

Corbett SD 39 25-27 Integrated Programs Application

Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Corbett School District #39 conducted a comprehensive needs assessment to inform the development of our Integrated Guidance plan and associated budget priorities. Our process combined a thorough analysis of quantitative data with deep stakeholder engagement to ensure that our plan reflects both state priorities and local needs.

We began by reviewing disaggregated state and local data, including:

ODE's At-A-Glance School and District Profiles

OSAS scores in ELA, Math, and Science

9th Grade On-Track and 4-year Cohort Graduation data

Attendance and behavior data

English Language Proficiency Assessment (ELPA) results

CTE Concentrator and Program of Study data

Local labor market information from the Oregon Employment Department

To complement the data review, we engaged stakeholders through community surveys, staff focus groups, student listening sessions, and meetings with our District Leadership Team and School Board. We also worked with CTE partners and regional coordinators to assess current access and equity in career-connected learning.

Key trends that emerged from our needs assessment include:

Chronic absenteeism and engagement challenges in specific grade bands, particularly at the middle level, are impacting academic achievement and overall wellness.

Achievement gaps are present for students with disabilities and students from economically disadvantaged backgrounds, particularly in literacy and math performance.

Stakeholders expressed a strong desire for hands-on, real-world learning, including more robust access to CTE pathways, internships, and partnerships with local businesses.

Our CTE programs are growing, with high student satisfaction, but access and equity remain priorities—especially ensuring all students see themselves in future-focused career pathways. The district is seeing increased demand for mental health supports and social-emotional learning, as students continue to recover from pandemic-related impacts on well-being. Families want more involvement and communication in school planning and learning pathways, as well as smoother transitions between grade levels and into post-secondary opportunities. These insights directly shaped our plan. Key investments include:

- Expanding access to existing and new CTE pathways aligned to local workforce needs, including outdoor science, digital media, and trades-based programs.
- Investing in attendance supports and student engagement strategies, especially at the middle school level.
- Providing targeted interventions in literacy and math, with a focus on students with IEPs and those experiencing poverty.
- Enhancing mental health services and school counseling capacity.
- Offering professional learning on trauma-informed, inclusive, and culturally responsive practices.
- Strengthening family and community engagement structures to ensure inclusive decision-making and student success.

The integrated use of state and local data, paired with authentic community input, ensures our plan is grounded in the needs of Corbett students and families, and reflective of our commitment to whole-child success.

Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Corbett School District used our district-adopted equity lens to guide both planning and budgeting decisions for the Integrated Guidance process. This tool helped ensure that every step of our needs assessment, strategy development, and resource allocation was centered on identifying and addressing disparities in opportunity and outcomes—particularly for students with disabilities, students navigating poverty, and multilingual learners.

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The equity lens informed our stakeholder engagement approach, ensuring we prioritized the voices of students and families historically underserved by the system. This included targeted outreach, translated materials, and listening sessions facilitated in inclusive settings.

From our outcome/strategies Smartsheet, several key strategies reflect this equity-focused approach:

Strategy: Strengthen student engagement and connection

Activity: Launch a middle school advisory program and targeted attendance interventions with mentoring components for students with chronic absenteeism, especially focal students.

Strategy: Expand access to rigorous, relevant learning

Activity: Grow CTE offerings and ensure multilingual learners and students with IEPs receive individualized guidance and supports to participate in and complete pathways.

Strategy: Improve mental health and SEL supports

Activity: Increase counseling hours and provide trauma-informed professional development, with a focus on practices that reduce discipline disparities for focal groups.

By aligning our activities to the needs of specific student populations, we are committed to moving beyond one-size-fits-all solutions toward targeted, equity-driven supports that ensure all Corbett students can thrive.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Corbett School District has developed a professional development plan for the biennium that is intentional, ongoing, and aligned with the cultural, social-emotional, and academic needs of all students—particularly those identified as focal students.

Our plan includes the following key areas:

Culturally Responsive and Inclusive Practices:

Staff will participate in training to deepen understanding of cultural identity, implicit bias, and inclusive instructional strategies. We are partnering with equity consultants and regional ESD staff to facilitate this work. A focus will be placed on ensuring that multilingual learners, students with disabilities, and students from historically marginalized communities feel seen and supported in our classrooms.

Trauma-Informed and SEL Practices:

Teachers, specialists, and administrators will receive training in trauma-informed practices, restorative approaches, and strategies to foster strong student-teacher relationships. This includes using SEL curricula with fidelity and responding to behaviors in ways that preserve dignity and promote regulation.

High-Impact Instructional Strategies:

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Ongoing coaching and PLC time will be dedicated to evidence-based literacy and math instruction, differentiated to meet diverse learner needs. Specific support will be provided to improve outcomes for students not yet meeting benchmarks.

CTE and Career-Connected Learning Expansion:

Staff involved in CTE programs will receive training on industry-aligned practices and on strategies to support access and equity in pathway participation for focal student groups.

This professional learning approach is cyclical, job-embedded, and tied directly to student data and district goals.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒

Following the outlined policies and procedures found in Title VII-B of the McKinney-Vento Homeless Assistance Act, we will provide a “best interest” place of learning for any child that presents to us. Additionally, our students identified under this policy will remain anonymous, and information only passed to confidential and administrative staff members on a need-to-know basis in order to honor and protect the student and the family. These students will be allowed to participate in all school activities (clubs, sports, theater, etc) as is appropriate to their pleasure and their skill level. Our students who identify with this group will be granted transportation to and from school events that they have joined.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒

At Corbett School District we are providing equitable work-based learning experiences for students in a wide range of career paths, on and off campus to allow access for all students. Via the University of Oregon’s CIS systems, students can decide on a career path or course schedule at Mt. Hood Community College during high school, or post secondary, after high school graduation. Corbett also has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). One special education high school teacher also acts as the transition teacher for students who are graduating or may be aging out of being school age. The YTP Specialist attends all IEP meetings acting as an advocate for students potentially graduating or those who are continuing to receive transition services through the age twenty-two.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

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As part of our Integrated Guidance process, Corbett School District conducted a review of our instructional programs using the ODE Program Review Tool and aligned our analysis with Oregon’s Early Literacy Framework. This process led to several updates in both our early literacy practices and our broader approach to K–12 teaching and learning.

Our early literacy review highlighted a need for greater coherence in our Tier 1 instruction, particularly around structured, evidence-based reading practices in K–3 classrooms. In response, we are aligning instructional materials and assessment practices with the Science of Reading, and investing in ongoing professional development for teachers and specialists. We are also working to better integrate universal screeners and progress monitoring tools to guide timely interventions and reduce early literacy gaps for focal student groups.

Through the broader Program Review Tool, we identified the need to improve vertical alignment and access to rigorous, standards-based instruction across grade levels. This includes enhancing opportunities for academic acceleration and targeted supports, particularly for students with disabilities, multilingual learners, and students experiencing poverty.

Changes based on these reviews include:

Adopting or updating early literacy curriculum aligned with state guidance

Expanding professional development in structured literacy and inclusive practices

Strengthening MTSS structures to ensure consistent Tier 2 and Tier 3 supports

Implementing common planning time for vertical articulation among grade-level teams

These updates reflect our commitment to continuous improvement and ensuring that every Corbett student has access to high-quality, equitable instruction starting in the early grades.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

Corbett has historically selected independent adoptions for their curricula throughout the district, and with those selections have maintained the fidelity of teaching to the standards within an allowable scope and sequence for the students they serve in each building. Additionally, this year the grade school adopted the use of standards-based progress reports to help guide teaching and to more equitably monitor progress. Furthermore Corbett Grade School has a two-year curriculum plan that is vertically aligned throughout the multi age classes of K-5. In middle school, there are 2-year general curriculum / unit cycles. Every time teachers come back to a specific unit, they update it and modify it to meet the specific needs of their current students. CAPS has a 3-year curriculum rotation that is standards-based. The Corbett high school’s curriculum is updated and aligned yearly to College Board Advanced

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Placement (AP) standards in AP courses, and aligned to state standards in traditional math classes. There is a vertical alignment to state standards in English courses grades 8 through 12.

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

At Corbett, we can ensure our instruction is intentional, engaging, and challenging because of our multiage classrooms in K-6, our project-based learning in our middle school, and the AP for ALL program in high school. Multi-age classrooms that use continuous progress to allow students to advance at the rate that is unique and best for their learning journey has been a staple in our grade school for many years. We continue it because it works for our students. Many K-5 classrooms incorporate Genius Hour to provide time for choice in learning and an opportunity to share what they are passionate about. Younger classrooms also have exploratory time that helps to develop critical thinking skills. In middle school, student choice and deep, interdisciplinary and meaningful teaching, ensures our students are engaged and challenged. Our high school students collaborate and learn in AP classes that are co-seated with non-AP high school level students so that all students receive high quality, rigorous instruction. By using student choice to increase engagement, Genius Hour and AP coursework to ensure the students are challenged, and project-based and inquiry approaches to make learning intentional, Corbett continues to make meaningful connections with our students and their goals and make knowledge accessible to all of our students. Students served at Corbett who are identified as English Language Learners (ELLs) or special education receive small group instruction that ensures their learning is tied to the general education classroom while receiving individualized accommodations or modifications as defined by each student's plan or need.

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒

Our goal as a district is to ensure emotional as well as physical safety to our students, staff, and other stakeholders. For a start, we hope to build a more welcoming environment with posters and wall hangings throughout the district that highlight all of the children and families represented here. CSD would like to create an academic environment where parents and community members are welcome to share their concerns, their conversation, and culture with building leaders. We have a RING doorbell system at the Grade School. In all buildings, we have a wonderful team at the front desk for welcoming families and students in the morning. They are also there for late arrivals. Volunteers have a check-in process that is consistent and well documented. They are asked to wear visitor badges and all staff wear staff badges as well. We are now moving to the use of secure swipe badges instead of keys to enter all buildings. In addition, all outside doors are locked and all classroom doors should be locked. We have security drills for all event types monthly so that in the event of a live situation, every person will know their role and the children will feel confident in their ability to follow instructions and procedures they have practiced several times already.

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6. ☒ How do you ensure students have access to strong school library programs? ☒

Of all of the initiatives in place and under consideration, at CSD 39 increased literacy is still a must for all students to become productive citizens beyond their K-12 years, no matter what their next steps are beyond our campuses. Corbett School District is a strong proponent of literacy, and we have created comprehensive libraries in each of our classrooms. At the Grade School, each classroom boasts an extensive class library and an annual book fair is held where each student may purchase books, but teachers also gift a book to each student. Books from the Book Fair are also purchased by the PTA to bolster each classroom library. The elementary school also has an annual field trip to the public library to get their students acclimated there. Furthermore, the Grade School enjoys a partnership with the Multnomah County Library that offers a summer reading opportunity to all students. In our middle schools, including our campus that has a focus on performing arts with Spanish (CAPS), robust classroom libraries are updated yearly with an added bonus of media literacy being taught in our middle school classrooms at CAPS. Our highschool students participate in the Everybody Reads program, have access to classroom libraries in each content classroom, and unlimited homeroom access to books. Additionally, in our Special Education classes, online research and literature is aligned in special education to the general education curriculum. Special education teachers have individualized libraries within their classrooms that provide other modalities of instruction and various levels of understanding that connect students to general education.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Corbett School District monitors the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through a combination of data tracking, staff collaboration, and student-centered support systems.

We use a Multi-Tiered System of Supports (MTSS) to identify student needs early and ensure appropriate interventions are provided. Staff track attendance, behavior incidents, classroom observations, and referral data to monitor emotional wellness and self-regulation trends. Our student support teams meet regularly to review this data and adjust intervention plans accordingly. School counselors, behavior support staff, and teachers work closely to provide Tier 2 and Tier 3 supports, including small-group counseling, check-ins/check-outs, and targeted SEL skill-building sessions. We monitor student progress through behavior tracking tools (e.g., point sheets, reflection logs), as well as periodic teacher and counselor feedback forms.

At the Tier 1 level, all staff are trained in trauma-informed and SEL practices, and we use screeners such as Panorama to assess social-emotional growth.

When appropriate, we partner with local mental health providers to deliver school-based therapy and crisis supports. Staff and families collaborate on student support plans, and progress is reviewed in Student Support Team (SST) or IEP meetings for students with more intensive needs.

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Through this multi-faceted approach, we ensure our interventions are both proactive and responsive, and that we are continuously assessing their effectiveness in promoting well-being and readiness to learn.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

Our students are assessed as early as the second grade for above average cognitive abilities and entry to our Talented and Gifted (TAG) Program. Once these students are identified, each has a TAG plan with strategies and ideas for how to engage these students and their particular areas of excellence and creativity. Outside of those students within the TAG Program, there are several opportunities throughout the district for our students to be challenged in specific buildings and classrooms. Our project-based curriculum allows for in-depth study. Here at Corbett students that are exceeding academic expectations for their grade level are provided with opportunities to work above their grade level. We encourage a continuous learning model in all areas. The multi-grade level aspect of the classrooms in the grade school requires teachers to differentiate to meet the needs of the kids based on performance, not on their grade level. For certain subjects students that are performing above grade level standards are also given the opportunity to test into higher subject levels. Student progress is monitored and a team of teachers and administrators (also parents) work together to determine learning plans for students to meet their needs. There are groups of teachers, counselors, and administration who form the Student Assessment Team (SAT). They meet to work together to decide whether a child is in need of intervention support, a 504 plan, or a referral to SpEd. Additionally, we have Advanced Placement (AP) classes for students in high school as well for college credit coursework through Mount Hood Community College.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

The Corbett School District is not developing a new CTE Program of Study at this time.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒

"At Corbett School District we are providing equitable work-based learning experiences for students in a wide range of career paths, on and off campus to allow access for all students. Via the University of Oregon's CIS systems, students can decide on a career path or course schedule at Mt. Hood Community College during high school, or post secondary, after high school graduation. Corbett also has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). One special education high school teacher also acts as the transition teacher for students who are graduating or may be aging out of being school age. The

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YTP Specialist attends all IEP meetings acting as an advocate for students potentially graduating or those who are continuing to receive transition services through the age twenty-two."

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

At Corbett School District, all students have access to AP courses in most subject areas. As participants in the AP for All Program, students are encouraged to take AP coursework, not only to challenge themselves, but also to prove to themselves that they can be successful doing the work. Another way this is shown is that students in the eleventh and twelfth grades have access to College Now dual enrollment classes in Biology and US History. Corbett, as previously mentioned, has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). Moreover, thirty students per year take classes at MHCC through Middle College to increase their CTE opportunities and to take college-level coursework. All credits taken at MHCC are advanced academics or career-related learning and helps to form a well-rounded education and mold students into critically-thinking citizens and community leaders.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

"Over the past two years, Corbett School District has made intentional improvements to increase the inclusiveness and effectiveness of our community engagement efforts—particularly with focal students, families, and staff.

We have diversified our outreach methods to include surveys, listening sessions, multilingual communications, and in-person events that center family voice. We've taken steps to ensure better accessibility by offering translation services, sending information through multiple platforms (email, text, paper), and coordinating event times to accommodate working families.

Our Student Advisory groups have been expanded to elevate student voice, with representation from middle and high school students across different identity groups. Additionally, we've created more formal opportunities for staff input in planning and decision-making, including feedback loops through school-level leadership teams and cross-role collaboration.

One significant shift has been a focus on relationship-based engagement, especially for families of students who have been historically underserved. This includes personalized outreach from

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counselors, administrators, and behavior support staff, as well as partnering with local organizations to build trust.

Despite these gains, some barriers persist. These include:

Transportation and scheduling challenges that limit participation in in-person events.

Language and cultural differences that may still inhibit some families from fully engaging.

Digital access inequities, particularly for surveys and virtual forums.

We continue to refine our strategies to remove these barriers by listening deeply, adapting our approaches, and remaining committed to meaningful, two-way engagement with our entire community."

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

"Corbett School District used multiple strategies to engage focal students and their families throughout the Integrated Guidance planning process, ensuring their voices directly informed our priorities and decisions.

Targeted Listening Sessions and Surveys

We hosted in-person and virtual listening sessions designed to elevate the voices of families of students with disabilities, multilingual learners, and students experiencing poverty. To increase accessibility, all written communications related to these events—including invitations, surveys, and summaries—were translated into Romanian (17 families), Spanish (11 families), and Russian (4 families). While we do not regularly offer live interpretation, we ensured all families received information in their home language.

Student Voice Forums and Advisory Groups

Middle and high school students participated in small-group forums focused on school climate, mental health, and academic engagement. These forums included representation from focal student groups and were held during the school day in familiar environments to encourage honest input. Student feedback was summarized and reviewed by leadership teams during plan development.

Additionally, school counselors and support staff conducted personalized outreach to families who may have faced barriers to traditional engagement. This included phone calls and home-language follow-up to ensure their perspectives were included.

These intentional efforts helped make the planning process more equitable, inclusive, and reflective of the needs of all Corbett students and families."

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

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"Corbett School District intentionally engaged both classified and certified staff throughout the Integrated Guidance planning process to ensure broad input, foster ownership, and align the plan with day-to-day realities in our schools.

Staff Surveys and Focus Groups

We distributed district-wide surveys to all staff—classified and certified—to gather input on student needs, instructional priorities, professional development, and working conditions. Surveys included both scaled items and open-response questions to allow staff to share detailed ideas and concerns. In addition, we held targeted focus groups, including separate sessions for instructional assistants, front office staff, and teachers, to explore emerging themes and capture different role-based perspectives.

Shared Leadership and Decision-Making Structures

Staff engagement was built into our existing structures, such as school-based leadership teams and PLCs (Professional Learning Communities). These groups reviewed key data, reflected on current practices, and helped shape the strategies prioritized in the Integrated Plan. Team leads brought feedback to district-level planning sessions, ensuring a consistent two-way communication loop. We also shared working drafts of the plan with staff for review and comment, providing opportunities to refine activities and ensure feasibility from a staffing perspective. Staff engagement wasn't a one-time event but an ongoing process integrated into our regular rhythm of collaboration and improvement."

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

"Through our holistic community and staff engagement process, Corbett School District gathered valuable insights that shaped every aspect of our Integrated Guidance planning. From families and community members, we heard a strong desire for more relevant, real-world learning opportunities, such as expanded CTE pathways and work-based learning. Families also emphasized the need for better mental health supports and stronger communication, particularly for transitions between school levels. Multilingual families highlighted the importance of continued access to translated information and culturally responsive practices. From students, especially focal students, we heard a need for stronger relationships with adults at school, more inclusive school climates, and more opportunities for voice and choice in learning.

From classified and certified staff, we learned that there is a pressing need for additional professional development on trauma-informed practices, more support for student mental health needs, and greater coherence in literacy and math instruction across grade levels.

We applied this input directly in our planning by:

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Prioritizing investments in CTE expansion, mental health staffing, and family engagement structures.

Allocating resources for SEL curriculum implementation and staff professional development focused on inclusivity and trauma-informed care.

Embedding student voice mechanisms into school improvement efforts.

Ensuring early literacy initiatives align with structured, evidence-based practices to support focal students.

By listening carefully and responding directly, we are building a plan that reflects the real, diverse needs of Corbett students, families, and staff."

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

At Corbett School District, our human resources department works to recruit and retain quality educational leaders with postings on TalentEd Hire. Job postings are created, evaluated, and reviewed collaboratively with the hiring manager to cover as much information about job descriptions, essential job functions, knowledge and skills, physical requirements, education, and related experience necessary to represent the students our employees serve. We also work closely with colleges of education and go to the annual Oregon Professional Educator Job Fair to find qualified candidates. We also communicate with our retired teachers, substitute teachers, and students of color to let them know when positions are vacant so they can share that information with their communities in hopes that we could garner a more diverse body of applicants.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

Under the direction of our new superintendent, Corbett School District Cabinet members have developed a K-12 consequence matrix to help reduce the overuse of discipline practices that removes students from the classroom. The purpose of this document is to familiarize stakeholders with specific behavior incidents and the potential consequences for student behavior violations. This document contains incident type definitions and potential discipline resolution(s) associated with various behavior incidents. The District shall not discriminate against a qualified student with a disability (IEP or 504 Plan) in their programs and activities, including in connection with policies, procedures, and practices related to student discipline. The material covered within our K-12 Consequence Matrix is intended as a method of communicating to students and parents regarding general student incidents and possible resolutions, and is not intended to either enlarge or diminish

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any Board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Any information contained in our consequence matrix is subject to unilateral revision or elimination from time to time without notice.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

Corbett School District, despite its size, offers career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment. On campus we offer work-based learning (office management, kitchen management) in our emerging CTE program as part of our high school technical education classes. Off campus work-based learning for students in grades 11-12 for elective credit is available at our local community college, Mt. Hood. Additionally, all students in 9-12 use The Oregon Career Information System (CIS) through University of Oregon to do career planning, career interest surveys, and to learn about careers. The CIS provides a system of occupational and educational information to help pre-adults and adults in Oregon learn about the world of work and education. They work with several entities in Oregon like schools, colleges, social agencies, and businesses who provide career guidance and employee development services. CIS is used at Corbett with our students to assist them with the process of career planning or career transition. Furthermore, at CSD, our students all have access to one-on-one sessions with counselors and their building principals to discuss college and career goals and pathways.

7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

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1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

General Fund

3. If you answered “Other” on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Hiring

Purchasing Curricula & Materials

5. If you answered “Other” on #4, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

Corbett Grade School - 70%

Corbett Arts Program w/ Spanish - 30%

Feedback (250 words or less per question)

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How can ODE support your continuous improvement process?

ODE can support Corbett’s continuous improvement by providing timely access to clear, disaggregated data and offering technical assistance in interpreting that data to inform planning. Continued guidance on implementing high-leverage practices—especially in early literacy, MTSS, and equity-centered instruction—would strengthen our efforts. We also value opportunities for regional collaboration and learning from peer districts. Streamlined communication, aligned tools across initiatives, and support in navigating grant requirements will help us stay focused on what matters most: improving outcomes for all students, particularly those in focal groups.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Corbett School District’s Integrated Guidance Plan is designed to ensure that every student is known, supported, and prepared for success both in school and in life. Grounded in equity, whole-child support, and academic excellence, the plan responds directly to the strengths and needs identified through our community engagement process and data review.

Vision and Rationale

The vision of our plan is to cultivate learning environments where all students—especially those in focal groups—feel a strong sense of belonging, have access to high-quality instruction, and are supported along personalized pathways to graduation and future success. Our approach blends Tier 1 improvements for all students with targeted supports for those who need them most.

Addressing Strengths and Growth Areas

The needs assessment surfaced several district strengths, including strong student-teacher relationships and an engaged school community. At the same time, we identified key areas for improvement: persistent achievement gaps in literacy and math, increased mental health needs, and chronic absenteeism—particularly among students navigating poverty, disabilities, or language barriers.

To address these, the plan prioritizes:

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Strengthening Tier 1 literacy instruction with evidence-based practices aligned to the Science of Reading

Providing differentiated support for multilingual learners and students with IEPs

Enhancing mental health services through increased access to counseling and trauma-informed care

Reducing absenteeism and improving student engagement through advisory models, relationship-building, and check-in systems

Career and Technical Education (CTE)

While Corbett is not seeking to expand our CTE offerings during this biennium, we are committed to maintaining strong, accessible programs that serve a wide range of learners. Our plan includes monitoring equitable participation in existing CTE pathways and ensuring students from focal groups are supported with counseling, accommodations, and post-secondary guidance. We will also continue to align existing programs with regional workforce trends and student interests.

Local Priorities and LPGTs

In collaboration with our community, Corbett identified Local Priorities and co-developed Longitudinal Performance Growth Targets (LPGTs) focused on early literacy, student engagement, and equitable access to advanced opportunities. To meet these goals, our plan includes:

Targeted K–3 literacy support, including aligned curriculum and intervention models

Investments in SEL and mental health to support engagement, regulation, and connection

Tracking disaggregated access to CTE and accelerated coursework to ensure equity

Conclusion

Corbett’s Integrated Guidance Plan is both practical and aspirational—focused on maintaining what works, improving where needed, and ensuring that all students have the relationships, resources, and rigor they need to succeed. With continued community partnership and a clear sense of purpose, we are building a system that supports every learner, every day.

Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject

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to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

Guarantee of assurance 1: True

2. You have taken into consideration the Quality Education Commission (QEC).

Guarantee of assurance 2: True

3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

Guarantee of assurance 3: True

4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

Guarantee of assurance 4: True

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

Guarantee of assurance 5: True

6. Each of the SSA plans were reviewed as part of your strategic planning.

Guarantee of assurance 6: True

7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.

Guarantee of assurance 7: True

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

Guarantee of assurance 8: True

9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

Guarantee of assurance 9: True

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10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

Guarantee of assurance 10: True

11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.

Guarantee of assurance 11: True

12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data

Guarantee of assurance 12: True

13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

Guarantee of assurance 13: True

14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.

Guarantee of assurance 14: True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

Guarantee of assurance 15: True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

Guarantee of assurance 16: True

Website: <https://corbett.k12.or.us/improvement-planning/>

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