



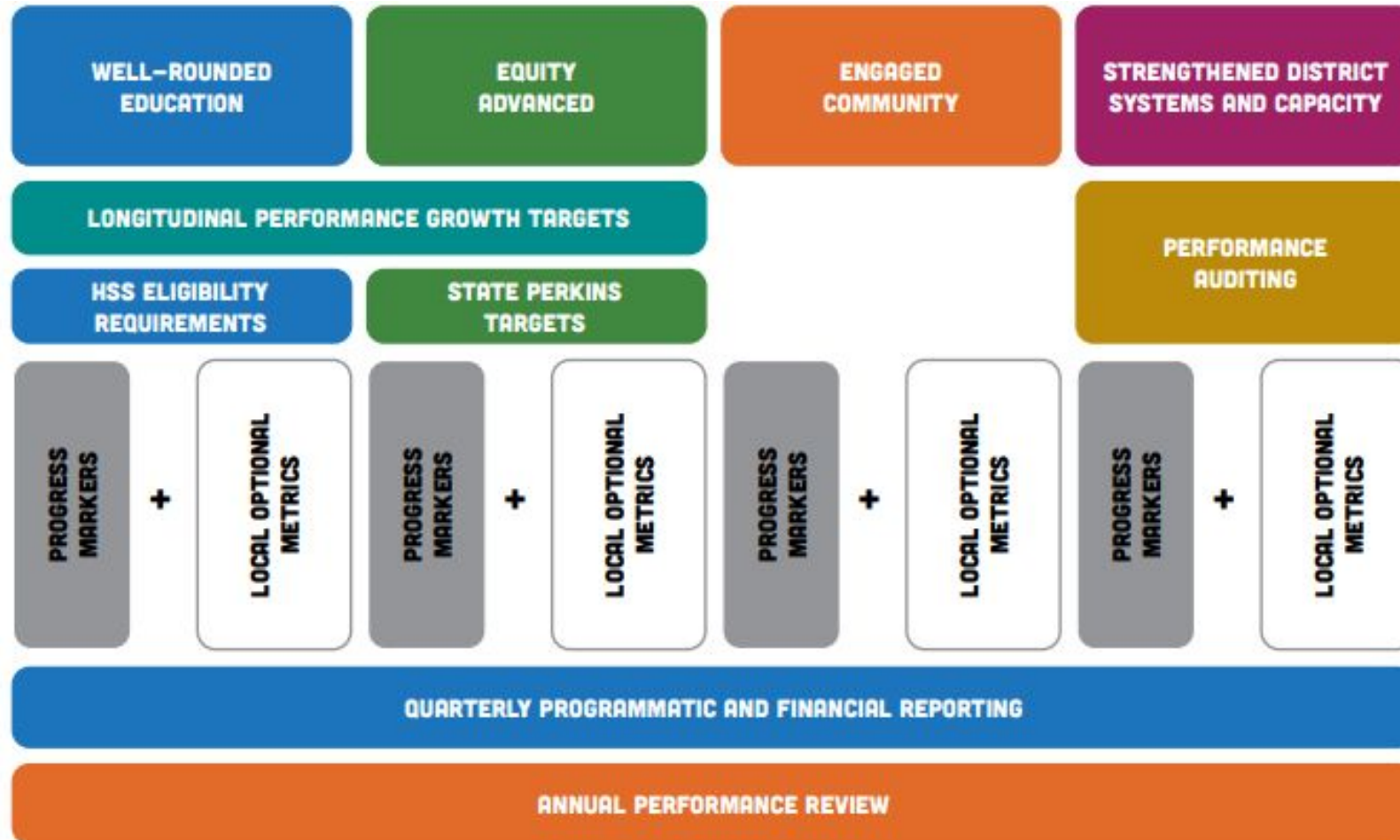
25-26 Integrated Programs Annual Report Presentation

Fern Ridge School District
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Annual Reporting Requirements

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

FRSD Outcomes

Outcome A:

- FRSD will provide a supportive and safe school environment that values diversity, in which all students and adults feel welcomed and respected.

Outcome B:

- FRSD will maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills

Outcome C:

- FRSD students will connect and apply their education to the world of today and tomorrow

FRSD Strategies



- Establish and implement a district-wide plan to ensure that students and staff are known, seen, and valued.
- Establish and implement a cohesive student support process across K-12 that includes mental, behavioral, and academic targets.
- Create a safe learning environment by providing targeted and embedded mental health and behavioral supports.
- Create an ongoing process and system to encourage and utilize stakeholder feedback.
- Provide ongoing professional development for staff in areas of instructional improvement, student learning, and engagement.
- Develop and enhance engaging, student-centered and well-rounded learning experiences.
- Provide professional learning on early literacy instructional practices, along with coaching and team-planning time for primary teachers, then those teachers will apply early literacy instructional best practices, and students' reading and writing abilities will improve.

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.

FRSD outcomes and strategies build on the critical components of: belonging and safety, student support systems, academic excellence, and future readiness.

All of these are aligned to our mission statement pillars: Relationship, Rigor, and Relevance. K-12 alignment and coherence (a component of each outcome) has been a primary focus area for our district teams and administrators.

Progress in regards to Outcome B has included: ongoing professional development, collective agreements for collaboration, and focused alignment in regards to data teams.

Examples in Practice



FRSD will maintain high expectations and promotes academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills.

K-5

- LETRS Training
- District Literacy Team
- K-5 Data Teams
- High-Dosage Tutoring
- Afterschool Programs
- K-12 MTSS

6-8

- STAR Math & Reading
- New Health Curriculum
- Data Teams
- Afterschool Programs
- OSAS Interim Assessments
- Ongoing professional learning
- Intervention/Enrichment in master schedule
- K-12 MTSS

9-12

- 9th Grade on-track Committee
- Targeted supports for on time graduation
- College Now Courses
- AP Courses
- Test Day
- CTE classes
- Student Input Surveys
- K-12 MTSS

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.

One area where we continue to experience barriers is **Outcome C: FRSD students will connect and apply their education to the world of today and tomorrow.** While the district strongly supports this outcome, identifying specific, intentional, and repeatable strategies that can be implemented consistently across K-12 continues to be challenging.

There are many opportunities to make learning relevant through career exploration, community partnerships, real-world applications, and authentic learning experiences; however, moving from individual activities or isolated opportunities to a coherent and sustainable K-12 approach takes time, capacity, and coordination.

Support in identifying practical models, strategies, or examples from other districts—particularly approaches that can be embedded into existing instruction rather than becoming another initiative—would be valuable as we continue this work.

Moving Forward 26-27 & Beyond

Supportive Activities & Future Shifts:

- Current strategies include expanding MTSS, targeted literacy/math interventions, OSAS assessments, and family engagement.
- Planned shifts focus on:
 - Expanding graduation supports for focal students and post-secondary connections.
 - Continue to strengthen community partnerships to address basic needs.
 - Enhancing teacher professional learning in instruction and engagement.
 - Refining early warning systems to intervene earlier, especially in middle-to-high school transitions.
 - Continue efforts in creating a K-12 plan for supporting students and teachers with Outcome C, “student will connect and apply their education to the world of today and tomorrow”