

Philomath School District 17J

Aligning for Student Success:

**Integrated Guidance
Annual Report Narrative
2025-2026**



Philomath School District

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

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

General Information

School Year:	<u>2025-2026</u>
School District Name:	<u>Philomath School District 17J</u>
Institution ID:	<u>1900</u>
Webpage:	<u>https://www.philomathsd.net/</u>
Contacts:	<u>Susan Halliday, Superintendent</u>
E-Mail:	<u>susan.halliday@philomath.k12.or.us</u>
Phone Number:	<u>541-929-3169</u>
	<u>Jodi Dodd, LBL</u>
E-Mail:	<u>jodi.dodd@lblepd.gov</u>
Phone Number:	<u>541-812-2600</u>
	<u>Jennifer Griffith, Business Manager</u>
E-Mail:	<u>jennifer.griffith@philomath.k12.or.us</u>
Phone Number:	<u>541-929-3169</u>

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 Moser

Principal

Philomath Academy

Garth Gerot

Principal

Philomath Elementary School

Eric Beasley
Mike McDonough

Principal
Assistant Principal

Philomath High School

Mark Henderson
DeeDee Collins

Principal
Assistant Principal

Philomath Middle School

Steve Bell
Jamon Ellingson

Principal
Assistant Principal/ Athletic Director

Kings Valley Charter School

Diana Barnhart
Michael Chung
Wren Huff
Athena Lodge

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

Philomath School Board

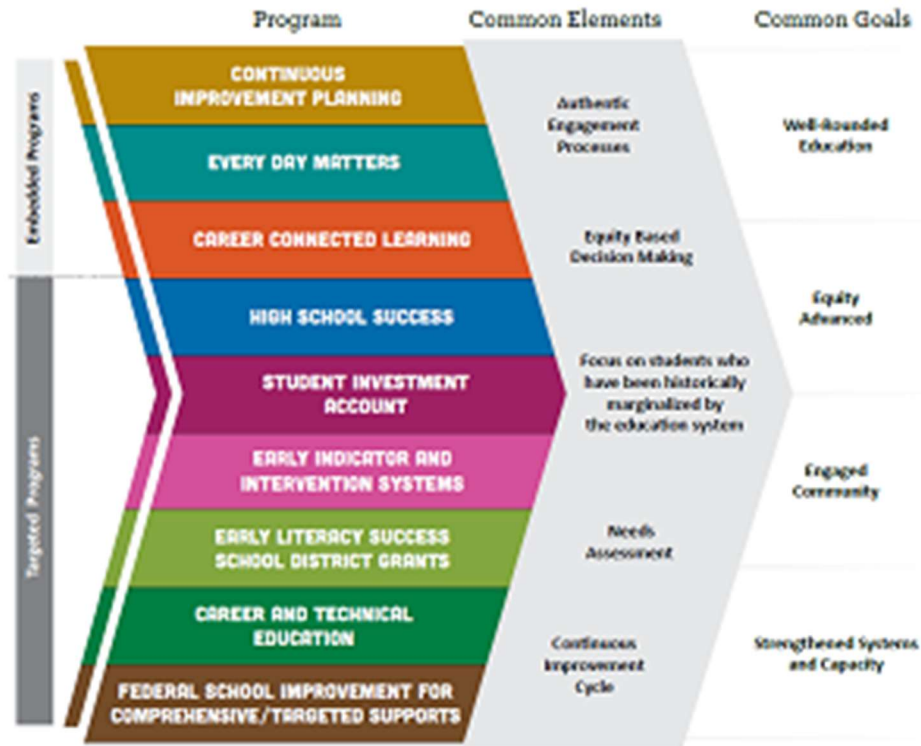
Ryan Cheeke
Erin Gudge
Sandi Hering
Tom Klipfel
Erin McMullen

Kings Valley Charter School Board

John Corbin
Beth Hoinacki
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.

Five of the programs connect to once-independent or new funding streams. These programs are highlighted in yellow in the chart below. The remaining three 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)	- 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

Program Title	Goals
Every Day Matters (EDM)	Addressing chronic absenteeism through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement.
Career Connected Learning	A framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly inked to professional and industry-based expectations.
High School Success Act (HSS)	- 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)	- Meet students' mental or behavioral health needs. - Reduce academic disparities and increase academic achievement for traditionally underserved students.
Early Indicator Intervention Systems (EIS)	- Gather, review, and analyze predictive data at the student level. - Identify strengths, assets, and areas to support individual students.
Early Literacy Success School District Grants	- Increase early literacy for children from birth to third grade. - Reduce literacy academic disparities for student groups that have historically experienced academic disparities. - Increase support to parents/ guardians to enable them to be partners in the development of their children's literacy skills and knowledge. - Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family-centered.
Career & Technical Education (CTE) (Perkins V) Funded through LBCC Regional Consortium	- 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.

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 continues to embrace 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 93.55% rate for cohort graduation in the 2025-2026 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 include a >95% five-year cohort completion rate and an 89.5% rate for freshman on track to graduate on time.

The Philomath Academy also has reason to celebrate. The four-year cohort graduation rate for the Philomath Academy is currently 69.23% for the 2025-2026 school year, up from 57.14 % in the prior school year. In addition, 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 27 students, fifteen received a standard diploma and four 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.

College and Career Exposure:

Philomath Middle School continually supports opportunities for students to learn more about themselves through exploration of aptitude and opportunity. In the spring of the 2025-2026 school year, all students—332 strong—participated in a school-designed Career Day, featuring both small and large group sessions from 46 local businesses. This activity takes place every other year at Philomath Middle School.

Eighth grade students from Philomath Middle School also were able to experience dedicated, focused visits to Oregon State University, the University of Oregon, and Linn-Benton Community College.

College-Ready Opportunities:

Both the Philomath Academy and Philomath High School provide access to a community college experience for some students. The opportunity provides students with a different learning experience and environment as they decide what future might be unfolding.

The Philomath School District also supports students through payment for AP (Advanced Placement) Testing for students. During 2025-2026, eighty students from Philomath High School participated in 100 AP exams with 70 students scoring at a level 3 or higher. Of all students in the class of 2026 from Philomath High School, 68.34% list a 4-year university, community college, or dual program enrollment as their plan for fall 2026.

Literacy Gains:

Significant progress continues to be 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. As a result, we are looking forward to participate in the ‘Science of Writing’ professional learning also provided by 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 Oral Language Reading Assistant 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 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 three 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 and Numeracy:

While above the state averages, the Philomath School District has concerns about the percentage of students meeting state standards, most specifically in 3rd grade reading and 8th grade mathematics.

Reviewing 3rd grade reading data highlights a decline in the percentage of students meeting the state standard on the OSAT for the second consecutive year, from 47.4% to 44.7%. The proposed state target established under SB 141 for 3rd grade reading will be 52.6% by the end of the 2029-2030 school year. While the percent of students meeting the state standard in 8th grade mathematics improved to 34.1% in the 2025-2026 school year, the district remains concerned about a target established for SB 141 to be at 52.0% by the end of the 2029-2030 school year. These gaps underscore the need to more closely analyze the results alongside local benchmark assessment information to identify strategies that will support stronger gains.

Elementary students are now participating in STAR testing at the local level. Middle school students are participating in iReady for benchmark assessments. 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 continuing 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 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 2025-2026

Metric	Target Type	2025-2026 Target	2025-2026 Actual
Four-Year Cohort Graduation	All Students	80.0%	89.17% 93.55% (PHS) 69.23% (PA) 85.71% (KVCS)
	Stretch Target	88.0%	
Five-Year Cohort Completion	All Students	>95%	94.74% >95.00% (PHS) 88.89% (PA) 50.00% (KVCS)
	Stretch Target	>95%	
9 th Grade On-Track	All Students	87.7%	89.5% 92.9% (PHS) 66.7% (PA) 70.6% (KVCS)
	Stretch Target	91.0%	
3 rd Grade ELA Proficiency	All Students	55.6%	44.7% (All) *% (BES) 42.1% (KVCS) 44.4% (PES) 98.3% Participation
	Stretch Target	59.0%	
8 th Grade Math Proficiency	All Students	TBD	34.1% 10.0% (KVCS) * (PA) 37.1% (PMS) 95.8% Participation
	Stretch Target	TBD	
Regular Attenders	All Students	66.0%	68.2% 82.6% Blodgett) 78.0% (CPS) 54.9% (KVCS) 33.3% (PA) 80.7% (PES) 63.7% (PHS) 69.6 (PMS)
	Stretch Target	71.0%	