

2024-25 Integrated Programs Annual Report Template

This Integrated Programs Annual Report Questions template aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Annual Report Questions	
Question	Context/Guidance
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.	Progress Toward Outcomes One area where we have seen measurable progress is Outcome 2: Increase Academic Achievement for Students, including reducing education disparities for identified student groups. Improved student engagement and academic growth through Multi-Tiered Systems of Support (MTSS). Over the past year, Lebanon Community Schools has expanded Tier 2 and Tier 3 interventions, strengthened the use of data teams to monitor student progress, and increased professional development for teachers to deliver targeted supports. This work has produced measurable improvements: Academic Growth: State assessment data from 2024–25 show a 5% increase in students meeting or exceeding grade-level benchmarks in reading (from 40% to 45%)
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.	Challenges in Implementation One area where we have experienced challenges is Outcome C: Meet students' mental and behavioral health needs. While we have seen growth in student engagement and early literacy, several barriers have limited our ability to accelerate progress: Staffing and Capacity: Persistent staffing shortages in specialized positions, including bilingual educators, instructional assistants, and interventionists, have made it difficult to provide consistent Tier 2 and Tier 3 supports. This directly impacts our ability to close achievement gaps for English Learners and students experiencing poverty. Chronic Absenteeism: Chronic absenteeism remains a barrier. This barrier undermines academic progress and impacts our LPGT goals. . Family engagement efforts are underway, but systemic issues such as transportation challenges, health needs, and housing insecurity remain significant.

	Professional Learning Needs: Teachers continue to express the need for deeper training in differentiated instruction and culturally responsive practices. Limited time for sustained professional development and coaching has slowed our ability to scale consistent best practices across all schools. Student Behavior and Mental Health: An increase in social-emotional and behavioral needs has placed pressure on staff and instructional time. While we have expanded access to counselors and social workers, the demand continues to exceed available resources. Alignment to Outcomes and Strategies These barriers affect our ability to fully implement strategies tied to equitable access, differentiated instruction, and targeted intervention. Specifically, they limit the district's capacity to: Ensure all students—particularly focal groups—receive grade-level core instruction. Meet the LPGT of increasing the percentage of students meeting or exceeding proficiency in state assessments. Areas for Support Lebanon Community Schools would benefit from additional support in: Recruitment and Retention strategies to attract and keep specialized staff. Expanded resources for student mental health and social-emotional learning to reduce barriers to engagement and attendance. Partnerships for chronic absenteeism reduction, including wraparound services to address transportation, housing, and family needs. Sustained professional development models that prioritize culturally responsive practices and instructional strategies for diverse learners.
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3. 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.

As part of our 2024–25 review, Lebanon Community Schools has analyzed actual metric rates compared to our previously established Longitudinal Performance Growth Targets (LPGT) and Local Optional Metrics (LOM). This reflection highlights areas of growth, continued challenges, and the adjustments we are planning as we move forward.

Academic Growth (LPGT: Literacy)

Target: Increase the percentage of students meeting or exceeding grade-level benchmarks in reading.

Actual: Reading proficiency reached 45%, meeting our LPGT goal. .

Supporting Activities: Early literacy initiatives, including implementation of high-quality instructional materials and focused small-group reading supports, contributed significantly to the reading gains.

Future Strategy Shifts: In 2025–26, we plan to increase interventionist capacity at the elementary level to accelerate growth.

Attendance and Engagement (LOM: Chronic Absenteeism)

Target: Increase percentage of regular attenders from 60.85 to 61.70%

Actual: Percentage of regular attenders decreased to 59%

Supporting Activities: Family engagement specialists, check-and-connect programs, and transportation adjustments contributed to progress. However, systemic barriers such as housing instability and health needs persist.

Future Strategy Shifts: We will increase partnerships with community agencies for wraparound supports, expand attendance mentoring programs, and strengthen data-driven early warning systems.