

2023-24 Goal Priority	Learning Work Initiatives Research, testing and development of possible initiatives	Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics	Standard Work Practices Established, with at least 80% applying effectively (observable)- in cont. improvement										
<table border="1"> <tr> <td colspan="2" data-bbox="58 310 426 370">Graduation</td> </tr> <tr> <td colspan="2" data-bbox="58 370 426 430">All Students</td> </tr> <tr> <td data-bbox="58 430 233 490">Basic Goal</td> <td data-bbox="233 430 426 490">Trans. Goal</td> </tr> <tr> <td data-bbox="58 490 233 550">94.6</td> <td data-bbox="233 490 426 550">95.3</td> </tr> <tr> <td colspan="2" data-bbox="58 550 426 1377"> *See attached addendum for more detailed information </td> </tr> </table>	Graduation		All Students		Basic Goal	Trans. Goal	94.6	95.3	*See attached addendum for more detailed information		<ul style="list-style-type: none"> ● AVID preparation for 2024-25 (SD 2, SD 5) <ul style="list-style-type: none"> ○ Research needs for staffing, programming, and effective stakeholder communication ○ Seek collaboration from secondary principles with existing AVID programs ○ Attend AVID Summer Institute and AVID National Conference ● Examine how the practices within Street Data can be applied to our data-driven work (SD 4, SD 5) <ul style="list-style-type: none"> ○ Discuss within Equity and Instructional Teams ○ PLTs, Fastbridge, MCAs, ACTs, and student achievement data ● Continue planning for Career/Tech Ed (CTE) Pathways (SD 2, SD 4) <ul style="list-style-type: none"> ○ Promote pathways to students/families ○ Collaborate with CTE teachers to prepare for introduction of pathways 	<ul style="list-style-type: none"> ● Implementation of Character Strong curriculum in Foundations (SD 1) <ul style="list-style-type: none"> ○ Support provided during workshop week and collaboration time ● Centering Indigenous students (SD 1) <ul style="list-style-type: none"> ○ English teachers facilitate lessons on Indigenous Peoples Day ○ Recognition Indigenous Peoples Day, American Indian Heritage Month, and MN American Indian Heritage Month ○ Collaborate with L&A and Indian Education to support teachers ● Data analysis and application by PBIS and SAT Teams (SD 1, SD 4) <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify patterns ○ Utilize early Unified Insights early warning indicators to identify students needing interventions ○ Strengthen implementation of PBIS through ongoing positive feedback via Crimson Compliments ● Administer Fastbridge aReading and aMath to all 10th graders <ul style="list-style-type: none"> ○ SDASs analyze results, disaggregated by race, with English and math teachers 	<ul style="list-style-type: none"> ● Engage all staff members in professional learning aligned with the 2023-24 Focus Areas (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Standards-based instruction and grading ○ WIDA standards ○ Conceptual-based learning, focusing on ethnic studies ○ Student-centered pedagogy and smart tech use for equity ○ AVID ● Intervention Read+ (ADSIS) sections (SD 5) <ul style="list-style-type: none"> ○ Expand sections into 10th grade ○ Frequent progress monitoring to effectively differentiate instruction based on Fastbridge results ○ Support and collaboration from Instructional Coaches and SDASs ● Crimson Hour (SD 2, SD 4) <ul style="list-style-type: none"> ○ Increased academic support opportunities for all students ● Writing Center (SD 2, SD 4) <ul style="list-style-type: none"> ○ Collaborate with English and social studies teachers to increase students receiving writing support
Graduation													
All Students													
Basic Goal	Trans. Goal												
94.6	95.3												
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<table border="1"> <tr> <td colspan="2" data-bbox="58 1377 426 1421">Reading</td> </tr> <tr> <td colspan="2" data-bbox="58 1421 426 1455">All Students</td> </tr> </table>	Reading		All Students		<ul style="list-style-type: none"> ● Explore scheduling higher needs students in core sections with smaller 	<ul style="list-style-type: none"> ● Employ Ellevation resources across subject areas to differentiate 	<ul style="list-style-type: none"> ● Administer PreACT for all 10th graders (SD 5) 						
Reading													
All Students													

Basic Goal	Trans. Goal	<p>class sizes for stronger supports and interventions (SD 5)</p> <ul style="list-style-type: none"> Utilize disaggregated data of aReading data by race, gender, EL and SpEd for grades 10-11 <p>● Explore Pre-AP professional development for content English teachers (SD 4)</p> <ul style="list-style-type: none"> Teachers explore course materials and plan implementation into on-level content courses <p>● Explore Wilson Reading curriculum for Resource English Skills courses (SD 4)</p> <ul style="list-style-type: none"> Teachers explore course materials and plan implementation <p>● Align course curricula with new English priority standards (SD 1)</p> <ul style="list-style-type: none"> Plan the incorporation of ISD 279-adopted ELA standards within all grade levels of English courses 	<p>instruction, specifically for multilingual students (SD 1)</p> <ul style="list-style-type: none"> English teachers design differentiated instruction for all students, specifically those receiving EL services <p>● Implement Native American texts within English curriculum (SD 1)</p> <ul style="list-style-type: none"> Plan culturally responsive instructional strategies to strengthen core sense of belonging <p>● Align “How to be a good reader” strategies across subject areas (SD 1)</p> <ul style="list-style-type: none"> Provide training and support for classroom teachers Track success in PLTs, disaggregating data by race <p>● Establish English Learning Lab sections (SD 2, SD 5)</p> <ul style="list-style-type: none"> Provide credit recovery opportunities Develop supports and interventions to accelerate learning 	<ul style="list-style-type: none"> Analyze data, disaggregated by race, to identify student needs <p>● Intervention Read+ (ADSIS) sections (SD 5)</p> <ul style="list-style-type: none"> Increase progress monitoring to effectively differentiate instruction Expand sections into 10th grade <p>● Facilitate strategies by Instructional Team to strengthen student literacy (SD 5)</p> <ul style="list-style-type: none"> Incorporation of NUA High Operational Practices and Key Instructional Strategies Employ ACE (Answer, Cite, Explain) writing method with literacy strategies <p>● Implement procedures to empower students to use approved choice novels in English classes (SD 1)</p> <ul style="list-style-type: none"> Students may choose books to read in which to demonstrate proficiency of standards
73.2	78.2			
*See attached addendum for more detailed information				
Math		<p>● Explore AVID math strategies (SD 2, SD 5)</p> <ul style="list-style-type: none"> Core math teachers design strategies with support from Math SDAS and AVID Coordinator Attend AVID Conference <p>● Plan for the creation of sheltered EL Math Courses (SD 2, SD 5)</p> <ul style="list-style-type: none"> Examine implementation of foundational math skills class (Math 	<p>● Establish Nonlinear Algebra collaborative sections for students receiving EL services (SD 1, SD 5)</p> <ul style="list-style-type: none"> Students scheduled in sections by proficiency level (1s and 2s, 3s and 4s) <p>● Establish PLT for PreCalculus teachers (SD 4)</p> <ul style="list-style-type: none"> Facilitate supports and interventions to accelerate learning <p>● Implementation of AP PreCalculus (SD 4)</p>	<p>● Administer the PreACT for all 10th graders (SD 5)</p> <ul style="list-style-type: none"> Analyze data, disaggregated data by race, to identify student needs <p>● College Preparatory Mathematics (CPM) in core math classes (SD 2, SD 4)</p> <ul style="list-style-type: none"> Assign every math teacher to a CPM math class Collaborate and share strategies in PLTs
All Students				
Basic Goal	Trans. Goal			
59.8	64.8			
*See attached addendum for more detailed information				

	<p>Explorations) for proficiency levels (1 and 2)</p> <ul style="list-style-type: none"> ● Explore Ellevation resources in core math classes to differentiate instruction, specifically for multilingual students (SD 5) <ul style="list-style-type: none"> ○ Math teachers implement differentiated instruction for all students, specifically those receiving EL services 	<ul style="list-style-type: none"> ○ Facilitate instructional programming designed to increase exposure to AP level courses ● Implement Grading for Equity practices in core math classes (SD 5) <ul style="list-style-type: none"> ○ Formative and summative scores are displayed by standard in Gradebook ● Expand dedicated Math Lab sections for core math classes (SD 2, SD 5) <ul style="list-style-type: none"> ○ Provide credit recovery opportunity and employ interventions to accelerate learning 	<ul style="list-style-type: none"> ● Administer Fastbridge aMath assessment every trimester to all 9th grade students, analyzing data (SD 4) <ul style="list-style-type: none"> ○ Disaggregate data by race ○ Continue to schedule students in need of math support and intervention into Math Lab sections ○ Schedule higher needs students in sections with smaller class sizes
<p>Student Management</p> <p>Measured Behavior: Behavior incidents resulting in out-of-school suspension of students identified as black, Native American, Hispanic, and two or more races</p> <p>Baseline Data: During the 2022-2023 school year, 57 behavior incidents resulted in out-of-school suspensions. 44 of those suspensions involved students identified as black, Native American, Hispanic, and two or more races, which comprised 82.5% of our total out-of-school suspensions. This number is disproportionate as students identified as black, Hispanic, Native American, and two or more races only made up 24.7% of the student population.</p>	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Design new Crimson Way campaigns throughout the year to strengthen the common language and understanding among students and staff (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Train targeted SAT team members to use Unified Insights to support, gather, and decipher student data (SD 4) ○ Create small group lessons as an intervention to teach behavior skills during Crimson Hour (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Develop a behavior intervention plan template to identify unwanted, desired and replacement behaviors (SD 1) 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Employ Indigenous lessons for all students to increase the sense of belonging within our school (SD 1) ○ Integrate and deliver Character Strong curriculum in Foundations (SD 1) ○ Strengthen implementation of PBIS through ongoing positive feedback utilizing additional modes for delivery of Crimson Compliments (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Utilize Early Warning Indicators within Unified Insights to determine students needing interventions (SD 4) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify school-wide patterns (SD 4) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Interpret data bi-weekly to determine students who needs individual or small group interventions (SD 4) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Collaboratively design interventions to increase student learning and engagement to decrease negative behaviors (SD 2)

<p>Goal: Reduce the total incidents of out-of-school suspensions for students identified as black, Native American, Hispanic, and two or more races by approximately 40%, from 47 to 28.</p>		<ul style="list-style-type: none"> ○ Expand Check and Connect intervention to serve targeted general education students (SD 2) ○ Ongoing support and training to increase and utilize IM4 interventions (SD 2) 	
<p>Family Engagement</p> <p>Evidence of Need:</p> <ul style="list-style-type: none"> ● 85% of Crimson families reported their student feels emotionally safe at school, while 89% reported they feel physically safe at school. ● 73% of Crimson families reported staff communicate effectively with their students, which is lower than the district result of 81%. ● 77% of Crimson families reported they understand how to access the various communication tools from school, which is higher than the district result of 74%. 	<ul style="list-style-type: none"> ● Explore bi-weekly YouTube videos (SD 3) <ul style="list-style-type: none"> ○ Content may include announcements to school highlights ○ Identify themes to promote about the school, such as instruction, technology, etc. ● Examine latest Family Stakeholder Survey data to identify potential gaps in communication (SD 1, SD 3, SD 5) <ul style="list-style-type: none"> ○ Plan adjustments for identified gaps 	<ul style="list-style-type: none"> ● Coffee with the Principal <ul style="list-style-type: none"> ○ Host families once a trimester ● Crimson Careers (SD 2) <ul style="list-style-type: none"> ○ Increase Crimson families and alumni to present to students about their career path after high school ○ Explore ways to reach more students ● Establish Smore via Blackboard as primary communication tool to families (SD 3) <ul style="list-style-type: none"> ○ Crimson Newsletters, consistent periodic updates to families with branded visual display 	<ul style="list-style-type: none"> ● Talking Points (SD 3) <ul style="list-style-type: none"> ○ Strengthen frequency and incorporation in alignment with Blackboard messages
<p>Goal:</p> <ul style="list-style-type: none"> ● Increase by 10% of Crimson families who report staff communicate 			

effectively with their students, from 73% to 83%.			
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Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

<p align="center">2024-25 Goal Priority</p>	<p align="center">Learning Work Initiatives Research, testing and development of possible initiatives</p>	<p align="center">Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</p>	<p align="center">Standard Work Practices Established, with at least 80% applying effectively (observable)- in cont. improvement</p>		
<p align="center">Graduation All Students</p> <table border="1" data-bbox="58 444 233 526"> <tr> <td data-bbox="58 444 233 526">Basic Goal</td> <td data-bbox="233 444 428 526">Trans. Goal</td> </tr> </table>	Basic Goal	Trans. Goal	<ul style="list-style-type: none"> ● Examine credit-bearing internship or work-based course proposal (SD 2, SD 4) <ul style="list-style-type: none"> ○ Utilize multitude of local companies across career areas ○ Examine existing programs at area high schools ● Pursue updates to Foundations curriculum to align with Osseo and Park Center (SD 4) <ul style="list-style-type: none"> ○ With Character Strong imbedded, updates would follow the work created to the curriculum by Osseo and Park Center ○ New CRC specialist would lead this work ● Continue planning for Career/Tech Ed (CTE) Pathways (SD 2, SD 4) <ul style="list-style-type: none"> ○ Promote pathways to students/families ○ Collaborate with CTE teachers to prepare for introduction of pathways 	<ul style="list-style-type: none"> ● Implementation of AVID program (SD 2, SD 5) <ul style="list-style-type: none"> ○ Designate staff member as AVID coordinator, create AVID elective sections ○ Communicate with incoming 9th grade families and collaborate with MGMS and OMS during registration ● Apply practices within <i>Street Data</i> to our data-driven work (SD 4, SD 5) <ul style="list-style-type: none"> ○ Discuss within Equity and Instructional Teams ○ PLTs, Fastbridge, MCAs, ACTs, and student achievement data 	<ul style="list-style-type: none"> ● Implementation of Character Strong curriculum in Foundations (SD 1) <ul style="list-style-type: none"> ○ Support provided during workshop week and collaboration time ● Centering Indigenous students (SD 1) <ul style="list-style-type: none"> ○ English teachers facilitate lessons on Indigenous Peoples Day ○ Recognition Indigenous Peoples Day, American Indian Heritage Month, and MN American Indian Heritage Month ○ Collaborate with L&A and Indian Education to support teachers ● Data analysis and application by PBIS and SAT Teams (SD 1, SD 4) <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify patterns ○ Utilize early warning indicators within Unified Insights to determine students needing interventions ○ Strengthen implementation of PBIS through ongoing positive feedback via Crimson Compliments ● Administer Fastbridge aReading and aMath to all 10th graders <ul style="list-style-type: none"> ○ SDASs analyze results, disaggregated by race, with English and math teachers
Basic Goal	Trans. Goal				
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Reading				
All Students				
Basic Goal	Trans. Goal			
*See attached addendum for more detailed information		<ul style="list-style-type: none"> ● Explore AVID reading strategies (SD 5) <ul style="list-style-type: none"> ○ Core English teachers develop strategies with support from SDAS and AVID Coordinator ● Explore Pre-AP English 9 and 10 course offerings (SD 5) <ul style="list-style-type: none"> ○ Teachers explore course materials and plan implementation into on-level core content courses ○ Replace HP English 9 and 10, with Pre-AP English 9 and 10 to vertically align curriculum 	<ul style="list-style-type: none"> ● Implement scheduling higher needs students in core sections with smaller class sizes for stronger supports and interventions (SD 5) <ul style="list-style-type: none"> ○ Utilize disaggregated data of aReading data by race, gender, EL and SpEd for grades 10-11 ● Engage in Pre-AP professional development for content English teachers (SD 4) <ul style="list-style-type: none"> ○ Teachers incorporate knowledge from course materials and plan implementation into on-level content courses ● Utilize Wilson Reading curriculum for Resource English Skills courses (SD 4) <ul style="list-style-type: none"> ○ Teachers implement course materials and plan implementation ● Employ course curricula with new English priority standards (SD 1) <ul style="list-style-type: none"> ○ Implement ISD 279-adopted ELA standards within all grade levels of English courses 	<ul style="list-style-type: none"> ● Facilitate the PreACT for all 10th graders (SD 5) <ul style="list-style-type: none"> ○ Analyze data, disaggregated by race, to identify student needs ● Utilize Ellevation resources across subject areas to differentiate instruction, specifically for multilingual students (SD 1) <ul style="list-style-type: none"> ○ English teachers implement differentiated instruction for all students, specifically those receiving EL services ● Utilize Native American texts within English curriculum (SD 1) <ul style="list-style-type: none"> ○ Employ culturally responsive instructional strategies to strengthen core sense of belonging ● Employ “How to be a good reader” strategies across subject areas (SD 1) <ul style="list-style-type: none"> ○ Provide training and support for classroom teachers ○ Track success in PLTs ● English Learning Lab sections (SD 2, SD 5) <ul style="list-style-type: none"> ○ Provide credit recovery opportunities ○ Develop supports and interventions to accelerate learning
Math				
All Students				
Basic Goal	Trans. Goal			
*See attached addendum for more detailed information		<ul style="list-style-type: none"> ● Explore Pre-AP professional development for content math teachers (SD 4) <ul style="list-style-type: none"> ○ Teachers explore course materials and plan implementation into on-level core content courses 	<ul style="list-style-type: none"> ● Engage in AVID math strategies (SD 5) <ul style="list-style-type: none"> ○ Core math teachers implement strategies with support from Math SDAS and AVID Coordinator ○ Attend AVID Conference 	<ul style="list-style-type: none"> ● Nonlinear Algebra collaborative sections for students receiving EL services (SD 1, SD 5) <ul style="list-style-type: none"> ○ Students scheduled by proficiency level (1s and 2s, 3s and 4s)

	<ul style="list-style-type: none"> ● Design formation of math cohorts (SD 4) <ul style="list-style-type: none"> ○ Math SDAS provides professional learning to CPM teams to increase student achievement ● Creation of sheltered EL math courses (SD 5) <ul style="list-style-type: none"> ○ Implementation of foundational math skills class (Math Explorations) for proficiency levels (1 and 2) 	<ul style="list-style-type: none"> ● Creation of sheltered EL math Courses (SD 5) <ul style="list-style-type: none"> ○ Implementation of foundational math skills class (Math Explorations) for proficiency levels (1 and 2) ● Utilize Ellevation resources in core math classes to differentiate instruction, specifically for multilingual students (SD 5) <ul style="list-style-type: none"> ○ Math teachers implement differentiated instruction for all students, specifically those receiving EL services 	<ul style="list-style-type: none"> ● Continue support for PLT for PreCalculus teachers (SD 4) <ul style="list-style-type: none"> ○ Design supports and interventions to accelerate learning ● AP PreCalculus (SD 4) <ul style="list-style-type: none"> ○ Facilitate instructional programming designed to increase exposure to AP level courses ● Utilize Grading for Equity practices in core math classes (SD 5) <ul style="list-style-type: none"> ○ Formative and summative scores are displayed by standard in Gradebook ● Math Learning Lab sections (SD 2, SD 5) <ul style="list-style-type: none"> ○ Provide credit recovery opportunities ○ Develop supports and interventions to accelerate learning
<p>Student Management</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p>	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Collaboratively design a matrix to plan student interventions based on data and research-based interventions (SD 4) ○ Create student, staff, and family focus groups to review The Crimson Way expectations to determine if they are still accessible and meaningful to students (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ MTSS training to provide teachers necessary instruction and support for implementing interventions and 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Utilize Crimson Way campaigns throughout the year to strengthen the common language and understanding of among students and staff (SD1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Targeted SAT team members utilize and teach other SAT team members to gather and decipher student data to use as a team within Unified Insights (SD 4) ○ Create small group lessons as an intervention to teach behavior skills during Crimson Hour (SD 2) 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Employ Indigenous lessons for all students to increase the sense of belonging within our school (SD 1) ○ Integrate and deliver Character Strong curriculum in Foundations (SD 1) ○ Strengthen implementation of PBIS through ongoing positive feedback utilizing additional modes for delivery of Crimson Compliments (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Utilize Early Warning Indicators

<p>Goal:</p>	<p>gathering data in the classroom (SD 2)</p> <ul style="list-style-type: none"> ○ Adjust Alternative To Suspension (ATS) to be more restorative; include skill-building and problem-solving lessons, and community service (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Collaborate with high school assistant principals to compare learnings from applied Tier 3 interventions (SD 5) 	<ul style="list-style-type: none"> ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Utilize a behavior intervention plan template to identify unwanted, desired and replacement behaviors (SD 1) 	<p>within Unified Insights to determine students needing interventions (SD 4)</p> <ul style="list-style-type: none"> ○ Facilitate interventions to increase student learning and engagement to decrease negative behaviors (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Implement Check and Connect intervention to serve targeted general education students (SD 2) ○ Utilize IM4 interventions regularly (SD 2)
<p>Family Engagement</p> <p>Evidence of Need:</p> <p>Goal:</p>	<ul style="list-style-type: none"> ● Explore hosting a Multicultural Family Night (SD 1, SD 3) <ul style="list-style-type: none"> ○ Target our multilingual students and families ○ Encourage our EL teachers to contact those at Park Center to learn of past events, and lessons learned ● Plan post-high school options presentation for families (SD 3) <ul style="list-style-type: none"> ○ Collaborate with CRC Specialist to plan a presentation targeting 10th-11th grade families about post-high school options, highlighting alternatives to four-year colleges 	<ul style="list-style-type: none"> ● Post bi-weekly YouTube videos (SD 3) <ul style="list-style-type: none"> ○ Content may include announcements to school highlights ○ Identify themes to promote about the school, such as instruction, technology, etc. ● Apply latest Family Stakeholder Survey data to identify potential gaps in communication (SD 1, SD 3, SD 5) <ul style="list-style-type: none"> ○ Identified gaps and design methods to bridge them 	<ul style="list-style-type: none"> ● Establish Smore via Blackboard as primary communication tool to families (SD 3) <ul style="list-style-type: none"> ○ Newsletters, consistent periodic updates to families with branded visual display ● Crimson Careers (SD 2) <ul style="list-style-type: none"> ○ Increase Crimson families and alumni to present to students about their career path after high school ○ Explore ways to grow and reach more students ● Coffee with the Principal <ul style="list-style-type: none"> ○ Host families once a trimester

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

<p align="center">2025-26 Goal Priority</p>	<p align="center">Learning Work Initiatives Research, testing and development of possible initiatives</p>	<p align="center">Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</p>	<p align="center">Standard Work Practices Established, with at least 80% applying effectively (observable)- in cont. improvement</p>								
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Graduation											
All Students											
Basic Goal	Trans. Goal										
*See attached addendum for more detailed information											
<table border="1"> <tr> <td colspan="2" data-bbox="58 950 459 990">Reading</td> </tr> <tr> <td colspan="2" data-bbox="58 993 459 1023">All Students</td> </tr> <tr> <td data-bbox="58 1026 264 1097">Basic Goal</td> <td data-bbox="268 1026 459 1097">Trans. Goal</td> </tr> <tr> <td colspan="2" data-bbox="58 1101 459 1130">*See attached addendum for more detailed information</td> </tr> </table>	Reading		All Students		Basic Goal	Trans. Goal	*See attached addendum for more detailed information		<ul style="list-style-type: none"> ● Explore AVID elective tutorial English class (SD 4) <ul style="list-style-type: none"> ○ Examine the implementation of peer-tutoring program to support students within their AVID elective ● Explore concurrent enrollment (SD 5) <ul style="list-style-type: none"> ○ Plan collaboration with other secondary sites to support implementation to expand accelerated learning opportunities for students 	<ul style="list-style-type: none"> ● Implement Pre-AP English 9 and 10 courses (SD 5) <ul style="list-style-type: none"> ○ Teachers explore course materials and plan implementation into on-level core content courses ○ Replace HP English 9 and 10, with Pre-AP English 9 and 10 to vertically align curriculum ● Incorporate AVID reading strategies (SD 5) <ul style="list-style-type: none"> ○ Core English teachers develop strategies with support from SDAS and AVID Coordinator 	<ul style="list-style-type: none"> ● Employ course curricula with new English priority standards (SD 1) <ul style="list-style-type: none"> ○ Implement ISD 279-adopted ELA standards within all grade levels of English courses ● Implement scheduling higher needs students in core sections with smaller class sizes for stronger supports and interventions (SD 5) <ul style="list-style-type: none"> ○ Utilize disaggregated data of aReading data by race, gender, EL and SpEd for grades 10-11
Reading											
All Students											
Basic Goal	Trans. Goal										
*See attached addendum for more detailed information											

<table border="1"> <tr> <th colspan="2">Math</th> </tr> <tr> <td colspan="2">All Students</td> </tr> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td colspan="2">*See attached addendum for more detailed information</td> </tr> </table>	Math		All Students		Basic Goal	Trans. Goal	*See attached addendum for more detailed information		<ul style="list-style-type: none"> ● Explore AVID elective tutorial Math elective (SD 4) <ul style="list-style-type: none"> ○ Examine the implementation of peer-tutoring program to support students within their AVID elective ● Explore concurrent enrollment (SD 5) <ul style="list-style-type: none"> ○ Collaborate with other secondary sites to implement concurrent enrollment for math classes 	<ul style="list-style-type: none"> ● Engage in Pre-AP Professional Development for math instructors (SD 4) <ul style="list-style-type: none"> ○ Teachers incorporate course materials and plan implementation into on-level core content courses ● Facilitate Math cohorts (SD 4) <ul style="list-style-type: none"> ○ Math SDAS provided professional learning to CPM teams to increase student achievement ● Creation of sheltered EL math courses (SD 5) <ul style="list-style-type: none"> ○ Implementation of foundational math skills class (Math Explorations) for proficiency levels (1 and 2) 	<ul style="list-style-type: none"> ● Utilize AVID math strategies (SD 5) <ul style="list-style-type: none"> ○ Core math teachers implement strategies with support from Math SDAS and AVID Coordinator
Math											
All Students											
Basic Goal	Trans. Goal										
*See attached addendum for more detailed information											
<table border="1"> <tr> <th>Student Management</th> </tr> <tr> <td>Measured Behavior:</td> </tr> <tr> <td>Baseline Data by Target Group:</td> </tr> <tr> <td>Goal:</td> </tr> </table>	Student Management	Measured Behavior:	Baseline Data by Target Group:	Goal:	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Investigate opportunities for student groups (Link Crew, Crimson Cabinet, etc.) to promote and recognize the use of the Crimson Way (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Explore professional development opportunities on the use of restorative conversations with students (SD 4) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Research best practices for in-class behavior intervention implementation and documentation (SD 4) 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Collaboratively design a matrix to plan student interventions based on data and research-based interventions (SD 4) ○ Utilizing feedback from student, staff, and family focus groups that reviewed The Crimson Way expectations (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ MTSS training to provide teachers necessary instruction and support for implementing interventions and gathering data in the classroom (SD 2) ○ Utilize Alternative To Suspension to be restorative; include skill-building and problem-solving 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Promote to utilize Crimson Way Campaigns throughout the year to strengthen the common language and understanding among students and Staff (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ All SAT team members utilize tools within Unified Insights data to gather and decipher student data (SD 4) ○ Implement small group lessons to use as an intervention to teach targeted behavior skills during Crimson Hour (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> 				
Student Management											
Measured Behavior:											
Baseline Data by Target Group:											
Goal:											

		<p>lessons, and community service (SD 2)</p> <ul style="list-style-type: none"> ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Collaborate with high school assistant principals to compare learnings from applied Tier 3 interventions (SD 5) 	<ul style="list-style-type: none"> ○ Utilize a behavior intervention plan template to identify unwanted, desired and replacement behaviors (SD 1)
<p>Family Engagement</p> <p>Evidence of Need:</p> <p>Goal:</p>	<ul style="list-style-type: none"> ● Explore an August post-high school planning meeting <ul style="list-style-type: none"> ○ Research area high schools who currently offer a similar opportunity to learn of ideas and strategies for success ● Design family “how to” sessions during conference nights <ul style="list-style-type: none"> ○ Explore features of ParentVUE and Schoology, and TalkingPoints 	<ul style="list-style-type: none"> ● Host a Multicultural Family Night (SD 1, SD 3) <ul style="list-style-type: none"> ○ Target our multilingual students and families ○ Collaborate with Park Center to learn of past events, and lessons learned ● Facilitate a post-high school options presentation for families (SD 3) <ul style="list-style-type: none"> ○ Collaborate with CRC Specialist to plan a presentation targeting 10th-11th grade families about post-high school options, highlighting alternatives to four-year colleges 	<ul style="list-style-type: none"> ● Post bi-weekly YouTube videos (SD 3) <ul style="list-style-type: none"> ○ Content may include announcements to school highlights ○ Identify themes to promote about the school, such as instruction, technology, etc. ● Apply latest Family Stakeholder Survey data to identify potential gaps in communication (SD 1, SD 3, SD 5) <ul style="list-style-type: none"> ○ Plan adjustments for identified gaps

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD 1)
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD 2)
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD 3)
4. Create a system of operational innovation, excellence, accountability and sustainability. (SD 4)
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD 5)

Graduation Rate

Graduation Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal
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MGSH

Four-Year Graduation Rate - Goals and Results

	Results 2020	Results 2021	Basic Goal 2022	Transform Goal 2022	Results 2022	Basic Goal 2023	Transform Goal 2023	Results 2023
All Students	94.3	91.5	92.6	93.6	93.8	94.6	95.3	
Am Indian		60.0	65.0	70.0	90.0	91.3	92.5	
Asian	97.9	87.8	89.3	90.9	94.9	95.5	96.2	
Black	85.7	80.0	82.5	85.0	90.9	92.0	93.2	
Hispanic	83.3	89.5	90.8	92.1	79.3	81.9	84.5	
White	95.4	93.8	94.6	95.4	95.3	95.9	96.5	
Multiracial	93.8	84.2	86.2	88.2	90.3	91.5	92.7	
EL/ML	87.5	55.6	61.1	66.7	40.0	47.5	55.0	
ML Exited (2+Yrs)								
Non-Eng Not ML (5yrs)					95.7	96.2	96.8	
Spec Ed	73.8	59.5	64.5	69.6	56.1	61.6	67.1	
F/R Lunch	90.1	75.5	78.6	81.6	80.0	82.5	85.0	
Homeless								
Female	97.8	95.3	95.9	96.5	95.6	96.2	96.7	
Male	90.7	87.5	89.0	90.6	91.8	92.9	93.9	

Graduation Rate Basic goal = halfway to 100% in 4 years, Transformational = halfway to 100% in 2 years

MCA Reading Index Rates

Priority One: READING				Measure: MCA Proficiency (Index Rates)				
Column Header								
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points							
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1							
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years							
Transformational (Trans.) Goal	Basic goal plus five index rate points							
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal		Met basic goal	Met transformational goal	
*Two new multilingual (ML) related groups have been added this year: Non Eng Not ML (6yrs) includes non-English home language students who did not receive ML services in any of the past six school years. ML Exited (2+ Yrs) refers to students who previously received ML services but were exited prior to the the last two school years.								
Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
Grade 10	83.3	80.9	73.4	82.8	87.8	80.8	73.2	78.2
Am Indian				72.3	77.3	87.5	91.6	96.6
Asian	83.8		78.6	75.7	80.7	72.7	84.2	89.2
Black	68.8		40.4	53.3	58.3	54.3	48.7	53.7
Hispanic	56.7		65.6	77.7	82.7	85.7	75.0	80.0
White	86.1		76.9	86.5	91.5	83.8	75.1	80.1
Multiracial	75.0		76.7	78.2	83.2	76.3	69.3	74.3
ML/EL				9.8	14.8	0.0	13.4	18.4
ML Exited (2+ Yrs)*							48.7	53.7
Non Eng Not ML (6yrs)*				83.0	88.0	82.0	83.7	88.7
Spec Ed	53.8		37.2	57.0	62.0	50.0	38.7	43.7
Free/Red. Price Meals	56.1		50.0	61.7	66.7	63.2	60.3	65.3
Female	86.9		74.6	88.7	93.7	83.0	78.0	83.0
Male	79.1		72.1	78.1	83.1	79.0	68.7	73.7

MCA Reading Proficiency

Priority One: READING		<i>Measure: MCA Proficiency (% Proficient)</i>
Column Header	Definition	
Results	% Proficient on MCA Reading	
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2023	

Key:	
Symbol	Description
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: At the high school level only students in grade 10 take the MCA Reading assessment. The 2019 results were pre-COVID.

Group	MCA (% Proficient)				Trend
	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	
All Students - State	60%	53%	52%	50%	↓
All Students - District	56%	51%	50%	49%	↓
All Students - Site	71%	69%	67%	66%	↓
Am Ind	n<5	n<5	n<5	n<5	□
Asian	71%	83%	72%	67%	↓
Black	49%	34%	42%	38%	↓
Hispanic	36%	78%	75%	68%	↑
White	77%	73%	70%	71%	↓
Multiracial	61%	53%	55%	63%	↑
EL	0%	0%	15%	7%	↑
ML Exited (2+Yrs)				n<5	□
Non-Eng Not ML (6yrs)				73%	□
SPED	33%	32%	24%	30%	↓
F/R Meals	40%	19%	45%	48%	↑
Female	78%	72%	71%	72%	↓
Male	64%	67%	64%	61%	↓

FastBridge Reading Growth by All

Priority One: READING	<i>Measure: Growth (% Making F-S Natnl Growth by All Pctl)</i>				
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-22	Below Baseline Hi 23-44	Baseline 45-56%	Target Lo 57-65%	Target Hi 66-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-9	Below Baseline Hi 10-19	Baseline 20-31%	Target Lo 32-40%	Target Hi 41+

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - National			50%	25%	50%	25%
All Students - District			45%	21%	46%	19%
All Students - Site			50%	23%	50%	24%
Am Ind			n<5	n<5	n<5	n<5
Asian			59%	38%	59%	20%
Black			48%	25%	52%	27%
Hispanic			32%	5%	50%	18%
White			51%	21%	48%	23%
Multiracial			50%	35%	52%	24%
ML/EL			63%	25%	78%	52%
ML Exited (2+Yrs)					75%	13%
Non-Eng Not ML (6yrs)					46%	29%
SPED			50%	43%	62%	34%
F/R Meals			52%	17%	56%	29%
Female			48%	22%	47%	23%
Male			52%	24%	52%	24%
Very Low Risk			44%	16%	34%	14%
Low Risk			66%	34%	56%	25%
Some Risk			76%	58%	71%	42%
High Risk			53%	33%	81%	44%

FastBridge Reading Growth by Start Score

Priority One: READING		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based students who had their same starting score nationally				
Aggressive Growth by Start Score	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based students who had their same starting score nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-19	Below Baseline Hi 20-39	Baseline 40-59%	Target Lo 60-67%	Target Hi 68-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-5	Below Baseline Hi 6-12	Baseline 13-36%	Target Lo 37-44%	Target Hi 45+

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - National	50%	25%	50%	25%
All Students - District	38%	14%	35%	13%
All Students - Site	36%	11%	38%	11%
Am Ind	n<5	n<5	n<5	n<5
Asian	40%	14%	43%	14%
Black	24%	4%	24%	10%
Hispanic	26%	5%	36%	7%
White	37%	12%	39%	11%
Multiracial	46%	23%	38%	7%
ML/EL	18%	0%	45%	10%
ML Exited (2+Yrs)			38%	0%
Non-Eng Not ML (6yrs)			46%	23%
SPED	42%	12%	34%	9%
F/R Meals	22%	5%	29%	9%
Female	34%	9%	39%	11%
Male	37%	13%	37%	11%
Very Low Risk	36%	10%	43%	12%
Low Risk	38%	15%	31%	7%
Some Risk	45%	24%	38%	16%
High Risk	17%	0%	32%	9%

MCA Math Index Rates

Priority Two: MATHEMATICS							<i>Measure: MCA Proficiency (Index Rates)</i>	
Column Header								
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Please note: non-proficient students are assigned zero points.							
Results	Index rate for 11th graders with scores from 8th grade, enrolled on October 1 and tested in the spring.							
Basic Goal	Given the lack of cohort baseline data due to COVID: basic goals for 2023 were one point above the previous highest index rate for the school; and results only color-coded for the school overall. 2023 results only calculated for students enrolled for all of 2019-20 and still enrolled in Spring 2023. 2024 goals set based upon baseline data using index rate goal table.							
Transformational (Trans.) Goal	Basic goal plus five index rate points.							
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal		

*Two new multilingual (ML) related groups have been added this year: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years. **ML Exited (2+ Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
Grade 11	69.1	65.1	61.0	70.1	75.1	61.5	59.8	64.8
Am Indian			33.3			50.0	40.0	45.0
Asian	80.6	73.3	71.2			59.4	65.2	70.2
Black	22.9	28.6	24.0			35.2	26.2	31.2
Hispanic		56.3	42.3			42.3	36.2	41.2
White	71.3	67.9	67.6			65.4	64.5	69.5
Multiracial	59.1	73.7	47.7			53.1	38.1	43.1
ML/EL			0.0					
ML Exited (2+ Yrs)*						14.3		
Non Eng Not ML (6yrs)*						60.0	43.2	48.2
Spec Ed	31.6	20.0	22.7			18.8	35.6	40.6
Free/Red. Price Meals	38.8	23.9	25.5			40.2	28.9	33.9
Female	71.6	68.9	58.5			59.7	60.2	65.2
Male	66.6	61.3	63.1			63.2	59.5	64.5

MCA Math Proficiency

Priority Two: MATH		<i>Measure: MCA Proficiency (% Proficient)</i>
Column Header	Definition	
Results	% Proficient on MCA Math	
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2023	

Key:	
Symbol	Description
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: At the high school level only students in grade 11 take the MCA Math assessment. The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
All Students - State	55%	44%	46%	46%	↓
All Students - District	50%	41%	43%	42%	↓
All Students - Site	54%	53%	50%	44%	↓
Am Ind	50%	n<5	n<5	n<5	□
Asian	72%	63%	64%	52%	↓
Black	13%	18%	15%	17%	↑
Hispanic	29%	33%	27%	29%	→
White	58%	56%	57%	49%	↓
Multiracial	59%	52%	38%	39%	↓
EL	0%	0%	0%	0%	→
ML Exited (2+Yrs)				22%	□
Non-Eng Not ML (6yrs)				40%	□
SPED	19%	13%	11%	0%	↓
F/R Meals	16%	13%	14%	21%	↑
Female	57%	54%	47%	43%	↓
Male	53%	51%	54%	45%	↓

FastBridge Math Growth by All

Priority Two: MATH	<i>Measure: Growth (% Making F-S Natnl Growth by All Pctl)</i>				
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-23	Below Baseline HI 24-47%	Baseline 48-53%	Target Lo 54-64%	Target HI 65-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-10	Below Baseline HI 11-21	Baseline 22-28%	Target Lo 29-39%	Target HI 40+

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - National			50%	25%	50%	25%
All Students - District			51%	25%	46%	21%
All Students - Site			40%	15%	40%	19%
Am Ind			n<5	n<5	n<5	n<5
Asian			32%	5%	41%	29%
Black			34%	13%	46%	17%
Hispanic			38%	19%	50%	22%
White			43%	17%	37%	17%
Multiracial			47%	18%	44%	24%
ML/EL			55%	36%	20%	13%
ML Exited (2+Yrs)					33%	17%
Non-Eng Not ML (6yrs)					36%	18%
SPED			45%	21%	26%	15%
F/R Meals			36%	11%	41%	16%
Female			45%	14%	47%	21%
Male			37%	16%	33%	17%
Very Low Risk			25%	7%	38%	20%
Low Risk			49%	18%	43%	17%
Some Risk			41%	15%	46%	21%
High Risk			56%	36%	24%	12%