Pleasant Hill School District

Integrated Programs Annual Report – 2024-25

Oregon Department of Education Question #1 –
As you review your progress makers/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.)

We are working toward our Longitudinal Performance Growth Targets (LPGTs) in a strategic and intentional way. Each progress marker we report on remains central to our decision making as we implement new programs and refine existing ones. These markers guide our approach and help us stay focused on long-term outcomes while making measurable short-term gains.

One area where we have seen notable progress in implementation is in our regular attenders' rate. This improvement connects directly to several key strategies and outcomes in our plan, particularly those focused on community engagement, data driven decision making, and amplifying student voice.

Our data teams meet regularly to review attendance trends and identify areas needing targeted support. Through this process, we've strengthened our ability to intervene early and appropriately. Additionally, by increasing student voice opportunities and community engagement efforts, we are working to ensure students and families see the school district as a true partner in the education process.

A tangible example of this shift is the way staff now engage with students and families each morning, from greeting them in parking lots and at bus drop-offs to building-wide welcoming routines. This increased visibility and connection foster a sense of belonging and care. Moreover, we have implemented positive attendance incentives at every school site, shifting from punitive approaches to ones that motivate students to attend because they feel seen, valued, and excited to participate.

Overall, we are working to build an environment where students want to be present, and that progress is directly contributing to both our identified Outcomes and our longitudinal goals.

Oregon Department of Education Question #2 –

Where have you experienced barriers, challenges or impediments to progress towards 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 Multi-Tiered Systems of Support (MTSS) is not identified as a standalone Outcome in our plan, it is a critical Strategy embedded across multiple Outcomes. Consequently, many of the barriers we encounter in achieving our Outcomes are rooted in challenges related to MTSS implementation. An area of concern is the inconsistent application of MTSS practices across grade levels and departments. This fragmentation has hindered our ability to consistently ensure equitable, systematic, and data-driven support for all students.

One of the most pressing challenges is the variability in staff capacity and confidence when it comes to implementing MTSS with fidelity. While there is a shared commitment to supporting students through tiered interventions, staff often lack the training, time, or resources needed to develop and apply these systems effectively within their specific grade bands or subject areas. As a result, our current MTSS structures can be disjointed, with limited alignment both vertically (across grade levels) and horizontally (across subject areas and classrooms). This lack of cohesion ultimately impacts the continuity and quality of support that students receive throughout their educational journey.

To address these challenges, we are investing in sustained and targeted professional development opportunities focused on MTSS frameworks and practices. However, we recognize that professional development alone is not sufficient. There must also be a collective sense of ownership and shared responsibility among all educators. Each staff member plays a vital role in the successful implementation of MTSS, and systemic change requires collaboration rather than isolated efforts. We cannot operate in silos and expect to create a seamless and supportive academic experience for students.

Moving forward, we are committed to providing more structured training and guidance to staff in developing and refining age-appropriate MTSS models tailored to the specific developmental and academic needs of students at each grade level. Our goal is to build an integrated system that supports both staff and students in a cohesive, intentional, and sustainable manner.

Oregon Department of Education Question #3 –

Review actual metric rates compared to previously created LPGT and LOM and share reflection on 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.

When developing our Longitudinal Performance Growth Targets (LPGT) and Levels of Measure (LOM), our intention was to establish ambitious yet realistic goals that would promote sustained improvement over time without setting unattainable expectations. One of the primary metrics we focused on was the **Regular Attender Rate**, a critical indicator of student engagement and school climate.

In the 2021–2022 academic year, our baseline Regular Attender Rate stood at 68%. In response, we developed a multi-year growth trajectory with the aim of gradually increasing this rate each year. Our long-term target was to reach 77% by the 2026–2027 school year, reflecting a 9-percentage point increase over five years. Encouragingly, as of the 2023–2024 school year, we have already achieved a 76% Regular Attender Rate, nearly reaching our long-term goal three years ahead of schedule.

This substantial progress indicates that many of the strategies we have implemented are effectively addressing attendance barriers. However, rather than resting on this success, we view it as a compelling opportunity to revisit our targets and strategies. Reaching 76% this early suggests that our initial LPGT may have underestimated the rate at which change could occur with focused interventions. This is a good problem to have.

Looking ahead, we are planning strategic shifts in our implementation approach to sustain and build upon this progress. Specifically, we will deepen our focus on **amplifying student voice,** ensuring that students feel both seen and heard in the educational process. This involves co-creating learning experiences that are meaningful, culturally relevant, and aligned with students' lived experiences and future aspirations. When students perceive their education as valuable and relevant, their intrinsic motivation to attend school regularly increases.

Moreover, we recognize the critical importance of **strong personal connections** between staff, students, and families. Cultivating a school environment that is not only welcoming but also intellectually stimulating plays a key role in boosting attendance. Strategies such as family engagement initiatives, advisory programs, mentorship opportunities, and dynamic, student-centered classroom instruction are essential components of our continued efforts. By continuing to prioritize student voice, fostering authentic relationships, and ensuring academic rigor, we believe we can not only reach but surpass our attendance goals in the coming years.