

Bandon SD 54 - Annual Questions 25-27



Identifier #	Annual Response Question	2025-26 Annual Progress Reflection	2026-27 Annual Progress Reflection
1	AR1 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.	As we reflect on our progress markers and plan implementation, we see clear evidence that our work is contributing to our Outcomes and Strategies as well as our Longitudinal Performance Growth Targets (LPGT). At Ocean Crest Elementary, K-4 teachers have participated in Core Learning Coaching, professional learning in the Science of Reading, use of the Core Teaching Reading Sourcebook, and the implementation of multiple measures to assess reading. These efforts have strengthened literacy instruction and informed instructional decisions. We have seen measurable progress in Early Literacy Outcomes #1 and #2. The Fall and Spring MAP Reading Growth Reports show that the third-grade median percentile increased from the 55th to the 61st percentile, while the fourth-grade median percentile increased from the 47th to the 54th percentile. These results demonstrate that our implementation of evidence-based literacy practices is positively impacting student achievement and moving us toward our long-term growth targets.	
2	AR2 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.	One area where we have experienced challenges is in Progress Marker #11: Strengthening partnerships with community organizations to support student growth and well-being. As a small rural school district, we have a limited pool of local organizations, agencies, and community partners available to collaborate with. While we continue to build and maintain strong relationships with the partners we do have, expanding those partnerships can be difficult due to geographic isolation and limited local resources. Support in identifying regional partnership opportunities, connecting with organizations beyond our immediate community, and sharing successful strategies used by other rural districts would help us continue making progress toward this outcome.	
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Bandon SD 54 - Progress Markers 25-27

Progress Marker Identifier #	Progress Marker	2025-26 Q2 Progress	2025-26 Q4/Annual Progress	2026-27 Q2 Progress	2026-27 Q4/Annual Progress
1	Start to See: Early signs of progress (3-6 months)	For PM 1-4, select your response from the dropdown	For PM 1-4, select your response from the dropdown	For PM 1-4, select your response from the dropdown	For PM 1-4, select your response from the dropdown
2	PM1 Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Medium	Medium		
3	PM2 Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	Medium		
4	PM3 Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	High	High		
5	PM4 Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.	High	High		
6	Gaining Traction: Intermediate Changes (6-18 months)	For PM 5-10, select your response from the dropdown	For PM 5-10, select your response from the dropdown	For PM 5-10, select your response from the dropdown	For PM 5-10, select your response from the dropdown
7	PM5 Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	Firmly in place	Firmly in place		
8	PM6 Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Low	Medium		
9	PM7 Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	High	High		
10	PM8 Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	Medium		
11	PM9 A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	Medium	High		
12	PM10 Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Medium	Medium		
13	Profound Progress: Substantial and Significant Changes (18 months+)	For PM 11-15, select your response from the dropdown	For PM 11-15, select your response from the dropdown	For PM 11-15, select your response from the dropdown	For PM 11-15, select your response from the dropdown
14	PM11 Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	Medium	Medium		
15	PM12 Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	High	High		
16	PM13 Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	High	High		
17	PM14 Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Medium	High		

18	Progress Marker Identifier #	Progress Marker	2025-26 Q2 Progress	2025-26 Q4/Annual Progress	2026-27 Q2 Progress	2026-27 Q4/Annual Progress
	PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Medium	Medium		

Bandon SD 54 - Reporting Rollup of Budgets 25-27

Description	Early Literacy	ELIS	HSS	SIA
1 Total Allocation 2025-26	\$61,481.10	\$2,437.19	\$197,858.01	\$706,512.28
2 Total Budgeted Amounts 2025-26	\$61,481.10	\$1,879.23	\$197,858.01	\$706,512.28
3 Unbudgeted (Autocalculate) 2025-26	\$0.00	\$557.96	\$0.00	\$0.00
4 Total Reported Spent Q1 2025-26	\$0.00	\$0.00	\$0.00	\$0.00
5 Total Reported Spent Q2 2025-26	\$19,799.29	\$2,437.19	\$99,070.39	\$271,875.69
6 Total Reported Spent Q3 2025-26	\$0.00	\$0.00	\$0.00	\$0.00
7 Total Reported Spent Q4 2025-26	\$41,681.81	\$0.00	\$97,080.23	\$378,273.91
8 Total Reported Spent (Autocalculate) 2025-26	\$61,481.10	\$2,437.19	\$196,150.62	\$650,149.60
9 Unspent 2025-26 (Autocalculate)	\$0.00	\$0.00	\$1,707.39	\$56,362.68
10				
11 Total Allocation 2026-27	\$63,990.53	\$2,536.67	\$205,933.85	\$735,349.51
12 Total Budgeted Amounts 2026-27	\$63,990.53	\$1,879.23	\$205,933.85	\$735,349.51
13 Unbudgeted (Autocalculate) 2026-27	\$0.00	\$657.44	\$0.00	\$0.00
14 Total Reported Spent Q1 2026-27	\$0.00	\$0.00	\$0.00	\$0.00
15 Total Reported Spent Q2 2026-27	\$0.00	\$0.00	\$0.00	\$0.00
16 Total Reported Spent Q3 2026-27	\$0.00	\$0.00	\$0.00	\$0.00
17 Total Reported Spent Q4 2026-27	\$0.00	\$0.00	\$0.00	\$0.00
18 Total Reported Spent (Autocalculate) 2026-27	\$0.00	\$0.00	\$0.00	\$0.00
19 Unspent 2026-27 (Autocalculate)	\$63,990.53	\$2,536.67	\$205,933.85	\$735,349.51

Bandon SD 54 - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy	2025-27 Application Response	CSI/TSI Schools
1 Outcome Early Lit	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	New for 2025-27	
2 Strategy Early Lit 1	Provide professional learning, coaching and team-planning time for our primary teachers on early literacy instructional practices supporting primary teachers to apply those early literacy instructional practices improving students reading and writing abilities.	New for 2025-27	
3 Strategy Early Lit 2	Teachers will focus on activities that help children recognize and manipulate the sounds of spoken language. Teachers will teach systematic phonics lessons starting with simple sounds and gradually progressing to more complex letter-sound relationships. This includes K-2 decodable readers, which are paperback books for student use in core instruction and reading intervention.	New for 2025-27	
4 Strategy Early Lit 3		New for 2025-27	
5 Outcome A	Create a culture of inclusion with safety and respect for all students and adults that supports the emotional, physical, and social wellbeing of students and adults that is critical to academic and professional success in the community of Bandon.		
6 A1	Implement a school-wide Integrated Health Model inclusive of culturally affirming and sustaining pedagogy, trauma-informed practices, and a social emotional curriculum to improve our climate and student experience through the use of Mental Health Therapists K-12		
7 A2	Utilize behavior specialists to help students who struggle with behavior, emotions, or social skills so they can succeed in the classroom by supporting teachers and offering strategies, creating behavior plans, and promoting a positive school environment. The goal is to help all students learn and grow in a safe, supportive space through the use of an Behavior Specialist at the elementary and middle school level.		
8 A3	Support district schools on their journey in becoming Community Schools to provide wrap-around health and well-rounded academic and extracurricular supports for students and families.		
9 A4	Utilize an academic advisory at the high school to assist students with course selection, academic support, and personal development, ensuring they meet graduation requirements and plan for post-secondary education or careers, providing guidance on college applications, career exploration, and offering resources for academic improvement. Additionally, monitoring student progress, address personal challenges, and facilitate transitions to higher education or the workforce.		
10 A5	Students in each focal group and all students report an increased sense of belonging at each school.		
11 Outcome B	Create a culture of wellness through a directive of physical activity, health attentiveness & social/emotional well being		
12 B1	Support a culture of wellness by prioritizing physical education, through the use of K-12 physical education specialists and mental health through supportive programs and consistent communication. This includes offering wellness activities for students, providing access to mental health and health services, promoting a positive and inclusive environment, while partnering with community organizations.		
13 B2	Use of school nurses in our K-12 system to provide medical care, manage health conditions, manage vaccinations, and promote student wellness through health education and prevention. They also collaborate with families, healthcare providers, and community organizations to support students' overall health and well-being.		
14 B3	Implementation of a social-emotional learning (SEL) curriculum to improve school climate and enhance the student experience. This curriculum will equip students with essential skills like self-awareness, relationship building, and responsible decision-making to foster resilience and empathy.		
15 Outcome C	Expand Career and Technical Education (CTE) programs to equip students with essential skills and knowledge for future career success.		
16 C1	2 CTE teachers (1 @ 1.0 FTE and 1 @ .2035 FTE) serving 9th-12th Grades. Expand access to career and technical education programs to equip students with hands-on skills, industry certifications, and real-world experience, enhancing career readiness and workforce development. *Changing FTE from .2035 to a total of .5948 beginning 3/1/2026		
17 C2	CTE Data Specialist - ensures accurate tracking of student data, improving reporting, and accountability. This role supports compliance and enhances the effectiveness of CTE programs, leading to a better program quality and student success.		
18 C3	CAD software is used to create, modify, and analyze detailed 2D and 3D designs in fields like engineering, architecture, and product development. It helps users visualize, simulate, and refine designs before production or construction. Add the cost of 1 CTE CAD computer out of a classroom set of 20. These specialized computers are capable of supporting the aforementioned CAD software.		
19 C4	Add a ROV (remotely operated vehicle) materials to expand the mechanical drafting curriculum by integrating remotely operated vehicle design, fabrication, and operation into the program.		
20 Outcome D	Reduce academic disparities by providing intervention resources and extended learning opportunities.		
21 D1	Offering credit recovery programs at the high school level to give students a second chance to earn credits for courses they previously failed or did not complete. These programs are designed to be flexible, allowing students to work at their own pace while receiving support from teachers. By making up missed credits, students can stay on track with their classmates and meet graduation requirements on time.		
22 D2	Freshman intervention		
23 D3	Using assessment data effectively across a K-12 school district by creating a data-driven culture that emphasizes continuous improvement, personalized learning, and equity. Use of the Northwest Evaluation Association (NWEA), the goal is not only to track and measure student performance but also to leverage this data to inform instruction, identify needs for interventions, guide professional development, and drive decision-making at all levels.		