

Ontario SD 8C - IP Annual Report 23-25

Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
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.	OSD had 4 outcomes and strategies for the 2023-25 biennium. For 2023-24, the reflection for each is as follows: ALL STUDENTS IN THE ONTARIO SCHOOL DISTRICT FEEL SAFE ON OUR CAMPUSES: We increased safety exponentially with the completion of the Ontario High School and Alameda Elementary school entry reconfiguration that limits public access and only allows entry upon staff admission. All exterior doors are locked. Ring systems were installed in some locations that presented challenges in visual recognition of who was attempting to enter some school buildings. We also increased interior door locking mechanisms to create additional layers of security in the event of an unwanted intruder. Middle school students have joined the high school expectation that student ID's be worn at all times to identify student belonging and appropriate location/movement. All staff are required to wear visible ID badges in each building. We implemented an emergency radio system and worked closely with local law enforcement to develop streamlined plans for emergency situations. We began the process of placing room numbers on external windows to help with location in case of an emergency. We continue to have a dedicated safety supervisor who monitors for the consistency of these systems and coordinates with external supports. ALL STUDENTS WHO HAVE BEEN HISTORICALLY UNDERSERVED WILL HAVE INCREASED ACCESS TO COLLEGE CREDIT AND CTE OPPORTUNITIES: We began a Latinos in Action program at the middle and high school level that has a focus on leadership, belonging, post-secondary planning, service work, and cultural celebration and empowerment. Their activities involve visiting colleges, learning about post-secondary opportunities, and tutoring on a weekly basis. We pay for CTE certifications and college class tuition for all high school students to remove the financial barrier. We have a dedicated T.A.G. (Talented and Gifted) coordinator who has created innovative and aggressive methods of identifying students who have historically been overlooked, such as those who are in special education, non-English speakers, and those who are in alternative education settings. She has also provided extensive training and support to K-12 teachers, enabling them to notice signs of possible T.A.G. markers and make referrals to her for review. Her efforts and success in this area has been noticed by other districts and she has presented her experiences and methods formally to others. We brought on a band teacher at the middle school level and between the coordination with the high school, the band program is now growing to such a robust size we are struggling to find funding to provide adequate instruments. DROPOUT RATE DECREASED BY INCREASING GRADUATION RATE TO 93%: Although the on-time graduation rate for our high school dropped by 5%, our 9th grade on-track to graduate increased by 2%. There are many factors that go into graduation rate, but we have placed a lot of emphasis on creating a more robust and supportive attendance system that, paired with our emerging Restorative Practice initiative, may be a combination that produces results borne out of a more supportive rather than punitive approach. These initiatives take time to see results, so we are not discouraged by this data. We have increased opportunities for 9th graders to feel an investment and sense of belonging by conducting Link Crew prior to starting the 9th grade year. The intent of this program is to help 9th graders connect with upper classmen, introduce them to the high school environment in a way that represents support, hope, and a path to success. There are also incentive programs spread throughout the individual schools that target desired behavior, such as attendance, behavior and academic effort. The common message of support and belonging is purposeful in our effort to increase the chances a student feels part of a community that will see them through to graduation. SEE NEXT LINE	OSD had 4 outcomes and strategies for the 2023-25 biennium. For 2024-25, the reflection for each is as follows: ALL STUDENTS IN THE ONTARIO SCHOOL DISTRICT FEEL SAFE ON OUR CAMPUSES: We continued our journey for increased safety within our schools by increasing camera coverage on most campuses, increasing the number and type of locks throughout the district, increasing of locks throughout the district, increasing of door access, and setting systems and standards of expectation in place for student movement, doors and supervision. Our safety supervisor has also set expectations and fidelity monitoring in place for drills in each building with plans to do a reunification drill. Radios have been purchased in gaps in the district and implemented video vetting systems for anyone wishing to enter a building. We continue to work on external classroom building labeling for each campus. ALL STUDENTS WHO HAVE BEEN HISTORICALLY UNDERSERVED WILL HAVE INCREASED ACCESS TO COLLEGE CREDIT AND CTE OPPORTUNITIES: The Latinos in Action program is now well-established at both the middle and high school levels, providing students with opportunities centered around leadership development, a strong sense of belonging, post-secondary planning, community service, and cultural celebration and empowerment. Students in the program regularly participate in college visits, explore post-secondary pathways, and engage in weekly peer tutoring. To reduce financial barriers and expand access to career and college opportunities, we cover the cost of CTE certifications and college course tuition for most high school students. Additionally, we have a dedicated Talented and Gifted (T.A.G.) coordinator who is implementing innovative and proactive strategies to identify gifted students who are often overlooked—such as those in special education, English language learners, and students in alternative education settings. This coordinator also provides extensive K-12 teacher training, helping educators recognize potential T.A.G. characteristics and submit referrals for further evaluation. To support the growth of our band program, we have invested in new instruments and equipment. Furthermore, all high school students are required to complete at least one CTE credit as part of Ontario's graduation requirements, ensuring that every student gains exposure to career and technical education. DROPOUT RATE DECREASED BY INCREASING GRADUATION RATE TO 93%: While our high school's on-time graduation rate declined by 5%, we saw a 2% increase in the number of 9th graders who are on track to graduate. Graduation rates are influenced by a variety of factors, but we've been intentional about improving attendance through a more supportive system. This, combined with the introduction of our Restorative Practice initiative, reflects a shift toward a more compassionate and constructive approach rather than one focused on punishment. We understand that the impact of these efforts will take time to fully materialize, so we're not disheartened by the current data. One of our key strategies has been enhancing the 9th grade experience, starting with Link Crew—an orientation program that pairs incoming freshmen with upperclassmen to help them transition into high school. This initiative fosters early connections, support, and a sense of direction. Additionally, our schools are implementing incentive programs that reinforce positive behaviors in areas like attendance, conduct, and academic commitment. Across all these efforts, the underlying goal is the same: to build a culture of support and belonging that encourages students to stay engaged and work toward graduation.
2		We have already seen great improvement in student teacher relationships through the Community Building Circle process and behavior referrals from classrooms have been decreasing. RESOURCES AND OUTLETS FOR THE MENTAL HEALTH OF STUDENTS, WITH A FOCUS ON THE UNIQUE NEEDS OF THOSE HISTORICALLY UNDERSERVED, ARE PROVIDED TO REDUCE BARRIERS TO ACADEMIC SUCCESS: We have increased intentional instruction in the area of addressing mental health through the adoption of Social Emotional Learning curriculum. We have also begun the process of implementing Restorative Practices which is comprised of activities and actions meant to help students process their thinking, grow their coping skills, and give them an opportunity for a voice and to restore relationships and wrongs. This approach is less "cookie cutter" and creates a structure that can take individual accountability, feelings and restorative methods and skill building into account. It also allows for cultural differences to be factored in to the process. Community Building Circles are part of the restorative process and those are conducted in classrooms weekly with students and sporadically with staff, allowing everyone an avenue for a voice if they choose. Being heard helps students and staff feel connected to our school community, increasing the chances of success for students toward the goal of learning and graduation and of staff retention. We also have a counseling supervisor who coordinates, organizes and manages overall student mental health programs and supports.	RESOURCES AND OUTLETS FOR THE MENTAL HEALTH OF STUDENTS, WITH A FOCUS ON THE UNIQUE NEEDS OF THOSE HISTORICALLY UNDERSERVED, ARE PROVIDED TO REDUCE BARRIERS TO ACADEMIC SUCCESS: We have established clear expectations and consistent monitoring around intentional instruction that supports student mental health, particularly through the adoption of the Social Emotional Learning (SEL) curriculum, Wayfinder. At the same time, we've made significant progress in implementing Restorative Practices, a framework that helps students reflect on their actions, build coping skills, find their voice, and repair relationships when harm has occurred. Unlike one-size-fits-all disciplinary approaches, Restorative Practices allow for individual circumstances to be considered—including personal accountability, emotional needs, and cultural context—while also supporting skill development. A key component of this work is the use of Community Building Circles, which are held weekly in classrooms with students and occasionally with staff. These circles provide an inclusive space where everyone has the opportunity to speak and be heard, strengthening a sense of belonging within the school community. This connection is critical to both student success and staff retention. For the 2024-25 school year, we've added new elements to deepen this approach, including Restorative Practice Accountability Projects and Structured Days. These are designed to guide students in understanding the impact of their behavior, making amends, and successfully reintegrating into the learning environment—ultimately aiming to reduce repeated behavioral issues. In addition, we have a dedicated counseling supervisor who oversees all student mental health supports and programming, ensuring a coordinated and comprehensive approach to student well-being.
3	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.	There needs to be more support, both legal and systemic, from the state regarding compulsory attendance. Although we do everything possible to prevent students from becoming truant to the level they need a legal citation, the legal citation is not enough of a deterrent as currently designed. The penalty for a parent not sending their student to school or a student choosing not to come to school does not create a sufficient deterrent. If they are not here, we cannot teach them. In addition to more aggressive deterrents, the state needs to create and fund supportive elements for schools to address those who have become truant that may be effective in re-engaging the student and family. This initiative needs to start at the kindergarten level.	There remains a critical need for stronger legal and systemic support from the state to address issues related to compulsory attendance. While we take extensive measures to prevent students from reaching the point of legal truancy, the current citation process lacks the strength to serve as an effective deterrent. As it stands, the consequences for parents who fail to ensure their child's attendance—or for students who choose not to attend—do not carry enough weight to prompt meaningful change. Simply put, if students aren't in school, we can't teach them. Beyond implementing more effective deterrents, the state must also invest in and fund supportive strategies that schools can use to re-engage chronically absent students and their families. These interventions need to go beyond punishment and focus on relationship-building, support services, and early intervention—beginning as early as kindergarten.
4	AR3 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.		In reviewing the actual percentages available at this time, we see a significant increase in regular attenders and in the gap-closing target for 3rd grade ELA proficiency. We attribute this success, in part, to the grant resources allocated to our A2A attendance program participation and the onboarding of a safety supervisor who also supports attendance for those increases. We attribute the continued implementation of i-Ready and additional K-3 teachers to reduce class sizes to the increase in the 3rd grade ELA increase. We have not met the targets in graduation rate and 9th grade on track (which is already significantly higher than the state average); however, we continue to invest in incentive programs to keep students engaged in their education, as well as mental health supports on campus to meet growing student need. We most recently adopted a K-12 SEL curriculum and this taught under a schedule with fidelity throughout the district. We shifted our approach to keeping 9th graders engaged last year with the addition of Link Crew, an onboarding and mentoring program intended to welcome 9th graders with ongoing support to help increase chances of graduation. These all take time to see results, so we are not discouraged by this data and will continue this work.