

Corbett SD 39 - IP Annual Report 23-25

Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
1	AR1 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.	Our 4-year graduation rate remains at least 95% for all students. Our target for 9th Grade OnTrack, with 95% of all 9th graders finishing the year on track to graduate was also met. We are very proud that at least 95% of students receiving special services and at least 95% of students experiencing poverty ending the year on track to graduate in four years. 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 continued 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	AR2 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.	A review of our data highlights a significant challenge in improving 3rd-grade reading proficiency. For the 2023-24 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 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.	Our Grade 3 Reading data continues to highlight an area of growth for the Corbett SD. In 2024-2025, the Grade 3 students reading at grade-level, based on SBAC results, dropped from 32%, in 2023-2024, to 28%. It is encouraging that the percentage of students reading at grade-level, based on SBAC results, for grade-level cohorts increased, or remained equal, from 2023-2024 to 2024-2025. We are continuing professional development focused on the Science of Reading utilizing LETRS in K-5 on both campuses. We have also increased the amount of High Dosage Tutoring and Tier 2 Intervention available for students in K-5. Even with this increase, we recognize that more professional development and intervention are necessary to increase the number of our students reading at grade-level to meet our internal goal. It is imperative that a literacy goal is included in our LPGTs in the future to ensure the focus on literacy is highlighted.
3	AR3 2024-25 Only: 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 4-year and 5-year graduation rates and our 9th grade on track rates remain above our LPGT targets of 95%. We have focused on targeted intervention plans designed for each student along with utilizing Fridays for intervention to ensure students are on track to graduate and actually graduate on time. Our Grade 3 Literacy results (28%) have fallen well below our LPGT target of 51.8%. We are continuing professional development for staff members in grades K-3 aligned with the Science of Reading utilizing LETRS. We are also partnering with MESD to establish a district-wide MTSS structure to support our students requiring Tier 2 and 3 intervention.