

# Philomath School District 17J

## Aligning for Student Success:

Integrated Guidance  
Annual Report Narrative  
2024-2025



## Philomath School District

1620 Applegate Street  
Philomath, Oregon 97370  
541-929-3169  
541-929-3991 (Fax)

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

# General Information

School Year: 2024-2025

School District Name: Philomath School District 17J

Institution ID: 1900

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

Contacts: Susan Halliday, Superintendent

E-Mail: [susan.halliday@philomath.k12.or.us](mailto:susan.halliday@philomath.k12.or.us)

Phone Number: 541-929-3169

Jeff Brew, LBL SIA/ IG Liaison

E-Mail: [jeff.brew@lblead.k12.or.us](mailto:jeff.brew@lblead.k12.or.us)

Phone Number: 541-812-2600

Jennifer Griffith, Business Manager

E-Mail: [jennifer.griffith@philomath.k12.or.us](mailto:jennifer.griffith@philomath.k12.or.us)

Phone Number: 541-929-3169

# Philomath School District General Information

## Philomath School District

Susan Halliday  
Jennifer Griffith  
Kelsey Greydanus  
Mark Neville  
Nicole Byerley  
Joey DiGiovannangelo  
Rachel Baker  
Eugenia Moone

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  
Wren Huff  
Athena Lodge

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

## **Philomath School Board**

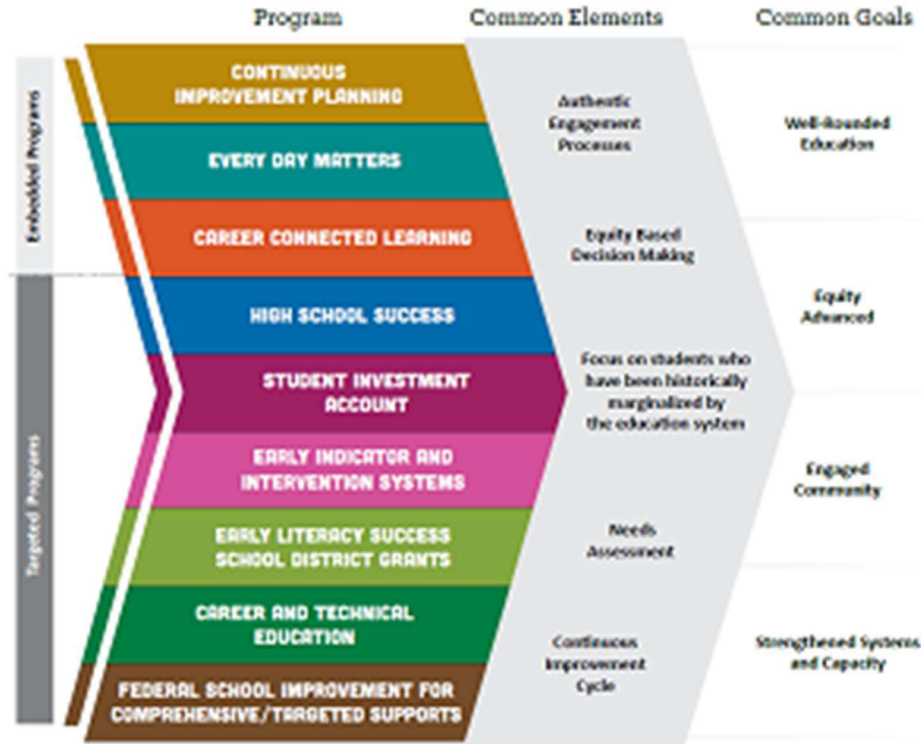
Ryan Cheeke  
Erin Gudge  
Sandi Hering  
Tom Klipfel  
Erin McMullen

## **Kings Valley Charter School Board**

John Corbin  
Beth Hoinacki  
Sally Lammers  
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 2023.

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
Continuous Improvement Plan (CIP)	<ul style="list-style-type: none"> <li>Improve experiences and outcomes for all students.</li> <li>Foster engagement in collaboration, data analysis, professional learning, and reflection.</li> <li>Leverage multiple perspectives and equity-centered data analysis to identify strengths and areas of improvement</li> </ul>

Program Title	Goals
Every Day Matters (EDM)	<ul style="list-style-type: none"> <li>Addressing chronic absenteeism through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement.</li> </ul>
Career Connected Learning	<ul style="list-style-type: none"> <li>A framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly inked to professional and industry-based expectations.</li> </ul>
High School Success Act (HSS)	<ul style="list-style-type: none"> <li>Improve student progress toward graduation.</li> <li>Increase high school graduation rates.</li> <li>Increase equitable access to advanced coursework.</li> <li>Improve HS graduates' readiness for college and career. ("job, training, or college")</li> </ul>
Student Investment Account (SIA) within the Student Success Act (SSA)	<ul style="list-style-type: none"> <li>Meet students' mental or behavioral health needs.</li> <li>Reduce academic disparities and increase academic achievement for traditionally underserved students.</li> </ul>
Early Indicator Intervention Systems (EIS)	<ul style="list-style-type: none"> <li>Gather, review, and analyze predictive data at the student level.</li> <li>Identify strengths, assets, and areas to support individual students.</li> </ul>
Early Literacy Success School District Grants	<ul style="list-style-type: none"> <li>Increase early literacy for children from birth to third grade.</li> <li>Reduce literacy academic disparities for student groups that have historically experienced academic disparities.</li> <li>Increase support to parents/ guardians to enable them to be partners in the development of their children's literacy skills and knowledge.</li> <li>Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family-centered.</li> </ul>
<p>Career &amp; Technical Education (CTE) (Perkins V)</p> <p>Funded through LBCC Regional Consortium</p>	<ul style="list-style-type: none"> <li>Develop the academic knowledge and technical and employability skills of secondary education students.</li> <li>Increase equitable access and inclusion in high-quality CTE and career-connected learning activities.</li> </ul>

## 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 94.4% rate of freshman on track in the 2024-2025 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 >95% 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 57.14 %, 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 28 students, fifteen received a standard diploma and eight 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:**

Significant progress has been made in literacy development across grades K–8. At the K–5 level, students have shown literacy gains supported by strong RTIi programming and targeted Science of Reading instruction provided in partnership with LBL. Robust RTIi systems are in place through grade 8, incorporating both push-in and pull-out instructional models to address individual student strengths and needs. At the early learning level (K–1), the addition of an SLPA has provided focused language support for students whose needs impact literacy development but do not require special education services, ensuring early and effective intervention. Professional Learning Communities (PLCs) have also been established to reinforce success for

all students, with teaching staff meeting weekly or bi-weekly to review data, share strategies, and strengthen instructional practices that directly support student achievement.

**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.

**Student Attendance:**

One of the most pressing barriers continues to be chronic absenteeism, which directly impacts student learning and growth. Helping students and families understand the importance of being in school every day remains critical, and we must continue to tell this story in ways that resonate across our community. Consistency of implementation across schools is another challenge, as expectations and practices could be more tightly aligned to ensure equitable support for all students. Additionally, the change in local benchmark and progress monitoring assessment tools at the end of the school year created transition hurdles, requiring staff and students to adjust quickly to new systems while maintaining focus on instructional priorities.

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.

**Literacy Gains at 3<sup>rd</sup> Grade Through RTI Supports:**

Reviewing 3rd grade reading data highlights a decline in the percentage of students meeting the state standard on the OSAT, with a target of 53.6% compared to an actual performance of 45%. This gap underscores the need to more closely analyze the results alongside benchmark assessment information to identify strategies that will support stronger gains. Elementary students engaged with iReady for benchmark assessments in the fall and winter, but the spring return to STAR testing created complications, as it occurred simultaneously with OSAT

administration. Additionally, the decreasing percentages of students participating in the OSAT further skew overall data, making it more difficult to obtain a fully accurate picture of student performance. We will continue our diligence in RTIi practices, reading interventions, professional learning, and creating a well-rounded and engaging education for all students.

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

- **Districtwide MTSS (Multi-Tiered System of Support) Protocols:**  
School team of administrators, teachers, and parents beginning work on alignment of consistent system of supports, including data sets to be considered.
- **Ongoing Literacy Gain:**  
Seeking to determine reasons for drop in student literacy performance in the 2024-2025 school year. Looking to strategies that will support success, including focused PLC cycles completed by staff and focus on whole-group ECRI administration at Clemens Primary School.
- **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.

## Longitudinal Performance Growth Targets 2024-2025

Metric	Target Type	2024-2025 Target	2024-2025 Actual
Four-Year Cohort Graduation	All Students	79%	<b>87.31%</b> >95.00% (PHS) 57.14% (PA) 50.00% (KVCS)
	Stretch Target	84%	
Five-Year Cohort Completion	All Students	>95%	<b>95.90%</b> >95.00% (PHS) 89.29% (PA) 85.71% (KVCS)
	Stretch Target	>95%	
9 <sup>th</sup> Grade On-Track	All Students	86.8%	<b>91.5%</b> >95.00% (PHS) 77.80% (PA) >95.00% (KVCS)
	Stretch Target	89%	
3 <sup>rd</sup> Grade ELA Proficiency	All Students	53.6%	<b>45.00% (All)</b> 75.00% (BES) 28.60% (KVCS) 46.70% (PES) 95.80% Participation
	Stretch Target	57%	
8 <sup>th</sup> Grade Math Proficiency	All Students	TBD	31.50% 26.70% (KVCS) * (PA) 33.00% (PMS) 82.20% Participation
	Stretch Target	TBD	
Regular Attenders	All Students	65%	<b>67.40%</b>
	Stretch Target	67%	