

Douglas County SD 15 - IP Annual Report 23-25

Identifier #	Annual Response Question
1 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>
2 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>
3 AR3	<p>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.</p>

2023-24 Annual Progress Reflection

In 23-24 we altered our master schedule from a 4 period A/B to a straight seven period day. This created more periods in the given day and provided windows of opportunity for students to take the enrichment we discussed in our plan. This new schedule afforded new opportunities for CTE expansion, new electives as well as reading intervention.

We wanted to hire a reading specialist to reinforce our reading intervention designs. It was posted for five months without a single applicant, so we reassigned a strong LA instructor to the role. The new schedule helped provide her the flexibility to do this.

The majority of our work has been to reengage our students and community in our school. We are seeing increased rates in our attendance and student achievement. Our Regular Attenders rate climbed 10.5% between 22-23 and 23-24. Our preliminary ESSA Accountability Report shows Level 5 gains in reading and math Change for All Students in the assessed grades.

2024-25 Annual Progress Reflection

Sustaining this design in 24-25 promoted better attendance rates this school year. We also found that by having so many elective options, very few upperclassmen opted for partial schedules. They opted to stay on campus and take electives. One challenge we found with our design is we are spread very thin. The additional elective options make class sizes very small and that has forced us to close sections.

We are trying to offer meaningful CTE elective options and college credit. While these two tracks do not have to be exclusive of one another, they do create challenges in a small school schedule. The end results have been some elective sections of 2-5 students. In some cases, we had to even drop courses. We have launched a publicity campaign to attract more out of district transfers and have seen our starting enrollment reach a record high. While those numbers are spread over the k-12 spectrum, we do have some growth in our high school enrollment. We are hopeful this will help to fill the classes.

For the second year in a row, we have made a significant impact on student attendance. We reduced our chronically absent student count by almost 9%. We were also pleased to find that every one of our freshmen are "On track" to graduate on time.