

KUA 2024-25 Annual Response Questions and Progress Reflection :

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)?

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

Outcome A, which was to improve Math and Literacy interventions driven by student data results continues to be a top priority. Consequently, the data clearly shows we are making headway. This was the biggest win for the school this past year. We created a Student History form for students in interventions that tracks them through every grade level. Interventions are an area of growth. Tier II supports are taught by the teacher in the classroom. The MTSS Coordinator works with Tier III students. The third and fifth grade students showed growth in Literacy and Math scores held steady due to our focus and how we use WIN time. Consistent leadership is also key in creating and maintaining systems that are based on data-driven decisions about what's best for all students. Additionally, staff was offered professional training in Science of Reading through SOESD. In utilizing the strengths of the Instructional Aides, they are now working as all-school support during WIN intervention time to address student/staff ratios. This has helped to change the mindset into being one of "they are all my students". It is our intention to stay the course and see even greater growth this coming year.

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.

Outcome C which is to improve school communication systems to better inform KUA families, staff, and community is an area that needs to continue to improve. We have found two-way communication is still challenging. We've tried various ways to increase the amount of response from parents, but it just hasn't come about to the degree we had hoped for. We always work toward bringing families in and breaking down the barriers they might feel about entering the school setting. However, gathering authentic feedback has proven difficult. We provide opportunities to have a conversation, but only a small number of families participate. We will continue to utilize the onsite family events we hold that are well attended to share information and gather feedback. This will enable us to find out from our families their preferred way of communication, so we can utilize those avenues moving forward.

It was also a struggle last year to deal with student mental health issues and we decided to adopt a new TSEL curriculum. We needed better resources to meet the level of service for the needs of our student population. We partnered with OPTIONS to provide mental health support but their availability to address our issues continues to be challenging. Families were seeking online services but the demand is so great, it's challenging to cover the variety of needs. One

avenue of providing more classroom support for students mental and behavioral health needs is to provide professional learning for the staff in ACES, trauma-informed practices, and the new TSEL curriculum, so this is a goal we've set for our school. We know the SOESD can help us with that.

3. 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.

We are showing growth in all areas and staying steady in that growth. In ELA proficiency, we scored 5.6% above what we had set as our target and we fully intend to continue onward and upward! We are adding daily writing prompts and journaling, because the ELA curriculum materials are not strong in writing instruction. Staff is looking to add handwriting as well. Another shift will be to add our new TSEL curriculum into WIN time to help students who need to regulate in order to access academic learning. Professional learning in Science of Reading will continue and adopting a writing curriculum will also help move us forward in our implementation process.