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."

Our progress this year contributes to the Outcome that schools are places where every student is welcomed, their culture and assets are valued, and their voices are integral to decision making, with instruction monitored and adjusted to deepen individual learning. The clearest evidence is in how we used additional funding to expand programming and strengthen pathways to high school completion for students navigating juvenile justice and substance use disorder (SUD) treatment systems.

Our students move through complex, often overlapping systems, including court requirements, probation, treatment schedules, placement changes, and many arrive with disrupted schooling and a history of feeling unwelcome in traditional settings. Added capacity for student support has allowed us to meet students where they are and keep their education moving forward despite those barriers.

We have seen progress in these areas:

Student voice in decision making: We now interview each student about their goals, interests, and strengths, and use that input to shape their learning plan and course of study. All students develop a pathway map within the first few weeks in the program.

Culture and assets valued: Rather than starting from deficits, we build on what students already bring, including interests, skills, lived experience, cultural and family strengths. Programming is designed around student interest, such as job skills curriculum driven by what students want to learn.

Instruction monitored and adjusted: Staff review credit progress, assessments, engagement data on a weekly cycle and adjust instruction and pacing for individual learners, including students whose placements change are transitory.

Connection to community and career learning: We have built partnerships with outside career learning opportunities such as HOPE Factory, giving students hands-on experience and a reason to stay engaged in school during probation and beyond.

Educator agency: Staff have the flexibility to develop interest-based, job-skills-specific curriculum and coordinate with treatment providers and juvenile department input instead of relying on a one-size-fits-all model.

These gains connect to our Longitudinal Performance Growth Targets and Local Optional Metrics. For our students, progress toward credit attainment, GED practice test achievement, graduation/GED completion, regular attendance, the most meaningful measure. Because our population is small and mobile, we are tracking leading indicators such as credits earned per enrollment period, re-engagement after placement transitions, and participation in career learning.

Going forward, we will continue to monitor engagement, deepen partnerships that connect students to work and training, and strengthen the handoff of students as they transition out of juvenile justice or treatment settings.

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."
Outcome: "We will remove barriers for our students to successful complete high school within five years.
Strategy: Increase transcription rates of credits earned while students are in the juvenile detention setting.

Increasing the transcription rate of credits earned in the juvenile detention setting proved to be a challenging outcome to meet over the last academic year. Turnover in our registrar position, followed by a significant delay in hiring a replacement, created a gap in the capacity needed to process and record credits in a timely manner. Once the new registrar was on board, there was a necessary learning curve: transcription involves nuanced details, including aligning coursework completed in the detention setting with district and state graduation requirements, that take time and experience to master. While this slowed our progress during the year, we are now catching up on the backlog. The experience has also strengthened our program's understanding of the technical details of credit transcription, and we are better positioned to build more consistent processes and ensure that credits students earn in detention follow them back to their home schools, removing a key barrier to on-time high school completion."