



# 23-24 Integrated Programs Annual Report Presentation

Fern Ridge School District  
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# Annual Reporting Requirements

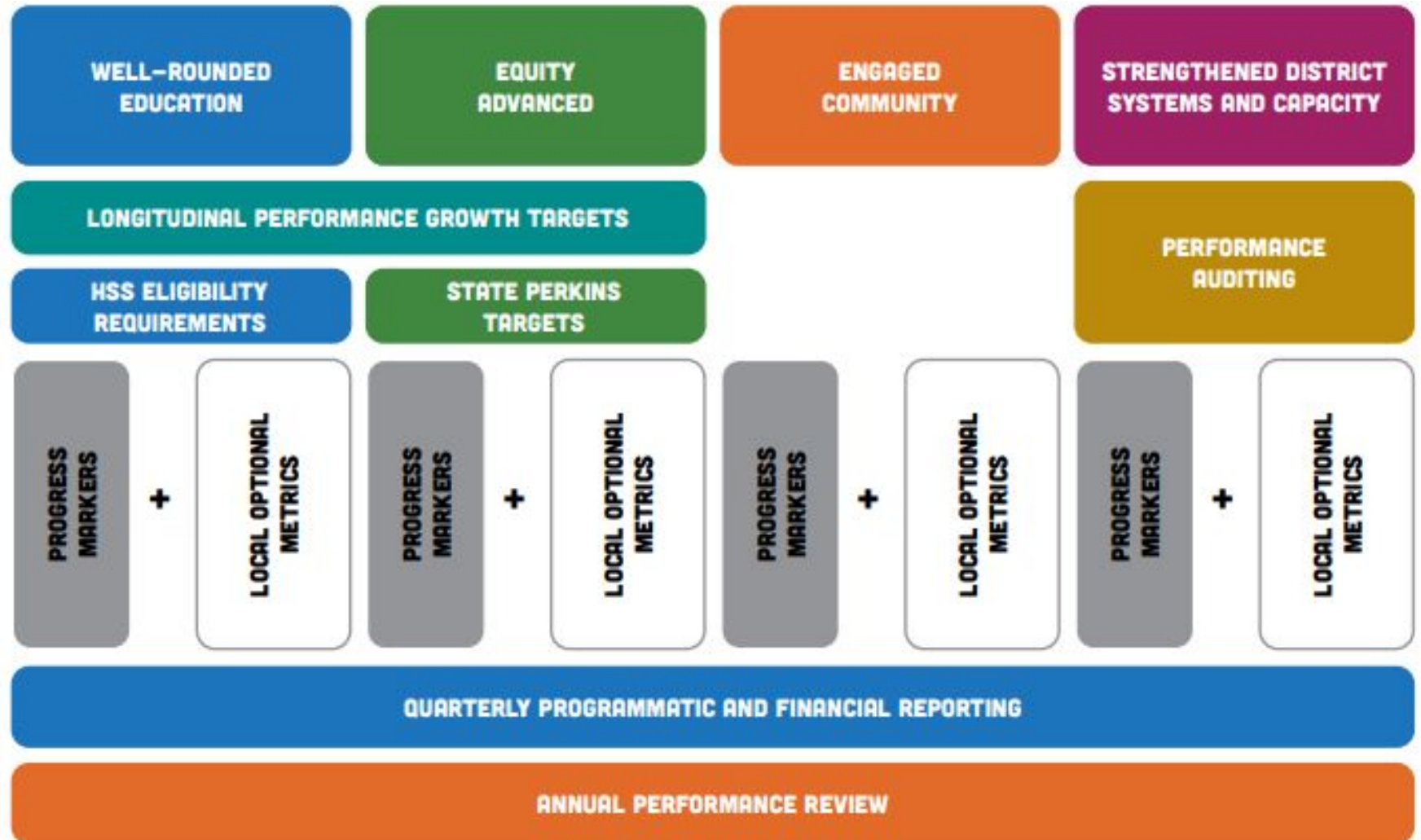
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- ODE's annual report consists of two narrative questions
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

# Summary of Integrated Programs Performance Measures

## LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT) KEY

- 3GR: 3rd Grade Reading
- 9GOT: 9th Grade On Track
- 4YG: 4 Year Graduation
- 5YC: 5 Year Completion
- RA: Regular Attenders



# SIA Annual Report Requirements

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- 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, and 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) ***This year***
  - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question) ***Next year***

# Annual Report Narrative #1

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*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.*

Reflecting on the progress markers and overall implementation of the plan, FRSD has identified significant contributions toward the specified Outcomes and Strategies. Focus has been on aligning daily practices with our Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs), ensuring a cohesive approach to achieving our goals.

One specific Outcome where I've seen notable progress is in regards to **maintaining high expectations and promoting academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills** along with professional development alignment. By actively engaging in workshops and collaborative learning, FRSD staff continue to evolve their instructional practices while incorporating best practices into their daily teaching. This alignment has not only enhanced educator skills but also contributes to a culture of continuous improvement within teams.

While teaching with rigor, the district continues to align quality instructional materials and practices with assessment data in order to support all students at high levels.

# Examples in Practice

***FRSD will maintain high expectations and promotes academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills.***

## K-5

- 16 teachers completing LETRS Training
- Team of 10 participating in Oregon Response to Instruction & Intervention
- K-5 Data Teams
- High-Dosage Tutoring
- Afterschool Programs

## 6-8

- STAR Math & Reading
- New Science Curriculum
- Data Teams
- Afterschool Programs
- OSAS Interim Assessments
- Ongoing professional learning

## 9-12

- 9th Grade on-track Committee
- Targeted supports for on time graduation
- College Now Courses
- AP Courses
- Test Day
- CTE classes
- Student Input Surveys

# Annual Report Narrative #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.*

**Creating a supportive and safe school environment that values diversity, in which all students and adults feel welcomed and respected.** This can be significantly challenged by factors like ignorance, racism, and community attitudes. Here are some key challenges:

1. **Prevalent Biases and Stereotypes:** Many individuals, both students and adults, may hold unconscious biases or stereotypes that can manifest in microaggressions or overt discrimination. This can create a hostile environment for marginalized groups.
2. **Resistance to Change:** Efforts to promote diversity and inclusion may face resistance from community members or even some staff. This resistance can stem from a lack of understanding or fear of losing cultural identity.
3. **Inadequate Training:** Community members, families, educators and staff may not receive sufficient training on cultural competence, anti-racism, and diversity. Without proper education, they might struggle to address issues effectively or support all students.
4. **Lack of Representation:** A curriculum that doesn't reflect diverse perspectives can alienate students from different backgrounds. When students don't see themselves represented, they may feel undervalued and disengaged.
5. **Limited Resources:** Our schools lack the funding or resources necessary to implement comprehensive diversity initiatives, support programs, or counseling services.
6. **Community Influences:** If the broader community holds discriminatory beliefs, it can seep into the school culture. Students may bring these attitudes with them, impacting interactions and relationships.

Addressing these challenges requires a multi-faceted approach, including ongoing education, open dialogues about race and identity, and building partnerships with community organizations to foster a more inclusive environment.

# Examples in Practice

***FRSD will provide a supportive and safe school environment that values diversity, in which all students feel welcomed and respected.***

K-5

- Morning Meetings
- Assemblies
- Family Nights
- Counselor Support
- Behavior Support Specialists
- Social Emotional Learning

6-8

- Student input surveys
- Clubs and leadership groups
- Sources of Strength
- Counselor Support
- Staff Training
- Safe Oregon
- Belonging bulletin boards
- Family Outreach Committee
- School Climate Committee

9-12

- 9th Grade on-track Committee
- Targeted supports for on time graduation
- Student Input Surveys
- Affinity groups
- Counselors

K-12

- District Equity Team