



Prepared for: North Bend School Board
Prepared by: Tim Crider, Assistant Superintendent
Meeting Date: September 4, 2025

Integrated Programs 2024-25 Annual Report

NO ACTION REQUIRED

Integrated Programs (Student Investment Account, High School Success, Early Intervention and Supports) Grants

The budget for 2024-25 = **\$3,421,893.56**

Integrated Programs Grant 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.

The purpose of these resources is prioritized into six outcomes:

Outcome A: Increase reading & mathematics performance for all students while closing achievement gaps. Increase the number of students who are economically disadvantaged completing advanced courses.

Outcome B: Develop and improve multiple pathways to graduation that link our CTE programs and post-high school success.

Outcome C: Create and support a school culture that addresses the safety needs and social emotional needs of our students.

Outcome D: 90% of students will be on-track toward graduation after completing 9th grade.

Outcome E: Students will document and track post-secondary plans and will move along a deliberate path through school toward their preferred next steps in college or career.

Outcome-F Leverage strategies and support for our Attendance Advocates to continue the work addressing chronic absenteeism.

Activity	Total Activity Budget 24-25
Indirect/Administration	\$142,784.71
Early Intervention/Graduation Tracking Software	\$6,081.51
Graduation Coaches	\$142,500.00
ASPIRE Coordinator	\$20,000.00
TOSA for Bridges	\$110,500.00
Certified Teacher for Bridges	\$185,510.12
Staff/Additional Periods	\$9,000.00
CTE Teacher	\$251,371.47
CTE Supplies/Materials	\$13,907.75
K-2 Class Size Reduction	\$454,688.00
Alternative Ed Secretary	\$74,500.00
Alternative Ed Teachers	\$246,200.00
Instructional Literacy Specialist	\$35,000.00
Instructional Literacy Specialist - Mathematics Specialist	\$47,000.00
HS/MS Academic Tutoring Center	\$6,000.00
MS STEM/Outdoor Ed Teacher	\$91,000.00
Family Outreach Coordinator	\$35,000.00
Extended Day Opportunities (Summer School, Afterschool, Bridge Program)	\$125,000.00
Alternative Education Pathways Social Worker	\$52,350.00

Certified Staff Support SEL	\$201,500.00
SEL Professional Development and Curriculum (Character Strong)	\$15,000.00
Positive Behavior Support Education Assistant	\$195,000.00
TOSA at MS	\$98,000.00
Licensed School Therapists (HS & MS/Elem)	\$110,000.00
Secondary Math Interventionist	\$35,000.00
Additional EA Support (2 EAs at each Elem)	\$210,000.00
Safety & Security Upgrades	\$125,000.00
Supplies/Materials to remove attendance barriers for students experiencing homelessness and poverty	\$20,000.00
Certified Administrator to Support SEL Elementary	\$246,000.00
Curriculum K-12 Math	\$25,000.00
PD & Coaching to focus on equal access and opportunity Districtwide	\$93,000.00

Total Allocation 2024-25

\$3,421,893.56

Integrated Programs Grants Annual Response 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)?
 - a. Social-emotional learning and behavior supports remain a central focus of our Integrated Guidance plan, and we continue to see encouraging progress in this area. These programs are fostering safer, more supportive learning environments and are helping students develop the skills needed to engage more productively in their classrooms. As staff gain additional training and tools, our schools are better equipped to respond proactively to student needs, reducing barriers to learning and strengthening school culture overall. Importantly, the continued investment in SEL and behavioral

- supports is beginning to show positive connections to academic outcomes as well. Teachers are reporting greater instructional time, fewer disruptions, and improved readiness for learning. These shifts are contributing to steady progress toward our identified outcomes, particularly in academics, attendance, and on-track graduation. In this way, our SEL focus is not only addressing immediate safety and social-emotional needs, but also laying the groundwork for long-term success across our longitudinal performance growth targets.
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?
 - a. One of the most persistent barriers we continue to experience relates to reducing chronic absenteeism. While our Attendance Advocates are doing important work in building relationships with students and families, many of the root causes of absenteeism extend beyond the classroom. Factors such as transportation barriers, health concerns, housing instability, and family circumstances continue to make consistent attendance a challenge for some students. Although we are seeing progress with targeted interventions through investments in SEL staff, the scale and complexity of the issue remain significant. This creates an ongoing challenge in meeting our attendance goals, which are closely tied to academic performance, on-track graduation, and overall student success. Additional state-level resources, community partnerships, and supports that address barriers outside of school would further strengthen our efforts in this area.
 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.
 - a. When reviewing our current metric rates in relation to the LPGT targets, we are encouraged to see progress in several key areas, particularly in student engagement and readiness for learning, which directly contribute to academic growth. Activities designed to support the social-emotional needs of students have continued to strengthen school culture, contributing to more positive learning environments that directly support academic outcomes. Additionally, investments in additional teachers have helped to maintain smaller class sizes, allowing for more targeted instruction and improved individual student support. Expanded learning opportunities, including high school summer programs, additional class periods, after-school clubs, and activities, have provided students with more avenues to connect to school and advance toward graduation targets. Likewise, our investments in CTE programming and graduation coaches are helping students build clearer pathways to post-secondary success, aligning closely with our outcomes for college and career readiness. We also recognize that physical and emotional safety is foundational to learning. Our continued upgrades to school safety and security systems are ensuring that students and staff feel supported and secure in their school environments. Looking ahead, a key shift in strategy is placing greater emphasis on the intentional use of data and interim assessments to guide instruction and identify student needs earlier. This includes realigning our core literacy programs with OrRTI to ensure stronger consistency and effectiveness across grade levels. This more systematic, data-informed approach will help us sustain progress toward our metrics while making timely adjustments to instruction and interventions.