MRA) Amount of communication provided to stakeholders	**Year One:** Use information provided from a school liaison to inform families with information coming from individual schools/district level. **Year Two:** Ensure information is across multiple platforms, families are involved in activities. **Year Three:** Monitor and assess needs of the program.	Increase school-to-home connection

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Provide more opportunities for students to engage in critical thinking and inquiry-based learning.	Vertical alignment of skills evident in curriculum Curriculum review Project Implementation	**Year One:** Explore opportunities for project-based learning and inquiry through grade levels. **Year Two:** Implement opportunities that align with inquiry and project-based learning at each grade level; use vertical alignment to develop 5th grade capstone projects. **Year Three:** Implement a capstone project with a focus on critical thinking and inquiry-based learning at the end of fifth grade.	Increase student engagement; real-world skills

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Objective: Provide students with choices within a series of experiences tailored to meet their interests that address clearly defined outcomes.			
Strategy 2.2: *Secondary Goals*			
Action Steps	**Progress Measurement**	**Timeline**	**Outcomes**
Vertical alignment of school counseling curriculum 6-12.	National counseling standards Survey graduates How did your SH experience prepare you for: ● College ● Trades ● Workforce ● Military	**Year One:** Organize counselors district wide along with a counseling plan that is vertically aligned 6-12. **Year Two:** Implement a robust professional learning plan for school counselors. **Year Three:** Monitor and assess needs of the counseling program.	Counseling Plans MS students have plans to explore: college, trades, careers, military (talk to counselors about future plans before HS) HS students have plans to: Apply to college Enter trades Enter workforce Join military Increased college completion rate Increased satisfaction rates in the trades or workforce Increased completion of military training
Expand Leader in Me, the 8 Habits of Highly Successful Students, into middle school.	Measurable Results Assessment (MRA)	**Year One:** Establish a team and plan for schoolwide implementation. **Year Two:** Use MRA results to address implementation needs.	Leadership Days

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	Lighthouse team minutes and agendas LiM artifacts visible throughout the school Wildly Important Goals (WIGS) connected to school improvement plans	**Year Three:** Monitor and assess needs of the program.	Celebrating the Habits Students have internalized the Habits in actionable ways (regular forms that students acknowledge how habits have been used)
Explore and identify a curriculum that supports the development of global citizenship skills in high school.	International Baccalaureate (IB) Diploma Program Leader in Me for 9-12 EdReports curriculum review process Surveys	**Year One:** Develop a team to engage in researching both programs to determine the best for Sweet Home and initiate implementation. **Year Two:** Continue implementation of the identified program. **Year Three:** Monitor and assess needs of the identified program	Students obtain IB diploma Global citizenship defined
Develop a system of robust career exploration opportunities to support each level (middle, high).	Surveys Identified curriculum areas SEL benchmarks	**Year One:** Align to the counseling plan and develop 6-12 opportunities to expand career exploration. **Year Two:** Align to capstone projects to further support career development. **Year Three:** Apply career exploration profiles to support course planning.	Career Fairs Career speakers series/Career Days Field trips around careers
Develop a capstone project for each level (6-12) that incorporates personality characteristics and careers.	Personality inventory Career exploration platform	**Year One:** Identify the best personality inventory/ career inventory to use districtwide. **Year Two:** Develop an implementation plan for the use of the personality inventory/ career inventory. **Year Three:** Seal of Civic Readiness established in MS and HS.	Capstone project in place

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Whole Child			
Goal 3: Sweet Home students grow and learn in an environment that is fully engaging, welcoming, accepting, and safe, where students believe their voices are heard and where they have opportunities to actively engage with each other in all subject areas through relationships and the real world.			
Rationale: Schools exist to support the development of students who are self-aware with the capabilities to appropriately interact on a global level. Students need to be equipped with the tools and resources to be better informed about the world.			
Objective: Sweet Home will be the vehicle to support students in navigating the social environment and ultimately create a strong sense of community of emotionally strong individuals with healthy habits.			
Strategy 3.1- *Elementary Goals*			
Action Steps	**Progress Measurement**	**Timeline**	**Outcomes**
Through Leader in Me, provide training for staff on Restorative Practices & Community Building Morning Circles with a plan that aligns to building schedules and implementation.	Staff attendance at training More trainings for Social Emotional Learning (SEL) team Building level meeting Agendas and plans	**Year One**: Building level review of how Restorative Practices and Community Circles are implemented; identify gaps in training and expectations. **Year Two**: Implement Building Level plans and provide training as needed. **Year Three**: Monitor and assess where implementation gaps are and determine training needs for ongoing coaching and new teacher support.	Increased attendance, decreased suspension rates
Establish clear Multi-Tiered Systems and Supports through Intervention (MTSSi) tiers for behavioral interventions and training for Trauma Informed Care for all students.	Building level plans and meetings Staff attendance at trainings Defined student plans for implementation	**Year One:** • Audit and identify needs for building level MTSSi plans • Identify areas of training and need among all teachers and staff **Year Two**: Implement training and student support plans that are aligned to the needs of the individual buildings; update interventions and supports as needed. **Year Three:** Monitor and adjust while providing a training plan for onboarding new teachers and staff.	Increased academic success

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Work with community partners and explore grant opportunities to provide after-school activities to all students equitably.	Increased offerings and attendance	**Year One**: Explore opportunities for providing after school activities in partnership with community groups and grants. **Year Two**: Implement the programs identified with school support. **Year Three:** Monitor and adjust based on funding, interest, and staff support.	Increased connection to the school

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Whole Child			
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Objective: Sweet Home will be the vehicle to support students in navigating the social environment and ultimately create a strong sense of community of emotionally strong individuals with healthy habits.			
Strategy 3.2- *Secondary Goals*			
Action Steps	**Progress Measurement**	**Timeline**	**Outcomes**
Develop a process to identify and provide opportunities for community connections.	Survey results for Measurable Results Assessment (MRA), Panorama and Circle (PreK assessment) Participation in activities such as sports, clubs, and activities.	**Year One:** • Focusing on student engagement, map out by month the identified activities of interest ie landscape at the Amherst museum, Earth Day- doing clean up, Day of Caring, community clean up • Develop a community service credit program and process (connects to seal of civic readiness) • Identify a "Sweet Home Reads" program to engage the community in the social aspect of learning **Year Two:** Establish a mentoring program to connect older students and younger students - write to each other. **Year Three:** • Investigate the expansion of the Family Support Center to the Community Schools model. • Monitor, adjust and continue development of options.	Increased attendance and academic success; Connection between school and community
Strengthen MTSSi and trauma informed care.	Data progress monitoring tools for: • Academics • Behavior	**Year One:** • Assess district MTSSi plan and identify gaps.	Increased academic success; decrease in behavioral and

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	• Attendance • Social-Emotional levels	• Develop a plan to address gaps using data. • Provide appropriate professional development. **Year Two:** Use the year 1 information collected to continue to develop district plans. **Year Three:** Monitor and assess, use data to drive identifying supports.	attendance issues
Provide professional development to support positive mental health, relationship and community building, ie restorative practices.	Data progress monitoring tools for: • Academics • Behavior • Attendance • Social-Emotional levels Feedback from educators on needs	**Year One:** • Assess district mental health supports and identify gaps. • Develop a plan to address gaps using data. • Provide appropriate professional development. **Year Two:** Use the year 1 information collected to continue to develop district plans. **Year Three:** Monitor and assess, use data to drive identifying supports.	Increased connection to the school

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Stakeholders Involved: The Strategic Plan was developed with a team of stakeholders. The district appreciates the time, energy, and effort that went into the development of the plan to ensure the academic and social success of each student.

Names of Stakeholders	Role in Sweet Home
Dr. Blythe Anderson	Parent & Community Member - UB
JoAnn Balazs	Assistant Superintendent for Talent & Equity
Erica Chan	Student
Matt Clemens	Parent
Stefanie Franko	Parent
Dr. Michael Ginestre	Superintendent of Schools
Brian Laible	Board Member
Bonnie Lorentz	Teacher
Debbie Opala	Administrative Assistant
Jordan Payne	Student
Robert Polino	Principal
Natasha Popovic	Assistant Principal
Patience Richards	Student
Julie Roberto	Teacher
Shakwana Shelton	Parent
Stephen Shepherd	Teacher on Assignment
Avionna Shimmel	Student
Paul Szymendera	Sweet Home Education Association (SHEA) President
Tiffany Trabold	Parent
Hunter Tryloff	Student
Jayden Vendura	Student
Dr. Toyia Wilson	Assistant Superintendent for Curriculum & Instruction
Scott Wolf	Principal for Curriculum & Instruction

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Glossary

Academic Pathways: Academic Pathways are a sequential list of courses in the order that you should take them. Academic pathways serve as a way to support specialized programs such as the courses that support Career and Technical Education (CTE).

Agency: In social science, agency is the capacity of individuals to have the power and resources to fulfill their potential.

Career and Technical Education (CTE): Career and Technical Education (CTE) is the practice of teaching specific tech-based and career-oriented skills to students.

Circle Assessment: The new PK assessment is the CIRCLE assessment (previously known as C-PALLS+) system developed by researchers at the Children's Learning Institute (CLI). This Pre-K assessment tool is designed to measure young children's literacy and language skills (vocabulary, letter identification, and phonological awareness).

Community Building Morning Meetings/ Circles: The power of classroom circles or morning meetings to foster emotional intelligence, improve wellbeing and create a culture of kindness is well documented. Circles are important tools for nurturing relationships and feelings of community.

Content Specific Standards: Specifications of what all learners are expected to know and be able to do within a particular field of study, discipline or subject at different grade levels, ages, or other criteria.

Culturally & Linguistically Responsiveness: Leveraging students' cultural and linguistic experiences, utilizing their background knowledge, and providing multiple ways for students to learn and demonstrate new learning.

Diversity, Equity and Inclusion (DEI): Diversity, equity, and inclusion are three closely linked values held by many organizations that are working to be supportive of different groups of individuals, including people of different races, ethnicities, religions, abilities, genders, and sexual orientations.

Experiential Learning: The process of learning through experience, and is more narrowly defined as "learning through reflection on doing". Hands-on learning can be a form of experiential learning, but does not necessarily involve students reflecting on their product.

International Baccalaureate (IB): IB is a program focused on developing inquiring, knowledgeable, confident, and caring young people. The program empowers school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast. Learn more at this link.

Life-Long Learning: Lifelong learning is the "ongoing, voluntary, and self-motivated " pursuit of knowledge for either personal or professional reasons. It is important for an individual's competitiveness and employability, but also enhances social inclusion, active citizenship, and personal development.

Life Skills: A skill that helps a person to function well in adult life, especially in social or emotional situations.

Literacy Skills: Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

Literacies: Literacies refers to more than just simply reading, and writing, as it further extends to preparing our students with knowledge and skills to be well-rounded citizens who are able to participate in our society.

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Measurable Results Assessment (MRA): A survey and reporting system that provides schools uncommon insight on the attitudes and behaviors of staff and students. The data informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me, and seen in the Framework below.

Multi-Tiered Systems of Supports through intervent (MTSSi): A framework many schools use to give targeted support to struggling students. It focuses on the “whole child.” That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school).

National Occupational Competency Testing Institute (NOCTI): NOCTI is the leading provider of industry credentials and resources for career and technical education (CTE) programs across the nation.

Numeracy: Numeracy is the ability to understand, reason with, and to apply simple numerical concepts.

Panorama Assessment: Research proven survey for social-emotional learning survey, intervention tracking, and versatile check-in tools.

Project Lead the Way (PLTW): PLTW is a research-supported program that empowers PreK-12 students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. learn more at this link.

Restorative Practices: A field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities. Regular classroom practices like check-in circles develop relationships and help community members get to know and care for each other. Restorative justice practices repair harm, rebuild relationships, and re-establish trust when conflicts and issues arise within a community.

Stakeholders: A stakeholder is a person, group or organization with a vested interest, or stake, in the decision-making and activities of a business, organization or project. In Sweet Home our stakeholders are students, parents, families, educators, and community members.

Science, Technology, Engineering and Mathematics (STEM): An umbrella term used to group together the distinct but related technical disciplines of science, technology, engineering, and mathematics. The term is typically used in the context of education policy or curriculum choices in schools.

Strategic Plan: An organization's process of defining its strategy or direction, and making decisions on allocating its resources to attain strategic goals.

Student Voice: Refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

Vertical Alignment: A strategy for improving how a school system’s standards, curriculum, assessments, and instruction connect to one another to produce a balanced and comprehensive education where concepts and skills build off of one another.

Wildly Important Goals (WIGs): A Leader in Me (LiM) component which is a goal that can make all the difference. LiM community members commit to apply a disproportionate amount of energy to WIGs. Community members are asked "If every other area of our operation remained at its current level of performance, what is the one area where change would have the greatest impact?"

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21st Century Skills: A broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world and beyond.

21st Century Literacy Skills: a broad vision of literacy, which includes the need to be "creative, independent thinkers.

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