

Park Center Senior High 3-Year Operational Plan (2023-24; 2024-25; 2025-26)

2023-24 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives (YR 1) <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices (YR 2&3) <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>										
<table border="1"> <tr> <td colspan="2" data-bbox="58 280 401 326">Graduation</td> </tr> <tr> <td colspan="2" data-bbox="58 326 401 362">All Students</td> </tr> <tr> <td data-bbox="58 362 233 435">Basic Goal</td> <td data-bbox="233 362 401 435">Trans. Goal</td> </tr> <tr> <td data-bbox="58 435 233 470">78.2</td> <td data-bbox="233 435 401 470">81.3</td> </tr> <tr> <td colspan="2" data-bbox="58 470 401 1386">*See attached addendum for more detailed information</td> </tr> </table>	Graduation		All Students		Basic Goal	Trans. Goal	78.2	81.3	*See attached addendum for more detailed information		<p>Elective class support offerings (SD 1, SD 5)</p> <ul style="list-style-type: none"> Analyze need for learning lab sections for 9th graders <p>Adaptive practices (SD 4, SD 5)</p> <ul style="list-style-type: none"> Build on/utilize BARR strategies in grades 10, 11, and 12 Analyze credit accumulation data to identify needed supports <p>Explore starting an AVID program (SD 1, SD 2, SD 5)</p> <ul style="list-style-type: none"> Research needs for staffing, programming, and effective communication with students and families Seek collaboration from secondary principals with existing AVID programs Build AVID Site Team 	<p>Outside of school supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Provide Wonderful Wednesdays for BARR students to celebrate student attendance and academic success Provide summer programming for all students in ELA, Math, Science, and Social Studies <p>Adaptive practices (SD 4, SD 5)</p> <ul style="list-style-type: none"> Utilize/adapt BARR meeting concepts for Student Assistance Team <p>Intervention in 4 core subjects (SD 5)</p> <ul style="list-style-type: none"> 30 minutes weekly during Advisory <p>Equity Work (SD 1, SD 5)</p> <ul style="list-style-type: none"> Dedicated time for staff training during site development Provide focused staff development theme with Dr. Walker’s Critical Questioning Team <p>Authentic Assessments (SD 2, SD 4)</p> <ul style="list-style-type: none"> Led by ILT Team to support staff with 	<p>Elective class support offerings (SD 1, SD 5)</p> <ul style="list-style-type: none"> Provide 3.0 FTE to offer 10th, 11th, and 12th grade learning labs <p>Outside of school supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Provide Homework Center (Tuesdays, Wednesdays, Thursdays) <p>Equity Work (PD 1)</p> <ul style="list-style-type: none"> Hold monthly E-Team meetings Participate in E-Team cohort trainings
Graduation													
All Students													
Basic Goal	Trans. Goal												
78.2	81.3												
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Adapted August 23

				Formative and Summative Assessments			
Reading		<p>Core class supports (SD 1, SD 2)</p> <ul style="list-style-type: none"> Explore changes to 12th grade curriculum to continue the expansion of the IB Language and Literature course from 11th grade-wide <p>Elective class support offerings (SD 1, SD 5)</p> <ul style="list-style-type: none"> Explore potential reading support course offering for 11th and 12th grade students <p>Interventions (SD 5)</p> <ul style="list-style-type: none"> Investigate how to incorporate sustained silent reading (SSR) in our weekly schedule <p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Investigate instructional strategies from Read + class that can be used building- wide AVID Strategies BARR Strategies 		<p>Core class supports (SD 1, SD2)</p> <ul style="list-style-type: none"> Implement IB Language and Literature Standard Level course for all 11th grade students Train 11th grade content and co-teachers in IB Language and Literature course Maintain continuity in 11th grade teaching team to support implementation Train 12th grade content and co-teachers in IB Language and Literature course Maintain continuity in 12th grade teaching team to support implementation Allocate resources to lower 9th and 10th grade class sizes <p>Interventions (SD 4, SD 5)</p> <ul style="list-style-type: none"> Utilize FastBridge score to place students into co-taught reading courses in 9th and 10th grade Offer one section of EL English 9 for Level 2 ML students Analyze Pre-ACT data to use for potential interventions for coming year 		<p>Core class supports (SD1, SD5)</p> <ul style="list-style-type: none"> Utilize Read + data from previous year to place students in 10th grade co-taught classes <p>Elective class support offerings (SD 1, SD 5)</p> <ul style="list-style-type: none"> Place struggling readers in the Read+ course, based on 8th grade FastBridge scores, 8th grade MCA scores, and 8th grade English class grade <p>Staff supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Allocate resources for 1.0 FTE Instructional Coach/BARR <p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Implement culturally relevant teaching strategies and content through use of PC Unit Planner Implement sustained silent reading (SSR) in 10th grade English classes <p>FastBridge eReading (SD 4)</p> <ul style="list-style-type: none"> Administer each trimester for all 9th and 10th grade students in English classes Analyze data to identify needed supports 	
All Students							
Basic Goal	Trans. Goal						
61.9	66.9						
<p>*See attached addendum for more detailed information</p>							

Adapted August 23

			<p>Interventions (SD 2, SD 4)</p> <ul style="list-style-type: none"> ● Offer intervention during Advisory targeting students who are enrolled in multiple English and Reading courses <p>Core class supports (SD1, SD5)</p> <ul style="list-style-type: none"> ● Allocate resources for reading co-teachers in core areas ● Place struggling readers in co-taught courses with academically proficient peers based on learning needs (SpEd) ● Place EL students in co-taught courses with academically proficient peers <p>Departmental Collaboration (SD 3, SD 4, SD 5)</p> <ul style="list-style-type: none"> ● Provide common planning time for departments and co-teachers during contractual hours ● Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT 						
<p align="center">Math</p> <table border="1"> <tr> <td align="center" colspan="2">All Students</td> </tr> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td align="center">28.7</td> <td align="center">33.7</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	All Students		Basic Goal	Trans. Goal	28.7	33.7	<p>Core class supports (SD 1, SD 2, 5)</p> <ul style="list-style-type: none"> ● Analyze 10th grade aMath data to determine additional instructional supports ● Investigate sheltered EL course for Nonlinear Algebra 	<p>Core class supports (SD1, SD5)</p> <ul style="list-style-type: none"> ● Offer 3 sections of 9th Grade Math+ elective support class to reteach, enrich, and support students who are currently taking Nonlinear Algebra ● Utilize aMath data to identify Math+, co-taught students 	<p>Core class supports (SD1, SD5)</p> <ul style="list-style-type: none"> ● Provide 2 sections for co-taught Nonlinear Algebra (EL students) ● Provide 2 sections of co-taught Nonlinear Algebra and 2 sections of co-taught Geometry classes (with reading teachers)
All Students									
Basic Goal	Trans. Goal								
28.7	33.7								

Adapted August 23

	<p>Elective class support offerings (SD 1, SD 4, SD 5)</p> <ul style="list-style-type: none"> Investigate further concurrent enrollment offerings <p>Interventions (SD 2, SD 5)</p> <ul style="list-style-type: none"> Examine remedial course offerings to better align with student needs AVID Strategies BARR strategies <p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Analyze implementation of College Preparatory Mathematics (CPM) strategies and practices 	<ul style="list-style-type: none"> Align College Preparatory Mathematics (CPM) assessments to ensure students interact with topics multiple times throughout the year Offer 2 sections of EL co-taught Geometry <p>Elective class offerings (SD1, SD5)</p> <ul style="list-style-type: none"> Implement 1 section of College Algebra Concurrent Enrollment through Anoka Ramsey Community College <p>Instructional strategies support (SD1, SD 4)</p> <ul style="list-style-type: none"> Provide SDAS support for PLTs Review essential College Preparatory Mathematics (CPM) structures such as huddle, table resources, collaborative student work, roles for students 	<ul style="list-style-type: none"> Provide co-taught sections of Non-Linear Algebra, Geometry, and Algebra 2 for SpEd students with their academically proficient peers Provide 2 sections of EL math courses <p>FastBridge aMath (SD 4)</p> <ul style="list-style-type: none"> Administer each trimester for all 9th grade math students Analyze data to identify needed supports
<p>Student Management</p> <p>Evidence of Need: There were 1394 total student incidents for the 2022 - 23 school year.</p> <ul style="list-style-type: none"> 644 of the total incidents were for the 9th grade students which represents 46.2 % of all incidents 494 of the 9th grade student incidents were for Black (not of 	<p>PBIS Implementation (SD1)</p> <ul style="list-style-type: none"> Develop additional recognition events Develop house/team concept for multi-grade teams Review need for additional recognition events for student academic support <p>Unified Insights (SD 1)</p> <ul style="list-style-type: none"> Analyze incident data to determine needed interventions/supports 	<p>Student supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Incorporate relationship building activities during first weeks of school in all classes Provide student support groups for identified Affinity groups Align Social Workers/SMS/Counselor into alpha PODS Adapt process/procedures for Student Assistance Team meetings to align with PODS 	<p>Student supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Provide Check & Connect Provide Indian Education Support <p>PBIS Implementation (SD 1)</p> <ul style="list-style-type: none"> Provide class meetings during first weeks of school to provide clear expectations about PC PRIDE Conduct handbook review (each trimester)

Adapted August 23

<p>Hispanic origin) students, which represents 76.7% of all 9th grade incidents</p>		<p>Licensed staff supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> ● Allocate resources for Academic Support Staff ● Hold weekly POD meetings 	<ul style="list-style-type: none"> ● Continue to enforce student pass system (green, yellow, red) ● Continue to use “tardy phone call home practice”
<p>Measured Behavior: 9th grade student incidents</p>		<p>Adaptive work (SD 4, SD 5)</p> <ul style="list-style-type: none"> ● Mobile workstations for Admin 	
<p>Baseline Data by Target Group: 9th grade Black (not of Hispanic origin)</p>		<p>PBIS Implementation (SD 1)</p> <ul style="list-style-type: none"> ● Host attendance recognition 	
<p>Goals:</p> <ul style="list-style-type: none"> ● Decrease the percentage of overall incidents written for 9th grade students from 46.2% to 41.2% ● Decrease the percentage of incidents written for Black (not of Hispanic origin) 9th grade students from 76.7 % to 71.7% 			

<p>Family Engagement</p> <p>Evidence of Need: Osseo Area Schools' School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal</p> <p>Based on 2022 Family Stakeholder Survey data, PCSH families report:</p> <ul style="list-style-type: none"> 65% of families report understanding how to access various district communication tools 63% reported that staff provide regular progress updates 75% report staff create space for family feedback 77% report staff use their feedback to support their student 	<p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Design and host multicultural events involving student groups (Asian Club, Latino Circle, PRISM, etc.) Design and host "family/caregiver" event, to include tours of the building Design and host Family/Caregiver University 100 (an information session to learn about resources available to them) <p>Family/School Collaboration (SD 3)</p> <ul style="list-style-type: none"> Create a work group to re-design our conference model 	<p>Family/School Collaboration (SD 3)</p> <ul style="list-style-type: none"> Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep Offer a job fair for students/families hosted in spring <p>Communication (SD 3)</p> <ul style="list-style-type: none"> Utilize Talking Points Utilize social media (FB, Twitter, etc.) Utilize Blackboard <p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Host Family Engagement evenings in collaboration with FACE 	<p>Family/School Collaboration (SD 3)</p> <ul style="list-style-type: none"> Conduct in-person and virtual conferences <p>Communication (SD 3)</p> <ul style="list-style-type: none"> Continue to provide interpretation and translation service for conferences and school communication Continue to collaborate with Multilingual Assistants <p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Host Asian New Year Host Latino Circle Celebration events Host Check & Connect family evening
<p>Goal:</p> <ul style="list-style-type: none"> Strengthen and increase family engagement 			

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

1. Create a safe, welcoming, and inclusive learning environment that fosters 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)**

2024-25 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>								
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Adapted August 23

			<ul style="list-style-type: none"> Design PD led by ILT Team 										
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Reading													
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Math													
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Adapted August 23

	<ul style="list-style-type: none"> Explore additional concurrent enrollment course offerings 	<p>Interventions (SD 5)</p> <ul style="list-style-type: none"> Implement remedial course offerings to better align with graduation standards <p>Elective class support offerings (SD 1, SD 5)</p> <ul style="list-style-type: none"> Offer additional concurrent enrollment courses <p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Develop PGP around College Preparatory Mathematics (CPM) strategies and practices 	<ul style="list-style-type: none"> Align College Preparatory Mathematics (CPM) assessments to ensure students interact with topics multiple times throughout the year Offer 2 sections of EL Co-taught Geometry <p>Elective class offerings (SD1, SD5)</p> <ul style="list-style-type: none"> Offer 1 section of College Algebra Concurrent Enrollment through Anoka Ramsey Community College <p>Instructional strategies support (SD1, SD 4)</p> <ul style="list-style-type: none"> Provide SDAS support for PLTs Review essential College Preparatory Mathematics (CPM) structures such as huddle, table resources, collaborative student work, roles for students
<p>Student Management</p> <p>Evidence of Need:</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>	<p>PBIS Implementation (SD 1)</p> <ul style="list-style-type: none"> Develop additional student and staff recognition events Develop building expectations for specific areas of the building <p>Unified Insights (SD 1)</p> <ul style="list-style-type: none"> Analyze incident data to determine needed interventions/supports 	<p>PBIS Implementation (SD 1)</p> <ul style="list-style-type: none"> Host attendance recognition Host additional recognition events for student academic support <p>Student supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Provide identified Affinity groups 	<p>Student supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Incorporate relationship building activities during first weeks of school in all classes Adapt process/procedures for Student Assistance Team meetings to align with PODS <p>Adaptive work (SD 4, SD 5)</p> <ul style="list-style-type: none"> Mobile workstations for Admin <p>Licensed staff supports (SD 4, SD 5)</p>

Adapted August 23

			<ul style="list-style-type: none"> Allocate resources for Academic Support Staff Hold weekly POD meetings
<p>Family Engagement</p> <p>Evidence of Need: Osseo Area Schools' School Board sets a district wide expectation that all sites/departments would develop and implement a family engagement goal</p> <p>Goal:</p> <ul style="list-style-type: none"> Strengthen and increase family engagement 	<ul style="list-style-type: none"> Design additional multicultural events involving student groups Design additional "family/caregiver" event Seek feedback from families to determine action steps to best meet the needs of parents/caregivers 	<p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Host multicultural events involving student groups (Asian Club, Latino Circle, PRISM, etc.) Host "family/caregiver" event, to include tours of the building Host Family/Caregiver University 100 (an information session to learn about resources available to them) <p>Family/School Collaboration (SD 3)</p> <ul style="list-style-type: none"> Implement new conference model 	<p>Family/School Collaboration (SD 3)</p> <ul style="list-style-type: none"> Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep Offer a job fair for students/families hosted in spring <p>Communication (SD 3)</p> <ul style="list-style-type: none"> Utilize Talking Points Utilize social media (FB, Twitter, etc.) Utilize Blackboard <p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Host Family Engagement evenings in collaboration with FACE

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Basic Goal	Trans. Goal				

Adapted August 23

<p>*See attached addendum for more detailed information</p>	<p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Analyze which WICOR strategies best support IB Approaches to Learning 	<p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Implement WICOR strategies that would benefit all ELA students 	<ul style="list-style-type: none"> Maintain continuity in 11th and 12th grade teaching team to support implementation fidelity <p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Provide instructional strategies from Read + class that can be used building- wide <p>Interventions (SD 4, SD 5)</p> <ul style="list-style-type: none"> Utilize FastBridge score to place students into co-taught reading courses in 9th and 10th grade Offer one section of EL English 9 for Level 2 ML students Analyze Pre-ACT data to use for potential interventions for coming year 				
<p>Math</p> <p>All Students</p> <table border="1" data-bbox="67 824 424 932"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Basic Goal	Trans. Goal			<p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Analyze which WICOR strategies best support IB Approaches to learning 	<p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Implement WICOR strategies that would benefit all Math students <p>Elective class support offerings (SD 1, SD 5)</p> <ul style="list-style-type: none"> Offer additional concurrent enrollment course offerings 	<p>Elective class support offerings (SD 1, SD 5)</p> <ul style="list-style-type: none"> Offer additional concurrent enrollment courses <p>Interventions (SD 5)</p> <ul style="list-style-type: none"> Offer most impactful remedial course offerings to better align with graduation standards <p>Instructional Strategies (SD 1, SD 2)</p> <ul style="list-style-type: none"> Develop PGP around College Preparatory Mathematics (CPM) strategies and practices
Basic Goal	Trans. Goal						
<p>*See attached addendum for more detailed information</p>							

Adapted August 23

<p>Student Management</p>	<p>PBIS Implementation (SD 1)</p> <ul style="list-style-type: none"> Develop awards system for students <p>Unified Insights (SD 1)</p> <ul style="list-style-type: none"> Analyze incident data to determine needed interventions/supports 	<p>PBIS Implementation (SD 1)</p> <ul style="list-style-type: none"> Host additional student and staff recognition events Implement building expectations for specific areas of the building <p>Unified Insights (SD 1)</p> <ul style="list-style-type: none"> Offer interventions/supports based on building needs assessment 	<p>PBIS Implementation (SD 1)</p> <ul style="list-style-type: none"> Host attendance recognition Host additional recognition events <p>Student supports (SD 4, SD 5)</p> <ul style="list-style-type: none"> Provide identified Affinity groups
<p>Family Engagement</p> <p>Evidence of Need: Osseo Area Schools' School Board sets a district wide expectation that all sites/departments would develop and implement a family engagement goal</p> <p>Goal:</p> <ul style="list-style-type: none"> Strengthen and increase family engagement 	<p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Design additional multicultural events involving student groups Seek feedback from families to determine action steps to best meet the needs of parents/caregivers 	<p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Host additional multicultural events involving student groups Host additional "family/caregiver" event 	<p>Family/Community Events (SD 3)</p> <ul style="list-style-type: none"> Host multicultural events involving student groups (Asian Club, Latino Circle, PRISM, etc.) Host "family/caregiver" event, to include tours of the building Host Family/Caregiver University 100 (an information session to learn about resources available to them) <p>Family/School Collaboration (SD 3)</p> <ul style="list-style-type: none"> Refine new conference model
<p>Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:</p> <ol style="list-style-type: none"> Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. (SD 1) Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD 2) Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD 3) Create a system of operational innovation, excellence, accountability and sustainability. (SD 4) Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD 5) 			

Graduation:

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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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	87.3	75.4	78.5	81.5	75.1	78.2	81.3	
Am Indian		45.0	51.9	58.8				
Asian	94.3	82.1	84.3	86.5	80.8	83.2	85.6	
Black	80.5	73.7	76.9	80.2	71.9	75.4	78.9	
Hispanic	77.3	54.0	59.7	65.5	53.3	59.2	65.0	
White	91.8	84.0	86.0	88.0	88.5	89.9	91.4	
Multiracial	92.6	85.7	87.5	89.3	77.3	80.1	83.0	
EL/ML	76.7	60.4	65.4	70.3	55.7	61.2	66.8	
ML Exited (2+Yrs)					87.5	89.1	90.6	
Non-Eng Not ML (5yrs)					90.0	91.3	92.5	
Spec Ed	65.1	58.7	63.9	69.0	60.6	65.5	70.5	
F/R Lunch	81.2	72.1	75.6	79.1	70.3	74.0	77.7	
Homeless	54.5	39.3	46.9	54.5	37.9	45.7	53.4	
Female	92.3	78.1	80.8	83.6	80.9	83.3	85.7	
Male	82.2	73.0	76.4	79.8	69.9	73.7	77.4	

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

Reading:

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	64.9	61.3	52.2	63.1	68.1	62.6	61.9	66.9
Am Indian							66.1	71.1
Asian	68.1		51.8	62.9	67.9	62.5	66.1	71.1
Black	54.0		43.6	55.5	60.5	53.3	51.8	56.8
Hispanic	64.0		44.8	58.0	63.0	60.7	47.3	52.3
White	81.8		76.1	90.4	95.4	94.4	87.5	92.5
Multiracial	53.8		65.9	64.3	69.3	54.5	76.5	81.5
ML/EL	20.0		6.6	12.9	17.9	12.5	20.7	25.7
ML Exited (2+ Yrs)*				39.0	44.0	46.0	64.1	69.1
Non Eng Not ML (6yrs)*				82.0	87.0	80.0	79.5	84.5
Spec Ed	16.7		20.8	34.8	39.8	50.0	33.1	38.1
Free/Red. Price Meals	59.1		47.3	60.9	65.9	60.5	55.0	60.0
Female	66.3		57.0	61.2	66.2	63.0	71.5	76.5
Male	63.4		47.1	64.9	69.9	62.2	52.9	57.9

Reading (cont.)

MCA Reading Proficiency

Priority One: REAC		Measure: MCA Proficiency (% Proficient)
Column Header	Definition	
<i>Results</i>	% Proficient on MCA Reading	
<i>Trend</i>	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	43%	44%	48%	40%	↓
Am Ind	n<5	n<5	n<5	n<5	□
Asian	48%	55%	56%	42%	↓
Black	32%	34%	34%	30%	↓
Hispanic	39%	25%	33%	37%	↓
White	71%	75%	74%	80%	↑
Multiracial	38%	30%	62%	39%	↑
EL	3%	0%	2%	11%	↑
ML Exited (2+Yrs)				13%	□
Non-Eng Not ML (6yrs)				62%	□
SPED	11%	0%	16%	21%	↑
F/R Meals	37%	38%	41%	37%	→
Female	48%	54%	52%	38%	↓
Male	39%	35%	43%	42%	↑

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING	Measure: Growth (% Making F-S Natnl Growth by All Pctl)				
Column Header	Definition				
<i>Typical Growth by All</i>	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				
<i>Aggressive Growth by All</i>	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				
<i>Typical Growth Goals</i>	<i>Below Baseline</i>	The range between the 1st pctl and one point below the baseline range			
	<i>Baseline</i>	The range between the local and national 50th pctl			
	<i>Target</i>	The range between one percentile point above baseline and one point below the 75th pctl			
<i>Color Coding</i>	Below Baseline Lo 1-22	Below Baseline Hi 23-44	Baseline 45-56%	Target Lo 57-65%	Target Hi 66-74%
<i>Aggressive Growth Goals</i>	<i>Below Baseline</i>	The range between the 1st pctl and one point below the baseline range			
	<i>Baseline</i>	The range between the local and national 75th pctl			
	<i>Target</i>	The range between one percentile point above baseline and one point below the 99th pctl			
<i>Color Coding</i>	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			49%	20%	55%	27%
Am Ind			n<5	n<5	n<5	n<5
Asian			52%	21%	61%	26%
Black			49%	20%	49%	26%
Hispanic			52%	21%	62%	32%
White			39%	16%	54%	27%
Multiracial			48%	26%	44%	22%
ML/EL			45%	18%	52%	29%
ML Exited (2+Yrs)					58%	17%
Non-Eng Not ML (6yrs)					58%	30%
SPED			41%	23%	49%	30%
F/R Meals			49%	21%	56%	28%
Female			51%	19%	53%	23%
Male			47%	22%	57%	31%
Very Low Risk			36%	10%	44%	16%
Low Risk			63%	29%	50%	20%
Some Risk			53%	30%	62%	28%
High Risk			48%	8%	64%	44%

Reading (cont.)

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	23%	6%	27%	8%
Am Ind	n<5	n<5	n<5	n<5
Asian	19%	5%	25%	8%
Black	22%	3%	23%	8%
Hispanic	29%	9%	29%	10%
White	32%	10%	45%	11%
Multiracial	26%	13%	22%	7%
ML/EL	2%	2%	16%	3%
ML Exited (2+Yrs)			17%	4%
Non-Eng Not ML (6yrs)			35%	12%
SPED	23%	5%	18%	2%
F/R Meals	22%	4%	25%	8%
Female	24%	5%	25%	10%
Male	23%	8%	29%	7%
Very Low Risk	27%	8%	41%	12%
Low Risk	30%	7%	22%	9%
Some Risk	17%	5%	23%	8%
High Risk	8%	0%	25%	6%

Math:

MCA Math Index Rates

Priority Two: MATHEMATICS				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 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	40.7	27.0	23.9	41.7	46.7	21.8	28.7	33.7
Am Indian			20.0					
Asian	45.8	36.8	35.6			22.9	38.6	43.6
Black	25.9	14.1	14.1			9.7	14.4	19.4
Hispanic	18.3	12.5	13.1			20.3	17.8	22.8
White	65.3	39.3	39.7			43.5	61.4	66.4
Multiracial			8.8			26.9	20.6	25.6
ML/EL	0.0		5.3			0.0	0.1	5.1
ML Exited (2+ Yrs)*						3.6	17.5	22.5
Non Eng Not ML (6yrs)*						27.6	39.1	44.1
Spec Ed	5.9	12.5	14.8			13.6	1.9	6.9
Free/Red. Price Meals	28.9	18.8	21.6			15.4	20.3	25.3
Female	36.7	27.8	26.7			21.8	27.9	32.9
Male	44.4	26.5	21.7			21.8	29.3	34.3

MCA Math Proficiency

Priority Two: MATH		Measure: MCA Proficiency (% Proficient)
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	25%	12%	12%	11%	↓
Am Ind	n<5	n<5	n<5	n<5	□
Asian	33%	21%	19%	11%	↓
Black	13%	2%	3%	4%	↓
Hispanic	9%	7%	5%	8%	→
White	49%	23%	32%	38%	↓
Multiracial	0%	0%	0%	6%	↑
EL	4%	0%	2%	2%	↓
ML Exited (2+Yrs)				0%	□
Non-Eng Not ML (6yrs)				12%	□
SPED	0%	5%	0%	6%	↑
F/R Meals	17%	8%	10%	7%	↓
Female	24%	11%	11%	10%	↓
Male	27%	13%	12%	12%	↓

Math (cont.)

FastBridge Math Growth by All

Priority Two: MATH	Measure: Growth (% Making F-S Natnl Growth by All Pctl)				
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 pctl's			
	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 pctl's			
	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			45%	23%	46%	29%
Am Ind			n<5	n<5	n<5	n<5
Asian			56%	29%	49%	28%
Black			30%	9%	44%	25%
Hispanic			39%	26%	44%	31%
White			75%	50%	52%	38%
Multiracial			56%	33%	31%	31%
ML/EL			33%	17%	48%	27%
ML Exited (2+Yrs)					44%	34%
Non-Eng Not ML (6yrs)					44%	22%
SPED			24%	16%	37%	20%
F/R Meals			45%	20%	45%	26%
Female			42%	23%	43%	27%
Male			47%	23%	49%	30%
Very Low Risk			50%	10%	54%	34%
Low Risk			68%	38%	43%	26%
Some Risk			34%	14%	50%	29%
High Risk			34%	24%	46%	31%