



Canby School District 2024-2025 Integrated Programs Annual Report

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>As we reflect on the implementation of the Canby School District’s Strategic Plan, we are encouraged by the meaningful progress made across our Outcomes and Strategies. Through intentional alignment of initiatives, consistent monitoring of progress markers, and authentic engagement with students, staff, families, and the broader community, we are seeing clear connections between our daily actions and our Longitudinal Performance Growth Targets (LPGT), as well as additional indicators named in our Strategic Plan. This reflection provides an opportunity to highlight where we have seen progress in implementation.</p> <p>Our plan has three key outcomes (priorities) and specific strategies (goals and actions) for each outcome:</p> <ol style="list-style-type: none"> 1. Increase Student Engagement and Lower Academic Disparities 2. Increase a Sense of Belonging and Culturally Diverse Representation 3. Develop and Strengthen our Community and Family Partnerships <p>This past school year, we engaged in a yearlong curriculum renewal and adoption process in order to select high-quality instructional materials in Language Arts K–12 for implementation during the 2025-2026 school year. This was one of our areas of greatest success and directly connects to Integrated Programs progress marker #4, which states, <i>“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.”</i> The adoption process not only deepened our understanding of current instructional practices, but also positioned us to ensure coherence, equity, and alignment across grade levels.</p> <p>We look forward to implementing our new instructional materials and supporting a professional learning plan that continues to prioritize clear guidance on the components of a structured literacy block with high-leverage instructional practices and aligned assessment.</p> <p>An additional area of growth and progress is connected to our third outcome of strengthening community and family partnerships. During the 2024-2025, we learned we would be facing a budget shortfall due to inadequate state funding,</p>

decreasing enrollment and increased PERS costs. We made noteworthy progress to the follow two progress markers:

- Progress Marker #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.
- Progress Marker #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.

Throughout the year, we held numerous staff, student and community input sessions in order to help our stakeholders understand state school funding and the budget landscape in the Canby School District. Every school had more than one community session and staff had input sessions and 1:1 opportunities to connect with our Superintendent. Our goal was to provide frequent, consistent and clear communication about our district budget. Through our reduction progress, we strived for full transparency of our current budget and reality moving forward. We worked to prioritize the needs expressed by our stakeholders as well as stay aligned to the outcomes and priorities stated on our CSD Strategic Plan.

The 2024–2025 school year highlighted both progress and perseverance as we advanced our Strategic Plan. Despite budget challenges, we planned for greater alignment of instructional practices and implementation of high quality instructional materials, strengthened transparency in resource allocation, and engaged authentically with our community. These efforts have moved us closer to meeting our goals identified in our three key outcomes. We remain committed to building on this momentum to achieve our Longitudinal Performance Growth Targets and ensure success for every learner.

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.

As we reflect on our Strategic Plan implementation and the success criteria named in the Progress Markers, we continue to see two areas in which we are experiencing challenges. The following are the two program markers that we experience limited progress:

- Progress Marker #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.
- Progress Marker #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.

A key challenge we continue to face relates to building a truly balanced assessment system. While we have made initial progress in aligning districtwide assessments, we are still working to ensure educators have the tools and training needed to continue to align assessment practices at the school and classroom level. We need more learning time to continue this work. An area of growth is to understand, identify and celebrate the assets of emerging multilingual students. This knowledge and time gap has limited our ability to fully leverage assessment data to guide instruction and track growth across all student groups. Similarly, addressing systemic barriers remains an area of priority and need. While staff are engaging in reflective practice and professional learning, we are still developing consistent processes to identify and respond to the barriers that affect student engagement, attendance, and postsecondary readiness.

Additional support in strengthening assessment literacy, particularly around multilingual learners, and in building districtwide systems for identifying and addressing inequities would accelerate our progress toward these outcomes.

3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

The LPGT stands for Longitudinal Performance Growth Targets and refers to goals in the following five metrics:

1. 3rd Grade Reading
2. 9th Grade On-Track
3. 4-year Graduation
4. 5-year Completion
5. Attendance

Upon reviewing our actual rates for the Canby School District, we showed the greatest growth in our 4-year graduation data. We increased our 4-yr graduation rate by 5.7% and 7.4% for students identified as focal group students or students that have historically been underserved, as defined by ODE. In addition, 3rd grade reading scores have also met our growth goals, with our identified focal students having the greatest growth with an increase of 9.9%. We only have one metric where we saw a decrease and that was our 9th grade on-track to graduation data by 3-5%.

This progress demonstrates that our targeted efforts are beginning to yield results, particularly in literacy and high school completion. The increase of 9.9% in 3rd grade reading for focal students aligns directly with our district's focus on early literacy as a foundation for long-term success.

As we continue to implement our CSD Strategic Plan, there are two potential shifts in strategy that we will explore. We want to fully implement early warning systems and intervention support to reduce chronic absenteeism, as well as expand our practices for supporting students attending school. We also want to continue to increase the sense of belonging for students through inclusive classroom practices and routines and we see our Collaborative Team time as a lever to impact progress in this area. Overall, looking at our LGPT disaggregated data will inform adjustments to our plan this upcoming school year.