OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

2025-26 Integrated Programs Annual Report Template

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.	One of our Outcomes that has shown progress and momentum is Outcome Early Literacy. RRSD is fully committed to strengthening early literacy instruction in grades K-3 in addition to using high leverage instructional strategies for reading and writing to support students' academic achievement at all grade levels. We provided continual professional development and ongoing coaching around the use of research-based curriculum and instructional practices. The elementary administrator and literacy coach worked in tandem to create opportunities for teachers to meet in grade level teams as well as time for discussions and planning between grades during weekly staff meetings. Learning how to develop and utilize graphic organizers for writing support was an example of some of the training. The SOESD consultant for Science of Reading and Writing offered whole staff training at the beginning of the school year. She returned for monthly PLC meetings to support implementation and answer any questions that had come up for teachers. The Literacy Coach provided weekly professional development through modeling and coaching of research-based instructional strategies. Our coaching selections primarily emphasized oral language development and foundational skills. The Summer Learning Grant also focused on literacy and 137 students K-12 attended summer classes. Literacy is a district focus, and all teachers are responsible for teaching reading and writing in some capacity. The data shows we have made headway and will continue as we follow through on the outcomes and strategies we chose.

	REACH: Outcome B: REACH strengthened instruction based on student needs through collaboration with an SOESD instructional coach. Teachers reviewed state assessment data and identified writing in mathematics and comprehension of informational text as areas for improvement. Teachers implemented targeted instructional strategies and continued to refine them through Professional Learning Community (PLC) collaboration. Outcome D: REACH's early literacy coach provided coaching and professional development for elementary teachers focused on effective instructional practices and targeted interventions. This support strengthened teachers' ability to address students' literacy needs and contributed to substantial improvements in student performance.
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.	The outcome we have seen the most challenges in is Outcome B: increase academic outcomes and achievement for all students including focal populations. The challenges around funding well-rounded education programs are due to enrollment decreases and budget constraints. Our district is facing budget shortfalls driven by declining enrollment and rising costs, which are forcing difficult staffing decisions, including reducing elective class teacher positions to half-time. This also limits our ability to strengthen, improve, and close the achievement gap in our focal populations. As a small district, some of our focal populations are so small, being able to have experts in that group is difficult, especially when students fit into multiple groups. The challenges continue with small focal groups, particularly in areas like English Learners, where limited resources make it difficult to provide expert support. Additional challenges that require extra funding are students arriving mid-year with high behavioral needs, which require additional administrative time and resources to support both the students and existing classroom environments.

	REACH: REACH experienced challenges with Outcome A2: developing an eighth-grade transition program informed by academic and engagement data to provide differentiated support in independent learning, organization, and high school readiness. We implemented an eighth-grade readiness class, but engagement varied, with approximately half of students participating successfully and the other half showing limited engagement. Inconsistent effort on assessments, particularly among students with significant gaps in mathematics, made it difficult to accurately identify learning needs and tailor support. Additional support with strategies to increase student engagement and assessment participation would help strengthen the program.