



Integrated Programs Plan Annual Report 2024-2025 Pinehurst School District 94

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

	2026-2026 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- Discuss at least one Outcome where you have seen progress in implementation:

This year, our school community focused on building a culture where every student felt a strong sense of belonging and purpose. We recognized that students thrive when they feel supported, connected, and valued, so we worked intentionally to foster that environment.

Rebuilding trust with families and the wider community was also a central priority. To strengthen these relationships, we hosted three family events on campus—Game Night, Math Night, and Reading Night. Each event was well attended and provided opportunities for families to connect



Integrated Programs Plan Annual Report 2024-2025 Pinehurst School District 94

with staff, engage with their children's learning, and feel welcomed as active partners in our school community.

In addition to core academics, we provided students with diverse and enriching learning experiences. A licensed art teacher guided students in exploring design principles, helping them develop both creativity and technical skills. Every week, students participated in a Mindfulness and Movement class, where they learned self-regulation strategies and built important social-emotional skills. We also partnered with a community member who offered a monthly culinary experience, giving students hands-on opportunities to learn about food, cooking, and culture.

Our commitment to growth extended beyond the classroom. Our administrator attended three COSA conferences, gaining valuable knowledge in district leadership, budgeting, and school policy. These experiences are helping shape stronger decision-making and more informed leadership at our school.

Together, these efforts reflect our dedication to creating a safe, supportive, and engaging learning environment—one where students, families, and the community feel connected and invested in the success of every child.

Question 2- Discuss at least one Outcome where you have seen challenges or barriers to implementation:

One of the greatest challenges we faced last year was repairing and rebuilding the relationship between our school and the community. Our vision is to make the school the true “hub of the community”—a place where families feel welcome, connected, and proud to be involved.

To move toward this goal, we focused on creating a warm and welcoming teaching staff, strengthening our communication with families, and hosting events that invited community members onto campus. Highlights of the year included evening family events, a winter Fine Arts Showcase, and a spring school play. Each of these gatherings provided opportunities for families and neighbors to celebrate our students' accomplishments and to see the school as a vibrant, central part of the community.

As a very small school, we face unique challenges and opportunities. In 2024–25, we served just nine students, all taught by a single classroom teacher. Teaching across multiple grade levels is no small task, but our instructional team—made up of the administrator, teacher,



Integrated Programs Plan Annual Report 2024-2025 Pinehurst School District 94

literacy specialist, and educational assistant—works closely together to ensure that every student receives individualized instruction and support. This collaboration allows us to meet students where they are and provide the kind of personal attention that is only possible in a small school setting.

Through our collective efforts, we are building not just a school, but a community center where learning, connection, and belonging thrive.

Question 3- Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future:

We believe the 2024–25 school year was a resounding success. Our instructional team worked together with great effectiveness, and we are proud that this strong team will remain intact as we move into the 2025–26 school year. Students demonstrated measurable growth on their District Benchmark Assessment, EasyCBM, in both math and reading proficiency, reflecting the commitment of our staff and the dedication of our students.

Another significant achievement was the progress we made in reconnecting with families and strengthening our relationship with the broader community. These efforts have helped rebuild trust and establish the school once again as a central and valued part of community life.

As we begin the 2025–26 school year, we are excited to see our enrollment rise to 16 students, nearly doubling from the previous year's nine. This growth is due in part to three new families moving into the community, bringing eight additional students to our school. To support this increase and ensure high-quality instruction, we have added a part-time licensed teacher to our team.

Our staff continues to benefit from professional support as well. Each of our teachers and our administrator are paired with mentors provided by the Southern Oregon ESD, offering valuable guidance and resources to strengthen instructional practice and leadership.

Together, these successes mark a year of growth, renewal, and momentum—positioning our school for even greater achievements in the year ahead.