



2024-2025 Annual Report Early Literacy and Integrated Programs



Grant Amount: \$73,626.46



Grant Allowable Use Category Proposed Investment

	Literacy Budget (24-25 Allocation + Y1 Carryover)	\$0.00
	Unbudgeted	\$0.00
	- Total Budgeted Amounts	\$73,626.46
Hiring	Hiring Reading TOSA	\$47,989.76
Hiring	Reading TOSA Benefits	\$24,732.12
Purchasing Curricula & Materials	materials	\$0.00
Administrative Costs	Grant Indirects	\$904.58

Majority of funds paid for salary and benefits

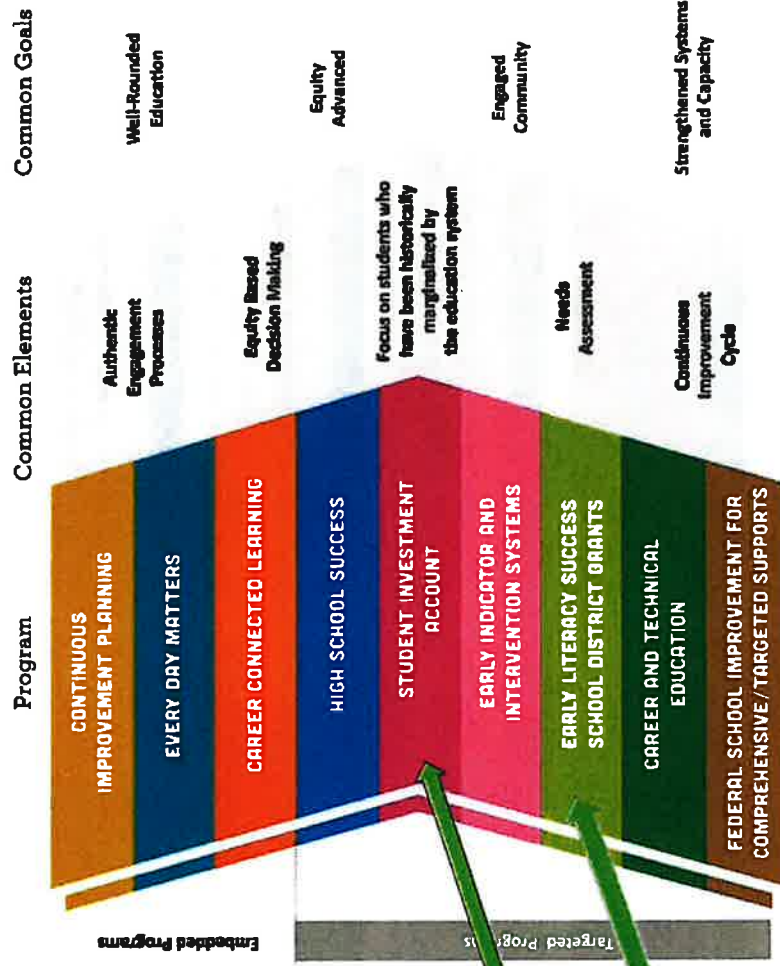
Assurance Questions in relation to spending of grant (we did offer all of these opportunities but funded by other sources):

GRANTEE NAME Select your district, charter school, or consortium. Charter schools are listed alphabetically as separate entities, as they applied independently. Aligned Program Consortia use the consortia name. (dropdown)	Gervais SD 1
1. Teacher Professional Development & Coaching Implementation Do you have district-level teacher participation data for professional development and/or coaching funded fully or partially by Early Literacy? (dropdown)	No, we did not implement Professional Development and/or Coaching using Early Literacy funds in 2024-25.
2. High-Dosage Tutoring Implementation Do you have district-level participation and/or student outcome data for high-dosage tutoring funded fully or partially by Early Literacy? (dropdown)	No, we did not implement high-dosage tutoring using Early Literacy funds in 2024-25.
3. Extended Learning - District Implementation Do you have district-level participation and/or student outcome data for extended learning funded fully or partially by Early Literacy? (dropdown)	No, we did not implement extended learning using Early Literacy funds in 2024-25.
4. Extended Learning - School Implementation Do you have more than one elementary school and have school-level participation and/or student outcome data for extended learning funded fully or partially by Early Literacy? (dropdown)	No, we are a district with one elementary school, a charter school, or a consortia.

2024-2025 Integrated Plan Annual Report

Aligned Programs & Common Goals

This report addresses uses of these two grants.



Oregon Department of Education

As a reminder, the following outcomes were identified as high priority for the district:

- Maintain the graduation rate across all demographic groups in 4 year cohort and increase completion rate.
- Improve regular attender rates to pre-pandemic levels and close gaps for subgroups in-state comparisons.
- Improve academic achievement levels to pre-pandemic levels and close gaps for subgroups and in-state comparisons.
- Promote social and emotional growth, support mental well-being of all and create an educational environment of empathy and respect.



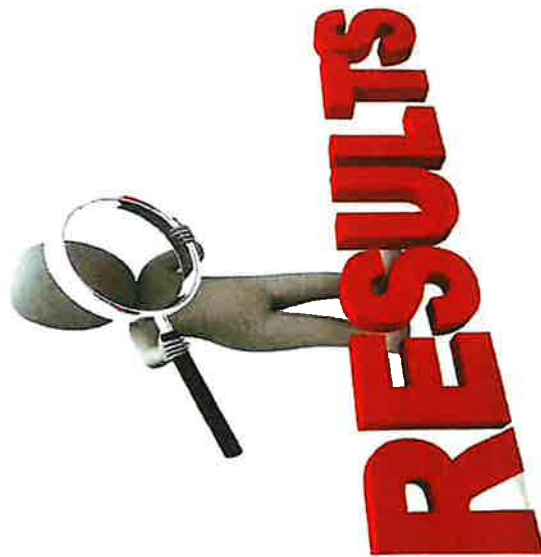
Evidence and Summary of Successes and Challenges

Outcome Area	Progress / Successes	Challenges / Barriers	Relevant Progress Markers	Next Steps / Mitigation Strategies
Attendance Rates	Increased family buy-in through recognition assemblies and direct links between attendance and achievement; improved 9th grade on-track rates.	Small subgroup of students with chronic absenteeism due to significant external barriers (family circumstances, economic hardship).	PM1, PM3, PM5, PM9, PM14	Expand partnerships with community organizations and social services; targeted home visits; wraparound supports; tailored incentives for at-risk families.
Academic Achievement	Double-digit gains in 7th grade reading/math; record credit recovery for 9th graders; more students opting into summer school for advancement.	Some staff resistance to implementing new curriculum and accountability measures; entrenched "siloed" culture slows adoption of student-centered learning.	PM3, PM4, PM6, PM7, PM8, PM9, PM14	Increase peer-led PLCs; highlight data-driven successes; include teacher voice in planning; provide classroom coaching/modeling.

Slides 6-11 edited through AI tool.

Evidence and Summary of Successes and Challenges (continued)

Outcome Area	Progress / Successes	Challenges / Barriers	Relevant Progress Markers	Next Steps / Mitigation Strategies
Social & Emotional Growth	<u>Youth Truth</u> survey results among the strongest in the nation; improved engagement and connections after cell phone restrictions. Strong graduation rate exceeding some Longitudinal Performance Growth Targets; positive trend in student retention and transfer requests.	Limited engagement from mid-career staff (10–15 years of service) in PD—reporting PD is not relevant or improving practice. Time constraints for lesson planning, interventions, and enrichment without cutting into student contact time; budget/bargaining limits prevent adding workdays.	PM1, PM7, PM10, PM14, PM15	Use targeted focus groups to co-design PD; offer differentiated PD by career stage; integrate more job-embedded coaching.
Graduation Rate			PM1, PM3, PM7, PM9, PM14	Review schedules for more common planning time; explore creative staffing; seek grants to fund extended staff time.



Reflection on Metrics Compared to Longitudinal Performance Growth Targets (LPGTs)

Graduation Rate (Four-Year Cohort)

- **2023–24 Target: 92% | Actual: 86.3% (–5.8%)**
- Despite falling short of the target, the district maintained a strong graduation rate relative to historical performance. Targeted efforts in 9th grade on-track interventions, credit recovery, and stronger attendance practices have supported progress toward future LPGTs. With our small graduating class size, one student does flip the data very quickly
- Activities such as increased family engagement, attendance incentives, and intensive remediation for struggling students have built a foundation for meeting the 2024–25 target of >95%.

Five-Year Completion Rate

- **2023–24 Target: 88% | Actual: 94.4% (+6.4%)**
- Surpassed both baseline and stretch targets. This suggests strong re-engagement strategies for students needing extra time. Expanded summer school options, personalized credit recovery plans, and strong counselor follow-up contributed to this success.

9th Grade On-Track

- **2023–24 Target: 77.7% | Actual: 85.4% (+7.7%)**
- Substantially exceeded the stretch target and closing achievement gaps reflecting effective early high school interventions, schedule adjustments, and support for focal student groups (including emerging bilingual students in credit-bearing courses). This is a critical leading indicator for future graduation rate gains.

3rd Grade ELA Proficiency

- **2023–24 Target: 17.6% | Actual: 28.0% (+10.4%)**
- Achieved double-digit gains, surpassing the target by a significant margin. Intensive literacy interventions, data-informed instruction, and consistent use of evidence-based curriculum contributed to this improvement. Continued focus on early literacy is planned to maintain this momentum toward the 2027–28 stretch goal of 34.6%. (currently at 28% up from 21.5% for 2022-23)

Regular Attenders

- **2023–24 Target: 60.2% | Actual: 66.7% (+6.5%)**
- Met and exceeded the target. Recognition assemblies, family outreach, and linking attendance to academic recognition have improved rates. However, a small subgroup with chronic absenteeism due to significant external barriers remains a challenge.

How Activities Are Supporting Targets

- **Parent Engagement & Attendance Initiatives:** Recognition assemblies, family reward programs, and direct communication about attendance link to achievement.
- **Academic Interventions:** Intensive math/reading intervention blocks, targeted subgroup supports, and summer school tied to both growth and proficiency.
- **Data-Driven Decisions:** Implementation of “on grade level” reporting alongside growth reports to strengthen parent-school partnerships and inform interventions.
- **Climate & SEL:** Youth Truth survey results indicate one of the strongest SEL climates nationally, supporting overall student engagement and persistence.

Planned Shifts in Strategy Based on Current Progress

1. **Chronic Absenteeism Reduction:** Increase wraparound services and targeted outreach for the small group of persistently absent students whose barriers are outside the school’s direct influence.
2. **Sustaining Early Literacy Gains:** Maintain and expand evidence-based literacy strategies, especially in grades K–3, with targeted PD and coaching.
3. **Staff Development Engagement:** Address mid-career teacher PD concerns by differentiating training and embedding more peer-led, practical instructional strategies.
4. Focused and purposeful implementation of Professional Learning Communities at middle and high school

2023-24 LPGT Metrics: Target vs Actual

