



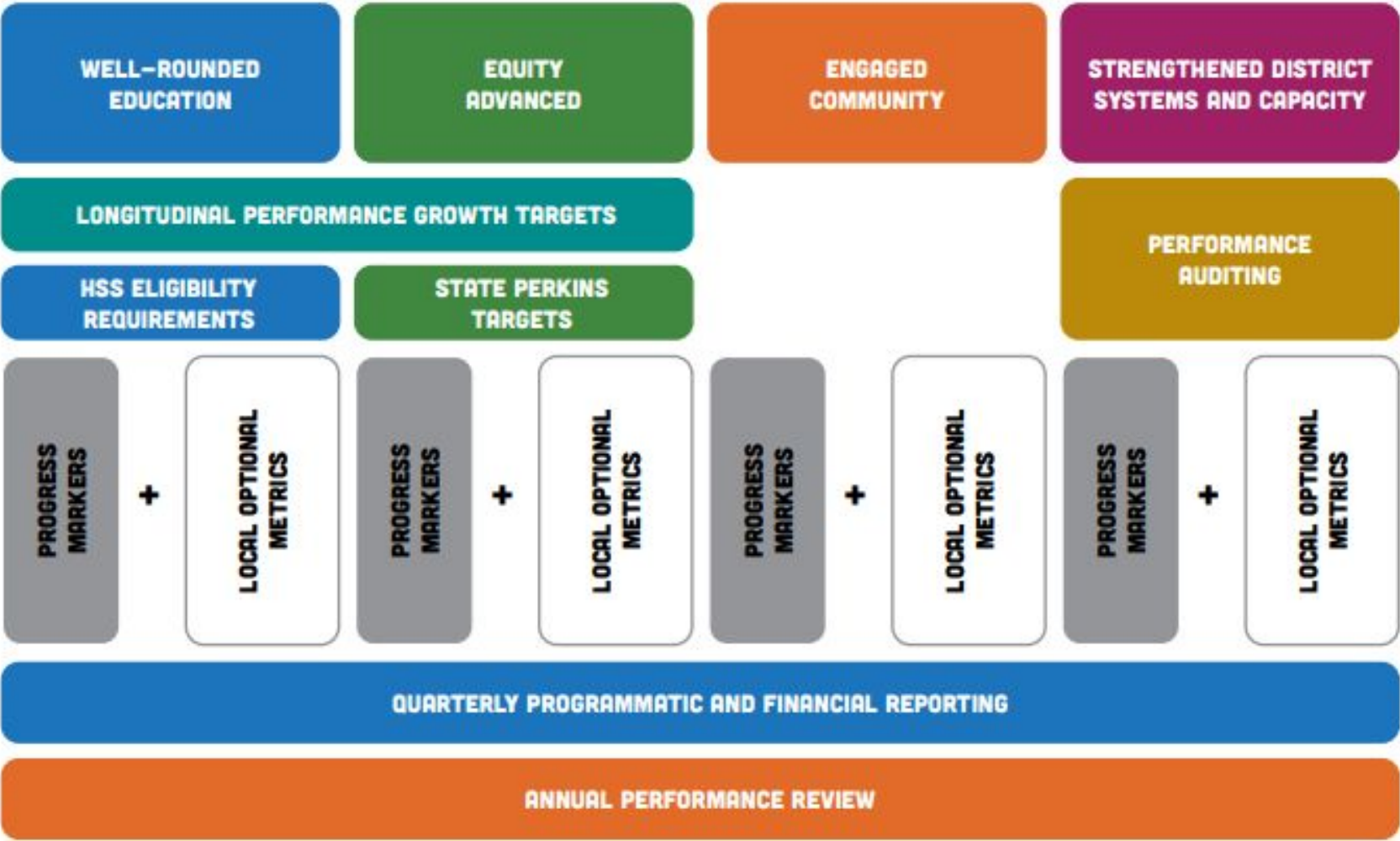
24-25 Integrated Programs Annual Report Presentation

North Wasco County School District
December 18, 2025

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 (cannot be consent agenda item),
- Post the report to the district or charter school website.

If grantee set LPGTs (Longitudinal Performance Growth Targets) and LOM (Local Optional Metrics):

- In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
- In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

Annual Report Narrative #1: SIA, HSS, EIS, Perkins, CSI/TSI

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.

B3: Implement and analyze yearly student climate survey in grades 4-12 (YouthTruth)

Progress

- Successful first implementation of YouthTruth Survey to parents, students, and staff in grades 4-12.
- Data analysis completion that informed next steps and individual school goals for improving student experience and sense of belonging

Barriers

- Balancing survey fatigue
- Low parental survey completion

Next Steps / 2025–26

- Survey administration April 1 - 30, 2026
- Implementation of individual school goals to improve student experience and sense of belonging
- Planning for opportunities to increase parent engagement in survey completion

Annual Report Narrative #1: Early Literacy

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.

Literacy Progress:

- Current literacy data does not yet show the level of progress we aim to achieve
- Clear evidence of growth in instructional practice across classrooms
- Increasing numbers of teachers integrating Science of Reading-aligned strategies
- Third year of adopted curriculum implementation
 - Staff demonstrating greater confidence and proficiency in using materials
 - Teachers identifying opportunities to embed evidence-based practices

Instructional Focus:

- Emphasis on Tier 1 instruction
- Aligns with research showing universal supports have greatest impact on student growth

Early Literacy Needs:

- Early literacy remains a significant area of need
- Focused teacher training during 2024–25 strengthened instructional cadre
- Enhanced capacity to create conditions for all students to succeed

Impact on Plan Goals:

- Foundational to progress toward Outcomes and Strategies in the plan
- Positions district for continued gains toward Longitudinal Performance Growth Targets

Annual Report Narrative #2: SIA, HSS, EIS, Perkins, CSI/TSI

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.

C3: Strengthen instructional practices and differentiation strategies, including multi-tiered systems of support

Progress

- Teachers and administrators trained in deeper learning strategies
- Instructional rounds helped leadership calibrate high-quality instruction and strengthen coherence across schools

Barriers

- Teachers balancing deeper learning integration with mastering adopted curricula
- Limited time for administrators to participate in rounds due to school demands
- Teacher involvement in rounds was limited; some felt uncomfortable without feedback

Next Steps / 2025–26

- Refine instructional rounds with clear purpose and teacher input
- Explore multiple approaches to deeper learning
- Implement inventive strategies to strengthen deeper learning across classrooms

Annual Report Narrative #2: Early Literacy



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.

Science of Reading Implementation

Progress

- Four teacher cohorts completed EOU Science of Reading training; two more planned for 2025–26
- Summer collaborative planning with CGESD support to identify priority standards and integrate strategies
- Majority of licensed elementary teachers have completed training; remaining teachers scheduled for 2025–26
- Teachers beginning to intentionally embed Science of Reading practices into instruction

Challenges

- Difficulty applying new learning within complex Wit & Wisdom curriculum
- Integrating strategies alongside Wit & Wisdom and Foundations requires significant planning and collaboration
- Need for additional structured time to plan, reflect, and apply training effectively

Next Steps / Focus Areas

- Provide more time and support for teachers to align curriculum and apply strategies
- Strengthen literacy blocks to purposefully build early literacy skills for all students
- Accelerate progress toward Outcomes and Strategies in the plan

Annual Report Narrative #3: SIA, HSS, EIS, Perkins, CSI/TSI

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.

B1 Provide students with direct access to social emotional resources and mental health services during their school day.

Progress / Investments

- Hired Social Emotional Learning Assistants (SELAs)
- Partnered with The Next Door to employ Youth Outreach Workers through FSI funds
- Hired Climate and Culture TOSAs at the elementary level to provide coaching and support
- Launched Youth Wellness Collaborative with local community organizations
- Held second annual Resilience Rally to engage students and strengthen wellness supports
- Practices have been well received and will continue

Impact/Next Steps:

- Combined with community partnership efforts, these strategies aim to address barriers and accelerate progress toward Longitudinal Performance Growth Targets (LPGT)

Challenges/Current Data

- Student social-emotional needs continue to grow
- Indicators showing persistent challenges: Increased referrals to LTCT programs, Higher rates of disciplinary incidents, Rising number of 504 plans, **Regular attendance below target (Actual 60.5% vs. Target 62.5%)**

Planned Strategies for 2025–26

- Require each building administrative team to set site-specific attendance goals
- Establish attendance teams in every school to monitor data, create individualized plans, and provide follow-up
- Partner with Responsive Classroom to strengthen classroom climate and engagement at elementary level
- Increase attendance expectations for middle and high school activities and athletics
- Implement a district-wide attendance framework for consistent practices and interventions

Annual Report Narrative #3: Early Literacy

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.

Applying Science of Reading Strategies

Implementation Challenge

- Teachers need additional time, support, and structured planning to apply EOU Science of Reading training in core literacy and WIN blocks
- Curriculum alignment and translating training into daily instruction has been slower than anticipated

Current Data

- 2024–25 OSAS results: 24% of third-graders met grade-level reading expectations
- Target was 34%, indicating a gap despite ongoing efforts

Ongoing Activities

- Completion of EOU training cohorts
- Curriculum planning and integration
- Focus on Tier 1 instructional improvements

Planned Adjustments / Next Steps

- Increase structured planning time for teachers
- Provide targeted instructional coaching to support integration into Wit & Wisdom and Foundations
- Expand training and student participation in HDT
- Strengthen supports to close performance gaps and meet LPGTs