

Amity SD 4J - IP Annual Report 23-25



Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
1 AR1	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.	At Amity Elementary School there has been a substantial increase in the number of students at or above grade level in literacy from the beginning to the end of the year. At the beginning of the year, 32% of students were at or above grade level, and at the end of the school year 48% of students were at or above grade level. Using the DIBELS assessment tool as our local metric, 46% of students were identified as needing Tier 3 and 23% needing Tier 2 intervention in the fall of 2023. Using a new system of monitoring and intervention, in conjunction with a new school schedule, all students had access to Tier 3, Tier 2, and enrichment in literacy every day for 30 minutes of high dosage tutoring. All teachers and paraprofessionals had access to a full time literacy coach who provided professional development to aid in utilizing the science of reading in the classroom and during intervention. K-3 teachers are also in their third year of implementing the new UFLI literacy curriculum and have had continuous coaching to support implementation. This high dosage tutoring strategy paired with teacher professional development in literacy instruction resulted in only 32% needing Tier 3 and 20% needing Tier 2 intervention in the spring of 2024, with an overall increase of 16% of students at or above grade level.	Implementation of strategies for Outcome D "Increase graduation rate to over 95%" was achieved. The 24-25 Five Year Completion rate was 98%, up 7% over the previous year and 9th Grade on Track was above 95%, up 3% over the previous year. This achievement is the result of targeted intervention at the high school driven by the implementation of not only 9th grade data teams, but data teams at every grade level, to determine appropriate interventions for all students. The school adapted the daily schedule to include academic interventions within the school day and support struggling students to stay on track throughout the school year. IG monies enabled the district to train the 9GOT team, provide dedicated support personnel to track student data and intervene with families, provide dedicated credit recovery staff, and additional staffing to provide increased rigor in 9th Grade English and math in order to help our targeted populations achieve at or above grade level.
2 AR2	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.	Although multiple strategies have been utilized to improve the rate of regular attenders, 70% of students district wide were regular attenders in 2023-2024 compared to 66% in 2022-2023. While this is a 4% increase in regular attenders district wide, there continue to be barriers to ensuring students attend school regularly. All buildings utilize attendance teams to monitor individual student attendance. These teams ensure that parents are contacted and communicate the importance of regular attendance to support student learning. These teams also delegate a teacher or staff member to connect with chronically absent students to discuss individual barriers to coming to school, and problem solve when age appropriate. In 2024-2025 teams are considering using home visits as a strategy to target chronic absenteeism.	While our % of regular attenders increased across all three schools in 24-25, "Regular Attenders- Gap Closing Target: All Focal Group Students" have been the largest challenge across the district. Within this group, students experiencing poverty are the most at risk. This group has less than 60% of students attending regularly. This group also has a lower % of students achieving at grade level in math and ELA, emphasizing the direct correlation between attendance and academic achievement. This data and experience was utilized to update the Integrated Plan Outcomes and Strategies for the 25-27 cycle to increase interventions available to this subgroup of students.
3 AR3	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.		Our LPGT and LOM show positive progress. In addition to outcomes mentioned above, positive changes include an increase in regular attenders at all three schools, up 4% at AES and AHS, and 2% at AMS. Community outreach, attendance teams, and funding for community liaison will continue into the next biennium. Amity High School saw an increase in 9th Grade on Track, up 3% to 95% of students on track to graduate at the end of their freshmen year. Funding for 9GOT team training, data teams, dedicated support personnel to track student data and intervene with families, dedicated credit recovery staff, and ASPIRE staffing will continue into the next biennium. AES saw a 5% increase in ELA achievement, 8% increase in mathematics achievement, and 18% in science achievement. Funding for a dedicated math, reading, and science specialist at the elementary school will continue for the next biennium, as recent curriculum and intervention programs have been adopted and need continuing support from expert mentor TOSA's.