24-25 Integrated Programs Annual Report Presentation

Woodland Charter School

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions and 15 progress markers

- Throughout the year we have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which helped inform overall progress and 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.

In reflecting on the 2024-25 school year and the Outcomes and Strategies of our plan, it is easy to see that progress is being made in many beneficial ways to our students, staff and families, and yet our Charter School continues to adjust and improve based on the results of implementation and barriers to achieving our goals. Progress is being made in the use of data to inform interventions and the grouping of students for these interventions. Also, family engagement for critical sub groups is also progressing and informing next steps. Lastly, we continue to find significant progress in providing equitable access for all students to a larger variety of supports based on targeted funding and collaboration with educational partners. It is in this last outcome that we found significant success over the past school year. We were able to prioritize a partnership with Options of Southern Oregon, a mental and behavioral health organization, and bring on a skills trainer who helped work with our students but also act as a liaison between Woodland Charter School and Options, thus creating more opportunities for wraparound meetings, supportive resource sharing, and strategic supports for students in need.

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.

The 2024-25 school year was a period of adjustment, development, and some setbacks for Woodland Charter School. We utilized a new ELA curriculum where there had not previously been one, developed a more systematic approach to high-dosage tutoring, and experienced a significant shift in the way Special Education services were received by our students with IEPs. With these changes, there were some significant challenges with buy-in from some staff members and families, challenging our staff as they navigated change and different expectations, and some philosophical differences among our teaching community that ended up with conflict, alienation, and unprofessional behavior. These significant challenges will require a refresh in the upcoming school year and is an area we are looking at finding additional resources and support to ensure a more productive learning environment for all of our students and staff. Specifically, with the struggle of funding for our charter school, the capacity of our staff, and the social dynamics that developed, we needed to limit or put less focus into our extended learning opportunities during the 2024-25 school year. The goal of Woodland is always to provide equitable access to engaging and well staffed extended learning opportunities that are sustainable; yet this year we had many limitations that led to less capacity to hold extended learning over the summer, even with the financial support of the state. We hope to have more lead time to plan and implement a sustainable menu of extended learning that targets the academic needs and social emotional growth of our students through fun and hands-on learning experiences outside of the school day in a way that is sustainable for years to come whether or not we have funding from ODE for these out of school programs.