

Integrated Programs
24-25 Annual Report
Board Presentation
September 10, 2025



COLLABORATING IN COMMUNITY | CULTIVATING EQUITY | INSPIRING EXCELLENCE

Integrated Plan Annual Report Requirements



- Recipients are required by statute to:
 - Review their own progress on an annual basis through an annual progress report consisting of 5 narrative questions, reflection on progress markers and a financial audit;
 - Present the annual report to the 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
- If grantee set LPGTs:
 - 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 LPGTs and share reflection on progress. (Narrative Question)



Purpose: Reflection on LPGT



- ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on the following applicable metrics for the overall population and disaggregated:
 - Third-grade reading proficiency rates as measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates



Integrated Plan Outcomes for 2020-2027

1. Each student in Kindergarten through 3rd Grade will develop the foundational skills necessary to position them for success.
2. Each student will feel safe, supported as learners, and experience inclusive classrooms and school communities that nurture their sense of belonging.
3. Each student will be empowered to use their voice and exercise choice within their classroom and school communities.
4. Each student will engage in rigorous learning and receive the necessary support and resources to ensure their success in the academic pathways of their choosing.
5. All students will graduate with the skills necessary to thrive in a diverse and rapidly evolving world.

2024-25 Annual Reflection Question 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)?

Discuss at least one Outcome where you have seen progress in implementation.

Question 1: Response Highlights

Outcome 1: Each student in Kindergarten through 3rd Grade will develop the foundational skills necessary to position them for success.

- Early Literacy Educational Assistants for small group reading instruction
- Kinder teachers paired with a coach or TOSA for weekly support
- Targeted professional learning in science of reading and structured literacy
- Monthly collaboration meetings
- Structured literacy manuals, lesson resources, checklists

Kindergarten DIBELS data: 18% BOY to 56% by EOY

Question 1: Response Highlights

Outcome 2: Each student will feel safe, supported as learners, and experience inclusive classrooms and school communities that nurture their sense of belonging.

- Stronger college-level pathways
- CHS and CVA expanded CTE courses – strategic staffing, partnerships
- Wider access to College and Career advisors
- CMS expanded elective offerings and CTE pathway alignment – culinary, hospitality
- YouScience college and career readiness platform at 8th grade

2024-25 Annual Reflection Question 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?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.



Question 2: Response Highlights

Early Literacy

Challenge

Sustaining gains beyond Kindergarten and 1st grade is difficult; uneven instructional capacity means too many students require intervention.

Next Steps

Deepen PLC structures and collaborative planning so teams focus on high-leverage, culturally responsive Tier 1 instruction.

Middle School Electives & CTE

Elective access, especially in CTE, is not equitable across middle schools and alignment with high school pathways is inconsistent.

Evaluate and align elective offerings, and increase collaboration between middle and high school programs to strengthen transitions.

9th Grade Teaming at CHS

The trimester schedule disrupted 9th grade teaming, limiting consistent alignment for students and teachers.

Partner with MESD for coaching and establish a formal collaboration schedule for 9th grade teachers in 2025–26.

2024-25 Annual Reflection Question 3

2024-25 Only: Review actual metric rates compared to previously created LPGT 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.

Centennial LPGT Targets



Centennial SD 28J - LPGTs/LOMs 25-27



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23-24 Results and Activities Supporting Progress

Both **Baseline and Stretch Targets were met** for Regular Attenders; the Gap-Closing Target was missed by just 0.4%.

Continued focus will remain on **removing barriers to attendance** through belonging and engagement strategies.

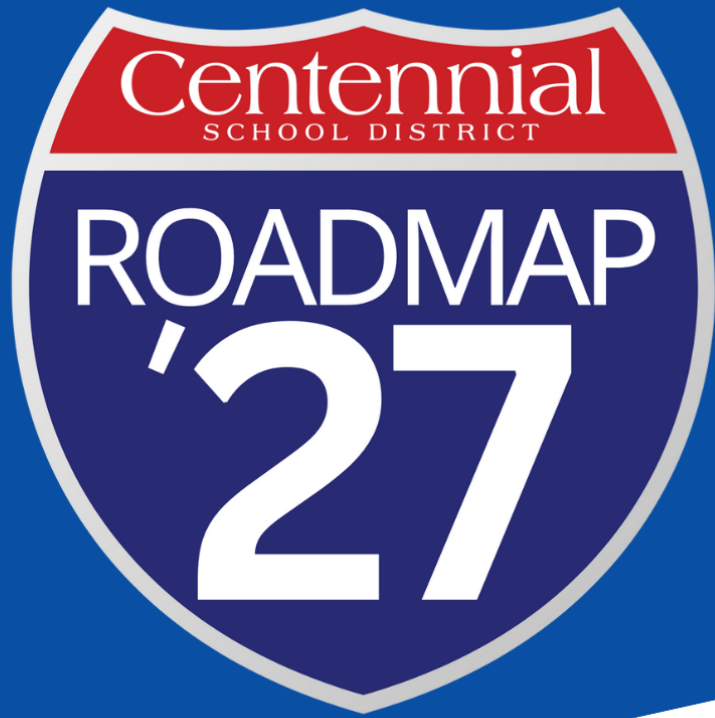
9th Grade On-Track results finished above Baseline for all students and focal groups, and only 1% shy of the Stretch Target.

Graduation rates (4-year/5-year) were close to, but not meeting.

23-24 Results and Activities Supporting Progress

Expanded **summer programming** (early-start project-based courses for incoming 9th graders, virtual credit recovery, and original credit options) has yielded positive results.

Increased efforts in **9th grade teaming, attendance protocols, and career-related learning** (Advisory, Senior Success, YouScience) aim to boost both short-term metrics (attendance, AP/CTE enrollment) and long-term outcomes (graduation, Portrait of a Graduate).



Thank You!



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