

North Central Virtual Cha - IP Annual Report 23-25

Identifier #	Annual Response Question
1 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>
2 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>
3 AR3	<p>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.</p>

2023-24 Annual Progress Reflection

As I review our progress markers and reflect on the implementation of our plan, I can see significant contributions to our Outcomes, Strategies, and Longitudinal Performance Growth Targets (LPGT) and Local Optional Metrics (LOM). One area where we've seen notable progress is in providing students with opportunities for work experience, dual credit, and internship placements.

To ensure equitable access, we pay for dual credit for all students, allowing them to earn college credits without financial barriers. Additionally, we funded students to attend a week-long construction pre-apprenticeship program at Central Oregon Community College (COCC) and created work experience opportunities within the school. This approach ensures that even those without transportation have access to valuable career and educational experiences.

These efforts align with our strategy to engage Regional Industry Advisory Committees quarterly, ensuring our Career and Technical Education (CTE) programs remain relevant and high-quality. We've also focused on ensuring that historically and currently marginalized students earn industry credentials and college credits at the same rate as their peers. By developing and implementing concrete plans to maintain these rates, we've made substantial progress toward our goal of providing equitable access to educational and career opportunities, helping all students prepare for successful futures.

One significant barrier we've encountered is getting students to attend our intervention classes, which were provided based on scores from the STAR assessment for those who had not yet reached proficiency. While we have teachers ready and willing to support students in reaching proficiency in their courses, the challenge has been ensuring that students take advantage of this opportunity.

To address this, we're implementing a new program for the upcoming school year called Finish Line Friday. This initiative will require all students to attend an intervention hour, making it a mandatory part of the school schedule. Every teacher in the school will be available during this time to support students. For those who are not failing or do not need intervention, this hour can be used as a study period. Additionally, we plan to offer a social time on Fridays for students who are proficient in all their classes and would like an opportunity to connect with their peers.

This whole-school approach is our next step to improving attendance and ensuring that all students have the support they need to reach proficiency.

2024-25 Annual Progress Reflection
