Port Orford-Langlois School District 2CJ - ODE Integrated Programs Annual Report 2024-25

Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
AR1	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.	We are making solid progress toward Outcome A and C, providing equitable access to SEL supports and increasing the number of students enrolled in CTE And dual credit opportunities. While we have not seen significant increases in our LPGTs, the progress made toward implementing our strategies should begin to show significant results. A slight increase in Outcome B (increasing regular attenders) was shown for our high school students, but a slight drop showed for our elementary students. Our 4-year graduation, and 5-year completion rates both made games for the year, and for the 5-year trend, demonstrating consistent progress toward these goals since initial implementation of these programs.	We continue to make progress at providing a welcoming, engaging educational setting that has access to SEL and academic intervention supports for ALL students. Our attendance numbers are low, but steady. We made slight progress on our overall literacy development, while graduation and 9th grade on track numbers remain stellar. Shared, visionary leadership, and working to meet the wide and varied needs of each and every one of our students is paying off with each individual student's academic success and graduation from high school.
AR2	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.	Our most significant challenges lie with staffing. We have extra money, and a solid plan for using those funds to impact student achievement, but without a high-performing, consistent teacher/staff member to provide this instruction the money has no impact. Finding highly-qualified employees who will be dedicated to our small, rural community is an on-going challenge and consistent barrier. One outcome negatively impacted by this barrier is Kindergarten readiness. We had need to provide a second Kindergarten teacher to address lagging skills and a lack of overall readiness by our incoming Kinder group, and not one person applied, let alone a qualified candidate.	Barriers remain in attracting experienced professionals to work in our district. The financial cost of living in the area, and the "unattractiveness" of working in public education are taking their toll. Finding highly qualified employee candidates remains challenging, and has a direct impact on our students' abilities to thrive, grow and develop
AR3	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.		Activities in literacy and intervention services are helping to boost students' confidence, support and development in reading. While increasing these improvements were not significant. Year two of our solid Title I reading intervention program, should demonstrate significant growth for our students over the pat two years.