

Pendleton School District

Fall 2024



2023-24 Annual Report on the Integrated Plan

During the 2023-24 school year, the district implemented its first year of a 4-year *Integrated Plan* that combines the common goals and requirements of six state and federal initiatives into a roadmap for supporting the success of our unique students and community. At the end of this year, we will have the opportunity to adjust the strategies for meeting our desired outcomes based on the results of our internal monitoring, stakeholder feedback, and the required accountability measures detailed in [last Fall's Board Update](#).

Progress

Over the course of the year and across the district, we continued to see improvement in academic achievement and reduction of academic disparities for our focal groups. Our Native American students continue to perform near or at PSD/PHS average in core subjects. The district received statewide attention when the 2023 graduation rate was announced as both well above the state average and equal to our overall graduation rate. We attribute this to our efforts to develop and implement a system that supports and expands enrollment of underserved students in advanced and CTE coursework and career learning opportunities. It's also worth noting that we continue to prioritize community engagement at the district, program and building levels, including outreach that aims to develop partnerships with our stakeholders who have traditionally been underrepresented.

Challenges

Although we continue to plan and take steps to improve student behavior, we still have a substantial number of students with mental and emotional health needs. These students are easily triggered in the classroom and exhibit explosive dangerous behavior. We are partnering with community counseling and other therapeutic services to meet the health needs of these students, while at the same time keeping students in our regular school setting safe and, on a path, to learning. Our staff is working to adjust their efforts to balance a few very time-intensive students with all of the other work that must happen in a classroom and building, including the collaborative reflection and strategic planning that our school leaders need for continuous improvement and goal achievement.

In Year 2 of our 4-Year Plan we are strengthening the systems and filling gaps to make continuous improvement toward our growth targets. Areas of focus include:

- Expanding support for behavioral interventions
- Implementing Core Collaborative Impact Teams at Washington, Sunridge and Pendleton High School, which are teacher-led teams learning together and piloting high efficacy instructional practices in their classrooms.
- Strengthening data teams at the elementary and middle school, including the use of data dashboards to identify opportunity gaps and monitor student progress.
- Supporting district-wide but staff-led work to promote wellness.

The **Baseline & Focal Group Growth Targets** set in 2022-23 established annual growth goals for All Students and Combined Focal Groups to determine over time if our systems and interventions are

achieving not just individual student growth but collective growth across the district. ODE will release the final LPGT 23-24 performance in February 2025 but our internal tracking data indicates that we will meet our All Student and Focal Group targets for Ninth Grade On-Track, Third Grade Reading and Regular Attenders.

<i>All Student%/Focal Group Student % If >95%, data suppression applied to protect student confidentiality. *Focal group population is too small to set a growth target.</i>	2023 -24	2024 -25	2025 -26	2026 -27	2027- 28
Four-year Graduation: % earning a regular or modified diploma w/in 4 years of entering high school.	81/ 71	82/ 72.5	83/ 74	84/ 75.5	85/ 77
Five-year Completion: % earning a regular, modified, extended or adult hs diploma, or a GED w/in 5 years of entering high school.	82/ 72	83/ 73.5	84/ 75	85/ 76.5	86/ 78
Ninth Grade On-Track: % earning at least ¼ of their graduation credits by the end of summer following their 9th grade year.	80/ 66	81/ 67.5	82.5/ 69.5	84/ 71.5	85/ 73
Third Grade Reading: % proficient on statewide English Language Assessments.	31/ 20.5	32/ 22	33/ 23.5	34/ 25	35/ 26.5
Regular Attenders: % attending more than 90% of their enrolled school days.	60/ 45	60.5/ 46	61/ 47	61.5/ 48	62/ 49

Funding Update

Last year, the **Early Literacy Success** grant was added to the initiatives in our Integrated Plan. Note that some of the 2024-25 allocations listed below are still being adjusted and others allowed for carryover from last year, which is not represented in these totals. In general, our Integrated Plan funding as a whole increased slightly despite fluctuations within the Initiatives.

- Student Investment Account = from \$2,790,164.84↑ to \$2,910,576.30↑
- High School Success = from \$723,698.41↓ to \$753,423.68↑ (preliminary)
- Early Indicator & Intervention Systems = from \$8,575.20↓ to \$8,482.65↓
- Early Literacy Success = from \$237,072.74 to \$244,546.89↑

Access the full plan and grant agreement on our website or district office.

For questions or comments, please contact Superintendent Kevin Headings at kheadings@pendletonsd.org or 541-276-6711.

Pendleton School District: 2023-2027 Integrated Plan Snapshot

Our intended Outcomes and the Strategies to help us achieve them are:

- A. Increase academic achievement and reduce academic disparities for our focal groups identified through our needs assessment (Students who experience disability, Emerging Bilingual and English Learning students, Native American students, students experiencing economic disadvantage, Latinx)
 - ★ Develop and implement a robust system for monitoring and improving Freshman on track for graduation
 - ★ Reduce class sizes K-3 to promote evidence based practices for Early literacy and Numeracy (3rd grade reading)
 - ★ Refine and implement systems to monitor and promote regular school attendance
 - ★ Provide affordable and accessible credit recovery and acquisition opportunities
 - ★ Increase instruction and social emotional support for focal groups through intervention specialists, additional instructional assistants, behavior support specialists, special education teachers and other personnel.

- B. Ensure a climate and culture of safety and wellbeing for all students.
 - ★ Establish and implement a comprehensive system of support for behavioral health and wellbeing
 - ★ Utilize intervention specialists & Counselors to provide ongoing job embedded professional development and coaching through a culturally responsive multi-tiered system of support to strengthen educator proficiency on Social and Emotional Learning and Trauma Informed Instruction.
 - ★ Improve school safety through key partnerships and investments in staff, programs and professional development.
 - ★ Collaborate with culturally specific community-based organizations to provide wraparound services and support to students through youth mentoring and advocacy.

- C. Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in educational institutions.
 - ★ Build a consistent community informed approach and aligned pathway between middle school, high school and higher education to promote college enrollment.
 - ★ Identify and expand existing and promising practices to support culturally responsive practices and instruction for our focal groups
 - ★ Develop and implement a system to support and expand enrollment of underserved students into advanced and CTE coursework and career related learning opportunities.

Initiative dollars supplement other district sources by funding activities that specifically align with our Integrated Plan strategies. Investments for the upcoming biennium include staff and programming investments to provide a well-rounded education, offer individualized and targeted support and/or reduce class size, and partnerships that provide extra support for our students and families.