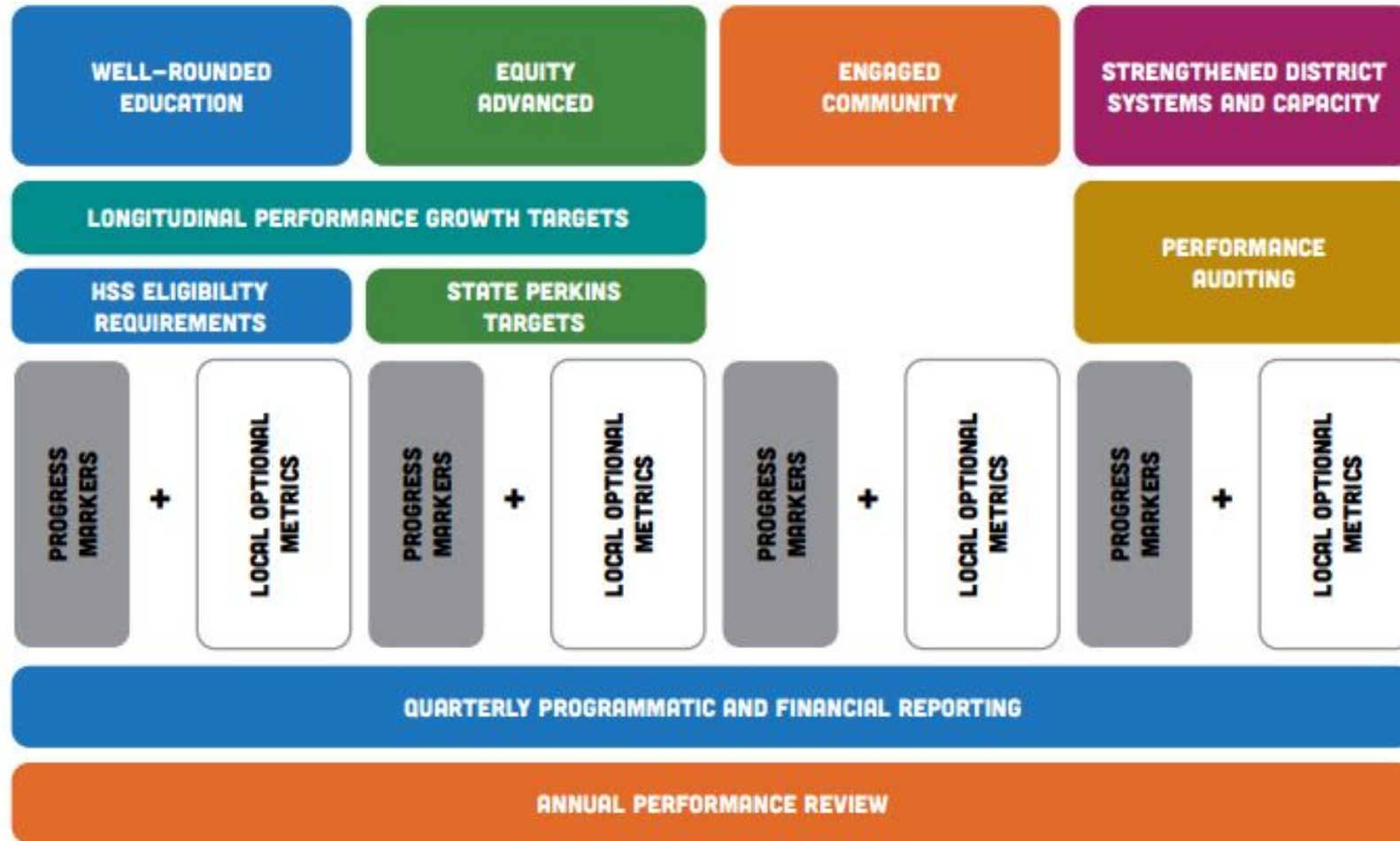




25-26 Integrated Programs Annual Report Presentation

Alsea School District

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:
 - Graduation rate, ELA proficiency, Math proficiency, attendance

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.

Our implementation progress is directly supporting the Outcomes, Strategies, and Longitudinal Performance Growth Targets (LPGTs)/Local Optional Metrics (LOMs) identified in our plan. Our primary growth targets are to increase literacy and mathematics proficiency by nearly 12 percentage points. A key area of progress has been the implementation of intentional, data-informed PLCs. Staff are using diagnostic and formative assessment data to identify student needs, establish instructional priorities, monitor progress, and determine targeted next steps. Professional learning has focused on evidence-based instructional practices, healthy learning environments, small-group instruction, student engagement, and trauma-informed practices.

Systems are now in place and functioning to support ongoing collaboration around student data, instructional improvement, and intervention. These structures are increasing consistency in instructional practices and providing greater opportunities for student voice and individualized support.

Continued implementation and monitoring of these strategies will support progress toward our literacy and mathematics proficiency targets and strengthen our district's continuous improvement cycle.

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.

A significant barrier to implementation has been staff readiness and willingness to engage in changes to instructional practice. At the beginning of the implementation period, some staff demonstrated fixed mindsets and resistance to adopting new instructional practices, data-driven collaboration, and continuous improvement processes. Staffing changes have addressed much of this barrier, and we are now seeing greater openness to collaboration, professional learning, and implementation of evidence-based practices. A second ongoing challenge is community engagement.

Despite increasing opportunities for community input, feedback, collaboration, and participation in district and school activities, engagement remains lower than desired. This has limited the breadth of community voice informing some aspects of our improvement work. We will continue to prioritize transparent communication, relationship-building, and accessible opportunities for meaningful stakeholder participation.

Continued support with strategies for strengthening community engagement and sustaining staff capacity for collaborative, continuous improvement would help accelerate progress toward our Outcomes and Strategies.

Progress Markers

Progr... Marker Ident... # 🔒	Progress Marker	2025-26 Q2 Progress ①	2025-26 Q4/Annual Progress ①
	[-] Start to See: Early signs of progress (3-6 months)	For PM 1-4, select your response from the dropdown	For PM 1-4, select your response from the dropdown
PM1	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.	High	Firmly in place
PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	High
PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	High	High
PM4	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.	High	High

Progress Markers

PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	High	High
PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	High
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Medium	High
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students’ learning. Digital resources are being used with fidelity to advance learners’ engagement with instruction.	Medium	High
PM9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	High	Firmly in place
PM10	Foundational learning practices that create a culturally sustaining and welcoming climate are	High	High

PM10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	High	High
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Progress Markers

PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	High	High
PM12	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.	High	High
PM13	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.	High	High
PM14	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.	Medium	High
PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and	Medium	High

QUESTIONS?

