Integrated Programs Plan Annual Report
2025-2026
Pinehurst School District 94

A reminder of our collective efforts working towards our Outcomes & Strategies:

	Outcomes & Strategies
Outcome Early Lit	Increase K- 2 early literacy proficiency for all students including focal group students.
EL 1	Implement early literacy coach supporting evidence based educational strategies.
EL 2	Implement targeted K-2 literacy interventions and strategies to improve academic success for all students.
EL 3	Plan extended learning programs aligned to identified student skill needs.
Outcome A	All students, staff, families, and community members report an increased sense of well-being and belonging at school.
A1	Provide staff with professional learning opportunities to support implementing evidence-based instructional strategies to improve student learning.
A2	Implement community learning events to support students, families, and community members to feel more connected to staff, school, and community.
A3	Provide staff TSEL professional learning opportunities to support implementing TSEL evidence-based strategies.
Outcome B	All students, including focal group students, have equitable access to and participate in well-rounded educational opportunities.
B1	Plan, staff and implement well-rounded educational opportunities to improve students' educational experiences.
Strategy B2	Provide extended learning opportunities for students and community members to support building relationships.

Narrative Responses:

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. Discuss at least one Outcome where you have seen progress in implementation.

Outcome A: All students, staff, families, and community members will report an increased sense of well-being and belonging at school. During the past year, we continued to strengthen relationships among students, families, staff, and community members while expanding opportunities for students to feel connected, supported, and valued.

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One important step was the establishment of a Student Success Team that included district staff, parents, and community members. This team provided an opportunity for multiple perspectives to inform our efforts to support students and strengthen the school community. We also hired an Instructional Assistant who provided additional support to our primary students as they developed literacy and other academic skills. This additional adult support allowed students to receive more individualized attention and helped create a positive and supportive learning environment.

We continued to invest in the professional growth of our teaching staff. Our teacher worked toward earning her ESOL endorsement with financial support from the district and the Pinehurst School Foundation. In addition, we continued to support staff members as they implemented our recently adopted ELA and Math curricula. Building staff capacity in these areas has helped ensure that students receive consistent, high-quality instruction and appropriate academic support.

Community partnerships also played an important role in creating a well-rounded educational experience and strengthening students' connections to the school. Several community members collaborated with staff to provide enrichment opportunities, including Culinary Arts, Science Club, Mindfulness and Movement, and Art Club. Students also had consistent opportunities to visit the library and participated in monthly field trips during both the fall and spring. These experiences extended learning beyond the classroom and provided students with opportunities to explore new interests, develop relationships, and engage with their community.

Family and community participation in school activities remained strong. Events such as the Winter Arts Showcase, Parent Literacy Nights, and Spring Play were well attended by community members and provided opportunities for families to come together and celebrate student learning and accomplishments. Last spring, a parent also initiated a weekly play group that met at Pinehurst School on Fridays. This was another meaningful way for families to connect with one another and view the school as a welcoming gathering place for the broader community.

Together, these efforts have helped Pinehurst School strengthen relationships, increase opportunities for student engagement, and foster a greater sense of connection and belonging. By continuing to involve families and community members, provide enriching learning experiences, support staff development, and address students' academic and social

needs, we are working to ensure that Pinehurst School remains a place where all students, staff, families, and community members feel welcomed, supported, and valued.

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.

Pinehurst School is a very small, rural school, and our size and geographic location bring a variety of challenges. Last spring, we served 14 students in grades K-5. Our instructional staff consisted of one teacher, one full-time instructional assistant, and one part-time instructional assistant. While this staffing structure allows us to provide a close-knit learning environment, it also creates challenges in meeting the varied needs of our students.

Finding qualified staff to support our Early Literacy program is an ongoing challenge. As a very small school, we have a limited pool of individuals available to provide substitute coverage for our classroom teacher. This makes it difficult for our teacher to participate in professional learning opportunities outside the district, even when those opportunities are important to strengthening instruction and supporting student achievement.

Our small staff also makes it challenging to provide the level of support needed for students with significant academic, behavioral, or other learning needs. To help address these challenges, we rely on Southern Oregon ESD staff for a variety of specialized services, including Special Education, speech and language services, and financial support. These partnerships are essential to our ability to provide services that would be difficult to maintain with our limited staffing resources.

Transportation is another challenge for our school. Parents are responsible for transporting their children to and from school, and because our students come from a rural and geographically dispersed area, transportation can sometimes affect consistent attendance. Despite these barriers, our staff and community continue to work together to provide students with a supportive learning environment and access to the services and opportunities they need to be successful.