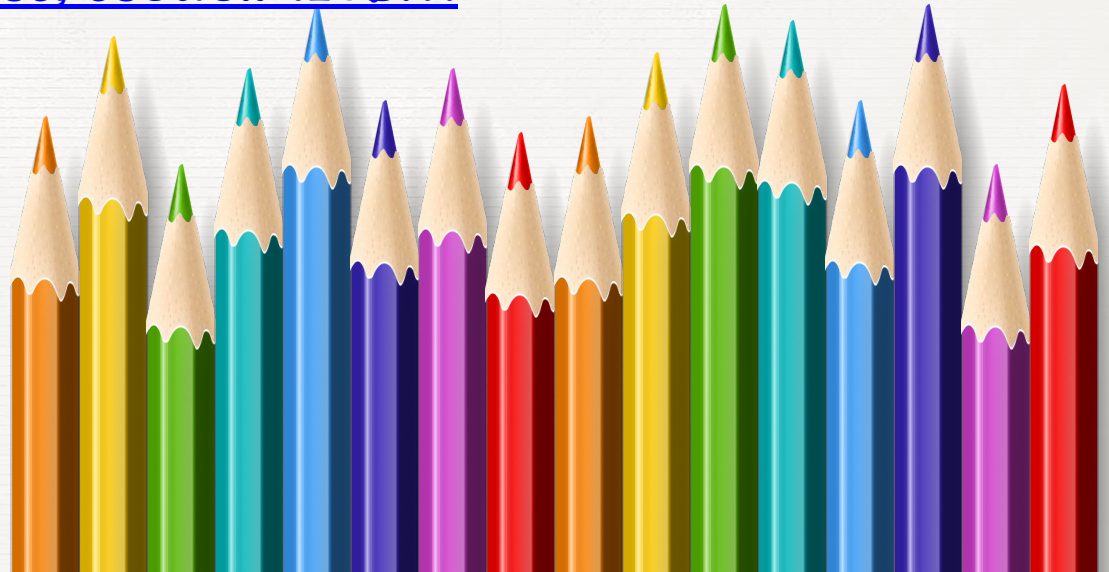


Comprehensive Achievement and Civic Readiness Goals

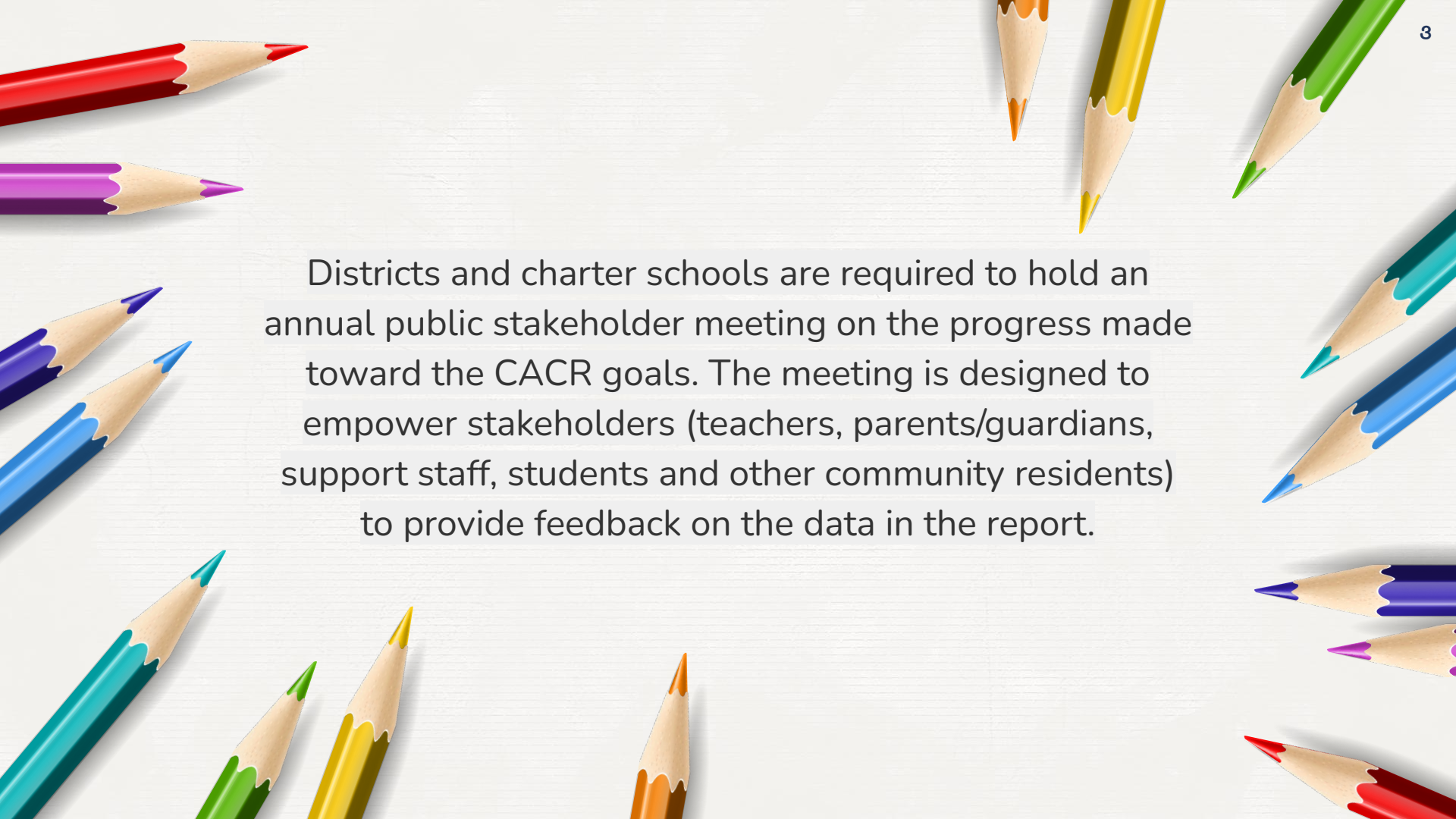
Minnesota Statutes, section 120B.11*



The Comprehensive Achievement and Civic Readiness Plan was passed in 2024 to replace the World's Best Workforce (2013) ([Minnesota Statutes, section 120B.11](#)). Both plans were created to ensure that school districts in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts are required to develop comprehensive, long-term strategic plans that address the following goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared for life-long learning. (More information from MDE coming in November 2024.)



The background of the slide is white and features several sharpened colored pencils arranged around the central text. The pencils are in various colors including red, purple, blue, teal, green, yellow, and orange. They are positioned at different angles, some pointing towards the center and others away from it, creating a decorative border effect.

Districts and charter schools are required to hold an annual public stakeholder meeting on the progress made toward the CACR goals. The meeting is designed to empower stakeholders (teachers, parents/guardians, support staff, students and other community residents) to provide feedback on the data in the report.

All children are ready for school (2023-2024 Goal)

To ensure all children residing in our district are ready for kindergarten, Big Lake Little Learners Preschool Program objectives will include:

- **Goal:** The percentage of four year olds (K-eligible Fall 2023) enrolled for over 20 weeks, who earn an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the literacy domain as measured by Teaching Strategies GOLD will reach 75% by Spring of 2024.
- **Results:** The percentage of four year olds (K-eligible Fall 2023) enrolled for over 20 weeks, who earned an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the literacy domain as measured by Teaching Strategies GOLD was 100% in the Spring of 2024. - **Goal achieved**



All children are ready for school (2023-2024 Goal)

To ensure all children residing in our district are ready for kindergarten, Big Lake Little Learners Preschool Program objectives will include:

- **Goal:** The percentage of children age 4 years olds (K-eligible Fall 2023) who have attended Little Learners preschool for over 20 weeks, who earn an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the social emotional domain as measured by Teaching Strategies GOLD will reach 75% proficient by Spring of 2024.
- **Results:** The percentage of children age 4 years olds (K-eligible Fall 2023) who have attended Little Learners preschool for over 20 weeks, who earned an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the social emotional domain as measured by Teaching Strategies GOLD was 90.76% proficient in the Spring of 2024. - **Goal achieved**



All children are ready for school (2024-2025 Goal)

To ensure all children residing in our district are ready for kindergarten, Big Lake Little Learners Preschool Program objectives will include:

- ✗ **Goal:** The percentage of four year olds (K-eligible Fall 2024) enrolled for over 20 weeks, who earn an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the literacy domain as measured by Teaching Strategies GOLD will reach 75% by Spring of 2024.



All children are ready for school (2024-2025 Goal)

To ensure all children residing in our district are ready for kindergarten, Big Lake Little Learners Preschool Program objectives will include:

- ✗ **Goal:** The percentage of children age 4 years olds (K-eligible Fall 2024) who have attended Little Learners preschool for over 20 weeks, who earn an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the social emotional domain as measured by Teaching Strategies GOLD will reach 75% proficient by Spring of 2024.



Ready for School Strategies

- Ensure staff have an understanding of the expectations and support to implement targeted strategies.
- Partner with families through increased communication and at-home learning opportunities.
- Share resources and strategies with other childcare providers and families who elect not/are unable to attend Little Learners.
- Monitor progress prior to and at screenings in preparation for K.
- Participate in strategic planning and SIP/Data to support alignment between EC and K-12.



All racial and economic achievement gaps between students are closed. (2023-2024 Goal)

- **Goal:** By the end of 2023-2024, BLS will reduce the achievement gap on MCA reading, math, and science assessments for all student groups while increasing the score for all students.
- **Results:** See charts - **Goal not achieved.**
- Note: Data will be disaggregated by race, gender, English Learners,*Special Education, and Free/Reduced



	All Students	Males	Females	SPED	EL	FRLP
Reading 2021	55.1	53.1	57.1	25.4	29.0	39.2
Reading 2022	54.0	52.7	55.2	29.0	20.4	39.8
Reading 2023	49.9	46.4	53.2	26.8	9.1	40.0
Reading 2024	48.1	45.3	51.0	29.9	8.1	39.1
	All Students	Males	Females	SPED	EL	FRLP
Math 2021	47.4	49.9	44.8	21.2	19.4	33.3
Math 2022	48.5	49.6	47.4	24.1	19.1	37.2
Math 2023	46.5	49.2	43.9	26.6	12.3	34.4
Math 2024	45.9	49.5	42.4	24.9	16.7	35.1
	All Students	Males	Females	SPED	EL	FRLP
Science 2021	45.8	48.3	44.0	10.0	7.7	26.2
Science 2022	43.8	45.5	42.1	28.6	8.3	27.7
Science 2023	38.6	40.8	36.7	27.5	11.1	31.3
Science 2024	36.9	38.2	35.5	22.9	4.5	25.9

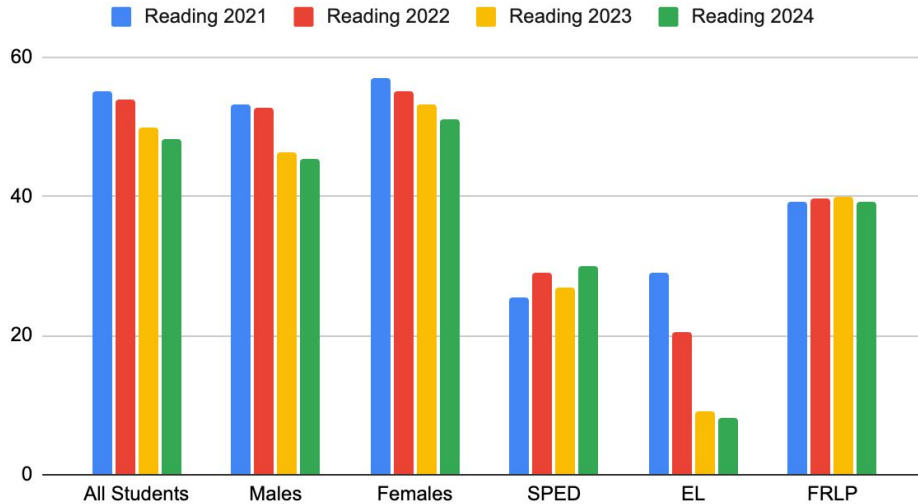
	All Students	White	Hispanic	American Indian	Asian	Black	2 or more races
Reading 2021	55.1	56.9	48.4	42.9	66.7	41.5	45.5
Reading 2022	54.0	56.2	44.5	50.0	62.5	40.0	49.4
Reading 2023	49.9	52.9	43.6	33.3	35.5	37.8	44.3
Reading 2024	48.1	51.2	38.4	36.1	33.3	36.7	45.8

	All Students	White	Hispanic	American Indian	Asian	Black	2 or more races
Math 2021	47.4	50.0	38.2		62.5	27.4	37.7
Math 2022	48.5	52.2	36.0	30.0	43.8	26.8	39.8
Math 2023	46.5	51.7	30	40.0	32.4	23.2	31.3
Math 2024	45.9	49.7	35.1	56.3	32.6	22.6	38.5

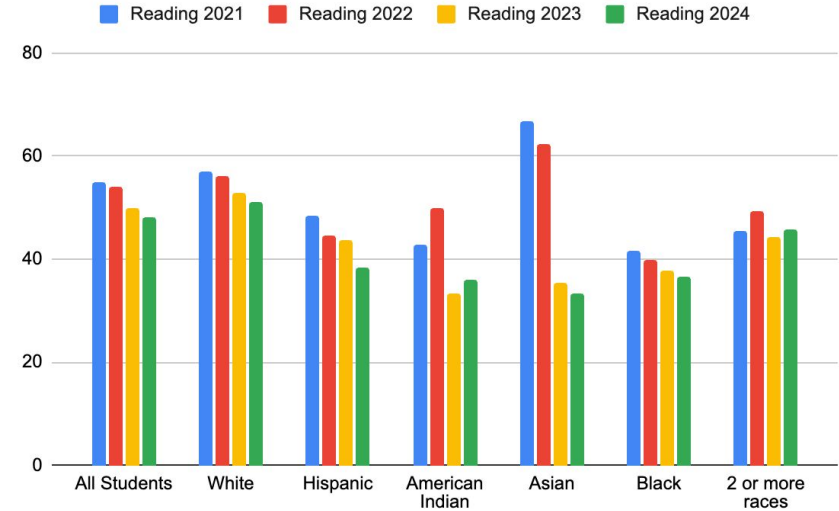
	All Students	White	Hispanic	American Indian	Asian	Black	2 or more races
Science 2021	45.8	46.9	42.4		75.0	27.3	45.8
Science 2022	43.8	47.7	34.1		50	15.2	34.9
Science 2023	38.6	40.4	25.0	42.9	42.9	29.3	40.7
Science 2024	36.9	41.2	25.0	31.3	37.5	15.6	25.0

Closing the Achievement Gap

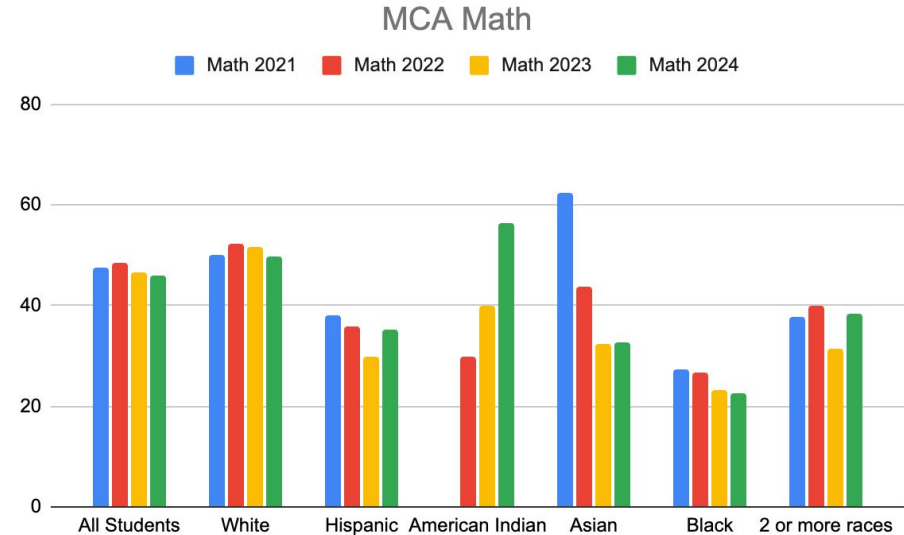
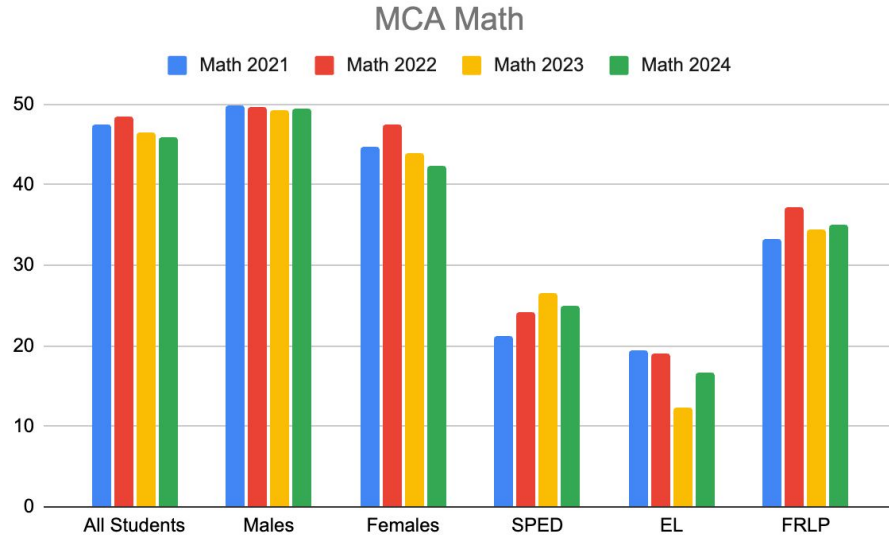
MCA Reading



MCA Reading



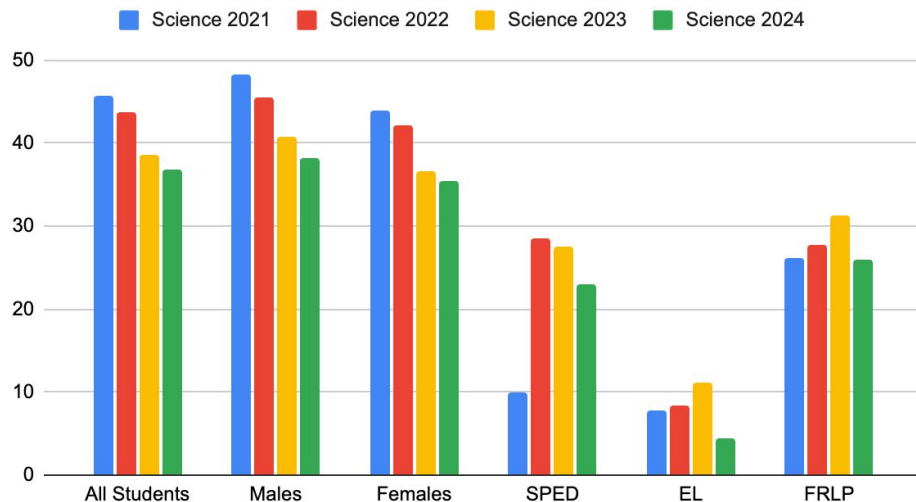
Closing the Achievement Gap



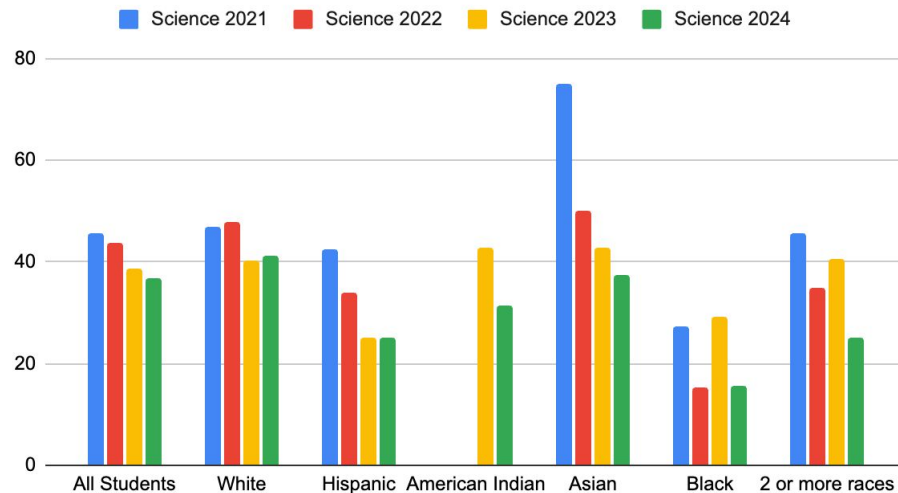
Closing the Achievement Gap



MCA Science



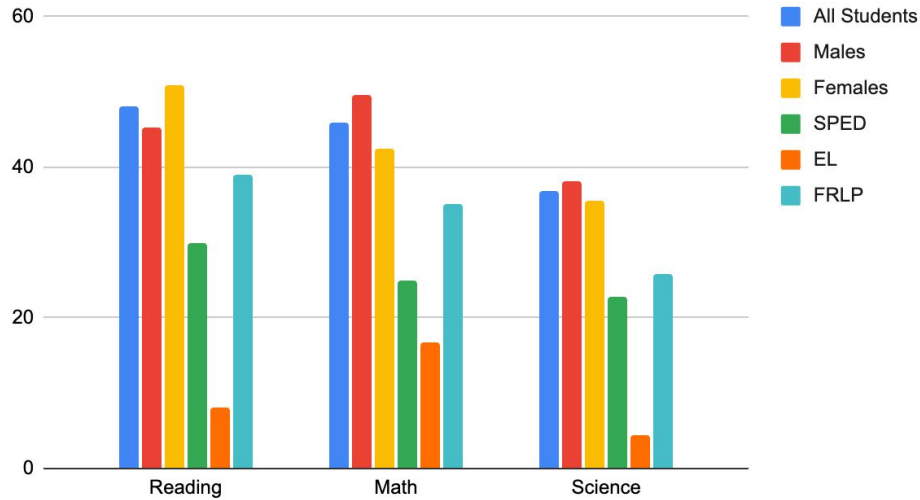
MCA Science



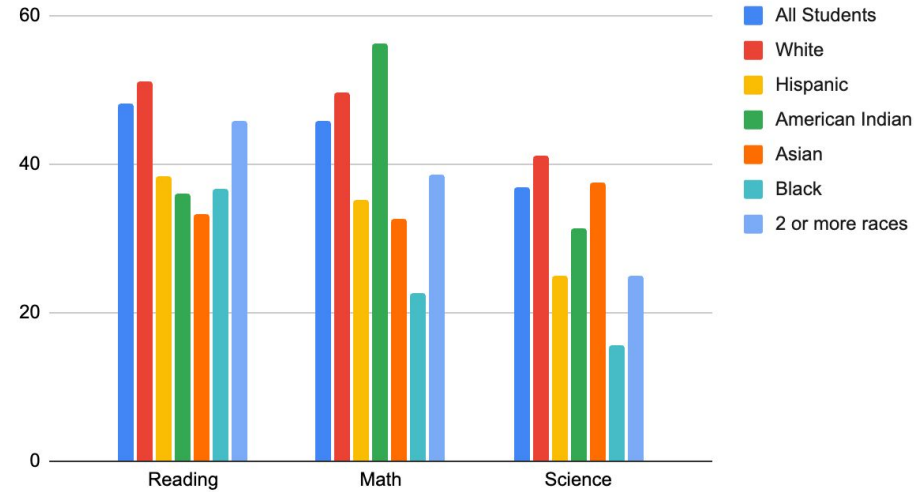
Closing the Achievement Gap



MCA 2024



MCA 2024



All racial and economic achievement gaps between students are closed. (2024-2025 Goal)

- ✗ By the end of 2024-2025, BLS will reduce the achievement gap on MCA reading, math, and science assessments for all student groups while increasing the score for all students.
- ✗ Data will be disaggregated by race, gender, English Learners, Special Education, and Free/Reduced.



Strategies to Close the Achievement Gap

- Disaggregate and respond to what the data reveal per work in Professional Learning Communities (PLCs) and through building instructional leadership teams (SLTs).
- Provide professional learning for teachers on understanding the backgrounds of their students.
- Develop a deeper understanding of learner variability as a proactive approach to instructional planning.



Strategies to Close the Achievement Gap

- Implement the principles of Universal Design for Learning (UDL) to better address the needs of individual students.
- Effectively implement targeted literacy practices, focusing on academic conversations, response writing, expanding vocabulary, and mediating comprehension.
- Effectively implement social and emotional learning (SEL) practices.
- Continually refine units of instruction by focusing on the integration of prioritized grade-level standards, essential life-work skills, and literacy.



All students are ready for career and college (2023-2024 Goal)

- **Goal:** 90% of BLHS 9th and 10th grade students will complete a personalized learning plan for college and career readiness by Spring 2024.
- **Results:** 89% of BLHS 9th grade students and 93% of BLHS 10th grade students completed a personalized learning plan for college and career readiness by Spring 2024. - **Goal not achieved**



All students are ready for career and college (2024-2025 Goal)

- ✗ **Goal:** 90% of BLHS 9th and 10th grade students will complete a personalized learning plan for college and career readiness by Spring 2025.



Career & College Readiness Strategies

- Analyze and respond to SLEDs (Statewide Longitudinal Education Data System) data.
- Use the lagging indicators from SLEDs data to inform course offerings and programming at BLHS.
- Grow the apprenticeship program through expanded business and industry partnerships.
- Refine the Career and College Readiness (CCR) graduation requirements to reflect CCR-related data



Career & College Readiness Strategies

- Use of Minnesota Career Information System (MCIS and MCIS Junior) to help students create and manage personalized learning plans.
- Increase collaboration among our schools to clarify and target life-work skills.
- Create more coherent skills-based pathways, especially for students in grades 6-12.



All students graduate from high school. (2023-2024 Goal)

- **Goal:** Big Lake High School four-year adjusted cohort graduation rate will remain above 90% in 2023, with no student group below 85%.
- Note: This is based on data for a 4 year cohort. Graduation rates are also reported for 5, 6, and 7 years, based, in part, on students participating in transition programs (Special Education programming for 18-21 year olds).
- **Results:** Big Lake High School four-year adjusted cohort graduation rate for 2023 was 90.3% (**Goal achieved**) with students receiving special education services at 75% (**Goal not achieved**) and students receiving free and reduced lunch at 87.5% (**Goal achieved**)



All students graduate from high school. (2024-2025 Goal)

- ✗ Big Lake High School four-year adjusted cohort graduation rate will remain above 90% in 2024, with no student group below 85%.
- ✗ Note: Data will be disaggregated by race, gender, English Learners*, Special Education, and Free/Reduced



Graduation Strategies

- Student completion of Personalized Learning Plans (PLPs) with teacher involvement.
- Monitor course completion to keep students on track for graduation.
- Use STING (BLHS scheduled intervention period) to target students who are in need of academic support.
- Continue to offer online learning options and other alternatives for students who may be more academically successful and confident learning in a different format and/or setting.



All students are prepared for lifelong learning (new focus area).

All students at Big Lake Schools participate in a variety of experiences to prepare them for lifelong learning.

Examples include:

- STEAM & STEM activities
- 4C activities (Collaboration, Communication, Critical Thinking, Creativity)
- EDP (Engineering Design Process)
- UDL (Understanding by Design)
- CCR (College & Career Readiness)
- PLPs (Personal Learning Plans)
- 3e (Exposure, Exploration, Experience)





Thanks!

Any questions?

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