



McMinnville

SCHOOL DISTRICT

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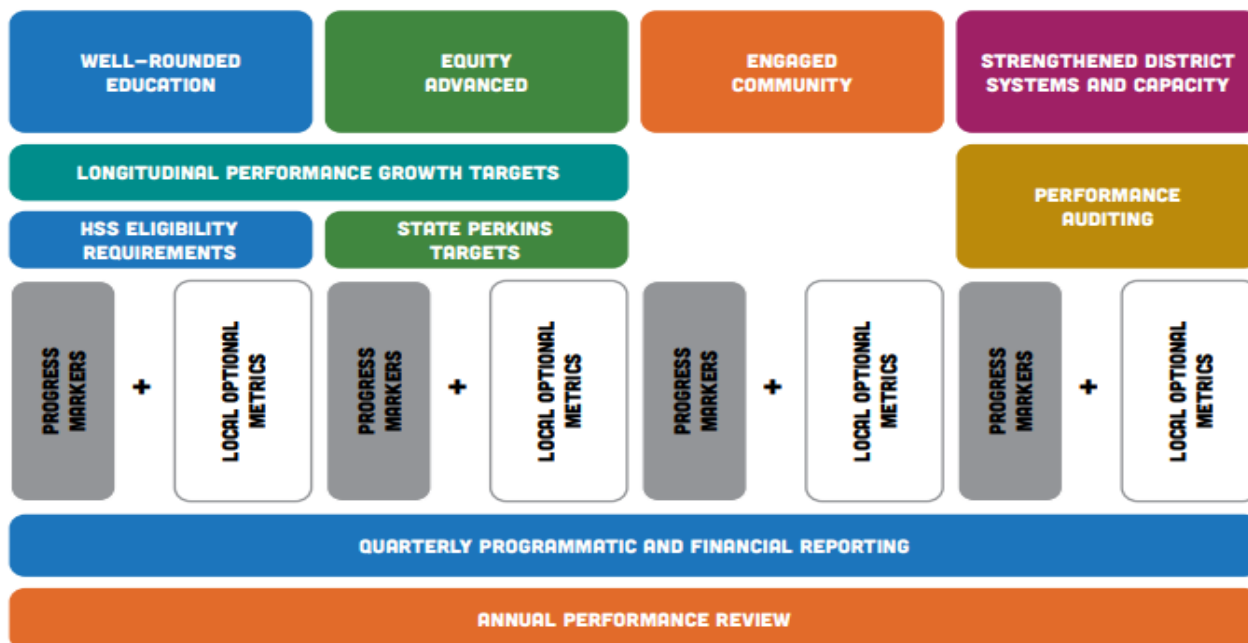
To: Board of Directors

From: Davey Altree, Acting Director of Curriculum, Instruction & Assessment

Re: Integrated Plan Update

With the Integrated Plan we are required to complete a summary of the work that has been done and present those results to our governing board.

As a reminder, there are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance: 1. Longitudinal Performance Growth Targets (LPGTs) 2. High School Success Eligibility Requirements 3. State CTE Perkins Performance Targets 4. Progress Markers 5. Local Optional Metrics 6 Quarterly and Financial Reporting 7. Annual Reporting 8. Performance Reviews



Here are the Annual Report Questions and the Narratives that were submitted to those questions.

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)?

We are continuing to progress in professional collaboration and capacity building. This is directly contributing to the outcome of improving instructional coherence and equity across the district. By focusing on standards alignment, we are ensuring that what is taught, assessed, and used as evidence of learning is tightly connected to the expectations outlined in the standards. This has already had a positive impact on instruction and outcomes for K-12 students. Last year, 22 math teachers and 22 ELA teachers, as well as TOSA's and administrators, engaged in multiple days of intensive PLC training. This resulted in aligned learning progressions, proficiency scales, and in some cases, pacing guides. Many of these teachers are now serving in PLC leadership roles within their levels and buildings, bringing deep content knowledge and facilitation skills to their colleagues. This is strengthening collaboration, distributing leadership, and expanding our district's capacity to sustain this work long term. This year, we are expanding PLC training to additional content areas, continuing to build teacher expertise and deepen alignment across grade levels. By investing in collaborative structures and developing teacher leaders, we are reducing variability in classroom expectations and eliminating the "educational lottery effect." Students benefit from greater clarity and consistency, while teachers are equipped with the tools and shared language needed to monitor progress and adjust instruction. This progress directly supports our LPGTs by strengthening the foundation of teaching and learning districtwide.

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?

We continue to experience many of the same barriers highlighted in earlier reports, particularly in the area of professional development. Voluntary participation in PD remains limited, and with the restrictions on administrator-led sessions, we have had to shift some of our training into the school day. While this ensures participation, it also creates challenges. Pulling teachers from classrooms requires substitute coverage, which is not only costly but also raises equity concerns. Some staff are able to participate while others are not, and students miss valuable instructional time with their regular teacher. We also continue to face challenges in extending the Science of Reading work beyond the primary grades. While the Early Literacy Initiative has made a strong impact in K-2,

we have students in middle and high school who are still struggling to read, and secondary teachers have not yet had opportunities to build knowledge of reading science or to address the specific gaps their students bring. Without this training, older students risk falling further behind, widening achievement gaps as they progress through school.

To move forward, we need continued support to develop sustainable professional development models that minimize disruptions for students while maximizing teacher participation. In particular, we need targeted training and resources for educators beyond the primary grades so that the Science of Reading becomes a K-12 effort. Addressing these challenges will help ensure that all students, regardless of grade level, receive the high quality literacy instruction they need to succeed.

- 3. 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.**

As we review progress toward our LPGS's and LOMs, we see both encouraging momentum and areas that require continued focus. For example, in 2023-24, 44% of our 3rd grade students scored proficient on the OSAS ELA assessment, exceeding our goal of 41%. For 2024-25 our goal is to maintain at least 44% proficiency. While state results have not yet been released, internal data suggest we may come in a couple of percentage points below that target. This signals the importance of sustaining and expanding our literacy work, particularly in early elementary and in the upper grades where students still need our support. Our investments in professional collaboration are also contributing to progress toward our targets. Through PLC training, more than 44 teachers in Math and ELA developed aligned standards, proficiency scales, and pacing guides, with many now serving in PLC leadership roles. This alignment work supports equitable outcomes by reducing variability in instruction across classrooms, a key strategy for meeting our LPGTs. Early literacy screening data also indicate that more K-2 students are meeting benchmark expectations than last year, suggesting that Science of Reading implementation is positively impacting foundational skills.

At the same time, we recognize challenges remain. Expanding Science of Reading professional development into upper elementary, middle and high school is necessary to ensure teachers can address foundational skill gaps for older students. Looking ahead, our next steps include scaling PLC alignment into additional content areas, expanding literacy supports, and using the unified Tier 1 SEL rubric to monitor fidelity of implementation. These strategies will help accelerate progress toward our LPGTs, particularly in literacy growth, and ensure all students have access to consistent, high quality instruction.