

2025-26 Integrated Programs Annual Report

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.	We have seen various progress toward our Longitudinal Performance Growth Targets (LPGT) and Outcomes. For example, Outcome B—<i>Create a culture of safety and respect for all students and adults that supports their social, emotional and physical well-being</i>—has been an intentional focus throughout the 25-26 school year. Across the district, weekly SEL lessons, small intervention groups (at RGS) and targeted lessons in advisory (RHS) throughout the year support students' social and emotional well-being. The implementation of a behavior continuum and the application of restorative discipline practices have contributed to asset-based and impact-focused approaches to resolution and repair that promote dignity for all and support belonging, safety, respect and interconnectedness within our community. Furthermore, support staff (e.g., counselor, DEI coordinator, Admin) collaborate with classroom teachers in both proactive and responsive ways to ensure additional supports are made available (e.g., access to identity-affirming and expansive learning engagements in developmentally-appropriate ways). In addition, staff have employed strategies to strengthen student leadership and programming. Some of the pathways for student leadership and stakeholder voice include: • Student-led clubs • Student-led announcements and school community meetings • Ongoing cross-district student mentorship and affinity groups • RHS student members on RSD School Board and District Educational Equity Committee

	● Student-informed policy changes The advancement of these efforts has provided additional avenues for understanding the experiences of stakeholders that guide decision-making processes (PM6, PM15) and expanded our capacity to honor the collective voice. These varied opportunities have positively impacted progress toward fostering a safe, brave and welcoming climate for learning as well as more equitable decision-making processes (PM6, PM10, PM15). Moreover, we continue to survey and assess our approaches with students, staff and families as we work to be responsive to emergent needs and experiences in the district. In our student engagement survey, we have witnessed an increase in students reporting that they feel welcome at school and school activities from the 2024-2025 SY survey to the 2025-2026. Though it is not possible to attribute this increase to be exclusively indicative of the efforts listed above, we see this as connected to improvement in our Outcome B due to the high level (87% of students at RHS) reporting they feel welcome at school and other indicators within the LPGTs including an increase in regular attenders, sustained on-track and graduation rates and the reduction of gaps for focal students.
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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 challenges and barriers we have experienced year over year have largely stemmed from state mandate constraints (e.g., P.E. minutes, ODE graduation and credit requirements) and cuts in state and federal funding that have not been adequate to meet our identified needs. It is with the immense support of Riverdale's Foundation and Parent-Teacher Club that we are able to bridge some of these budgetary gaps to sustain much of our robust programming within the district. However, even with the passing of this year's local levy, the additional funds only stretch so far to meet our fundamental needs and aims within Integrated Guidance and our Strategic Plan. The added layer of ODE requirements, like the Personal Finance course and a Higher Education and Career Skills Pathway course for all high schoolers are in addition to IB Diploma Program requirements students must also meet. As a result, this constrains students' schedules, course offerings, and elective choice. Although many of the components of the ODE course requirements are woven into our programming at the high school (e.g., through math courses, field studies, advisory, and senior exhibition), the external requirements and funding cuts require high levels of flexibility and creative problem-solving.

As a result, this leads to challenges and barriers for executing our identified priorities because the competing demands cannot be easily or realistically funded, staffed, and sustained. Moreover, these barriers limit our capacity to invest the time and resources needed to fully actualize new programming that would more responsively address district needs.

This challenge is reflected in our efforts to ensure all students, especially those within our focal groups, leave high school with CTE advanced/honor credits that articulate from the Grade School (Outcome D). Although we have been intentional to close these

	gaps and ensure students have access to advanced credits, we have not established vertical articulation from Riverdale Grade School to Riverdale High School for advance course credit to transfer, specifically in advanced math and foreign language. In order to ensure all students have access to advanced courses, the foundational pathways for global languages and advanced math (geometry) must be supported at the grade school.
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