



25-26 Integrated Programs Annual Report Presentation

Siletz Valley School

Annual Reporting Requirements

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

Annual Report Narrative #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.

During the 2025–26 school year, we continued to focus on outreach and support for graduation. Increased attention to community involvement and support during FAFSA nights helped strengthen our efforts to support students and families through the graduation process. We also increased collaborative meetings focused on instructional leadership and data review, allowing staff to more closely examine student progress and identify areas for targeted support. Moving forward, we will continue to prioritize attendance and strengthen instruction and support in Kindergarten through 3rd grade, with the goal of increasing 3rd grade proficiency. We are looking forward to working with Community Design Partners next year to strengthen our focus on leadership, community engagement and attendance.

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.

Attendance will continue to be a focus of the charter. During the 2025–26 school year, we experienced the significant loss of a teacher in our school community, which had an impact on students, staff, and the overall school environment. We also experienced decreasing enrollment, making consistent student attendance even more important to maintaining strong connections with students and families. We have developed additional plans to work with TAPP and LBLESD to provide support and strategies focused on improving attendance and strengthening family engagement. Attendance is also a focus of our work with Community Design Partners for the 26-27 school year.