

ANNUAL REPORT

# Integrated Application Annual Report

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*Progress, Reflections & Continuous Improvement*

School Board Presentation | 2025–26 School Year

# About This Report: ODE Annual Reporting Requirements

## ODE Monitoring & Evaluation Framework

Grant recipients are evaluated through seven distinct performance measures:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics (LOMs)
6. Quarterly and Financial Reporting
7. Annual Reporting | 8. Auditing (SIA) | 9. Performance Reviews

## SIA Statutory Requirements



Review progress annually through an annual progress report and financial audit.



Present the annual report to the governing board at an open public meeting (cannot be a consent agenda item).



Post the report to the district or charter school website.



Respond to two narrative questions (AR1 & AR2) addressing progress and barriers across all Outcomes.

*The two annual report narrative questions (AR1 & AR2) are presented on the following slides.*

# The Annual Report Narrative Questions

**AR1**

## **Progress Toward Outcomes & Strategies**

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.

★ *This report addresses ALL four Outcomes.*

**AR2**

## **Barriers, Challenges & Areas for Support**

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.

★ *This report addresses ALL four Outcomes.*

*Our responses to both questions follow, organized by each of the four Outcome areas.*

# Tonight's Presentation



## **ODE Reporting Context**

What is required and how this report fits the framework



## **The Two AR Questions**

AR1 (Progress) and AR2 (Barriers) defined



## **Outcome A — Career-Connected Learning**

AR1 & AR2: CTE growth, student voice, barrier removal



## **Outcome B — Sense of Belonging**

AR1 & AR2: Wellness, healing-centered PD, belonging goals



## **Outcome C — Curriculum Alignment**

AR1 & AR2: Coaching, PLCs, teacher leaders, instructional vision



## **Outcome Early Lit — Science of Reading**

AR1 & AR2: Foundations, tutoring, WIN time, literacy plan

# AR1: Progress Toward Outcomes & Strategies

## AR1 Question:

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.

## Our Response — Summary

This year's work reflects meaningful progress across all four Outcome areas. Investments in professional development, community partnerships, and instructional materials are beginning to shift practice in ways that are measurable and sustainable. Progress Markers across all 15 indicators are rated at Medium — reflecting solid, consistent implementation progress across the district.

**Medium**

**Community  
Engagement (PM1)**

*Authentic & ongoing*

**Medium**

**Data Teams  
& Systems (PM3)**

*PLC revival planned*

**Medium**

**Belonging &  
Climate (PM10)**

*Responsive Classroom underway*

**Medium**

**Financial  
Stewardship (PM12)**

*Braided funding used*

*All 15 Progress Markers rated Medium — detailed Outcome responses follow.*

# Outcome A — Career-Connected Learning

## AR1: Progress in Implementation

### Strategy A1 — CTE & College Partnerships

CTE programs are growing with teacher interest in district-wide expansion. Partnership with Columbia Gorge Community College is strengthening, providing students with career exploration pathways directly aligned with industry expectations. District-wide sharing planned for 2026-27.

### Strategy A2 — Student-Driven Enrichment

Deeper Learning at elementary schools was choice-driven and varied by school. Wild Cat Day at TDMS was offered trimesterly, allowing students to explore topics of personal interest — a key driver of engagement and relevance tied to LPGT student experience targets.

### Strategy A3 — Removing Participation Barriers

Cost barriers for extracurricular activities have been eliminated, directly improving access for focal group students and supporting equity-centered participation goals tied to LOM targets for increased overall and subgroup participation.

### Strategy A4 — Student & Family Voice

YouthTruth Survey deployed for students and families. Student Voice Groups led by district leadership in spring. Youth Wellness Collaborative deepens community engagement — all contributing to PM1 (Community Engagement) and PM6 (Student Agency).

# Outcome B — Sense of Belonging

## AR1: Progress in Implementation

### B1 — Student Mental Health Supports

Youth Wellness Collaborative continued. Next Door Inc. partnership expanding K-12 next year. Trillium added as new partner for LTCT summer learning through SIA grant funding — expanding the continuum of community-based supports.

### B2 — Staff Well-Being

Wellness Wednesdays continue with protected time already identified for next year. Spring funding provided substitutes and flexible planning time so teachers could collaborate, visit classrooms, and build relational capacity.

### B3 — Healing-Centered PD

PD calendar built via listening sessions and design thinking with TLA director, department, and lead teachers. All elementary staff trained in Responsive Classroom. IAs received monthly PD in Responsive Classroom and Love & Logic. Consistency + Transparency + Coherence = Healing.

### B4 — Continuous Improvement Systems

District instructional vision and framework built. Three-year literacy plan developed. Each school developed a student belonging goal using YouthTruth data. Climate & Culture Coaches collecting implementation data at every elementary site to drive PM10 progress.

# Outcome C — Curriculum Alignment

## AR1: Progress in Implementation

### C1 — Teacher Leaders

Teacher leaders onboarded from every building and program. They will bridge district systems with classroom realities, supporting continuous improvement K-12. This structure directly advances LPGT targets around instructional quality and consistency.

### C2 — Educator PD Continuum

Coaches trained alongside CREN and CGESD. PD calendar features educator-led days, a menu board aligned to the instructional framework, and trimester-wide common PD. District-wide focus: MTSS, Language as Learning, Responsive Classroom, Evidence-Based Secondary Strategies.

### C3 — Data & Intervention Systems

IPT form updated with teacher feedback integrated. PLCs will be revived in all buildings in 2026-27 as sacred time aligned to the 4 PLC questions — providing teachers regular opportunity to use data to drive instruction and intervention.

### C4 — Instructional Coaching

Operations Coordinator hired via braided funding to free coaches for one-on-one and small group coaching. Climate & Culture Coaches support every elementary building around Responsive Classroom implementation and fidelity.

# Outcome Early Lit — Science of Reading

## AR1: Progress in Implementation

# K-3

### Fundations Implemented

All K-3 classrooms — Tier 1 support in place

# K-5

### Expanding Next Year

Grades 4-5 Fundations + additional intervention curriculum

# All

### Elementary HDT Access

High Dosage Tutoring in-school & after-school across all sites

### Early Lit 1 — High Quality Materials

Fundations purchased and implemented K-3. Title I teachers have expanded access to literacy curriculum. Purchasing Fundations for grades 4-5, additional intervention curriculum, a progress monitoring system, and special education literacy curriculum next year.

### Early Lit 2 — Educator PD & Coaching

Training via EOU, OSU, CGESD, CREN, and curriculum-specific SoR PD on early release days. Individualized coaching from CGESD mentor. 2026-27 will add a more intentional coaching framework with greater one-on-one coaching time for teachers.

### Early Lit 3 — Extended Learning

High-dosage tutoring from HeyTutor in-school and after-school at all elementary schools. iReady scores and staff input used for summer school invitations. WIN time re-envisioned as academic small-group intervention time with IA facilitation training.

# AR2: Barriers, Challenges & Areas for Support

*AR2 Question: 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 Response — Summary

While significant progress has been made, we have encountered barriers in each Outcome area. Acknowledging these honestly allows us to seek targeted support, adjust our approach, and continue building sustainable systems.

### Outcome A

Capacity to scale CTE and community engagement across all schools — scheduling, staffing bandwidth, and consistent district-wide structures are still developing.

### Outcome B

Building staff capacity for trauma-informed, equity-centered instruction (PM10) takes time and sustained PD. Fidelity of Responsive Classroom implementation is still being established.

### Outcome C

Coaching bandwidth was limited this year as coaches were stretched between curriculum logistics and direct coaching. PLC structures were not consistently maintained.

### Early Lit

Progress monitoring systems and a streamlined IPT process are not yet fully in place, making it difficult to assess whether interventions are functioning as intended for individual students.

# AR2: Barriers in Depth — Outcomes A & B

## Outcome A — Scaling Career-Connected Learning

- CTE growth has occurred but district-wide systems and structures to support scaling are still in development — planned for 2026-27.
- Participation barriers (cost) have been removed, but awareness and outreach to focal group students and families remain inconsistent.
- Student and family voice mechanisms are in place but not yet systematically feeding back into decision-making cycles.

### Our Response

District-wide CTE sharing planned. Youth Wellness Collaborative to deepen community ties. Voice group data to inform 2026-27 planning.

## Outcome B — Building Belonging & Healing-Centered Practice

- Responsive Classroom training occurred but consistent fidelity across classrooms is still being established — design teams are forming improvement goals.
- Staff wellness supports are valued but not yet fully integrated as systemic, embedded practices across all buildings.
- Connecting belonging data to instructional change remains an area for continued development.

### Our Response

Climate & Culture Coaches collecting fidelity data. School belonging goals grounded in YouthTruth. PD calendar anchored in healing-centered design principles.

# AR2: Barriers in Depth — Outcomes C & Early Lit

## Outcome C — Curriculum & Instructional Coaching Capacity

- Coaching bandwidth was the primary constraint — coaches were stretched between curriculum management and direct coaching this year.
- PLC structures were not consistently maintained, limiting teachers' opportunity to use data to drive instruction district-wide.
- Teacher leaders are newly onboarded — the system infrastructure to leverage their expertise is still being built.

### Our Response

Operations Coordinator hired to free coach time. PLC revival as protected time in 2026-27. Teacher leader roles formalized with district-wide goals.

## Outcome Early Lit — Progress Monitoring & Intervention Fidelity

- Progress monitoring systems are not yet fully in place — it is difficult to know whether interventions are having the intended impact for individual students.
- IPT process updates are underway but not yet streamlined, creating inconsistency in how intervention needs are identified and acted upon.
- Special education literacy curriculum gaps remain — purchasing is in progress to address this for next year.

### Our Response

Piloting progress monitoring system in 2026-27. Streamlined IPT process in development. Special ed literacy curriculum being purchased. WIN time redesigned with IA training.

# Looking Ahead: 2026–27 Priorities

## *Building on this year's foundation*

1

### **District Instructional Vision and Framework**

Full rollout of district framework as anchor for K-12 continuous improvement.

4

### **PLC Revival and Streamlined PD Plan**

Consistent, protected PLC time in all buildings using the 4 PLC questions.

2

### **Literacy Plan Launch**

Three-year literacy plan beginning in August, lifting IA brilliance district-wide.

5

### **Coaching Expansion**

More one-on-one and small group coaching via freed-up coach capacity.

3

### **Coherent PD Calendar**

Streamlined, staff-informed PD with educator-led days and trimester common PD.

6

### **Progress Monitoring**

Piloting PM system and streamlined IPT to verify intervention impact for students.

# Thank You

*We are grateful for the partnership of our school board,  
families, students, staff, and community.*

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## Questions & Discussion

This report has been presented at an open public meeting per ODE SIA statutory requirements.