25-26 Integrated Programs Annual Report Presentation

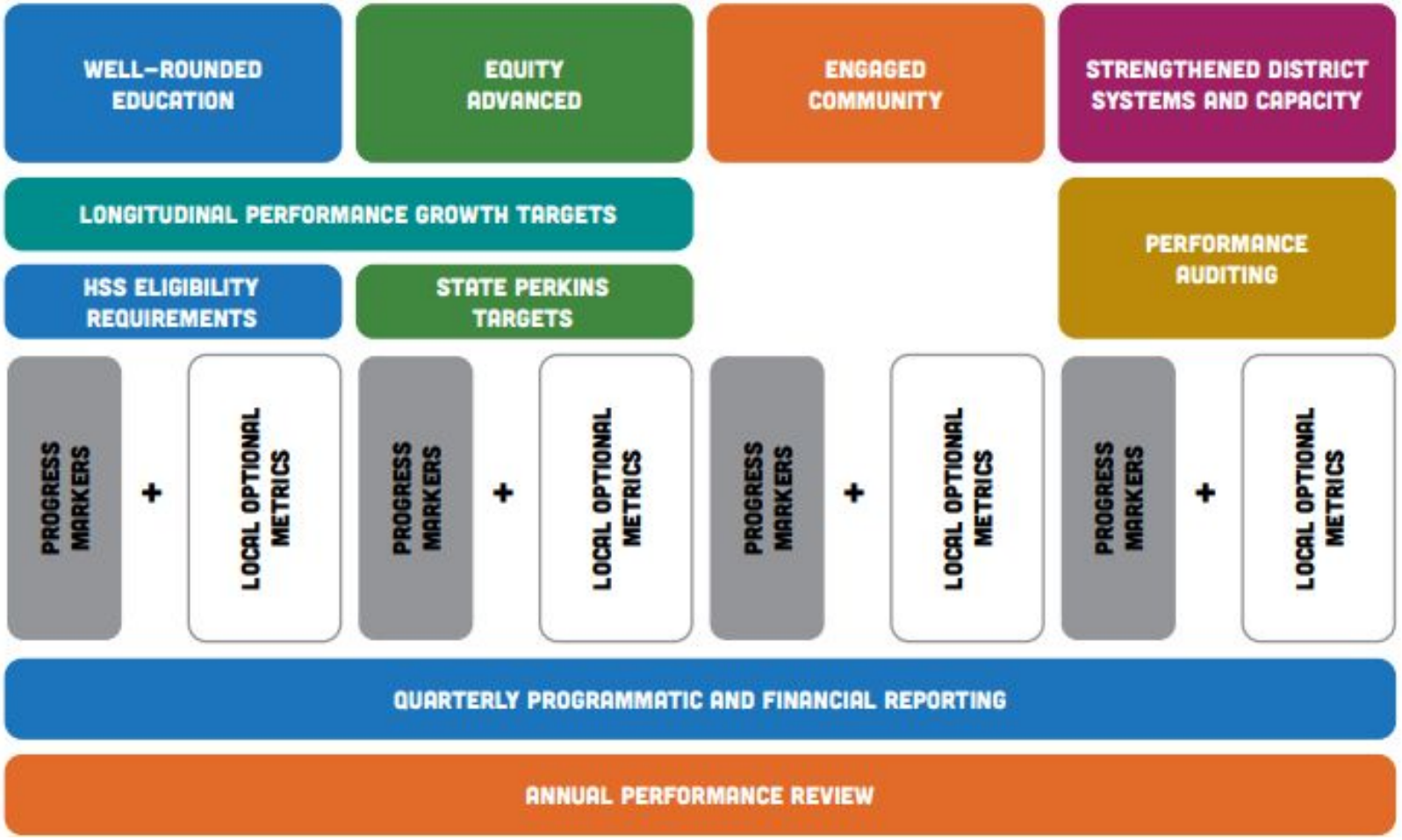
St. Helens School District
Presentation by Dr. Koreen Barreras-Brown
9/23/26

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions

- Throughout the year, grant recipients have been asked to report expenditures and report on progress markers which will help inform overall progress on the annual report.

Summary of Integrated Programs Performance Measures



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.
  - 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).

St. Helens School District: Building Foundational Literacy & Assessment Systems (2025–26)

Initiative 01

Strategic WestEd Partnership

Initiated collaboration to develop an evidence-informed Comprehensive Literacy Plan.

Initiative 02

Academic & Assessment Systems

Continued EasyCBM Assessment, began CFA development at the high school level, and engaged Professional Learning Teams (PLTs) in data literacy.

Initiative 03

Instructional Framework

Established evaluation expectations using the CEL 5D+ framework and piloted common administrator walkthrough tools.

Initiative 04

Dedicated Intervention

Embedded literacy intervention blocks into all school schedules and completed essential standards pacing guides.

Strategic Focus

Targeted Impact

Creates the systemic infrastructure necessary to support Longitudinal Performance Growth Targets (LPGT) and improve 3rd-grade reading proficiency.

Arthur Academy Charter School

Progress & Impact

- **Small Group Instruction**
  Appropriate Math & ELA skill placement; ELL students receive twice-daily small group instruction & intervention.
- **Safe & Respectful Environment**
  Full-time SEL Specialist reduced "Think Time" behavior referrals, maximizing instructional time.

Implementation Barriers, Evaluation & Targeted Support

Implementation Barriers

Transitioning from planning to high-fidelity implementation requires overcoming systemic barriers.

- **Development Phase**

Comprehensive Literacy Plan remains in active development with WestEd, delaying systematic communication.

- **Resource Fidelity**

Consistent, high-fidelity usage of digital literacy tools remains an ongoing growth area as staff adapt to standards.

- **Arthur Academy Charter School**

The challenges we have seen center around attendance. Since we are a school of mastery and we assess mastery every single day to make decisions for the next day's instruction, it is imperative that our students are at school.

Evaluation & Feedback Loops

Systematic loops for evaluating instruction require continuous improvement to ensure effective delivery.

- Utilized 2025-26 feedback to develop observation tools aligned with the **CEL 5-D framework**.

Actionable Support Requests

To secure high-fidelity implementation, we request targeted assistance across three key areas:

1. Continued Coaching: Ongoing technical & strategic coaching from ODE and WestEd.
2. Professional Development: Expanded training sessions to support staff adapting to new standards.
3. Targeted Assistance: ESD partner support to build robust evaluation and communication strategies.

Thank you!