

## Update on Goals 2020-2021

(January updates in blue; May updates in green)

### **1. Maintain or increase CHS on-time graduation rate of 90% (Source: ODE) during a pandemic.**

*Recently, Corbett SD received notification that it has been awarded the HB3499 Sustainability Grant in the amount of \$60,850 through June 2021 in order to advance the Oregon equity lens and a focus on culturally responsive professional development for staff/administrators. This grant will provide funding for the following as a continuation of the original HB 3499 EL Action Plan: 24 teachers will attend two virtual TCRWP Institutes (e.g. 10 teachers, 5 administrators, 1 ELD teacher, 4 special educators, and 4 para educators K-12) during the remainder of this school year. The TCRWP training utilizes an equity lens and will also enhance instructional practices within the full inclusion model at Corbett SD.*

*Transcript reviews are ongoing for juniors and seniors. Gradpoint credit-recovery has been set up for all students who need credit. Family phone calls and zoom meetings have been held for all students in danger of not graduating. However, some students who are credit-deficient are also struggling in maintaining passing grades in the CDL format.*

*Cathy Noles updated/rewrote and received Youth Transition Program (YTP) grant dollars for \$52,000 through June 2021. Four students are currently employed and/or engaged in apprenticeships with community partners (e.g. Sugar Pine, Going Gaming, Spruce Gifts). The grant also includes supporting Corbett SD students in employment activities including life skills, work attire, and prepping for college/trades programs.*

*Ms. Noles is updating Summer Works Grant, (amount around \$35,000) to implement in Summer of 2021, collaborating with local businesses on employment/ internships for 10 Corbett Students.*

*Since our return to in-person learning, we have had a focus group for students in danger of not graduating.*

*CHS currently has 70 of 77 students that are on track to graduate, though some of those could slip back in these last couple weeks. If that number holds, we will have a graduation rate of 91%, a slight improvement over last year.*

### **2. Relocate Corbett Middle School and District Office by June 30, 2022.**

*Mr. Wold, Deputy Clerk Robin and Finance Manager Cindy have worked with our financial institution to set up sale of the bond. A Bond Oversight Committee was formed and will meet in February. A timeline will developed by the architects once the plans are finalized.*

*The bond has sold, the project team is meeting every-other Friday, the project is looking to be on time and on budget at this point. The Bond Oversight Committee met in February and is meeting quarterly.*

**3. More closely align staff practices and district policies.**

*Mr. Wold attended the Oregon School Law Conference December 3<sup>rd</sup> and 4<sup>th</sup>. Identification of policies and practices that are not aligned and related staff communication are ongoing. The largest efforts thus far have been in the areas of staff evaluation and student supports. Recommendations for policy revision are set for this spring and summer.*

*Most of this work the last couple months has been in establishing policies and practices that are consistent between the four schools.*

*Revised policies will be submitted in blocks over the next five months, starting with this May meeting.*

**4. Study staffing levels and create a plan to align staffing with district goals.**

*This staffing study has been completed and is attached. In addition to comparing Corbett staffing with the Oregon Model d by the ESD, our staffing was compared to the average for school districts our size and to our District Continuous Improvement Plan and Student Investment Account goals.*

*The staffing levels presented in the budget that was approved by the Budget Committee bring the district closer to alignment with district goals as established during the 2019-20 school year through extensive stakeholder engagement. we are currently in the process of hiring the people most capable of moving us forward in student outcomes.*

**5. Measure student climate on discrimination, including bias incidents, and associated mental wellness.**

*The high school leadership team, (Jenny Radulesk, Cassie Duprey, and Kathy Childress) attended a video conference with the Youth Truth representative. They shared some of the data at a staff meeting and at a principal chat in December, and will continue to analyze the data to inform decisions. They specifically began with sharing data about teacher-student relationships, and communication with parents. They have not dug deeply into the survey results, as they have been heavily engaged in re-designing instruction and providing support in CDL*

*For the Grade School, the Youth Truth Survey provided feedback a low was the level of family engagement. When looking closely at the data we find that the level of engagement for white families is consistently higher than the level of our multi-racial families. The data was similar regarding how well informed the families felt, and whether or not they felt they were empowered to play a meaningful role in decision making. In the future, we will better communicate to all of our families, especially those who are multi-racial. We also need to include our multi-racial families when soliciting input regarding decisions.*

*The SWORD (Students Wiping Out Racial Discrimination) group was formed in November 2020, led by HS counselor Helen Leedom. They developed their own student survey that was implemented in December. In addition, Youth Truth data will be shared with them. They meet weekly on Wednesdays. As the group develops an identity, they will move forward in making changes in areas of identified concern.*

*Middle school YTS results included being on the 93rd percentile for students believing their school fosters a culture of respect and fairness, the 87th percentile for students feeling they have welcoming and collaborative peer relationships, and on the 98th percentile for students feeling that they have the support and personal attention from teachers.*

*The middle School ranked better than typical Oregon schools in survey areas related to discrimination, equity and bias. However, they ranked lower in diverse backgrounds represented in books, artwork, posters, pictures, presentations, and other publications. Staff has set a goal to increase diverse novels in our classroom libraries and in our class read alouds.*

*At CGS, the staff continues to see that the children have an increased need for emotional and social support (SEL). To provide this, the staff has established small groups to engage all students, scheduled virtual time lunch gatherings so that kids can just talk with other kids, or scheduled extra meetings above and beyond their regular classroom schedules. In addition, they have made a huge effort to reach out to our families that are most impacted by CDL.*

*On the Youth Truth Survey CAPS ranked in the 99th percentile for both Culture and Relationships. 93% of parents felt Teachers and Students care about each other. This is outstanding.*

*We have kept equity at the center of our discussions at Cabinet meetings as we plan for next year, and have included equity questions in our interview process as we hire for the future. However, we have made little progress towards creating a spreadsheet and/or narrative regarding bias/discrimination incidents.*