

Integrated Program (SIA, HSS, EIS) Annual Report Template

2023-2024 Student Investment Account Annual Report

The Integrated Program Annual Report consists of the following two questions. The narrative responses will be submitted to the Oregon Department of Education(ODE) by November 30, 2024 and posted to the district website

Required Question	Responses
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.	Looking over our progress markers, we are pleased to see progress in a number of outcomes, especially in our high school. Our 4-year graduation rate climbed from 91% to 95% for all students. We also hit our target for 9th Grade OnTrack, with 95% of all 9th graders finishing the year on track to graduate. We're especially proud that we closed the OnTrack gap for some of our focal groups, with 95% of students receiving special services and 95% of students experiencing poverty ending the year on track to graduate in four years. District-wide, we also saw a positive jump in regular attendance, increasing from 61% in the 22-23 school year to 68% for all students in 23-24. At Corbett we have strategically invested to build a safe and welcoming environment where every student feels a sense of belonging and can thrive. Our increased focus on counseling has been instrumental, allowing us to provide essential mental and emotional support across all grade levels. At the high school level, we can see clear benefits in our investment in high school success. By identifying dedicated staff to monitor attendance and build strong relationships with students, we have been able to offer targeted support to those who need it most, helping them navigate both personal and academic challenges without slipping through the cracks. Additionally, our investment in expanding CTE courses and our close partnership with Mt. Hood Community College—where students can continue along a CTE pathway—have allowed us to better meet the needs of students eager to build successful careers in the trades.
2. Where have you experienced barriers, challenges, or impediments to progress toward your	A review of our data highlights a significant challenge in improving 3rd-grade reading proficiency. For the 2023-24

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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.	school year, 32% of 3rd-grade students in our district met state grade-level expectations—a troubling 8% decrease from the previous year. While it should be noted, our K-5 participation in the ELA state test did not meet the state participation targets of 94.5%, 90% of Corbett students K-5 did participate in the ELA state test in 2022-2023 and 89% of Corbett students K-5 did participate in the ELA state test in 2023-2024. Our data underscores the urgent need for focused efforts to address literacy instruction. We understand the vital role of strong literacy instruction in shaping students' futures. As outlined in Oregon's Early Literacy Framework, "The significance of literacy cannot be overstated; it has been described as a social determinant of health, with literacy deficits leading to lifetime impacts" (Oregon Department of Education, 2023). To support this priority, over the past two years, K-5 teachers at Corbett have participated in LETRS training. This comprehensive program delves into the Science of Reading, providing essential knowledge and skills to teach literacy effectively and intervene when students struggle to meet grade-level reading expectations. While most of our K-5 staff at Corbett Grade School have successfully completed the LETRS training, none of the staff at CAPS have completed it yet. As a result, students at CAPS do not currently have access to the High Dosage Tutoring interventions available at the grade school. To address literacy gaps across our district, we need support in creating and implementing a plan to ensure that all K-5 teachers receive full LETRS training. Additionally, as teachers apply the best practices from LETRS training and work to implement a new standards-aligned, evidence-based curriculum, progress has been slow. One significant challenge is the need for teachers to have more time to engage in effective coaching as they learn to systematically apply new reading strategies. Another challenge is finding sufficient instructional minutes to fully implement the new curriculum. Teachers would also benefit from greater support in using formative assessment data to deliver

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Required Question	Responses
	timely, in-class Tier 2 interventions and tracking student progress. Upon reviewing our current LPGT, we recognize the absence of targets specifically addressing literacy. As we plan and refine our strategies for 2025-27, it would be highly beneficial to establish specific and measurable longitudinal performance growth targets focused on literacy. These targets would empower educators to develop and implement a clear theory of action to guide professional learning, coaching, data utilization, and grade-level meetings. This structured approach would support teachers in their ongoing efforts to engage in continuous improvement and deepen their practices around literacy instruction.

1. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required for the 2021-2023 biennium, please consider charting your assessment of the significance of the kinds of changes that occurred for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

Explainer: As mentioned in Section 2 of the [Supporting Quality Implementation guidance](#), SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers. Progress markers are meant as a reflection tool for grant recipients to track changes when the investments create or contribute to the changes outlined. This is not meant to be a means by which ODE measures successful SIA implementation. Few grantees would see changes in each progress marker and it is okay to only capture changes that have actually occurred.

The significance of progress marker changes ranges from “Low” significance of change (smaller shifts) to “High” significance of change (larger shifts). The “No observable change” option should be marked when there has not been any noticeable changes for a progress marker, and the “Firmly in

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place” option should be marked in cases where the grantee feels that this progress marker was already in place prior to the 2021-22 school year. If you would like to add additional context to any of your progress marker responses, please use the optional “Explanation of any progress marker ratings” section at the end of the table.

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Expect to See</i>					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.					

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Like to See</i>					
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Love to See</i>					
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.					

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.					
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.					

(Optional) Explanation of any progress marker ratings:	
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