

### 2023-24 Integrated Plan Annual Report to School Board

Annual Response Question		2023-24 Annual Progress Reflection
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>	<p>Our focus on early literacy has provided positive progress in a research-based inventory of literacy materials and culturally responsive literacy plans, K-5. The kindergarten readiness program is now in year 4 and provides an opportunity to pre-assess and more effectively provide supports for students (including the focal group of students with disabilities) prior to the first day of school. We have also seen progress K-12 in areas related to the implementation of our SEL and PBIS programs, including an increase systemically in our responsiveness to meet student SEL and behavioral needs. This has contributed to a decrease in incidents resulting in suspension and/or expulsion. The addition of new, high-interest courses at the middle and high school level (robotics, zoology, marine science, astronomy) have been positively received by students. The continued implementation of the high school graduation coach, block schedule, and the House system at the high school have contributed to steadily increasing 9th grade on track and 4-year graduation rates – both areas exceeding the goals set. The elimination of “pay to play” fees for athletics, band, and CTE courses has resulted in increased student participation.</p> <p>Outcome B: Create new school programs and courses at all levels                      The implementation of DIBELS literacy assessment and ECRI core reading supplement (K-5).                      The implementation of robotics, marine science, zoology, and astronomy (6-12).                      Continued implementation of PBIS and SEL programs and support (K-12).</p> <p>Outcome C: Decrease incident reports of bullying and harassment                      The implementation of PBIS and SEL curriculum (K-12).                      The implementation of a comprehensive student services team, including a school psychologist and behavior specialists to support student needs (K-12).</p> <p>Outcome E: Students with disabilities will see an increase on OSAS ELA and Math scores                      The implementation of kindergarten readiness now allows us to begin supporting students with disabilities prior to their kindergarten year and helps ensure effective educational plans are in place early on. The implementation of a comprehensive student services team, including special education specialists to support case managers in creating effective IEP goals and strategies to support student academic progress.</p>
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>	<p>The greatest challenge is time and the capacity of staff. We are working hard to balance the amount of new and ongoing initiatives with the need to implement each strategy well and with a high level of fidelity and efficacy. Outcome D: We have experienced some challenges with limitations in our current technology for effectively communicating with families and tracking those communications, particularly regarding chronic absenteeism. We are addressing those challenges through the purchase and implementation of an additional attendance module to our school information system (SIS) and increased community outreach on the importance of regular attendance and expect to see improvement within the year.</p>