



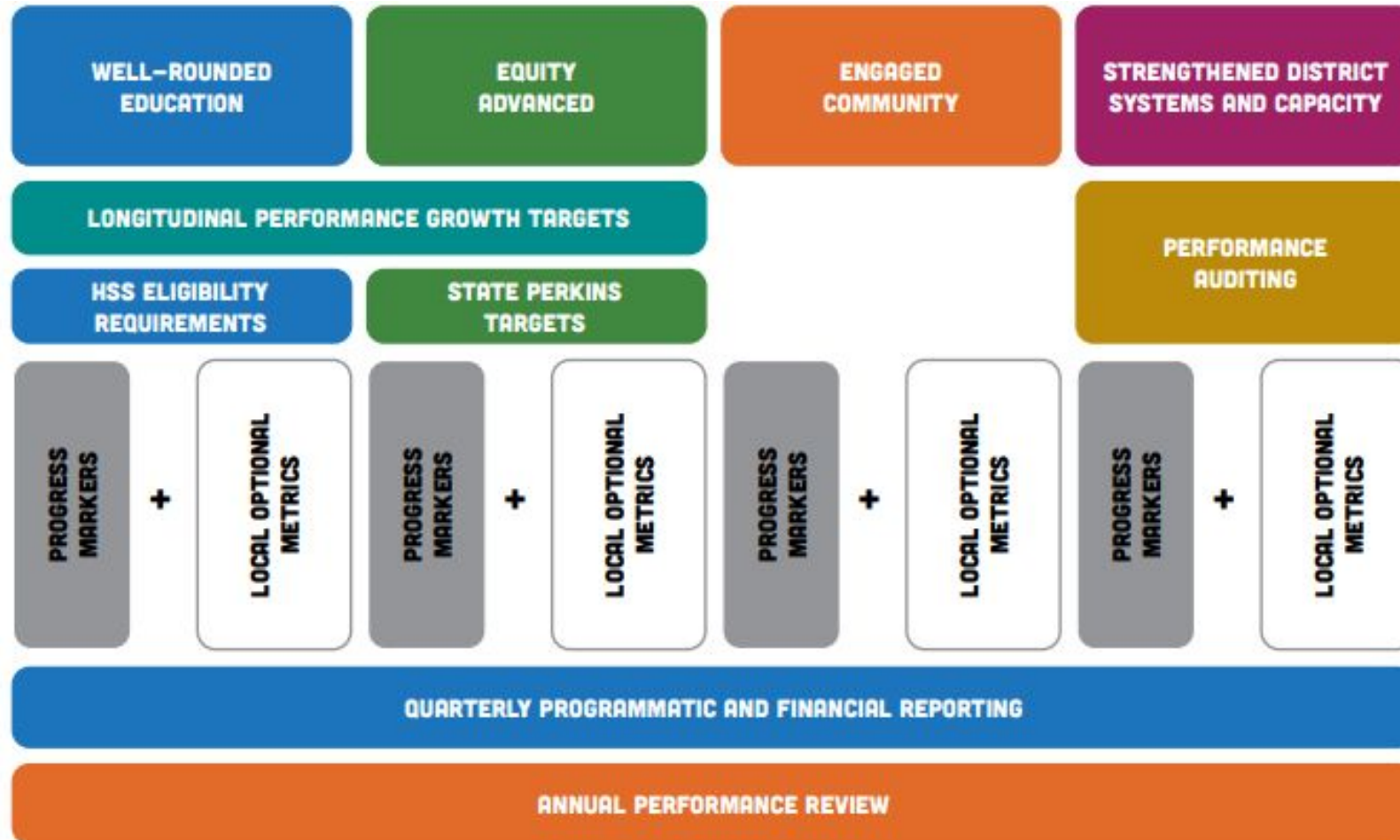
25-26 Integrated Programs Annual Report Presentation

Corbett School District

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions
- Throughout the year, grant recipients have been asked to report expenditures and report on progress markers which will help inform overall progress on the annual report.

Summary of Integrated Programs Performance Measures



SIA Annual Report Requirements

- SIA recipients are required by statute to:
 - review their own progress on an annual basis through an annual progress report and financial audit
 - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
 - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
 - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)

Annual Report 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.

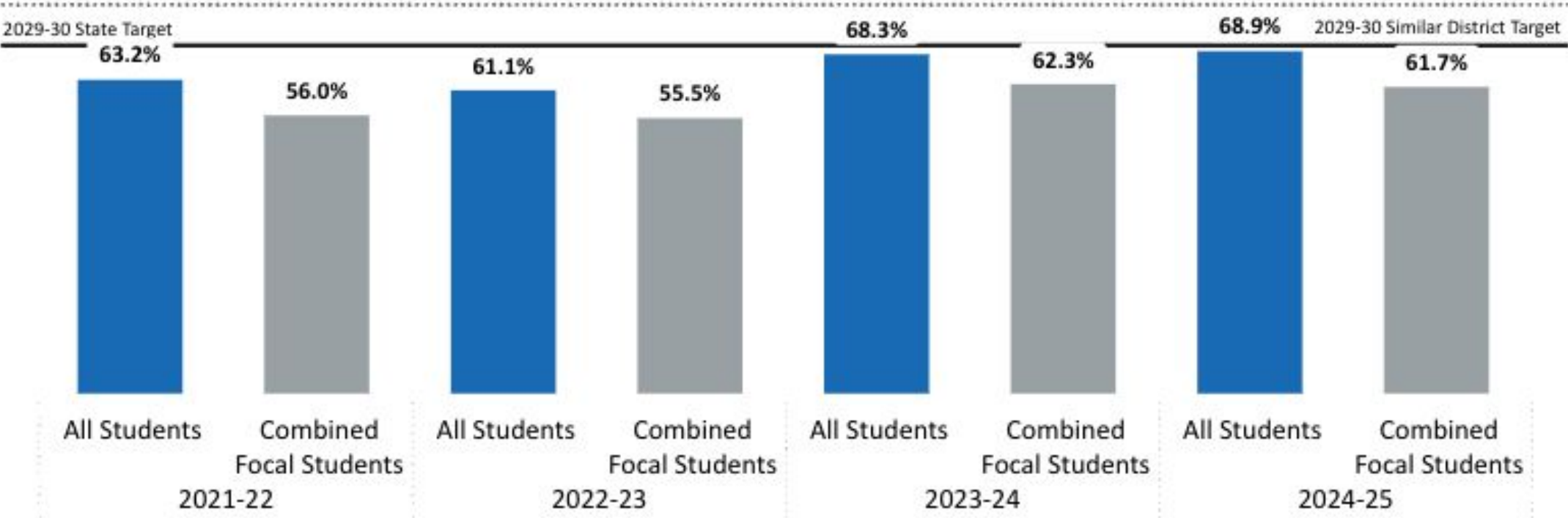
Outcome: Corbett School District consistently works to maintain the mental and emotional health and safety of all students and staff.

Strategy: Maintain employment of at least two counselors to be available to students across our district.

K-12 Regular Attendance

Corbett SD 39: Group 4, Cluster 1

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Report Notes: Values above 95%, values below 5%, or values representing fewer than 10 students have been suppressed to protect student confidentiality.

Narrative:

Corbett School District has made progress in implementing the outcome focused on maintaining the mental and emotional health and safety of all students and staff. One key area of progress has been the district's continued commitment to maintaining at least two counselors available to support students across the district. The district has successfully maintained employment of two counselors and plans to continue supporting its mental health team through the remainder of the school year. Counselors play an important role in supporting students' social-emotional development, addressing barriers to learning, and connecting students and families with additional resources when needed.

While there are no Longitudinal Performance Growth Targets (LPGTs) or Local Optional Metrics (LOMs) directly aligned to this specific Outcome and Strategy, student attendance provides an adjacent measure of progress. Mental and emotional well-being, school connectedness, and access to supportive adults can all influence a student's ability and willingness to attend school regularly. As the district continues to monitor attendance and student support needs, we will consider how access to counseling and mental health services contributes to improved engagement and attendance outcomes.

Revised Outcome: Corbett School District will improve K–12 regular attendance by creating a safe, supportive, and connected school environment that addresses barriers to student attendance and promotes student engagement and well-being.

Revised Strategies:

Strategy 1: Maintain employment of at least two counselors to provide accessible mental health and social-emotional support to students across the district.

Strategy 2: Establish systems to regularly monitor attendance data, identify students experiencing attendance challenges, and provide timely, individualized interventions and support.

Annual Report Narrative #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?

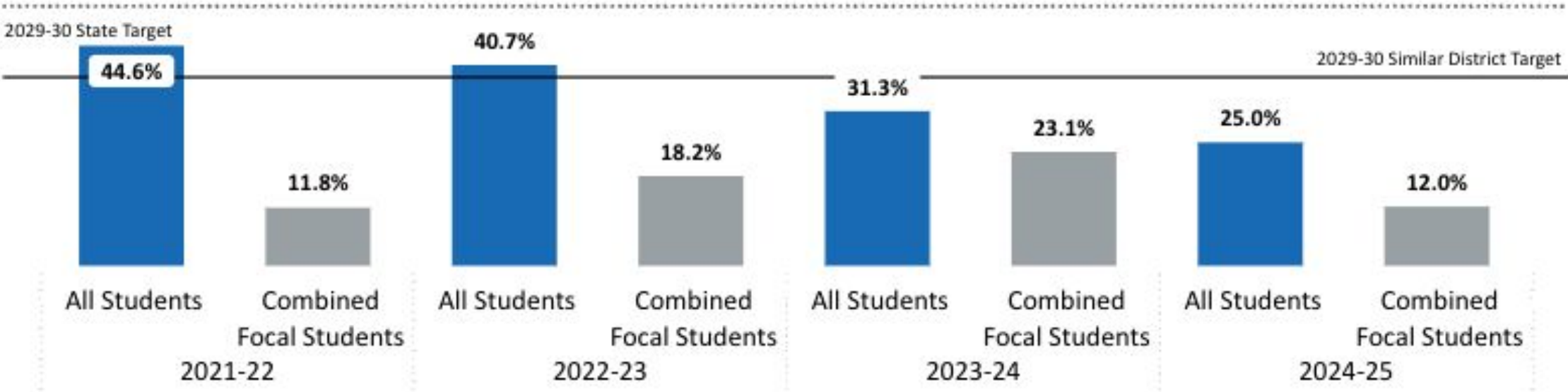
Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Outcome: CSD wants to utilize Early Literacy screeners and progress monitors to provide targeted instruction for all tiers of students in Grades K-3.

Strategy: The district selected one strategy to support this outcome: *implementation of research based early literacy protocols (DIBELS).*

3rd Grade English Language Arts

Corbett SD 39: Group 4, Cluster 1



Report Notes: Values above 95%, values below 5%, or values representing fewer than 10 students have been suppressed to protect student confidentiality.

Narrative:

The Outcome should be rewritten to provide clarity. Currently, the outcome is written more as a strategy than achievement focused. Rather than focusing on the implementation of a particular assessment tool, the outcome should describe the intended impact on student learning.

Revised Outcome: Students in Grades K–3 who require Tier II and Tier III support will make measurable progress toward grade-level early literacy standards through **targeted instruction** and **ongoing progress monitoring**.

One area where the district has experienced challenges in implementation is the use of early literacy screeners and progress monitoring to provide targeted instruction for all tiers of students in Grades K–3. The district selected DIBELS as its research-based early literacy screener to support this outcome. While staff have been utilizing the screener. One barrier that staff may be experiencing is that DIBELS is not a diagnostic tool and therefore can not be used to to provide targeted instruction for all tiers of students in Grades K-3. DIBELS **screens for risk, tracks progress, and measures basics**. Barriers could include varying levels of staff familiarity and training with DIBELS data, the need for dedicated time to review follow up diagnostic tools like UFLI and have time to analyze results and develop targeted instructional plans from Tier II and Tier III students.

Additionally, due to budget cuts, the District has had a hard time establishing consistent systems for collaboration between classroom teachers, intervention staff, and specialists. Data tracking tools have been challenging to navigate and there is a need for continued professional learning and support to move beyond administering assessments toward applying assessment data during the MTSS process.

Questions