

KUA 2023-24 Integrated Programs Annual Report Template

This Integrated Programs Annual Report Questions template aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Annual Report Questions	
Question	Context/Guidance
<p>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 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>Outcome A is one outcome we have seen the most implementation progress with our cohort level meetings and vertical alignment in both math and literacy. Literacy was the main focus in grades K-2 and math for grades 3-5. Each of the grade levels have convened to look at pre and post assessments to determine the areas of strengths and weaknesses before and after each grade using the SBAC and iReady data. We spiraled back to the areas needing further learning and incorporated that into daily math warm ups for all students. Using the multi-tiered system of support based on the data, students were categorized as low, medium and high so we could begin to organize the pullout system for additional instruction. The pullouts were orchestrated by the Instructional Coach, and she took students twice a week in the medium and high levels, leaving the lows with the classroom teacher for strategic instruction with a smaller student/teacher ratio. Faster growth with stronger engagement was accomplished with all students. Grade 2 piloted a Walk to Read Program for literacy. It worked so well, we are expanding it this coming school year. During all breaks including summer, we provided academic instruction for the first half of the day using pre planned lessons tied to the state standards under the guidance of the Instructional Coach and/or the Director of Educational Services. This usually amounted to 3-3.5 hours of instructional time each day. One of our strategies was to provide equitable opportunities for students to feel safe, connected, supported and valued. By providing many scholarships for families, we eliminated a barrier to access more learning opportunities.</p>

<p>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?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>While we have experienced successes in several outcomes, we are struggling to adequately implement Outcome B: Providing ongoing professional development opportunities and coaching for staff on mental health and behavioral supports and strategies. We find that being a charter school, we tend to appeal to families with children who have experienced difficulties in more traditional school settings. The degree of escalating behaviors requires constant professional development to learn new strategies. Ongoing professional development is vital in building staff knowledge of trauma and behaviors related to trauma. It will also help us in the future to develop deeper “on-boarding” strategies for both staff and families. Utilizing behavior data gathered by time of day and location of behaviors will help us strengthen our tiered support system. Time to adequately prepare for students who enter with mental and behavioral needs is a large factor to overcome: time to meet with families, the student and teachers and to find the best placement and put necessary supports in place for the student. A practice that we find successful is to connect students with a significant adult but that takes time to develop such relationships. Another barrier connected to this outcome is finding, funding and hiring personnel who have the right skill set to work with children in need of behavioral supports along with their families. Our goal of creating an environment that is welcoming, safe and protects a feeling of belonging continues to drive our focus as a safe community.</p>
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