

Philomath School District 17J

Aligning for Student Success:

Integrated Guidance
Annual Report Narrative
2023-2024



Philomath School District

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General Information

School Year: 2023-2024

School District Name: Philomath School District 17J

Institution ID: 1900

Webpage: <https://www.philomathsd.net/>

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Philomath School District General Information

Philomath School District

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Superintendent
Business Manager
Student Services Director
Technology Director
Nutrition Services Director
Facilities Director
Library/ Media
Clemens Pool Director

Blodgett Elementary School

Eric Beasley

Principal

Clemens Primary School

Abby Couture

Principal

Philomath Academy

Garth Gerot

Principal

Philomath Elementary School

Eric Beasley
Mike McDonough

Principal
Assistant Principal

Philomath High School

Mark Henderson
DeeDee Collins
Mike Hood

Principal
Assistant Principal
Assistant Principal/ Athletic Director

Philomath Middle School

Steve Bell
Jamon Ellingson

Principal
Assistant Principal/ Athletic Director

Kings Valley Charter School

Diana Barnhart
Scott Castle
Michael Chung
Mark Hazelton
Athena Lodge

Facilities and District Relations
Middle/ High Lead Teacher
Middle/ High Lead Teacher
Business Manager
Elementary Lead Teacher

Philomath School Board

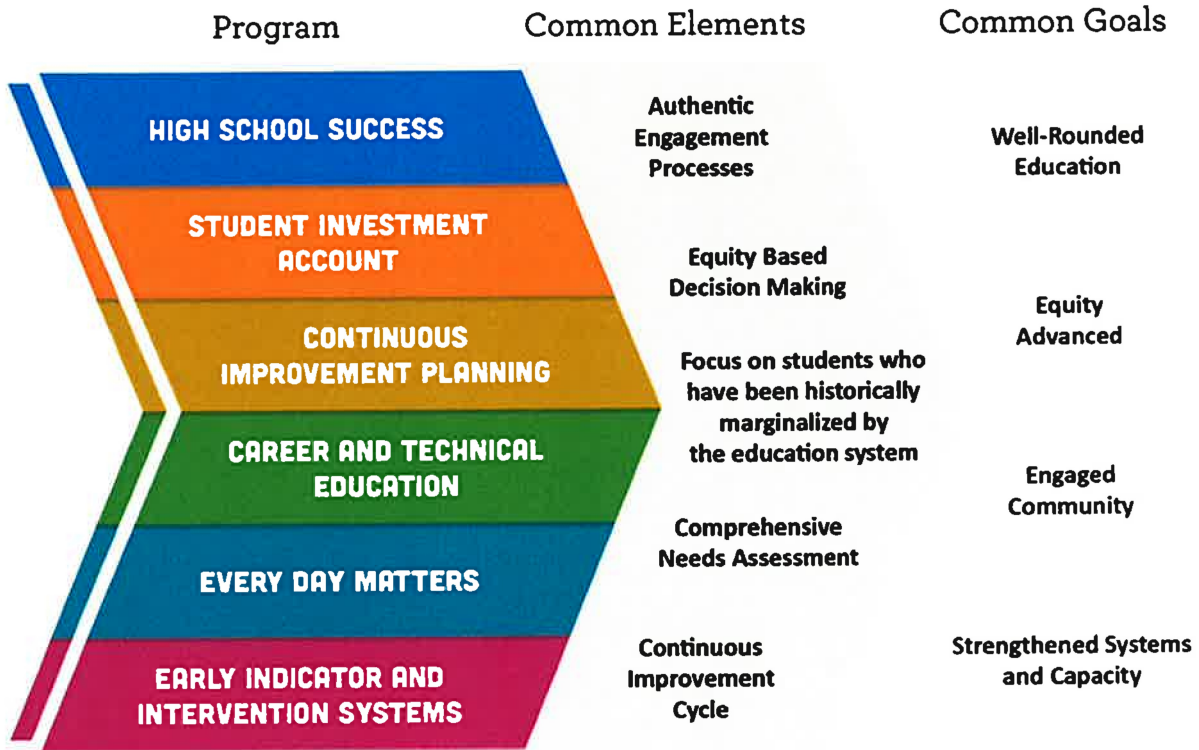
Ryan Cheeke
Joe Dealy
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Kings Valley Charter School Board

John Corbin
Beth Hoinacki
Wren Huff
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Linda North

Aligning for Student Success: Integrated Guidance

The Integrated Guidance Plan is a comprehensive application that aligns and integrates separately created funding investments focused on educational improvement and innovation.



Oregon Department of Education, Spring 2022.

Four of the programs connect to once-independent funding streams. These programs are highlighted in yellow in the chart below. The remaining two initiatives are embedded in goals that match common elements with the funded programs.

Funds are not new to the Philomath School District. In prior years, each component has been requested in independent applications. This plan combines all into a single application.

Program Title	Goals
Career & Technical Education (CTE) (Perkins V) Funded through LBCC Regional Consortium	<ul style="list-style-type: none"> Develop the academic knowledge and technical and employability skills of secondary education students. Increase equitable access and inclusion in high-quality CTE and career-connected learning activities.

Program Title	Goals
Continuous Improvement Plan (CIP)	<ul style="list-style-type: none"> • Improve experiences and outcomes for all students. • Foster engagement in collaboration, data analysis, professional learning, and reflection. • Leverage multiple perspectives and equity-centered data analysis to identify strengths and areas of improvement
Early Indicator Intervention Systems (EIS)	<ul style="list-style-type: none"> • Gather, review, and analyze predictive data at the student level. • Identify strengths, assets, and areas to support individual students.
Every Day Matters (EDM)	<ul style="list-style-type: none"> • Addressing chronic absenteeism through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement.
High School Success Act (HSS)	<ul style="list-style-type: none"> • Improve student progress toward graduation. • Increase high school graduation rates. • Increase equitable access to advanced coursework. • Improve HS graduates' readiness for college and career. ("job, training, or college")
Student Investment Account (SIA) within the Student Success Act (SSA)	<ul style="list-style-type: none"> • Meet students mental or behavioral health needs. • Reduce academic disparities and increase academic achievement for traditionally underserved students.

Annual Review Narrative

- 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.

As we evaluate progress on our efforts with our Integrated Guidance Plan, we believe we have made strides forward in the interest of student success. While there is always room for improvement, success points can be noted in the following areas.

High School Success Supported Through Professional Learning Communities:

Philomath High School has embraced the work of Professional Learning Communities, receiving training in and embracing implementation through the Solution Tree program of Professional Learning Communities at Work. Teachers work primarily through grade-level teams to review data and educator practice to support student learning and growth. For Philomath High School, this has manifested to a >95% rate of freshman on track in the 2023-2024 school year. Each student is 'known' by at least one caring staff member to encourage individual student engagement and participation. Other measures celebrating the work of Philomath High School includes a 92.31% four-year cohort graduation rate and a >95% five-year cohort completion rate.

The Philomath Academy also has reason to celebrate. While the four-year cohort graduation rate for the Philomath Academy is currently at 50%, the five-year completion rate is just below 90%. A big reason for this includes those students completing a GED instead of a full high school diploma. In an unadjusted cohort of 30 students, sixteen received a standard diploma and seven earned a GED. In such instances when appropriate, the GED allows some students a clear path forward allowing them to return to earn a standard diploma or to move into a community college setting for additional education and training. This trajectory is celebrated for these students as an open-door path forward.

Literacy Gains at 3rd Grade Through RTI Supports:

Clemens Primary School and Philomath Elementary School have been heavily into implementation of a robust RTI (Response to Instruction & Intervention) system since the fall of 2019. Since the early beginnings, this schoolwide system has become a model of goodness for our youngest learners. When reviewing 2023-2024 state assessment information for 3rd graders across the District, 58.6% of students met the achievement standard. Coupled with a 96.7% participation rate, such a percentage of success is noteworthy. The performance at the 3rd grade level has increased every year since 2018-2019.

Professional Learning for All Staff:

Staff in the Philomath School District are provided an early-release day, without student contact, each Friday afternoon during the school year. Most specifically in the past two years, this time has been well-utilized by staff to grow and learn together. With a focus on student learning and educator collective efficacy, we believe that teachers are much more empowered and equipped to give their best to and for students.

Another positive has come from addressing focused professional learning for our classified staff members. With the increased responsibilities of our classified staff members—especially our instructional assistants—such focus on quality professional learning has been a great success.

2) 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.

Increasing student attendance rates has proven to be one of our biggest challenges. While still able to demonstrate performance above our projected target for regular attenders, we feel that barriers exist. As a result, attendance is a greater area of focus for the 2024-2025 school year. We are aware that such attention requires more than a single year of attention in order to see positive movement toward a goal.

While we have increased communication with families about student attendance, our lack of bandwidth to provide home visits, when needed, takes away what we believe to be a positive element of support. We also know that fining families, as the law allows, is not the most productive way to encourage attendance and engage students in learning. With potential for reduced budgets in upcoming years, the burden does not get lighter.

A few items on which we will be focusing include the following:

- Districtwide MTSS (Multi-Tiered System of Support) Protocols:
School administrators beginning work on alignment of consistent system of supports, including data sets to be considered.
- Caring Adults to Encourage Students Attendance:
My office door bears a sign stating, “Every kid is one caring adult away from being a success story.” (Josh Shipp) When each student has at least one caring adult responsible for engaging and inviting them into learning, the importance of school and self can change for that student.
- Celebration of Positive Attendance Gains:
When the momentum moves in the direction we want, we must not forget to celebrate both the students and the win.

Philomath School District Outcomes

- Literacy Knowledge and Skill
 - All students read at grade level by the end of 3rd grade and remain on grade level.
- Mathematics Knowledge and Skill
 - All students perform at grade level by the end of 5th grade.
 - All 9th grade students complete Algebra I.
- Ensure Equitable Opportunities for All Students
- Professional Learning
- Safe Learning Environment

Longitudinal Performance Growth Targets 2023-2024

Metric	Target Type	2023-2024 Target	2023-2024 Actual
Four-Year Cohort Graduation	All Students	78%	81.29% 92.31% (PHS) 50.00% (PA) 42.86% (KVCS)
	Stretch Target	80%	
Five-Year Cohort Completion	All Students	95%	94.26% >95% (PHS) 89.29% (PA) 57.14% (KVCS)
	Stretch Target	>95%	
9 th Grade On-Track	All Students	85.9%	88.8% >95% (PHS) 62.5% (PA) 46.7% (KVCS)
	Stretch Target	87%	
3 rd Grade ELA Proficiency	All Students	51.6%	50.5% (All) 83.9% Participation 58.6% (3 rd Grade) 96.7% Participation
	Stretch Target	55%	
Regular Attenders	All Students	64%	66%
	Stretch Target	65%	

Oregon Department of Education

Progress Markers

1. Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2. Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision tool that impacts policies, procedures, people/ students, resource allocation, and practices that may impact grading, discipline, and attendance.
3. Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and, as a result, decisions are made that positively impact district/school-wide systems and focal populations.
4. Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.
5. Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy, strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/ college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6. Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.
7. Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8. Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students’ learning. Digital resources are being used with fidelity to advance learners’ engagement with instruction.
9. A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10. Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms,

schools, and co/extra-curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

11. Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12. Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13. Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14. Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students' strengths and interests, to improve their practice and advance professional learning.
15. Schools create places and learning conditions where every student, family, educator, and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.