

KUA 2025-26 Integrated Programs Annual Report Template

Annual Report Questions

Question	Context/Guidance
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. <i>Improve Literacy interventions driven by student data results (especially for students in Special Education)</i>	We are very pleased with the implementation progress on the Early Literacy Outcome: Improve Literacy Interventions driven by student data results. The Instructional Coaches have supported each cohort of teachers in following a pacing guide and establishing vertical alignment which has created more cohesive schoolwide literacy instructional practices. We have a scheduled 60-minute block of literacy time with an extra 30 minutes for writing. Add to that the half hour of WIN time for specific interventions for targeted groups and students could potentially get two full hours of literacy in a school day. We have developed a very robust progress monitoring system with well-organized record keeping which provides up to date data to rely on when making instructional decisions. In-class assessments, SBAC scores DIBELS, iReady, and IXL are the main data points collected. Additional learning is offered at the various camps throughout the year, including summer. With our focus on literacy, we hope to see more growth in other academic areas as well. So far, the data shows our strategies are working and thus, we continue to improve literacy instruction across all grade levels.

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.

Improve Literacy interventions driven by student data results (especially for students in Special Education)

The Early Literacy Outcome is also the area we are experiencing barriers/challenges and want to improve. To do that, we are planning on implementing a new writing framework using "Step Up to Writing" to provide consistency across grade levels.

"Step Up to Writing" is a multisensory, explicit writing program that teaches students how to organize thoughts, structure paragraphs, and write clear informative, argumentative, and narrative pieces. This will fill the need for standards-based instruction across the grades, accountability for instructional consistency – non-negotiables and support the same level of student learning as in reading. KUA is also scheduling time with SOESD's Science of Reading consultant who provides professional learning in reading and writing. This will support the Coaches in developing and implementing a vertical alignment continuum with clear end goals for literacy and writing instruction aligned with content standards.

The framework will include writing expectations across grade levels, clarifying that writing standards are grade-level expectations. Teachers highlighted the challenges they face in teaching writing due to limited pedagogical support and the need for clearer guidelines on writing expectations. The professional learning and coaching support moving forward will emphasize the importance of focusing on writing skills, particularly sentence structure, to improve overall academic performance, including in mathematics where writing components are integral to mathematical practices.