23-24 Integrated Programs Annual Report Presentation

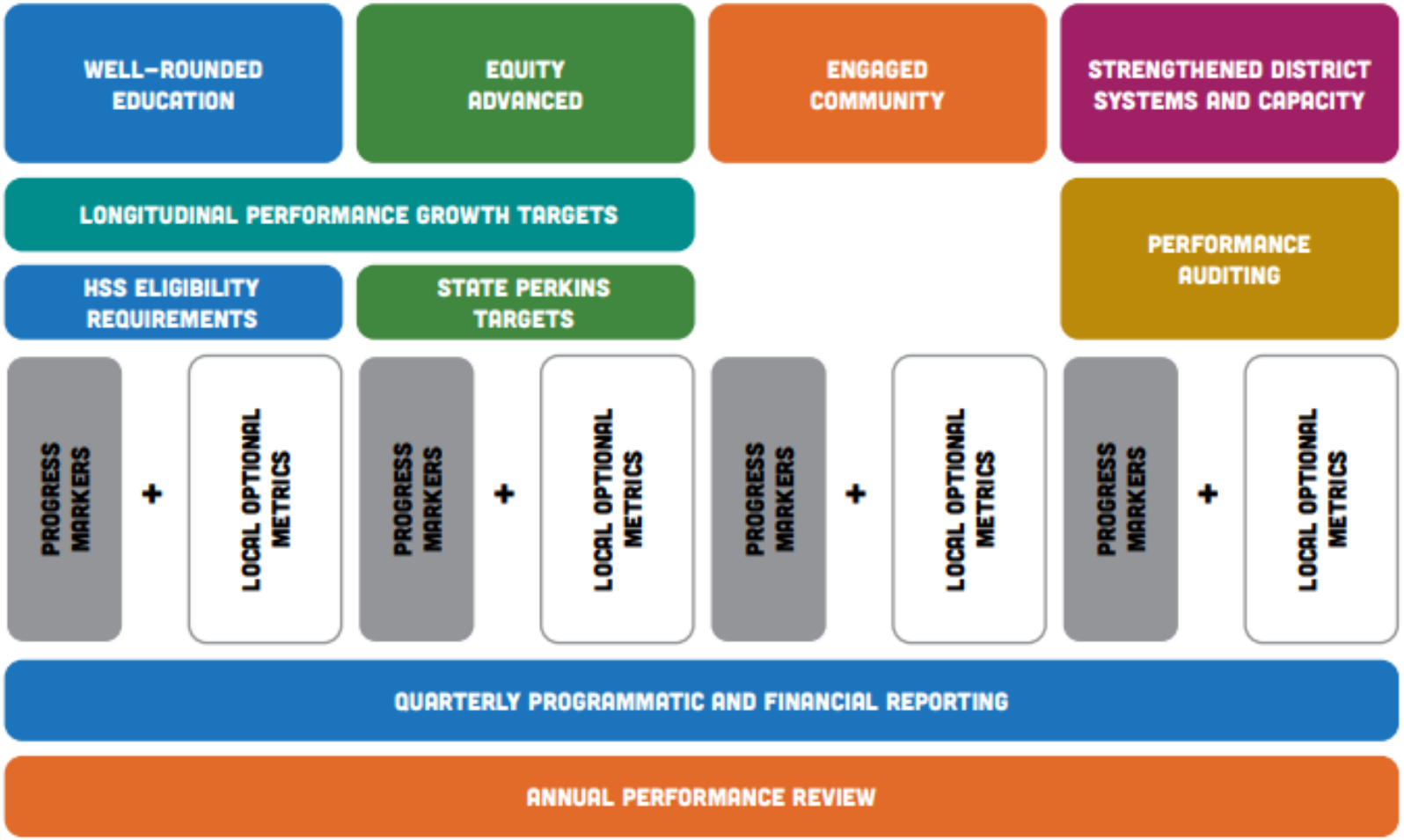
Pleasant Hill School District #1
36386 Highway 58
Pleasant Hill, OR 97455

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.

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),
  - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
  - 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

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.

- A progress marker we are seeing work and movement around is equity. In the spring of 2024 we worked on developing an Equity Tool for Pleasant Hill Schools, as well as inviting a focal student group to school board meetings to work on this initiative. Hearing directly from the student population has created even more board interest in reviewing district policies with an equity lens. This was followed up with needed discourse around equity and how we follow-up on student concerns. By combining this with our IG goals, we have our district initiatives, with an equity focus, easily and readily available during decision making.

Annual Report Narrative #1 Continued

- We believe that the development and use of an Equity Tool in addition to student focal group feedback allows us to properly address our Integrated Guidance outcomes and strategies around culturally responsive pedagogy, MTSS and SEL practices. And, it is what is best for students, and that is our number 1 priority.

- Our counselors working across all of the grades are in year 2 of aligning to the Comprehensive Counseling Standards with a dedicated Sources of Strength class being conducted by one of the counselors. The other two are also working within their grade bands to deliver social emotional supports, including a Leadership class at the high school to continue to elevate and tap into the student voice on new initiatives. This is helping students gain a stronger self-to-world connection and also look forward to post-secondary life.

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.

- While we have a robust literacy support system at the elementary level, we have only been able to add support at the middle school this year. While we are excited to have small group support at the middle school, we have yet to find a way to offer this support at the high school level. We know from statewide assessments that the current high school groups need support around literacy, especially when they were in the foundational years during Covid. However, building that in to schedules, and finding support staff that are not dedicated to Special Education is tough. Assessments also drop off at this point, in regards to progress monitoring and being easy and quick to administer. This is a multifaceted issue in it requires staff understanding, scheduling issues, assessment needs and adaptive curriculum.