2025-26 Integrated Programs Annual Report One-Pager (Template ODE)

This Integrated Programs Annual Report Questions template aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via 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)?	The Coquille School District took a proactive approach in addressing the newly implemented SB 141 accountability measures. Committees supporting the work to make institutional change in each metric were convened throughout the 25-26 school year. Some years ago, the District received Targeted Support from ODE to manage data; an area of focus that bridges to the Integrated Programs reporting is the 9th grade on track to graduate (PM9). With the support of academic counselors, internal data tracking, frequent monitoring, and staff interventions, we have marked an increase in this area by 7% at CJSHS and 4% at WLHS. The District supports employment of its academic counselors through Integrated Programs. Without them, it would be infinitely more challenging to track and support student progress toward 9th grade on track and 4 year graduation cohort metrics! During the 25-26 school year, we gladly welcomed two of our eleven English Learner/Multilingual Students into “proficiency” status! Students received sheltered instruction and Tier II support in English Language Arts. All but one of the remaining students made progress by at least one proficiency level in at least one of four domains as measured by the ELPA Summative test. Our excitement for the continued progress of our students served under Title III is boundless.

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.	As a small, rural district on the Southern Oregon Coast, it is a challenge to address equity among our student focal groups without "tokenizing" them. A great deal of diversity in our district is not forward facing: approximately 14% of our students are served by special education; we serve students experiencing poverty who are McKinney-Vento eligible; we serve students who suffer from the effects of high ACES scores and generational trauma; we serve students who may be substance or justice involved; and we serve students from diverse religious and gender communities. While we have systems to capture student voice in most schools, this is a challenging task with our youngest students. Two of our three elementary schools are piloting the "Belong Partners" model which moves away from tangible incentives for motivation to intrinsic motivation to build community. We welcome the opportunity to implement restorative justice systems in our schools. We find ourselves in great need for trained mental health support for students- we advertised all summer for a QMHP to no avail. Our area lacks support across many areas; counseling and mental health is one intersecting field that impacts our schools and students. Because of this, we have decided to partner with our local South Coast ESD. The data pool will be larger on the county scale. The ESD can offer more robust data support, training, and programs than a singular district can provide. We look forward to partnering with and learning from neighboring schools in our service area to continue the important work of enveloping equity in our practices.