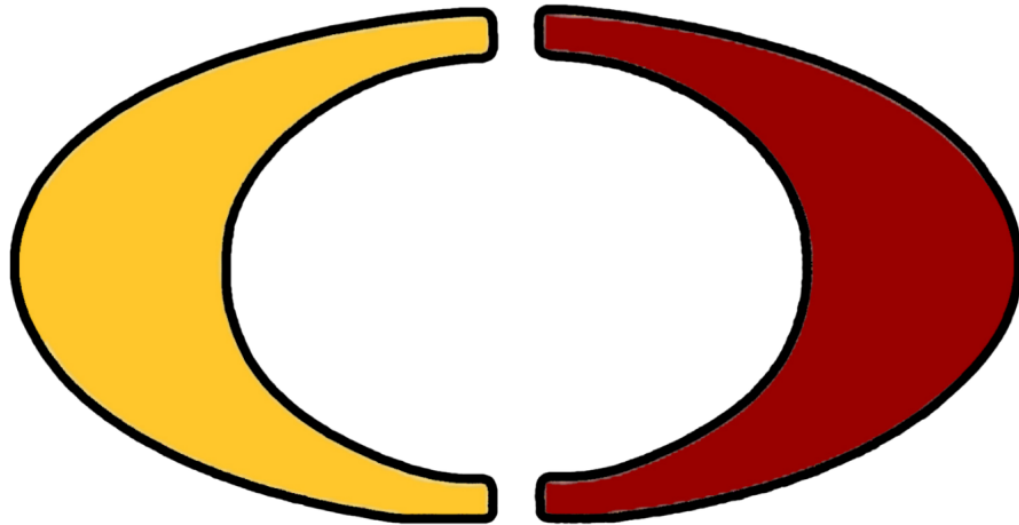




**ONTARIO SCHOOL DISTRICT
2025-26 INTEGRATED GUIDANCE REFLECTION
BOARD REPORT**

2025-26 INTEGRATED GUIDANCE OUTCOMES/STRATEGIES

EARLY LIT

- **OUTCOME EARLY LIT - A: Strengthen Core Early Literacy Instruction District-Wide K-3**
- **OUTCOME EARLY LIT - B: Parents and guardians are partner in the development of their student's early literacy skills and knowledge**
- **OUTCOME EARLY LIT - C: Reduce academic disparities in early literacy for focal groups**

DISTRICT

- **OUTCOME A: All students in the Ontario School District feel safe on our campuses**
- **OUTCOME B: All students who have been historically underserved will have increased access to well-rounded instruction, college credit and CTE opportunities**
- **OUTCOME C: Dropout rate decreased by increasing graduation rate to 93%**
- **OUTCOME D: Resources and outlets for the mental health of students with a focus on the unique needs of those historically underserved are provided to reduce barriers to academic success**

2025-26 INTEGRATED GUIDANCE OUTCOME/STRATEGY REFLECTION

EARLY LIT REFLECTION

Core Literacy Instruction

- K–3 teachers completed a 3-part training with specialist Barbara Steinberg covering the Science of Reading, dyslexia, phonics, and language/literacy.

Family Partnerships

- Distributed literacy kits to all kindergarten families at Back to School Night.
- Enrolled ~40 K–2 students in the Tiger Reading Time after-school program (includes take-home books); resuming this winter.

Reducing Literacy Disparities

- Daily 45-minute leveled reading intervention for all K–6 students.
- Targeted native-language groups provided for newcomer students.

2025-26 INTEGRATED GUIDANCE OUTCOME/STRATEGY

REFLECTION: ALL STUDENTS IN THE ONTARIO SCHOOL DISTRICT FEEL SAFE ON OUR CAMPUSES

- Increased safety exponentially through the completion of the Ontario High School and Alameda Elementary School entry reconfiguration, limiting public access and allowing entry only upon staff admission.
- All exterior doors are now locked to enhance security.
- Ring systems installed in select locations to address challenges in visual recognition of individuals attempting to enter school buildings.
- Increased interior door locking mechanisms to provide additional layers of security in the event of an unwanted intruder.
- Middle school students now adhere to the same expectation as high school students by wearing ID badges at all times to identify student belonging and ensure appropriate location/movement.
- All staff are required to wear visible ID badges in each building.
- Implemented an emergency radio system for better communication during emergencies.
- Worked closely with local law enforcement to develop streamlined emergency response plans.
- Began the process of placing room numbers on external windows to aid in location identification during emergencies.
- Continued use of a dedicated safety supervisor to monitor the consistency of safety systems and coordinate with external supports.

2025-26 INTEGRATED GUIDANCE OUTCOME/STRATEGY

REFLECTION: ALL STUDENTS WHO HAVE BEEN HISTORICALLY UNDERSERVED WILL HAVE INCREASED ACCESS TO COLLEGE CREDIT AND CTE OPPORTUNITIES

- Launched a Latinos in Action program at the middle and high school levels, focusing on leadership, belonging, post-secondary planning, service work, and cultural celebration and empowerment.
- Activities for Latinos in Action include visiting colleges, learning about post-secondary opportunities, and weekly tutoring.
- Paid for CTE certifications and college class tuition for all high school students to eliminate financial barriers.
- Appointed a dedicated T.A.G. (Talented and Gifted) coordinator who developed innovative methods for identifying students historically overlooked, such as those in special education, non-English speakers, and those in alternative education settings.
- Provided extensive training and support to K-12 teachers to help them recognize T.A.G. markers and make appropriate referrals.
- T.A.G. coordinator's efforts and success have been recognized by other districts, and she has formally presented her methods and experiences to others.
- Hired a band teacher at the middle school level, and through coordination with the high school, the band program has grown significantly.
- The growing band program now faces challenges in securing adequate funding for instruments.

2025-26 INTEGRATED GUIDANCE OUTCOME/STRATEGY

REFLECTION: DROPOUT RATE DECREASED BY INCREASING GRADUATION RATE TO 93%

- Although the on-time graduation rate for high school dropped by 2%, the 9th grade on-track to graduate rate increased by 8%; many layered factors contribute to graduation rate, so fluctuation is expected and research shows those on track in 9th grade increases chance of graduation
- Recognized that many factors influence graduation rates, and placed emphasis on creating a more robust and supportive attendance system.
- Paired the attendance system with the emerging Restorative Practice initiative, aiming to create a more supportive rather than punitive approach.
- Acknowledged that these initiatives take time to yield results, so we are not discouraged by the current data.
- Increased opportunities for 9th graders to feel invested and develop a sense of belonging by conducting Link Crew activities before the start of the 9th grade year.
- The Link Crew program aims to help 9th graders connect with upperclassmen and introduce them to a supportive, hopeful, and successful high school environment.
- Implemented incentive programs across individual schools to target desired behaviors such as attendance, behavior, and academic effort.
- The common message of support and belonging is purposeful, aiming to increase the likelihood that students feel part of a community that will support them through to graduation.
- We have already seen great improvement in student teacher relationships through the Community Building Circle process and behavior

2025-26 INTEGRATED GUIDANCE OUTCOME/STRATEGY

REFLECTION: RESOURCES AND OUTLETS FOR THE MENTAL HEALTH OF STUDENTS, WITH A FOCUS ON THE UNIQUE NEEDS OF THOSE HISTORICALLY UNDERSERVED, ARE PROVIDED TO REDUCE BARRIERS TO ACADEMIC SUCCESS:

- Increased intentional instruction on mental health through the adoption of Social Emotional Learning (SEL) curriculum.
- implementing Restorative Practices, focusing on activities and actions that help students process their thinking, grow coping skills, and restore relationships.
- Restorative Practices offer an individualized approach that takes accountability, feelings, and restorative methods into account.
- This approach allows for the consideration of cultural differences during the process.
- Community Building Circles are part of the restorative process, conducted weekly in classrooms with students and sporadically with staff.
- Community Building Circles provide an avenue for students and staff to voice their thoughts and feelings, if they choose.
- Being heard through these circles helps students and staff feel connected to the school community, increasing the chances of student success and staff retention.
- Counseling Supervisor on staff who coordinates, organizes and manages overall student mental health programs and supports.

ANNUAL RESPONSE QUESTIONS AND REFLECTION

Annual Response Question	2025-26 Annual Progress Reflection
  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. 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.	We have maintained in all areas and have implemented strategies and personnel resources that we anticipate will show growth over time to increase literacy. We have made significant gains in equitable and increased access to mental health resources, which directly contributes to student stability and decreases barriers to learning. Our barriers, like most schools, have revolved around unstable and decreased funding. We have taken the monies and information the state has provided and leveraged them with our existing resources to create the most impact for our students and families as they pertain to our goals. We have worked very hard to address each of our Outcomes within these limitations, but one challenge that we see persistently is our remote location limits our hiring options. However, that is an ongoing challenge.