



24-25 Integrated Programs Annual Report Presentation

Alsea School District 7J

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)
- 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.

Annual Report Narrative #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.

The progress marker PM12 focuses on financial stewardship. With our change in leadership our team, moving forward, plans to align all expenses directly to our strategic plan to ensure resources are used with maximum impact. To accomplish this, we will establish clear RTI systems within the master schedule to better manage inventory and staffing, while also providing professional development that equips staff with the skills and tools needed to deliver on these priorities.

Annual Report Narrative #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.

Our district's 9th grade on-track success is lower than expected. We will continue supporting an academic advisor position with strategic family engagement. The advisor currently provides frequent check-ins, planning meetings, and multiple family outreach events, building strong accountability and home-school partnerships. Through tracking systems, success planning, and intentional engagement, students will receive early interventions and individualized pathways toward success. Families will be more engaged and informed, and students will build confidence in navigating high school expectations. Moving forward, the district will expand partnerships with the family support liaison, ESD behavior consultants, and community engagement initiatives to sustain and grow this success.

Annual Report Narrative #3

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.

Our district's 4-year graduation completion rate fell short of the 52% goal, with an actual rate of 35%, due in large part to high turnover at the leadership level, limited alignment across systems, and the absence of a common vision among staff and community. In response, we are engaging in a strategic planning process with the Board, community, staff, and students to establish a shared, aligned vision for student success and to strengthen systems that will support improved outcomes for all learners.

Progress Markers (Optional to Share)

	Progr... Marker Ident... # 	Progress Marker 	3 Progress (1/1/24-3/31/24)	2023-24 Q4 Progress (4/1/24-6/30/24) 	2024-25 Q1 Progress (7/1/24-9/30/24)	2024-25 Q2 Progress (10/1/24- 12/31/24)	2024-25 Q3/Q4 Progress (1/1/25- 6/30/25)
1		 Start to See: Early signs of progress (3-6 months)					
2	PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.		No observable change	Medium	Medium	Medium
3	PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.		No observable change	No observable change	Medium	Medium
4	PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.		No observable change	No observable change	Medium	No observable change
5	PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are		No observable change	High	High	No observable change

- Gaining Traction: Intermediate Changes (6-18 months)

PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	No observable change	Medium	Medium	No observable change
PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	No observable change	Medium	Medium	No observable change
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	No observable change	No observable change	Medium	No observable change
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally	No observable change	Medium	Medium	No observable change

- Profound Progress: Substantial and Significant Changes (18 months+)						
PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.		No observable change	High	High	No observable change
PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.		No observable change	High	High	Medium
PM13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.		No observable change	Medium	Medium	No observable change
PM14	Policies, practices, and learning communities address systemic barriers. Schools and districts		No observable change	No observable change	Medium	No observable change

Questions?