2025-26 Integrated Programs Annual Report

Annual Report Questions	
ODE Question	**PHSD Answer**
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.	Within our Integrated Programs framework, we have observed significant, measurable progress toward the outcome: *"PHSD will increase high-quality, well-rounded learning time and implement a system of academic supports."* Specifically, our advancement centers on establishing and leveraging an Early Warning Indicator System driven by interim assessment data to inform continuous improvement at every level of our educational ecosystem. Recognizing the necessity of data-informed decision-making, our district proactively adopted the STAR Assessment System across grades K–12 prior to mandates from the Oregon Department of Education (ODE). To build sustainable capacity around this initiative, we dedicated strategic resources to hire a dedicated Instructional Coach. This targeted investment has institutionalized a rigorous, universal screening cadence, ensuring that real-time, actionable data is consistently accessible to classroom teachers, collaborative data teams, and administrative leadership. The strategic integration of this interim assessment data has transformed operational and instructional practice across three primary tiers: • **Classroom Level:** Educators utilize granular diagnostic data to tailor daily instruction, design targeted interventions, and implement appropriate scaffolded supports. This ensures that core instruction actively addresses specific skill gaps while maintaining high academic standards. • **Building & Team Level:** Grade-level and professional learning community (PLC) data teams, comprising teachers, administrators, and school counselors, analyze longitudinal trends. This multi-disciplinary lens allows us to accurately diagnose root causes when a student demonstrates academic risk, differentiating whether low performance stems from instructional gaps, social-emotional distress, or external familial

	challenges. • **District & Strategic Level:** Executive leadership and the school board leverage aggregated data to evaluate system-wide programming, guide resource allocation, and direct strategic planning. When data highlights persistent systemic needs, leadership can propose evidence-based policy adjustments or seek novel resources directly with the board. Ultimately, embedding a standardized interim assessment framework provides a more consistent and objective starting point for identifying student needs. Grounding our decision-making in objective data ensures a more equitable distribution of supports, holding us accountable to the distinct learning needs of every student and family we serve.
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.	In pursuing our goal to enhance high-quality learning time and build a comprehensive Multi-Tiered System of Supports (MTSS), our primary impediment has been fiscal constraints. As a small-to-mid-sized school district, our foundational budget lacks the flexibility to fund large-scale professional development initiatives without compromising other operational needs. Specifically, we identified the Oregon Response to Intervention (RTI) conference in Eugene as a critical opportunity to build a shared foundation of knowledge across a broad team of educators. Aligning staff under a unified system of academic supports requires collective training to ensure fidelity in implementation. However, the costs, approximately $500 per registration, compounded by substitute teacher coverage, presented a prohibitive financial barrier that temporarily stalled our progress toward this strategy. To overcome this barrier, district leadership proactively sought alternative funding sources. We successfully applied for and secured a grant through United Way, which fully covered registration and travel costs for a large district team to attend the conference. Attending the event provided our educators with a baseline understanding of MTSS best practices. Capitalizing on this momentum, we successfully applied to join the newest Oregon RTI project cadre at no additional cost. Entering this training cohort allows

	us to receive ongoing, high-quality technical assistance and professional development, effectively launching the district-wide implementation we had previously been unable to resource. While we successfully leveraged external funding to resolve this immediate challenge, our experience highlights a structural vulnerability: our progress remains heavily reliant on one-time competitive grants. To ensure the long-term sustainability of our academic support systems and to scale future initiatives under this outcome, we require continued guidance and flexible funding options from the Oregon Department of Education (ODE), alongside additional regional grant opportunities. Sustained support will help prevent future financial bottlenecks as our staff moves from initial training to full-scale program integration.