

Integrated Programs Annual Report Questions from Oregon Department of Education Fossil School District 21J

Identifier #		2023-24 FSD Annual Progress Reflection
AR1	<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>Training of staff in the Orton-Gillingham approach, from teachers down through educational aids has allowed us to increase reading proficiency throughout our school. This year alone we have seen 33% of our 3rd and 4th graders who had struggled with reading reach grade level reading. We routinely see a year and a half gains in reading per year of school, often we exceed even that and hit two levels in one year of instruction. Sending staff to a Science of Reading conference last spring yielded some strategies which are positively impacting our students. We are seeing our investment of time and money begin to pay off in our lower levels and look forward to continuing this program to allow our students to be on grade level throughout their educational career. We have further begun using the same approach with our junior high and high school students and have seen positive gains in reading and in emotional wellbeing as a result.</p>
AR2	<p>Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>The biggest barriers we have experienced are centered on families needing support to ensure their kids can take full advantage of our programs. We have families that struggle with basic necessities sometimes which can cause their children to be less engaged in school. We are beginning to focus on parenting strategies nights to help parents with the home-school connection. Often, we have parents who do not know or are unable to use some of the strategies we teach at these get-togethers to ensure their kids are able to maximize their time in class. We have begun to tailor these parenting classes to teach parents how to best maximize their children's time at home to complement what is being taught in school. We have encouraged parents to prioritize reading time at home, for example.</p>