



# 24-25 Integrated Programs Annual Report Presentation

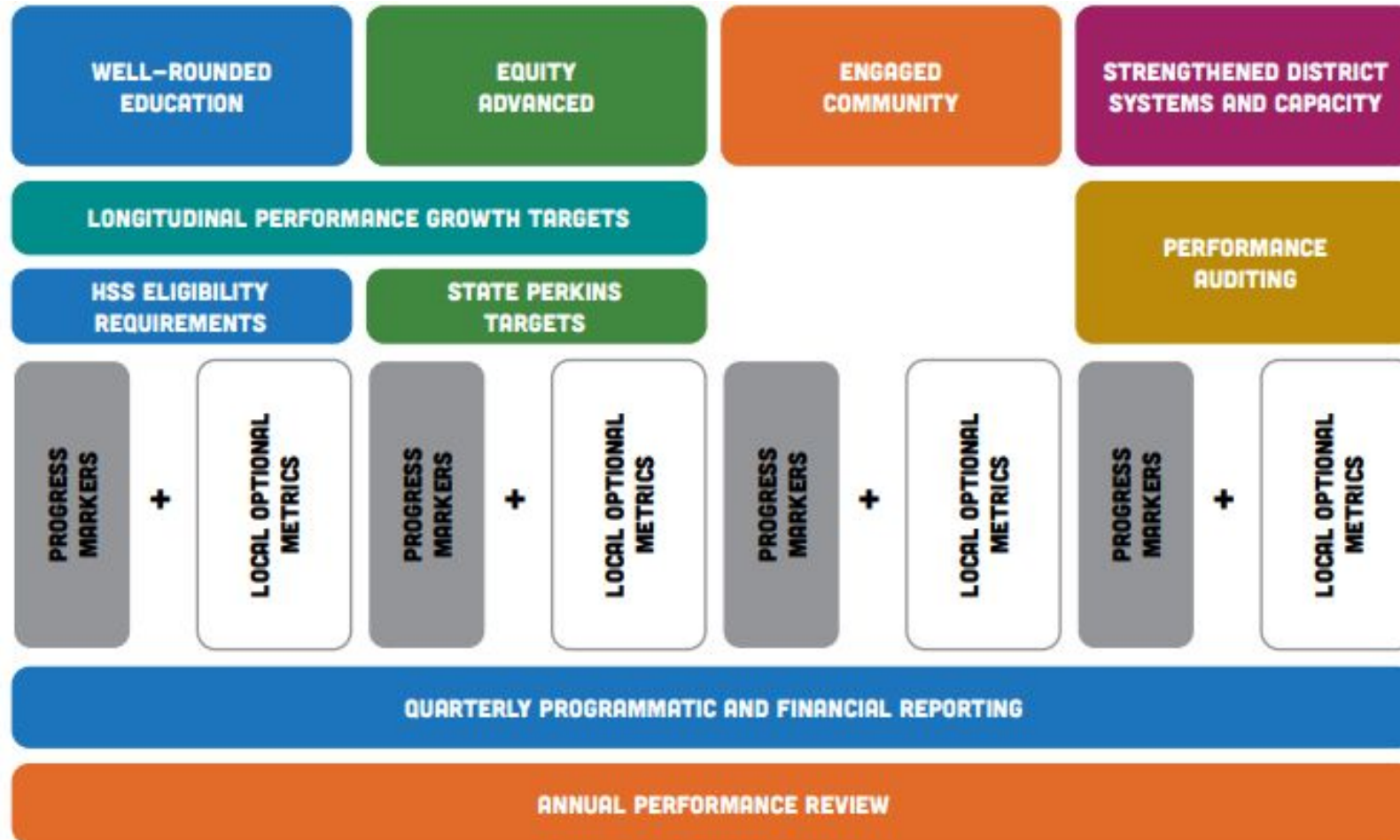
Gresham-Barlow School District

# Annual Reporting Requirements

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- ODE's annual report consists of three 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



## 4 Key Outcomes in the Integrated Guidance Plan of 2023-2025

- A. Build a more **inclusive culture** that acknowledges the cultures and lived experiences of our students, feels warm, welcoming and safe, and allows students to learn, grow and thrive in **effective teaching and learning environments**.
- B. Improve **instructional alignment** and provide **accessible and intentional instruction** in order to ensure equitable outcomes for all students.
- C. Develop **equity-driven multi-tiered systems of support** and utilize **evidence-based decision making** within teams.
- D. Increase access to and retention of all students in CTE Programs of Study, with particular attention to students who have currently and historically been underserved.

# Annual Report Narrative #1

*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)?*

The district used an **equity-focused budgeting process** to guide resource allocation and prioritized **community and family engagement** with events like Latino and Cultural nights & District Equity Committee.

A **multi-tiered system of support (MTSS)** was used to improve classroom environments support systems, with a focus on using **disaggregated data** to meet diverse student needs.

**Literacy initiatives** were a major focus, including a new K-5 professional development plan and evidence-based practices.

**Student voice was intentionally collected** through empathy interviews to inform improvements in literacy and attendance systems.

The district adopted a **Trauma-Informed Social and Emotional Learning (T-SEL) curriculum** to create a more inclusive and welcoming school climate.

A comprehensive, multi-layered approach was taken to improve **student attendance**, including a **new framework for school leaders** and a focus on promoting the benefits of consistent attendance.

- These efforts led to a **5% increase** in the number of students attending at least 90% of school days over a two-year period, with **six out of seven subgroups** showing an average increase of 3.2%.

# 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?*

Progress has been made in **providing support to English learners and special education students within their core classes**, which frees up elective periods and boosts engagement.

The **current course scheduling process is not fully equitable**, as some students still lack support options and popular classes are often filled by the time they can register.

There's a need to create a more **consistent and systematic process for student engagement liaisons** to address chronic absenteeism at the school-wide and group level.

A significant challenge is **maintaining equitable access to Career and Technical Education (CTE)** and advanced courses while facing declining funds and rising costs.

# 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.*

We are seeing **improvement trend in our attendance** and worked toward systematic implementation of attendance strategies.

In the previous year we met our target for 3rd grade ELA proficiency. We **worked toward deepening implementation of strategies and routines** (phonics instruction & talk-cite-write routine **embedded with supports for emerging multilingual learners and students with IEPs**).

In the previous year, we met our target for 9th grade on track and graduation rates. The 9th grade teams continued to **review data available to support the course scheduling process** and ensuring focal groups students who need **access to co-planning and co-teaching courses are prioritized**. Teams developed plans to **strengthen universal supports** for 9th grade students.