

Sisters School District

Integrated Guidance 2024-2025 Reflection

Purpose of Integrated Guidance

The Oregon Department of Education's Integrated Guidance brings together nine state and federal programs into one strategic plan and funding application. This alignment reduces redundancy, streamlines reporting, and ensures that investments advance shared student outcomes. Sisters School District uses this process to braid funds, engage the community, and direct resources where they will have the greatest impact.

Integrated and Aligned Programs

1. **Student Investment Account (SIA)** – addressing mental health, behavior, and reducing disparities.
2. **High School Success (HSS/Measure 98)** – improving graduation and college/career readiness.
3. **Every Day Matters (EDM)** – reducing absenteeism and improving school climate.
4. **Early Indicator & Intervention Systems (EIS)** – using real-time data to support students.
5. **Early Literacy Success Grants (ELSSDG)** – strengthening literacy birth through grade 3.
6. **Career & Technical Education (Perkins V)** – preparing students for high-skill, high-wage careers.
7. **Career Connected Learning (CCL)** – expanding career awareness and pathways.
8. **Federal School Improvement (CSI/TSI)** – supporting schools identified for improvement.
9. **Continuous Improvement Planning (CIP)** – districtwide system improvement.

District Goals (2025–2027)

- **Early Literacy** – Increase 3rd grade students meeting/exceeding grade-level reading standards.
- **9th Grade Success** – By 2028–29, 99% of 9th graders will be on track to graduate.
- **Belonging & Engagement** – Improve attendance and participation through stronger student connections.
- **Graduation & Post-Secondary Readiness** – By 2028–29, 97% of four-year seniors and 99% of five-year seniors will graduate and transition to college or career.

2024–2025 Annual Progress Reflection

The Sisters School District continues to make steady progress toward Outcomes and Strategies, with strong alignment to LPGTs and LOMs. The district's strategies in literacy, transition supports, and graduation outcomes are directly advancing Outcomes in the plan. Alignment between intervention systems, targeted instruction

Early Literacy Progress:

- 3rd Grade ELA proficiency increased to 61.7% in 2023–24, surpassing the annual target and continuing an upward trend.
- Targeted small-group instruction and intervention systems reduced the number of students in the “at-risk” zone.

Middle School Student Success Teams:

- Grade-level teams continue to monitor attendance, grades, and behavior in real time.
- Supports the Outcome of ensuring smooth transitions into high school.
- 9th Grade On-Track rate which is above 93%, exceeding state averages.

High School Outcomes:

- Four-year graduation rate held at 92.6%. Five year completer is above 95%
- Students with disabilities and historically underserved students are graduating at nearly the same rate as all students.

Attendance:

- Regular Attender rate was 73.3% in 2023–24, slightly below state targets.
- In response, the district is prioritizing family engagement and earlier intervention.

Key Strategies

- Maintain low class sizes, particularly K–5, for individualized support.
- Expand mental health and counseling services across all schools.
- Strengthen English Language Learner (ELL) supports and equity-centered practices.
- Invest in early literacy instruction and interventions.
- Grow Career & Technical Education pathways (e.g., Flight Science, Engineering, Culinary, Health Sciences).
- Support Grade-Level Student Success Teams using real-time data for targeted interventions.

Barriers and Challenges from SSD's Perspective

While progress is evident, several barriers continue to limit full implementation of our Outcomes and Strategies:

- **Systemic Constraints:** State and federal accountability structures often reinforce compliance over creativity, making it difficult to fully align with our vision of student-centered, innovative learning pathways.
- **Time, Staffing, and Capacity:** Teachers are deeply committed to innovation but face limited resources and competing demands.
- **Regulatory Rigidity:** Current credit, instructional time, and reporting structures limit flexibility to design learning pathways that mirror real-world demands.
- **Persistent Attendance Challenges:** Regular Attender rates remain below state targets, disproportionately affecting focal groups which we believe is a result to systemic compliance and control structure.
- **Summary:** Barriers around staffing, time, regulations, and attendance slow the pace of transformation. Overcoming these challenges will require ODE partnership, regulatory flexibility, and continued investment in professional learning and student supports.

Activity	FTE 25-26	Early Literacy Success Activity Budget 25-26	BIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 25-26 (Autosum)
Total Allocation 2023-24:		\$ 80,039.32	\$ 3,514.20	\$ 364,038.53	\$ 1,168,877.17	\$ 1,616,469.22
Total Budgeted Amounts (Autosum):		\$ 80,039.32	\$ 3,514.20	\$ 404,407.69	\$ 1,319,761.33	\$ 1,807,722.54
Unbudgeted (Autocalculate):		\$ -	\$ -	\$ (40,369.16)	\$ (150,884.16)	\$ (191,253.32)
Sustain low student-teacher ratio at the elementary school (6 Teachers)	6.0				748,608.77	748,608.77
Sustain a Full Time Counselor for the elementary school	1.0				143,704.56	143,704.56
Provide Professional Development					78,500.00	78,500.00
Sustain English Language Learners Teacher					146,614.87	146,614.87
Sustain a Latino Liasion to support families and students					33,551.52	33,551.52
Sustain High School Student Success Coordinator	1.0			114,574.44		114,574.44
Sustain 2nd High School Counselor	1.0			76,314.45		76,314.45
Sustain Teacher(s) to increase CTE Options (Flight Science, Culinary, Engineering)	2.5			213,518.80		213,518.80
Sustain Middle School Counselor to support students goal development	0.2				31,344.26	31,344.26
Data Analysis and Research	0.1		3,514.20			3,514.20
Sustain EA to support student's behavior and academic growth	1.0				66,431.70	66,431.70
Sustain a 2nd Speech and Language Pathologist	1.0				71,005.65	71,005.65
Indirect/Administration					-	-
Sustain Educational Assistant	1.0					10 -
Materials to enhance literacy		80,039.32				80,039.32

Sisters SD 6 - LPGTs/LOMs 25-27 :																	Report Abuse	
	Metric	Target Type	5 Year Average	5 Year Trend	Meets Minimum N Size	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Target	2023-24 Actual	2023-24 Difference	2024-25 Target	2025-26 Target
1	Four Year Cohort Graduation																	
2	Four Year Cohort Graduation	Baseline Target: All Students	92.50%	0.03%						92.31%	93.81%	90.27%	93.55%	91.00%	92.6%	1.6%	92.00%	92.00%
3	Four Year Cohort Graduation	Stretch Target: All Students	92.50%	0.03%						92.31%	93.81%	90.27%	93.55%	94.20%	92.6%	-1.6%	>95%	>95%
4	Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	84%	0.17%						82.50%	88.37%	76.47%	87.50%	79.20%	83.8%	4.6%	81.50%	83.90%
5	Four Year Cohort Graduation	Difference Between Baseline and Gap-Closing				0.00%	0.00%	0.00%	0.00%	9.81%	5.43%	13.79%	6.05%	11.80%	8.81%		10.50%	8.10%
6	Five Year Cohort Completion																	
7	Five Year Cohort Completion	Baseline Target: All Students								94.49%	94.83%	93.97%	93.04%	95.00%	>95%		>95%	>95%
8	Five Year Cohort Completion	Stretch Target: All Students								94.49%	94.83%	93.97%	93.04%	>95%	>95%		>95%	>95%
9	Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	89%	0.86%						88.10%	88.10%	88.89%	86.84%	90.40%	93.0%	2.6%	91.50%	92.50%
10	Five Year Cohort Completion	Difference Between Baseline and Gap-Closing				0.00%	0.00%	0.00%	0.00%	6.39%	6.73%	5.08%	6.20%	4.60%				
11	9th Grade On-Track																	
12	9th Grade On-Track	Baseline Target: All Students					77.27%	89.00%	89.47%		77.78%	>95%	>95%	93.00%	92.5%	-0.5%	94.00%	95.00%
13	9th Grade On-Track	Stretch Target: All Students					77.27%	89.00%	89.47%		77.78%	>95%	>95%	>95%	92.5%		>95%	>95%
14	9th Grade On-Track	Gap-Closing Target: All Focal Group Students	84.02%	3.45%		68.00%	75.00%	85.71%		58.62%	90.91%	94.87%	79.80%	84.8%	5.0%	82.00%	84.90%	
15	9th Grade On-Track	Difference Between Baseline and Gap-Closing				0.00%	9.27%	14.00%	3.76%	0.00%	19.16%		13.20%	7.65%		12.00%	10.10%	
16	3rd Grade ELA Proficiency																	
17	3rd Grade ELA Proficiency	Baseline Target: All Students	59.00%	-1.00%		49.25%	38.03%	67.35%	53.33%			64.29%	52.05%	60.00%	61.7%	1.7%	63.40%	66.80%
18	3rd Grade ELA Proficiency	Stretch Target: All Students	59.00%	-1.00%		49.25%	38.03%	67.35%	53.33%			64.29%	52.05%	65.00%	61.7%	-3.3%	68.40%	71.80%
19	3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students				33.33%	0.29	47.37%	34.62%						29.4%			
20	3rd Grade ELA Proficiency	Difference Between Baseline and Gap-Closing				15.92%	9.46%	19.98%	18.72%	0.00%	0.00%	64.29%	52.05%	60.00%	32.32%		63.40%	66.80%
21	Regular Attenders																	
22	Regular Attenders	Baseline Target: All Students	78.72%	-3.91%			81.19%	81.26%	81.91%		93.20%	74.62%	71.28%	75.00%	73.3%	-1.7%	76.50%	78.00%
23	Regular Attenders	Stretch Target: All Students	78.72%	-3.91%			81.19%	81.26%	81.91%		93.20%	74.62%	71.28%	75.80%	73.3%	-2.5%	77.00%	78.20%
24	Regular Attenders	Gap-Closing Target: All Focal Group Students	62.01%	-2.35%			66.08%	73.74%	63.85%		80.34%	42.51%	61.82%	45.40%	61.4%	16.0%	48.00%	50.00%
25	Regular Attenders	Difference Between Baseline and Gap-Closing				0.00%	15.11%	7.51%	18.06%	0.00%	12.86%	32.12%	9.45%	29.60%	11.96%		28.50%	28.00%
26	Local Metric: 3rd Grade iRead																	
27	Local Metric: 3rd Grade iReady	Baseline Target: All Students												67%			70.40%	73.80%
28	Local Metric: 3rd Grade iReady	Stretch Target: All Students												77.70%			82.70%	87.70%
29	Local Metric: 3rd Grade iReady	Gap-Closing Target: All Focal Group Students												51%			55%	59%

2024-2025 Progress Reflections

Annual Response Question #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.

The Sisters School District continues to make steady progress toward the Outcomes and Strategies outlined in our plan, with strong alignment to our Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs). Our work remains grounded in building supportive relationships, maintaining small class sizes, and sustaining strong intervention systems across grade levels.

One area of notable progress is in early literacy and student support structures, directly contributing to our Outcome of ensuring all students are prepared for success in later grades. At the elementary level, targeted small-group instruction and the expansion of interventions have continued to reduce the number of students in the “at-risk” zone. This is reflected in both local iReady data and state assessments, where our 3rd grade ELA proficiency increased to 61.7% in 2023–24, exceeding the annual target and continuing an upward trend. This improvement aligns directly with our LPGT for 3rd grade literacy, which emphasizes early intervention as a predictor of long-term achievement.

At Sisters Middle School, Grade Level Student Success teams remain a critical driver of progress. These teams use real-time data on attendance, grades, and behavior to design interventions and monitor impact. As a result, our 9th Grade On-Track rate has remained above 93% and continues to exceed state averages. These outcomes ensure that students transition successfully into high school with the academic and social supports necessary to persist toward graduation.

At the high school level, we continue to see strong outcomes in graduation and completion rates. Our four-year cohort graduation rate reached 92.6% in 2023–24, with focal group students closing the gap significantly at 83.8%. Importantly, our students with disabilities and historically underserved students are graduating at nearly the same rate as the overall population, demonstrating progress toward equity and inclusion goals.

Attendance remains an area of continued focus, as our Regular Attender rate was 73.3% in 2023–24, slightly below the state target. In response, we have prioritized deeper family engagement and earlier interventions for students with emerging attendance concerns.

Overall, the progress we are seeing in early literacy, on-track indicators, and graduation rates shows that our strategies are directly advancing the Outcomes in our plan. The alignment between intervention systems, targeted instructional practices, and student well-being continues to contribute meaningfully to meeting our LPGTs and LOMs

Annual Response Question #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.

Our School District’s experience with the Integrated Programs process—especially through the lens of our Embracing Innovation project—continues to highlight both progress and barriers in preparing students for life after graduation. While we strive to improve attendance, academic performance, and engagement through innovation, several systemic challenges persist.

One challenge is that the structures of state and federal accountability often reinforce compliance over creativity. Despite our goals to nurture curiosity-driven, personalized learning, our instructional models are still shaped largely by external mandates and historical norms. This makes it difficult to fully align with our vision of student-centered, innovative learning pathways.

We also face barriers related to time, staffing, and capacity. Our teachers are deeply committed to fostering innovation, but limited resources and competing demands restrict opportunities to pilot, iterate, and refine new approaches. For example, while our LPGT data shows progress in areas like 9th Grade On-Track (recently reaching over 84% for focal group students), gaps remain in foundational skills such as 3rd Grade ELA proficiency (holding steady in the low 60% range). These gaps underscore the need for more flexible instructional designs that respond to individual learner strengths and challenges.

Another barrier is regulatory rigidity. Current credit, instructional time, and reporting structures make it difficult to create flexible pathways that mirror real-world learning and workforce demands. Neighboring states, such as Washington, have adopted waiver systems that encourage innovation, and we believe Oregon could expand similar opportunities for districts to experiment responsibly while maintaining accountability.

Moving forward, we seek ODE's partnership in creating space for true educational innovation—support for pilot programs, regulatory flexibility, and professional learning communities where educators can design, test, and share student-driven approaches. By addressing these systemic challenges, we can make deeper progress toward our Outcomes and Strategies, and ensure students are not only meeting metrics but thriving as adaptable, creative, lifelong learners.

Annual Response Question #3

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

The Sisters School District continues to make steady progress toward the Outcomes and Strategies outlined in our plan, closely aligned with our Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs). A key area of growth is early literacy, which directly advances our Outcome of ensuring all students are prepared for long-term success. In 2023–24, 3rd grade ELA proficiency increased to 61.7%, surpassing our annual target and continuing a positive trend. This progress is supported by targeted investments described in our plan, including reduced K–2 class sizes, early intervention staffing, and expanded SEL supports, all of which allow students—especially focal group learners—to receive individualized attention and timely interventions.

At the secondary level, 9th Grade On-Track remained above 93%, sustained through the work of Grade Level Student Success Teams, intervention electives, and transition programs such as WEB and Link Crew. These activities ensure that students enter and persist in high school with strong supports, aligning to our LPGT of 99% of ninth graders on track by 2028–29.

Our four-year graduation rate held at 92.6%, with focal group students closing gaps at 83.8%. This reflects the impact of strategies such as expanded CTE pathways, counseling supports at all levels, and targeted staff roles (e.g., Student Success Coordinators) to address barriers like attendance. While Regular Attender rates dipped slightly to 73.3%, ongoing investments in family engagement, SEL, and mental health services remain central to our improvement strategy.

Overall, our implementation shows that reducing class size, investing in SEL and counseling, and strengthening transition and intervention systems are directly contributing to progress on our LPGTs/LOMs, particularly in early literacy, on-track indicators, and graduation outcomes.