

Annual Report Questions

Question	Context/Guidance
<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>After evaluating each progress monitoring measure, GAPS has made significant growth in almost all areas. The District has consistently responded to student based data measures within buildings and as a District. Through the process of utilizing the grant dollars included in our integrated guidance program, we have hired staff, developed a robust MTSS system, provided options for middle school students in athletics and clubs, recertified a school as an AVID National Demonstration Site, and bolstered supports to increase the success of ninth graders. Two areas that have seen marked growth are our improvements in third grade reading scores and attendance. In the 23-24 school year, there was a 6% growth in third grade reading and 10% growth in attendance.</p> <p>Based on response data from students and families in the form of empathy interviews, we have refined our direction with respect to embedding equity within our schools. Through the information we gathered, we have established a pilot program to intensively support and address equity within three schools, one at each educational level. Through leveraging our partnership with WestEd, these schools will take a comprehensive look at instruction, culture and climate, and create fully integrated equity teams that will guide school improvement and evaluate systems that have traditionally perpetuated performance gaps.</p> <p>One of our most successful improvements during the 23-24 school year was through an attendance initiative that included a partnership with Linn-Benton Educational Service District. Through this partnership, and utilizing both CSI/TSI funds, two elementary schools and two middle schools piloted a comprehensive attendance intervention system. The system included hiring attendance liaisons for family outreach, developing lessons for students and families, and using an MTSS system to evaluate data and interventions. As a result, Waverly Elementary School and Sunrise Elementary School experienced a 19% and 18% increase in attendance rates respectively and Calapooia and Memorial Middle Schools saw a 14.4% increase in attendance. This pilot will shift into year two for these schools and we are implementing year one in another elementary school and two more middle schools in the 24-25 school year.</p>

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.

Perhaps the greatest challenge we face as a District with respect to the integrated guidance process is establishing strong connections for authentic community involvement and feedback. Whether that be through parents or partners, it is a challenge to build strong systems for feedback that is authentic in nature, and meaningful in the outcomes we see. GAPS has made strides in both areas, but ongoing successful relationships in these areas are hard to maintain and foster.

While that is the case, we will work hard through the use of our Collaborative Steering Committee to garner additional staff input and will increase community involvement this winter and spring as we develop our next comprehensive plan for the SIA budget and activities.

We did not meet the goal of having 81% of ninth graders on-track by earning 6 or more credits as a District. During the 23-24 school year, while working with The Center for High School Success, steps were taken to develop thriving ninth grade teams at both high schools. However, we did not attain the goal of that activity. During the summer and fall of 24-25, both SAHS and WAHS developed ninth grade teams that are currently evaluating ninth grade data, implementing interventions, and establishing systems to enhance ninth grade performance. In addition, SAHS has shifted to an eight period alternating block schedule that will increase the number of credit earning opportunities for ninth graders which should also impact their overall success rate.