



Prepared for: North Bend School Board
Prepared by: Tim Crider, Superintendent
Meeting Date: September 3, 2026

Strategic Plan Alignment

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| ☒ Goal 1 – Foundational Readiness for Success |
| ☒ Goal 2 – Safe, Supported, Connected & Present |
| ☒ Goal 3 – Continuous Growth & Academic Achievement |
| ☒ Goal 4 – Equipped for Success Beyond Graduation |
| ☒ Operational/Governance/Other |

Integrated Programs 2025-26 Annual Report

NO ACTION REQUIRED

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

The budget for 2025-26 = **\$3,050,800.84**

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.

2025-26 Integrated Guidance Annual Report Narratives

AR1 - Progress Toward Outcomes, Strategies, and LPGTs/LOMs

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.

North Bend School District continued to make progress toward the Outcomes and Strategies identified in our Integrated Guidance plan through strengthened student support systems, data-informed decision making, community engagement, and increased alignment of instructional and behavioral supports. One area of continued progress has been our focus on student social-emotional, behavioral, and academic support systems. Integrated Guidance investments have allowed the district to strengthen intervention systems, provide targeted supports, and increase staff capacity to respond to student needs and barriers to learning. These efforts support improved student readiness, engagement, attendance, and academic achievement and contribute directly to our longitudinal performance goals.

We have also seen progress in strengthening the systems surrounding instruction. Data teams and student support teams regularly review student academic, attendance, behavioral, and other

relevant data to identify needs and adjust supports. Literacy systems, assessment practices, family communication, community partnerships, and secondary systems supporting ninth-grade on-track status and graduation have continued to strengthen. Our mid-year progress-marker review reflected high levels of implementation across most of these areas. As we move forward, the district is continuing to align these systems so that Integrated Guidance investments are not separate initiatives, but part of a coordinated approach to improving outcomes for all students, particularly students experiencing barriers to success.

AR2 - Barriers, Challenges, and Support Needed

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.

Regular attendance and chronic absenteeism continue to be significant barriers to achieving the Outcomes and Strategies in our plan. While the district has invested in attendance advocates, family outreach, student support systems, and efforts to identify and address individual barriers, restoring consistent attendance patterns remains challenging. Attendance barriers are often complex and extend beyond the direct control of schools, requiring sustained family engagement, community partnerships, and individualized approaches. Continued support with evidence-based attendance strategies, professional learning for staff working directly with students and families, and effective approaches for changing community perceptions around the importance of regular school attendance would be beneficial.

A second challenge has been maintaining consistent implementation while navigating significant organizational and staffing transitions. During 2025-26, the district prepared for a substantial elementary reconfiguration that moves students into grade-band schools and requires considerable movement of staff and restructuring of instructional and support teams. While we expect this change to strengthen collaboration, intervention systems, instructional consistency, and student outcomes over time, implementation requires significant staff capacity and the benefits will not necessarily be immediate. Continued flexibility within Integrated Guidance funding and reporting structures is important so districts can sustain effective strategies while allowing sufficient time for major system improvements to mature and produce measurable student outcomes.