



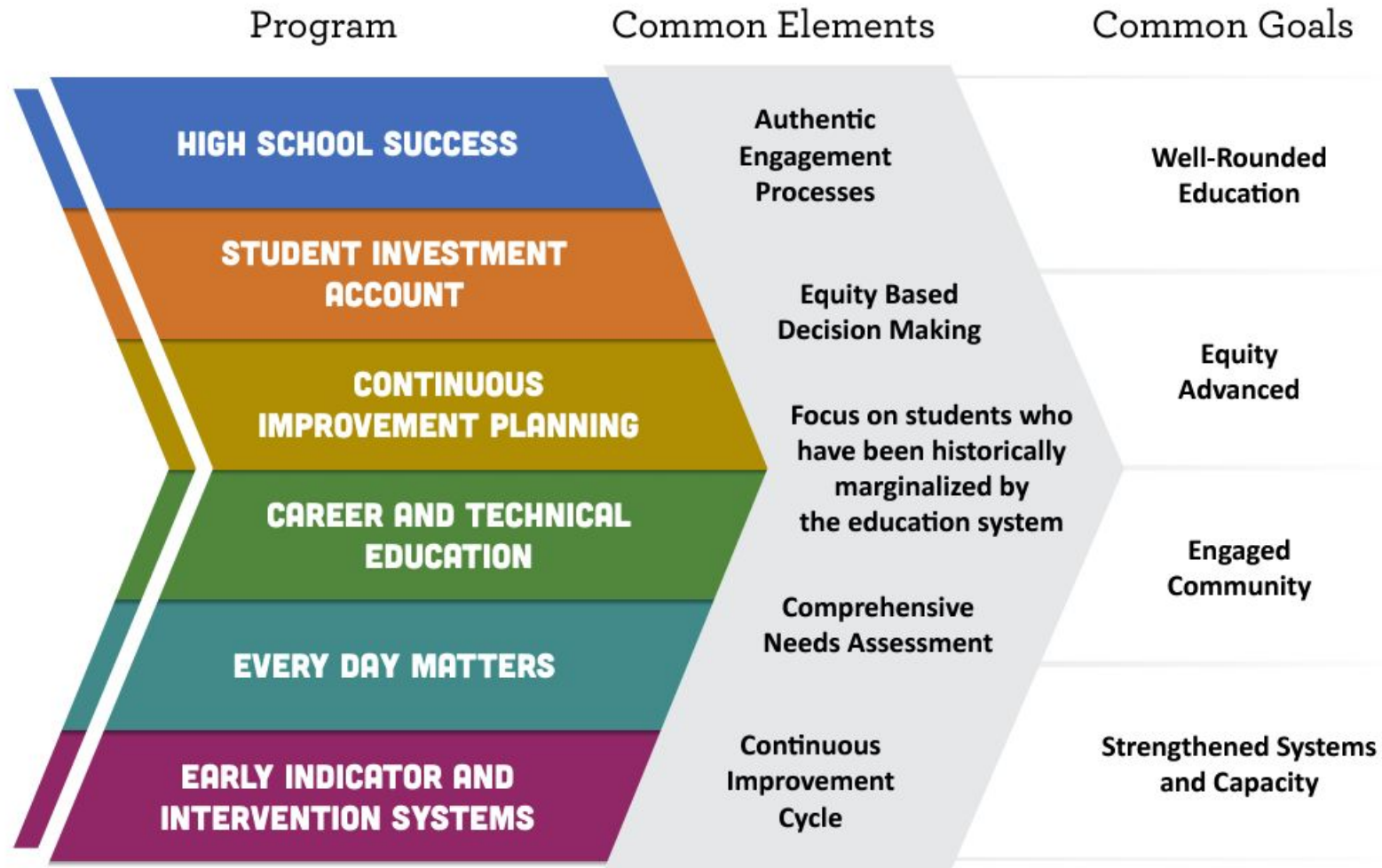
23-24 Integrated Programs Annual Report Presentation

Woodburn School District
12/17/24

Annual Reporting Requirements

- ODE's annual report consists of two 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.

Integrated Plan Initiatives



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.

District Response: We met our Longitudinal Performance Growth Target for attendance. There are various factors that contributed to this. First, every school had a goal in their school improvement plans focused on increasing their overall attendance rates. They allocated Title I and SIA funds to support the activities they identified to support this goal. At the district level, the plans associated with the integrated plan were used to fund counselor, social worker and home school contact positions. These positions all play a critical role in meeting the social and emotional needs of students and in parent engagement. We also used the funds to increase the number of parent involvement specialists in the district who work directly with parents and support school events. Our integrated plan also includes investments to support well-rounded education such as CTE and the arts. At the secondary level, there was an intentional effort to determine what courses and pathways students are interested in, so that master schedules could better match students' interests. No single activity led to an increase in regular attendance and an overall increase in attendance rates, but rather the combination of all of the efforts that our integrated plan includes to foster a sense of belonging and relevance, and belief in themselves in their academic community as shown by increased attendance. Improving attendance continues to be a priority for our district, and we are implementing new strategies based on our learning from last year. Last year one of our principals partnered with the WESD, and this year all of our schools are partnering with them to analyze attendance strategies and better track the effectiveness of each. This will enable us to identify the strategies that are working the best so that we can focus on what works.

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.

Reading is an area where we have experienced impediments toward progress. Last year we entered into a four year project with Oregon Response to Instruction and Interventions (ORTIi). This project is focused in increasing reading outcomes across all grades at the elementary level. Year one of this work (2023-24) was focused primarily on core instruction for all students. We created Standards of Practice documents that outline what should be taught during literacy instruction and which components of our adopted instructional materials should be used. This will provide teachers with the tools they need to teach students to read and write so that they can be successful in school. We were in year two of implementation of the district adopted language arts materials and teachers at the elementary level spent the year unit mapping for literacy during PLC meetings.

Given that the majority of our students participate in dual language programs, the state third grade reading assessment does not accurately reflect our students' reading skills. In our program, students first learn to read in Spanish or Russian, and then in English. We saw higher percentages of students passing the state reading assessments in grades 4 and 5 compared to grade 3, which is typical in a dual language program as students learn to transfer their reading skills from one language to another.

This year we are continuing to focus on strengthening our literacy instruction for all students, while we also strengthen our systems for determining which students need additional support through our Multi-Tiered Systems of Support (MTSS). While we improve our systems, teachers are also engaging in professional development on the Science of Reading and how to bridge literacy and language between languages. We anticipating we will see growth in student reading in English, Spanish and Russian across the district.

Integrated Plan 2025-27

