

Springfield SD 19 - IP Annual Report 23-25



Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
1 AR1	<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>Our district has focused significant efforts on various key areas, including improving equity, diversity, and inclusion practices, increasing graduation rates through targeted dropout prevention programs, and enhancing college and career readiness. We are also fostering effective professional learning communities that focus on research-based instructional strategies and reviewing student data. Additionally, we are placing a deliberate emphasis on Positive Behavior Intervention Supports (PBIS), particularly in our Tier 2 and Tier 3 interventions. Literacy and math support at the K-8 level, with special attention to early literacy, are central to our efforts, especially for students who face the greatest barriers to accessing their education.</p> <p>Increasing Adult-to-Student Ratios: Enhancing Student Outcomes By increasing the adult-to-student ratio in our schools, we are fostering a more supportive and personalized learning environment that is contributing to improved student outcomes. Specifically, we have seen progress in the following areas:</p> <p>Individualized Attention - Personalized Learning: With more adults present, students receive one-on-one or small-group instruction, allowing teachers to adapt lessons to meet individual learning needs. This approach is especially beneficial for students who may struggle with the pace of whole-class instruction. - Targeted Interventions: Smaller class sizes enable educators to identify learning gaps more quickly and provide timely, specific interventions. This helps prevent minor academic challenges from becoming significant issues.</p> <p>Real-Time Feedback and Adjustment - Immediate Response: With a higher adult presence, educators can closely monitor student progress and make real-time instructional adjustments. If a student struggles with reading comprehension, for example, teachers can provide immediate support or modify their teaching strategies. - Fostering Growth Mindsets: More frequent feedback from adults promotes positive reinforcement and guidance, building student confidence and encouraging persistence in overcoming academic challenges.</p> <p>Enhanced Emotional and Behavioral Support - Stronger Relationships: Smaller student-to-adult ratios foster stronger relationships between teachers and students, which leads to higher levels of trust and engagement, ultimately encouraging students to take academic risks. - Behavioral Management: With additional adults in the classroom, schools can more effectively manage student behavior, implementing interventions that prevent disruptions and create a more focused learning environment.</p> <p>Collaborative and Inclusive Classrooms - Differentiated Instruction: More adults, including educational assistants, allow for effective differentiation, ensuring that advanced students are challenged while struggling students receive the reinforcement they need. - Support for Focal Groups: Increasing the adult-to-student ratio particularly benefits focal groups, such as English learners, students with disabilities, and economically disadvantaged students. These groups often need more tailored support, which additional staff can provide.</p> <p>Increased Teacher Effectiveness - Teacher Collaboration: With smaller class sizes, teachers have more time to collaborate with instructional coaches and support staff, improving teaching strategies and benefiting student achievement. - Reduced Teacher Burnout: A lower student-to-adult ratio helps prevent teacher burnout, allowing for more effective lesson planning, reflection on student data, and classroom instruction.</p> <p>The Impact of Instructional Coaches on Improving Teaching Practices Another significant investment has been in deploying instructional coaches in every school. These coaches play a vital role in improving instructional quality by focusing on: Data-Informed Instruction - Analyzing Student Data: Coaches work closely with teachers to analyze student performance data and identify areas where targeted interventions are</p>	
2 AR2	<p>Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>We experienced challenges with the implementation cycle at several of our sites. Change over in administration and teaching positions has caused us to revisit and provide intentional support going into the 2024-25 school year. We are partnering with CEL and RBT to align our district wide practices to effectively utilize resource, research based practices, as we engage in the continuous improvement process through professional learning communities within our embedded collaboration time to review data and determine adjustments to support our students furthest from justice. We are excited for next year and the continued steps we will take towards our desired outcomes.</p>	
3 AR3	<p>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.</p>		

Springfield SD 19 - 23-25 Progress Markers



Progress Marker Identifier #	Progress Marker	2023-24 Q1 Progress (7/1/23-9/30/23)	2023-24 Q2 Progress (10/1/23-12/31/23)	2023-24 Q3 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)
	Start to See: Early signs of progress (3-6 months)					
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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.	Medium	Medium	Medium	Medium	High
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.	Medium	Medium	Medium	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.	Medium	High	High	High	High
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 research-aligned, formative, diagnostic, and culturally responsive.	High	High	High	High	High
6	Gaining Traction: Intermediate Changes (6-18 months)					
7	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.	Low	Medium	Medium	Medium	Medium
8	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	High
9	PM7 Action research, professional learning, data teams, and strength-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.	Medium	Medium	Medium	High	High
10	PM8 Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	High	Medium	Medium	Medium	Medium
11	PM9 A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	High	High	High	High	High
12	PM10 Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Medium	Medium	Medium	High	High
13	Profound Progress: Substantial and Significant Changes (18 months+)					
14	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.	High	High	High	High	High
15	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.	High	High	High	High	High
16	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.	Medium	Medium	High	High	
17	PM14 Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Medium	Medium	Medium	Medium	Medium
18	PM15 Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Medium	Medium	Medium	Medium	

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19	<p>Overall Reflection: Narrative Response</p> <p>For the following questions, please type your narrative response directly, ignoring the drop-down options.</p>					
OR1	<p>Please share any highlights that provide additional context about the changes you have noted in your progress marker ratings above</p>	<p>We remain optimistic that we are focused in the right areas and moving forward in the betterment of students in our community. On the recent state report card data sets, we are seeing increases in three of six indicators demonstrating modest gains in several key areas.</p> <p>According to the ODE data, SPS saw an improvement in half of the key metrics compared to the previous year.</p> <ul style="list-style-type: none"> On track to graduate – 80% (students earning a quarter of graduation credits in their 9th grade year) Increase of 5% from previous year On-time graduation – 76% (students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-graduating in 2021-22) Increase of 1% from previous year Five-year completion – 83% (students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22) Increase of 4% from previous year Regular Attenders – 56% (students who attended more than 90 percent of enrolled school days did not change from the previous year) - No change from previous year Grade 3 English Language Arts – 36% (students meeting state grade-level expectations) - No change from previous year Grade 8 Mathematics – 17% (students meeting state grade-level expectations) <p>We continue to utilize a variety of data types and information to help drive decisions and improve the learning environment. Our Freshman Learning Team is a great example. This group, which consists of teachers and administrators, utilizes SPS-created criteria to identify students who may be challenged to meet on track attributes. Our counselors and administrators then provide additional support and encouragement to utilize a variety of strategies including recovery credit programs. This provides better success for students to get back on track to successfully continue their high school education.</p> <p>We are also pleased with the number of students that we are able to serve in our summer programming through extended learning and credit recovery programs. These K-12 programs provide support for over 2,000 students across our community. This allows the opportunity for our students to stay engaged and connected over the summer and provides additional support for our high school students to be successful. These programs included:</p> <p>PK Academics/Enrichment: Our current preschool students at Maple took part in an enrichment program in July while our Kindergarten students joined us for KITS (Kids in Transition to School) in July and August at one of four elementary sites (Guy Lee, Maple, Mt. Vernon, and Riverbend), including a Spanish language offering at Guy Lee.</p> <p>K-8th Grade: In July, nearly 1500 students in grades Kindergarten through 8th grade joined us on ten campuses for our summer academic and enrichment program. Students were engaged in social-emotional learning, hands-on, project based enrichment activities and academics, and community recreation (art, PE, music, theater, cooking, etc.). In August, incoming 6th grade students visited their middle school for a two-day experience to meet their teachers, explore the campus, and make social connections prior to the start of the year.</p> <p>High School: In July, students at SHS, THS, and GHS had the opportunity to earn original credit hours, helping them remain on track for on time graduation. In August, A3 hosted an arts focused Summer Experience for any incoming and current HS students. Also in August, incoming 9th grade students entering SHS and THS visited campus for Strong Start - a week-long experience that supports a successful transition to HS.</p> <p>In addition, we have had many supplemental offerings to compliment our summer offerings through intentional community partnerships and engagement. The Chifin Native Youth Center was open to students and families beginning the last week of June and through the second week of August, offering a variety of enrichment activities for native students an</p>	<p>According to recently released ODE graduation data, we have seen a slight reduction in 4-year graduation rates. We are also seeing an improvement to our 5-year completion rates. We are seeing students respond to the impact of lost learning during the pandemic year and needing a little more time to graduate. In reviewing our 3-year average for our 4-year graduation rates, we continue to see an upward trend in graduation.</p> <p>The increases to 9th grade on track data sets are positive and we are reviewing student on track data on a regular basis at the building levels, utilizing professional learning and data analysis to support students in-time needs.</p> <p>We are working across the elementary level to improve literacy through professional development engagement and data analysis using our embedded collaboration model which was created through investments of additional adults in our system. Additionally, we are reviewing our multi-tiered approach to close the gaps for students while strengthening our core instructional model. Middle school teams are focused on similar work in the area of mathematics. High school teams are assessing the impacts of creating safe and welcoming learning spaces and ways to improve instructional delivery that is engaging and relevant while maintaining a high rigor.</p> <p>We are working the continuous improvement cycle to review our in-time data sets to assess areas of growth and opportunity, especially for demographic areas that represent students furthest from justice. District administration meets regularly with building administration and teams to discuss response, impact of our efforts, and assess and adapt our instructional models towards improved outcomes. Building based teams are evaluating strategic plans regularly and adapting their site based instructional models based on in-time data gathered at the building and classroom levels.</p> <p>We continue to provide professional development for our new to the profession certified staff with an emphasis on quality instructional practices that are culturally responsive and engaging. This model supports year one and two professionals throughout the school year.</p>	<p>We continue to make progress towards the actions and outcomes that are moving our work forward. Building based teams are utilizing the collaborative times developed in the calendar to review critical data sets including literacy based through our EasyCBM data, mathematics based through our I-Ready diagnostics, science, and on track data sets. In addition, behavior teams are reviewing the effectiveness of tiered systems using in time data sets including attendance, disciplinary referrals, student surveys, and support data. Our elementary schools are focused on implementation of our core reading program and integration of that into the multi-tiered systems of support established through investments. Using the continuous improvement cycle model, schools are reviewing, refining, implementing, and then assessing the impact. This information is leading to the refinement of instructional response for the remainder of this school year and is informing the CIP process for the 2024-25 school year.</p> <p>Schools using the ESSA funds are adding an additional level of focus as they prepare plans that also include relevant data sets from the state report card specific to student populations that are furthest from justice. All schools will be bringing building based leadership teams together over the summer months to review and revise their 2024-25 improvement plan based on student success during the next 6 weeks.</p> <p>As we look at assessing improvement, we have identified increased support during extended times to include outside of the school day and over the summer. We are planning for targeted summer programming that supports improved literacy outcomes, while keeping student connection to their neighborhood school. At the high school level, we will look to expand credit recovery options and collaborate with regional university partners to provide mentors in support of our staff in supporting student needs with individualized approach.</p> <p>Our secondary schools have assessed and identified gaps in content areas that we will focus on to improve the on track data sets of future students entering high school. These include Math, Science, CTE, and Literacy. To support this focus, we are emphasizing a district content positions to review and scope and sequence, instructional practices, assessment opportunities to inform and adjust instruction and direct support for new teachers and teacher teams. We believe these positions couple with our instructional coaching model will bolster the areas identified to improve adult capacity to respond to student needs. We look forward to assessing the impact of these extended learning opportunities in the Fall of 2024.</p> <p>As we prepare for the conclusion of this year, we are working closely to develop out a comprehensive professional development plan, beginning the summer of 2024 and based on adopted calendar to support the areas of focus. We continue to seek improved engagement opportunities and are excited about an expanded opportunity for student voice that is developing through our internal work and partnerships with Lane ESd.</p>	<p>A significant investment has been in deploying instructional coaching in every school. These coaches play a vital role in improving instructional quality by focusing on: Data-Informed Instruction - Analyzing Student Data: Coaches work closely with teachers to identify student performance data and analyze areas where targeted interventions are needed, particularly for focal groups. Customized Professional Development - Tailored PD Plans: Coaches help develop customized professional development plans for teachers, focusing on instructional practices that will have the most significant impact on student outcomes. Partnership Principles - Collaboration and Shared Responsibility: Instructional coaches apply partnership principles in their work with teachers, emphasizing collaboration, reflection, and continuous improvement. Ongoing Feedback and Support - Continuous Improvement: Coaches provide ongoing feedback to ensure that instructional strategies evolve in response to student needs, directly benefiting student outcomes. High School Strategies: We have implemented several strategies, including: - AVID Systems and Professional Learning: In the third year of AVID implementation, schools have made significant progress in college and career readiness. Teachers have been trained in research-based best practices, and students participate in career and college exploration opportunities. - Career and Technical Education (CTE): We have expanded our CTE offerings based on student interest, adding pathways in Computer Science, Robotics, Culinary Arts, Health Science, Video Production, and Cosmetology. - Credit Recovery: To ensure on-time graduation, we offer night and summer school sessions to help students recover credits, along with after-school study support for students struggling in core content areas. Addressing Mental and Behavioral Health: Through strategic use of SIA funds, we have prioritized mental and behavioral health supports, especially for students from underserved families. Initiatives include: - Family Resource Assistants: These staff members help connect families with essential resources such as housing and food, creating a supportive environment for students. -</p>	
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21	OR2 Please share other changes you've observed outside of the progress markers; for example, any observable changes made toward your outcomes when or if they don't correspond to the progress markers.	<p>We have seen good progress in our literacy focused strategies. We brought together grade level teams from across the twelve elementary schools to review priority standard maps, pacing guides, and resources from our newly adopted language arts curriculum. We identified content within the new reading materials that support our NGSS Science standards and embedded these connections within the scope and sequence of learning. Additionally, we focused on professional learning for our building administrators related to implementation of literacy RtI practices district wide. Starting with installation practices to place structures needed to move forward last year, including culture building, learning, and focus on best practice core instruction strategies.</p> <p>This year we expand on installation practices with additional training and embedded support through an instructional coach model of design and a focus on implementation of our core program. We are focused on using our early release professional development calendar coupled with embedded collaboration times within the school day to enhance and focus on student data and instructional adjustments.</p> <p>We are pleased with the behavior support structures we are implementing and have seen good progress towards full implementation for support of students and adults in our schools. Each Springfield school offers a continuum of behavior support. Behavior support efforts are organized using a multi-tiered system of support framework. After attempting to reach full implementation of healthy and functioning Tier 1, Tier 2, and Tier 3 behavioral systems at its elementary schools through years of training and coaching, Springfield Public Schools found it necessary to strategically invest district resources in its Positive Behavioral Interventions and Supports (PBIS) efforts by targeting Tier 2 and initial Tier 3 (i.e., interventions not served via special education). SPS identified a need for a system's focused and district-directed role and created a new Behavior Interventionist licensed position in each elementary school to lead and coordinate Tier 2 and initial Tier 3 support systems.</p> <p>At the Tier 1 level, behavior interventionists are active members of the school-wide PBIS team. They support implementation of schoolwide social skills program through coaching general education teachers. They offer professional development to staff on topics identified by the PBIS team.</p> <p>At the Tier 2 level, behavior interventionists support an evidence-based intervention available in each elementary school for students in need of targeted support. At the Tier 3 level, behavior interventionists collaborate with school psychologists to conduct functional behavioral assessments and lead development of behavior support plans for individual students. Behavior interventionists provide targeted and individual skills instruction to students. They support teachers and staff in implementing behavior support plans. At both Tiers 2 and 3, behavior interventionists serve in a key role on teams tasked with making data-based decisions about intensity of intervention support.</p> <p>We support our behavior interventionists through bi-weekly professional learning and support each month. The shift to district-directed Behavior Interventionist positions allowed for a more proactive and constructive approach to building Tier 2 and Tier 3 systems, which increased effective interventions and support for students.</p>	<p>We continue to support the installation practices with additional training and embedded support through an instructional coach model of design and a focus on implementation of our core program. We continue to use our early release professional development calendar coupled with embedded collaboration times within the school day to enhance and focus on student data and instructional adjustments.</p> <p>We continue to assess the impacts of our behavior support structures and adjust response to support full implementation in our schools. As shared in Quarter One reporting, each Springfield school offers a continuum of behavior support. School teams are constantly evaluating the success towards full implementation and adapting responses at the classroom level in support of a healthy and functioning Tier 1, Tier 2, and Tier 3 behavioral system.</p>	<p>While we are seeing changes associated with our progress markers, one of the largest gaps is the implementation by adults in our system to effectively use the resources that have been allocated. The District Leadership team is working through a collaborative partnership with Center for Educational Leadership to refine our approach and focus through Principal Practices to support our building leaders with managing, deploying, and leveraging resources available to support teacher problem of practices towards students outcomes. Our focus for the remainder of this year is directly aligned with this problem of practice, which we believe will provide the greatest benefit towards improved outcomes for our students. We are focusing administrative professional development and engagement around this strategy and look forward to a deeper opportunity to expand this over the summer as we prepare for next school year.</p>		<p>We continue to focus on one of the largest gaps in the way implementation by adults in our system to effectively use the resources that have been allocated. The District Leadership team is working through a collaborative partnership with Center for Educational Leadership to refine our approach and focus through Principal Practices to support our building leaders with managing, deploying, and leveraging resources available to support teacher problem of practices towards students outcomes. Our focus for the remainder of this year is directly aligned with this problem of practice, which we believe will provide the greatest benefit towards improved outcomes for our students. We are focusing administrative professional development and engagement around this strategy. Additionally, we are focused on improving the embedded collaboration opportunities through professional development with all schools using the Learning by Doing (Dufour) framework to effectively engage in meaningful dialogue towards improved outcomes for students furthest from justice.</p>
22	OR3 Please share any lessons learned, constructive or critical, over this quarter, including anything surprising that has occurred that might be valuable for other leaders in your region or state leaders to understand.	<p>We continue to adjust plans and investments based on the availability of human resources for the positions with which we are adding to our system. We will continue to refine and identify recruitment and retention strategies as we look to fully staff our identified needs.</p>	<p>We continue to adjust plans and investments based on the availability of human resources for the positions with which we are adding to our system. We will continue to refine and identify recruitment and retention strategies as we look to fully staff our identified needs.</p>	<p>One challenge we face is the change to the fiscal application of integrated guidance funding that will cease in June of 2025. We have built continuous improvement documents, plans, and allocated resources based on the existing fiscal models for expenditures. Budgetary changes to process will cause us to have a gap in supporting our summer learning opportunities and being able to adapt to increase payroll costs, which we could apply across the three month window. We will be assessing, adjusting and aligning this based on the new expectations which will become a priority as we identify appropriate resources available based on adjusted funding timelines.</p>		<p>It is too early at the start of the year to assess lessons beyond what was previously shared. As a larger system, we are currently in implementation and will assess this fall with updated reporting in Quarter 2 reporting.</p>