

2024-25 Integrated Programs Annual Report

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.	Even with a stronger leadership infrastructure at the start of the 2024-2025 school year (including the addition of an assistant principal and director of equity and inclusion), the departure of the grade school principal midway through the year created challenges as well as various opportunities to refine and strengthen the systems in place. As the administrative trio (Superintendent, High School Principal, and Assistant Principal) stepped in to lead the school and oversee building-specific logistics, many practices that were already well-established have been refined to increase our responsiveness to community needs. For example, our multi-tiered systems of support (MTSS) was firmly in place with regularly-occurring structured data team meetings (PM3); however, the focus areas were primarily centered on monitoring progress of literacy skill acquisition and behavioral needs. Administrative leaders, with input from the Board, have built upon these existing practices to expand our focus to include math as we move into the 2025-2026 school year. These efforts are intended to increase our progress monitoring across content areas and our ability to identify ongoing supports to strengthen academic outcomes in the coming year. In addition, our commitment to diversity, equity and inclusion initiatives has continued to evolve (PM2, PM10, PM15). We have maintained an internal (staff) equity site council, recruited diverse stakeholders (students, caregivers, classified and certified staff) as members of our district educational equity advisory committee, and strengthened supports for identity-based affinity groups for staff, caregivers, and student communities. Engaging in ongoing forms of two-way communication with stakeholders within our district has enabled diverse perspectives to inform our strategic plan and actions we take to positively impact focal student groups (PM1, PM5, PM6). We have enhanced professional development and curriculum to center diversity, equity, and inclusion as well as our restorative

practices for conflict resolution. Our response protocols and proactive measures to ensure increased awareness of students' rights and protections (i.e, bias training for all stakeholders and reporting form for direct pathway to support) have been effective in attuning staff to issues in real time so that we can support resolution and better ensure prevention of recurrence. Along with our collective efforts to ensure access to a sense of belonging, we have also seen an improvement in the culture of safety and respect fostered to support the social, emotional and physical well-being of students within the district (PM10, PM15). Not only did students report increased rates of feeling socially and emotionally supported at school (58% of students in 2022 to 76% in the 24-25 SY agreed/strongly agreed), we have also witnessed an increase in students' advocacy, self-efficacy, and desire to partake in restorative conversations in the second half of the 24-25 school year.

Progress toward Outcomes

In the 2023-2025 biennium, the District has continued to demonstrate increases in our progress toward the outlined Longitudinal Performance Growth Targets (LPGTs) which include 4-Year Cohort graduation rate; 5-Year Cohort graduation rate; Regular Attenders; On Track to graduation rate; and 3rd Grade ELA scores. In addition, we have seen positive progress toward our specific strategies and outcomes including the demonstration of growth for 100% of the students engaged in high-dosage tutoring provided throughout the 24-25 school year to support the development of foundational literacy skills and reading acquisition across grades K-3.

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.

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.

Barriers/Challenges

Over the 2023-2025 biennium, we have continued to foster financial stewardship within our district that reflects high-quality spending with accurate and transparent use of funds (PM12). However, we have experienced constraints in state and federal funding that have not consistently met our needs. In response to funding limitations, we have not had certain support staff positions sustained over time (e.g., behavioral specialist and curriculum specialist). Additionally, funding constraints have led to various staffing cuts to our special education support staff and external mental health services (provided by JORY). We have seen the positive outcomes and ongoing effects of having more substantial access to these important services and the power to increase students' behavioral, emotional, academic, and mental health outcomes when more robust staffing is maintained. Although we are fortunate to receive supplementary funding through Riverdale's Foundation and Parent-Teacher Club to meet our community's needs, additional state funding to bridge the gaps in staffing would further increase our successes.

LPGT rates/Shifts in Outcomes & Strategies

Embargoed until November 2025